Blessing-Rieman College of Nursing & Health Sciences

Program Catalog & Student Handbook

2025-2026

3609 Marx Drive
Quincy, IL 62305
www.brcn.edu

MISSION, VISION, & VALUES

MISSION

To provide excellence in professional nursing and healthcare career education.

VISION

To 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

Compassion
Dedication
Leadership
Professionalism
Quality
Respect
Safety

Admissions: 6949
Blessing Health Professions Library: 6970
Counselor: 6997
Financial Aid: 6993
Information Technology Help Desk: 6900 [after hours: 6944]
Office of the Registrar: 6962
Student Accounts Representative/Bursar: 6996
Student Services Office: 6990

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2025-2026 ACADEMIC CALENDAR

Fall 2025

15-Aug Fri New Student Orientation (3:00-5:30)
18-Aug Mon BRCN classes begin
18-19-Aug Mon-Tues BRCN Check-in days, 9am-1pm, 2pm-4:30 pm (optional)
25-Aug Mon QU & CSC (12-week) classes begin
25-Aug Mon BRCN last day to add/drop a course (1st 8-week and 15-week)
27-Aug Wed Commitment to Care (1:00-4:00) (required for all on-campus students)
29-Aug Fri CSC last day to add/drop a 12-week course
29-Aug Fri QU last day to add/drop a course

1-Sep Mon Labor Day - No classes at BRCN, CSC or QU
22-Sep Mon BRCN last day to withdraw from a 1st 8-week courses

3-Oct Fri CSC Mid-Term Break - No classes at CSC
5-Oct Sun Teddy Bear Clinic
8-Oct Wed QU 1st 8-week session ends
9-Oct Thurs BRCN 1st 8-week session ends
10-Oct Fri BRCN Midterm Break - No classes at BRCN
13-Oct Mon BRCN & QU 2nd 8-week session begins
13-Oct Mon BRCN midterm and 1st 8-week session final grades due (noon)
17-Oct Fri CSC last day to withdraw from a 12-week course
17-Oct Fri QU last day to add/drop a 2nd 8-week course
17-Oct Fri Research Day
20-Oct Mon BRCN last day to add/drop a 2nd 8-week course
27-Oct Mon BRCN last day to withdraw from a 15-week course

4-Nov Tues QU last day to withdraw from a full semester course
17-Nov Mon CSC last day of 12-week session
17-Nov Mon BRCN last day to withdraw from a 2nd 8-week course
18-Nov Tues QU last day to withdraw from B session classes
19-21 Nov Wed-Fri CSC final exams (12-week)
22-30 Nov Sat-Sun BRCN, CSC, & QU Thanksgiving break - No classes

1-Dec Mon CSC 3-week session begins
2-Dec Tues CSC last day to add/drop a 3-week course
5-Dec Fri BRCN and QU last day of classes
8-11 Dec Mon-Thurs BRCN and QU final exams
11-Dec Thurs BRCN graduating senior grades due (8:00 a.m.)
12-Dec Fri BRCN Commencement
13-Dec Sat QU Commencement
15-Dec Mon BRCN grades due (8:00 a.m.)
19-Dec Fri CSC last day of 3-week session

2025-2026 Academic Calendar

Spring 2026

5-23 Jan QU J-term

12-Jan Mon BRCN & CSC classes begin
16-Jan Fri CSC last day to add/drop a 12-week course
19-Jan Mon Martin Luther King Day - No classes at BRCN, CSC, & QU
20-Jan Tues BRCN last day to add/drop a course (1st 8-week and 15-week)
26-Jan Mon QU classes begin
30-Jan Fri QU last day to add/drop a course

16-Feb Mon BRCN last day to withdraw from a 1st 8-week course

28-8 Feb/Mar Sat-Sun BRCN & CSC spring break - No classes (except BRCN 1st 8-wk courses)
6-Mar Fri BRCN 1st 8-week sessions ends
9-Mar Mon BRCN 2nd 8-week session begins
13-Mar Fri QU 1st 8-week session ends
14-22 Mar Sat-Sun BRCN & QU spring break - No classes
23-Mar Mon BRCN midterm and 1st 8-week session final grades due (noon)
23-Mar Mon QU 2nd 8-week sessions begins
27-Mar Fri QU last day to add/drop a 2nd 8-week course
23-Mar Mon BRCN last day to add/drop a 2nd 8-week course

3-6 Apr Fri-Mon BRCN, CSC, & QU Easter break - No classes (QU resumes Mon. at 5:00 p.m.)
7-Apr Tues BRCN last day to withdraw from a 15-week course
14-Apr Tues QU last day to withdraw from a full semester course
15-Apr Wed CSC last day of 12-week session
16-17, 20 Apr Thurs-Mon CSC final exams (12-week)
21-Apr Tues BRCN & QU last day to withdraw from a 2nd 8-week course
21-22 Apr Tues-Wed CSC term break - No classes at CSC
23-Apr Thurs CSC 3-week session begins
24-Apr Fri CSC last day to add/drop a 3-week course

8-May Fri BRCN & QU last day of classes
11-14-May Mon-Thurs BRCN & QU final exams
13-May Wed BRCN graduating senior grades due (8:00 a.m.)
13-May Wed CSC last day of 3-week session
15-May Fri BRCN Commencement
15-May Fri CSC & QU Baccalaureate
16-May Sat CSC & QU Commencement
18-May Mon BRCN other grades due (8:00 a.m.)

ADMISSIONS- REQUIREMENTS AND POLICIES

GENERAL UNDERGRADUATE ADMISSIONS

POLICY

Applicants to undergraduate programs must meet all admission requirements of the desired program.

PROCEDURE

Applications are evaluated when all required documents are received by the Admissions Office, and admission is based upon individual undergraduate program criteria.

The College does not practice or condone discrimination in any form as described in the Non-Discrimination Policy.

Acceptance Process

Applicants for Bachelors programs with limited enrollment must meet the requirements identified below by May 31st.

Applicants are evaluated first based on their GPA in pre-requisite courses. In situations where the pre-requisite GPAs are the same, the College will admit applicants according to the following priorities:

- Priority One: Freshmen and Transfer Freshmen from Culver-Stockton College(CSC) and Quincy University (QU)
  - Freshman and Transfer Freshman are defined as a first time student or transfer student who has not completed the required pre-requisite courses at the time of initial application to the partner college.
- Priority Two: Direct Transfer applicants
  - Direct Transfer is defined as applicants who apply directly to the College without entering a partner institution.
- Priority Three: Transfer Sophomores from Culver-Stockton College (CSC) and Quincy University (QU)
  - Transfer Sophomore is defined as a student who has completed the required pre-requisite courses at the time of initial application to the partner college.

The College, in its discretion, may consider other factors in alignment with the mission of the College and consistent with applicable law, such as cumulative GPA, interest in and commitment to degree field, work/ volunteer/ leadership/ life experience, extracurricular activities, maturity, and references.

TOEFL Requirement

Applicants are required to complete the Test of English as a Foreign Language (TOEFL) English proficiency examination when:

- The applicant is not from an English-speaking country
- English is not the primary language of the applicant
- The applicant is not fluent in reading or speaking English

The applicant must score above the following TOEFL scores, or International English Language Testing System (IELTS) equivalent, for admission:

- 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 having difficulty speaking or reading English after admission will be required to meet with the Learning Resource faculty/staff or complete an English as a Second Language (ESL) or Limited English Proficiency (LEP) course.

Criminal Background Check and Drug Screen Disclaimer Statement

Students are required to complete a criminal background check and drug screening after they have been notified of preliminary acceptance, but before nursing or health sciences classes begin:

- Drug screening must be done no more than 30 days before the start of the student's first class.
- The background check must be done no more than 60 days before the start of the student's first class.
- Acceptance is conditioned on passing this required background check and drug screening.
- A preliminarily 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 in the Program Catalog and Student Handbook under the Criminal Background Check policy, or on our website at: www.brcn.edu/studentservicesrequirements

OFFICIAL TRANSCRIPTS FOR ADMISSION

POLICY

Students who have attended other accredited institutions of higher learning, earned college credit recommended by the American Council on Education (ACE), and/or received dual credits must submit official transcripts from all institutions attended before credits are transferred, validated, evaluated and/or to receive state or federal financial aid.

PROCEDURE

Students must submit official transcripts from all institutions of higher learning previously attended to be considered for admission into any College program.

Transcripts are official when received:

- Directly from the institution in a sealed, unopened envelope
- By secure electronic delivery system (ex: e-SCRIP-SAFE)
- With school seal
- With signature of the Registrar

Transcripts are *not* official when submitted in any other format including, but not limited to, the following methods:

- Marked as "Unofficial" or "Issued to Student"
- Paper grade reports
- Faxes
- Screenshots
- Online grade downloads

Students will not be considered officially admitted to the College until all official transcripts are received by the College.

Official transcripts must be received by the College by the end of the add/drop period for students to remain enrolled.

Students attending Culver-Stockton College or Quincy University submit official transcripts to the partner institution. Additional submission to the College is not required.

EVALUATION AND TRANSFER OF CREDIT

POLICY

Approved transfer of credit may be applied toward program degree requirements.

PROCEDURE

Students initiate evaluation of transfer credit with the submission of official transcripts from all previous institutions.

Academic credit for a course earned at a regionally accredited institution, approved by the American Council on Education (ACE), or evaluated by World Education Services (or an equivalent service), are accepted as follows:

- Required or elective nursing and health science courses with a grade of C or above
- Required prerequisite courses with a grade of C- or above
- General education courses (Maximum of six (6) hours with a grade of D)

There is no time limit for acceptance of general education courses. Acceptance of required or elective nursing and health science credits taken during prior enrollments is determined upon review by the academic advisors, the Academic Dean, and/or Program Coordinators/Faculty.

When courses are approved for transfer, the transcript reflects the credit hours without grades. Grades for transfer courses are not part of the cumulative or program grade point averages (GPA). Courses transferred as prerequisites courses are calculated into the prerequisite GPA.

Transferred courses are applied toward degree requirements when content is deemed equivalent to general education and program courses.

Students are responsible for providing syllabi requested for the purpose of evaluation.

PRIOR LEARNING CREDIT

POLICY

Prior Learning Credit may be awarded by the College for educational experience gained through nontraditional methods.

PROCEDURE

Sources

Sources of Prior Learning are individually assessed and include, but are not limited to the following:

- Military Credit
  - Experience
  - Occupation
- Employment Based Training
  - Certifications
  - Apprentices/Internships
  - Residency programs (e.g. Blessing Hospital Nurse Residency Program)
- Individualized Assessment
  - Experiential learning
  - Portfolio

Process for Evaluation/Award of Credit

PLC is assessed and awarded through the following process:

Required Documentation

Students must complete a Request for Transfer/Prior Learning Credit form and provide legitimate documentation of prior learning activities for assessment to the Office of the Registrar. Documentation may include but is not limited to the following:

- Resumé
- Certification(s)
- Certificate/proof of participation/completion
- Training materials
  - Syllabus/curriculum
  - Rubric
  - Outcomes/objectives
- Evaluations
- Letters of reference/recommendation

Approval

The Registrar initiates the approval process by assessing the provided documentation and recommending potential options for awarding PLC to the Academic Dean or appointed faculty member.

After review by the Academic Dean and/or faculty, the student will be notified of approval or denial of the request for PLC.

Credits will be awarded based on review and approval of the Academic Dean and/or faculty.

Some prior learning experiences may not be eligible for credit based upon date of participation/completion.

Blessing Hospital Nurse Residency Program (NRP)

RN-BSN students who have successfully completed the NRP receive 3 hours of PLC for NSG 410: Evidence Directed Nursing Practice.

Students who wish to receive PLC for the NRP must:

- Notify the RN-BSN Academic Advisor of current participation in or completion of the NRP upon enrollment in the RN-BSN program.
- Submit proof of successful completion (NetLearning transcript) to the Office of the Registrar.
- Notify the RN-BSN Academic Advisor of termination of participation in the NRP while enrolled in the RN-BSN program.

NSG 410 is transcribed when the full NRP has been completed and proof has been submitted. If a student does not complete the full NRP, the student is required to complete NSG 410 prior to graduating from the RN-BSN program.

TESTING FOR COLLEGE CREDIT

POLICY

Students may request credit for standardized tests on an individual basis.

PROCEDURE

College credit may be given for successful completion of College Level Examination Program (CLEP) tests, Advanced Placement (AP) tests of College Board or equivalent types of tests as approved.

Scores may be submitted and reviewed for validation and acceptance of college credit.

CLEP Credit

Arrangements to take CLEP tests at an authorized test center are the responsibility of the student.
College credit is given when a minimum score of 50 is achieved on an approved CLEP exam.
See attached list of approved CLEP course exams

AP Credit

Students enrolled in a joint program receive college credit according to the policy of the partner campus.
Students enrolled solely through the College are given college credit for courses in which scores of 3 or above are earned.

READMISSION

POLICY

Students who have withdrawn or dismissed from the College are required to apply for readmission.

PROCEDURE

Readmission after Withdrawal

Students reapplying after withdrawing are required to:

- Submit a Readmission Application and all official transcripts to the admissions office
- Meet all admissions criteria

Readmission after an Academic Dismissal

Undergraduate students dismissed from a program are not eligible to apply for readmission to the same degree track or Direct Transfer track within the same major.
Undergraduate students applying to a different degree track after academic dismissal are required to:

- Submit a Readmission Application and all official transcripts to the admissions office
  - Student applications may be reviewed by academic committee
- Meet all admissions criteria for the new degree track

Graduate students may apply for readmission at any time after a withdrawal or dismissal. Graduate readmissions are reviewed by the Master of Science in Nursing (MSN) Program Committee. The MSN Program Committee reserves the right to deny readmission to any graduate student.
Graduate students applying for readmission after academic dismissal are required to:

- Submit a readmission application and all official transcripts to the admissions office
- Submit a letter to the MSN Program Committee to support your request for readmission
- Meet all admissions criteria for the MSN program

Readmission after a Code of Conduct Dismissal

Readmission to the College for any pre-licensure program after a Code of Conduct dismissal is not permitted.
Readmission to the College for online, post-licensure programs will be reviewed on an individual basis Academic Committee.
Students applying for readmission after a Code of Conduct Dismissal are required to:

- Submit a Readmission Application and all official transcripts to the admissions office
- Submit a letter to the Academic Committee to support your request for readmission
- Meet all admissions criteria for the new program

The Academic Committee reserves the right to deny readmission to any student.
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 class. The background check must be done no more than 60 days before the start of class. Readmission into the College is conditioned on passing this required background check and drug screening. A readmitted student may have his or her 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 in the Academic, Financial Aid, and Student Handbook under the Criminal Background Check policy, or on our website at: https://www.brcn.edu/parents-current-students/student-services-requirements

ENROLLING AS A NON-DEGREE SEEKING STUDENT

POLICY

Non-degree seeking students may take courses for personal or professional enrichment.

PROCEDURE

Non-degree seeking students may enroll in courses:

- As space allows.
- If course prerequisites are met.
- With consent of the instructor.

Non-degree seeking students must:

- Complete the Non-Degree Seeking Student Application available through the Office of the Registrar.
- Submit the completed form to the Office of the Registrar.

Non-degree seeking graduate students may enroll in up to two (2) graduate courses. Practicum or project courses are ineligible for enrollment.

Non-degree-seeking students may request degree-seeking status by following the regular admission process.

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

POLICY

Students are required to complete the *Student Change of Information Form* with changes in name, address, or telephone number at any time after initial enrollment into the program.

PROCEDURE

To complete the process for change of information, students must:

- Obtain the *Student Change of Information Form* from the Office of the Registrar (also available on the College website).
- Complete and sign/date the form.
- Provide proof of legal name change with the form.
- Return the completed form to the Office of the Registrar.

REGISTRATION, ADD/DROP & WITHDRAWAL

REGISTRATION

POLICY

Students must register to enroll in courses for the following semester for the the College (BRCN) to ensure availability of class and clinical space for all students.

PROCEDURE

Registration periods for applicable* programs are:

- March/April for summer and fall semesters.
- October/November for spring semester.

Note: *Students are able to register and change registration through the add/drop period each semester.*

*Some programs may follow alternative registration schedules.

Students enrolled through a partner institution *must* complete registration through BRCN.

Prior to and during the registration period:

- Students work with assigned academic advisors to determine courses for the upcoming semester.
- Advisors contact students to initiate the registration process.
- Students are expected to be prepared to select their desired and alternative choices for class and clinical sections.
- Students must approve/sign registration forms in person or via electronic approval/signature.
- Registration forms are signed by the student and academic advisor.
- Courses are registered at partner campuses as applicable.
- Courses are registered at BRCN by the Office of the Registrar, completing the registration process.

Students are able to enroll in courses needed for progression and graduation. This guarantee does not include "first choice" of class and clinical sections.

Students with registration holds at BRCN or partner campuses will not be allowed to register until all holds are cleared.

BRCN reserves the right to change course schedules at any time before the end of the add/drop period.

ADD/DROP AND SCHEDULE CHANGES

POLICY

In order to add or drop a course, students must complete a formalized process before the add/drop deadline (date).

PROCEDURE

To add or drop a course, students must contact their assigned Academic Advisor and complete a Change of Registration form. The form must be approved by the Academic Advisor, the student, and the Registrar. All changes must be made prior to the add/drop date.

Add/Drop Dates

The add/drop dates are as follows:

- Fifteen (15)-week course: Sixth business day from the start of the term
- Eight (8)-week course: Sixth business day from the start of the session
- Four (4)-week course: Sixth business day from the start of the session (drop only)

Deadlines are listed on the academic calendar and the College website. For partner institution add/drop dates, refer to the Culver-Stockton or Quincy University add/drop policies.

Census day will be six (6) business days after the first day of the semester.

Adding/Dropping a Course

Students may add or drop a course on or before the add/drop date. Once the add/drop date has passed, no courses are added or dropped. 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.

Changing a Course or Clinical Section

Students may change a course section under extenuating circumstances:

- With assigned course or clinical faculty approval
- Depending upon availability of space in another section
- With approval of other section faculty

Students are required to communicate with faculty and obtain signatures from involved faculty, their advisor, and the Registrar.

COURSE/PROGRAM WITHDRAWAL

POLICY

Students must follow withdrawal guidelines and procedures in order to withdraw from a course or program.

PROCEDURE

Withdrawal Dates

The last day to withdraw from a full semester course:

- Fall-- First Monday in November
- Spring-- First Monday in April

The last day to withdraw from an eight (8)-week course will be the sixth Monday of the course.

Withdrawal Limits

A student is allowed to withdraw and re-enroll in the same course one time and must successfully complete the course when enrolled for the second time. Failure to complete/pass the course the second time results in dismissal from the program.

- This includes courses that are offered under different course numbers with the same content.
  - Fundamentals of Nursing (206/207 = 216)
  - Fundamentals of Pharmacology (209/211 = 204)

Once it has been determined a student has earned a failing grade in a course or clinical, withdrawal from the course/program is no longer an option.

Unofficial/Administrative Withdrawal

Students are unofficially/administratively withdrawn from course(s) when they fail to adhere to the required attendance parameters *after* the add/drop date and have not communicated the reason for absence with college faculty or administration.

The College reserves the right to unofficially/administratively withdraw students. Unofficial/administrative withdrawals are processed within 14 days of the student's last recorded date of attendance.

Official Withdrawal

Withdrawing from a Course

There is no academic penalty for withdrawing from a course before the deadline.
Students withdrawing from a course after the add/drop date and before the withdrawal deadline receive a "W" on the transcript.
Once the withdrawal deadline has passed, courses not completed result in a grade of "F".
Advisors/eligible students must complete a Change of Registration Form and return the completed form to the Office of the Registrar.

Withdrawal from a Program or the College

Eligible students must complete the following steps to withdraw from a program or the College:

- Complete and sign a Withdrawal Form provided by the Academic Advisor
- Return College and hospital-issued access/ID devices to the Student Services Officer

The date the completed withdrawal form is submitted to the Office of the Registrar is considered the official withdrawal date.
Upon withdrawal from the College:

- The IT Department terminates the student e-mail account
- Student access is disabled in the Student Information and Learning Management Systems.
- Registrar notifies the partner institution and the Blessing Health System Termination group
- Blessing Hospital disables student access to Electronic Health Records, NetLearning, and other web-based applications

Withdrawing from a Partner Institution

Students withdrawing from Culver-Stockton College or Quincy University must follow the withdrawal policy of the partner institution.

LEAVE OF ABSENCE

POLICY

Students unable to remain continuously enrolled may be eligible to take an academic Leave of Absence (LOA). An academic LOA is defined as a temporary period of non-enrollment in courses.

PROCEDURE

An academic LOA may be granted for a period of one (1) semester at a time, up to a maximum of two consecutive semesters for each approved leave. Students may request an academic LOA for reasons including, but not limited to the following:

- Military service.
- Pregnancy.
- Illness or health conditions.
- Family emergency.

Requesting a Leave of Absence

A student requesting an academic LOA will complete the following:

- Obtain the Leave of Absence Form from the website or academic advisor.
- Obtain the Withdrawal Form from the website or academic advisor.
- Communicate with academic advisor to discuss an academic LOA.
- Communicate with the Financial Aid Coordinator to discuss the potential impact of an academic LOA on financial aid.
- Return the completed forms to the Office of the Registrar.

The date the completed withdrawal form is submitted to the Registrar's office is considered the official withdrawal date. The student's last date of academic attendance will be the date used for Return of Title IV Funds calculation.

During a Leave of Absence

Students are withdrawn from courses. Clinical agency privileges and access are terminated during the LOA time period.
Students on an academic LOA maintain the following College privileges:

- Email access
- Ability to register
- Library resources

Students not returning after the maximum academic LOA period must reapply to the College. Readmission is not guaranteed.

Return from Leave of Absence

Students complete the following steps prior to returning from an academic LOA:

- Communicate with assigned academic advisor
- Communicate with the Financial Aid Coordinator
- Complete/pass a skills check off for appropriate level (i.e. sophomore, junior, senior) with simulation faculty
- Complete a criminal background check no more than 60 days before the start of the semester
- Complete drug screening no more than 30 days before the start of the semester

Return from LOA is conditional on passing the required background check and drug screening. A student may have acceptance/return 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 in the Program Catalog and Student Handbook under the Criminal Background Check policy, or on the website: https://www.brcn.edu/parents-current-students/student-services-requirements

Students returning from an academic LOA will automatically resume with the status they had before the academic LOA was granted and will be subject to current degree requirements.

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

MODES OF STUDY

AUDITING A COURSE

POLICY

Students may audit a course with faculty permission and as space permits.

PROCEDURE

Students auditing a course:

- Are not permitted to take examinations
- Do not receive a grade or credit.
- Are not permitted to participate in clinical experiences if embedded in a theory course.
- May participate in clinical or lab experiences if it is a stand alone course, not embedded in a theory course.
- Must register for audited courses
- May add or drop a course on or before the add/drop date. No changes are made after the add/drop date.

Graduate students may audit up to two (2) graduate courses. Practicum or project courses are not eligible for audit.

Audited courses are reflected on the transcript as a grade of "AU"; and show no hours attempted, no hours earned, and no quality points earned. Audited courses are not applied toward degree requirements.

DIRECTED OR INDEPENDENT STUDY

POLICY

Students must obtain approval in order to participate and earn credit via Directed or Independent Study.

Definitions

Directed Study: Substitution for an established College course that is not offered in the semester for which the student wishes to enroll.

Independent Study: A created course which provides an opportunity for a student to pursue/research a subject more independently and in more depth than provided by an established College course.

PROCEDURE

Students may earn up to three (3) credit hours from the College via Directed or Independent Study.

In order to participate in Directed or Independent Study, students must:

- Be in good academic standing.
- Complete the approval process no later than five (5) business days prior to the start of the semester of the Directed or Independent Study.

Directed Study

In order to obtain approval for a Directed Study, the student must:

- Obtain a Directed or Independent Study Request form from the Office of the Registrar.
- Provide a copy of the syllabus for the proposed Directed Study from the supervising faculty member.
- Write a mutually acceptable (student and faculty member) Request for Directed Study including the time frame of completion of course requirements.
- Collect all required signatures:
  - Course Faculty.
  - Academic Advisor.
  - Registrar.
  - Curriculum Committee Chair (upon approval).
- Return the completed Directed or Independent Study Request form to the Office of the Registrar.

Independent Study

In order to obtain approval for an Independent Study, the student must:

- Obtain a Directed or Independent Study Request form from the Office of the Registrar.
- Write a mutually acceptable (student and faculty member) Plan for Independent Study including the following elements:
  - Purpose/Topics/Objectives.
  - Methods.
  - Outcome measures/Evaluation.
  - Time frame (no later than first day of final semester exams).
- Collect all required signatures:
  - Faculty
  - Academic Advisor
  - Registrar
  - Curriculum Committee Chair (upon approval)
- Return the completed Directed or Independent Study Request form to the Office of the Registrar.

CREDIT HOURS, STUDENT CLASSIFICATIONS, & ACADEMIC STANDING

DEFINITION OF CREDIT HOUR

POLICY

The Federal definition for a credit hour is used for all College programs/courses.

Credit Hour- 1 hour of didactic instruction and a minimum of 2 hours of out-of-class student work each week for approximately 15 weeks for 1 semester hour of credit.

PROCEDURE

Theory

Course faculty for all programs determine the assignments, readings, projects, and tests necessary to provide equivalent coursework for each credit hour.

Clinical/Lab

Clinical/lab hours are calculated according to the program of study:

Medical Laboratory Science

Medical Laboratory clinical/lab hours are calculated using:

- A 1:5 ratio for clinical with 1 credit hour being equal to 5 clinical hours.
- A 1:2 ratio for lab with 1 credit hour being equal to 2 lab hours.

Nursing

Nursing clinical hours are calculated using:

- A 1:4 ratio for sophomore level clinical/lab with 1 credit hour being equal to 4 clinical hours.
- A 1:3 ratio for junior level, senior level, and RN-BSN clinical/lab with 1 credit hour being equal to 3 clinical hours.

Radiologic Science

Radiologic Science clinical/lab hours are calculated using:

- A 1:6 ratio for all radiography clinicals with 1 credit hour being equal to 6 clinical hours.

- A 1:4 ratio for radiography labs with 1 credit hour being equal to 4 clinical hours.

Respiratory Care

Respiratory Care clinical/lab hours are calculated using:

- A 1:6 ratio with 1 credit hour being equal to 6 clinical hours.
- A 1:3 ratio with 1 credit hour being equal to 3 lab hours.

Simulation

Simulation in Theory

When incorporating simulation time into theory, the simulation hour to theory hour ratio is 1:1.
Example: 2 simulation hours are equal to 2 hours of seat time in theory.

Simulation in Clinical

When incorporating simulation time into the clinical schedule, the simulation hour to clinical hour ratio is 1:2 with 1 simulation hour being equal to 2 clinical hours.
Example: 3 simulation hours are equal to 6 clinical hours.

Asynchronous Online Courses

Asynchronous online courses follow the College's definition of a credit hour.

For all courses, in-person and asynchronous online, students are expected to have a minimum of 2 hours per 1 credit of out of classroom learning time per week.

STUDENT CLASSIFICATIONS

POLICY

Classification requirements for academic standing must be determined for all students in order to meet federal compliance guidelines.

PROCEDURE

The following tables are used in determining level classification for academic standing and financial aid.

Level	Classification Requirements for Academic Standing
Sophomore	Enrolled in 200 level Nursing/Health Sciences courses
Junior	Enrolled in 300 level Nursing/Health Sciences courses
Senior	Enrolled in 400 level Nursing/Health Sciences courses

Level	Classification Requirements for Financial Aid
2nd Year	30-59 earned credit hours
3rd Year	60-89 earned credit hours
4th Year	90-119 earned credit hours
5th Year	120+ earned credit hours

ACADEMIC STANDING

POLICY

Students are required to meet specific criteria for academic standing.

PROCEDURE

For academic standing, students must:

- Maintain a cumulative grade point average (GPA):
  - Medical Lab Technician= 2.5
  - Nursing programs= 2.7
  - Radiologic Sciences= 2.7
  - Respiratory Care= 2.7
- Maintain a cumulative program-specific GPA:
  - Medical Lab Technician= 2.5
  - Nursing programs= 2.7
  - Radiologic Sciences= 2.7
  - Respiratory Care= 2.7
- Earn a minimum of a C in all required courses.
- Earn a minimum of a C- in all required prerequisite courses.

Students not in academic standing are eligible for academic probation.

ACADEMIC HONORS

POLICY

Academic honors are granted to students meeting specified program Grade Point Average (GPA) requirements.

PROCEDURE

President's and Dean's Lists

The following distinctions are awarded to undergraduate students each semester:

- Students achieving a program GPA of 4.0 will be recognized with the distinction of President's List.
- Students achieving a program GPA of 3.75 to 3.99 will be recognized with the distinction of Dean's List.

The process for this recognition is as follows:

- The Office of the Registrar calculates program GPAs
- Qualifying students receive a congratulatory letter signed by college administration.
- With student permission via media release, qualifying student's names may be:
  - Shared with regional media outlets.
  - Shared on social media platforms.

All students having completed at least 6 credit hours in academic standing are eligible for this recognition.

Graduation Honors

Degrees with Distinctions are awarded to undergraduate students for the following accomplishments:

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

All graduation requirements must be documented as complete prior to graduation ceremonies for honors to be announced at commencement. Students receive a blue and gold honors cord prior to the graduation ceremony. Graduation honors are noted on the Blessing-Rieman College of Nursing and Health Sciences transcript only.

COMMENCEMENT

CONFERRING OF DEGREES AND PARTICIPATION IN COMMENCEMENT

POLICY

Students meeting all degree requirements are eligible for degree conferral and to participate in the May or December commencement.

PROCEDURE

Conferring of Degrees

Degrees are conferred three times a year: May, July/August, and December.

If a student is unable to complete the degree requirements by the anticipated conferral date, an incomplete may be issued at the discretion of the course instructor.

Should a student need to enroll in another semester in order to complete the degree requirements, the conferral date would then be at the completion of that semester.

Commencement

Students intending to participate in commencement must:

- Complete all degree requirements prior to participation in a commencement ceremony.
- Submit an Application for Graduation to the Student Services Officer by the deadline.
- Attend the commencement ceremony following completion of all degree requirements.

Students in joint programs must apply for graduation and follow commencement policies specific to the partner institution.

STUDENT RECORDS & FERPA

PROTECTION AND DISCLOSURE OF STUDENT RECORDS UNDER FERPA

POLICY

The College complies with The Family Education Rights and Privacy Act of 1974 (FERPA) in order to safeguard information found in education records thereby protecting student privacy.

PROCEDURE

FERPA 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.

Education Record

FERPA (2021) defines education record as:

Records that are directly related to a student and that are maintained by an educational agency or institution or a party acting for or on behalf of the agency or institution, including, but not limited to the following records kept by the Offices of the Registrar, Student Services, and Financial Aid:

- Grades and grade books
- Transcripts
- Class lists
- Student course schedules
- Health records
- Student financial information
- Student discipline files
- Course documents filed in student academic records

The information may be recorded in any way, including, but not limited to:

- Handwriting
- Print
- Computer media
- Videotape
- Audiotape
- Film, microfilm, microfiche
- E-mail

NOTE: Security records, personnel/employment records, and treatment records are not education records. Treatment records are protected under HIPAA.

Student Review of Records

Students have the right to review their education records.

The following process is used to review education records:

- The student submits a written request identifying the records to be reviewed.

- The request is submitted to the office maintaining the records (Registrar, Student Services, and/or Financial Aid).
- 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)

The College has 45 days in which to comply with the request for review of education records

Student Request for Correction of Education Records

Students have the right to request a correction of education records believed to be inaccurate or misleading.

The following process is used to make a request for correction of education records:

- The student submits a request to view the record believed to be inaccurate or misleading.
- After review of the record, the student submits in writing an explanation and rationale for what is believed to be inaccurate or misleading.
- The student request for amendment to the record will be reviewed by the appropriate College staff, faculty, and/or administration and a decision made to approve or deny the request.
- The College notifies the student in writing of the decision to amend or not to amend the record.
- The student has the right to request a hearing if not in agreement with the decision of the College.
- 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 their view regarding the contested information.

Student Consent for Disclosure

Students have the right to permit disclosure of any personally identifiable information from their education records.

FERPA (2021) defines *disclosure* as permitting access to or the release, transfer, or other communication of personally identifiable information contained in education records by any means (oral, written, or electronic) to any party except the party identified as the party that provided or created the record.

Release of Education Records

In compliance with FERPA, the College does not provide access, release, or transfer student information without the written consent of the student.

Upon enrollment, students provide consent to disclose information by completion and signature of the *Authorization to Release Confidential Information* form from the Office of the Registrar.

The *Authorization to Release Confidential Information*:

- Identifies the specific individuals who have permission to obtain information from education records.
- Covers all education records at the College (academic, student services, or financial aid).
- Remains in effect until the student amends the form, either rescinding or giving permission for a specific person to obtain information from education records.
    - Records obtained after graduation (employment, donation info, etc.) are not protected by FERPA

Release of Directory Information

According to FERPA (2021) directory information includes personal information about a student that can be made public according to a school's student records policy. Directory information may include, but is not limited to:

- Name.
- Address.
- Telephone number/E-mail address.
- Photograph.
- Major.
- Enrollment Status.
- Degrees, honors, awards.

Exception for Release of Directory Information

The College complies with U.S. officials by releasing the following directory information for Armed Services Requests:

- Names.
- Addresses.
- Phone numbers.
- College e-mail addresses.

Students may opt out of the release of this information by written request to the Office of the Registrar.

Exceptions to Consent to Disclose Student Information

In compliance with FERPA, the College releases the following information without student consent:

Legitimate Educational Interest

College employees in administrative, counseling, supervisory, academic, student support, and research positions are allowed access to student information when specific student information is needed to perform tasks:

- Within the scope of their positions.
- Consistent with the purposes of the College.

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:

- Financial aid eligibility.
- Amount of financial aid awarded.
- Conditions under which financial aid is granted.

The College also provides 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 for completion/renewal of accreditation.

Judicial Orders and Subpoenas

The College must release student information requested by a judicial order or subpoena.

In compliance with FERPA, the College will notify the student prior complying with the subpoena:

- Unless ordered by the court that the contents of the subpoena are not disclosed.
- Unless 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 information, the College will take steps to ensure validity of the court order.

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 discloses 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 student 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 U.S. 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, DC20202-5920

Reference

U.S. Department of Education. (2021). Family Educational Rights and Privacy Act (FERPA). https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

STUDENT AUTHENTICATION

POLICY

Two forms of identification are required prior to any disclosure of information protected by the Family Educational Rights and Privacy Act (FERPA).

PROCEDURE

Students and employees of the College share the responsibility of taking measures to ensure the privacy and security of protected information.

Student Responsibility

When requesting information protected by FERPA, students must:

- Identify themselves with their BRCN name badge and BRCN Student ID (in person).
- Identify themselves with their BRCN Student ID and home address (via telephone).

Students are required to provide written confirmation of BRCN Student ID and home address on all online tests. Failure to provide appropriate identification will result in the attempted test not being accepted.

Students are required to show their BRCN name badge when reporting for in-person testing. Failure to show name badge will result in not being able to take the test at the scheduled time.

Authorized Third Party Responsibility

When requesting information protected by FERPA, authorized third parties must provide the BRCN Student ID and home address of the student.

Employee Responsibility

Prior to the disclosure/release of information protected by FERPA, employees must:

- Require students to identify themselves with their BRCN name badge and BRCN Student ID (in person).
- Require students to identify themselves with their BRCN Student ID and home address (via telephone).
- Verify, via the FERPA release form/Student Information System (SIS), the student has authorized any third party to receive information.

Faculty require students to provide written confirmation of BRCN Student ID and home address on all online tests. Failure to provide appropriate identification will result in the attempted test not being accepted.

Faculty require students to show their BRCN name badge when reporting for in-person testing. Failure to show name badge will result in not being able to take the test at the scheduled time.

ASSOCIATE OF SCIENCE DEGREE PROGRAM

ASSOCIATE OF SCIENCE IN MEDICAL LABORATORY TECHNOLOGY (MLT)

MLT PROGRAM MISSION

The mission of the Associate of Science MLT program is to provide high quality education to students of diverse backgrounds that will cultivate the necessary knowledge, technical skills, attitudes, and values required to provide quality medical laboratory services that will enhance the health of our community, promote lifelong learning, and exceed market demands.

The mission is accomplished in an environment dedicated to promoting personal care and professional expertise in the field of medical laboratory education. Educational experiences will encourage critical thinking, problem solving, effective communication and overall commitment to excellence, while providing the opportunity to use the current technology and available resources.

MLT PROGRAM PURPOSE

The purpose of the MLT program is to prepare graduates who are competent in medical laboratory science. Graduates of this program receive an Associate of Science (AS) Degree in medical laboratory technology and are prepared take the Board of Registry that is prepared by the American Society of Clinical Pathologists.

The primary responsibility of the program is to guide students in achieving educational goals. A comprehensive curriculum is provided that consists of opportunities for students to develop skills in conceptual understanding, analytical judgment, critical thinking, and the ability to problem solve in the performance of laboratory procedures. Students are encouraged to identify individual learning styles and develop study methods that permit the acquisition and retention of knowledge and concepts. Principles of ethics are demonstrated to build character and professional attributes. Clinical skills are developed that instill appropriate attitudes and foster affective growth in providing care and responding to patients' needs during imaging procedures.

MLT PROGRAM GOALS

The goals of the MLT program are to:

1. Provide students with a superior education in the field of Medical Laboratory Science.
2. Prepare competent entry-level medical laboratory technicians in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
3. Prepare students with the skills and abilities to:
    - Perform laboratory tests competently.
    - Problem solve and think critically.
    - Communicate with patients and colleagues effectively and professionally.
4. Prepare graduates to model professional behavior and ethics.
5. Prepare graduates who demonstrate an awareness and understanding of cultural diversity among patients and peers.
6. Promote the value and need for lifelong learning.

MLT PROGRAM STUDENT OUTCOMES

Upon completion of the program, the graduate will be able to:

1. Perform and report results of laboratory procedures accurately and efficiently.
2. Apply modem clinical methodologies to solve problems pertaining to specimen collection, testing and performing preventive and corrective maintenance on instruments.
3. Analyze diverse types of information and choose an appropriate course of action in order to perform laboratory tests and solve problems accurately and efficiently.
4. Operate common laboratory equipment and perform routine calibration and maintenance according to established procedures.
5. Monitor and evaluate quality control measures.
6. Demonstrate the ability to use laboratory information systems and instrument computer applications effectively.
7. Communicate effectively using professional interpersonal skills with patients, peers, other health care professionals and the public, treating them with respect, caring and thoughtfulness.
8. Behave in a manner consistent with the standards of the laboratory profession.
9. Act upon individual need for continued study and knowledge to grow and adapt professionally and share such knowledge with colleagues, other health care professionals and the general public.

10. Describe the importance of continuing education in lifelong learning and in obtaining and maintaining professional credentialing.
11. Recognize and comply with workplace practices and policies, including safety and HIPAA /patient confidentiality.

ACCREDITATION

The Associate of Science in Medical Laboratory Technology is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), which ensures that the program maintains a high educational standard. They are located at 5600 North River Road, Suite 720, Rosemont, IL 60018-3597. Phone: (773) 714-8880. Fax: (773) 714-8886.
Website: www.naacls.org
Email: infor@naacls.org

CLINICAL AFFILIATE SITES AND CONTACT INFORMATION

Students will perform clinical rotations at the following sites:

- Blessing Hospital and Blessing Health System, IL
- Illini Community Hospital, IL
- Culbertson Memorial Hospital, IL
- Hannibal Clinic, MO
- Hannibal Regional Hospital, MO
- McDonough District Hospital, Macomb, IL
- Memorial Hospital, Carthage, IL
- Quincy Medical Group, IL

ESSENTIAL FUNCTIONS OF MLT STUDENTS

POLICY

MLT students must demonstrate the Essential Functions of communication, physical ability, and professional behavior.

PROCEDURE

Individual, otherwise qualified, candidates may need reasonable accommodation to meet the Essential Functions listed below. Requests for such accommodation will be considered as provided in the College's procedure for requesting reasonable accommodation.

The following are required as Essential Functions expected of MLT students.

Communications

In order to be successful, MLT students must:

- Be able to read, write and speak English to communicate effectively with instructors and members of the healthcare team.
- Be able to comprehend, analyze and synthesize scientific information written at the college level.
- Be able to follow directions and work with speed and accuracy.

Physical Abilities

In order to be successful, MLT students must be physically capable of:

Hearing

- Recognizing instrument noises, alarms and using the telephone.
- Following oral instruction.

Mobility

- Moving freely and safely in small spaces and move around laboratory instruments and patient's beds.
- Able to reach laboratory benchtops and shelves and move objects both vertically and horizontally.
- Able to lift in excess of 30 lbs.
- Able to tolerate extended periods of sitting, standing, walking, bending and/or twisting at the waist and neck and moving quickly.
- Have sufficient fine and gross motor skills to safely collect and handle patient specimens, handle laboratory chemicals, and perform repetitive functions including operating laboratory instruments and using computer keyboards.

Acuity

- Clearly seeing to perform laboratory procedures including microscopic work (Distinct at 20 inches or less).
- Distinguishing color and clarity.
- Discerning veins through tactile senses.

Behavior

In order to be successful, MLT students must be capable of demonstrating the following professional behaviors:

- Remaining calm and exercising judgment during periods of stress.
- Working collaboratively with peers and instructors.
- Accepting constructive feedback and working to improve performance.
- Recognizing potentially hazardous conditions and following laboratory safety practices.
- Remaining adaptable to change.

The College deems these functions necessary for a student to remain in good standing and ultimately achieve the competencies required for graduation from the MLT program.

Accordingly, the College requires candidates to confirm their ability to meet these Essential Functions, with or without reasonable accommodation, as a condition of admission and continued enrollment in the program.

CERTIFICATION EXAMINATION

Awarding an AS degree is not contingent upon certification exam scores. Students who have successfully completed their course of study are eligible and encouraged to take one or more of the national certification examinations. Information regarding the MLT examination can be obtained from the Board of Certification, American Society of Clinical Pathology, www.ascp.org.

APPLICATION AND ADMISSION

This program begins each summer semester.

Application Process

- Submit completed application to the Admissions Office
- Submit official transcripts from all secondary higher education institutions attended

Admission Requirements

34 credit hours of required pre-requisite courses completed with a grade of C- or higher including:

- Fundamentals of Public Speaking (Speech)
- English Composition I
- Ethics
- History, Literature, or Fine Arts
- College Algebra or Statistics
- Anatomy & Physiology I & Lab
- Anatomy & Physiology II & Lab
- Microbiology & Lab
- General Chemistry
- Introduction to Psychology

Cumulative and pre-requisite Grade Point Average (GPA) of 2.5 or higher on a 4.0 scale.

Blessing-Rieman College of Nursing & Health Sciences
Degree Plan: **Medical Laboratory Technology**
For Students Entering Summer, 2025

Prerequisite Courses (Total: 36 hrs)*

BIO	XXX	Human A&P I & Lab	4 hrs
BIO	XXX	Human A&P II & Lab	4 hrs
BIO	XXX	Microbiology & Lab	3 hrs
CHE	XXX	General Chemistry	4 hrs
COM	XXX	Speech	3 hrs
ENG	XXX	English Composition I	3 hrs
HUM	XXX	History, Literature, or Fine Arts	3 hrs
MAT	XXX	College Algebra or Statistics	3 hrs
PHI	XXX	Ethics	3 hrs
PSY	XXX	Introduction to Psychology	3 hrs
GED	XXX	Electives	3 hrs

A *prerequisite* GPA of 2.5 is required for admission.

Medical Laboratory Technician Courses (Total: 34 hrs)*

MLT	100	Phlebotomy Principles	1 hr
MLT	101	Introduction to Clinical Lab	3 hrs
MLT	102	Clinical Microscopy	2 hrs
MLT	121	Concepts of Clinical Lab	3 hrs
MLT	204	Immunology Serology	3 hrs
MLT	205	Fund. of Clinical Chemistry	3 hrs
MLT	206	Hematology	4 hrs
MLT	207	Medical Microbiology	4 hrs
MLT	208	Immunohematology	3 hrs
MLT	224	Clinical Practicum I	4 hrs
MLT	225	Clinical Practicum II	4 hrs

A *cumulative* GPA of 2.5 is required for progression and graduation.

TOTAL: 70 Credit Hours (hrs)
**Courses must be completed with a grade of C- or higher.*
Part Time students and students readmitted to the program are held to any changes in the curriculum.

MLT COURSE DESCRIPTIONS

MLT 100 Phlebotomy Principles (On Campus, 1 hour)

A course designed to give students a thorough background in blood collection techniques. Course topics include safety precautions and infection control, collection equipment, anticoagulants, venipunctures procedures, skin puncture and special collection procedures. Communication skills, professional ethics, lab safety, and legal issues will also be discussed. Students will rotate through a clinical site for specimen collection while applying the knowledge and skills learned in the classroom.
Prerequisite: Admission to the MLT program

MLT 101 Introduction to the Clinical Laboratory (On Campus, 3 hours)

A course designed to introduce the MLT student to the basic principles of each area of the clinical laboratory. Basic normal hematology, coagulation methods, and chemistry profile tests will be introduced. Students will learn aseptic techniques, specimen collection, and growth requirements of bacteria, media and techniques used to culture microorganisms. Students will also be introduced to basic blood typing, antibody identification procedures and compatibility procedures in blood bank. Laboratory safety, infection control and blood borne pathogens prevention and patient confidentiality will also be discussed.

Prerequisite: Admission to the MLT program

MLT 102 Clinical Microscopy (On Campus, 2 hours)

A course designed to give students a thorough background in urine formation including function & diseases of the kidney. Physical, chemical & microscopic features of urine; diagnostic test principles and clinical correlations of lab results will be covered. Students will also study miscellaneous fluid analysis, including CSF, synovial, serous fluids, semen, and fecal analysis.
Prerequisite: Admission to the MLT program

MLT 121 Concepts of Clinical Laboratory (On Campus, 3 hours)

MLT 121 is an introductory clinical laboratory course where students will begin an introductory course to laboratory practices and manual testing in the areas of basic hematology, and basic immunohematology; applying the knowledge and skills they learned in the classroom under direct supervision. Clinical practice will be performed in the wet lab area in the clinical laboratory.
Prerequisite: Admission to MLT program **Concurrent:** MLT 101

MLT 204 Immunology & Serology (On Campus, 3 hours)

This course covers theory and application of immunity and the immune response such as antigen-antibody reactions, antibody structure, the complement system, cellular response, humeral response, and disorders of the immune response. Serological procedures to detect diseases and disease conditions will also be included in this course.
Prerequisites: Successful completion of all 100-level MLT courses
Concurrent: 200-level MLT courses with 224 *or* 225

MLT 205 Fundamentals of Clinical Chemistry (On Campus, 3 hours)

The study and analysis of electrolytes, proteins, lipids, carbohydrates, enzymes, minerals, hormones, and various other biochemical compounds in the body. Emphasis will be placed on basic laboratory techniques, principles of instrumentation and automation, quality control and clinical correlation of lab results.
Prerequisites: Successful completion of all 100-level MLT courses
Concurrent: 200-level MLT courses with 224 *or* 225

MLT 206 Hematology (On Campus, 4 hours)

A study of red blood cells, white blood cells, platelets, and hemostasis. This course focuses on cell maturation, normal cell function, and the changes in normal and disease states. The pathogenesis of various anemias, leukemias and other hematological disorders is included. Emphasis is placed on identification of immature and abnormal cells and correlation of test results with disease states. The coagulation pathways and the role of coagulation factors and platelets in normal hemostasis and various disease states are also studied. Testing principles, disease correlation and problem solving will be stressed.
Prerequisites: Successful completion of all 100-level MLT courses
Concurrent: 200-level MLT courses with 224 *or* 225

MLT 207 Medical Microbiology (On Campus, 4 hours)

A study of medically important bacteria, parasites, and fungi. Emphasis will be placed on organism identification, biochemical testing & staining characteristics, life cycles, transmission, and clinical correlation to infectious disease. Antibiotic susceptibility testing methods and interpretation will also be studied.
Prerequisites: Successful completion of all 100-level MLT courses
Concurrent: 200-level MLT courses with 224 *or* 225

MLT 208 Immunohematology (On Campus, 3 hours)

A study of the principles of transfusion medicine. This course will cover the collection and processing of donor blood and the preparation of components for transfusion. Major topics of discussion include antigens and antibodies of the blood group systems, antibody identification, HDN and the adverse effects of transfusion.
Prerequisites: Successful completion of all 100-level MLT courses
Concurrent: Successful completion of all 100-level MLT courses with 224 *or* 225

MLT 224 Clinical Practicum I (On Campus, 4 hours)

Students will rotate through the clinical departments of advanced hematology, chemistry, microbiology, immunohematology, molecular, and specimen processing and collection applying the knowledge & skills learned in the classroom. Students will learn the processes, procedures, and instrumentation within the laboratory while applying concepts and theories in practice. The students will be scheduled for three days per week, spending 20 hours a week in clinicals. Clinical practice in phlebotomy will be included when available.
Prerequisites: Successful completion of all 100-level MLT courses
Concurrent: 200-level MLT courses

MLT 225 Clinical Practicum II (On Campus, 4 hours)

Students will rotate through the clinical departments of advanced hematology, chemistry, microbiology, immunohematology, urinalysis, and serology applying the knowledge & skills learned in the classroom. Students will learn the processes, procedures, and instrumentation within the laboratory while applying concepts and theories in practice. The students will be scheduled for three days per week, spending 20 hours a week in clinicals. Clinical practice in phlebotomy will be included when available.
Prerequisites Successful completion of all 100-level MLT courses
Concurrent: 200-level MLT courses

MLT PROGRESSION REQUIREMENTS

Progression is defined as continuation through leveled coursework upon successful completion of prerequisite and concurrent course requirements.
In order to progress through semester and graduate from the MLT program, students must:

- Maintain a minimum cumulative grade point average (GPA) of 2.5.
- Earn a minimum of C- in all required prerequisite courses.
- Complete all prerequisites for subsequent courses.
- Earn a minimum of C in all required MLT courses according to the grading policy of the College/program.
- Achieve a 75% clinical evaluation/grade per rotation.

The academic progress of all students is evaluated by the Academic Committee at the end of each semester. If progression requirements are not met, students and advisors are notified by letter from the Office of the Registrar. Students unable to progress due to a program GPA below requirements may need to retake a core program course in order to raise the GPA and progress to the next level.

MLT GRADUATION REQUIREMENTS

In order to graduate from a program of the College, degree requirements must be complete.
Degree requirements for graduation:

- Satisfactory completion of 70 semester credit hours
- 34 pre-requisite course hours
- 36 medical laboratory technology hours
- 15 of the last 30 semester credit hours for the degree must be earned from the College
- Satisfactory completion of all courses on the degree plan
- Achievement of minimum grade point requirements:

- Cumulative Grade Point Average (GPA) of 2.50
- Medical Laboratory Technology GPA of 2.50

MLT SERVICE WORK

POLICY

MLT students must not perform service work for any institution during clinical practicum experiences.
Service work: Performance of work duties (paid or unpaid) as a substitute for employees of an institution.

PROCEDURE

During scheduled clinical practicum experiences, students may not substitute or fill in for employees on the laboratory work schedule.
Students may be hired for part-time employment as a lab assistant:

- It is *highly recommended* that Externs successfully complete MLT 121 prior to working as a lab assistant. Externs must work for salary.

All Extern work should be reviewed by a qualified supervisor.

BACHELOR OF SCIENCE DEGREE PROGRAMS

BACHELOR OF SCIENCE IN DIAGNOSTIC MEDICAL SONOGRAPHY

APPLICATION AND ADMISSION

This program begins each fall semester.

First-Time Freshman (conferred in partnership with Culver-Stockton College and Quincy University)

- **Application Process**
  - Submit completed application through Culver-Stockton College (CSC) or Quincy University (QU)
  - Submit official high school transcripts to CSC or QU
- **Admissions Requirements**- First-time freshmen are admitted into the following categories based on high school GPA:
  - Freshman DMS Major
    - 3.0 or higher high school GPA on a 4.0 scale
  - Freshman Pre-DMS
    - Below a 3.0 high school GPA on a 4.0 scale
- **Sophomore Level-** Prior to progression to the sophomore level sonography courses, all freshmen must meet the following criteria before classes begin (see College calendar for specified deadlines):
  - Freshman year cumulative GPA of 2.7 or higher on a 4.0 scale
  - Pre-requisite GPA of 2.7 or higher on a 4.0 scale
  - 20* credit hours of required pre-requisite courses completed with a grade of C- or higher including:
    - English Composition I
    - Introduction to Psychology
    - Developmental/Lifespan/Child Psychology
    - Anatomy & Physiology I & Lab
    - Anatomy & Physiology II & Lab
    - College Algebra
    - Medical Terminology**

*Students may be required to successfully complete skills validation prior to the end of the add/drop period.
**Medical Terminology to be a prerequisite course or taken concurrently during the Sophomore year

Transfer Students (conferred in partnership with Culver-Stockton College and Quincy University)

An applicant with 12 or more college credit hours is considered a Transfer student.

- **Application Process**
  - Submit completed application through Culver-Stockton College (CSC) or Quincy University (QU)
  - Submit official high school and/or college transcripts to CSC or QU
- **Admissions Requirements** (Transfer students may be admitted into the following acceptance categories based on college GPA, and number of pre-requisites completed.)
  - **Transfer Freshman DMS Major**
    - 2.7 or higher college GPA on a 4.0 scale
  - **Transfer Freshman Pre-DMS**
    - Below a 2.7 college GPA on a 4.0 scale
  - **Transfer Sophomore DMS Major**
    - Cumulative college GPA of 2.7 or higher on a 4.0 scale
    - Pre-requisite GPA of 2.7 or higher on a 4.0 scale
    - 20* credit hours of required pre-requisite courses completed with a grade of C- or higher including:
      - English Composition I
      - Introduction to Psychology
      - Developmental/Lifespan/Child Psychology
      - Anatomy & Physiology I & Lab
      - Anatomy & Physiology II & Lab
      - College Algebra
      - Medical Terminology**

*Students may be required to successfully complete skills validation prior to the end of the add/drop period.
**Medical Terminology to be a prerequisite course or taken concurrently during the Sophomore year

- **Sophomore Level-** Prior to progression to the sophomore level sonography courses, all freshmen must meet the following criteria before classes begin (see College calendar for specified deadlines):
  - Partner school cumulative GPA of 2.7 or higher on a 4.0 scale
  - Pre-requisite GPA of 2.7 or higher on a 4.0 scale
  - 20* credit hours of required pre-requisite courses completed with a grade of C- or higher including:
    - English Composition I
    - Introduction to Psychology
    - Developmental/Lifespan/Child Psychology
    - Anatomy & Physiology I & Lab
    - Anatomy & Physiology II & Lab
    - College Algebra
    - Medical Terminology**

*Students may be required to successfully complete skills validation prior to the end of the add/drop period.
**Medical Terminology to be a prerequisite course or taken concurrently during the Sophomore year

Direct Transfer Option (conferred solely through the College)

- **Application Process**
  - Submit completed application through Blessing-Rieman College
  - Submit official college transcripts to Blessing-Rieman College
- **Admissions Requirements**
  - Cumulative college GPA of 2.7 or higher on a 4.0 scale
  - Pre-requisite GPA of 2.7 or higher on a 4.0 scale
  - 20* credit hours of required pre-requisite courses completed with a grade of C- or higher including:
    - English Composition I
    - Introduction to Psychology
    - Developmental/Lifespan/Child Psychology
    - Anatomy & Physiology I & Lab
    - Anatomy & Physiology II & Lab
    - College Algebra
    - Medical Terminology**

*Students may be required to successfully complete skills validation prior to the end of the add/drop period.
**Medical Terminology to be a prerequisite course or taken concurrently during the Sophomore year

PROGRESSION

For the Bachelor of Science programs, progression is defined as moving from sophomore level (200) to junior level (300), junior level to senior level (400), and senior level to graduation.

In order to progress through and graduate from undergraduate Bachelor of Science (BS) programs, students must:

- Maintain a minimum cumulative grade point average (GPA) of 2.7.
- Maintain a minimum cumulative program GPA of 2.7 in all courses at the completion of all required 200, 300, and 400 level required program courses.
  - Students will not progress to the next level or graduate when the program GPA is below 2.7.
- Meet the competency requirements of each level.
- Earn a minimum of C in all program courses according to the grading policy of the College/program.
- Complete prerequisites for subsequent courses.
- Earn a minimum of C- in all required prerequisite courses.

GRADUATION

Degree requirements for graduation:

- Satisfactory completion of 124 semester credit hours:
  - 53 Prerequisites and general education hours
  - 71 Radiologic Sciences hours
- 30 of the last 60 semester credit hours for the degree must be earned from the College.
- Satisfactory completion of all courses on the degree plan.
- Achievement of minimum grade point requirements:

- Cumulative Grade Point Average (GPA) of 2.70
- Diagnostic Medical Sonography GPA of 2.70

CLINICAL AFFILIATE SITES AND CONTACT INFORMATION

Students will perform clinical rotations at various clinical sites including, but not limited to:

Blessing Health – 48th & Maine
4800 Maine
Quincy, IL 62305
217.223.1200 ext. 2925 or 2926

Blessing Health- Hannibal
100 Medical Drive
Hannibal, MO 63401
573.221.5250 ext. 3252
(Approximately 28 miles from Quincy)

Blessing Hospital
1005 Broadway
Quincy, IL 62301
217.223.1200 ext. 6120

Blessing Women's Center
1246 Broadway St,
Quincy, IL, 62301
217.223.1200

Hannibal Regional Hospital
6000 Hospital Drive
Hannibal, MO 63401
573.248.5303
(Approximately 28 miles from Quincy)

Hannibal Regional Medical Group
6500 Hospital Drive
Hannibal, MO 63401
573.629.3500
(Approximately 28 miles from Quincy)

Illini Community Hospital
640 West Washington
Pittsfield, IL 62363
217.285.2113 (Press 7)
(Approximately 48 miles from Quincy)

The College is currently obtaining more clinical sites to serve the increased interest in the program.

Students may travel up to 125 miles from the main campus of BRCN to various clinical sites.

Blessing-Rieman College of Nursing & Health Sciences and Culver-Stockton College
Degree Plan: **Diagnostic Medical Sonography**
For Students Entering Fall, 2025

Prerequisite Courses (Total: 20 hrs)*

BIO	210	Human A&P I	4 hrs
BIO	211	Human A&P II	4 hrs
ENG	101	Composition I	3 hrs
MAT	110	College Algebra	3 hrs
PSY	101	Introductory Psychology	3 hrs
PSY	200	Lifespan Development	3 hrs

A *prerequisite* GPA of 2.7 is required for admission.

General Education (Total: 29 hrs)

ART	1XX	Fine Art (ART, MUS, THE)	3 hrs
BIO	260	Microbiology*	4 hrs
BIO	310	Pathophysiology*	3 hrs
COM	XXX	Oral Communication*	3 hrs
ENG	202	Composition II*	3 hrs
EXP	301	Problem Based Learning	3 hrs
GED	101	Academic and Cultural Events	1 hr
PHI	304	Ethics*	3 hrs
REL	1XX	Religion	3 hrs
WSL	101	Wildcat Seminar in Leadership	3 hrs

A *cumulative* GPA of 2.7 is required for progression and graduation.

Electives (Total: 9 hrs)

XXX	XXX	Health Science/General Electives	9 hrs

Diagnostic Medical Sonography Courses (Total: 66 hrs)*

DMS	200	Intro to Normal Sono. Imaging	2 hrs
DMS	201	Clinical Practicum I (Lab)	2 hrs
DMS	202	Clinical Practicum II (Lab)	2 hrs
DMS	203	Fundamentals of Sonography	3 hrs
DMS	204	Ultrasound Physics & Instruction I	3 hrs
DMS	205	Ultrasound Physics & Instruction II	3 hrs
DMS	206	Abdomen Sonography I	3 hrs
DMS	300	Clinical I	4 hrs
DMS	301	Clinical II	4 hrs
DMS	302	Obstetrics/Gynecology I	3 hrs
DMS	303	Obstetrics/Gynecology II	3 hrs
DMS	304	Abdominal Sonography II	3 hrs
DMS	305	Advanced Sonography	3 hrs
DMS	401	Clinical III	6 hrs
DMS	402	Clinical IV	6 hrs
DMS	403	Vascular I	3 hrs
DMS	404	Vascular II	3 hrs
DMS	405	Pediatric Sonography	3 hrs
DMS	406	Advanced Sonography Seminar	3 hrs
DMS	407	Pathology for Sonographers	2 hrs
HSE	280	Medical Terminology	2 hrs

A *Diagnostic Medical Sonography* GPA of 2.7 is required for progression and graduation.

TOTAL: 124 Credit Hours (hrs)

**Courses must be completed with a grade of C or higher.*
See CSC catalog for more information about the Academic and Cultural Events (ACE) requirement.
Part Time students and students readmitted to the program are held to any changes in the curriculum.

Blessing-Rieman College of Nursing & Health Sciences and Quincy University

Degree Plan: **Diagnostic Medical Sonography**

For Students Entering Fall, 2025

Prerequisite Courses (Total: 20 hrs)*

BIO	282	Human A&P I	4 hrs
BIO	283	Human A&P II	4 hrs
ENG	111	W: Composition	3 hrs
MAT	125	College Algebra	3 hrs
PSY	100	Intro to Psychology	3 hrs
PSY	236	Child Psych or Growth/Dev	3 hrs

A *prerequisite* GPA of 2.7 is required for admission.

General Education (Total: 30 hrs)

BPP	410	Bonaventure Program Portfolio	
Global Course (G:)		met with TRS 116	
Diversity Course (D:)		met with DMS 201	
GED	XXX	Fine Art (ART, Music, THE, Film)	3 hrs
BIO	232	Microbiology*	3 hrs
BIO	354	Pathophysiology*	3 hrs
COM	101	Funds of Public Speaking*	3 hrs
ENG	112	W: Composition & Text*	3 hrs
ENG	2XX	Literature (200-level)	3 hrs
HIS	XXX	History	3 hrs
PHI	323	Bioethics*	3 hrs
TRS	116	G: Western Religious Traditions	3 hrs
TRS	XXX	Theology	3 hrs

A *cumulative* GPA of 2.7 is required for progression and graduation.

Electives (Total: 8 hrs)

XXX	XXX	Health Science/General Electives	8 hrs

Diagnostic Medical Sonography Courses (Total: 66 hrs)*

DMS	200	Intro to Normal Sono. Imaging	2 hrs
DMS	201	Clinical Practicum I (Lab)	2 hrs
DMS	202	Clinical Practicum II (Lab)	2 hrs
DMS	203	Fundamentals of Sonography	3 hrs
DMS	204	Ultrasound Physics & Instruction I	3 hrs
DMS	205	Ultrasound Physics & Instruction II	3 hrs
DMS	206	Abdomen Sonography I	3 hrs
DMS	300	Clinical I	4 hrs
DMS	301	Clinical II	4 hrs
DMS	302	Obstetrics/Gynecology I	3 hrs
DMS	303	Obstetrics/Gynecology II	3 hrs
DMS	304	Abdominal Sonography II	3 hrs
DMS	305	Advanced Sonography	3 hrs
DMS	401	Clinical III	6 hrs
DMS	402	Clinical IV	6 hrs
DMS	403	Vascular I	3 hrs
DMS	404	Vascular II	3 hrs
DMS	405	Pediatric Sonography	3 hrs
DMS	406	Advanced Sonography Seminar	3 hrs
DMS	407	W: Pathology for Sonographers	2 hrs
HSE	280	Medical Terminology	2 hrs

A *Diagnostic Medical Sonography* GPA of 2.7 is required for progression and graduation.

TOTAL: 124 Credit Hours (hrs)

**Courses must be completed with a grade of C- or higher.*

See Quincy University catalog for all Bonaventure Program Requirements.

Part Time students and students readmitted to the program are held to any changes in the curriculum.

Blessing-Rieman College of Nursing & Health Sciences
Degree Plan: **Direct Transfer Diagnostic Medical Sonography**
For Students Entering Fall, 2025

Prerequisite & General Education Courses (Total: 50 hrs)

BIO	**Human A&P I & Lab***	**4 hrs**
BIO	**Human A&P II & Lab***	**4 hrs**
ENG	**English Composition I***	**3 hrs**
PSY	**Introduction to Psychology***	**3 hrs**
PSY	**Development/Lifespan***	**3 hrs**
MAT	**College Algebra***	**3 hrs**
BIO	Microbiology & Lab*	3 hrs
BIO	Pathophysiology*	3 hrs
COM	Speech*	3 hrs
ENG	English Composition II*	3 hrs
F.A.	Fine Art (ART, MUS, THE)	3 hrs
HUM	History, Literature, or Philosophy	6 hrs
PHI	Ethics*	3 hrs
Liberal Arts Courses (Choose from the following: Political Science, Economics, Religion, Sociology, Foreign Language, Chemistry, Physics)		6 hrs

A *prerequisite* and *cumulative* GPA of 2.7 is required for admission, progression and graduation.

The first 7 bolded pre-requisite courses listed above must be completed prior to beginning the program.

Electives (Total: 8 hrs)

XXX	XXX	Health Science/General Electives	8 hrs

Diagnostic Medical Sonography Courses (Total: 66 hrs)*

DMS	200	Intro to Normal Sono. Imaging	2 hrs
DMS	201	Clinical Practicum I (Lab)	2 hrs
DMS	202	Clinical Practicum II (Lab)	2 hrs
DMS	203	Fundamentals of Sonography	3 hrs
DMS	204	Ultrasound Physics & Instruction I	3 hrs
DMS	205	Ultrasound Physics & Instruction II	3 hrs
DMS	206	Abdomen Sonography I	3 hrs
DMS	300	Clinical I	4 hrs
DMS	301	Clinical II	4 hrs
DMS	302	Obstetrics/Gynecology I	3 hrs
DMS	303	Obstetrics/Gynecology II	3 hrs
DMS	304	Abdominal Sonography II	3 hrs
DMS	305	Advanced Sonography	3 hrs
DMS	401	Clinical III	6 hrs
DMS	402	Clinical IV	6 hrs
DMS	403	Vascular I	3 hrs
DMS	404	Vascular II	3 hrs
DMS	405	Pediatric Sonography	3 hrs
DMS	406	Advanced Sonography Seminar	3 hrs
DMS	407	Pathology for Sonographers	2 hrs
HSE	280	Medical Terminology	2 hrs

A *Diagnostic Medical Sonography* GPA of 2.7 is required for progression and graduation.

TOTAL: 124 Credit Hours (hrs)
**Courses must be completed with a grade of C- or higher.*
Part Time students and students readmitted to the program are held to any changes in the curriculum.

DIAGNOSTIC MEDICAL SONOGRAPHY (DMS) COURSE DESCRIPTIONS

DMS 200 Introduction to Normal Sonography Imaging (On Campus, 2 hours)

Focus will be on the proper ergonomics and work-related musculoskeletal disorders that are common among sonographers. The identification and differentiation of anatomical structures including organs, tissues, vascular, muscular and skeletal structures, some relational and sectional anatomy, along with commonly seen normal variants.

Prerequisites: Admission to the DMS program

DMS 201 Clinical Practicum I (Lab) (On Campus, 2 hours)

A study of sectional anatomy in the transverse, longitudinal and coronal planes, with hands on scan experience in a controlled environment. The focus will be on abdominal/small parts, gynecological, and some vascular procedures and protocols. Students will focus on proper image production and optimization along with biological effects. They will also learn about quality control and improvement.

Prerequisites: Admission to the DMS program

DMS 203 Fundamentals of Sonography (On Campus, 3 hours)

Topics of study include: A brief history of sonography, whole person patient care, communication, diversity, medical ethics and law, terminology specific to the field of sonography, and exam related documentation. Work-related musculoskeletal disorders that are common among sonographers.

Prerequisites: Admission to the DMS program

DMS 204 Ultrasound Physics and Instruction I (On Campus, 3 hours)

A study of diagnostic medical ultrasound physics. Topics include transducers, wave generation and propagation, pulse echo instruments and imaging, Doppler, artifacts, bioeffects and safety, image storing and display along with quality assurance.

Prerequisites: Admission to the DMS program

ELECTIVES

HSE 235: Healthcare Statistics (Online, 3 hours)

This course covers maintenance, compilation, analysis, and presentation of healthcare statistics and research protocols and techniques. Topics include basic statistical principles, indices, databases, registries, vital statistics, descriptive statistics, research protocol monitoring.

Prerequisites: None

HSE 236: Documentation for Healthcare Professionals (Online, 2 hours)

This course will explore the critical role that documentation plays in healthcare, emphasizing its importance to patient safety, care continuity, legal safeguards, and adherence to industry standards. The focus will be placed on the significance of maintaining accurate and detailed documentation.

Prerequisites: Admission to BRCN

HSE 280: Medical Terminology (Online, 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.

Prerequisite: None

HSE 300: Pathophysiology for Health Professionals (Online, 3 hours)

This course offers an analysis of pathophysiological concepts and principles related to patients experiencing complex, multi-system health imbalances.

Prerequisites: Anatomy & Physiology I and II

HSE 302: Ethics for Healthcare Professionals (Online, 3 hours)

This course focuses on ethics for healthcare professionals. Students will explore theoretical foundations and issues for individuals, organizations, and society.

Prerequisite: Enrollment in a BRCN program

HSE 301: COVID-19 Long Syndrome (Online, 2 hours)

This course focuses on the management of symptoms of COVID-19 Long Syndrome including, but not limited to pulmonary impairments, cardiac impairments, kidney damage, neurologic, cognitive, and mental health impairments, postural orthostatic tachycardia syndrome, physical deconditioning and weakness, and challenges in completing Activities of Daily Living (ADLs).

Prerequisite: Enrollment in a BRCN program

HSE 303 Addiction (Online, 3 hours)

Addiction is widespread, affecting individuals across various demographics and healthcare settings. Addiction impacts not just physical health, but also mental, emotional, and social well-being. Individuals in health care can play a key role in connecting patients to resources for recovery and support.

Prerequisites: None

HSE 302: Ethics for Healthcare Professionals (Online, 3 hours)

This course focuses on ethics for healthcare professionals. Students will explore theoretical foundations and issues for individuals, organizations, and society.

Prerequisite: Enrollment in a BRCN program

HSE 462: Communication for the Healthcare Professional (Online, 2 hours)

This course will focus on professional communication skills needed to enhance the healthcare professional's effectiveness with consumers. The course will focus on both verbal and nonverbal communication skills, active listening and therapeutic approaches when interacting with consumers. Topics covered in the course will be roadblocks to professional communication, language and cultural and diversity needs and skill development with electronic communication techniques.

Prerequisites: None
*Open to all majors

HSE 463 Introduction to Interprofessional Health Care (Online, 2 hours)

Interprofessional education (IPE) is an approach to teaching and learning that brings together students from two or more professions to learn about, from and with each other. This course is designed to provide students in health care professional programs with introductory knowledge of interprofessional teamwork within the health care system. This is a foundation course for future interprofessional practice, issues of health care delivery, and clinical application of these concepts. The purpose of the course is to introduce concepts in interprofessional education to health profession students for collaborative patient, family, and community health care. Interactive learning experiences provide the opportunity to develop knowledge and understanding of each profession's contribution to health care.

Prerequisite: Enrollment in a BRCN program
*Open to all majors

NSG 201: Fundamentals of Nutrition (On Campus or Online, 2 hours)

The science of 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: None
*****Open to all majors.

NSG 461: End of Life: Concepts of Care (Online, 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 with the opportunity to apply concepts examined during this course.

Prerequisite: Junior/Senior standing or RN-BSN student.
*Open to all majors

NSG 484: Spirituality in Health Care (Online, 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

NSG 485: Stress Management (On Campus, 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 an individual or group of their choice.

Prerequisites: None
*Open to all majors

NSG 490: Genetics (Online, 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 healthcare professional 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.

Prerequisites: Enrollment in a BRCN program
*Open to all majors

BACHELOR OF SCIENCE IN RADIOLOGIC SCIENCES

RADIOLOGIC SCIENCES MISSION STATEMENT

The mission of the College's Radiologic Sciences Program is to prepare all students for entering the profession by providing the opportunity and resources to achieve their maximum potential both academically and clinically.

RADIOLOGIC SCIENCES PROGRAM PURPOSE

The purpose of the Radiologic Sciences Program is to prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of radiography practice as performed by registered radiologic technologists in an environment to improve the health of our community.

RADIOLOGIC SCIENCES PROGRAM GOALS AND STUDENT LEARNING OUTCOMES

Goal 1: Students will demonstrate clinical competence.
Student Learning Outcomes

- **1.1** Students will practice appropriate radiation safety.
- **1.2** Students will select proper technical factors.

Goal 2: Students will utilize problem solving and critical thinking skills.
Student Learning Outcomes

- **2.1** Students will adjust standard procedures for non-routine patients.
- **2.2** Students will adjust equipment to yield diagnostic images.

Goal 3: Students will demonstrate effective communication with patients, peers, and others in the medical profession.

Student Learning Outcomes

- **3.1** Students will demonstrate effective oral communication skills.
- **3.2** Students will demonstrate effective written communication skills.

Goal 4: Students will display professionalism.

Student Learning Outcomes

- **4.1** Graduates of the program will be prepared to enter a sectional imaging modality.
- **4.2** Students will develop a Career Portfolio.

Upon graduation from the Radiologic Sciences Program the graduate will be able to:

1. Anticipate and provide basic patient care needs.
2. Recognize emergency patient conditions and initiate basic first and basic life support.
3. Demonstrate competency in venipuncture.
4. Demonstrate the ability to explain procedures and methodologies to the patient and provide patient instructions for follow-up care.
5. Demonstrate the willingness to work for the good of the patient and the organization in general.
6. Practice radiation protection for the patient, self, and others.
7. Understand basic x-ray production and interactions.
8. Operate radiographic imaging equipment and accessory devices.
9. Position the patient and imaging equipment to perform radiographic examinations and procedures.
10. Determine exposure factors while adapting for various patient conditions, equipment, accessories, and contrast media to obtain quality radiologic images with the minimum exposure being utilized.
11. Demonstrate knowledge of human structure, function, and pathology.
12. Demonstrate the use of critical thinking to adapt to unusual situations or requests.
13. Demonstrate organization and efficiency in performance of duties.
14. Modify standard procedures to accommodate for patient condition and other variables.
15. Demonstrate knowledge and skills relating to quality assurance.
16. Evaluate radiographic and sectional images for appropriate positioning and image quality.
17. Demonstrate the use of effective oral and written communication.
18. Provide appropriate patient care to all patients regardless of age, mental or physical impairment, or altered state of consciousness.
19. Perform a full range of radiologic procedures on patients to include procedures of the: Chest/Bony Thorax, Abdomen, Urinary Tract, Gastrointestinal Tract, Vertebral Column, and of the Upper and Lower Extremities.
20. Understand the radiographer's scope of practice.
21. Understand anatomy, equipment, and imaging procedures in computed tomography as well as an additional modality of either Interventional Radiography, MRI, or Women's Imaging.
22. Apply to take the ARRT Credentialing Examination for Radiography.
23. Pursue further clinical training in CT, Interventional Radiography, MRI, or Women's Imaging to be eligible to apply for a post-primary certification and registration in these modalities should the graduate choose to do so.

ELIGIBILITY TO TAKE THE ARRT CREDENTIALING EXAMINATION

Completion of degree requirements for the Bachelor of Science in Radiologic Sciences does not guarantee eligibility to become a Registered Radiologic Technologist. In addition to completing the program, graduates must apply to sit for the national certification and registration that is administered by the American Registry of Radiologic Technologists (ARRT). Applications for the Radiography primary eligibility pathway will be discussed with the students at least three months prior to the designated graduation date. Applications and application fees of $225 must be sent to the ARRT. Applications may have to undergo an ethics review, if necessary. To help protect the safety of all patients, the ARRT enforces high standards of ethics and professional conduct both among RTs and among candidates for ARRT credentials. Once students apply for certification and registration with the ARRT, they must comply with the ARRT Standards of Ethics and Rules of Ethics. Applicants must notify the ARRT of any ethics violations that took place before applying with the ARRT.

What Violates the ARRT Rules of Ethics?

- Felony or misdemeanor charges or convictions (including speeding tickets and parking violations that are considered misdemeanors or felonies).
- Charges or convictions concerning traffic violations that involved drugs or alcohol.
- Convictions in a military court-martial.
- Violations of state or federal narcotics or controlled substance laws, even if you aren't charged or convicted.
- Disciplinary actions concerning a professional license, permit, registration, or certification.
- Violations of an honor code at an educational institution you attended to meet ARRT certification and registration requirements.

Students do not report any offences that were committed as a juvenile and were adjudicated through the juvenile court system.

ARRT Ethics Review Pre-application

If students are concerned about whether something in their past will affect their eligibility for certification and registration, they can request an ethics review before starting the educational program or anytime until six months before graduation. There is a non-refundable $100 fee associated with this request.

The ARRT Ethics Committee will review submissions and might begin in-depth investigations. If the committee determines that the student has committed an ethics violation – and it warrants a sanction – the student might be ineligible to apply with ARRT for a set time. Most people who report potential problems are not deemed ineligible. Students who have questions or concerns about whether something in their past will affect their eligibility for certification and registration are strongly urged to contact the Program Director for advice on whether an ethics review pre-application is needed and assistance with filling this out.

ADVISORY COMMITTEE

An advisory committee is a group of people who are chosen to advise educators regarding an educational program. Committee members provide advice and support to the program through regular attendance at annual meetings and participation in program issues throughout the year. The members are comprised of representatives from clinical affiliate sites, managers or supervisors from various hospital departments, college administrators and faculty members who support the curriculum of the radiologic sciences program. There are no term limits for advisory committee members.

CLINICAL AFFILIATE SITES AND CONTACT INFORMATION

Students will perform clinical rotations at various clinical sites including, but not limited to:

Blessing Hospital
1005 Broadway
Quincy, IL 62301
217.223.1200 ext. 6120

Blessing Breast Center
927 Broadway
Quincy, IL 62301
217.223.1200 ext. 4280

Blessing Health – 48th & Maine
4800 Maine
Quincy, IL 62305
217.223.1200 ext. 2925 or 2926

Blessing Health – Diagnostic Center
927 Broadway
Quincy, IL 62301
217.223.1200 ext. 7981

Blessing Health- Hannibal
100 Medical Drive
Hannibal, MO 63401
573.221.5250 ext. 3252
(Approximately 28 miles from BRCN)

Blessing Health – Monroe City
400 N Main St
Monroe City, MO
573.735.4591
(Approximately 45 miles from BRCN)

Blessing Health – Mt. Sterling
521 E Main
Mt. Sterling, IL 62363
217.773.7105
(Approximately 38 miles from BRCN)

Culbertson Memorial Hospital
238 S. Congress St.
Rushville, IL 62681
217.322.4321 ext. 310
(Approximately 45 miles from BRCN)

Graham Medical Group
1630 E Jackson St
Macomb, IL 61455
309.252.5191
(Approximately 67 miles from BRCN)

Hannibal Regional Hospital
6000 Hospital Drive
Hannibal, MO 63401
573.248.5303
(Approximately 28 miles from BRCN)

Illini Community Hospital
640 West Washington
Pittsfield, IL 62363
217.285.2113 (Press 7)
(Approximately 48 miles from BRCN)

Jacksonville Memorial Hospital
1600 W. Walnut St.
Jacksonville, IL 62650
217.245.9541
(Approximately 61 miles from BRCN)

McDonough District Hospital
525 E. Grant St.
Macomb, IL 61455
309.833.4101 ext. 12462 or 13447
(Approximately 50 miles from BRCN)

Memorial Hospital
1454 N. Co. Rd. 2050
Carthage IL 62321
217.357.8500 ext. 8668 or 8660
(Approximately 40 miles from BRCN)

The College is currently obtaining more clinical sites to serve the increased interest in the program.

Students may travel up to 125 miles from the main campus of BRCN to various clinical sites.

Mercy Hospital - Lincoln
1000 East Cherry Street
Troy, MO 63379
636.528.8551
(Approximately 86 miles from BRCN)

Midwest Orthopedic Specialists
188 Medical Drive
Hannibal, MO 63401
573.248.1010
(Approximately 28 miles from BRCN)

Pike County Memorial Hospital
2305 Georgia St
Louisiana, MO 63353
573.560.5544
(Approximately 49 from BRCN)

Quincy Medical Group
1025 Maine Street
Quincy, IL 62301
217.222.6550 ext. 3639

Quincy Medical Group- Pittsfield
320 N. Madison St.
Pittsfield, IL 62363
217.285.9661 ext. 4226
(Approximately 40 miles from BRCN)

APPLICATION AND ADMISSION

This program begins each fall semester.
FIRST-TIME FRESHMEN (conferred in partnership with Culver-Stockton College and Quincy University)

Application Process

- Submit completed application through Culver-Stockton College (CSC) or Quincy University (QU)
- Submit official high school transcripts to CSC or QU

Admissions Requirements

First-time freshmen are admitted into the following categories based on high school GPA:

- Freshman Radiology Major
  - 3.0 or higher high school GPA on a 4.0 scale
- Freshman Pre-Radiology
  - Below a 3.0 high school GPA on a 4.0 scale

Sophomore Level

Prior to progression to the sophomore level radiology courses, all freshmen must meet the following criteria before classes begin (see BRCN calendar for specified deadlines):

- Freshman year cumulative GPA of 2.7 or higher on a 4.0 scale
- Pre-requisite GPA of 2.7 or higher on a 4.0 scale
- 20* credit hours of required pre-requisite courses completed with a grade of C- or higher including:
  - English Composition I
  - Introduction to Psychology
  - Developmental/Lifespan/Child Psychology
  - Anatomy & Physiology I & Lab
  - Anatomy & Physiology II & Lab
  - College Algebra
  - Medical Terminology**

*Students may be required to successfully complete skills validation prior to the end of the add/drop period.
**Medical Terminology to be a prerequisite course or taken during the first semester of the Sophomore year.

TRANSFER STUDENTS (conferred in partnership with Culver-Stockton College and Quincy University)
An applicant with 12 or more college credit hours is considered a Transfer student.

Application Process

- Submit completed application through Culver-Stockton College (CSC) or Quincy University (QU)
- Submit official high school and/or college transcripts to CSC or QU

Admission Requirements

Transfer students may be admitted into the following acceptance categories based on college GPA, and number of pre-requisites completed.

- Transfer Freshman Radiology Major
  - 2.7 or higher college GPA on a 4.0 scale
- Transfer Freshman Pre-Radiology
  - Below a 2.7 college GPA on a 4.0 scale
- Transfer Sophomore Radiology Major
  - Cumulative college GPA of 2.7 or higher on a 4.0 scale
  - Pre-requisite GPA of 2.7 or higher on a 4.0 scale
  - 20* credit hours of required pre-requisite courses completed with a grade of C- or higher including:
    - English Composition I
    - Introduction to Psychology
    - Developmental/Lifespan/Child Psychology
    - Anatomy & Physiology I & Lab
    - Anatomy & Physiology II & Lab
    - College Algebra
    - Medical Terminology**

*Students may be required to successfully complete skills validation prior to the end of the add/drop period.
**Medical Terminology to be a prerequisite course or taken during the first semester of the Sophomore year.

DIRECT TRANSFER OPTION (conferred solely through the College)

Application Process

- Submit completed application through Blessing-Rieman College
- Submit official college transcripts to Blessing-Rieman College

Admission Requirements

- Cumulative college GPA of 2.7 or higher on a 4.0 scale
- Pre-requisite GPA of 2.7 or higher on a 4.0 scale
- 20* credit hours of required pre-requisite courses completed with a grade of C- or higher including:
  - English Composition I
  - Introduction to Psychology
  - Developmental/Lifespan/Child Psychology
  - Anatomy & Physiology I & Lab
  - Anatomy & Physiology II & Lab
  - College Algebra
  - Medical Terminology**

*Students may be required to successfully complete skills validation prior to the end of the add/drop period.
**Medical Terminology to be a prerequisite course or taken during the first semester of the Sophomore year.

PROGRESSION

For the Bachelor of Science programs, progression is defined as moving from sophomore level (200) to junior level (300), junior level to senior level (400), and senior level to graduation.

In order to progress through and graduate from undergraduate Bachelor of Science (BS) programs, students must:

- Maintain a minimum cumulative grade point average (GPA) of 2.7.
- Maintain a minimum cumulative program GPA of 2.7 in all courses at the completion of all required 200, 300, and 400 level required program courses.
  - Students will not progress to the next level or graduate when the program GPA is below 2.7.
- Meet the competency requirements of each level.
- Earn a minimum of C in all program courses according to the grading policy of the College/program.

- Complete prerequisites for subsequent courses.
- Earn a minimum of C- in all required prerequisite courses.

GRADUATION

Degree requirements for graduation:

- Satisfactory completion of 124 semester credit hours:
  - 53 Prerequisites and general education hours
  - 71 Radiologic Sciences hours
- 30 of the last 60 semester credit hours for the degree must be earned from the College.
- Satisfactory completion of all courses on the degree plan.
- Achievement of minimum grade point requirements:
  - Cumulative Grade Point Average (GPA) of 2.70
  - Radiologic Sciences GPA of 2.70

Blessing-Rieman College of Nursing & Health Sciences and Culver-Stockton College

Degree Plan: **Radiologic Sciences**

For Students Entering Fall, 2025

Prerequisite Courses (Total: 20 hrs)*

BIO	210	Human A&P I	4 hrs
BIO	211	Human A&P II	4 hrs
ENG	101	Composition I	3 hrs
MAT	110	College Algebra*	3 hrs
PSY	101	Introductory Psychology	3 hrs
PSY	200	Lifespan Development	3 hrs

A *prerequisite* GPA of 2.7 is required for admission.

General Education (Total: 33 hrs)

ART	1XX	Fine Art (ART, MUS, THE)	3 hrs
BIO	260	Microbiology*	4 hrs
BIO	310	Pathophysiology*	3 hrs
COM	XXX	Oral Communication*	3 hrs
ENG	202	Composition II*	3 hrs
EXP	301	Problem Based Learning	3 hrs
GED	101	Academic and Cultural Events	1 hr
GED	XXX	Electives	4 hrs
PHI	304	Ethics*	3 hrs
REL	1XX	Religion	3 hrs
WSL	100	Wildcat Seminar in Leadership	3 hrs

A *cumulative* GPA of 2.7 is required for progression and graduation.

Radiologic Science Courses (Total: 71 hrs)*

HSE	280	Medical Terminology	2 hrs
RAD	201	Intro to Radiology	3 hrs
RAD	202	Patient Care	3 hrs
RAD	203	Advanced Patient Care	3 hrs
RAD	205	Clinical I	2 hrs
RAD	210	Radiographic Anatomy I	2 hrs
RAD	215	Radiographic Procedures I	3 hrs
RAD	216	Radiographic Procedures Lab I	1 hr
RAD	221	Principles of Radiologic Imaging	3 hrs
RAD	305	Clinical II	2 hrs
RAD	306	Clinical III	2 hrs
RAD	310	Radiographic Anatomy II	2 hrs
RAD	314	Radiographic Anatomy III	2 hrs
RAD	315	Radiographic Procedures II	3 hrs
RAD	316	Radiographic Procedures III	2 hrs
RAD	318	Radiographic Procedures Lab II	1 hr
RAD	319	Radiographic Procedures Lab III	1 hr
RAD	320	Radiology Prot. & Radiobiology	3 hrs
RAD	322	Imaging Equipment	2 hrs
RAD	327	Ancillary Imaging	2 hrs
RAD	405	Clinical IV	3 hrs
RAD	406	Clinical V	3 hrs

A *Radiologic Sciences* GPA of 2.7 is required for progression and graduation.

Radiologic Sciences Courses cont.

RAD	422	Radiograph. Physics	2 hrs
RAD	430	Leadership & Prof.	2 hrs
RAD	440	Image Pres. Eval I	2 hrs
RAD	441	Image Pres. Eval II	2 hrs
RAD	450	Registry Review	3 hrs
CT	420	Principles of CT	3 hrs
CT	421	CT Clinical	2 hrs
INT	420	Prin. Of Interv.	3 hrs
INT	421	Interventional Clin.	2 hrs
		OR	
MRI	420	MRI Principles	3 hrs
MRI	421	MRI Clinical	2 hrs
		OR	
WMS	420	WMS Principles	3 hrs
WMS	421	WMS Clinical	2 hrs

TOTAL: 124 Credit Hours (hrs)

**Courses must be completed with a grade of C or higher.*

See CSC catalog for more information about the Academic and Cultural Events (ACE) requirement.

Part Time students and students readmitted to the program are held to any changes in the curriculum.

Blessing-Rieman College of Nursing & Health Sciences and Quincy University

Degree Plan: **Radiologic Sciences**

For Students Entering Fall, 2025

Prerequisite Courses (Total: 20 hrs)*

BIO	282	Human A&P I	4 hrs
BIO	283	Human A&P II	4 hrs
ENG	111	W: Composition	3 hrs
MAT	125	College Algebra*	3 hrs
PSY	100	Intro to Psychology	3 hrs
PSY	236	Child Psych or Growth/Dev	3 hrs

A *prerequisite* GPA of 2.7 is required for admission.

General Education (Total: 30 hrs)

BPP	410	Bonaventure Program Portfolio	
Global Course (G:)		met with TRS 116	
Diversity Course (D:)		met with RAD 202	
GED	XXX	Fine Art (ART, Music, THE, Film)	3 hrs
BIO	232	Microbiology*	3 hrs
BIO	354	Pathophysiology*	3 hrs
COM	101	Funds of Public Speaking*	3 hrs
ENG	112	W: Composition & Text*	3 hrs
ENG	2XX	Literature (200-level)	3 hrs
HIS	XXX	History	3 hrs
PHI	323	Bioethics*	3 hrs
TRS	116	G: Western Religious Traditions	3 hrs
TRS	XXX	Theology	3 hrs

A *cumulative* GPA of 2.7 is required for progression and graduation.

Electives (Total: 3 hrs)

XXX	XXX	Health Science/General Electives	3 hrs

Radiologic Science Courses (Total: 71 hrs)*

HSE	280	Medical Terminology	2 hrs
RAD	201	Intro to Radiology	3 hrs
RAD	202	D: Patient Care	3 hrs
RAD	203	Advanced Patient Care	3 hrs
RAD	205	Clinical I	2 hrs
RAD	210	Radiographic Anatomy I	2 hrs
RAD	215	Radiographic Procedures I	3 hrs
RAD	216	Radiographic Procedures Lab I	1 hr
RAD	221	Principles of Radiologic Imaging	3 hrs
RAD	305	Clinical II	2 hrs
RAD	306	Clinical III	2 hrs
RAD	310	Radiographic Anatomy II	2 hrs
RAD	314	Radiographic Anatomy III	2 hrs
RAD	315	Radiographic Procedures II	3 hrs
RAD	316	Radiographic Procedures III	2 hrs
RAD	318	Radiographic Procedures Lab II	1 hr
RAD	319	Radiographic Procedures Lab III	1 hr
RAD	320	Radiology Prot. & Radiobiology	3 hrs
RAD	322	Imaging Equipment	2 hrs
RAD	327	W: Ancillary Imaging	2 hrs
RAD	405	Clinical IV	3 hrs
RAD	406	Clinical V	3 hrs

A *Radiologic Sciences* GPA of 2.7 is required for progression and graduation.

Radiologic Sciences Courses cont.

RAD	422	Radiograph. Physics	2 hrs
RAD	430	Leadership & Prof.	2 hrs
RAD	440	Image Pres. Eval I	2 hrs
RAD	441	Image Pres. Eval II	2 hrs
RAD	450	Registry Review	3 hrs
CT	420	Principles of CT	3 hrs
CT	421	CT Clinical	2 hrs
INT	420	Prin. Of Interv.	3 hrs
INT	421	Interventional Clin.	2 hrs
		OR	
MRI	420	MRI Principles	3 hrs
MRI	421	MRI Clinical	2 hrs
		OR	
WMS	420	WMS Principles	3 hrs
WMS	421	WMS Clinical	2 hrs

TOTAL: 124 Credit Hours (hrs)

**Courses must be completed with a grade of C- or higher.*

See Quincy University catalog for all Bonaventure Program Requirements.

Part Time students and students readmitted to the program are held to any changes in the curriculum.

Blessing-Rieman College of Nursing & Health Sciences
Degree Plan: **Direct Transfer Radiology**
For Students Entering Fall, 2025

Prerequisite & General Education Courses (Total: 50 hrs)

BIO	**Human A&P I & Lab***	**4 hrs**
BIO	**Human A&P II & Lab***	**4 hrs**
ENG	**English Composition I***	**3 hrs**
PSY	**Introduction to Psychology***	**3 hrs**
PSY	**Development/Lifespan***	**3 hrs**
MAT	**College Algebra***	**3 hrs**
BIO	Microbiology & Lab*	3 hrs
BIO	Pathophysiology*	3 hrs
COM	Speech*	3 hrs
ENG	English Composition II*	3 hrs
F.A.	Fine Art (ART, MUS, THE)	3 hrs
HUM	History, Literature, or Philosophy	6 hrs
PHI	Ethics*	3 hrs
Liberal Arts Courses (Choose from the following: Political Science, Economics, Religion, Sociology, Foreign Language, Chemistry, Physics		6 hrs

A *prerequisite* and *cumulative* GPA of 2.7 is required for admission, progression and graduation.

The first 6 bolded pre-requisite courses listed above must be completed prior to beginning the program.

Electives (Total: 3 hrs)

XXX	XXX	Health Science/General Electives	3 hrs

Radiologic Science Courses (Total: 71 hrs)*

HSE	280	Medical Terminology	2 hrs
RAD	201	Intro to Radiology	3 hrs
RAD	202	Patient Care	3 hrs
RAD	203	Advanced Patient Care	3 hrs
RAD	205	Clinical I	2 hrs
RAD	210	Radiographic Anatomy I	2 hrs
RAD	215	Radiographic Procedures I	3 hrs
RAD	216	Radiographic Procedures Lab I	1 hr
RAD	221	Principles of Radiologic Imaging	3 hrs
RAD	305	Clinical II	2 hrs
RAD	306	Clinical III	2 hrs
RAD	310	Radiographic Anatomy II	2 hrs
RAD	314	Radiographic Anatomy III	2 hrs
RAD	315	Radiographic Procedures II	3 hrs
RAD	316	Radiographic Procedures III	2 hrs
RAD	318	Radiographic Procedures Lab II	1 hr
RAD	319	Radiographic Procedures Lab III	1 hr
RAD	320	Radiology Prot. & Radiobiology	3 hrs
RAD	322	Imaging Equipment	2 hrs
RAD	327	Ancillary Imaging	2 hrs
RAD	405	Clinical IV	3 hrs
RAD	406	Clinical V	3 hrs

A *Radiologic Sciences* GPA of 2.7 is required for progression and graduation.

Radiologic Sciences Courses cont.

RAD	422	Radiograph. Physics	2 hrs
RAD	430	Leadership & Prof.	2 hrs
RAD	440	Image Pres. Eval I	2 hrs
RAD	441	Image Pres. Eval II	2 hrs
RAD	450	Registry Review	3 hrs
CT	420	Principles of CT	3 hrs
CT	421	CT Clinical	2 hrs
INT	420	Prin. Of Interv.	3 hrs
INT	421	Interventional Clin.	2 hrs
		OR	
MRI	420	MRI Principles	3 hrs
MRI	421	MRI Clinical	2 hrs
		OR	
WMS	420	WMS Principles	3 hrs
WMS	421	WMS Clinical	2 hrs

TOTAL: 124 Credit Hours (hrs)

**Courses must be completed with a grade of C- or higher.*

Part Time students and students readmitted to the program are held to any changes in the curriculum.

RADIOLOGIC SCIENCES COURSE DESCRIPTIONS

NOTE: * Radiographic Procedures, Radiographic Procedures Lab, and RAD Clinical courses work in conjunction with one another. Failure of any of the three components will result in the need to repeat all three. Students who are unsuccessful in a Radiographic Procedures, Radiographic Procedures Lab, or RAD Clinical course will need to retake the failed course, and audit or retake any corequisite Radiographic Procedures, Radiographic Procedures Lab, and RAD Clinical course at the expense of the students.

RAD 201 Introduction to Radiology (On Campus, 3 hours)

This course will introduce the student to the hospital structure, medical and imaging specialties, and the professional role of the radiographer on the healthcare team. The student will gain the basic knowledge regarding the radiographic imaging system and how to provide appropriate radiation protection and communication to patients of all ages. During this course, the student will obtain information regarding medical and professional ethics as well as discuss the radiology specific policies and procedures to be followed. The student will obtain information regarding accrediting agencies for healthcare organizations and Radiography programs. Additionally, students will be introduced to the organizations that are important to the radiologic sciences profession.
Prerequisites: Admission to the Radiologic Sciences program
Concurrent: RAD 202 and Medical Terminology if applicable

RAD 202 Patient Care (On Campus, 3 hours)

Patient Care is a course that is designed to teach the student how to provide patients of various ages and different cultures with appropriate patient care while in the imaging department. The student will gain the knowledge to maintain patient confidentiality, safely transfer and position patients, as well as the prevention and control of infectious diseases. The course will introduce the student to different types of radiographic contrast media and possible reactions. Age specific communication and strategies for pediatric and geriatric considerations that are specifically needed for these diverse age populations are discussed. Additionally, the student will learn how to handle emergency situations and recognize the different types of shock.
Prerequisite: Admission to the Radiologic Sciences program
Concurrent: RAD 201 and Medical Terminology if applicable

RAD 203 Advanced Patient Care (On Campus, 3 hours)

This course is designed to provide the student with the skills necessary to assess patient vital signs during imaging procedures. The student will also learn about the different types of contrast media and how each one should be properly administered during radiographic examinations of the Urinary and Gastrointestinal systems as well as other special procedures performed in the Radiology department. The surgical suite and team are discussed along with proper surgical attire. Methods of sterilization and standard principles regarding surgical asepsis are introduced. Pharmacology, pharmacodynamics and pharmacokinetics are also explored during this course.
Prerequisite: RAD 201 and 202
Concurrent: RAD 205, 210, 215, 216, and 221

***RAD 205 Clinical I (Clinical, 2 hours)**

The student will be assigned to various clinical rotations where they will be able to observe, assist with and gradually perform under the appropriate supervision procedures learned in Radiographic Procedures I. Image critique will be integrated throughout the course. The student will have to complete clinical objectives, perform examinations for experience and will also have to obtain a minimum number of clinical competency evaluations during the semester.
Prerequisites: RAD 201 and 202
Concurrent: RAD 203, 210, 215, 216, and 221

RAD 210 Radiographic Anatomy I (On Campus, 2 hours)

This course presents human anatomy and function of the thoracic viscera, abdomen, upper extremities and the circulatory system as it relates to medical imaging. Throughout this course pathologies pertaining to the anatomy being taught as well as radiology's role in diagnosing disease will be emphasized. Images are integrated throughout the course allowing visualization of radiographic anatomy and pathology.
Prerequisite: RAD 201 and 202
Concurrent: RAD 203, 205, 215, 216, and 221

***RAD 215 Radiographic Procedures I (On Campus, 3 hours)**

This course discusses in depth the imaging procedures performed on the chest, abdomen, and entire upper extremity. The student will learn what technical factors to set, how to position the patient, equipment utilization, and central ray location for each projection. They will also be given patient care information unique to the examination. Students will be given structures demonstrated for each projection to be able to assess the quality of the radiographic image produced.
Prerequisites: RAD 201 and 202; HSE 280
Concurrent: RAD 203, 205, 210, 216, and 221

***RAD 216 Radiographic Procedures I Lab (On Campus, 1 hour)**

This lab course allows students to perform imaging procedures they have learned in Radiographic Procedures I. The student will practice the projections that were taught and are required to perform a return demonstration before being allowed to perform the procedure on a patient, in the clinical setting, under direct supervision. Lab procedures are simulated on fellow classmates or manikins and are performed with deactivated radiographic equipment. Students will also critique images they have performed on patients in the clinical setting to include radiographic anatomy and structures demonstrated.
Prerequisites: RAD 201 and 202
Concurrent: RAD 203, 205, 210, 215, and 221

RAD 221 Principles of Radiographic Imaging (On Campus, 3 hours)

This course provides students with the necessary knowledge and understanding of the factors that control and influence the production of a radiographic image. Throughout the course concepts of filtration, distortion, recorded detail, radiographic density, and contrast will be discussed. Additionally, students will learn about the components of the x-ray tube, beam restriction and attenuation of the beam. Other topics covered throughout the course are grids and exposure systems. Students will be utilizing mathematical equations and technique formulas to apply concepts learned throughout the course.
Prerequisite: RAD 201 and 202
Concurrent: RAD 203, 205, 210, 215, and 216

***RAD 305 Clinical II (Clinical, 2 hours)**

The student will be assigned to various clinical rotations where they will be able to observe, assist with and gradually perform under the appropriate supervision procedures learned in Radiographic Procedures II. Image critique will be integrated throughout the course. The student will have to complete clinical objectives, perform examinations for experience and will also have to obtain a minimum number of clinical competency evaluations during the semester. The student will continue to perform radiographic procedures on those exams where competency has already been achieved.
Prerequisites: Successful completion of all 200-level Radiologic Sciences courses and HSE 280
Concurrent: RAD 310, 315, 318, and 320

***RAD 306 Clinical III (Clinical, 2 hours)**

The student will be assigned to various clinical rotations where they will be able to observe, assist with and gradually perform under the appropriate supervision procedures learned in Radiographic Procedures III. Image critique will be integrated throughout the course. The student will have to complete clinical objectives, perform examinations for experience and will also have to obtain a minimum number of clinical competency evaluations during the semester. The student will continue to perform radiographic procedures on those exams where competency has already been achieved.
Prerequisites: RAD 305, 310, 315, 318, and 320
Concurrent: RAD 314, 316, 319, 322, and 327

RAD 310 Radiographic Anatomy II (On Campus, 2 hours)

This course familiarizes the student with the anatomy and physiology of the gastrointestinal system, hepatobiliary system, and urinary system. Anatomy of the lower extremities and pelvis is also discussed in the course. Throughout the course pathologies pertaining to the anatomy being taught will be examined. Images will be integrated throughout the course so the student will be able to visualize anatomy and any pathologies if present.
Prerequisite: Successful completion of all 200-level Radiologic Sciences courses and HSE 280
Concurrent: RAD 305, 315, 318, and 320

RAD 314 Radiographic Anatomy III (On Campus, 2 hours)
This course familiarizes the student with the anatomy and physiology of the nervous and reproductive systems. Anatomy of the bony thorax, vertebral column and cranium is also discussed in the course. Throughout the course pathologies pertaining to the anatomy being taught will be examined. Images will be integrated throughout the course so the student will be able to visualize anatomy and any pathologies if present.
Prerequisite: RAD 305, 310, 315, 318, and 320
Concurrent: RAD 306, 316, 319, 322, and 327

***RAD 315 Radiographic Procedures II (On Campus, 3 hours)**

This course discusses in depth the imaging procedures performed on the entire lower extremity and pelvis, gastrointestinal system, and urinary system. The student will learn what technical factors to set, how to position the patient, equipment utilization, and central ray location for each projection. They will also be given patient care information unique to the examination. Students will be given structures demonstrated for each projection to be able to assess the quality of the radiographic image produced.
Prerequisites: Successful completion of all 200-level Radiologic Sciences courses and HSE 280
Concurrent: RAD 305, 310, 318, and 320

***RAD 316 Radiographic Procedures III (On Campus, 2 hours)**

This course discusses in depth the imaging procedures performed on the vertebral column, hepatobiliary system, reproductive system, bony thorax and the cranium. The student will learn what technical factors to set, how to position the patient, equipment utilization, and central ray location for each projection. They will also be given patient care information unique to the examination. Students will be given structures demonstrated for each projection to be able to assess the quality of the radiographic image produced.
Prerequisites: RAD 305, 310, 315, 318, and 320
Concurrent: RAD 306, 314, 319, 322 and 327

***RAD 318 Radiographic Procedures II Lab (On Campus, 1 hour)**
This lab course allows students to perform imaging procedures they have learned in Radiographic Procedures I and II. The student will practice the projections that were taught and are required to perform a return demonstration before being allowed to perform the procedure on a patient, in the clinical setting, under direct supervision. Lab procedures are simulated on fellow classmates or manikins and are performed with deactivated radiographic equipment. Students will also critique images they have performed on patients in the clinical setting to include radiographic anatomy and structures demonstrated.
Prerequisites: Successful completion of all 200-level Radiologic Sciences courses and HSE 280
Concurrent: RAD 305, 310, 315, and 320

***RAD 319: Radiographic Procedures Lab III (On Campus, 1 hour)**
This lab course allows students to perform imaging procedures they have learned in Radiographic Procedures I, II, and III. The student will practice the projections that were taught and are required to perform a return demonstration before being allowed to perform the procedure on a patient, in the clinical setting, under direct supervision. Lab procedures are simulated on fellow classmates or manikins and are performed with deactivated radiographic equipment. Students will also critique images they have performed on patients in the clinical setting to include radiographic anatomy and structures demonstrated.
Prerequisites: RAD 305, 310, 315, 318, 320
Concurrent: RAD 306, 314, 316, 322, and 327

RAD 320 Radiation Protection & Radiobiology (On Campus, 3 hours)
The Radiation Protection & Radiobiology course will not only cover the basic Radiation Protection concepts for the student, but will also introduce the student to all of the regulatory agencies, radiologic quantities and units that radiation is measured in. Additionally, the student will receive instruction on how to properly protect the patient, other personnel and themselves from radiation. This course also covers information regarding instruments used to monitor radiation as well as monitoring devices used for personnel. In addition to this, the principles of cell-radiation interaction, the effects of radiation on the cells and the factors affecting cell response are presented. Acute and chronic effects of radiation are also reviewed.
Prerequisites: Successful completion of all 200-level Radiologic Sciences courses, and Microbiology
Concurrent: RAD 305, 310, 315, and 318

RAD 322 Imaging Equipment (On Campus, 2 hours)
This course establishes basic knowledge of equipment routinely utilized to produce diagnostic images to include fluoroscopy, digital (CR & DR), and tomography. Students will be introduced to the fundamental principles of computer technology and computer applications in the radiologic sciences related to image capture, display, storage and distribution. Lectures related to digital radiography and quality assurance are also incorporated into this course.
Prerequisites: RAD 305, 310, 315, 318, and 320
Concurrent: RAD 306, 314, 316, 319, and 327

RAD 327 Ancillary Imaging (On Campus, 2 hours)
This course is designed to introduce the students to the basics of ancillary imaging modalities. Modalities discussed throughout this course are CT, MRI, Radiation Therapy, Ultrasound, Cardiac Catheterization, Mammography, DEXA, PET, and Nuclear Medicine. The student will learn to identify anatomy in various sectional planes on CT and MRI images. They will also learn about safety in the MRI environment. In this course, the student will learn how to perform venipuncture, how to use a power injector, how to identify contrast reactions, and how to handle an adverse reaction. Additionally, the student will construct a minimum of 15 pages of APA formatted research paper(s) throughout the course.
Prerequisites: RAD 305, 310, 315, 318, and 320
Concurrent: RAD 306, 314, 316, 319 and 322

RAD 405 Clinical IV (Clinical, 3 hours)
The student will be assigned to various clinical rotations where they will be able to observe, assist with and gradually perform under the appropriate supervision procedures learned in Radiographic Procedures I, II, and III. Image critique will be integrated throughout the course. The student will have to complete clinical objectives, perform examinations for experience and will also have to obtain a minimum number of clinical competency evaluations during the semester. The student will continue to perform radiographic procedures on those exams where competency has already been achieved.
Prerequisites: Successful completion of all 300-level Radiologic Sciences courses
Concurrent: RAD 422,430, and 440; and CT, INT, MRI, or WMS 420 and 421

RAD 406 Clinical V (Clinical, 3 hours)
The student will be assigned to various clinical rotations where they will be able to observe, assist with and continue to perform under the appropriate supervision procedures learned throughout all of the Radiographic Procedures courses. Image critique will be integrated throughout the course. The student will have to complete clinical objectives, perform examinations for experience and will also have to obtain a minimum number of clinical competency evaluations during the semester. The student will continue to perform radiographic procedures on those exams where competency has already been achieved.
Prerequisite: RAD 405, 422, 430, and 440
Concurrent: RAD 441 and 450; and CT, INT, MRI or WMS 420 and 421

RAD 422 Radiographic Physics (On Campus, 2 hours)
This course provides students with the necessary knowledge and understanding of basic physics behind the production of a radiographic image. The x-ray imaging system, transformers, rectification, generators, electromagnetism, electrostatics, electrodynamics, and radioactivity are topics that will be discussed throughout the course. Additionally, students will learn about x-ray production and emission and will apply basic physics formulas to solve problems.
Prerequisite: Successful completion of all 300-level Radiologic Sciences courses
Concurrent: RAD 405, 430, and 440; and CT, INT, MRI, or WMS 420 and 421

RAD 430 Leadership & Professionalism (Online, 2 hours)
This course has been designed to help the student understand what it takes to be a professional in the healthcare industry. Managing time, stress and burn out are just a few of the topics covered in this course. Other content taught in this course includes traits of a professional, and how to develop professional, personal, people and practical skills. Students will also receive instruction on how to write a resume, tips for interviewing as well as how to navigate their career. In-depth discussions regarding professional organizations in the field of radiologic technology and the continuing education requirements for radiologic technologists are also included in this course. A career portfolio will be completed throughout the course.
Prerequisites: Successful completion of all 300-level Radiologic Sciences courses
Concurrent: RAD 405, 440, and 422; and CT, INT, MRI, or WMS 420 and 421

RAD 440 Image Presentation & Evaluation I (Hybrid, 2 hours)
This course is designed to provide experience for analyzing radiographic images. Students will evaluate the parameters of acceptability for radiographic imaging. Discussions regarding problem – solving techniques and factors controlling image characteristics will be held. Actual images are incorporated into the curriculum for analysis.
Prerequisites: Successful completion of all 300-level Radiologic Sciences courses
Concurrent: RAD 405, 422, and 430; and CT, INT, MRI, or WMS 420 and 421

RAD 441 Image Presentation & Evaluation II (Hybrid, 2 hours)
This course is designed to provide continued experience for analyzing radiographic images. Students will evaluate the parameters of acceptability for radiographic imaging. Discussions regarding problem – solving techniques and factors controlling image characteristics will be held. Actual images are incorporated into the curriculum for analysis.
Prerequisites: RAD 405, 422, 430, and 440
Concurrent: RAD 406 and 450; and CT, INT, MRI, or WMS 420 and 421

RAD 450 Radiography Registry Review (On Campus, 3 hours)
This course provides students the opportunity to review all of the information that has been taught throughout the program. This course will help prepare the student to sit for the national registry examination administered by the American Registry of Radiologic Technologists (ARRT). During this course, the student will complete assigned review questions, participate in scholar bowl review games and the ISSRT Conference, as well as complete challenge tests and mock registries. Additionally, students are required to pass seven category examinations. Information regarding the application process for the ARRT registry examination is discussed in depth. Applications for the registry examination are obtained by the Program Director and distributed to the students during this course. Guidance on how to fill the application out will also be given. Students will also receive instruction on how to apply for Illinois licensure through IEMA as well as how to inquire about licensure in other states if applicable.
Prerequisites: RAD 405, 422, 430, and 440
Concurrent: RAD 406 and 441; and CT, INT, MRI, or WMS 420 and 421

COMPUTED TOMOGRAPHY (CT) COURSES

CT 420 Principles of CT (On Campus, 3 hours)
This course presents the fundamental physical principles of current CT scanning technology. Topics to be covered include a review of the historical development of CT technology, CT image production, detector design and operation, software applications, x-ray tube design considerations, CT image reconstruction techniques, and methods to minimize dosages to patients and staff. Additionally, the patient care considerations unique to CT procedures will be discussed. An emphasis will be placed on multi-detector computerized tomography (MDCT) and its clinical applications. The student will use CT simulation software to learn routine CT examinations. This course is supplemented by a concurrent clinical practicum.
Prerequisites: Successful completion of all 300-level Radiologic Sciences courses
Concurrent Fall Semester: RAD 405, 422, 430, and 440; and CT 421
Concurrent Spring Semester: RAD 406, 441, and 450; and CT 421

CT 421 CT Clinical (Clinical, 2 hours)
The clinical practicum complements the didactic Principles of the CT course. Students enrolled in this course will be provided with experiences in a CT imaging department. Students will be assigned to CT clinical sites and placed

alongside experienced CT technologists. Areas to be covered during this clinical practicum include CT patient care, physician communications, CT scanning protocols, image assessment, quality control, CT scanner operation, and safety in the CT environment. Students will demonstrate competency in basic, entry – level CT procedures and will be prepared to continue clinical requirements for CT certification if they so choose.
Prerequisites: Successful completion of all 300-level Radiologic Sciences courses
Concurrent Fall Semester: RAD 405, 422, 430, and 440; and CT 420
Concurrent Spring Semester: RAD 406, 441, and 450; and CT 420

INTERVENTIONAL RADIOGRAPHY (INT) COURSES

INT 420 Principles of Interventional Radiography (On Campus, 3 hours)
This course provides a comprehensive overview of the principles of interventional radiography including a special focus on cardiac catheterization. It explores the fundamentals of image-guided diagnostic and therapeutic procedures performed using radiologic technology. The course covers the equipment, techniques, and protocols essential to performing minimally invasive interventional procedures, emphasizing patient safety, and radiation protection. Key topics include vascular and non-vascular interventions, sterile techniques, contrast media, patient positioning, and the role of interventional radiographers in a multidisciplinary healthcare team. Special emphasis will be placed on cardiac catheterization, including coronary angiography, stenting, and other catheter-based cardiac interventions. Ethical considerations, complications management, and advancements in technology will also be discussed. Students will be equipped with the knowledge necessary to assist in and understand interventional procedures, including cardiac catheterization, preparing them for clinical practice and further specialized training in the field.
Prerequisites: Successful completion of all 300-level Radiologic Sciences courses
Concurrent Fall Semester: RAD 405, 422, 430, and 440; and INT 421
Concurrent Spring Semester: RAD 406, 441, and 450; and INT 421

INT 421 Interventional Radiography Clinical (Clinical, 2 hours)
This clinical course provides hands-on experience in interventional radiography, allowing students to apply theoretical knowledge in a real-world setting. The course is designed to engage students in the clinical environment, focusing on the practical aspects of performing diagnostic and therapeutic procedures using radiologic technology. Students will develop skills in patient care, positioning, sterile techniques, equipment operation, and radiation safety under the direct guidance and supervision of experienced interventional radiographers, radiologists, and cardiologists. Key clinical areas include vascular and non-vascular interventions, cardiac catheterization, image acquisition, and patient safety. Emphasis is placed on competency in a clinical setting, professional communication, and teamwork within a multidisciplinary healthcare team. Students are expected to demonstrate skills in assisting with interventional procedures, understanding clinical protocols, managing patient care, and ensuring safety in a high-pressure environment.
Prerequisites: Successful completion of all 300-level Radiologic Sciences courses
Concurrent Fall Semester: RAD 405, 422, 430, and 440; and INT 420
Concurrent Spring Semester: RAD 406, 441, and 450; and INT 420

MAGNETIC RESONANCE IMAGING (MRI) COURSES

MRI 420 Principles of MRI (On Campus, 3 hours)
This course provides the student with entry-level knowledge of magnetic resonance imaging. Topics to be covered include MRI nuclear physics, signal generation, image weighting, protocols and sequencing, patient care, MRI safety, image evaluation, coil technology, MRI angiography, and common clinical applications of MRI scanning technology. The student will use MRI simulation software to learn routine MRI examinations. Students enrolled in this course will complete a concurrent clinical practicum.
Prerequisites: Successful completion of all 300-level Radiologic Sciences courses
Concurrent Fall Semester: RAD 405, 422, 430, and 440; and MRI 421
Concurrent Spring Semester: RAD 406, 441, and 450; and MRI 421

MRI 421 MRI Clinical (Clinical, 2 hours)
The clinical practicum complements the didactic Principles of MRI course. Enrolled students are required to fill out an MRI screening assessment to evaluate potential risks to them being in the MRI environment (specifically MRI zones III and IV). Students may be required to show acceptable proof that they are medically safe to perform in MRI environments, with no personal health risk. Students will be assigned to MRI clinical sites where they will be

working alongside experienced MRI technologists. Areas to be covered throughout the clinical practicum include MRI patient and physician communications, pulse sequences and scanning protocols, images assessment, quality control, MRI scanner operation, and MRI patient and operator safety. Clinical experience in coil selection and placement, patient positioning, and patient care specific to MRI scanning will also be obtained throughout this course. Image critique, including sectional anatomy and pathology seen on MRI images, are included for discussion. Students completing this course will be prepared to continue the clinical requirements in preparation for the MRI certification if they so choose.
Prerequisites: Successful completion of all 300-level Radiologic Sciences courses
Concurrent Fall Semester: RAD 405, 422, 430, and 440; and MRI 420
Concurrent Spring Semester: RAD 406, 441, and 450; and MRI 420

WOMEN'S MAMMOGRAPHIC IMAGING COURSES

WMS 420 Principles of Women's Imaging (On Campus, 3 hours)
This course provides a basic understanding of the principles of mammographic imaging as well as osteoporosis detection. Included in this course will be topics such as breast anatomy and pathology, mammographic equipment design and operation, positioning skills and patient care considerations. Quality control procedures and interventional breast procedures to include basic ultrasonography of the breast are also covered in this course. Also included will be the theory and operation of dual emission x-ray absorptiometry (DEXA). Students enrolled in this course will complete a concurrent clinical practicum.
Prerequisites: Successful completion of all 300-level Radiologic Sciences courses
Concurrent Fall Semester: RAD 405, 422, 430, and 440; and WMS 421
Concurrent Spring Semester: RAD 406, 441, and 450; and WMS 421

WMS 421 WMS Clinical (Clinical, 2 hours)
The clinical practicum compliments the didactic Principles of Women's Imaging course. Students enrolled in this course will be assigned to an accredited mammography department offering a full range of women's health services. Emphasis will be placed on breast cancer detection technologies including mammography and stereotactic localization. Additionally, students will learn the procedural skills of dual emission x-ray absorptiometry (DEXA). Students should expect to develop entry-level skills necessary in a Women's Imaging department, and in doing so, will begin preparation for certification in mammography and DEXA scanning.
Prerequisites: Successful completion of all 300-level Radiologic Sciences courses
Concurrent Fall Semester: RAD 405, 422, 430, and 440; and WMS 420
Concurrent Spring Semester: RAD 406, 441, and 450; WMS 420

RAD ELECTIVES

RAD 208 Radiography Clinical Enhancement (Clinical, 1 hour)
This optional summer course is designed to provide hands-on clinical experience for students to help maintain, develop and refine their clinical skills in radiologic technology. Emphasis is placed on building upon foundational skills gained in the prior RAD 205 Radiography Clinical I course. Students will have the opportunity to perform routine diagnostic imaging procedures, improve efficiency in patient positioning and equipment operation, reinforce radiation safety practices and patient care techniques in a supervised healthcare environment. Key focus areas include positioning imaging procedures, adapting techniques to accommodate diverse patient population, image evaluation for diagnostic accuracy, and collaborating with healthcare professionals in clinical scenarios. Students will rotate through two clinical settings which include an outpatient imaging center (clinic) and an inpatient center (hospital). This course is ideal for students seeking to build confidence, enhance their clinical performance, or prepare for upcoming coursework. The course grade will be based on clinical competencies, clinical performance, professional behavior, and the ability to integrate theoretical knowledge into clinical practice.
Prerequisite: RAD Faculty Approval

RAD 308 Advanced Radiography Clinical Enhancement (Clinical, 1 hour)

This optional summer course is designed to provide hands-on clinical experience for upper-level radiography students seeking to advance and refine their clinical proficiency. Emphasis is placed on building upon foundational skills gained in the prior RAD 205, RAD 305, and RAD 306 radiography clinical courses. Key learning opportunities include proficiency of diagnostic imaging techniques and protocols and enhancing critical thinking and problem-solving skills in challenging clinical scenarios. Students will rotate through two clinical settings which include an outpatient imaging center (clinic) and an inpatient center (hospital). The course is designed to promote confidence, competence, and readiness for entering their senior year. The course grade will be based on clinical competencies, clinical performance, professional development, assignments and the ability to integrate theoretical knowledge into clinical practice.

Prerequisite: RAD Faculty Approval

ELECTIVES

HSE 235: Healthcare Statistics (Online, 3 hours)

This course covers maintenance, compilation, analysis, and presentation of healthcare statistics and research protocols and techniques. Topics include basic statistical principles, indices, databases, registries, vital statistics, descriptive statistics, research protocol monitoring.

Prerequisites: None

HSE 236: Documentation for Healthcare Professionals (Online, 2 hours)

This course will explore the critical role that documentation plays in healthcare, emphasizing its importance to patient safety, care continuity, legal safeguards, and adherence to industry standards. The focus will be placed on the significance of maintaining accurate and detailed documentation.

Prerequisites: Admission to BRCN

HSE 280: Medical Terminology (Online, 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.

Prerequisite: None

HSE 300: Pathophysiology for Health Professionals (Online, 3 hours)

This course offers an analysis of pathophysiological concepts and principles related to patients experiencing complex, multi-system health imbalances.

Prerequisites: Anatomy & Physiology I and II

HSE 302: Ethics for Healthcare Professionals (Online, 3 hours)

This course focuses on ethics for healthcare professionals. Students will explore theoretical foundations and issues for individuals, organizations, and society.

Prerequisite: Enrollment in a BRCN program

HSE 301: COVID-19 Long Syndrome (Online, 2 hours)

This course focuses on the management of symptoms of COVID-19 Long Syndrome including, but not limited to pulmonary impairments, cardiac impairments, kidney damage, neurologic, cognitive, and mental health impairments, postural orthostatic tachycardia syndrome, physical deconditioning and weakness, and challenges in completing Activities of Daily Living (ADLs).

Prerequisite: Enrollment in a BRCN program

HSE 303 Addiction (Online, 3 hours)

Addiction is widespread, affecting individuals across various demographics and healthcare settings. Addiction impacts not just physical health, but also mental, emotional, and social well-being. Individuals in health care can play a key role in connecting patients to resources for recovery and support.

Prerequisites: None

HSE 302: Ethics for Healthcare Professionals (Online, 3 hours)

This course focuses on ethics for healthcare professionals. Students will explore theoretical foundations and issues for individuals, organizations, and society.

Prerequisite: Enrollment in a BRCN program

HSE 462: Communication for the Healthcare Professional (Online, 2 hours)

This course will focus on professional communication skills needed to enhance the healthcare professional's effectiveness with consumers. The course will focus on both verbal and nonverbal communication skills, active listening and therapeutic approaches when interacting with consumers. Topics covered in the course will be roadblocks to professional communication, language and cultural and diversity needs and skill development with electronic communication techniques.

Prerequisites: None
*Open to all majors

HSE 463 Introduction to Interprofessional Health Care (Online, 2 hours)

Interprofessional education (IPE) is an approach to teaching and learning that brings together students from two or more professions to learn about, from and with each other. This course is designed to provide students in health care professional programs with introductory knowledge of interprofessional teamwork within the health care system. This is a foundation course for future interprofessional practice, issues of health care delivery, and clinical application of these concepts. The purpose of the course is to introduce concepts in interprofessional education to health profession students for collaborative patient, family, and community health care. Interactive learning experiences provide the opportunity to develop knowledge and understanding of each profession's contribution to health care.

Prerequisite: Enrollment in a BRCN program
*Open to all majors

NSG 201: Fundamentals of Nutrition (On Campus or Online, 2 hours)

The science of 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: None
***Open to all majors.

NSG 461: End of Life: Concepts of Care (Online, 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 with the opportunity to apply concepts examined during this course.

Prerequisite: Junior/Senior standing or RN-BSN student.
*Open to all majors

NSG 484: Spirituality in Health Care (Online, 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

NSG 485: Stress Management (On Campus, 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 an individual or group of their choice.

Prerequisites: None
*Open to all majors

NSG 490: Genetics (Online, 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 healthcare professional 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.

Prerequisites: Enrollment in a BRCN program
*Open to all majors

RADIOLOGIC SCIENCES CLINICAL COMPETENCY EVALUATION ATTEMPT LIMITS

POLICY

Clinical competency scores of 77% or higher are considered final. Students may not repeat evaluations when this has been achieved.

PROCEDURE

In order to pass a clinical competency, students must achieve a score of 77% or higher.
To ensure all students equal opportunity to obtain the clinical competency evaluations required for graduation, any student receiving a passing competency evaluation score (above a 77%) will not repeat the evaluation for a higher score.

RADIOLOGIC SCIENCES IMAGE REPEAT

POLICY

Any student (regardless of competency) repeating an unsatisfactory radiograph must have direct supervision of a qualified technologist.

PROCEDURE

Direct supervision during repeat imaging assures patient safety and proper educational practices.
Students must coordinate with a qualified technologist for direct supervision during any repeat imaging.
A qualified technologist must be physically present during the procedure in order to:

- Review the procedure.
- Evaluate the condition of the patient in relation to the knowledge of the student.
- Review/approve the procedure images.

Following each clinical rotation:

- Students will attest as to whether they had direct supervision during repeat radiographs on the following:
  - Clinical Preceptor Evaluation
  - Evaluation of Clinical Environment
- Clinical Preceptors will attest as to whether the student obtained direct supervision for all repeat radiographs on the student's Performance Evaluation.

RADIOLOGIC SCIENCES MRI SAFETY AND SCREENING

POLICY

Students must receive required MRI safety and screening education prior to participation in radiologic science clinical rotations.

PROCEDURE

Due to the potential risks in the MRI environment, students will receive information regarding the safety and screening process that must be followed in the MRI setting. Faculty and students will complete the following activities.
Radiologic Science faculty will:

- Discuss MRI safety information with students.

- Provide MRI screening education to students prior to clinical rotations.
- Provide additional MRI safety training prior to conducting MRI 421 clinical rotations.
- Provide clinical sites with copies of completed MRI screening tools.

Students will:

- Watch a MRI safety video.
- Complete a required MRI Computer Based Learning (CBL) module.
- Complete MRI student screening tool(s).
    - MRI student screening tools are used to assess any possible risk to the student upon entering the MRI environment (specifically MRI zones III and IV) safely.
    - MRI clinical sites may require completion of an additional facility-specific screening tool.
- Notify the MRI Clinical Coordinator of any changes to their MRI safety status throughout their time in the Radiologic Sciences program.
    - Disclosure of updates to a student's MRI safety status is mandatory and to be done immediately following the status change.
    - Failure to comply with mandatory notification within 48 hours of an MRI safety status change may result in a code of conduct (which may result in dismissal from the program).

Students must meet clinical site requirements for presence in the MRI environment.
Students will not be left alone in an MRI Suite for any reason and will have direct supervision by a qualified technologist when performing any MRI exam. Direct supervision assures patient safety and proper educational practices.

A qualified technologist must be physically present during the procedure in order to:

- Review the procedure.
- Evaluate the condition of the patient in relation to the knowledge of the student.
- Review/approve the procedure images.

RADIOLOGIC SCIENCES PEDIATRIC POLICY

POLICY

Radiologic Science students are required to have Direct Supervision when imaging pediatric patients; and may complete pediatric examinations/competency evaluations on patients 6 years of age or younger.
Definition: Pediatric patients- Anyone 16 years of age or younger.

PROCEDURE

Supervision Requirements

Direct Supervision during pediatric imaging is required for all student radiographers (regardless of competency status) and assures patient safety and proper educational practices.
In order to meet the requirements for Direct Supervision, a qualified technologist must be physically present during procedures in order to:

- Review the procedures.
- Evaluate the condition of the patient in relation to the knowledge of the student.
- Review/approve the procedure images.

Examination/Competency Evaluations

Due to the special technical, positioning, and communication considerations required for younger patients, pediatric examinations and competency evaluations are obtained on pediatric patients that are 6 years and younger.

RADIOLOGIC SCIENCES PREGNANCY POLICY

POLICY

Upon voluntary written disclosure of pregnancy, students must collaborate with Radiologic Sciences faculty in order to develop a plan for continuation of the didactic and clinical requirements of the program.

PROCEDURE

Radiologic Science students are strongly encouraged to notify the Title IX Coordinator as soon as possible in order to disclose pregnancy in accordance with the Pregnancy Disclosure Policy of the College.
Pregnant students have the option for written withdrawal of this declaration at any time and for any reason.
After voluntary written disclosure of pregnancy, the student may:

- Continue in the Radiologic Sciences program.

- Choose to continue with the clinical assignments, without modification to the schedule.
- Request a schedule modification resulting in little or no clinical time in areas of high radiation exposure (such as fluoroscopy or surgery).
    - This may result in the inability to graduate with the rest of the current cohort
        - Make-up work may be completed (dependent upon faculty consent/availability) over scheduled program breaks and/or weekends in order to graduate as scheduled.
        - A six-month extension from the expected graduation date will be granted for completion of all didactic and clinical requirements.

After voluntary disclosure, the pregnant student must contact the Radiologic Sciences Clinical Coordinator in order to have a fetal monitor ordered.
All requirements regarding the pregnant radiation worker stipulated by the National Council on Radiation Protection and Measurements (NCRP) will be followed.
According to the NCRP, after the declaration of pregnancy:

- The monthly dose limit to the embryo/fetus should not exceed 0.05 rem (0.5 mSv).
- The total dose to the embryo/fetus during the entire gestation period may not exceed 0.5 rem (5 mSv).
- The pregnant student will wear two radiation monitors:
    - One to monitor the fetal radiation exposure.
    - One to monitor the student's exposure.

Students must meet all required didactic and clinical objectives and competencies in order to graduate from the program.

RADIOLOGIC SCIENCES RADIATION PROTECTION POLICY

POLICY

Students in the Radiologic Sciences program must adhere to required radiation exposure protection practices.

PROCEDURE

Radiation exposure monitoring is required whenever radiation workers are likely to risk receiving 10% or more of the annual dose limit.
The radiation limit for any educational or training purpose is 0.1 rem (100 mrem) or 0.001 Sv (1 mSv) per year.
The following processes are followed in order to maintain the safety of Radiologic Sciences students.

- During the RAD 201 Introduction to Radiology course and prior to participation in clinical rotations, students:
    - Learn about and discuss ionizing radiation.
    - Learn/discuss/practice techniques to limit the amount of ionizing radiation they receive.
- Each student is given a personal radiation exposure monitoring device to wear during clinical rotations.
    - Devices are turned in and evaluated on a monthly basis.
    - Device reports are issued to the Clinical Coordinator of the Radiologic Sciences program (no personal information is shared on these reports).
    - Reports are distributed to students for review within 30 days of receipt of data.
    - Upon review, students must sign/initial that they have reviewed the information on the report.
    - Any student receiving 20 mrem or 0.2 mSv or greater during any monitoring period will be counseled regarding personal radiation protection practices.

The following include specific guidelines for prevention of radiation exposure:

- Students **must not** hold image receptors during any radiologic procedure.
- Students **should not** hold patients during any radiographic procedure when an immobilization method is the appropriate standard of care.

RADIOLOGIC SCIENCES SUPERVISION POLICY

POLICY

Radiologic Science students must function under Direct Supervision or Indirect Supervision during clinical experiences and will not be used to replace qualified staff.

PROCEDURE

The Joint Review Committee on Education in Radiologic Technology (JRCERT) has defined and outlined the conditions requiring Direct or Indirect Supervision.

Direct Supervision

Direct Supervision by a qualified technologist assures patient safety and proper educational practices; and is required under all conditions for all students until a competency evaluation has been achieved.

In order to meet the requirements for Direct Supervision, a qualified technologist must be physically present during procedures in order to:

- Review procedures.
- Evaluate the condition of the patient in relation to the knowledge of the student.
- Review/approve procedure images.

Conditions Requiring Direct Supervision

The following conditions require Direct Supervision by a qualified technologist regardless of student competency:

- All fluoroscopic, mammographic, DEXA, CT and Interventional examinations.
- In Surgery (OR).
- All portable examinations.
- When administering contrast or starting an IV.
- All repeat radiographs.
- All pediatric procedures.

Indirect Supervision

Indirect Supervision by a qualified technologist promotes patient safety and proper educational practices; and is the minimum supervision allowed for any radiologic science student during clinical experiences.

In order to meet the requirements for Indirect Supervision, a qualified technologist must be *immediately available* to assist students.

- Immediately available: requires the physical presence of a qualified technologist adjacent to the room or location where a procedure is being performed.

Conditions Requiring Indirect Supervision

The following conditions require Indirect Supervision by a qualified technologist regardless of student competency:

- All areas where ionizing radiographic equipment is in use on patients.
- After students have achieved a competency evaluation on an examination (unless Direct Supervision is required).

BACHELOR OF SCIENCE 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 as well as one or more of the following: management, education, research, and advanced clinical practice. 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 advanced Respiratory Care Practitioners.

RESPIRATORY CARE PROGRAM GOALS

- 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).
- To prepare leaders for the field of respiratory care by including curricular content with objectives related to the acquisition of skills in one or more of the following: management, education, research, and advanced clinical practice (which may include an area of clinical specialization).

RESPIRATORY CARE CURRICULUM OBJECTIVES

1. Demonstrate proficiency in establishing an evidence base for best practices through research.
2. Demonstrate advanced skills in clinical practice relevant to his/her role as a bachelor prepared respiratory therapist.
3. Demonstrate knowledge of the roles in respiratory education and management.

RRT-BSRT PROGRAM GOALS

To provide graduates of entry into respiratory care professional practice degree programs with additional knowledge, skills, and attributes in leadership, management, education, research, or advanced clinical practice both to meet their current professional goals and to prepare them for practice as advanced degree respiratory therapists.

RRT-BSRT PROGRAM OUTCOMES

1. Utilize management and leadership principles to make difficult decisions, solve problems, and improve performance.
2. Demonstrate strategies and techniques to enhance patient education.
3. Employ research methodology to analyze relevant medical literature.
4. Analyze clinical data and make recommendations for appropriate critical care interventions.
5. Understand ethical theories and principles as they apply to patient scenarios.

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, lifestyle, 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.

RESPIRATORY CARE PROGRAM ADVISORY COMMITTEE

An advisory committee is a group of individuals who are chosen to advise educators regarding an educational program. Committee members provide advice and support to the program through regular attendance at annual meetings and participation in program issues throughout the year. The members are comprised of, but are not limited to, representatives from area employers, community members, students, graduates, physicians, college

administrators and faculty members who support the curriculum of the respiratory care program. There are no term limits for advisory committee members.

RESPIRATORY CARE PROGRAM TECHNICAL REQUIREMENTS

POLICY

In order to perform the tasks required of a Respiratory Care Practitioner, certain physical capabilities are required. Students must demonstrate the ability to perform required functions as a routine part of classroom, laboratory, or clinical education. Students should be aware that successful graduation of the Respiratory Care Program will depend upon the ability to meet Respiratory Care technical standards.

PROCEDURE

These abilities are not measured as a requirement for program admission. Individual, otherwise qualified candidates may need reasonable accommodations to meet the technical standards listed below. Requests for such accommodations will be considered as provided in the College's procedure for requesting reasonable accommodations.

In order to be successful, Respiratory Care students must be able to meet the following technical standards:

Gross Motor Skills

Move within confined spaces, maintain balance in multiple positions, reach above shoulders (e.g. monitors), reach below waist (e.g. plug electrical equipment in wall outlet), reach out front, etc.

Fine Motor Skills

Pick up objects with hands, grasp small objects with hands (e.g. pen/pencil, needles), write with pen or pencil, key/type (e.g. use a computer), pinch/pick or otherwise work with fingers (e.g. manipulate a syringe), twist (e.g. turn objects/knobs using hands, assemble objects), squeeze with finger (e.g. medication ampules), etc.

Physical Endurance

Stand (e.g. at patient bedside during surgical or therapeutic procedure), sustain repetitive movements (e.g. CPR), maintain physical tolerance (e.g. work on your feet for 8 hours).

Physical Strength

Push and pull 50 pounds (e.g. position patient, move equipment), support 50 pounds of weight, lift 50 pounds (e.g. pick up a child, transfer patient, and bend to lift an infant or child), carry equipment/supplies, use upper body strength (e.g. performs CPR, physically restrain a patient), squeeze with hands (operate fire extinguisher).

Mobility

Twist, bend, stand/squat, kneel, and move quickly (e.g. respond to an emergency), climb stairs, walk.

Hearing

Hear normal speaking-level sounds (e.g. person-to-person report), hear faint voices, hear faint body sounds (e.g. blood pressure sounds, lung auscultation), hear in situations when not able to see lips (e.g. when masks used), hear auditory alarms (e.g. monitors, fire alarms, call alerts).

Visual

See objects up to 20 inches away (e.g. information on a computer screen, read medication labels), see objects up to 20 feet away (e.g. patient in a room), use depth perception, use peripheral vision, distinguish color and color intensity (e.g. color code on supplies, skin color).

Tactile

Feel vibrations (e.g. palpate pulses), detect temperature (e.g. skin, solutions), feel differences in surface characteristics (e.g. skin turgor, rashes), feel differences in sizes, shapes (e.g. palpate vein, artery, identify body landmarks), detect environmental temperature.

Smell

Detect odors (e.g. foul smelling drainage, alcohol break, smoke, gases or noxious smells).

Environment

Tolerate exposure to allergens (e.g. latex gloves, chemical substances), tolerate strong soaps, tolerate strong odors.

Reading

Read and understand written documents (e.g. flow sheets, charts, graphs), read digital displays.

Math/Arithmetic

Comprehend and interpret graphic trends, calibrate equipment, convert numbers from metric and American systems (e.g. dosages), tell time, measure time (e.g. count duration of contractions, CPR, etc.), count rates (e.g. breaths per min., pulse), read and interpret measurement marks (e.g. measurement tapes and scales), add, subtract, multiply, and/or divide whole numbers, compute fractions and decimals (e.g. medication dosages), document numbers in records (e.g. charts, computerized data bases).

Emotional Stability

Establish professional relationships, provide client with emotional support, adapt to changing environment/stress, deal with the unexpected (e.g. patient condition, crisis), focus attention on task, cope with own emotions, perform multiple responsibilities concurrently, cope with strong emotions in others (e.g. grief).

Analytical Thinking

Transfer knowledge from one situation to another, process and interpret information from multiple sources, analyze and interpret abstract and concrete data, evaluate outcomes, problem solve, prioritize tasks, use long-term memory, use short-term memory.

Critical Thinking

Identify cause-effect relationships, plan/control activities for others, synthesize knowledge and skills, sequence information, make decisions independently, adapt decisions based on new information.

Interpersonal Skills

Establish rapport with individuals, families, and groups, respect/value cultural difference in others, negotiate interpersonal conflicts.

Communication Skills

Teach (e.g.: client/family about health care), influence people, direct/manage/delegate activities of others, speak English, write English, listen/comprehend spoken/written word, collaborate with others (e.g.: health care workers, peers).

Considering Program Requirements:

The abilities described on this page are not measured as a requirement for Program admission. However, the student is encouraged to consider the physical and mental requirements of the Program and to make an appointment with the Program Director and/or Clinical Education Coordinator to discuss concerns or requests for accommodation for his/her disability. Students with documented needs for accommodations are to meet with the Americans with Disabilities Act of 1990 (ADA) Coordinator, Sarah Mueller, who can be reach at counselor@brcn.edu or 217-228-5520, ext. 6997.

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.

AARC Membership

Respiratory care students become members of AARC. Membership includes two 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).

APPLICATION/ADMISSION

This program begins each fall semester.

FIRST-TIME FRESHMEN *(conferred in partnership with Culver-Stockton College and Quincy University)*

Application Process

- Submit completed application through Culver-Stockton College (CSC) or Quincy University (QU)
- Submit official high school transcripts to CSC or QU

Admissions Requirements

First-time freshmen are admitted into the following categories based on high school GPA:

- 3.0 or higher high school GPA on a 4.0 scale

Freshman Pre-Respiratory Care

- Below a 3.0 high school GPA on a 4.0 scale

Sophomore Level

Prior to progression to the sophomore level respiratory courses, all freshmen must meet the following criteria before classes begin (see College calendar for specified deadlines):

- Freshman year cumulative GPA of 2.7 or higher on a 4.0 scale
- Prerequisite GPA of 2.7 or higher on a 4.0 scale
- 20 credit hours of required Prerequisite courses completed with a grade of C- or higher including:
  - English Composition I
  - Introduction to Psychology
  - Developmental/Lifespan/Child Psychology
  - Anatomy & Physiology I & Lab
  - Anatomy & Physiology II & Lab
  - College Algebra

TRANSFER STUDENTS *(conferred in partnership with Culver-Stockton College and Quincy University)*

An applicant with 12 or more college credit hours is considered a Transfer student.

Application Process

- Submit completed application through Culver-Stockton College (CSC) or Quincy University (QU)
- Submit official high school and/or college transcripts to CSC or QU

Admissions Requirements

Transfer students may be admitted into the following acceptance categories based on college GPA, and number of Prerequisites completed:

Transfer Freshman

- 2.7 or higher college GPA on a 4.0 scale

Transfer Freshman Pre-Respiratory Care

- Below a 2.7 college GPA on a 4.0 scale

Sophomore Level

Prior to progression to the sophomore level respiratory courses, all freshmen must meet the following criteria before classes begin (see College calendar for specified deadlines):

- Partner school cumulative GPA of 2.7 or higher on a 4.0 scale
- Prerequisite GPA of 2.7 or higher on a 4.0 scale
- 20 credit hours of required Prerequisite courses completed with a grade of C- or higher including:
  - English Composition I
  - Introduction to Psychology

- Developmental/Lifespan/Child Psychology
- Anatomy & Physiology I & Lab
- Anatomy & Physiology II & Lab
- College Algebra

Transfer Sophomore Respiratory Major

- Cumulative college GPA of 2.7 or higher on a 4.0 scale
- Prerequisite GPA of 2.7 or higher on a 4.0 scale
- 20 credit hours of required Prerequisite courses completed with a grade of C- or higher including:
  - English Composition I
  - Introduction to Psychology
  - Developmental/Lifespan/Child Psychology
  - Anatomy & Physiology I & Lab
  - Anatomy & Physiology II & Lab
  - College Algebra

DIRECT TRANSFER OPTION *(conferred solely through the College)*

Application Process

- Submit completed application through Blessing-Rieman College
- Submit official college transcripts to Blessing-Rieman College

Admission Requirements

- Cumulative college GPA of 2.7 or higher on a 4.0 scale
- Prerequisite GPA of 2.7 or higher on a 4.0 scale
- 20 credit hours of required Prerequisite courses completed with a grade of C- or higher including:
  - English Composition I
  - Introduction to Psychology
  - Developmental/Lifespan/Child Psychology
  - Anatomy & Physiology I & Lab
  - Anatomy & Physiology II & Lab
  - College Algebra

RRT TO BSRT *(conferred solely through the College)*

This program begins every semester.

Application Process

- Submit completed application to the Admissions Office
- Submit official college transcripts to the Admissions Office
- Submit copy of RRT license to the Admissions Office

Admission Requirements

- Current, unencumbered RRT License
- Diploma *or* associate degree in respiratory therapy from an approved School of Respiratory Therapy

PROGRESSION

For the Bachelor of Science programs, progression is defined as moving from sophomore level (200) to junior level (300), junior level to senior level (400), and senior level to graduation.

In order to progress through and graduate from undergraduate Bachelor of Science (BS) programs, students must:

- Maintain a minimum cumulative grade point average (GPA) of 2.7.
- Maintain a minimum cumulative program GPA of 2.7 in all courses at the completion of all required 200, 300, and 400 level required program courses.
  - Students will not progress to the next level or graduate when the program GPA is below 2.7.
- Meet the competency requirements of each level.
- Earn a minimum of C in all program courses according to the grading policy of the College/program.
- Complete prerequisites for subsequent courses.
- Earn a minimum of C- in all required prerequisite courses.

GRADUATION

Degree requirements for graduation:

- Satisfactory completion of 124 semester credit hours:
  - 53 Prerequisites and general education hours
  - 71 respiratory care hours
- 30 of the last 60 semester credit hours for the degree must be earned from the College.
- Satisfactory completion of all courses on the degree plan.
- Achievement of minimum grade point requirements:
  - Cumulative Grade Point Average (GPA) of 2.70
  - Respiratory Care GPA of 2.70

Blessing-Rieman College of Nursing & Health Sciences & Culver-Stockton College

Degree Plan: **Respiratory Care**

For Students Entering Fall, 2025

Prerequisite Courses (Total: 20 hrs)*

BIO	210	Human A&P I	4 hrs
BIO	211	Human A&P II	4 hrs
ENG	101	Composition I	3 hrs
MAT	110	College Algebra	3 hrs
PSY	101	Introductory Psychology	3 hrs
PSY	200	Lifespan Development	3 hrs

A *prerequisite* GPA of 2.7 is required for admission.

General Education (Total: 33 hrs)

ART	XXX	Fine Art (ART, MUS, THE)	3 hrs
BIO	260	Microbiology*	4 hrs
BIO	310	Pathophysiology*	3 hrs
COM	XXX	Oral Communication*	3 hrs
ENG	202	Composition II*	3 hrs
EXP	301	Problem Based Learning	3 hrs
GED	101	Academic and Cultural Events	1 hr
GED	XXX	Electives (general or health sciences)	4 hrs
PHI	304	Ethics*	3 hrs
REL	1XX	Religion	3 hrs
WSL	100	Wildcat Seminar in Leadership	3 hrs

A *cumulative* GPA of 2.7 is required for progression and graduation.

Respiratory Care Courses (Total: 71 hrs)*

RCS	201	Fundamentals of Respiratory Care	3 hrs
RCS	202	Respiratory Assessment	4 hrs
RCS	203	Cardiopulmonary A&P	3 hrs
RCS	205	Therapeutic Modalities I	1 hr
RCS	207	Disease Management I	3 hrs
RCS	208	Cardiopulmonary Pharmacology	3 hrs
RCS	250	Clinical Practicum I	2 hrs
RCS	301	Current Events in Respiratory Care	3 hrs
RCS	302	Pediatric Respiratory Care	3 hrs
RCS	304	Advanced Respiratory Care	4 hrs
RCS	307	Disease Management II	3 hrs
RCS	308	Mechanical Ventilation I	4 hrs
RCS	350	Clinical Practicum II	3 hrs
RCS	360	Clinical Practicum III	3 hrs
RCS	400	Perinatal/Neonatal RC	3 hrs
RCS	401	Respiratory Care Seminar	2 hrs
RCS	402	NBRC Exam Prep	1 hr
RCS	403	Adult Critical Care	3 hrs
RCS	404	Healthcare Policy, Finance & Mang.	3 hrs
RCS	405	Adv. Cardiopulmonary. Diagnostics	2 hrs
RCS	406	Patient & Comm. Education	1 hr
RCS	407	Respiratory Care Capstone	3 hrs
RCS	408	Mechanical Ventilation II	4 hrs
RCS	450	Clinical Practicum IV	3 hrs
RCS	460	Clinical Practicum V	2 hrs
RCS	470	Clinical Externship	2 hrs

A *Respiratory Care* GPA of 2.7 is required for progression and graduation.

TOTAL: 124 Credit Hours (hrs)

**Courses must be completed with a grade of C- or higher.*

See CSC catalog for more information about the Academic and Cultural Events (ACE) requirement.

Part Time students and students readmitted to the program are held to any changes in the curriculum.

Blessing-Rieman College of Nursing & Health Sciences & Quincy University

Degree Plan: **Respiratory Care**

For Students Entering Fall, 2025

Prerequisite Courses (Total: 20 hrs)*

BIO	282	Human A&P I	4 hrs
BIO	283	Human A&P II	4 hrs
ENG	111	W: Composition	3 hrs
MAT	125	College Algebra	3 hrs
PSY	100	Intro to Psychology	3 hrs
PSY	236	Child Psych or Growth/Dev	3 hrs

A *prerequisite* GPA of 2.7 is required for admission.

General Education (Total: 30 hrs)

BPP	410	Bonaventure Program Portfolio	
Global Course (G:)		Met with TRS 116	
Diversity Course (D:)		Met with RCS 403	
GED	XXX	Fine Art (ART, Music, THE, Film)	3 hrs
BIO	232	Microbiology*	3 hrs
BIO	354	Pathophysiology*	3 hrs
COM	101	Funds of Public Speaking*	3 hrs
ENG	112	W: Composition & Text*	3 hrs
ENG	2XX	Literature (200-level)	3 hrs
HIS	XXX	History	3 hrs
PHI	323	Bioethics*	3 hrs
TRS	116	G: Western Religious Traditions	3 hrs
TRS	XXX	Theology	3 hrs

A *cumulative* GPA of 2.7 is required for progression and graduation.

Electives (Total: 3 hrs)

XXX	XXX	Health Science/General Electives	3 hrs

Respiratory Care Courses (Total: 71 hrs)*

RCS	201	G: Fundamentals of Respiratory Care	3 hrs
RCS	202	Respiratory Assessment	4 hrs
RCS	203	Cardiopulmonary A & P	3 hrs
RCS	205	Therapeutic Modalities I	1 hr
RCS	207	Disease Management I	3 hrs
RCS	208	Cardiopulmonary Pharmacology	3 hrs
RCS	250	Clinical Practicum I	2 hrs
RCS	301	W: Current Events in Respiratory Care	3 hrs
RCS	302	Pediatric Respiratory Care	3 hrs
RCS	304	Advanced Respiratory Care	4 hrs
RCS	307	Disease Management II	3 hrs
RCS	308	Mechanical Ventilation I	4 hrs
RCS	350	Clinical Practicum II	3 hrs
RCS	360	Clinical Practicum III	3 hrs
RCS	400	Perinatal/Neonatal RC	3 hrs
RCS	401	Respiratory Care Seminar	2 hrs
RCS	402	NBRC Exam Prep	1 hr
RCS	403	D: Adult Critical Care	3 hrs
RCS	404	W: Healthcare Plcy, Finance, & Mgmt	3 hrs
RCS	405	Adv. Cardiopulmonary Diagnostics	2 hrs
RCS	406	Patient & Community Education	1 hr
RCS	407	Respiratory Care Capstone	3 hrs
RCS	408	Mechanical Ventilation II	4 hrs
RCS	450	Clinical Practicum IV	3 hrs
RCS	460	Clinical Practicum V	2 hrs
RCS	470	Clinical Externship	2 hrs

A *Respiratory Care* GPA of 2.7 is required for progression and graduation.

TOTAL: 124 Credit Hours (hrs)

**Courses must be completed with a grade of C- or higher.*

See Quincy University catalog for all Bonaventure Program requirements.

Part Time students and students readmitted to the program are held to any changes in the curriculum.

Blessing-Rieman College of Nursing & Health Sciences

Degree Plan: **Direct Transfer Respiratory Care**

For Students Entering Fall, 2025

Prerequisite & General Education Courses (Total: 50 hrs)

BIO	**Human A&P I & Lab***	**4 hrs**
BIO	**Human A&P II & Lab***	**4 hrs**
ENG	**English Composition I***	**3 hrs**
MAT	**College Algebra***	**3 hrs**
PSY	**Introduction to Psychology***	**3 hrs**
PSY	**Development/Lifespan ***	**3 hrs**
BIO	Microbiology & Lab*	3 hrs
BIO	Pathophysiology*	3 hrs
COM	Speech*	3 hrs
ENG	English Composition II*	3 hrs
F.A.	Fine Art (ART, MUS, THE)	3 hrs
HUM	History, Literature, or Philosophy	6 hrs
PHI	Ethics*	3 hrs
Liberal Arts Courses (Choose from the following: Political Science, Economics, Religion, Sociology, Foreign Language, Chemistry, Physics		6 hrs

A *prerequisite* and *cumulative* GPA of 2.7 is required for admission, progression and graduation.

The first 6 bolded pre-requisite courses listed above must be completed prior to beginning the program.

Electives (Total: 3 hrs)

XXX	XXX	Health Science/Other	3 hrs

Respiratory Care Courses (Total: 71 hrs)*

RCS	201	Fundamentals of Respiratory Care	3 hrs
RCS	202	Respiratory Assessment	4 hrs
RCS	203	Cardiopulmonary A&P	3 hrs
RCS	205	Therapeutic Modalities I	1 hr
RCS	207	Disease Management I	3 hrs
RCS	208	Cardiopulmonary Pharmacology	3 hrs
RCS	250	Clinical Practicum I	2 hrs
RCS	301	Current Events in Respiratory Care	3 hrs
RCS	302	Pediatric Respiratory Care	3 hrs
RCS	304	Advanced Respiratory Care	4 hrs
RCS	307	Disease Management II	3 hrs
RCS	308	Mechanical Ventilation I	4 hrs
RCS	350	Clinical Practicum II	3 hrs
RCS	360	Clinical Practicum III	3 hrs
RCS	400	Perinatal/Neonatal RC	3 hrs
RCS	401	Respiratory Care Seminar	2 hrs
RCS	402	NBRC Exam Prep	1 hr
RCS	403	Adult Critical Care	3 hrs
RCS	404	Healthcare Policy, Finance & Mang.	3 hrs
RCS	405	Adv. Cardiopulmonary. Diagnostics	2 hrs
RCS	406	Patient & Comm. Education	1 hr
RCS	407	Respiratory Care Capstone	3 hrs
RCS	408	Mechanical Ventilation II	4 hrs
RCS	450	Clinical Practicum IV	3 hrs
RCS	460	Clinical Practicum V	2 hrs
RCS	470	Clinical Externship	2 hrs

A *Respiratory Care* GPA of 2.7 is required for progression and graduation.

TOTAL: 124 Credit Hours (hrs)

**Courses must be completed with a grade of C- or higher.*

Part Time students and students readmitted to the program are held to any changes in the curriculum.

Blessing-Rieman College of Nursing & Health Sciences

Degree Plan: **RRT to BSRT**

For Students Entering Fall, 2025

General Education Courses (Total: 39 hrs)

BIO	Human A&P I & Lab*		4 hrs
BIO	Human A&P II & Lab*		4 hrs
BIO	Microbiology & Lab*		4 hrs
COM	Speech*		3 hrs
ENG	English Composition I*		3 hrs
ENG	English Composition II*		3 hrs
FA/HUM	Fine Art/Humanities		6 hrs
MAT	College Algebra*		3 hrs
PHI	Ethics*		3 hrs
PSY	Introduction to Psychology*		3 hrs
PSY	Development/Lifespan/Child Psychology*		3 hrs

A *general education* GPA of 2.7 is required for progression and graduation.

Electives (Total: 21 hrs)

XXX	XXX	Electives (10 hrs must be 300/400 level)	21 hrs

Articulated Respiratory Care Courses (30 hrs)

Students with an Associate in Resp. Care may be granted 30 transfer credit hours

Respiratory Care Courses (Total: 30 hrs)*

RCS	311	Current Events in Respiratory Care	3 hrs
RCS	312	Pediatric Respiratory Care	3 hrs
RCS	410	Perinatal/Neonatal RC	3 hrs
RCS	413	Adult Critical Care	3 hrs
RCS	414	Healthcare Policy, Finance & Mang.	3 hrs
RCS	415	Adv. Cardiopulmonary. Diagnostics	2 hrs
RCS	416	Patient & Comm. Education	1 hr
RCS	417	Respiratory Care Capstone	3 hrs
RCS	418	Mechanical Ventilation II	4 hrs
XXX	XXX	Electives (Health Sciences, etc.) (must be 300/400 level)	5 hrs

A *Respiratory Care* GPA of 2.7 is required for progression and graduation.

TOTAL: 120 Credit Hours (hrs)

**Courses must be completed with a grade of C- or higher.*

Part Time students and students readmitted to the program are held to any changes in the curriculum.

RESPIRATORY CARE COURSE DESCRIPTIONS

RCS 201 Fundamentals of Respiratory Care [Global] (Online, 3 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 205 Therapeutic Modalities I 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 program
Concurrent: RCS 202, 203, and 205

RCS 202 Respiratory Assessment (On Campus, 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, and 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 205 Respiratory Care Therapeutic Modalities I skills lab.
Prerequisites: Admission to the Respiratory Care program
Concurrent: RCS 201, 203, and 205

RCS 203 Cardiopulmonary Anatomy and Physiology (On Campus, 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 hyperbaric medicine.
Prerequisites: Admission to the Respiratory Care program
Concurrent: RCS 201, 202, and 205

RCS 205 Respiratory Care Therapeutic Modalities I (On Campus, 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 for RCS 201 Fundamentals of Respiratory Care and RCS 202 Respiratory Assessment.
Prerequisites: Admission to the Respiratory Care program
Concurrent: RCS 201, 202, and 203

RCS 207 Cardiopulmonary Disease Management I (On Campus, 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: RCS 201, 202, 203, and 205
Concurrent: RCS 208 and 250

RCS 208 Cardiopulmonary Pharmacology (On Campus, 3 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, Program Catalog & Student Handbook PAGE 57 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: RCS 201, 202, 203, and 205
Concurrent: RCS 207 and 250

RCS 250 Clinical Practicum I (On Campus/Clinical, 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: RCS 201, 202, 203, and 205
Concurrent: RCS 207 and 208

RCS 301 Current Events in Respiratory Care [Writing Intensive] (On Campus, 3 hours)
This course focuses on the identification and analysis of current issues in Respiratory Care with practice implications. Emphasis is given to identification and evaluation of nontraditional information sources (e.g., social networking, internet).
Prerequisites: Successful completion of all 200-Level RCS courses, English Comp II, and Speech
Concurrent: RCS 304, 307, and 350

RCS 304 Advanced Respiratory Care (On Campus, 4 hours)
This course builds on the foundation of the previous Respiratory Care courses (Therapeutic Modalities I, Fundamentals of Respiratory Care, Respiratory Assessment) 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: Successful completion of all 200-Level RCS courses, College Algebra (or Statistics), and Microbiology
Concurrent: RCS 301, 307, and 350.

RCS 307 Cardiopulmonary Disease Management II (On Campus, 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: Successful completion of all 200-Level RCS courses, College Algebra (or Statistics), and Microbiology
Concurrent: RCS 301, 304, and 350

RCS 350 Clinical Practicum II (On Campus/Clinical, 3 hours)
This course is a continuation of RCS 250 Clinical Practicum I. 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 I and II, Advanced Respiratory Care, Cardiopulmonary Pharmacology, Disease Management I and II, and Current Events in 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: Successful completion of all 200-Level RCS courses, College Algebra (or Statistics), and Microbiology
Concurrent: RCS 301, 304, and 307

RCS 302 Pediatric Respiratory Care (On Campus, 3 hours)
This course applies the Whole Person respiratory care framework to the care of the pediatric patient. Emphasis is on the unique needs of these individuals along with the health and developmental continuums. This advanced course introduces the student to the concepts of evaluation and management of pediatric medical, respiratory, and surgical conditions. Subjects included are examination and assessment of the pediatric patient, pulmonary function testing and bedside pulmonary mechanics, radiological assessment, pediatric flexible bronchoscopy, invasive blood gas analysis and cardiovascular monitoring, noninvasive monitoring in pediatric care, oxygen administration, aerosols, and administration of medications, airway clearance techniques and hyperinflation therapy, airway management, continuous positive airway pressure, noninvasive mechanical ventilation of the infant and child, invasive mechanical ventilation of the 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: RCS 301, 304, 307, and 350
Concurrent: RCS 308 and 360

RCS 308 Mechanical Ventilation I (On Campus, 4 hours)
This course introduces the student to advanced concepts of mechanical ventilation in the adult. The course focuses on applying Whole Person respiratory care 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: RCS 301, 304, 307, and 350
Concurrent: RCS 302 and 360

RCS 360 Clinical Practicum III (On Campus/Clinical, 3 hours)
This course is a continuation of RCS 350 Clinical Practicum II. 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, and cardiovascular monitoring. This course will also introduce various aspects of pediatric respiratory care. Additionally, the learner will travel to clinical sites in larger surrounding cities to gain experiences in pediatric intensive care and ventilation, hyperbaric medicine, advanced pulmonary diagnostics and advanced critical care. The content of Clinical Practicum III is designed to correlate with the procedure and theoretical background presented in Mechanical Ventilation I, Pediatric Respiratory Care and 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: RCS 301, 304, 307, and 350
Concurrent: RCS 302 and 308

RCS 400 Perinatal/Neonatal Respiratory Care (On Campus, 3 hours)
This course applies the Whole Person respiratory care framework to the care of the perinatal/neonatal patient. 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 and neonatal 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 patient, radiological assessment, invasive blood gas analysis and cardiovascular monitoring , noninvasive monitoring in perinatal/neonatal care, oxygen administration, aerosols and administration of medications, airway clearance techniques and hyperinflation therapy, airway management, surfactant replacement therapy, continuous positive airway pressure, noninvasive mechanical ventilation of the neonate, invasive mechanical ventilation of the neonate, administration of gas mixtures, extracorporeal membrane oxygenation, pharmacology, thoracic organ transplant, transport of the neonate, and the Neonatal Resuscitation Program (NRP).
Prerequisites: Successful completion of all 300-Level RCS courses, Ethics, and Pathophysiology
Concurrent: RCS 401, 402, 403, 408, and 450

RCS 401 Respiratory Care Seminar (On Campus, 2 hours)
This course prepares the student to take the NBRC Clinical Simulation Examination (CSE). This course is a companion course to RCS 402, NBRC Exam Prep (which focuses on the NBRC Therapist Multiple Choice (TMC) Examination). The learner is introduced to the methodology of testing and measurement of competencies through clinical simulation testing. Successful completion of the TMC exam at or above the high cut score entitles the eligible graduate to attempt the CSE. Successful completion of the CSE earns the credential of Registered Respiratory Therapist (RRT). This course will review 2 clinical simulation exam scenarios each week which will be completed as a team activity in the classroom setting.
Prerequisites: Successful completion of all 300-Level RCS courses, Ethics, and Pathophysiology
Concurrent: RCS 400, 402, 403, 408, and 450

RCS 402 NBRC Exam Prep (On Campus, 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: Successful completion of all 300-Level RCS courses, Ethics, and Pathophysiology
Concurrent: RCS 400, 401, 403, 408, and 450

RCS 403 Adult Critical Care [Diversity] (On Campus, 3 hours)
This course focuses on the respiratory therapist's role in the adult critical care environment. Subjects included are airway management, mechanical ventilation, general adult critical care and functioning as a vital member of the critical care team. Concepts of the diseases and disorders that affect the critically ill adult are explored. Emphasis is placed on understanding common illnesses such as cardiac dysrhythmias, trauma, organ failure, and exposure to toxins as well as the other medical challenges of the critically ill patient.
Prerequisites: Successful completion of all 300-Level RCS courses, Ethics, and Pathophysiology
Concurrent: RCS 400, 401, 402, 408, and 450

RCS 408 Mechanical Ventilation II (On Campus, 4 hours)
This course builds on the material learned in RCS 308 Mechanical Ventilation I and introduces the student to advanced concepts of mechanical ventilation in the neonatal and pediatric patient. The course focuses on applying Whole Person respiratory care to adult, neonatal, and pediatric patients experiencing complex health problems requiring advanced ventilator management. Respiratory care principles and standards related to high acuity situations are emphasized. Coursework includes exploration of advanced disease management via specific disease processes as well as concepts and modes of mechanical ventilation. Emphasis will be placed on mode selection for various diseases and how new modes of mechanical ventilation impact disease management.
Prerequisites: Successful completion of all 300-Level RCS courses, Ethics, and Pathophysiology
Concurrent: RCS 400, 401, 402, 403, and 450

RCS 450 Clinical Practicum IV (On Campus/Clinical, 3 hours)
This course is a continuation of RCS 360 Clinical Practicum III. This course will provide the student with a continuation of adult and pediatric respiratory care experience with continuation of critical care, pulmonary function studies, bronchoscopy, advanced therapeutic modalities, airway management, mechanical ventilation, and cardiovascular monitoring. This course will also introduce various aspects of perinatal and neonatal respiratory care. Additionally, the learner will travel to clinical sites in larger surrounding cities to gain experiences in neonatal intensive care and ventilation, hyperbaric medicine, advanced pulmonary diagnostics and advanced critical care. The content of RCS 450 Clinical Practicum IV is designed to correlate with the procedure and theoretical background presented in Mechanical Ventilation I and II, Pediatric Respiratory Care, Perinatal/Neonatal Respiratory Care, and Adult Critical Care.
Prerequisites: Successful completion of all 300-Level RCS courses, Ethics, and Pathophysiology
Concurrent: RCS 400, 401, 402, 403, and 408

RCS 404 Healthcare Policy, Finance, & Management [Writing Intensive] (On Campus, 3 hours)
This course focuses on the design and operation of health sciences departments and educational programs, including healthcare and educational policies, personnel procedures, record systems, ethics, medical-legal aspects, interdepartmental relations, finance, and curriculum development. Students will learn the skills and knowledge necessary to be successful in healthcare management.
Prerequisites: RCS 400, 401, 402, 403, 408, and 450
Concurrent: RCS 405, 406, 407, 460, and 470

RCS 405 Advanced Cardiopulmonary Diagnostics (On Campus, 2 hours)
This course is a continuation of RCS 204 Advanced Respiratory Care and builds on the foundation of the previous respiratory care courses to advance student competencies to an advanced level. This course will provide the student with a more advanced knowledge of pulmonary function testing and technology, exercise testing, metabolic studies, advanced modes of mechanical ventilation, pulmonary rehabilitation, bronchoscopy, and various other advanced cardiopulmonary diagnostics.
Prerequisites: RCS 400, 401, 402, 403, 408, and 450
Concurrent: RCS 404, 406, 407, 460, and 470

RCS 406 Patient & Community Education (On Campus, 1 hour)
This course offers an introduction to principles and concepts of respiratory care in community health throughout the lifespan. Coordination and use of community resources are stressed to ensure quality, accessibility, cost effectiveness and continuity of health care. 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.
Prerequisites: RCS 400, 401, 402, 403, 408, and 450
Concurrent: RCS 404, 405, 407, 460, and 470

RCS 407 Respiratory Care Capstone (On Campus, 3 hours)
This course focuses on the integration of literature, knowledge of previous coursework, and clinical experience. This course is to be taken in conjunction with RCS 470 Respiratory Care Externship in which the student will choose a subcategory of respiratory care. During the week spent in this portion of the clinical experience, the student will, under the direction of the clinical preceptor, identify a dilemma and devise a plan of action in order to correct it.
Prerequisites: RCS 400, 401, 402, 403, 408, and 450
Concurrent: RCS 404, 405, 406, 460, and 470

RCS 460 Clinical Practicum V (On Campus/Clinical, 2 hours)
This course is a continuation of RCS 450 Clinical Practicum IV. This course will provide the student with a continuation of adult, pediatric, and neonatal respiratory care experience with continuation of critical care, pulmonary function studies, bronchoscopy, advanced therapeutic modalities, airway management, mechanical ventilation, and cardiovascular monitoring. This course will also introduce various aspects of healthcare policy, finance, and management as well as patient and community education. The content of RCS 460 Clinical Practicum V is designed to correlate with the procedure and theoretical background presented in Mechanical Ventilation I & II, Pediatric Respiratory Care, Perinatal/Neonatal Respiratory Care, Adult Critical Care, Healthcare Policy, Finance, & Management, Advanced Cardiopulmonary Diagnostics, and Patient & Community Education.
Prerequisites: RCS 400, 401, 402, 403, 408, and 450
Concurrent: RCS 404, 405, 406, 407, and 470

RCS 470 Respiratory Care Clinical Externship (On Campus/Clinical, 2 hours)
This course will provide the student with the opportunity to branch out into other aspects of respiratory care such as pediatric general respiratory care, neonatal and pediatric intensive care, adult critical care, pulmonary function testing, long term acute care, pulmonary rehabilitation, sleep study, hyperbaric medicine, management, etc. A majority of the clinical experience in RCS 470 Respiratory Care Clinical Externship will be spent outside of the Quincy/Hannibal area.
Prerequisites: RCS 400, 401, 402, 403, 408, and 450
Concurrent: RCS 404, 405, 406, 407, and 460

RRT-BSRT COURSE DESCRIPTIONS

RCS 311 Current Events in Respiratory Care [Writing Intensive] (Online, 3 hours)
This course focuses on the identification and analysis of current issues in Respiratory Care with practice implications. Emphasis is given to identification and evaluation of nontraditional information sources (e.g., social networking, internet).
Prerequisite: Enrollment in RRT-BSRT program

RCS 312 Pediatric Respiratory Care (3 hours)
This course applies the Whole Person respiratory care framework to the care of the pediatric patient. Emphasis is on the unique needs of these individuals along with the health and developmental continuums. This advanced course introduces the student to the concepts of evaluation and management of pediatric medical, respiratory, and surgical conditions. Subjects included are examination and assessment of the pediatric patient, pulmonary function testing and bedside pulmonary mechanics, radiological assessment, pediatric flexible bronchoscopy, invasive blood gas analysis and cardiovascular monitoring, noninvasive monitoring in pediatric care, oxygen administration, aerosols, and administration of medications, airway clearance techniques and hyperinflation therapy, airway management, continuous positive airway pressure, noninvasive mechanical ventilation of the infant and child, invasive mechanical ventilation of the 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).
Prerequisite: Enrollment in RRT-BSRT program

RCS 410 Perinatal/Neonatal Respiratory Care (3 hours)
This course applies the Whole Person respiratory care framework to the care of the perinatal/neonatal patient. 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 and neonatal 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 patient,

radiological assessment, invasive blood gas analysis and cardiovascular monitoring , noninvasive monitoring in perinatal/neonatal care, oxygen administration, aerosols and administration of medications, airway clearance techniques and hyperinflation therapy, airway management, surfactant replacement therapy, continuous positive airway pressure, noninvasive mechanical ventilation of the neonate, invasive mechanical ventilation of the neonate, administration of gas mixtures, extracorporeal membrane oxygenation, pharmacology, thoracic organ transplant, transport of the neonate, and the Neonatal Resuscitation Program (NRP).
Prerequisite: Enrollment in RRT-BSRT program

RCS 413 Adult Critical Care [Diversity] (3 hours)
This course focuses on the respiratory therapist's role in the adult critical care environment. Subjects included are airway management, mechanical ventilation, general adult critical care and functioning as a vital member of the critical care team. Concepts of the diseases and disorders that affect the critically ill adult are explored. Emphasis is placed on understanding common illnesses such as cardiac dysrhythmias, trauma, organ failure, and exposure to toxins as well as the other medical challenges of the critically ill patient.
Prerequisite: Enrollment in RRT-BSRT program

RCS 414 Healthcare Policy, Finance, & Management [Writing Intensive] (3 hours)
This course focuses on the design and operation of health sciences departments and educational programs, including healthcare and educational policies, personnel procedures, record systems, ethics, medical-legal aspects, interdepartmental relations, finance, and curriculum development. Students will learn the skills and knowledge necessary to be successful in healthcare management.
Prerequisite: Enrollment in RRT-BSRT program

RCS 415 Advanced Cardiopulmonary Diagnostics (2 hours)
This course will provide the student with a more advanced knowledge of pulmonary function testing and technology, exercise testing, metabolic studies, advanced modes of mechanical ventilation, pulmonary rehabilitation, bronchoscopy, and various other advanced cardiopulmonary diagnostics.
Prerequisite: Enrollment in RRT-BSRT program

RCS 416 Patient & Community Education (1 hour)
This course offers an introduction to principles and concepts of respiratory care in community health throughout the lifespan. Coordination and use of community resources are stressed to ensure quality, accessibility, cost effectiveness and continuity of health care. 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.
Prerequisite: Enrollment in RRT-BSRT program

RCS 417 Respiratory Care Capstone (3 hours)
This course focuses on the integration of literature, knowledge of previous coursework, and clinical experience. Under the direction of a department manager or supervisor, the student will choose a subcategory of respiratory care. The student will then identify a dilemma and devise a plan of action in order to correct it.
Prerequisite: Enrollment in RRT-BSRT program

RCS 418 Mechanical Ventilation II (4 hours)
This course introduces the student to advanced concepts of mechanical ventilation in the neonatal and pediatric patient. The course focuses on applying Whole Person respiratory care to adult, neonatal, and pediatric patients experiencing complex health problems requiring advanced ventilator management. Respiratory care principles and standards related to high acuity situations are emphasized. Coursework includes exploration of advanced disease management via specific disease processes as well as concepts and modes of mechanical ventilation. Emphasis will be placed on mode selection for various diseases and how new modes of mechanical ventilation impact disease management.
Prerequisite: Enrollment in RRT-BSRT program

ELECTIVES

HSE 235: Healthcare Statistics (Online, 3 hours)
This course covers maintenance, compilation, analysis, and presentation of healthcare statistics and research protocols and techniques. Topics include basic statistical principles, indices, databases, registries, vital statistics, descriptive statistics, research protocol monitoring.
Prerequisites: None

HSE 236: Documentation for Healthcare Professionals (Online, 2 hours)

This course will explore the critical role that documentation plays in healthcare, emphasizing its importance to patient safety, care continuity, legal safeguards, and adherence to industry standards. The focus will be placed on the significance of maintaining accurate and detailed documentation.

Prerequisites: Admission to BRCN

HSE 280: Medical Terminology (Online, 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.

Prerequisite: None

HSE 300: Pathophysiology for Health Professionals (Online, 3 hours)

This course offers an analysis of pathophysiological concepts and principles related to patients experiencing complex, multi-system health imbalances.

Prerequisites: Anatomy & Physiology I and II

HSE 302: Ethics for Healthcare Professionals (Online, 3 hours)

This course focuses on ethics for healthcare professionals. Students will explore theoretical foundations and issues for individuals, organizations, and society.

Prerequisite: Enrollment in a BRCN program

HSE 301: COVID-19 Long Syndrome (Online, 2 hours)

This course focuses on the management of symptoms of COVID-19 Long Syndrome including, but not limited to pulmonary impairments, cardiac impairments, kidney damage, neurologic, cognitive, and mental health impairments, postural orthostatic tachycardia syndrome, physical deconditioning and weakness, and challenges in completing Activities of Daily Living (ADLs).

Prerequisite: Enrollment in a BRCN program

HSE 303 Addiction (Online, 3 hours)

Addiction is widespread, affecting individuals across various demographics and healthcare settings. Addiction impacts not just physical health, but also mental, emotional, and social well-being. Individuals in health care can play a key role in connecting patients to resources for recovery and support.

Prerequisites: None

HSE 302: Ethics for Healthcare Professionals (Online, 3 hours)

This course focuses on ethics for healthcare professionals. Students will explore theoretical foundations and issues for individuals, organizations, and society.

Prerequisite: Enrollment in a BRCN program

HSE 462: Communication for the Healthcare Professional (Online, 2 hours)

This course will focus on professional communication skills needed to enhance the healthcare professional's effectiveness with consumers. The course will focus on both verbal and nonverbal communication skills, active listening and therapeutic approaches when interacting with consumers. Topics covered in the course will be roadblocks to professional communication, language and cultural and diversity needs and skill development with electronic communication techniques.

Prerequisites: None
*Open to all majors

HSE 463 Introduction to Interprofessional Health Care (Online, 2 hours)

Interprofessional education (IPE) is an approach to teaching and learning that brings together students from two or more professions to learn about, from and with each other. This course is designed to provide students in health care professional programs with introductory knowledge of interprofessional teamwork within the health care system. This is a foundation course for future interprofessional practice, issues of health care delivery, and clinical

application of these concepts. The purpose of the course is to introduce concepts in interprofessional education to health profession students for collaborative patient, family, and community health care. Interactive learning experiences provide the opportunity to develop knowledge and understanding of each profession's contribution to health care.

Prerequisite: Enrollment in a BRCN program
*Open to all majors

NSG 201: Fundamentals of Nutrition (On Campus or Online, 2 hours)

The science of 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: None
*****Open to all majors.

NSG 461: End of Life: Concepts of Care (Online, 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 with the opportunity to apply concepts examined during this course.

Prerequisite: Junior/Senior standing or RN-BSN student.
*Open to all majors

NSG 484: Spirituality in Health Care (Online, 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

NSG 485: Stress Management (On Campus, 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 an individual or group of their choice.

Prerequisites: None
*Open to all majors

NSG 490: Genetics (Online, 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 healthcare professional 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.

Prerequisites: Enrollment in a BRCN program
*Open to all majors

BACHELOR OF SCIENCE IN NURSING

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.

BSN PROGRAM STANDARDS

The BSN curriculum incorporates the following components of The Essentials: Core Competencies for Professional Nursing Education (Essentials) (AACN, 2021).

- the 10 “Domains for Nursing” (Essentials, pp. 10-11)
- the 8 “Concepts for Nursing Practice” (Essentials, pp. 11-14); and
- the 45 “Competencies” (numbered 1.1 through 10.3 and organized by Domain, Essentials, pp. 27-54).

Clinical experiences in the BSN curriculum aligns with the Essentials Four Spheres of Care (Essentials, pp. 19-20). The pre-licensure BSN curriculum also incorporates the National Council of State Boards of Nursing (NCSBN) National Council Licensure Examination-Registered Nurse (NCLEX-RN) current blueprint to facilitate graduates’ entry into professional practice.

BSN CURRICULUM FRAMEWORK

The curriculum framework is Whole Person Care. This framework provides a foundation for understanding the practice of caring within the context of various human interactions: Individual, family or community. The central concern is human beings who require care to promote, maintain and restore health or to provide comfort at the end of life. Health care providers and the environment impact movement of the individual, family and/or community along the health and developmental continuums. Each concept within the framework is introduced during the sophomore year of the nursing program and developed with increased complexity through the ensuing years.

BSN 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 genetics, lifestyle, 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.

BSN COMMUNITY OF INTEREST

The BSN Program Committee defines the community of interest as "students, alumni, healthcare consumers, academic partners, and healthcare professionals."

BSN STUDENT LEARNING OUTCOMES & PERFORMANCE INDICATORS

Bachelor of Science in Nursing Graduates will:

1. Integrate Knowledge, Skills, and Attitudes into Professional Nursing Practice
    A. Clinical Reasoning/Judgment
    B. Safety
    C. Competency
    D. Delegation/Professional Collaboration
2. Synthesize and Apply Leadership Concepts to Respond to Emerging Challenges in Healthcare
    A. Management of Care
    B. Service
    C. Scholarship
    D. Advocacy
3. Use Strategies to Foster a Culture of Professionalism
    A. Communication
    B. Responsibility/Accountability
    C. Integrity
4. Provide Compassionate, Whole-Person Care
    A. Whole-Person
    B. Social Determinants
    C. Cultural Competence
    D. Emotional Intelligence

COMPETENCY REQUIREMENTS FOR BASIC, DIRECT TRANSFER, & SECOND-DEGREE BSN STUDENTS

POLICY

Students are required to demonstrate competence at each level in order to progress and graduate.

PROCEDURE

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 & 211/204, and 215.

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, and 322 (junior-level core nursing courses).

Academic performance at the junior level will determine the need for enrollment in NSG 479: Core Concepts III to be taken concurrently with core nursing courses the first semester of the senior year, for remediation. Following successful completion of the junior-level core nursing courses, students are required to enroll in NSG 479 when:

- The combined junior-level core nursing course GPA is less than or equal to 2.64.
- A student has earned a grade of C in 3 or more core junior-level nursing courses.

Senior Level

Senior nursing students must demonstrate competency in providing safe, effective nursing care as a prerequisite to graduation. Competency is demonstrated by successfully completing NSG 402, 404, 405, 407, 409, 427, and 428. Senior nursing students design and implement a NCLEX-RN success plan based on their results of previously taken national standardized tests. This plan assists the student to achieve NCLEX-RN success.

HONOR SOCIETY

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 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.

APPLICATION/ADMISSION

This program begins in the fall and spring semesters.

FIRST-TIME FRESHMEN *(conferred in partnership with Culver-Stockton College and Quincy University)*

Application Process

- Submit completed application through Culver-Stockton College (CSC) or Quincy University (QU)
- Submit official high school transcripts to CSC or QU

Admissions Requirements

First-time freshmen are admitted into the following categories based on high school GPA:

- 3.0 or higher high school GPA on a 4.0 scale

Freshman Pre-Nursing

- Below a 3.0 high school GPA on a 4.0 scale

Sophomore Level

Prior to progression to the sophomore level nursing courses, all freshmen must meet the following criteria before classes begin (see College calendar for specified deadlines):

- Freshman year cumulative GPA of 2.7 or higher on a 4.0 scale
- Pre-requisite GPA of 2.7 or higher on a 4.0 scale
- 17 credit hours of required prerequisite courses completed with a grade of C- or higher including:
  - English Composition I
  - Introduction to Psychology
  - Developmental/Lifespan/Child Psychology
  - Anatomy & Physiology I & Lab
  - Anatomy & Physiology II & Lab

TRANSFER STUDENTS *(conferred in partnership through Culver-Stockton College and Quincy University)*

An applicant with 12 or more college credit hours is considered a Transfer student.

Application Process

- Submit completed application through Culver-Stockton College (CSC) or Quincy University (QU)
- Submit official high school and/or college transcripts to CSC or QU

Admissions Requirements

Transfer students may be admitted into the following acceptance categories based on college GPA, and number of pre-requisites completed:

Transfer Freshman

- 2.7 or higher college GPA on a 4.0 scale

Transfer Freshman Pre-Nursing

- Below a 2.7 college GPA on a 4.0 scale

Transfer Sophomore Nurse Major

- Cumulative college GPA of 2.7 or higher on a 4.0 scale
- Pre-requisite GPA of 2.7 or higher on a 4.0 scale
- 17 credit hours of required pre-requisite courses completed with a grade of C- or higher including:
  - English Composition I
  - Introduction to Psychology
  - Developmental/Lifespan/Child Psychology
  - Anatomy & Physiology I & Lab
  - Anatomy & Physiology II & Lab

Sophomore Level

Prior to progression to the sophomore level nursing courses, all freshmen must meet the following criteria before classes begin (see College calendar for specified deadlines):

- Partner school cumulative GPA of 2.7 or higher on a 4.0 scale
- Pre-requisite GPA of 2.7 or higher on a 4.0 scale
- 17 credit hours of required pre-requisite courses completed with a grade of C- or higher including:
  - English Composition I
  - Introduction to Psychology
  - Developmental/Lifespan/Child Psychology
  - Anatomy & Physiology I & Lab
  - Anatomy & Physiology II & Lab

DIRECT TRANSFER OPTION *(conferred solely through the College)*

Application Process

- Submit completed application through Blessing-Rieman College
- Submit official college transcripts to Blessing-Rieman College

Admissions Requirements

- Cumulative college GPA of 2.7 or higher on a 4.0 scale
- Pre-requisite GPA of 2.7 or higher on a 4.0 scale
- 17 credit hours of required pre-requisite courses completed with a grade of C- or higher including:
  - English Composition I
  - Introduction to Psychology
  - Developmental/Lifespan/Child Psychology
  - Anatomy & Physiology I & Lab
  - Anatomy & Physiology II & Lab

BSN: SECOND-DEGREE *(conferred solely through the College)*

This program begins each May and is for students who have a bachelor's degree in a field other than nursing.

Application Process

- Submit completed application to the Admissions Office
- Submit official college transcripts to the Admissions Office

Admissions Requirements

- Pre-requisite GPA of 2.7 or higher on a 4.0 scale
- Completion of the following pre-requisite courses with a grade of C- or higher while maintaining GPA requirements:
  - English Composition I
  - English Composition II
  - Ethics
  - Speech
  - Introduction to Psychology
  - Developmental/Lifespan/Child Psychology
  - Anatomy & Physiology I & Lab
  - Anatomy & Physiology II & Lab
  - Microbiology & Lab

RN TO BSN *(conferred solely through the College)*

This program begins every January, March, May, August, and October and is for students who have an associate degree or Diploma in Nursing.

Application Process

- Submit completed application to the Admissions Office
- Submit official college transcripts to the Admissions Office
- Submit copy of Registered Nursing license to the Admissions Office

Admissions Requirements

- Unencumbered Registered Nursing license
- Completion of the following courses with a grade of C- or higher:
  - Introduction to Psychology
  - Developmental/Lifespan/Child Psychology

- Anatomy & Physiology I & Lab
- Anatomy & Physiology II & Lab
- Microbiology & Lab

PROGRESSION

For the Bachelor of Science programs, progression is defined as moving from sophomore level (200) to junior level (300), junior level to senior level (400), and senior level to graduation.

In order to progress through and graduate from undergraduate Bachelor of Science (BS) programs, students must:

- Maintain a minimum cumulative grade point average (GPA) of 2.7.
- Maintain a minimum cumulative program GPA of 2.7 in all courses at the completion of all required 200, 300, and 400 level required program courses.
  - Students will not progress to the next level or graduate when the program GPA is below 2.7.
- Meet the competency requirements of each level.
- Earn a minimum of C in all program courses according to the grading policy of the College/program.
- Complete prerequisites for subsequent courses.
- Earn a minimum of C- in all required prerequisite courses.

GRADUATION

Degree requirements for graduation:

- Completion of the following semester credit hours:
  - 124 for the basic and second-degree programs.
    - 63 pre-requisite and general education hours.
    - 61 nursing hours.
  - 120 for the RN-BSN program.
    - 60 pre-requisite and general education hours.
    - 30 articulated nursing hours.
    - 30 nursing hours.
- 30 of the last 60 semester credit hours for the degree must be earned from the College.
- Satisfactory completion of all required coursework.
- Achievement of minimum grade point requirements:
  - Cumulative Grade Point Average (GPA) of 2.70.
  - Nursing GPA of 2.70.

Blessing-Rieman College of Nursing & Health Sciences and Culver-Stockton College
Degree Plan: **Basic Track Nursing** *for Students Entering Fall, 2025*

Prerequisite Courses (Total: 17 hrs)*

BIO 210	Human A&P I	4 hrs
BIO 211	Human A&P II	4 hrs
ENG101	Composition I	3 hrs
PSY 101	Introductory Psychology	3 hrs
PSY 200	Lifespan Development	3 hrs

A *prerequisite* GPA of 2.7 is required for admission.

General Education (Total: 32 hrs)

ART 1XX	Fine Art (ART, MUS, THE)	3 hrs
BIO 260	Microbiology*	4 hrs
BIO 310	Pathophysiology*	3 hrs
COM XXX	Oral Communication*	3 hrs
ENG202	Composition II*	3 hrs
EXP 301	Problem Based Learning	3 hrs
GED101	Academic and Cultural Events	1 hr
MAT 205	Basic Statistics*	3 hrs
PHI 304	Ethics*	3 hrs
REL 1XX	Religion	3 hrs
WSL101	Wildcat Seminar in Leadership	3 hrs

A *cumulative* GPA of 2.7 is required for progression and graduation.

Electives (Total: 14 hrs)

GEDXXX	Nursing/HSE or General Electives	14 hrs

Nursing Courses (Total: 61 hrs)*

NSG201	Fundamentals of Nutrition	2 hrs
NSG206	Fundamentals of Nursing I	3 hrs
NSG207	Fundamentals of Nursing II	3 hrs
NSG209	Fundamentals of Pharmacology I	1 hr
NSG211	Fundamentals of Pharmacology II	2 hrs
NSG215	Health Assessment	3 hrs
NSG304	Psych/Mental Health Nursing	4 hrs
NSG320	Nursing Concepts I	4 hrs
NSG321	Nursing Concepts II	6 hrs
NSG322	Maternal and Child Nursing	6 hrs
NSG402	Advanced Nursing Concepts	5 hrs
NSG404	Funds of EBNP	3 hrs
NSG405	Leadership in Nursing	5 hrs
NSG407	Gero Nsg/Chronic Illness Mgmt	2 hrs
NSG409	Comm/Population Health Nursing	5 hrs
NSG427	Professionalism	2 hrs
NSG428	Transition to Professional Practice	1 hr
NSGXXX	Nursing/Health Sciences Electives	4 hrs
NSG324	Scope of LPN Practice	4 hrs**

A *nursing* GPA of 2.7 is required for progression and graduation.

TOTAL: 124 Credit Hours (hrs)

**Courses must be completed with a grade of C or higher.*

***Students have the option to enroll in NSG 324 at the completion of the junior level nursing courses as a part of the LPN ladder option. These hours could be applied as electives. See program catalog for more details.*

See CSC catalog for more information about the Academic and Cultural Events (ACE) requirement.

Part Time students and students readmitted to the program are held to any changes in the curriculum.

Blessing-Rieman College of Nursing & Health Sciences and Quincy University

Degree Plan: **Basic Track Nursing** *for Students Entering Fall, 2025*

Prerequisite Courses (Total: 17 hrs)*

BIO	282	Human A&P I	4 hrs
BIO	283	Human A&P II	4 hrs
ENG	111	W: Composition	3 hrs
PSY	100	Intro to Psychology	3 hrs
PSY	236	Child Psych or Growth/Dev	3 hrs

A *prerequisite* GPA of 2.7 is required for admission.

General Education (Total: 33 hrs)

BPP	410	Bonaventure Program Portfolio	
Global Course (G:)		met with TRS 116	
Diversity Course (D:)		met with NSG 409	
GED	XXX	Fine Art (ART, Music, THE, Film)	3 hrs
BIO	232	Microbiology*	3 hrs
BIO	354	Pathophysiology*	3 hrs
COM	101	Fund. Of Public Speaking*	3 hrs
ENG	112	W: Composition & Text*	3 hrs
ENG	2XX	Literature (200-level)	3 hrs
HIS	XXX	History	3 hrs
MAT	150	Basic Statistics*	3 hrs
PHI	323	Bioethics*	3 hrs
TRS	116	G: Western Religious Traditions	3 hrs
TRS	XXX	Theology	3 hrs

A *cumulative* GPA of 2.7 is required for progression and graduation.

Electives (Total: 13 hrs)

XXX	XXX	Nursing/HSE or General Electives	13 hrs

Nursing Courses (Total: 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	Fundamentals of Pharmacology I	1 hr
NSG	211	Fundamentals of 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	W: Fund. Of EBNP	3 hrs
NSG	405	Leadership in Nursing	5 hrs
NSG	407	W: Gero Nsg/Chronic Illness Mgmt.	2 hrs
NSG	409	D: Comm/Population Health Nsg.	5 hrs
NSG	427	Professionalism	2 hrs
NSG	428	Transition to Professional Practice	1 hr
NSG	XXX	Nursing/Health Science Electives	4 hrs
NSG	324	Scope of LPN Practice	3 hrs**

A *nursing* GPA of 2.7 is required for progression and graduation.

TOTAL: 124 Credit Hours (hrs)

**Courses must be completed with a grade of C- or higher.*

** *Students have the option to enroll in NSG 324 at the completion of the junior level nursing courses as a part of the LPN ladder option. These hours could be applied as electives. See program catalog for more details.*

See Quincy University catalog for all Bonaventure Program Requirements.

Part Time students and students readmitted to the program are held to any changes in the curriculum.

Blessing-Rieman College of Nursing & Health Sciences

Degree Plan: **Direct Transfer Nursing** *for Students Entering Fall, 2025*

Prerequisite & General Education Courses (Total: 50 hrs)

BIO	**Human A&P I & Lab***	**4 hrs**
BIO	**Human A&P II & Lab***	**4 hrs**
ENG	**English Composition I***	**3 hrs**
PSY	**Introduction to Psychology***	**3 hrs**
PSY	**Develop/Lifespan ***	**3 hrs**
BIO	Microbiology & Lab*	3 hrs
BIO	Pathophysiology*	3 hrs
COM	Speech*	3 hrs
ENG	English Composition II*	3 hrs
F.A.	Fine Art (ART, MUS, THE)	3 hrs
HUM	History, Literature, or Philosophy	6 hrs
MAT	Basic Statistics*	3 hrs
PHI	Ethics*	3 hrs
Liberal Arts Courses		6 hrs
(Choose from the following: Political Science, Economics, Religion, Sociology, Foreign Language, Chemistry, Physics)		

A *prerequisite* and *cumulative* GPA of 2.7 is required for admission, progression and graduation.

The first 5 bolded pre-requisite courses listed above must be completed prior to beginning the program.

Electives (Total: 13 hrs)

XXX	XXX	Nursing/HSE or General Electives	13 hrs

Nursing Courses (Total: 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	Fundamentals of Pharmacology I	1 hr
NSG	211	Fundamentals of 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	W: Fund. Of EBNP	3 hrs
NSG	405	Leadership in Nursing	5 hrs
NSG	407	Gero Nsg/Chronic Illness Mgmt.	2 hrs
NSG	409	Comm/Population Health Nsg.	5 hrs
NSG	427	Professionalism	2 hrs
NSG	428	Transition to Professional Practice	1 hr
NSG	XXX	Nursing/Health Science Electives	4 hrs
NSG	324	Scope of LPN Practice	3 hrs**

A *nursing* GPA of 2.7 is required for progression and graduation.

TOTAL: 124 Credit Hours (hrs)

**Courses must be completed with a grade of C- or higher.*

** *Students have the option to enroll in NSG 324 at the completion of the junior level nursing courses as a part of the LPN ladder option. These hours could be applied as electives. See program catalog for more details.*

Part Time students and students readmitted to the program are held to any changes in the curriculum.

Blessing-Rieman College of Nursing & Health Sciences

Degree Plan: **Second Degree Nursing** *for Students Entering Summer, 2025*

Prerequisite Courses (Total: 29 hrs)*

BIO	Human A&P I & Lab	4 hrs
BIO	Human A&P II & Lab	4 hrs
BIO	Microbiology & Lab	3 hrs
COM	Speech	3 hrs
ENG	English Composition I	3 hrs
ENG	English Composition II	3 hrs
PHI	Ethics	3 hrs
PSY	Introduction to Psychology	3 hrs
PSY	Development/Lifespan/Child Psychology	3 hrs

A *prerequisite* GPA of 2.7 is required for admission.

General Education (Total: 15 hrs)

F.A.	Fine Art (ART, MUS, THE)	3 hrs
HUM	History, Literature, or Philosophy	6 hrs
BIO	Pathophysiology*	3 hrs
MAT	Basic Statistics*	3 hrs

A *cumulative* GPA of 2.7 is required for progression and graduation.

Electives, Choose from the following (Total: 6 hrs)

Political Science, Economics, Religion, Sociology, Foreign Language, Chemistry, Physics	6 hrs

Electives (Total: 13 hrs)

XXX	XXX	Nursing/HSE or General Electives	13 hrs

Nursing Courses (Total: 61 hrs)*

NSG	201	Fundamentals of Nutrition	2 hrs
NSG	204	Science of Pharmacology	3 hrs
NSG	215	Health Assessment	3 hrs
NSG	216	Fundamentals of Nursing Care	6 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	Funds of EBNP	3 hrs
NSG	405	Leadership in Nursing	5 hrs
NSG	407	Gero Nsg/Chronic Illness Mgmt	2 hrs
NSG	409	Comm/Population Health Nursing	5 hrs
NSG	427	Professionalism	2 hrs
NSG	428	Transition to Professional Practice	1 hr
NSG	XXX	Nursing/Health Science Electives	4 hrs
NSG	324	Scope of LPN Practice	3 hrs**

A *nursing* GPA of 2.7 is required for progression and graduation.

TOTAL: 124 Credit Hours (hrs)

**Courses must be completed with a grade of C- or higher.*

** *Students have the option to enroll in NSG 324 at the completion of the junior level nursing courses as a part of the LPN ladder option. These hours could be applied as electives. See program catalog for more details.*

Part Time students and students readmitted to the program are held to any changes in the curriculum.

Blessing-Rieman College of Nursing & Health Sciences

Degree Plan: **RN to BSN**

For Students Entering 2025-2026 Academic Year

Program/terms begin every 8 weeks with an average of 3-4 credit hours each term.
This may be adjusted to meet the individual needs of the student.

Prerequisite Courses (Total: 21 hrs)*

BIO	XXX	Human A&P I & Lab	4 hrs
BIO	XXX	Human A&P II & Lab	4 hrs
BIO	XXX	Microbiology & Lab	4 hrs
ENG	XXX	English Composition I	3 hrs
PSY	XXX	Introduction to Psychology	3 hrs
PSY	XXX	Dev/Lifespan/Child Psych	3 hrs

General Education Courses (Total: 18 hrs)

COM	XXX	Speech*	3 hrs
ENG	XXX	English Composition II*	3 hrs
XXX	XXX	Fine Arts/Humanities	6 hrs
MAT	XXX	Basic Statistics*	3 hrs
PHI	XXX	Ethics*	3 hrs

Electives (Total: 21 hrs, 10 of which must be 300/400-level)

XXX	XXX	Nursing/Health Science or General Electives	21 hrs

Articulated Nursing Courses (Total: 30 hrs)

Students with an Associate in Nursing may be granted 30 transfer credit hours

Nursing Courses (Total: 30 hrs)*

NSG	308	Conceptual Basis	3 hrs
NSG	309	Health Assessment through the Lifespan	3 hrs
NSG	312	Nursing Informatics for the Registered Professional Nurse	2 hrs
NSG	313	Professionalism	2 hrs
NSG	410	Evidence Directed Nursing Practice**	3 hrs
NSG	411	Applied Pathophysiological Concepts	3 hrs
NSG	412	Leadership & Management Concepts	4 hrs
NSG	413	Community Health Concepts	4 hrs
NSG	429	Community & Leadership Capstone	1 hr
		NSG 429: course includes direct care/clinical hours	
NSG	XXX	Nursing/Health Science Electives	5 hrs

A *nursing* GPA of 2.7 is required for progression and graduation.

TOTAL: 120 Credit Hours (hrs)

40 credit hours must be 300/400-level

30 credit hours must be from a 4-year college or university

A minimum of 30 credit hours must be earned from BRCN

**Courses must be completed with a grade of C- or higher.*

***Course may be completed during the Blessing Hospital nurse residency program.*

Students readmitted to the program are held to any changes in the curriculum.

UNDERGRADUATE PROGRAM NURSING COURSE DESCRIPTIONS

NSG 201: Fundamentals of Nutrition (On Campus or Online, 2 hours)

The science of 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: None

*Open to all majors.

NSG 206: Fundamentals of Nursing I (On Campus, 3 hours)

This foundational course explores the role of the professional nurse using the Whole Person Care framework. Emphasis is placed on patient safety, effective communication, professionalism, and the development of basic nursing skills. Through classroom instruction, hands-on laboratory practice, and supervised clinical experiences, students begin to integrate nursing knowledge with clinical application while establishing a foundation for safe, compassionate, and person-centered care.

Prerequisite: Admission to the nursing program

NSG 207: Fundamentals of Nursing II (On Campus, 3 hours)

This course applies the Whole Person Care framework to expand foundational nursing principles and deepen understanding of the professional nurse's role. Emphasis is on safe, evidence-based care, communication, assessment, and basic interventions. Through classroom, lab, and clinical experiences, students develop critical reasoning, apply the nursing process, and build core nursing skills.

Prerequisites: NSG 206, 209, and 215 **Prerequisite or Concurrent:** NSG 201 and 211

NSG 209: Fundamentals of Pharmacology I (On Campus, 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.

Prerequisite: Admission to the nursing program or permission of instructor

NSG 211: Fundamentals of Pharmacology II (On Campus, 2 hours)

This course focuses on the use of pharmacologic 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. The nursing process as related to pharmacologic therapies is examined.

Prerequisites: NSG 206, 209, and 215 or permission of instructor **Concurrent:** NSG 201 and 207

NSG 215: Health Assessment (On Campus, 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 Care. Assignments focus on acquiring assessment skills, exploring the biological-psychosocial-spiritual basis of assessment, developing a systematic method for completing comprehensive assessments in the adult population, and examining the role of clinical reasoning as part of the assessment process. Emphasis is placed on skill acquisition.

Prerequisite: Admission to the nursing program

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

This course focuses on individuals and families throughout the lifespan who are experiencing varying states of mental health. The influence of the environment of the family and/or community on the mental health of individuals is addressed. The nurse/patient relationship is emphasized as the foundation for therapeutic communication and intervention. Professional collaboration is explored as a means of addressing the needs of the individual and family within the community.

Prerequisites: Successful completion of all 200-level Nursing courses and Speech or Interpersonal Communications

NSG 320: Nursing Concepts I (Hybrid, 4 hours)

The course applies the Whole Person Care Framework to the care of adults and their families. Emphasis is placed on learning the foundational knowledge and skills needed to manage and provide safe, individualized, and evidence-based nursing care of acute and chronic health conditions in adult medical-surgical patients through implementation of the nursing process. The concepts that will be covered include perioperative care, musculoskeletal concepts, fluid and electrolytes imbalances, acid base imbalances, the renal/urinary system, gastrointestinal system, and neurological system. Through group work and collaboration activities, students will expand their professional nursing identity by practicing the skills, attitudes, and behaviors needed to function as an effective team member.

Prerequisites: Successful completion of all 200-level Nursing courses, Microbiology, and Speech or Interpersonal Communications

NSG 321: Nursing Concepts II (On Campus, 6 hours)

This course provides analysis of growth, development, and health in young to older adults and their families through the lens of the Whole Person Care Framework. Emphasis is placed on the multifaceted responses of individuals and families to acute and chronic health conditions within the contexts of health promotion, disease prevention, and health management. Core physiological and pathophysiological concepts explored include immune function, oxygenation, cardiac perfusion, metabolism, and hematologic processes. Students will integrate and apply nursing competencies and the nursing process across clinical acute care and community-based settings.

Prerequisites: Successful completion of all 200-level Nursing courses, Microbiology, and Speech or Interpersonal Communications

NSG 322: Maternal and Child Nursing (On Campus, 6 hours)

The course applies the Whole Person Care Framework to the care of children, childbearing patients, and their families. Emphasis is placed on learning the foundational knowledge and skills needed to manage and provide safe, individualized, and evidence-based nursing care for this patient population as an entry-level nurse. Through group work and collaboration activities, students will expand their professional nursing identity by practicing the skills, attitudes, and behaviors needed to function as an effective team member.

Prerequisites: Successful completion of all 200-level Nursing courses, Microbiology, and Speech or Interpersonal Communications

NSG 402: Advanced Nursing Concepts (On Campus, 5 hours)

This course focuses on applying Whole-Person Care to individuals 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 experiences focus on providing comprehensive person-centered care in the acute, subacute, and may include community settings.

Prerequisites: Successful completion of all 300-level Nursing courses, English Composition II, Ethics, and Pathophysiology

NSG 404: Fundamentals of Evidence-Based Nursing Practice [Writing-Enriched] (On Campus or Online [Summer only], 3 hours)

This course provides a comprehensive overview of evidence-based practice (EBP) and the components necessary for implementation of EBP into clinical practice. Topics include clinical question generation, literature search methods, and evaluation of evidence for use in clinical practice. Methods to implement and disseminate EBP will also be discussed.

Prerequisites: Successful completion of all 300-level Nursing courses, Statistics, English Composition II, and Ethics

NSG 405: Leadership in Nursing (On Campus, 5 hours)

The focus of this course is on leadership and management development as a professional nurse in using emotional intelligence and effective communication from gained experiences and evidence-based practices to care for, lead, and manage the whole person and health care team. Accountability, responsibility, clinical reasoning, prioritization, delegation and the provision of high quality, ethical, whole person care are essential components of the professional nurse based on professional regulations and health policy. Advanced clinical experiences include managing and leading clinical teams, peer teams, and mentoring underclass students utilizing the core course objectives and clinical evaluation outcomes.

Prerequisites: NSG 402 and 404

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

This course will provide an overview of gerontology and the subspecialty 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. An emphasis is placed on integrating safety standards into a variety of gerontological settings.

Prerequisites: Successful completion of all 300-level Nursing courses, English Composition II, Pathophysiology, and Ethics

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

The course applies the Whole Person Care Framework to the care of individuals, families, communities, and populations. Emphasis is placed on principles and concepts of public health nursing, community health nursing, epidemiology, and emergency and disaster preparedness. Through group work, collaboration activities, and clinical experiences students will expand their professional nursing identity by practicing the attitudes, behaviors, and skills needed to address implicit and explicit bias, social determinants of health, and to demonstrate empathy in the care of vulnerable populations.

Prerequisites: Successful completion of all 300-level Nursing courses, Statistics, Pathophysiology, English Composition II, and Ethics

NSG 427: Professionalism (On Campus, 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 their knowledge by analyzing legal and ethical parameters of nursing practice. The student will develop tools and skills to prepare them for seeking employment (resume, cover letter, interviewing skills).

Prerequisites: Successful completion of all 300-level Nursing courses

NSG 428: Transition to Professional Practice (On Campus, 1 hour)

This capstone experience provides the student the opportunity to synthesize knowledge and skills from the curriculum while collaborating with a professional nurse preceptor to safely transition into the role of a professional nurse in a clinical setting.

Prerequisites: NSG 402 and 404 **Concurrent:** Enrolled in final semester *****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 428.***

BSN: SECOND-DEGREE REQUIRED NURSING COURSES

In addition to the basic-track requirements (excluding NSG 206, 207, 209, and 211):

NSG 204: Science of Pharmacology (On Campus, 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: Admission to the Second-Degree track of the nursing program or permission of instructor **Concurrent:** NSG 215 and 216

NSG 216: Fundamentals of Nursing Care (On Campus, 6 hours)

This clinical course utilizes the whole person care framework and expands communication and nursing process skills 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: Admission to the Second-Degree track of the nursing program **Concurrent:** NSG 204 and 215

RN-BSN COURSE DESCRIPTIONS

NSG 308: Conceptual Basis (Online, 3 hours)

This course explores the concepts of professional nursing. Students will discuss current theories and models of professional nursing. Students will explore trends that affect nursing practice and challenges for the future.

Prerequisite: Admission to the RN-BSN program or permission of instructor

NSG 309: Health Assessment through the Lifespan (Online, 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 Care. 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: Admission to the RN-BSN program or permission of instructor

NSG 312: Nursing Informatics for the Registered Professional Nurse (Online, 2 hours)

This course focuses on the dynamic field of nursing informatics as a registered nurse. Students will explore the use of nursing informatics as a registered nurse for professional education and career management, and the future of nursing informatics.

Prerequisite: Admission to the RN-BSN program or permission of instructor

NSG 313: Professionalism in Nursing (Online, 2 hours)

This course provides the student with the opportunity to explore multiple professional concepts within the discipline of nursing (e.g. ethics, advocacy, communication, teamwork & collaboration, and patient & community education). 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.

Prerequisite: Admission to the RN-BSN program or permission of instructor

NSG 410: Evidence Directed Nursing Practice (Online, 3 hours)

This course provides a comprehensive overview of evidence-based practice (EBP) and the components necessary for implementation of EBP into clinical practice. Topics include clinical question generation, literature search methods, and evaluation of evidence for use in clinical practice. Methods to implement and disseminate EBP will also be discussed.

Prerequisites: Admission to the RN-BSN program and Statistics

*Course may be completed through the *Blessing Hospital Nurse Residency Program*

NSG 411: Applied Pathophysiological Concepts (Online, 3 hours)

This course offers an in-depth analysis of pathophysiological concepts related to patients experiencing complex, multisystem health imbalances. Comprehensive, whole person care for individuals and their families is emphasized.

Prerequisite: Admission to the RN-BSN program or permission of instructor

NSG 412: Leadership & Management Concepts (Online, 4 hours)

The focus of this course is on leadership and management development as a professional nurse in using emotional intelligence and effective communication from gained experiences and evidence-based practices to care for, lead, and manage the whole person and health care team. Accountability, responsibility, clinical reasoning, prioritization, delegation and the provision of high quality, ethical, whole person care are essential components of the professional nurse based on professional regulations and health policy. In-direct clinical experiences will foster professional growth and collaborate practice.

Prerequisite: Admission to the RN-BSN program or permission of instructor

NSG 413: Community Health Concepts (Online, 4 hours)

This course offers an introduction to principles and concepts of community and population health nursing throughout the lifespan. The course will emphasize the connection of cultural competence, social issues, social determinants, and policies that influence the health of individuals, families, community, and populations. Students will gain new knowledge of community health concepts that promote interprofessional collaboration in a variety of community and public health settings. The course will highlight the importance of client advocacy in the care coordination of community resources to effectively promote access, equity, quality, cost effectiveness, and continuity of health care among diverse populations.

Prerequisite: Admission to the RN-BSN program or permission of instructor

NSG 429: Community & Leadership Capstone (Online and Clinical, 1 hour)

An immersive 45-hour direct practice experience course designed to provide students with practical opportunities to develop and apply their skills in leadership, management, and community health. This course emphasizes the integration of theoretical knowledge with real-world practice, enabling students to gain hands-on experience and enhance their abilities to lead, manage, and promote health within diverse community settings.

Prerequisite or Concurrent: NSG 412 and 413 (413 concurrent only with permission of instructor)

ELECTIVES

HSE 235: Healthcare Statistics (Online, 3 hours)

This course covers maintenance, compilation, analysis, and presentation of healthcare statistics and research protocols and techniques. Topics include basic statistical principles, indices, databases, registries, vital statistics, descriptive statistics, research protocol monitoring.

Prerequisites: None

HSE 236: Documentation for Healthcare Professionals (Online, 2 hours)

This course will explore the critical role that documentation plays in healthcare, emphasizing its importance to patient safety, care continuity, legal safeguards, and adherence to industry standards. The focus will be placed on the significance of maintaining accurate and detailed documentation.

Prerequisites: Admission to BRCN

HSE 280: Medical Terminology (Online, 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.

Prerequisite: None

HSE 300: Pathophysiology for Health Professionals (Online, 3 hours)

This course offers an analysis of pathophysiological concepts and principles related to patients experiencing complex, multisystem health imbalances.

Prerequisites: Anatomy & Physiology I and II

HSE 301: COVID-19 Long Syndrome (Online, 2 hours)

This course focuses on the management of symptoms of COVID-19 Long Syndrome including, but not limited to pulmonary impairments, cardiac impairments, kidney damage, neurologic, cognitive, and mental health impairments, postural orthostatic tachycardia syndrome, physical deconditioning and weakness, and challenges in completing Activities of Daily Living (ADLs).

Prerequisite: Enrollment in a Blessing-Rieman College of Nursing and Health Sciences program

HSE 302: Ethics for Healthcare Professionals (Online, 3 hours)

This course focuses on ethics for healthcare professionals. Students will explore theoretical foundations and issues for individuals, organizations, and society.

Prerequisite: Enrollment in a BRCN program

HSE 303 Addiction (Online, 3 hours)

Addiction is widespread, affecting individuals across various demographics and healthcare settings. Addiction impacts not just physical health, but also mental, emotional, and social well-being. Individuals in health care can play a key role in connecting patients to resources for recovery and support.

Prerequisites: None

*Open to all majors

HSE 462: Communication for the Healthcare Professional (Online, 2 hours)

This course will focus on professional communication skills needed to enhance the healthcare professional's effectiveness with consumers. The course will focus on both verbal and nonverbal communication skills, active listening and therapeutic approaches when interacting with consumers. Topics covered in the course will be roadblocks to professional communication, language and cultural and diversity needs and skill development with electronic communication techniques.

Prerequisites: None

*Open to all majors

HSE 463 Introduction to Interprofessional Health Care (Online, 2 hours)

Interprofessional education (IPE) is an approach to teaching and learning that brings together students from two or more professions to learn about, from and with each other. This course is designed to provide students in health care professional programs with introductory knowledge of interprofessional teamwork within the health care system. This is a foundation course for future interprofessional practice, issues of health care delivery, and clinical application of these concepts. The purpose of the course is to introduce concepts in interprofessional education to health profession students for collaborative patient, family, and community health care. Interactive learning experiences provide the opportunity to develop knowledge and understanding of each profession's contribution to health care.

Prerequisite: Enrollment in a Blessing-Rieman College of Nursing and Health Sciences program
*Open to all majors

NSG 282: Introduction to Forensic Nursing (Online, 2 hours)

This course is designed to acquaint 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 introduce the student to the history of both Forensic Nursing and Forensic Science, careers related to Forensic Science and Nursing, Evidence Collection and crime scene investigation, and basics of the criminal justice system.

Prerequisite: Admission to the Nursing program

NSG 461: End of Life: Concepts of Care (Online, 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 with the opportunity to apply concepts examined during this course.

Prerequisite: Junior/Senior standing or RN-BSN student

*Open to all majors

NSG 462 Caring for the Culturally Diverse Client (Online, 3 hours)

The focus of this course is to begin developing the knowledge and skills necessary to competently care for culturally diverse populations. The course will cover topics that include age, race, gender orientation, socio-economic status, nationality, and disabilities. Healthy People 2020 will be the framework used for exploring health care needs of culturally diverse populations.

Prerequisites: None

NSG 463: Think Like a Nurse (On Campus, 2 hours)

This course emphasizes the use of critical thinking skills and strategies to develop clinical reasoning and judgment to think like a nurse by transitioning into a higher level of thinking. The student will be provided opportunities to apply steps of the clinical nursing judgment model and strategies to assist in delivering evidence-based, high quality, safe, nursing care when in a variety of healthcare settings.

Prerequisites: NSG 206 and 215

NSG 471: Diabetes through the Lifespan (Online, 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.

Prerequisites: None

NSG 473: Gerontology: Concepts of Care (Online, 2 hours)

This course will provide an overview of gerontology and the subspecialty of Gerontological nursing. This course will assist the student in using the nursing process to manage the effects of chronic illness in the older adult population. The importance of cultural diversity and traditions, use of resources, and caring for the older adult in settings other than an acute hospital will be examined. The inclusion of Quality and Safety Education for Nurses (QSEN) standards and best practice for geriatric care will expand the students' understanding of strategies in caring for older adults.

Prerequisite: Admission to the RN-BSN program

NSG 474: Performance Improvement for Nursing (Online, 2 hours)

Emphasizing hospital operational improvements, nursing practice, and physician medical practices, this course focuses on the application of Lean Six Sigma in the healthcare industry. Utilization of Lean Six Sigma methodologies showing significant results that can be obtained will be demonstrated. The course will include applications to approach clinical practice with a process improvement mentality, preparing to adjust as healthcare **evolves.**

Prerequisite: NSG 404

NSG 476: Nursing Informatics (Online, 2 hours)

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

Prerequisite: Admission to the nursing program

NSG 479: Core Concepts III (On Campus, 2 hours)

This remediation course emphasizes the core concepts of nursing practice and examines closely the clinical reasoning students need to apply knowledge and principles in clinical situations.

Prerequisite: Senior standing or permission of instructor

NSG 481: Critical Care Nursing (On Campus, 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 permission of instructor

NSG 482: Faith Community Nursing (Online, 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. Program 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: Junior/Senior standing or permission of instructor

NSG 484: Spirituality in Health Care (Online, 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

NSG 485: Stress Management (On Campus, 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 an individual or group of their choice.

Prerequisites: None

*Open to all majors

NSG 486: Alternative Therapies (Online, 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

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.

NSG 490: Genetics (Online, 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 healthcare professional 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.

Prerequisites: Enrollment in a BRCN program

*Open to all majors

NSG 496: Wound Care (Online, 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 though 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).

Prerequisite: Junior/senior standing, or permission of instructor

NSG 497: Forensic Nursing (Online, 2 hours)

This course is 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 standing or permission of instructor

NSG 498: The Art of Nursing (On Campus, 2 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 their patient.

Prerequisite: Admission to the nursing program

BILL OF RIGHTS FOR STUDENTS OF NURSING

In addition to the Mission Statement of the College, our philosophy is 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:

- 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 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).

ELIGIBILITY TO TAKE THE NCLEX-RN LICENSURE EXAMINATION

POLICY

Completion of degree requirements for the Bachelor of Science in Nursing degree does not guarantee eligibility to take the licensure examination (NCLEX-RN) to become a Registered Nurse (RN).

PROCEDURE

Nurse Practice Acts of each state include criteria for eligibility to take the NCLEX-RN Licensure Examination and apply for licensure as a professional registered nurse.

Regulations include, but are not limited to:

- Age
- Substance abuse
- Moral integrity
- Conviction for criminal acts

Students are encouraged to obtain NCLEX-RN eligibility and licensure requirements from the State Board of Nursing or the Department of Professional Regulation of the state in which application for a license is being requested.

Requirements for testing and licensure include, but may not be limited to (depending upon the state):

- Application
- Application fees as applicable
- Criminal Background Check/Fingerprinting
- Verification of degree/transcripts

All students applying for a nursing license receive a NCLEX eligibility form for the state of Missouri. The form is signed/dated and returned to the Admissions Office prior to enrollment in the nursing program.

MEDICATION BOX KEY

POLICY

Medication Boxes are accessible via badge access and/or keys maintained, distributed, and collected by an authorized person. Medication box keys must be returned prior to students and clinical faculty leaving hospital units.

Definitions:

Authorized Person - Blessing Hospital designated individual assigned to distribute medication box keys.

Authorized Student - Any student who has been given prior approval by their clinical instructor to obtain keys independently from the authorized person.

Medication Box Keys - Keys that will open medication boxes on individual nursing units.

PROCEDURE

To ensure the security of the medications in the medication boxes on each unit:

- A Clinical Instructor or Authorized Student will obtain a medication box key from an authorized person at the beginning of the shift.
- All keys must be returned to the authorized person at the end of the clinical experience.
- All students must remain on the clinical unit until all keys are returned.

In the event a key is lost:

- The loss is immediately reported to the Security Department via email to access@blessinghealth.org .
- The student and instructor will complete an Occurrence Report.
- A seventy-five dollar ($75) replacement fee will be billed to the student account.

If the key is found and returned, the College may refund fifty dollars ($50) to the student account.

- The College will work with leadership in processing reimbursement.

GRADUATE DEGREE PROGRAM & POST-MASTER'S CERTIFICATE

MASTER OF SCIENCE IN NURSING

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 Master 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 professional nurses who can competently function as a member and leader within an interprofessional team.
- Create a culture that promotes life-long learning to enhance the personal and professional development of each student.
- Provide a foundation for the doctorate degree in nursing.

MSN PROGRAM PHILOSOPHY

Students in the MSN program are expected to develop advanced and complex skills beyond the baccalaureate degree. At the graduate level, emphasis is placed on students' ability to synthesize research and data to inform evidence-based practice, guidelines, and policies. Students will collaborate to promote diversity, equity, and inclusion to improve healthcare outcomes of various populations.

All MSN students are expected to:

- Critically and independently think.
- Master the competencies for the role of the nurse administrator or nurse educator.
- Master the competencies (numbered 1.1 through 10.3) as outlined in *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021).

MSN COMMUNITY OF INTEREST

The MSN Program identities its community of interest as students, alumni, healthcare professionals, and healthcare consumers.

NURSING STANDARDS

The curriculum is founded on and incorporates the following components of The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021):

- the 10 "Domains of Nursing";
- the 8 "Concepts for Nursing Practice"; and
- the 45 "Competencies" (numbered 1.1 through 10.3).

The curriculum and individual courses also incorporate the American Organization for Nursing Leadership (AONL) Nurse Leader Core Competencies and the National League for Nursing (NLN) Scope of Practice for Academic Nurse Educators.

CURRICULUM FRAMEWORK

The MSN Program curriculum reflects a commitment to the College's curriculum framework, Whole Person Care, 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 two areas of content: core and the functional area. All master's degree nursing students complete all core courses regardless of their chosen functional area.

Core courses provide 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, informatics, and professional role development. Core courses also provide content in Whole Person Care, providing advanced content in health assessment, pathophysiology, and pharmacology as well as content in health promotion and disease prevention.

Functional area courses provide essential content 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 42.

Course 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:

- Integrates, translates, and applies knowledge and research findings from nursing and other disciplines to provide and promote person-centered care (AACN Essentials: Domains 1,2 and Concept of Evidence-Based Practice).
- Demonstrates a strong theoretical foundation in Whole Person Care when promoting wellness, preventing illness, managing chronic disease, promoting restorative care, and providing hospice/palliative care for diverse populations (AACN Essentials: Domains 3, 5 and Concepts of Compassionate Care, Diversity, Equity, and Inclusion, and Social Determinants of Health).
- Assumes a leadership role while creating effective partnerships using ethical and critical decision making to promote safe, high quality, equitable care for diverse populations (AACN Essentials: Domains 5, 6, 9, 10 and Concepts of Communication and Clinical Judgement).
- Uses benchmarks and metrics to design quality improvement initiatives to improve desired health outcomes and promote safety in various settings (AACN Essentials: Domain 5 and Concept of Evidence-Based Practice).
- Engages in ethical research and disseminates findings to enhance clinical practice and influence policy (AACN Essentials: Domain 4 and Concepts of Evidence-Based Practice and Ethics).
- Uses information technologies and communication strategies to integrate, coordinate, deliver, and enhance patient care (AACN Essentials: Domain 8 and Concept of Communication).
- Uses policy development processes and advocacy strategies at the system level to influence decisions that affect clinical practice, health care delivery, health outcomes, and nursing education for diverse populations (AACN Essentials: Domains 3, 7 and Concepts of Health Policy and Clinical Judgement).
- Demonstrates clinical judgments by integrating new knowledge and skills to influence healthcare outcomes for diverse populations and systems (AACN Essentials: Domains 1, 3, 7 and Concept of Clinical Judgement).

ADMISSION REQUIREMENTS FOR GRADUATE PROGRAMS

POLICY
Applicants to graduate programs must meet all admission requirements of the desired program.

PROCEDURE
Applications are evaluated when all required documents are received by the College. Admission is based upon individual graduate program criteria. The College does not practice or condone discrimination in any form as described in the Non-discrimination Policy.

Academic Requirements
Acceptance into the MSN program is contingent on meeting the following academic requirements:

- Bachelor of Science Degree in Nursing (BSN) from a program accredited by one or more of the following:
  - The Commission on Collegiate Nursing Education (CCNE).
  - The Accreditation Commission for Education in Nursing (ACEN).
  - The National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA).
  - Minimum cumulative 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 BSN program was not accredited or the cumulative GPA is between 2.70 and 2.99, applicants may be conditionally accepted for one semester. Applicants must earn a 3.00 GPA for that semester in order to be fully admitted into the graduate program.

General Requirements

All applicants to the MSN program must submit proof of the following:

- Evidence of satisfactory completion (grade of "C" or better) of introductory courses (or equivalent) in:
- Statistics
- Nursing research
- Health assessment
- Official transcripts of all prior collegiate academic work
- Proof of licensure/unencumbered registered nursing license*

*Graduate students must have valid, unencumbered professional nursing licenses for each state in which practicums are completed.

TOEFL Requirement

Applicants are required to complete the Test of English as a Foreign Language (TOEFL) English proficiency examination when:

- The applicant is not from an English-speaking country
- English is not the primary language of the applicant
- The applicant is not fluent in reading or speaking English
- The applicant must score above the following TOEFL scores, or International English Language Testing System (IELTS) equivalent, for admission:
- 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 having difficulty speaking or reading English after admission will be required to meet with a member of the Learning Resource Center or complete an English as a Second Language (ESL) or Limited English Proficiency (LEP) course.

CONTINUOUS ENROLLMENT IN THE MSN PROGRAM

POLICY

MSN students must remain continuously enrolled from beginning to completion of the program.

PROCEDURE

MSN students are required to register each semester for the appropriate course(s) in accordance with the degree plan.

Students are allowed one (1) semester of Leave of Absence (LOA) that may be extended by one (1) semester in the presence of extenuating circumstances.

Students failing to register for a semester without applying for a LOA must reapply to the College and meet the current admission requirements in effect at the time of reapplication.

Students who have completed all required coursework and need additional time to complete their final project for the MSN program must register for a continuous enrollment course for each additional semester.

GRADUATE PROGRAMS ACADEMIC STANDING AND PROGRESSION

POLICY

Students are required to maintain academic standing and meet specific grade criteria in order to progress through the graduate programs.

Academic standing is defined as a cumulative Grade Point Average (GPA) of 3.0 on a 4.0 scale.

PROCEDURE

The Master of Science in Nursing (MSN) Program Committee reviews the academic standing of MSN students at the end of each semester. In order to progress, students must:

- Maintain academic standing.
- Earn no more than one "C" in a graduate level class.

Failure to meet progression requirements results in academic probation or dismissal from the graduate program.

GRADUATION REQUIREMENTS

Degree requirements for graduation:

- Satisfactory completion of 42-44 semester credit hours of graduate-level courses, including:
  - Graduate core courses.
  - Whole Person Care courses.
  - Research/project core courses.
  - Functional area courses.
- Completion of a thesis or project.
- Achievement of cumulative grade point average of ≥3.0.

Students must have all academic requirements completed by the date of graduation in order to participate in the commencement ceremony.

Blessing-Rieman College of Nursing & Health Sciences
2025 MSN Program Degree Plan

Graduate Nursing Core		
NSG 501	Nursing Theory and Nursing Science	2
NSG 503	Professional Role Development & Principles of Advanced Practice	2
NSG 505	Statistics for the Health Professional	2
NSG 511	Introduction to Nursing Research	1
NSG 513	Advanced Research Methods for the Nurse Scientist	3
NSG 601	Health Policy	2
	TOTAL	12
Whole Person Nursing Care Core		
NSG 507	Advanced Health Assessment	3
NSG 508	Advanced Physiology/Pathophysiology	3
NSG 509	Advanced Pharmacology	3
NSG 514	Population Health Across the Healthcare Continuum	2
NSG 515	Population Health Across the Healthcare Continuum Practicum	2
NSG 516	Nursing Informatics and Practice	2
	TOTAL	15
Research/Project Core Courses		
NSG 590	Introduction to Nursing Research Project	1
NSG 690	Nursing Research Project I	1
NSG 691	Nursing Research Project II	2
	TOTAL	4
Functional Area Content (Track)		
	Nursing Administration Courses	
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	Organizational Cultural and Behavioral Patterns Praticum	1
NSG 617	Economics in Health Care and Nursing Services Practicum	1
	TOTAL	11
	Nursing Education Courses	
NSG 603	Theoretical Foundations of Teaching/Learning	3
NSG 605	Theoretical Foundations of Curriculum and Course Design	3
NSG 607	Assessment and Evaluation in Nursing Education	3
NSG 608	Theoretical Foundations of Teaching/Learning Practicum	1
NSG 609	Assessment and Evaluation in Nursing Education Practicum	1
	TOTAL	11

TOTAL DEGREE REQUIREMENTS = 42 Credit Hours

Blessing-Rieman College of Nursing & Health Sciences
2025 MSN Sample Course Schedule

Year 1: Core Courses		
Summer	**Fall**	**Spring**
NSG 501: Nursing Theory and Nursing Science (2) NSG 505: Statistics for the Health Professional (2) NSG 511: Introduction to Nursing Research (1) NSG 590: Introduction to Nursing Research Project (1)* **TOTAL: 6 hours**	NSG 503: Professional Role Development and Principles of Advanced Practice (2) NSG 508: Advanced Physiology/Pathophysiology (3) NSG 516: Nursing Informatics and Practice (2) **TOTAL: 7 hours**	NSG 513: Advanced Research Methods for the Nurse Scientist (3) NSG 514: Population Health Across the Healthcare Continuum (2) NSG 515: Population Health Across the Healthcare Continuum Practicum (2) **TOTAL: 7 hours**

** Completed during the first semester of enrollment.*

Year 2: Immersion in Track and Research/Project Experience		
Administrator Track		
Summer	**Fall**	**Spring**
NSG 509: Advanced Pharmacology (3) NSG 601: Health Policy (2) NSG 602: Nursing Systems and Models of Care Delivery (3) **TOTAL: 8 hours**	NSG 507: Advanced Health Assessment (3) NSG 606: Organizational Cultural and Behavioral Patterns (3) NSG 615: Organizational Cultural and Behavioral Patterns Practicum I (1) NSG 690: Nursing Research Project I (1) **TOTAL: 8 hours**	NSG 604: Economics in Health Care and Nursing Services (3) NSG 617: Economics in Health Care and Nursing Services Practicum (1) NSG 691: Nursing Research Project II (2) **TOTAL: 6 hours**
Educator Track		
Summer	**Fall**	**Spring**
NSG 509: Advanced Pharmacology (3) NSG 601: Health Policy (2) NSG 605: Theoretical Foundations of Curriculum and Course Design (3) **TOTAL: 8 hours**	NSG 507: Advanced Health Assessment (3) NSG 603: Theoretical Foundations of Teaching/Learning (3) NSG 608: Theoretical Foundations of Teaching/Learning Practicum (1) NSG 690: Nursing Research Project I (1) **TOTAL: 8 hours**	NSG 607: Assessment and Evaluation in Nursing Education (3) NSG 609: Assessment and Evaluation in Nursing Education Practicum (1) NSG 691: Nursing Research Project II (2) **TOTAL: 6 hours**

MASTER OF SCIENCE IN NURSING COURSE DESCRIPTIONS

NSG 501: Nursing Theory and Nursing Science (Online, 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.

Prerequisite: Acceptance into the MSN Program or permission of the instructor

NSG 503: Professional Role Development and Principles of Advanced Practice (Online, 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.

Prerequisite: Acceptance into the MSN Program or permission of the instructor

NSG 505: Statistics for the Health Professional (Online, 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 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.

Prerequisites: Undergraduate research and undergraduate statistics or permission of the instructor

NSG 507: Advanced Health Assessment (Online, 3 hours)

The course is designed for the non-APRN practice roles of nurse administrator and nurse educator. The purpose of the course is to build on and expand students' basic preparation with health assessment, focusing on the competencies needed as nurse administrators and nurse educators to mentor others in the development of their professional growth and accountability with the assessment, diagnostic, and decision-making process. The course also focuses on the role of health assessment with implementing informed plans of care and improving outcomes of care. The course examines the role of health assessment within the context of health promotion and disease prevention, self-care management of chronic diseases, regenerative/restorative care, and hospice/palliative/ supportive care with diverse populations.

Prerequisite: Acceptance into the MSN Program or permission of the instructor

NSG 508: Advanced Physiology/ Pathophysiology (Online, 3 hours)

The course provides a conceptual approach to physiological and pathophysiological processes across the lifespan and how they affect diverse populations. Content focuses on etiology, pathogenesis, and clinical presentation of altered health states in each organ system.

Prerequisite: Acceptance into the MSN Program or permission of the instructor

NSG 509: Advanced Pharmacology (Online, 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.

Prerequisite: Acceptance into the MSN Program or permission of the instructor

NSG 511 Introduction to Nursing Research (Online, 1 hour)

This course addresses the role of research in professional nursing practice including utilizing research sources and translating evidence-based findings to practice. This course also provides a review of the basic concepts of nursing research including, but not limited to, key concepts, terminology, and ethical principles.

Prerequisite: Acceptance into the MSN Program or permission of the instructor

NSG 513: Advanced Research Methods for the Nurse Scientist (Online, 3 hours)

This course focuses on interpreting, designing, and conducting nursing research using quantitative and qualitative research methodologies. Problem identification, literature review, hypothesis formation, research design, sampling, data collection, and analysis will be explored. Students will identify a healthcare problem in their area of interest and design a research study to address this problem.

Prerequisite: NSG 505 or graduate statistics and NSG 511; or permission of the instructor

NSG 514: Population Health Across the Healthcare Continuum (Online, 2 hours)

The course examines population health as the delivery of healthcare on a continuum from public health prevention to disease management of populations. Students will explore how to manage a population's health along this continuum, focusing on health outcomes that will improve the health of the population. Students will build on nursing's historic role with public health to advance the profession's role with population health.

Prerequisite: Acceptance into the MSN Program or permission of the instructor

NSG 515: Population Health Across the Healthcare Continuum Practicum (Online, 2 hours)

The practicum provides the opportunity for students to practice delivering population health on a continuum from public health prevention to disease management of populations. The purpose of engaging in this clinical/practice experience is to attain and demonstrate competencies inherent to population health and the MSN Program's curriculum outcomes.

Prerequisite or Concurrent: NSG 514

NSG 516: Nursing Informatics and Practice (Online, 2 hours)

This course covers a broad understanding of data systems and their impact on the delivery of quality patient care and patient safety. Concepts include the role of nursing in informatics with reviewing, monitoring, improving and evaluating health care services; use of computer technology for clinical documentation, communication, and workflows; problem identification; project implementation; and best practices.

Prerequisite: Acceptance into the MSN Program or permission of the instructor

NSG 601: Health Policy (Online, 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 master's-prepared 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.

Prerequisite: Acceptance into the MSN Program or permission of the instructor

NSG 590: Introduction to Nursing Research Project (Arranged, 1 hour)

During this directed study, each student will be expected to communicate with their advisor to identify a topic for the project. The student and the advisor will establish a timeline for project completion.

Prerequisite: Acceptance into the MSN program or permission of the instructor

NSG 690: Nursing Research Project I (Arranged, 1 hour)

During this directed study, each student is expected to begin work towards completion of the individual scholarly project. Each student provides a brief overview of the scholarly project to their Project Committee.

Prerequisite or Concurrent: NSG 501, NSG 503, NSG 505, NSG 511, NSG 513, and NSG 601

NSG 691: Nursing Research Project II (Arranged, 2 hours)

During this directed study, each student will complete the individual scholarly project based on the agreement made with the Project Committee.

Prerequisite or Concurrent: NSG 501, NSG 503, NSG 505, NSG 511, NSG 513, and NSG 601

NSG 694: Nursing Research Project Continuous Enrollment (Arranged, 1 hour)

Students who have not completed their project at the end of NSG 691 must remain enrolled in a continuous enrollment course until it is completed. During this directed study, each student will continue to work towards completion of the project.

NSG 695: Nursing Research Project Continuous Enrollment II (Arranged, 1 hour)

Students who have not completed their project at the end of NSG 694 must remain enrolled in a continuous enrollment course until it is completed. During this directed study, each student will continue to work towards completion of the project.

NSG 696: Nursing Research Project Continuous Enrollment III (Arranged, 1 hour)

Students who have not completed their project at the end of NSG 695 must remain enrolled in a continuous enrollment course until it is completed. During this directed study, each student will continue to work towards completion of the project.

NSG 697: Nursing Research Project Continuous Enrollment IV (Arranged, 1 hour)

Students who have not completed their project at the end of NSG 696 must remain enrolled in a continuous enrollment course until it is completed. During this directed study, each student will continue to work towards completion of the project.

FUNCTIONAL AREA: NURSE ADMINISTRATOR COURSES

NSG 602: Nursing Systems and Models of Care Delivery (Online, 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.

Prerequisites: Acceptance into the MSN Program or permission of the instructor; completing post-master's certificate in nursing administration

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

This course will examine the interrelationship between health care policy and health care financing. An emphasis will be placed on healthcare leaders' use of basic financial and managerial accounting practices that facilitate financial decision-making at the microsystem, mesosystem, and macrosystem levels. Students will gain practical application of theoretical knowledge by evaluating current healthcare trends within the literature, reviewing organizational financial data, and making financial recommendations that promote the sustainability of healthcare organizations.

Prerequisite: Acceptance into the MSN Program or permission of the instructor

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

This course provides insight into organizational culture and behavior patterns by analyzing individual and group behavior within a variety of workplace 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 changes to enable organizational success through increasing job satisfaction and productivity.

Prerequisites: Acceptance into the MSN Program or permission of the instructor; completing post-master's certificate in nursing administration

NSG 615: Organizational Cultural and Behavioral Patterns Practicum (Arranged, 1 hour)

This 60-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.

Prerequisite or Concurrent: NSG 606

NSG 617: Economics in Health Care and Nursing Services Practicum (Arranged, 1 hour)

This 60-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.

Prerequisite or Concurrent: NSG 604

FUNCTIONAL AREA: NURSE EDUCATOR COURSES

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

The course examines learning experiences and teaching strategies for the classroom, lab/simulation, Internet, and clinical setting. Learning theories, student characteristics, and the roles of the nurse educator and nursing student are explored.

Prerequisites: Acceptance into the MSN Program or permission of the instructor; completing post-master's certificate in nursing education

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

The course provides a beginning theoretical foundation in curriculum and course design, focusing on the concept that curricular development, implementation, and revision is a planned process. The course examines the history and future of nursing education, analyzing the influence of past, present, and future professional, health, societal, and educational trends on maintaining an up-to-date, effective curriculum. The course also focuses on the role of program evaluation with maintaining an up-to-date, effective curriculum. **Prerequisites:** Acceptance into the MSN Program or permission of the instructor; completing post-master's certificate in nursing education

NSG 607: Assessment and Evaluation in Nursing Education (Online, 3 hours)

The course explores the assessment and evaluation of nursing education. Issues with measuring student learning, identifying clinical competency, minimizing grade inflation, meeting accreditation standards, evaluating program effectiveness, assessing clinical reasoning, and evaluating safety are 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, and cheating will be discussed. **Prerequisites:** Acceptance into the MSN Program or permission of the instructor; completing post-master's certificate in nursing education

NSG 608: Theoretical Foundations of Teaching and Learning Practicum (Arranged, 1 hour)

This practicum gives students the opportunity to integrate clinical and theoretical knowledge with the role, responsibilities, and activities of the nurse educator with an emphasis on learning, learner development, and learner socialization. The setting for the practicum may be in academia, staff development/clinical education, or patient education.

Prerequisite or Concurrent: NSG 603 or permission of instructor

NSG 609: Assessment and Evaluation in Nursing Education Practicum (Arranged, 1 hour)

This practicum gives students the opportunity to integrate clinical and theoretical knowledge with the role, responsibilities, and activities of the nurse educator with an emphasis on assessment, evaluation, and functions in an organizational environment in the academic/educational community. The setting for the practicum may be in academia, staff development/clinical education, or patient education.

Prerequisite or Concurrent: NSG 607 or permission of instructor

NSG 616: Teaching Practicum (Arranged, 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.

Prerequisite or Concurrent: NSG 603, 605, and 607

GRADUATE STUDENT ADVISING

POLICY

Graduate students are assigned both an Academic Advisor and a Faculty Advisor.

PROCEDURE

Graduate student advising is accomplished by the Academic and Faculty Advisors to facilitate the development and success of each individual student.

Final responsibility for decisions concerning life goals and/or educational plans rests with the student.

Advisors

The Academic and Faculty Advisors collaborate as needed to facilitate the academic success of students.

Academic Advisor

The MSN Program Coordinator serves as the Academic Advisor for all graduate nursing students.

The responsibilities of the Academic Advisor include, but are not limited to:

- Explain the nature of the academic advisor/student relationship.
- Help students define and develop realistic educational plans.
- Assist students in successful completion of degree plans.
- Contact advisees on a regular basis.
- Maintain documentation of advising for each student.
- Advise for and approving changes in academic progression/status:
    - Schedule.
        - Drops/adds.
        - Withdrawals.
        - Leave of Absence.
    - Exception to Policy/Waivers
- Refer students to other resources for intervention including, but not limited to:
    - Education, attendance.
    - Health.
    - Attitudes/emotions.
    - Finances/employment.
    - Personal/relational problems.
- Provide interpretation and rationale for instructional policies, procedures, and requirements

Faculty Advisors

Faculty Advisors are members of the graduate program faculty and assist students to plan and progress through the program.

Assignment of Faculty Advisors

The MSN Program Committee assigns a Faculty Advisor to each student upon entering the program. The intent is for a relationship to develop and be maintained through the course of the student experience.

When Faculty Advisors are assigned, the following are taken into consideration:

- Faculty workload.
- Student area of practice and/or clinical interests.
- Relationships of faculty and students.
    - Conflicts of interest (e.g. family, coworker).

Responsibilities of Faculty Advisors

The responsibilities of the Faculty Advisors include, but are not limited to:

- Explain the nature of the Faculty Advisor/student relationship.
- Serve as the chair of the student's project committee.
- Mentor the student through the completion of the graduate project.
- Maintain documentation of advising for each student.
- Contact advisees on a regular basis.
- Refer students to other resources, as needed, for intervention related, but not limited to:
    - Education, attendance.
    - Health.
    - Attitudes/emotions.
    - Finances/employment.
    - Personal/relational problems.
- Monitor progress toward educational goals.
- Provide interpretation and rationale for instructional policies, procedures, and requirements.
- Facilitate engagement and identification with the College as a student.
- Encourage involvement in Alumni activities after graduation.

Change in Advisor(s)

Changes of Faculty Advisor(s) may occur when:

- The advisor and student agree to the change.
- There is a change in advisor role, status, or workload.
- There is an interruption in student enrollment.

To complete the process for a change in advisor:

- A Change of Advisor/Chair Form will be completed by the student and submitted to the MSN Program Coordinator.
- Documentation/student file will be transferred to the new advisor.

Advisor Documentation

Advisor documentation includes, but is not limited to:

- Student contact information.
- Attempts to contact the student.
- Interactions during advising sessions.
- Referrals for other resources made by the advisor.
- Change of Advisor/Chair Form, as applicable.

Advising files will be kept until after the student graduates. If the student exits the program without graduating, files will be kept for 7 years.

MSN PROGRAM PRACTICUMS

POLICY

All MSN students must complete 240 practicum hours for clinical practice experiences:

- 120 hours in the Population-Based Health Promotion and Disease Prevention practicum
- 120 hours in the Nurse Administrator *or* Teaching practicum (depending on the MSN track)

1 credit = 60 practicum hours

Practicums are graded as pass/fail.

PROCEDURE

The practicum process involves planning, selection, implementation, and evaluation.
Students take the following steps to design a practicum for clinical practice experience in the MSN program:

- Identify a practicum opportunity.
- Share the overview of preceptor responsibilities with the potential preceptor.
- Complete a practicum learning plan (with guidance from the course faculty member and the preceptor) prior to the practicum learning experience:
  - Outlining the roles and responsibilities of the student, the preceptor, and the course faculty member.
  - Describing the practicum project.
  - Outlining specific goals and objectives.
  - Providing a proposed timeline for completion.
- Submit the completed practicum learning plan to the course faculty member and the preceptor.
- Receive approval of the practicum learning plan from the course faculty member and the preceptor. *Approval must be received prior to the student beginning the experience.*
- Begin practicum experience.
- Communicate with course faculty member at least every two weeks regarding practicum progress.
- Complete and submit a progress report to the course faculty member at the midpoint of the practicum experience.
  - Both the student and preceptor complete a progress report.
- Complete and submit a final report at the end of the practicum experience.
  - Both the student and preceptor complete a final report.
    - The final report must be submitted by the student prior to the last day of class.
    - The final report must be submitted by the preceptor prior to the grade submission deadline.

Requirements for Practicums

In order to participate in a practicum, students:

- Must obtain permission to use an agency, facility, or other practicum setting.
- Must meet the organization requirements for:
  - Criminal background check.
  - Liability insurance.
  - CPR certification.
  - Immunizations.
  - TB skin test.
  - Drug screening.

Evidence of permission to use an organization and meeting the above requirements must be submitted to the practicum faculty prior to the first day of the practicum. The practicum faculty is responsible for ensuring a clinical contract is on file with the College.
Note: Students completing a practicum where employed are not required to submit evidence of organizational requirements (e.g. CPR, immunizations, TB skin test, and drug screening).

Practicum Dress Code

MSN students are expected to follow the dress code of the agencies in which practicums are completed.

MSN FINAL PROJECT

POLICY

Students must complete a Project to earn the MSN degree.

PROCEDURE

Students will complete a Project addressing a practice problem or topic relevant to nursing resulting in a manuscript submitted for publication.

Faculty Advisor Responsibilities

The Faculty Advisor will:

- Inform the MSN Program Committee of the Project topic.
- Guide the student through the Project completion process.
- Assist the student through the Institutional Review Board (IRB) approval process, as needed.

- Assist with formatting, preparing, writing, and submitting the manuscript.
- Approve the completed Project.

Process for Project Completion

To complete the Project, students must:

- Successfully complete NSG 690: Nursing Project I and NSG 691: Nursing Project II.
  - Submit a Project Outline to the Faculty Advisor for approval:
    - Must be approved by the Faculty Advisor prior to seeking IRB approval, if needed.
    - IRB approval, if needed, must be obtained prior to beginning the Project.
- Obtain approval from agencies, facilities, organizations and other sites involved in the Project:
  - Projects involving patients and/or records of the Blessing Health System must be approved by the Blessing Hospital Research Review Committee (RRC).
  - Projects involving employees of the Blessing Health System must be approved by the Blessing Hospital Human Resources department.

  *Timelines to secure approvals must be considered when planning the research study.
  - Submit the Project Completion Form to the MSN Program Coordinator.

Manuscript

Students must submit a manuscript of the Project for publication by:

- Selecting a peer-reviewed journal and following its publication guidelines to compose the manuscript.
- Student being first author of the manuscript.
- Submitting proof of manuscript submission to the Faculty Advisor.

Actual publication is not a requirement for the awarding of the degree.

Presentation

Students must present the Project to the faculty, staff, and students at Blessing-Rieman College of Nursing and Health Sciences as well as any other interested individuals. Students coordinate with the Faculty Advisor and the MSN Program Coordinator to schedule the presentation.

Project Completion Requirements

Students unable to complete the Project within the allotted two semesters are required to enroll in a continuous enrollment course for a minimum of one credit hour for each semester needed to complete the Project.
Summer enrollment is not mandatory.
Students have up to six years to complete the degree.

Protection and Rights of Human Subjects/Participants

The College has an institutional responsibility to respect and protect the rights of individuals involved in research as human participants or subjects. Students follow the policies and procedures of the IRB of the College when completing research for projects.

GRADUATE ACADEMIC NOTICE

POLICY

Graduate students are issued a written Graduate Academic Notice for behavior(s) leading to poor academic outcomes and potential course failure.

PROCEDURE

The faculty member:

- Identifies behavior(s) leading to poor academic outcomes and/or potential course failure (e.g., unmet course objectives).
- Completes the Graduate Academic Notice form.
- Emails the completed Graduate Academic Notice form to the student, Office of the Registrar, and the Master of Science in Nursing (MSN) Program Coordinator.
- The student:
- Develops a plan of action for successful completion of the course (assisted by faculty).
- The MSN Program Coordinator:
- Contacts the graduate student to determine any assistance needed for the implementation of the course of action.
- Requests a review by the MSN Program Committee when a graduate student receives more than one Graduate Academic Notice in a single semester.

GRADUATE PROGRAMS ACADEMIC PROBATION AND DISMISSAL

POLICY

Students are placed on academic probation or dismissed from the graduate program when they do not meet/ maintain academic standing and/or violate College policies.
Academic standing is defined as a cumulative Grade Point Average (GPA) of 3.0 on a 4.0 scale.

PROCEDURE

The Master of Science in Nursing (MSN) Program Committee reviews the academic standing of MSN students at the end of each semester.

Probation

Students are placed on academic probation when:

- They do not maintain academic standing.
- A "D" or "F" is earned in a graduate level course.

Students may repeat a course one time.
Students are allowed *no more* than 2 semesters on academic probation. A second probationary period may be allowed by the MSN Program Committee dependent upon:

- Current GPA.
- Extenuating circumstances.
- Proposed plan for success.

Failure of the student to regain academic standing after academic probation results in dismissal from the graduate program.

Dismissal

The College reserves the right to dismiss students from the graduate program for any of the following reasons:

- Failure to meet and maintain academic or progression requirements after *up to* 2 probationary periods.
- Failure to comply with the policies of the program including, but not limited to, the Student Code of Conduct.
- Preceptor or agency refusal to continue working with the student due to clinical safety issues.
- Failure to adhere to the alcohol and drug screening policy.
- 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 maintain an unencumbered license.

Students placed on academic probation or dismissed are notified in writing and the Faculty Advisor is informed.

GRADUATE NON-ACADEMIC GRIEVANCE PROCEDURE

POLICY

Graduate students may submit a written non-academic grievance in response to perceived unfair/discriminatory treatment.

PROCEDURE

Students perceiving unfair/discriminatory treatment must:

- Meet with the other party to clarify the problem and attempt to reach a resolution within 10 business days of the incident.
- Contact the Chair of the Master of Science in Nursing (MSN) Program Committee within 5 business days of unsuccessful resolution.
- The Chair of the MSN Program Committee schedules a meeting, within 10 business days of contact, to mediate a resolution between the student and the other party.
- When mediation does not lead to resolution, the student may submit a written request for a hearing to the Chair of the MSN Program Committee. The request for a hearing must be submitted within 10 business days of mediation and include:
- 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.

POST-MASTERS CERTIFICATE

ADMISSION REQUIREMENTS

POLICY

Applicants to the post-master's certificate programs must meet all admission requirements of the desired program.

PROCEDURE

Applications are evaluated when all required documents are received by the College. The College does not practice or condone discrimination in any form as described in the Non-discrimination Policy.

Academic Requirements

Acceptance into the post-master's certificate program is contingent on completion of a graduate degree in nursing (MSN, MS, MN, DNP, or PhD).

Admissions Requirements

All applicants must submit proof of the following:

- Official transcripts for the graduate degree in nursing
- Current, unencumbered registered nurse or advanced practice registered nurse license in any state or territory of the United States*

*Post-master's students must have valid, unencumbered professional nursing licenses for each state in which practicums are completed.

TOEFL Requirement

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.

Applicants are required to complete the Test of English as a Foreign Language (TOEFL) English proficiency examination when:

- The applicant is not from an English-speaking country
- English is not the primary language of the applicant
- The applicant is not fluent in reading or speaking English

The applicant must score above the following TOEFL scores, or International English Language Testing System (IELTS) equivalent, for admission:

- 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 graduate programs.

Blessing-Rieman College of Nursing & Health Sciences
Post-master's Certificate Sample Schedule

Nursing Administration Certificate

Summer	Fall	Spring
NSG 602: Nursing Systems and Models of Care Delivery (3)	NSG 606: Organizational Cultural and Behavioral Patterns (3) NSG 615: Organizational Cultural and Behavioral Patterns Practicum (1)	NSG 604: Economics in Health Care and Nursing Services (3) NSG 617: Economics in Health Care and Nursing Services Practicum (1)
Total Hours: 3	Total Hours: 4	Total Hours: 4

Nursing Education Certificate

NSG 605: Theoretical Foundations of Curriculum and Course Design (3)	NSG 603: Theoretical Foundations of Teaching/Learning (3) NSG 608: Theoretical Foundations of Teaching/Learning Practicum (1)	NSG 607: Assessment and Evaluation in Nursing Education (3) NSG 609: Assessment and Evaluation in Nursing Education (1)
Total Hours: 3	Total Hours: 4	Total Hours: 4

ACADEMIC POLICIES

STUDENT ACCOUNTABILITY WITH COLLEGE POLICIES

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.

ACADEMIC POLICIES

ATTENDANCE

POLICY

Students are expected to attend all class and clinical sessions for which they are enrolled.
Students are dropped or withdrawn from course(s) when attendance requirements are not met.

PROCEDURE

Class and Lab/Clinical attendance is mandated for the award of federal financial aid and is essential for patient safety and student success.

Federal Financial Aid

The College is federally required to document student attendance for financial aid purposes.

Drop

Students are dropped from course(s) when they have not attended class by the add/drop date and have not communicated with college faculty or administration regarding the absence.
No charges are incurred/financial aid applied when students are dropped from courses(s) by the add/drop date.

Unofficial/Administrative Withdrawal

Students are unofficially/administratively withdrawn from course(s) when they fail to adhere to the required attendance parameters prior to the withdraw date and have not communicated the reason for absence with college faculty or administration.
Attendance parameters for unofficial/administrative withdrawal are outlined below:

On-Campus Courses

Faculty will attempt to communicate with students after any absence.
When students have two consecutive absences without communication:

- The Registrar, assigned Academic Advisor, and Financial Aid Coordinator are notified of the absences.
- The student is unofficially/administratively withdrawn.

Online Courses

Faculty will attempt to communicate with students after any absence/lack of participation per the syllabus.
When online students fail to participate or submit/complete assignments for one week without communication:

- The Registrar, assigned Academic Advisor, and the Financial Aid Coordinator, are notified of the absences/lack of participation.
- The student is unofficially/administratively withdrawn.

Student Success

Course and clinical experiences are essential for satisfactory achievement of course/clinical outcomes and completion of the course.

Class

Class attendance offers the most effective opportunity for students to gain command of theoretical concepts required for safe, effective care in clinical practice.
Communication requirements regarding class absences are determined by individual faculty and are provided in course syllabi.

Absent students are responsible for all information provided and class requirements/assignments turned in or completed during the missed class. Makeup of missed coursework/quizzes/exams is allowed at the discretion of the course faculty.

Clinical

Clinical attendance is mandatory.

Clinical absence is defined as missing one clinical day per course.

- Students are required to make up clinical absences.
- Chronic absenteeism and tardiness may constitute clinical failure due to the inability of the student to meet the objectives of the course.
- Students must contact clinical faculty to determine the timing and method for the makeup of clinical experiences.

An *approved clinical absence* does not constitute a clinical absence as defined above.

The determination of the student's ability to meet clinical outcomes following an approved absence will be made on an individual basis by the clinical faculty.

Approved clinical absences are reserved for:

- Medical/Illness
- Military duty
- Bereavement
- Required presence at a mandatory court appearance
- Attendance at national, regional, or local College-sponsored events

GRADING

POLICY

In order to successfully complete a course, progress through a program, and graduate, students must earn and maintain grades based upon specific grading practices of the program of study.

PROCEDURE

The following provide the foundation for the grading practices of the College.

Grading Scale

Percent	Letter Grade	Grade Point	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

General Grading Guidelines

Successful Completion of a Course

For all programs, in order to successfully complete a core program course, students must:

- Achieve a grade of "C" or above in course.
  - As applicable, failure of the theory portion of a course also results in clinical failure of the course.
  - Conversely, clinical failure results in failure of the theory portion of the course, as applicable.
- Complete all course requirements to receive a grade.

For pre-licensure Nursing, Respiratory, Radiology, and Medical Laboratory programs, in order to successfully complete a core program course, students must also:

- Maintain a 77% test average.
  - 75% of core program course grades must come from testing/quizzing.
  - No more than 10% of the grade in any course will come from standardized testing.
  - When the minimum test average (77.0%) is not achieved, the grade for the course will be either:

- A “D” for test averages 70-76.9%.
- An “F” for test averages of 69.9% or below.

NOTE: In the event the earned test average is below 77.0%, the grade of record for the course will represent the earned test average as a "D" or "F" regardless of whether the overall course grade is greater than 77.0%

Incomplete Grade

A grade of Incomplete (I) for a course may be given under extreme/extenuating circumstances.
Incomplete (I) indicates that the student's achievement in the course has been satisfactory, but some coursework isoutstanding.
Students must complete all course requirements in order to receive a passing grade for the course and are responsible for making arrangements with faculty prior to the end of the semester. Students may not begin classes the next semester until all coursework is completed and a final grade is awarded.
To resolve Incomplete grades:

- Faculty and student will determine the completion date for course requirements.
- Faculty will record the grade earned no later than five (5) business days prior to the start of the following semester.

Prerequisite course requirements cannot be met with an Incomplete grade.

Graduate students:

- May not enroll for the next semester until all coursework is completed and a final grade is awarded.
- May not receive more than two incomplete grades during their program of study without approval by the MSN ProgramCommittee.

Contract Grading

Contract grading is a form of evaluation and grade achievement which results from a formal, cooperative agreement between the course instructor and the student, and:

- Entails a contracted number of assignments of specified quality that:
- Correspond to specific letter grades (A, B, C, D, & F).
- Do not include a pass/fail designation.
- Must result in a designated letter grade submitted to the Registrar for the course.

Contract grading is a method of evaluation and grade achievement for elective courses only.

Pass/Fail Grades

Courses not specifically required for graduation in the pre-licensure Nursing program may 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 requirements or course in the major or minor fields may be taken pass/fail.
Required electives for a major cannot be taken as Pass/Fail.

- Additional electives may 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.

STANDARDIZED TESTING RULES

POLICY

Students must adhere to the rules for participation in standardized testing.

PROCEDURE

Proctored and timed standardized testing is used for comprehensive assessment of academic progress.
In order to test, students must:

- Sign up for one of the scheduled test dates.
- Arrive early/on time for testing.
    - Students who are tardy must reschedule the exam.

During standardized testing:

- Name badges must be worn at chest level.
- The testing workspace and surrounding area must be clear of all items not approved for use during the test.
- Use of smart watches, cell phones, or other devices is prohibited.
- Food and drinks are prohibited.
- Restroom breaks will be allowed and:
    - Have a set limit.
        - Students will be notified of this number at the beginning of the exam.
    - May be taken by one (1) student at a time.
    - Are escorted.

Standardized tests will close when the maximum time limit is reached. No additional time will be allotted for these exams.
These standardized testing rules assist in preparing students for licensure testing formats.

ACADEMIC NOTICE

POLICY
Students may be issued an Academic Notice for substandard academic and/or clinical performance.

PROCEDURE
Rationale for issuing an Academic Notice may include, but is not limited to, substandard scores on tests and/or quizzes or failure to meet course/clinical objectives.
The following process is used for issuing an Academic Notice:

- Faculty complete the Academic Notice form.
- Faculty forward the completed Academic Notice to the following:
    - All course faculty members
    - Advisors
    - Registrar and Registrar Assistant
    - Academic Dean
    - President/CEO
    - Applicable partner/collaborative institution
- Faculty share and review the Academic Notice with the student.
- Students are responsible for:
    - Developing a plan of action with faculty and/or academic advisor assistance.
    - Implementation and/or completion of the plan of action.

Failure of the student to satisfactorily complete the plan of action may result in further disciplinary action and/or course failure determined by the course/clinical faculty.

ACADEMIC PROBATION (UNDERGRADUATE)

POLICY
Students are eligible for academic probation for the following semester when required academic standards are not met/maintained.
Definition:
Semester- fall, spring, and summer terms

PROCEDURE
The Academic Committee reviews the academic status of students at the end of each semester.

Reasons for Academic Probation
Students are eligible to be placed on academic probation for the following semester when one or more of the following conditions occur:

- Failure to meet the required cumulative and/or program grade point average (GPA).
- A grade of "D" or "F" is received in a required program course.

Limits, Other Circumstances, & Consequences
Students enrolled in the undergraduate Bachelor of Science (BS) programs are allowed two (2) semesters on academic probation per degree track.

- Upon successful completion (course requirements met with a grade of C or above) of the first semester of entry into the program (joint program degree and direct transfer tracks), failure to meet program GPA requirements will result in one (1) probationary warning period.
  - The probationary warning period is only allowed following the first semester of entry into the program.
- The probationary warning period is not included in the two (2) academic probation periods.

Students on probation are not allowed to progress to the next level (sophomore to junior, junior to senior) or enroll in courses for which prerequisites have not been successfully completed.

Students taking a Leave of Absence during a probationary semester will remain on probation upon return.

Students placed on probation are notified in writing by the Office of the Registrar and faculty advisors are informed by the academic advisors.

Students placed on academic probation will meet with their assigned Academic Advisor and develop a plan of action.

Completion of Probation or Dismissal

Students are taken off academic probation when academic requirements have been met at the end of the semester.

Students are eligible for dismissal from the program upon failure to meet and maintain academic/ progression requirements after any two probationary periods.

DISMISSAL

POLICY

Dismissal is a permanent debarment/separation from the enrolled degree track or Direct Transfer track within the same major.

Degree Tracks of the College include:

- Bachelor of Science in Nursing- Joint Degree Program
- Bachelor of Science in Nursing- Direct Transfer
- Bachelor of Science in Nursing- RN-BSN
- Bachelor of Science in Nursing- Second Degree
- Bachelor of Science in Radiologic Sciences- Joint Degree Program
- Bachelor of Science in Radiologic Sciences- Direct Transfer
- Bachelor of Science in Respiratory Care- Joint Degree Program
- Bachelor of Science in Respiratory Care- Direct Transfer
- Associate of Science in Medical Laboratory Technology

PROCEDURE

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

- Clinical Failure due to unsafe clinical performance as outlined in the Unsafe Student Practice Policy
- Failure of two (2) required nursing or health sciences courses
- Failure to successfully complete a course after two attempts (See Course/Program Withdrawal policy)
- Failure to comply with the policies of the program
- Failure to meet and maintain academic or progression requirements after any two (2) probationary periods
- Violation of ICARE standards or the Student Code of Conduct that result in disciplinary action from the Code of Conduct committee
- Academic dishonesty
- Suspension or dismissal from any joint or partner institution.

Dismissal may occur at any time during a semester.

ACADEMIC GRADE GRIEVANCE AND APPEAL

POLICY

Students may appeal final grades.

PROCEDURE

To appeal final grades:

- The student must meet with the course faculty within five business days after the student is notified of the final grade.
- If the student is dissatisfied after meeting with the course faculty, the student must contact the Student Services Officer no later than five business days after the meeting.
- The Student Services Officer conducts an investigation that:
  - Examines the consistency of the instructor's grading scheme.
  - Does not change the instructor's judgment as to the quality of the student's work.
  - Corrects mathematical or mechanical errors that may have been made in grading.
- Grades are not changed unless there is clear, convincing, and unequivocal evidence that the grade was calculated in error.
- The Student Services Officer reports to the student, the course faculty, and the Academic Dean, in writing within 10 business days of the investigation.
- If the student is still dissatisfied, the student may request a hearing within 10 business days of receipt of the report. Hearing requests must be in writing and provide pertinent facts and names of individuals leading to the request.

EXCEPTION TO POLICY

POLICY

An exception to policy of the College may be requested by students.

PROCEDURE

To petition for exception to policy:

- Prospective students requesting an exception to policy for admission to the College must:
  - Contact the Admissions Counselor
  - Complete and sign the Exception to Policy form provided
- Current students requesting an exception to policy must:
  - Contact their Academic Advisor
  - Complete and sign the Exception to Policy form provided
- Completed Exception to Policy forms are submitted by the Admissions Counselor or Academic Advisor to the:
  - Academic Committee- Prospective/Current undergraduate students
  - Master of Science in Nursing (MSN) Committee- Graduate Students
- Additional information/clarification may be requested.

Students are notified of committee decision via the Admissions Counselor or Academic Advisor.

Petitions denied for exception to policy are the final decision of the committee and not eligible for appeal.

FORMAL COMPLAINT

POLICY

Students may submit a formal complaint in order to address academic and /or non-academic concerns.

PROCEDURE

Students may voice complaints/concerns by email or formal written letter to either the Academic Dean or the Dean of Enrollment Management/Business Manager within five (5) business days.

The recipient of the complaint is dependent upon the specific student concern.

The Academic Dean accepts student complaints/concerns in regard to:

- Faculty
- Grading
- Clinical performance
- Curriculum

The Dean of Enrollment Management/Business Manager accepts student complaints/concerns in regard to student services/staff:

- Library
- Information Technology
- Admissions
- Registrar
- Financial Aid/Student Accounts

- Student Services Officer
- Campus Counselor

If the student determines the complaint/concern has not been satisfactorily addressed by the Academic Dean or Dean of Enrollment Management/Business Manager, they may then contact the President/Chief Executive Officer (CEO) by email or formal written letter.

Findings and resolutions are kept on file in the President/CEO's office.

Parents/Guardians/Significant others with a formal complaint may follow the same procedure as the student once a completed Family Educational Rights and Privacy Act (FERPA) release form has been submitted to the Office of the Registrar.

Statement on Formal Complaints from the Illinois Board of Higher Education (IBHE)

Illinois participates in the State Authorization Reciprocity Agreement (SARA) for online programs. The IBHE has the responsibility and authority to resolve complaints against Illinois institutions. Online students who feel their complaint has not been satisfactorily resolved through the College, should contact the IBHE. The link to the IBHE Complain Process is http://complaints.ibhe.org/

CLINICAL INFORMATION & POLICIES

HEALTH INFORMATION PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

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.

STUDENT ASSUMPTION OF RISK IN CLINICAL EXPERIENCES

POLICY

Students participating in clinical experiences are subject to certain risks related to the clinical setting, including without limitation participation in the provision of medical, nursing, and other health care.

Clinical Agencies are healthcare organizations in the surrounding tri-state area which the College has secured clinical agency agreements which allows students to participate in clinical experiences in these facilities. These clinical experiences are an extension of the students' classroom learning experience.

Disclosures

Inherent Risk

Blessing-Rieman College of Nursing and Health Sciences (the College) and its clinical agencies provide opportunities for students enrolled in nursing and health sciences programs to participate in clinical experiences, including but not limited to clinical rotations. The College and its clinical agencies take precautions to ensure students are aware of the potential risks inherent to participation in clinical experiences. Students participating in clinical experiences are subject to certain risks that cannot be eliminated related to the clinical setting. Students acknowledge and agree to assume certain risks in participating in and completing clinical experiences, which are completed for students' own benefit.

Clinical Risks

Students may be exposed to and/or care for patients who are ill with infectious diseases, and as a result may be at heightened risk for contracting infectious diseases, including life-threatening diseases. Students may also be exposed to hazards including, but not limited to, chemicals, radiation, pharmaceuticals, communicable disease, nuclear treatments, and/or sharp, heavy, or other dangerous equipment/objects. All of these risks pose the risk of physical injury and/or contraction of an infectious disease. Further, such risks may be of particular concern to students who are pregnant or at a heightened risk of illness/injury based on pre-existing health factors. Students are encouraged to consult with their physician about ways to be safe during clinical experiences, including for their own safety and/or any unborn child.

PROCEDURE

Safety Precautions

Students are required to comply with any and all safety precautions and guidelines set forth by the College and/or the clinical agency at which the student is completing a clinical experience. Students working with or around patients who have or may have any infectious disease are required to wear personal protective equipment ("PPE"). Such PPE will be provided by the clinical agency, or in the event that the clinical agency does not provide PPE and the College is notified of such, it will be provided by the College. Students are solely responsible for notifying the clinical agency and the College (through the supervising faculty member) if PPE has not been provided. Students are solely responsible for using PPE correctly, and for following any other requirements set forth by the College and/or clinical agencies.

Students are also expected to comply with all clinical agency safety policies, procedures, protocols, and communicated rules or best practices related to the general health care environment (e.g., hand-washing), and related to risk of illness or injury. Students solely responsible for asking the College and/or clinical agencies for any further guidance necessary related to such risks. PPE and other precautions cannot fully eliminate the risk of illness or injury.

Incident Reporting

Students are required to report to the relevant clinical agency and the College (through the supervising faculty member), known or suspected exposure to any infectious disease. In the event a student becomes ill or is injured in connection to activities performed in the clinical experience, the student is required to report to the relevant clinical agency and the College (through the supervising faculty member).

Student Responsibility

Students are ultimately responsible for their own health, compliance with the above requirements, and for seeking out and paying for any necessary health care for themselves. Please refer to the Insurance Recommendations & Requirements policy.

All students must acknowledge these responsibilities and the inherent risks of clinical experiences prior to participation in any clinical experiences.

Students are required to annually agree to and sign the Assumption of Risk form.

INJURY/EXPOSURE DURING CLINICAL EXPERIENCES

POLICY

Students must report any injury/exposure received during Blessing-Rieman College of Nursing and Health Sciences (College)-related clinical experiences and follow the process for diagnosis, treatment, and follow up care.

PROCEDURE

Clinical agencies provide emergency treatment for any students if injured/exposed while engaging in activities provided by the agency.

Student Responsibilities

Students are required to report any injury/exposure received during clinical experiences to the relevant clinical agency and the College (through the clinical faculty member).

General Injuries

Students injured during a clinical rotation must immediately report the injury to the unit/agency supervisor and clinical faculty or preceptor/technologist.

Pathogen Exposure

Students who have received a pathogen exposure (examples: Eye splash, needlestick/sharps injury) must:

- Immediately flush the area (eyes/needlestick site) for 15 minutes with water or wash the skin with soap and water
- Report the injury to the unit supervisor and clinical faculty or preceptor/technologist including:
  - Whether the exposure was contaminated or non-contaminated (example: clean vs. dirty needle)
  - The following information required for a contaminated injury including, but not limited to:
    - Date, time, and circumstances of exposure
    - Source name and date of birth (patient label acceptable)
    - Source location/room number
    - Whether or not source is known to be infectious (ex: HIV, Hep B/C)
- Continue/complete the process of treatment and follow up care of the injury/exposure

Faculty/Supervisor Responsibilities

Whatever the nature of the injury/exposure, the clinical faculty or preceptor/technologist:

- Notifies the unit/agency supervisor
- If injury/exposure occurs at a BHS clinical site during business hours, notifies Blessing Health System (BHS) Occupational Heath
- Accompanies the student, as necessary, to designated area for indicated diagnostics and treatment of the injury/exposure
- Assists the exposed student to fill out an incidence/occurrence report per clinical agency protocols
- Notifies the College (Clinical/Program Coordinators as designated) of the student injury/exposure
    - Clinical/Program Coordinators will notify a member of College Administration of the incident/occurrence

Clinical agencies are responsible for providing injured/exposed students emergency treatment, diagnostics, and care as outlined by the agency policies/processes at the expense of the student.

Note: Students are ultimately responsible for their own health, compliance with the above requirements, and for seeking out and paying for any necessary health care.

DELINEATION BETWEEN CLINICAL TIME AND CLINICAL SITE EMPLOYMENT

POLICY

Students must maintain a clear distinction between the student and employee roles.

PROCEDURE

During scheduled clinical hours, students:

- Must not be utilized by the institution as an employee.
- May not receive/accept remuneration in exchange for work performed.

During scheduled hours of employment at any clinical site, students:

- Are not eligible to receive credit for clinical hours.

UNSAFE STUDENT PRACTICE

POLICY

Students must demonstrate safe practice in the clinical setting at all times.

PROCEDURE

Policies in the catalog/handbook, course/clinical policies, and clinical agency policies are used when evaluating the safety of student practice in the clinical setting.

Students demonstrate safe clinical practice by:

- Behaving and communicating in an accountable, responsible, professional, and caring manner.
- Being prepared for clinical practice.
- Completing patient assessments per clinical agency policy and appropriately addressing and reporting changes in patient condition.
- Completing anything prescribed as ordered.
- Practicing safely/competently with minimal directive cues from clinical faculty and/or preceptors (explained in individual course clinical tools).
- Acting in accordance with:
    - Policies of individual clinical and clinical sites.
    - Values of professional and student Codes of Ethics.
    - Standards of the accrediting agencies of the College.
- Acting in accordance with legal and ethical standards of care.
- Acting in accordance with the ICARE Standards and Code of Conduct.

Unsafe student practice includes, but is not limited to violations regarding:

- Statements listed above regarding safe student clinical practice
- Clinical and clinical site policies and procedures.
- Student Code of Conduct.
- Codes of Ethics
- Confidentiality/HIPAA
- Academic Dishonesty

- Fitness for Duty

Students demonstrating unsafe practice may:

- Earn a Clinical Day Failure
  - Clinical make-up at the discretion and availability of the instructor
- Be immediately removed from the clinical setting.
- Earn a grade of "F" for the entire course.
  - Upon this action, withdrawal from the course is not an option.
- Be dismissed from the College.

AGENCY REFUSAL OF A STUDENT'S CLINICAL PRIVILEGES

POLICY

The College makes a reasonable effort to find an alternative clinical site/accommodation in the event a student is barred or restricted from the site for a reason other than a Code of Conduct violation.

PROCEDURE

When a student is barred or restricted from a clinical site, the clinical faculty works with the Academic Dean to attempt to find an alternative clinical site or accommodation with a contracted agency.

A student barred or restricted from a clinical site *may be unable to meet clinical objectives and requirements for the course*.

The College makes no reasonable effort to find an alternative clinical setting or accommodations for a student barred from a clinical site due to a Code of Conduct violation.

STUDENT SERVICES

STUDENT SERVICES

ADVISING

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.

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/Alumni Services Office.

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.

FAXING

Students may fax information to the Financial Aid Office, the Student Accounts Representative/Bursar, the Student Services Office, the Registrar, and the Admission Office. Before faxing, students are to contact the recipient to determine that faxing is the best method for submitting information. The College's FAX number is 217-223-1781.

COUNSELING

The College provides counseling services. 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 AT THE HOSPITAL

Food service is available to students through the Blessing Hospital cafeteria. Students can purchase meals and other food items at a 50% discount on select items 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 LAB

The Blessing Health Professions Library's web page (www.brcn.edu/library) provides online access to databases, electronic books, electronic journals, and tutorials. Remote access to resources is available through the library's single sign-on service. Students may contact the library staff for more information.

The library offers:

- Computers and printers.
- Wireless access for personal devices.
- Loaner laptops for work within the library.
- Reference and research help.
- A web page with electronic resources and online tutorials.
- Interlibrary loan.
- Print collections.
- A copier, a fax machine, scanners, and laminators.

- Professional help with poster design and printing.
- Library orientations.

General library policies are:

- Print materials are checked out for four weeks and are renewable.
- Print journals are for use in the library only.
- Items must be returned by the end of each semester or grades will not be released.

The computer lab is under the direction of the library staff and is open only during library hours. Computer work is self-directed; however, help is available. The computer lab is also used for testing.

LEARNING RESOURCES

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 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:

Kim Erskine, MSN, RN, CNE
217-228-5520, x6911
ErskineK@brcn.edu

Lisa King, EdD(c), MSN, RN, CNEcl
217-228-5520, x6987
KingL@brcn.edu

Lila Warning, MSN, RN, CNE
217-228-5520, x6952
WarningL@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

Lockers for use during clinical are located on the Blessing Hospital campus. Students must request a lock from the Student/Alumni Services Office. Personal locks are not permitted. Students must remove locks and all personal belongings from lockers (College Building and the hospital) at the end of each day. Locks must be returned at the time of graduation or withdrawal from the College.

The College and Blessing Hospital retain the right to inspect the contents of all lockers for items that are in violation of the College/hospital policies. 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 front desk. Blessing Hospital's Lost and Found can be reached at ext. 6720.

ORGANIZATIONS

Student Organizations

The purpose of the College's student organization is to allow students to participate in social activities and to promote health care through group-sponsored events. The Student Council hosts meetings which include educational sessions of interest to students.

The group coordinates trips to national and state student association conventions. They also sponsor events throughout the year such as bowling nights, picnics, blood drives and paint nights. The Student Council is open to all students and is governed by its members through officers elected by students. Faculty and staff function as advisors.

The Student Council is a great place to meet people, have fun, and practice your leadership skills.

Student Representation
A function of the Student Council is to provide student representation in the governance of the College through membership on the College Senate and on most standing committees of the College. It also serves as the liaison group with the Student Development Committee at the College.

STUDENT PARKING

Students must adhere to all parking regulations while on College property and at clinical agencies.
Students are required to:

- Acknowledge that the Parking Policy has been reviewed in CastleBranch.
- Register vehicle(s), by submitting a Parking Tag Request form and obtain a parking tag from the Student Services Officer.
- Display College parking tag at all times in designated area of vehicle while parking in any location on college property and at clinical agencies:
  - Hang tags must be displayed on the rear-view mirror.
  - Parking stickers must be displayed in the lower left (driver's side) corner of the windshield.
  - Replacement parking tags are available from the Student Services Officer.
- Park only in required/designated parking areas while on College property and clinical agencies.
  - BRCN main Campus: You may park anywhere excluding handicapped, and visitor spots.
  - Blessing Health System (BHS) main Campus: All students are required to park in lot 21. The BHS main campus includes Blessing Hospital (BH), Blessing Surgery Center, Blessing Physician Services (BPS), and Lauretta M. Eno Early Learning Center.
  - Blessing Education Center (BEC)/Simulation Center: All students are required to park in spaces with a blue dot or in the overflow lot south of Oak Street.
  - Other clinical sites: All students are required to adhere to the parking policy of the clinical site.

Anyone witnessing non-adherence to this policy may report the violation to the Student Services Officer. The Student Services Officer will then investigate and issue fines accordingly:

- Fines issued as a result of parking violations are as follows:
  - First offense: $100
  - Second offense: $200
  - Third offense: $300
- Fines must be paid within ten (10) business days from the official notification.
- Failure to pay the fine may result in withheld grades/transcripts and/or a registration hold.
- All fines are payable to Blessing-Rieman College of Nursing & Health Sciences in the Student Accounts office.

Any dispute regarding parking violations should be directed to the Dean of Enrollment Management/Business Manager.

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 FORMS

Student forms are on the College's website on the Student Forms page (https://www.brcn.edu/parents-current-students/student-forms). The page is accessed by clicking the Student Forms link under the Parent & Current Students tab on the homepage. The Student Forms page provides links to Financial Aid, Student Services, Registrar, and MSN Program forms as well as student worker information.

STUDENT LOUNGE

The student lounge is primarily for fellowship and relaxation. Students requiring a quiet place to study should use the library.

Kitchen facilities are available in the lounge and there are two refrigerators for storing food. 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.

STUDENT WELLNESS PROGRAM

POLICY

The College offers a Student Wellness Program (SWP) to all on-campus College students. The SWP provides access to behavioral health resources through the College and provides education about outside resources. Topics of discussion include, but are not limited to, drug dependency, alcohol dependency, stress/anxiety, and depression.

PROCEDURE

Students have access to health and wellness services. Student should contact the Campus counselor to explore available resources.

Students have unlimited access to the Campus counselor at no charge. Students must contact the Campus counselor to schedule an appointment.

Students may be referred to an outside agency on a case-by-case basis if services are outside the scope of practice of the Campus counselor.

If a student is referred to the SWP due to a fit for duty/reasonable suspicion positive drug screen:

- The student must undergo and successfully complete substance abuse treatment at a College approved substance abuse treatment center at the student's expense. Appropriate referral information shall be made available to the student.
    - The student will work with the BRCN Campus Counselor to track the documentation of your counseling through the substance abuse program.
- The student is banned from class, clinical, College employment, and College events pending:
    - Campus counselor will verify that treatment has been established
    - Negative drug test

All information is kept confidential. If consultation and/or referral is deemed necessary, the student is informed and is required to sign a release for information to be forwarded to the appropriate counselor/agency. The student must also sign a release form with cooperating counselors/agencies giving permission to release to the College information related to his or her treatment.

VOTER REGISTRATION

POLICY

The College supports the voter registration requirement and makes a good faith effort to distribute voter registration forms to its students prior to state and federal general election days.

PROCEDURE

The College sends a dedicated electronic message quarterly (March, June, September, and December) to all students that provides a link to the state online registration forms.

CONSTITUTION DAY

POLICY

Students are provided the opportunity to attend an educational program pertaining to the US Constitution around September 17 of each year.

PROCEDURE

Constitution Day is an American federal observance recognizing the adoption of the United States Constitution and those who have become U.S. citizens by birth or naturalization. It is the day the U.S. Constitutional Convention signed the Constitution in Philadelphia in 1787.

The College collaborates with Quincy University and Culver-Stockton College for an observance of this historical event.

Students are notified of the Constitution Day observance each year:

- On September 17
- During the preceding or following week if September 17 falls on a Saturday, Sunday, or holiday.

STUDENT SERVICES REQUIREMENTS

HEALTH AND CPR REQUIREMENTS

POLICY

Immunization Requirements

The State of Illinois legislation requires colleges and universities to collect proof of immunization from all on-campus 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.

Students are required to have the following immunizations prior to attending class, clinical or patient contact:

- Measles, Mumps, & Rubella (MMR)
- Hepatitis B
- Tuberculosis (TB) test
- Tetanus, Diphtheria, & Pertussis series or booster (Tdap/Td)
- Influenza
- Varicella

Exceptions:

- The following immunizations are not required if the student shows evidence of immunity via antibody titer testing.
  - MMR
  - Hepatitis B
  - Tdap/Td
  - Varicella
- The following immunization is not required, however, if it has been received we request documentation.
  - Covid-19
- The student may request to sign a waiver for either medical or religious reasons.
  - Contraindications for an immunization require a letter from the student's primary care provider.
- Students who are enrolled exclusively in online courses are exempt from these immunization requirements unless in person clinical/practicums are required.

Illness

Being on a college campus presents many opportunities for illnesses to spread quickly. If you do become ill, we recommend that you take precautions so you do not infect other members of the campus community, which may include missing class or work or wearing a mask when around others. If you do have a fever or other significant symptoms, we encourage you to remain home until you are fever-free or major symptom-free for 24 hours.

CPR

The only acceptable CPR certification is through the American Heart Association (BLS Provider). CPR certification must be renewed no later than midnight of the expiration date or recommended renewal date.

Submission

Students must submit proof of immunizations and CPR course completion in the CastleBranch portal by the end of day on census day. Students who fail to submit proof by census day are prohibited from attending classes and clinical and are not exempt from any College or course policies and procedures. Students may be counseled and disciplined according to the Student Code of Conduct. Students who have excessive absence may fail class and/or clinical.

Questions

Questions may be directed to the Student Services Officer at 217-228-5520 ext. 6990 or to CastleBranch at 888-666-7788.

PROCEDURE

Immunizations

The following describes the immunization schedule:

- MMR – 2 doses – initial dose; second dose at least 28 days later
- Hepatitis B: Initial dose; second dose 4 weeks after first dose; third dose 5 months after second dose
- TB: Initial 2-step PPD skin test, blood test, or three (3) year history of a one-step PPD skin test followed by yearly updates
    - 2-step test: An initial test with reading of results 48-72 hours later followed by a second test given 1-3 weeks after the first test with reading of results 48-72 hours later
    - Yearly update: one test given with reading of results 48-72 hours later
- Td (Diphtheria/Tetanus series or booster) within the last 10 years
- Varicella: 2 doses given at least 28 days apart
- Influenza: 1 dose annually (typically to be received in late September through the end of October)

Students who have positive-reacting TB skin tests must submit results of their chest X-rays and fill out the Annual Tuberculosis Health Questionnaire.

During periods of regional or widespread influenza activity, students who signed a waiver for the influenza vaccine 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. Students who required to wear a mask and refuse to do so will be counseled and disciplined according to the Student Code of Conduct.

CPR

Blessing Hospital offers CPR classes through Organizational Development (OD). Space is limited, so reservations are required by calling 217-223-8400, ext. 4860. Students may opt instead for the online course (HeartCode® BLS) by going to https://shopcpr.heart.org/heartcode-bls. Following the online portion, an in-person hands-on skills session is required by a certified AHA BLS Instructor. Students may call OD at the number above to help with scheduling their skills portion.

INSURANCE RECOMMENDATIONS & REQUIREMENTS

POLICY

Students must adhere to insurance requirements.

PROCEDURE

It is *required* that all students carry personal health insurance.

All Nursing and Health Sciences students in patient contact are *required* to carry malpractice insurance.

Health Insurance

Students are expected to provide for and manage their own health insurance and health care through a professional health care provider.

Expenses for health care from any source and for any reason, including incidents during the clinical experience, are the sole obligation of the student.

A copy of your current health insurance card, or proof of coverage must be uploaded/submitted into the student Castle Branch account.

Liability/Malpractice Insurance

Each program/discipline requires malpractice insurance through separate professional organizations.

Nursing

Nursing students must purchase Nurses Service Organization (NSO) malpractice insurance:

- Go to www.nso.com
- The “certificate of insurance” must be uploaded/submitted into the student Castle Branch account.
- Limits of liability must be $1,000,000 per claim / $6,000,000 aggregate.

Radiologic Science

Radiologic Science students must purchase Healthcare Providers Service Organization (HPSO) malpractice insurance:

- Go to www.hpso.com
- The “certificate of insurance” must be uploaded/submitted into the student Castle Branch account.
- Limits of liability must be $1,000,000 per claim / $3,000,000 aggregate.

Respiratory Care

Respiratory Care students must purchase Mercer malpractice insurance:

- Go to https://www.proliability.com/professional-liability-insurance/respiratory-therapists-american-association-for-respiratory-care.html.
- The "certificate of insurance" must be uploaded/submitted into the student Castle Branch account.
- Limits of liability must be $2,000,000 per claim / $6,000,000 aggregate.

Medical Laboratory Technology

Medical Laboratory Technology students must purchase HPSO malpractice insurance:

- Go to www.hpso.com
- The "certificate of insurance" must be uploaded/submitted into the student Castle Branch account.
- Limits of liability must be $1,000,000 per claim / $3,000,000 aggregate.

STUDENT SERVICES ITEMS

POLICY

Student identification and security items will be issued to students upon the start of classes, and must be returned to the Student Services Officer upon graduation or separation from the College. Students are responsible for lost or damaged items.

PROCEDURE

The following student identification and security items are issued to students upon the start of their classes on the College campus:

- Name badge
- Door access/Security chip
- Student identifier/"badge backer"
- Hill-Rom badge (Nursing only)

Students receive one of each of these items, free of charge, from the College.

If the items are lost or damaged:

- Students are responsible for notifying Blessing Hospital Security or the Student Services Officer **within two days**.
  - The Student Services office provides replacement badge backers and Hill-Rom badges.
  - Blessing Hospital Security department provides replacement of name badges and door access chips.
- A fee is required for replacement.
  - Name badge replacement - $5.00
  - Door access/security chip - $7.00
  - Hill-Rom badge replacement - $75.00
- Fees are paid to the Student Accounts office of the College, located at 3609 N. Marx Dr., Quincy, IL

Failure to return badge, door access/security chip, badge backer, and Hill-Rom badge (Nursing only) within 30 days from the time of separation from the College will result in a hold on the student account.

CRIMINAL BACKGROUND CHECK

POLICY

Criminal background checks are required of all students who have been accepted to an on-campus program at the College.

PROCEDURE

General Information

The criminal background check includes self-disclosure of the student's criminal history and investigation of their criminal background.

Students are responsible for completing criminal background check as described below:

- Every student is required to do a background check no more than 60 days prior to the start of the program, but must be completed by the end of the first week of classes
- Student acceptance may be revoked if the results are not received by this deadline.

If the criminal background check shows a conviction of any of the criminal offenses listed via the link at the bottom, the student's admission may be revoked.

- The student will be reinstated if their identity is validated by a fingerprint-based record check and it is determined that the student does not have a disqualifying criminal history.
- The results of a fingerprint-based record check will be entered on the Health Care Worker Registry.

Current students who have been convicted of committing or attempting to commit one or more of the offenses listed via the link at the bottom may not be permitted to perform clinical activities unless a waiver is granted.

- In the event 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 courses, which may prevent completion of the program.

Also, as discussed more below, a criminal history may prevent a student from obtaining professional licensure.

- It is the student's responsibility to know their eligibility for licensure or if a conviction or adverse information in a criminal background check may prevent the student from participating in clinical programs and from being licensed and employed in the health care industry.
- College faculty and staff will not provide advice on student's ability to obtain licensure notwithstanding an adverse criminal background check and students should not rely on any general information provided by College personnel in that regard.
- The College makes no representations or assurances regarding any student's ability to attain licensure or employment in the event of an adverse background check result.

The student has a right to:

- Obtain a copy of the criminal record report.
- Challenge the accuracy and completeness of the report.
- Request a waiver.

Completing the Background Check

Background checks:

- Are completed online by going to the College website at: https://www.brcn.edu/current-students/student-services-requirements
- May include additional investigation, including fingerprint-based checking, if deemed necessary to positively identify a student who may be associated with a criminal act.

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.
- 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).
- Provide information to initiate a fingerprint-based criminal records check.
- 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.

Applicable Law and Licensure Requirements

The Illinois State Law authorizing this check is known as the Health Care Worker Background Check Act, enacted to protect 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.

Requirements for licensure not only include passing an 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 exam.
A criminal history may not prohibit an individual from obtaining a RN license, or other healthcare licensure/registration. However, the Illinois Department of Financial and Professional Regulation (IDFPR) - as well as licensing/registration 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 that is:
        - A felony.
        - 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 via the link below.

Having a history with any of these offenses may not prohibit the student from obtaining the RN license, or other healthcare licensure/registration but there is the risk that IDFPR - or another state's licensing/registration department/board of nursing - may not issue the student 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.
Refer to https://www.idph.state.il.us/nar/disconvictions.htm for the most current list of offenses.

STUDENT ALCOHOL AND DRUG SCREENING

POLICY

Students must comply with required Drug/Alcohol Screening procedures and are to be Fit for Duty while in the student role.

Fitness for Duty is defined as the ability to perform as a student in a safe, appropriate, and effective manner free from the effects of physical, mental, emotional, and personal problems, including the adverse effects of drugs and/or alcohol.

Student role applies to all students when on the premises of all agencies related to the students' education, which include, but are not limited to, the College campus, Blessing Corporate Services (BCS), clinical sites, and College-sponsored events.

PROCEDURE

All students are subject to pre-enrollment and random urine drug testing.

Fitness for Duty or on-duty injury urine drug testing are conducted when there is reasonable suspicion of alcohol and/or drug use. Causes for reasonable suspicion may include, but are not limited to:

- Unexplained drowsiness and/or sleepiness
- Odor of alcohol, marijuana, and/or a possible chemically-controlled substance
- Slurred, incoherent, and/or pressured speech
- Unexplained and/or frequent absenteeism
- Unexplained errors
- Unexplained changes in mood
- Lack of manual dexterity
- Personality changes
- Disorientation
- Unexplained occurrences, accidents, or injuries
- Lack of coordination
- Irrational or unusual behavior

Other conditions for drug testing current students include, but are not limited to, the following situations:

- When required by contract with a federal or state agency
- Pursuant to conditions or procedures established in the Student Wellness Program (SWP)

The student is not responsible for the cost of pre-enrollment and random drug testing. The student may be responsible for other drug testing occurrences.

Students voluntarily seeking support through Student Services to address drug abuse, alcohol abuse, and/or other problems are encouraged to use the Student Wellness Program (SWP). Students voluntarily seeking such help are not subject to punitive actions, though entrance into an assistance program does not excuse a failed drug test under this policy.

College Facilities/Clinical Sites/Events

Any student manufacturing, possessing, using/misusing, distributing or selling any of the following while on College facilities, clinical sites, or participating in College events will be subject to immediate disciplinary action, up to and including dismissal from the College:

- Alcohol
- Controlled substances
- Marijuana or marijuana products
- Illegal drugs and/or drug paraphernalia

No amnesty is given for a student stealing patient medication.

Violations may result in a search of personal property and potential referral to local law enforcement for investigation.

Conduct subject to the disciplinary process may also be subject to federal, state, and local charges.

Federal, State, & Local Laws/Penalties

Federal, state, and local laws provide penalties for violations of drug and alcohol laws, including:

- Under-age use or possession
- Furnishing to those underage
- Falsely misrepresenting one's age to procure
- Allowing those under 21 to possess or consume in one’s home or on one’s property
- Open containers or use in unlicensed places or in motor vehicles
- Operating or being in physical control of a vehicle under the influence or while intoxicated
- Disorderly conduct
- Unauthorized alcohol sales
- Otherwise illegally possessing, using, manufacturing, selling, or distributing drugs or alcohol.

Federal law provides strict penalties for violation of federal drug and alcohol laws, ranging from:

- Fines of $1,000 to $8 million
- Jail or imprisonment up to life in prison
- Other penalties such as forfeiture of personal and real property and denial of certain federal benefits.

Illinois law includes similar penalties for drug and alcohol violations.

Local law violations may result in citations, fines, or jail time.

Health Risks

Health risks associated with chronic drug and alcohol use include, but are not limited to:

- Depression
- Liver disease
- Kidney disease
- Psychosis
- Impaired thinking
- Heart attacks
- Seizures
- Strokes
- High blood pressure
- Violent outbursts
- Paranoia
- Anxiety
- Increased risk of birth defects and developmental issues during and after pregnancy.

The use, misuse and abuse of alcohol and other drugs can cause a number of problematic changes in behavior and physiology. Alcohol, especially in high doses or combined with medications or other drugs, can lead to violent behaviors including acquaintance rape, vandalism, fights, incidents of drinking and driving, injury and other medical emergencies.

Moderate to high doses of alcohol may cause marked impairments in higher mental functions, severely altering a person's ability to learn and recall information. Research has shown that using alcohol or other drugs negatively affects academic and work performance.

The risk of having an automobile accident increases after consuming even relatively small quantities of alcohol. Low doses may significantly impair judgment, coordination, abstract mental functioning and the ability to complete complex tasks.

Repeated use of alcohol and other drugs can lead to physical and/or emotional dependence. Alcohol or substance dependence occurs when a person continues their use despite recurrent social, interpersonal and/or legal consequences. There is strong evidence based in medical research that alcohol and other drug abuse contributes significantly to heart disease and cancer as well as permanent damage of vital organs such as the brain and liver. There is clear evidence of serious negative effects on babies due to the use of illicit drugs and alcohol by the mother during pregnancy.

Cannabis (Marijuana, Hashish). The use of marijuana may impair or reduce short-term memory and comprehension, alter sense of time and reduce coordination and energy level. Its effect can last for more than 4-6 hours after being used. Contrary to popular belief, marijuana is both physically and emotionally addictive.

Hallucinogens (LSD, Ecstasy, and PCP) cause hallucinations. The user may experience panic, confusion, suspicion, anxiety and loss of control. Delayed effects can occur, including ongoing loss of concentration and memory. Frequent use can cause permanent loss of some mental functions.

Cocaine/Crack are highly addictive drugs. The immediate effects of cocaine include dilated pupils, elevated blood pressure, heart rate, respiratory rate and body temperature, followed by depression. Crack can cause delirium, hallucinations, blurred vision, severe chest pain, muscle spasms and even death. These drugs cause a temporary feeling of power, impairing judgment and decision-making.

Amphetamines (Crystal, Speed, Crank, and Meth) are highly addictive stimulants, which can cause one to "rush" around and appear stimulated. Amphetamines can also cause rapid or irregular heartbeat, loss of coordination, collapse and even death. Continued stimulant abuse can lead to mood swings, irritability, depression, sleeplessness and even altered personality and paranoia.

Heroin causes the body to have diminished pain reactions and is highly addictive both physically and emotionally. It can cause disinterest in relationships, personal productivity and workplace safety. The use of heroin can result in coma and death. Commonly used intravenously, heroin use is associated with a wide range of physical health problems (i.e., AIDS, hepatitis).

Prescription drugs (i.e. anti-depressants, pain suppressants, stimulants, and tranquilizers) are safe only if taken as prescribed under the supervision of a licensed physician. If abused, they can lead to sluggishness or hyperactivity, impaired reflexes, liver and kidney damage, addiction and nervous system damage.

Pre-Enrollment Drug Testing

Students are required to undergo a mandatory drug test prior to enrollment.

A positive pre-enrollment drug test (or failure to submit to the drug test) results in revocation of admission to the program.

Student Responsibilities

Each student is individually responsible for:

- Reporting Fit for Duty to class, clinical, College employment, and College events.
- Reporting any ticket, arrest, charges, or conviction related to drugs and alcohol to the Student Services Officer no later than five (5) days after the event.
- Reporting to College faculty, staff, and/or administration any student behavior that raises doubt about the Fitness for Duty of an individual.
- Complying with a Fitness for Duty evaluation upon notification by the College.
- Reporting the use of any prescribed, over-the-counter, or other drugs that may adversely affect performance of assigned duties satisfactorily and safely to appropriate instructor/supervisor.

Faculty, Staff, and Administration Responsibilities

Faculty, staff, and administration have the following responsibilities:

- Directing students to Blessing Occupational Health or House Supervisor immediately following an injury during class, clinical, or College employment for a drug test if the student was displaying behaviors indicative of Unfitness for Duty.
- Reporting to College Administration all students who have been criminally convicted for drug-related activity
  - Clinical agencies are notified
- Identifying students Unfit for Duty
- Faculty will make reasonable attempts to get coverage for students on the unit or an escort from the College (faculty or staff) for the student. If unable to secure someone from the college, faculty may seek assistance from nursing staff/management, as appropriate for the unit/patient care/student needs.
- Seeking verification of another professional when a student is suspected of being Unfit for Duty
- Working with student to arrange a ride to/from Blessing Occupational Health
  - Student is not allowed to leave current location via own personal vehicle
  - Employees are discouraged from transporting students
  - The College does not take financial responsibility or accept liability for employees who personally provide student transportation.

Fitness for Duty Testing Procedures

Students displaying behaviors indicative of Unfitness for Duty are required to undergo drug testing at the Blessing Occupational Health. When BPS is closed, utilize the afterhours info below.

After Business hours (Monday - Friday, 5 p.m. - 7 a.m. or Saturday & Sunday)

- Contact the Occupational Health after hours cellphone at 217-617-6566 to arrange specimen collection.
- Employee directs the student to Emergency Room to meet the house supervisor and Occupational Health after hours collector

Students are not permitted to return to duty until results have been verified as negative.

If the drug test results are negative, the College is notified and students are permitted to resume duties immediately.

Random Drug Testing Procedures

Random drug testing is performed in the following manner:

- During the academic year, the Student Services Officer receives a computer-generated list of randomly selected student names.
- Students are notified of selection and are required to report within 24 hours for their screening.
  - Failure to report within 24 hours will result in the same consequences as a positive drug test.
- Screening is conducted by Blessing Occupational Health.
- THC is excluded from the random drug screening.

Consequences for a Positive Drug Test

If a drug test result is positive:

- The student is banned from class, clinical, College employment, and College events.
- Students are required to complete the SWP.
- Complete all steps outlined in the contract of return to Campus.

If the student is enrolled with a partner campus the partner campus will be notified of the positive drug test.

Failure to complete the requirements set through the contract of return to Campus and the SWP may result in immediate dismissal.

Confidentiality

Information received by the College through any testing program is maintained as confidential except as otherwise indicated by law or subpoena.

Test results are kept separate from academic, personnel, and employee health records.

Student Wellness Program

Students are encouraged to voluntarily seek assistance from the SWP if they are experiencing problems such as drug addiction, alcoholism, and/or other personal, behavioral, and/or mental health issues that may affect performance.

The College may mandate students to seek assistance from the SWP based on observations of suspicious or actual behavior and documentation of their deteriorating performance in class, clinical, or College employment.

Participating in the SWP and completing the return to Campus requirements does not exempt any student from normal policies and procedures, nor does it exempt students from completing their normal responsibilities as required by the College academic standards.

Students who are mandated to utilize the SWP due to alcohol or drug use may participate in the program only one (1) time for the same reason for the duration of their education.

Leave of Absence

If a leave of absence is necessary, the College has the right to set conditions for the student to return.

A contract of return explaining these conditions must be signed by the student.

Violation of the terms as described in the contract of return to campus may result in dismissal from the College.

STUDENT APPEARANCE STANDARDS AND CLINICAL SUPPLIES

POLICY

Students must follow dress code standards.

Name Badge & Student Identifier

College name badges and student identifiers must:

- Always be worn when in the student role.
- Be clean and in good repair.
- Be visible; worn above the waist, complying with agency policies, state/federal regulations, and DNV GL/NIAHO standards for patient care.
- Not be worn outside of the student role.

Students must not wear employee badges while on the college campus or in the clinical facility when in the student role.

Classroom Dress

Students are required to use the following standards when in the classroom setting:

- Apparel that could be considered offensive in nature or have profanity must not be worn.
- Tattoos that could be considered offensive in nature or have profanity must be covered.
- Cropped tops are not allowed at any time.
- Necklines must be such that they do not have excessive exposure.

Clinical/Simulation Center Dress

Students are required to use the following standards for the official College uniform:

- Uniforms include matching royal blue scrub pants and top with the College insignia embroidered on the chest.
  - Uniforms must always fit appropriately and provide full coverage.
  - Uniforms must be clean, in good repair, and wrinkle-free.
  - Pants should not touch the floor.
- A plain yellow, gold, white, gray, or black tank-style, short- or long-sleeved shirt may be worn under the uniform.
  - The undershirt must provide appropriate coverage.
  - Undershirts may not have finger holes or hoods.
- Shoes must be soft-soled, wipeable with no holes, skid-resistant, clean, and in good repair with a closed top and toe.
- Socks or hosiery must always be worn with the uniform.
- Optional: A white or royal blue lab coat/scrub jacket embroidered with the College insignia may be worn.

Students are required to practice the following standards for hygiene:

- Good body hygiene
- Excessive perfume/cologne, make-up, and smoke odor are not permitted.
- Chewing gum is not permitted.

- Hair longer than shoulder length must be pulled back and secured. Dyed hair must be a natural hair color. Non-natural colors including, but not limited to, blue, pink, purple, and orange are not permitted.
- Beards and mustaches must be neatly trimmed to meet safety and infection control standards.
- Artificial nails or nail enhancements are not permitted. Natural fingernails must be no longer than ¼ inch. Nail polish is not permitted.
- Tattoos that could be considered offensive in nature or have profanity must be covered.

Safety and infection control must be taken into consideration at all times when selecting jewelry. Students are required to practice the following standards for jewelry:

- Watches must be water-resistant and be able to count seconds. The use of smart watches is at the discretion of the instructor. See course syllabi.
- One ring or band set is permitted.
- Bracelets are not permitted.
- Earrings are limited to two (2) per ear and are to be no larger than ½ inch in diameter. Hoops, bars, dangles, and/or connected jewelry are not permitted. Gauges must be solid and not exceed ¼ inch in diameter.
- Piercings, with the exception of ears and a singular nose stud (no septum), must not be visible or offensive in nature.
- Neck chains (including medical alert tags) must be worn inside or under clothing.
- Body jewelry, excluding earrings, must not be visible.

The College will not assume responsibility for jewelry that is lost or damaged while on campus or during clinical experiences.

Students are required to follow the dress and appearance standards of any outside clinical agency/clinical unit.

Pre-Clinical Dress

Students must wear official College dress when visiting clinical floors for clinical preparation:
Royal blue scrub pants and top with the College insignia *or*
Polo shirt and lab coat/scrub jacket with the College insignia, khaki slacks/skirt *or*
Semi-professional dress and lab coat/scrub jacket with the College insignia.

Community Service Dress

Students are advised to read course syllabi to determine when to wear community service dress to events required for courses.

A polo shirt with the College insignia and khaki slacks/skirt may be worn when representing the College in settings outside patient care areas. The polo shirt must provide appropriate coverage so that no skin will show when bending over or when arms are raised. The neckline must be such that it doesn't have excessive exposure. Students are encouraged to clarify with faculty, the Student Services Officer, the Student Organization Representatives, or the event coordinator when uncertain about the appropriate dress for the event.

Professional Dress

Professional dress includes:

- Suit skirt/pants and jacket with collared shirt and tie or blouse
- Dress with jacket/blazer
- Slacks and jacket with collared shirt and tie or blouse
- Pantsuit with collared shirt and tie or blouse
- Coat dress, shirtwaist dress, or knit dress

Skirts or dresses are to be no shorter than 2" from the top of the knee.

Leggings may be worn as long as they are accompanied by a top or dress that is no shorter than 2" from the top of the knee.

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

Supplies

All students must refer to course syllabi to determine required supplies for individual courses.

STUDENT WORKER REQUIREMENTS

POLICY

To be employed as a Student Worker, applicants must complete the steps of the hiring process and adhere all expectations of the Student Worker Contract.

PROCEDURE

Student Worker applicants must be a Blessing-Rieman College of Nursing and Health Sciences Student (BRCN).

Hiring Process

To be considered for employment as Student Worker, students must complete the following process:

- Complete the Student Worker Information Request (SWIR) form.
- Return the completed SWIR form to the Student Services Officer.

Upon receipt of the SWIR form, an employee from the hiring office(s) will contact selected student(s) for interview(s).

After a Student Worker position is offered and accepted, students:

- Complete the Blessing Health System on-boarding process.
- Are required to attend an annual Student Worker Orientation.
- Are required to complete the Student Worker packet.

General Appearance/Dress Requirements

Students may wear:

- Jeans that are without holes, tears, stains, etc.
  - Except for specified/announced occasions.
- Business casual attire.
- Business professional attire.
- BRCN scrubs.

The following are requirements for appearance/dress:

- Name badges must be worn chest-level at all times.
- Clothing must be in good repair.
- Clothing must provide appropriate coverage consistent with business and professional dress.
- Skirts and shorts should be no shorter than two (2) inches above the knee.
- Piercings, except in ears, must not be visible.
  Potentially offensive or profane tattoos must be covered.
- Leggings are permitted with skirts, dresses, or sweaters that are at least fingertip length with arms extended at the side.
- Sandals, with the exception of flip-flops, are permitted.
- Good body hygiene is expected.

Causal Dress

Casual dress is permitted on Fridays, Saturdays, and Sundays except for specified/announced occasions.

It is expected that all casual dress will meet the above requirements.

Acceptable casual attire includes:

- Logo shirts from the following entities:
  - Blessing-Rieman College of Nursing and Health Sciences.
  - Blessing Hospital.
  - Quincy University.
  - Culver-Stockton College.
  - Professional organizations.

Expectations

Student Workers are expected to adhere to all expectations of the Student Worker Contract, including, but not limited to the following:

Students must:

- Arrive to work as scheduled and on time.
- Complete the entire scheduled shift.

- Notify a supervisor as soon as possible if unable to attend a scheduled shift.
- Abide by the Buckley Amendment/ FERPA/HIPAA (keep confidential matters confidential).
- Adhere to the General Appearance/Dress Requirements.
- Efficiently and/or adequately perform job responsibilities.
- Adhere to the AIDET and ICARE standards as well as the BRCN Student Code of Conduct.

Failure to adhere to any of these expectations may lead to the disciplinary actions listed below.

Disciplinary Actions

A. Counseling.
B. Warning.
C. Final Warning.
D. Termination.

Any specific disciplinary issues not described above could be handled on a case-by-case basis with the supervisor, Student Services Officer, Academic Dean, and/or Dean of Enrollment Management/Business Manager.

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.

Student Workers

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 2.7. Positions are renewable each semester based on continued 2.7 GPA and satisfactory job performance. Applications for positions are available from the College's Student Services Office.

STUDENT CONDUCT

STUDENT CONDUCT & BEHAVIORAL STANDARDS

STUDENT CODE OF CONDUCT

POLICY

Students at Blessing-Rieman College of Nursing & Health Sciences (the College) must conduct themselves in an ethical and professional manner at all times.

At all times includes, but is not limited to, interactions with faculty, administration, staff, students, visitors, patients, agency personnel, and other individuals in the classroom (physical or virtual), hallways, lounges, offices, clinical/lab settings, College events, on social media/online sites, and when representing the College in public.

PROCEDURE

ICARE

ICARE is an acronym for *Integrity*, *Compassion*, *Accountability*, *Respect*, and *Excellence*. The behaviors associated with ICARE are as follows:

Integrity:

- I will tell the truth and do the right thing, and ensure the highest ethical decisions are made.
- I will earn and maintain the trust and confidence of all with whom I engage.
- I will be a positive voice for the College and Blessing Health System (BHS) in the community.
- I will keep issues internal and will not discuss confidential information in front of others.
- I will follow through in a timely manner on commitments and requests or seek assistance.
- I will not engage in academic dishonesty.

Compassion:

- I will make eye contact, smile, greet everyone and be intentionally attentive.
- I will give others priority in hallways, elevators, and parking areas; escort visitors/patients to their locations.
- I will use AIDET and interact in such a way to reduce the anxiety of others.
- I will anticipate the needs of others instead of waiting to be asked; pursue every avenue to help.
- I will keep others informed of progress and delays as neccessary.

Accountability:

- I will take responsibility for my words, work, learning, actions, and outcomes without making excuses, creating a ‘we/they’ or blaming someone else.
- I will take initiative to resolve issues or collaborate with others to achieve the best outcomes.
- I will provide feedback privately for behaviors that do not reflect College, and BHS values; accept feedback respectfully.
- I will admit mistakes and take action to correct them.
- I will stop negativity and gossip.
- I will arrive on time, ready to focus.
- I will ensure a clean professional image for myself and our environment.
- I will be honest in all communication.
- I will comply with reasonable instruction from the College or agency personnel.
- I will comply with all College policies and procedures.

Respect:

- I will use words/body language that communicates courtesy, dignity and seeks to put every person at ease.
- I will protect the privacy, property, dignity, and rights of everyone.
- I will allow others to share concerns, ask clarifying questions, or offer ideas without fear of judgment.
- I will communicate in ways others can understand.
- I will make thanking others for their contributions and accomplishments a habit.
- I will manage up fellow students and other College personnel by communicating their strengths to others.
- I will use personal electronic devices in accordance with the College policies.
- I will use proper names vs nicknames unless given permission to do differently.
- I will uphold the College's mission, vision, and values.
- I will not engage in behavior that causes risk or harm to others.

Excellence:

- I will learn others needs and expectations and work to exceed those expectations.
- I will apply consistent effort to achieve superior performance in the College's organizational goals.
- I will look for ways to improve how I work by challenging the status quo.
- I will use resources (time, personnel, equipment, supplies, technology) responsibly.
- I will practice crucial conversations if conflicts arise.
- I will continually learn to enhance my skills and abilities to serve.
- I will use tools/equipment properly; follow policies and procedures designed for safety and not take shortcuts.
- I will report actual or near miss safety events.

Any behavior that is not in accordance with this policy is considered a violation. The College reserves the right to address any conduct deemed inappropriate even though it is not expressly covered above.

Academic Dishonesty

Examples of academic dishonesty include, but are not limited to:

- Cheating or knowingly plagiarizing or falsifying academic work such as papers, projects, homework, examinations, or presentations
- 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
- Possessing examinations, student papers, laboratory materials, or other College property without authorization
- Falsifying grades or documents

Reporting

When any member of the College community (faculty, staff, administrators, and students) witnesses an event/breach of duty, or suspects that an event/breach of duty has occurred by a student, the individual is obligated to report the event immediately to either the Student Services Officer or a member of Administration.

Involved parties will be notified of the Code of Conduct violation prior to submission.

The Student Code of Conduct Report Form must be submitted to brcncoc@brcn.edu within five (5) business days. This form is available on the "Student Forms" page of the College's website.

Investigation

The Student Services Officer conducts an investigation by initially reviewing each Code of Conduct violation report. The investigation may include interviewing involved parties, gathering additional information, consulting with the administration team and Blessing Health System Compliance team. Failure of involved parties to respond to the Student Services Officer within five (5) business day during the investigation may result in the involved parties being withheld from class or clinical.

Patterns of behavior and degree of severity are taken into consideration using the Just Culture algorithm. Just Culture is an established objective pathway utilized to identify if the violation occurred due to a system or process issue, human error, at-risk behavior, or reckless behavior.

System or Process Issue: Circumstances outside one's control that may influence or lead to an undesirable outcome.

Human Error: 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.

At-Risk Behavior: Unsafe behaviors mistakenly believed to be justified or knowingly violating the ICARE standards of behavior. At-risk behavior typically includes repetitive and/or serious events/breaches of duty.

Reckless Behavior: Knowingly choosing to place oneself or others in a position that may cause harm. The student sees the risk and understands the harm that can be done. He or she chooses to place self-interest above the rest of the system. Reckless behavior typically includes repetitive or very serious events/breaches of duty.

At-Risk or Reckless Behavior is reviewed by an administrator who may determine that a hearing is necessary.

Investigation Outcomes

After the investigation the Student Services Officer will determine one or more of the following outcomes:

- No fault found
- Coaching
- Warning
- Warning (with administration approval)
- Hearing needed for further review and sanctions that may lead to dismissal.

Documentation of the outcome is placed in the student's permanent file.

Hearing

Hearings are conducted by the Code of Conduct Committee as soon as possible.

This committee consists of:

- The Student Services Officer who serves as Chairperson with voice and no vote except in the event of a tie vote
- One (1) faculty or staff member from the Student Development Committee (SDC) with voice and vote
- One (1) faculty member from the Academic Committee with voice and vote
- One (1) Academic Advisor with voice and vote
- Two (2) students with voice and vote

All evidence and discussion presented at the hearing remains confidential. All documents are maintained in a confidential and secure manner. Recording is not allowed during the hearing process. Minutes are taken by a member of the Committee or designee.

The Committee reviews the student's record. Each individual has the opportunity to be heard by the Committee. The student may choose a support person to accompany him or 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, he or she 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.

Committee members have the opportunity to ask questions and seek clarification. All parties are dismissed at the conclusion of the discussion. The committee moves to a closed door session to determine the outcome. Failure of the student to appear for the hearing, regardless of enrollment status, results in the outcome based solely on the evidence at hand.

Hearing Outcome

Following the hearing, a majority vote is taken to determine the final decision. Decisions may include one of the following:

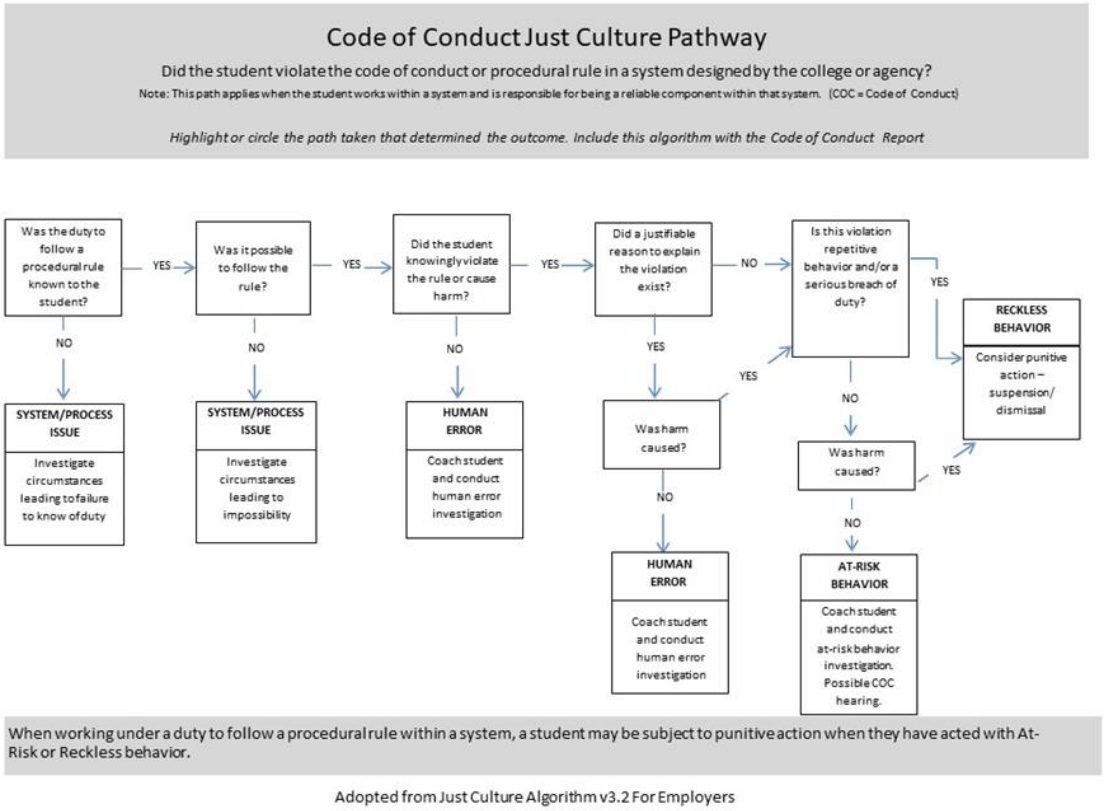
- No fault found
- Coaching
- Warning
- Final Warning
- Dismissal from the program

All decisions of the Committee are documented. All parties are notified in writing of the hearing outcome within three (3) business days. The Vice President of Academic Affairs of the partner institution is notified if the outcome is dismissal from the program.

Appeal Process

Students have the right to appeal an outcome by submitting a letter of appeal to the Student Services Officer within three (3) business days. The letter should include specific rationale for the appeal. Letters not received by the third business day are not considered, and the outcome is final.

The appeal is reviewed by the SDC within ten (10) business days. The SDC reviews all of the documentation and makes a final decision. The student is notified in writing of the final decision within three (3) business days.



Adopted from Just Culture Algorithm v3.2 For Employers

STUDENTS EXHIBITING CONCERNING BEHAVIOR

POLICY

When a student engages in behavior that could impact the life, health, welfare, safety, or property of the College community and its members, the procedures outlined below are initiated.

Such "concerning behavior" may include the following, whether in the classroom, clinical, or other settings:

- Causing physical harm to any member of the College community, on or off College premises, at College-sponsored activities, or threatening such harm.
- Engaging, or threatening to engage, in behavior that poses an immediate danger to the life, health, welfare, safety, or property of any member of the College community.
- Engaging in behavior that disrupts or interferes with normal College operations or College-sponsored activities, including but not limited to, studying, teaching, College administration, security, fire, police or emergency services, or behavior that consumes an inordinate amount of College staff time and/or resources.
- Exhibiting concerning signs after experiencing traumatic personal events (e.g. a death in the family, a major illness or injury, etc.)

The College has a Students of Concern Team (the Team) whose responsibility it is to identify, report, assess, and mitigate risks associated with concerning behavior by students. The Team may determine appropriate action to address the behavior including, but not limited to, evaluations, team assessments, emergency removals, institutional leaves of absence, or withdrawals from the College. It may also be determined that addressing the behavior through the Code of Conduct process is the appropriate course of action.

When faculty, staff, or students encounter a student exhibiting concerning behavior, they must communicate their concerns and observations to a member of the Team, who then communicates with the rest of the Team.

PROCEDURE

Overview

When a student exhibits concerning behavior, the College employs a team approach to determine the nature of the risk and any measures that can be taken to manage the risk. The College makes these determinations as the result of an individualized assessment. The College first seeks voluntary cooperation of the student, but, if necessary, takes involuntary action.

The purpose of the assessment is to inform decisions about the student's future participation in the College's programs and to assess the level of risk the student poses to the life, health, welfare, safety, or property of the College community. The College makes an individualized assessment, based on reasonable judgment, that relies on current medical knowledge or on the best available objective evidence, to ascertain: the nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures or, where applicable, the provision of auxiliary aids and services, will mitigate the risk.

Process

When a student is referred to the College for concerning behavior, the student is required to meet with a member of the Team. Following the meeting, the student may be referred to the Student Wellness Program. The student is expected to sign a consent form allowing the results of an evaluation to be shared with the appropriate College officials. Failure by the student to meet with the appointed member of the Team, or a counselor in the Student Wellness Program upon referral, is considered by the Team when determining the appropriate course of action going forward and may result in the student being administratively withdrawn.

The member of the Team who met with the student then convenes the Team to assess the situation and to offer an informed and caring response to the student exhibiting concerning behavior. The makeup of the Team in a particular situation may vary depending on the student's circumstances and other factors. The members of the Team to whom a report of concerning behavior can be made include the following:

- The Dean of Enrollment Management/Business Manager
- The Academic Dean
- The Student Services Officer
- The College Counselor

If an evaluation initiated by the College was undertaken, the qualified professional shares the outcome of the evaluation with the College Counselor. The Team then meets with the student, and the student has the opportunity to provide documents or other information related to the Team's assessment. At the student's expense, the student may also have an evaluation performed by another qualified health professional of the student's choice and provide the results thereof to the Team. If the student does not provide information or submit to an evaluation initiated by the College, the College proceeds with the documents or information it has available.

In reaching its decision, the Team considers what life, health, welfare, safety, or property concerns the student's behavior raises and whether the risks associated with those concerns can be managed by modifications, support measures, or accommodations. The Team may consider the imposition of a behavior contract, if appropriate, that may include, among other things, consultations with health care professionals or restrictions on participation in College activities. If the Team determines the student poses a risk to the life, health, welfare, safety, or property of any member of the College community, and that the risk cannot be mitigated by modifications, support measures, or accommodations, the student may be required to take an institutional leave of absence or withdraw.

A student may appeal the decision of the Team by utilizing the appeal procedure set forth later in these procedures.

Possible Courses of Action

A student exhibiting concerning behaviors is individually assessed and handled on a case-by-case basis. At all times, the College reserves the right to take action it deems necessary and in the best interest of protecting members of the College community. Possible courses of action are described below.

Student Remains Enrolled

The Team may determine that a student can remain enrolled at the College, as follows:

- *Remain enrolled with no behavior contract:* The Team's assessment may determine that the student already addressed or is able to immediately address the concerning behavior, in which case the Team may determine that no further action is required as long as the student's behavior does not occur again.

- *Remain enrolled with behavior contract:* The Team determines that a behavior contract is necessary in order to explain College expectations and make sure a student understands what he or she must do in order to continue as a member of the College community.

A behavior contract explains College expectations and provides a framework for what the student must do to continue as a member of the College community. It could have a variety of individually-tailored terms for the student based on the situation. Examples of what may be incorporated into a behavior contract include, but are not limited to, the following:

- Ongoing monitoring of student behavior
- A reduction of course load
- Specific course attendance requirements
- A reduction or elimination of participation in extra-curricular activities
- Restrictions from certain areas of campus
- Mandatory participation in the College's Student Wellness Program
- A commitment to meeting regularly with a counselor
- A commitment to remaining compliant with prescribed medication and meeting with the prescribing physician
- A commitment to meeting with the College Counselor for support and help navigating any campus concerns
- Signing consent forms allowing information from the student's medical provider to be shared with appropriate College officials
- Notification of emergency contact(s) for additional support
- A statement indicating that the student understands he or she must fulfill the stated commitments in order to remain enrolled at the College
- Any further requirements specified by the Team

The student and either the Academic Dean or the Dean of Enrollment Management/Business Manager sign the behavior contract, and a copy is provided to the student. Failure to follow the terms of a behavior contract may result in the student being withdrawn from the College.

Student Does Not Remain Enrolled

Other possible courses of action include those where a student does not remain enrolled at the College, as follows:

- *Institutional Leave of Absence:* The student may decide, with or without a recommendation by the Team, that an institutional leave of absence is preferred. An institutional leave of absence is typically for a specified period of time (e.g., the remainder of the semester) during which the student has an opportunity to obtain medical support to address the concerning behavior and underlying issues. If an institutional leave of absence is taken after a student has exhibited behavior covered by this policy, the student is informed in writing of return requirements.
- *Withdrawal:* A withdrawal occurs when a student agrees with a recommendation by the Team that withdrawal is the appropriate course of action. Withdrawal is typically more indefinite in nature (when compared to an institutional leave of absence), thus requiring the student to contact the College Counselor when the student believes he or she is ready to return to school. The student is informed of this, as well as any other conditions of return/readmission in writing.
- *Administrative Withdrawal:* An administrative withdrawal occurs when a student disagrees with a recommendation by the Team that withdrawal is necessary, and the College determines that it will initiate withdrawal despite this disagreement. The student is informed of any conditions of return/readmission in writing.

Following a determination that an individual poses a risk to the life, health, welfare, safety, or property of any member of the College community necessitating an institutional leave of absence, withdrawal, or administrative withdrawal, the College may require as a precondition to a student's return that the student provide documentation that he or she has taken steps to mitigate the previous behavior. The College may request records from the student and request permission to speak to the treating professional. The records and information that will be requested and required are determined on a case-by-case basis depending on what information is necessary to determine whether the student is able to return and fulfill the fundamental requirements of academic life.

If the College decides that the student is not allowed to return to the College following an institutional leave of absence, withdrawal, or administrative withdrawal, the appeal procedure set forth later in these procedures can be utilized.

Emergency Removal of a Student from Campus

The College recognizes that emergencies may arise when a student is exhibiting concerning behaviors. Such emergencies may create an immediate threat to members of the College community, and, therefore, may fall outside of the assessment procedure outlined above. Action to remove the student from the campus may be taken by the College, in cooperation with the student's emergency contact(s), if possible, and outside medical or psychiatric providers, if necessary. Involving the student in these actions may not be possible because of the nature and degree of the student's circumstances. Hospital evaluation and/or hospitalization may be required at the student's expense. Upon the student indicating an intent to return to the campus following a hospital evaluation or hospitalization, the assessment procedure outlined above is initiated.

Appeals

A student may appeal the decision of the Team or a decision not allowing the student to return to the College following an institutional leave of absence, withdrawal, or administrative withdrawal. In order to do so, the student must file a written appeal with the President/CEO within three (3) business days of the decision being made. The President/CEO issues a written decision to the student within a reasonable time frame. The President/CEO's decision is final.

APPEALS PROCESS

NON-ACADEMIC GRIEVANCE PROCEDURE

POLICY

Students may submit a grievance in response to non-academic related, issues, concerns, or unfair treatment.

PROCEDURE

Students may submit a non-academic grievance via the following process:

- Within 2 weeks of the incident, the student must:
  - meet with the other party to clarify the problem and attempt to reach a resolution.
  - if no resolution is reached, the student must contact the Student Development Committee (SDC) Chair(s) within one (1) week of meeting with the other party to request mediation.
- Within two (2) weeks of contact by the student, the SDC Chair(s) schedules a meeting to mediate a resolution between the parties.
- When mediation does not lead to resolution, the student may submit a request for a hearing within one (1) week.
  - Students will follow the Hearing Procedure Policy to proceed with a hearing.

Students who feel they have been discriminated against should follow the Non-Discrimination/Equal Opportunity Policy procedure/process.

GRADUATE NON-ACADEMIC GRIEVANCE PROCEDURE

POLICY

Graduate students may submit a written non-academic grievance in response to perceived unfair/discriminatory treatment.

PROCEDURE

Students perceiving unfair/discriminatory treatment must:

- Meet with the other party to clarify the problem and attempt to reach a resolution within 10 business days of the incident.
- Contact the Chair of the Master of Science in Nursing (MSN) Program Committee within 5 business days of unsuccessful resolution.

The Chair of the MSN Program Committee schedules a meeting, within 10 business days of contact, to mediate a resolution between the student and the other party.

When mediation does not lead to resolution, the student may submit a written request for a hearing to the Chair of the MSN Program Committee. The request for a hearing must be submitted within 10 business days of mediation and include:

- 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.

HEARING PROCEDURE

POLICY

Students may request and be provided a hearing when not satisfied with the findings of the Student Services Officer's investigation, findings, and decision regarding a non-academic or academic grievance.

PROCEDURE

Prior to the Hearing

Student Services Officer Responsibilities

Within ten (10) business days of receiving the written request for a hearing from the Chair of the Student Development Committee, the Student Services Officer:

- Notifies the Dean of Enrollment Management/Business Manager that the request has been filed.
- Notifies the Chair of the Master of Science in Nursing (MSN) Program Committee that a request has been filed by a graduate student.
- Appoints an Appeals Committee consisting of two faculty and two students not involved in the situation.
    - The appeals Committee for graduate students consists of two Graduate Program faculty and two graduate students.
- Notifies the other party (respondent) of the request for hearing has been filed in regard to grievance:
- Sends copy of student statement to respondent
- Contacts the student and/or respondent, in writing, to determine whether either party intends to have an advisor present for the hearing.
- Notifies all involved, in writing, regarding the:
    - Date, time, and location of the hearing.
    - Order for the presentation of statements and questions by the participants.

Student/Respondent Responsibilities

Within one week of receipt of the above, the student and/or respondent:

- May challenge the composition of the committee.
- Notify the Student Services Officer, in writing, of intent to be accompanied by an advisor, including the:
    - Name and occupation of the advisor.
    - Relationship of the advisor to the party (not a lawyer as this is an internal process, not a civil proceeding).

Advisor Responsibilities

The responsibilities of the student/respondent advisor before/during the hearing include:

- Counselling the student or respondent prior to the hearing.
- Conferring with the advisee during the hearing.
- Addressing the committee only by express request of the committee.

Appeals Committee Responsibilities

Prior to the hearing, the Appeals Committee will:

- Determine necessity and appoint a replacement for a challenged committee member (in conjunction with the Student Services Officer).
- Read the student statement describing the grievance.

During the Hearing

Student Services Officer Responsibilities

The Student Services Officer will:

- Remind all participants of confidentiality requirements and to disable all video and audio recording devices.
- Limit those present in the hearing to:
    - Members of the Appeals Committee.
    - Student.
    - Respondent.
    - Advisors.
- Call witnesses as needed.
- Approve advisor response to the committee.
- Direct the discussion and questions to topics germane to the issue.
- Excuse everyone from the room so that the committee may deliberate.

- Request the student, respondent, advisors, and witnesses to remain available for the committee during the deliberations.
- Dismiss everyone when the committee decision has been reached.

Appeals Committee Responsibilities

During the hearing, the Appeals Committee will:

- Listen to statements.
- Ask questions to clarify/validate.
- Deliberate when all information has been exchanged.
- Recall the student, respondent, and/or witnesses, as needed, to clarify/validate issues for a decision.
- Reach a majority decision/judgment by answering the following questions:
  - Was the student treated fairly?
  - Were actions taken by the involved parties in accordance with established College policy?

Following the Hearing

Appeals Committee Responsibilities

At the conclusion of the hearing, the Appeals Committee will:

- Submit a final report to the Student Services Officer describing:
  - Conclusions.
  - Final recommendations.
- Send copies of the final report to the:
  - Dean of Enrollment Management/Business Manager.
  - Chair of MSN Program Committee (graduate students only).
  - Student.
  - Respondent.

Student/Respondent Responsibilities

Within one week of receipt of the above, the student and/or respondent may appeal by submitting a written request to the President/CEO of the College.

President/CEO Responsibilities

As deemed appropriate, the President/CEO will:

- Review the hearing proceedings to determine:
  - Proper procedures were followed.
  - Due process was accorded.
- Rule the appeal process as complete if it is determined:
  - Proper procedures were followed.
  - Due process was accorded.
- Rule another hearing be initiated if it is determined:
  - Inappropriate use of procedures occurred.
  - Lack of due process was accorded.

The decision of the President/CEO is final and will be sent to the student within two weeks of receipt of appeal.
NOTICE: If the student fails to meet the appeal timeline(s), right to appeal is forfeited.

FINANCIAL AID

FINANCIAL AID

GENERAL INFORMATION

The contact persons for assistance with financial aid at the College are:

Financial Aid Coordinator
Erin McHargue
Blessing-Rieman College of Nursing and Health Sciences
EMcHargue@brcn.edu
(217)228-5520, ext. 6993

Financial Aid Assistant
Jane Cleaves (2019)
Financial Aid Assistant
BS, Quincy University
Blessing-Rieman College of Nursing and Health Sciences
jcleaves@brcn.edu
(217)228-5520, ext. 6994

Student Accounts Representative
Nancy Campbell
Blessing-Rieman College of Nursing and Health Sciences
NCampbell@brcn.edu
(217)228-5520, ext. 6996

APPLICATION PROCESS FOR FINANCIAL AID

- File a Free Application for Federal Student Aid (FAFSA).
- Illinois residents apply for the Illinois Student Assistance Commission Monetary Award on the FAFSA, which releases information to the state.

FAFSA School Code: 006214

STUDENT FINANCIAL AID PACKAGING

POLICY

The Financial Aid Office packages student financial aid according to student eligibility and need.

PROCEDURE

Any student or prospective student who wishes to be considered for financial aid at the College should complete a Free Application for Federal Student Aid (FAFSA) and submit the application to the FAFSA Processing System (FPS). Students are strongly encouraged to submit their FAFSA online at www.studentaid.gov.

Determining Financial Aid Award Eligibility

- After a student submits the FAFSA to the Federal Student Aid, FPS analyzes the student's FAFSA information and determines a student's SAI Student Aid Index (SAI).
- The SAI is a formula-based index number ranging from –1500 to 999999. Where the SAI falls within the SAI range helps determine the type of financial support needed.
- Aid applications are processed in the Financial Aid Office on an individual basis. All required elements and eligibility criteria are reviewed and the appropriate funds are allocated to the student upon completion.

The award packaging covers a student's financial need with different types of financial aid. A student's need is therefore funded on a first-come, first-served basis, based on fund availability. Funds are distributed in the following sequence: The Pell Grants is considered to be the first source of aid to the student, therefore packaging Federal Student Aid, FSA, funds begins with Pell eligibility.

When the Financial Aid Office is notified that the student is a recipient of any types of scholarships, it is added to the student award's as part of Estimated Financial Aid (EFA) after the calculation of the Federal Pell Grant (If applicant is Pell eligible). Aid is packaged in the following order:

1. Federal Pell Grant
2. Scholarships
3. Federal Supplemental Educational Opportunity Grant (FSEOG)
4. IL State MAP Grant
5. Federal Direct Subsidized Loan
6. Federal Direct Unsubsidized Loan
7. Federal Direct Parent Loans for Undergraduate Students (PLUS)
8. Private Loans

Financial need is determined by subtracting the SAI from the Cost of Attendance.
Cost of attendance is the College's estimate of a student's educational expense for the period of enrollment. Cost of attendance includes tuition and fees, an estimate of the amount a student will pay for other costs such as food and housing, books and supplies, transportation, personal expenses, and childcare if applicable.
The College may not award more financial aid than a student's Cost of Attendance budget.
All costs are based on limitations to the amounts and other criteria set forth in the Federal Regulations.

DEFINITION OF AN ACADEMIC YEAR FOR FINANCIAL AID PURPOSES

POLICY

The College academic year consists of a fall and spring semester (each at least 15 weeks in length) with an 8-week summer semester acting as a trailer to the Academic Year. The full academic year is 24 credit hours and between 30-32 weeks long.

PROCEDURE

Fall semester courses run from mid-August through early-December and Spring semester courses run from mid-January through early-May. Summer courses run from late-May through late-July. The financial aid award year begins July 1 and ends June 30.
To be full time for the fall and spring, the student must enroll in at least 12 hours for Undergraduate and 9 hours for Graduate.

Undergraduate	Academic Year Fall & Spring		Graduate	Academic Year Fall & Spring
Full Time	12 or more hours		Full Time	9 or more hours
Three Quarter Time	11-9 hours		Three Quarter Time	8-7 hours
Half Time	8-6 hours		Half Time	5-6 hours
Less than Half Time	5 or less hours		Less than Half Time	4 hours or less

AWARDING OF BLESSING FOUNDATION SCHOLARSHIPS AND GRANTS

POLICY

Students are awarded funds from the Blessing Foundation to satisfy the eligible amount of free financial aid received at the College to be comparable with partner institutions.

PROCEDURE

The following process is used for the request and awarding of Blessing Foundation scholarships and grants.

Request for Scholarships and Grants

In order to calculate the funds needed for submission to the Blessing Foundation for scholarships and grants: Student Financial Aid Offers (FAO) are requested from Culver-Stockton College and Quincy University (partner institutions) for the current sophomore students.

- Aid to be awarded is calculated using the sophomore FAO from the partner institution

- Sophomore students are required to fill out a Financial Aid Application.

A student roster is generated to determine eligibility to receive scholarships/grants, including the following information:

- Transcript(s).
- Financial Aid Application;
- Sophomore FAO.

Eligible students must:

- Maintain a minimum Cumulative Grade Point Average of 3.0.
- Meet required criteria of grant/scholarship as defined by the donor, as applicable.

The Dean of Enrollment Management/Business Manager approves the list of scholarship and grant recipients and submits the grant request to the Blessing Foundation office in May/June with the estimated cost of aid required for the upcoming year.

Awarding of Scholarships & Grants

An itemized listing of scholarship and grant funds is received from Blessing Hospital Fiscal Services Department after approval is received from the Blessing Foundation Board and awards are distributed by the FAO to recipients. A press release is published during the Fall semester recognizing the Blessing Foundation and recipients.

BLESSING EDUCATIONAL REVOLVING FUND (BERF) LOAN GUIDELINES

POLICY

Available BERF Loans are awarded and distributed to eligible students.

PROCEDURE

BERF Loans were established to provide eligible students the opportunity for assistance in funding specific educational expenses.

The Financial Aid Coordinator and Dean for Enrollment Management/Business Manager have the final authority in awarding BERF Loans:

- BERF Loans are subject to budgetary funding limits.
- Interest rates are reviewed annually.
- Preference for available funds is given to nursing students.

Loan Guidelines

Specific guidelines are followed for award and distribution of BERF Loans.

Eligibility

- On-Campus students
  - Nursing Students
  - Health Sciences Students
- Distance Education/Online program students (must have a permanent address within a 65-mile radius of the College)
  - RN-BSN
  - MSN

Application

To apply for the BERF Loan, students must:

- Apply *no later* than 3 weeks after the first day of classes each semester (fall, spring, and summer).
- Complete the BERF Loan application and submit it to the Financial Aid Office.
- Be currently enrolled in an eligible program.
- Be in good standing.
- File the Free Application for Federal Student Aid (FAFSA) to determine Federal/State eligibility.
- Demonstrate personal credit worthiness.

Allowable Expenses

BERF Loans are restricted to use for the following educational expenses:

- Tuition
- Required Fees
- Books

Loan Limits

The following are limits to the award and distribution of BERF Loans:

- Students may borrow up to 100% of loan eligibility calculated after the following have been applied:
  - State of Illinois Monetary Award Program (MAP) funds
  - Federal Grants
  - All other scholarships and grants
- Books- $1000 limit per semester

BERF Loan Deferment

Students must complete a deferment request form if enrolled at least half-time in any institution of higher education.

Enrollment is also verified through the National Student Clearinghouse.

Loan Forgiveness Eligibility

Forgiveness eligibility guidelines are provided in the Blessing Hospital HR Policy, *Loan and Forgiveness-Blessing Educational Revolving Loan*.

All borrowers using the BERF Loan and Blessing Hospital forgiveness benefits may be subject to future tax consequences.

ILLINOIS MONETARY AWARD PROGRAM (MAP) GRANT

POLICY

MAP grants are awarded to Illinois residents attending an undergraduate program at an in-state college or university. These need-based grants are funded by the State of Illinois and administered by the Illinois Student Assistance Commission (ISAC).

PROCEDURE

Illinois residents apply for the MAP grant by submitting a FAFSA every year. Students who are not eligible to file the FAFSA should complete the Alternative Application on the ISAC website. It is to your advantage to apply as early as possible as funding is limited and must be disbursed before a semester cut-off date. Please visit ISAC's website (https://www.isac.org/students/during-college/types-of-financial-aid/grants/monetary-award-program/#Filing_Deadline_Dates) for updates on filing deadlines.

Students must have a Student Aid Index (SAI) as listed on the ISAC website to qualify. The current maximum award amounts for each academic year are also found on the ISAC website. The award is restricted to tuition and mandatory fees.

Award Information

By applying for financial aid and agreeing to share that information with the Illinois Student Assistance Commission (ISAC) students are considered for the State of Illinois (IL) Monetary Award Program (MAP) Grant. If a student is determined to meet the eligibility criteria for the MAP grant, an award is included on the Financial Aid Offer. This award may be an estimate made by the financial aid office and, if so, is identified as a "State of IL MAP Grant (Est)". MAP grants are limited based on the number of applicants and funding levels appropriated by the Illinois General Assembly.

Eligibility for a MAP grant is tracked by the equivalent number of semester credit hours of MAP benefits paid on the student's behalf. This is called MAP Paid Credit Hours. Payment for each term is being made according to the equivalent number of credit hours eligible for MAP payment, with a minimum of 3 and a maximum of 15 MAP Paid Credit Hours. If a student is enrolled in fewer than 15 credit hours, your award will be prorated. The maximum number of MAP Paid Credit Hours that can be received is capped at 135, or the equivalent of 4.5 full-time semesters. Once this maximum is reached, a student is ineligible for future MAP Grant payments.

If a State of IL MAP Grant (Est) is not included in your award letter, you are not eligible for the grant at the College.

IL Residency Requirements/Verification

All recipients of the Monetary Award Program (MAP) grant must be residents of the State of Illinois.

Dependent Students

- For a dependent student to be considered an Illinois resident in order to receive a grant:
  - The parent of the dependent student who is required to complete the Free Application for Federal Student Aid (FAFSA) must physically reside in Illinois and Illinois must be his/her true, fixed, and permanent home.

Independent Students

- For an independent student to be considered a resident of Illinois s/he must have physically resided in Illinois for 12 continuous full months immediately prior to the start of the academic year for which assistance is requested and Illinois must be his/her true, fixed, and permanent home.

FAFSA Verification of IL Residency

The completed FAFSA has data elements to assist the Financial Aid Office in verifying a student's Illinois residency for eligibility in the MAP Program.

The data elements are as follows:

- Student Item 14: Student's state of legal residence
- Student Item 4: Student College or Career School Plans
- Parent Item 33: Parent State of Legal Residence
- Student Item 23: Your colleges

Illinois Residency Documentation

The following are examples of documents that may be collected for verification of Illinois residency. For an independent student, the documentation must indicate that the student resided in Illinois for the relevant 12 continuous, full months prior to the beginning of the school's academic year. The College may choose to request documents that are in addition to, or instead of, those listed below:

- Parent's (or student's, if independent) valid State of Illinois income tax return or federal tax transcript;
- Illinois high school or Illinois college transcript;
- Illinois driver's license;
- Utility or rent bills in the applicant's (or parent's) name;
- Illinois auto registration card;
- Wage and tax statements (IRS Form W-2);
- Statement of benefits history from the Illinois Department of Healthcare and Family Services;
- Residential lease in the applicant's (or parent's) name;
- Statement of benefits from the Illinois Department of Employment Security;
- State of Illinois Identification Card issued by the Secretary of State;
- Statement of benefits from the Social Security Administration;
- Illinois voter's registration card;
- Property tax bill; or
- IRS Form 1099-Miscellaneous Income Statements.

If a student is a resident of Illinois, but the institution cannot determine this fact, the student or the College may verify residency through ISAC's appeal process.

Reconciliation

The BRCN Financial Aid Office conducts reconciliation monthly (when disbursements are made).

- Reports are run from CAMS each month and compared to the Student Payment List and Vouchers received from ISAC.
- The Financial Aid Coordinator has an Excel spreadsheet that is updated as changes occur to ensure accuracy in amounts requested/returned.
- The Bursar/Student Accounts Representative receives a copy of the amount paid by the Financial Aid Coordinator and then confirms that amount in CAMS and what was deposited by the State of IL.
    - The Bursar/Student Accounts Representative posts the payments as received to the student's account after confirmation of the amounts.

Refunds

Refunds that are identified in the reconciliation process, are returned to ISAC no later than 60 days following the end of the academic term unless ISAC has already deducted outstanding refunds from institutional payment requests during the applicable fiscal year.

For complete information on the Illinois MAP Grant, visit isac.org.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

POLICY

Students at the College may be eligible for and awarded FSEOG.

PROCEDURE

Students apply for FSEOG by filing a Free Application for Federal Student Aid (FAFSA) form. Students must renew applications by submitting the FAFSA form each year and may be awarded FSEOG if the following conditions are met:

- Lowest Student Aid Index (SAI) on the FAFSA
  - For need purposes, a negative SAI will be treated the same as a zero SAI
- Undergraduate student
- Full-time enrollment status
- Valid Institutional Student Information Record (ISIR) on file
- Eligible for the Federal Pell Grant
  - If FSEOG funds remain and all Federal Pell Grant recipients have been awarded FSEOG, remaining funds can be awarded to students who do not receive Federal Pell Grants.

The Financial Aid Office requests and maintains all necessary documents when a student is selected for verification on the FAFSA. FSEOG is awarded after verification is completed within 30 days of receipt of notification.

The maximum amount of FSEOG awarded is $750 per academic year. FSEOG is disbursed to student accounts based on census date enrollment status. The Student Accounts Office credits funds to student accounts and draws down funds from the Department of Education to be used for payment. The College matches the federal allocation of FSEOG by 25% as required by federal regulation.

SATISFACTORY ACADEMIC PROGRESS

POLICY

Federal regulations require Blessing-Rieman College of Nursing and Health Sciences (the College) to establish a Satisfactory Academic Progress (SAP) policy to ensure all students receiving financial aid are making reasonable progress toward completing their degree.

Students who are not achieving the required cumulative Grade Point Average (GPA) or not successfully completing their education program at the required pace will have a grace period of one semester to continue receiving Title IV or state aid. The review of a student's SAP status is based on the entire academic record, even if the student did not receive financial aid for previous semesters of enrollment.

PROCEDURE

Standards of Measuring SAP

Qualitative (GPA) Measurement

Undergraduate and graduate students: A full-time degree-seeking student is considered to be in good academic standing if he or she maintains the minimum cumulative GPA.

Students readmitted to the College or returning from a 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 undergraduate bachelor degree program students must have a 2.7 cumulative GPA at the end of each term.

Full-time, part-time, and three-quarter time undergraduate associate degree program students must have a 2.5 cumulative 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.

Full-time, part-time, and three-quarter time graduate students must have a 3.0 cumulative GPA at the end of each term.

For the graduate program, an academic year is considered to be 18 hours for full-time students, 12 hours for three-quarter time students, and 8 hours for part-time students.

Quantitative (Pace) Measurement

The Quantitative Measurement defines the pace at which a student must progress to ensure education program completion within the maximum time frame (150% of the published length of the program). If pace falls below 67%, a student is not making satisfactory academic progress. There are two components of pace: proof of academic progress and maximum time frame.

Proof of Academic Progress Requirement

Undergraduate and graduate students are considered to be making academic progress by having a course completion rate of 67% or greater. If a student changes enrollment status between full-time and part-time, his or her pace requirement is determined individually by the financial aid office. For undergraduate transfer students,

hours accepted must be counted as both attempted and completed hours. All classes dropped after the census date of a term show a W on the student's transcript and are considered attempted hours. The final percentage is rounded to the nearest whole number.

Pace is calculated as follows: $\frac{\text{Cumulative number of successfully completed hours}}{\text{Cumulative number of attempted hours}}$

Example: 47 hours attempted and 32 completed = cumulative pace 68%

Maximum Time Frame Requirement

Students 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, a student cannot receive financial aid for more than 186 attempted hours for a program that has a published length of 124 hours. Once it is determined that a student cannot complete the program requirements within the maximum time frame, that student becomes ineligible for Title IV aid immediately and is not put on Financial Aid Warning. Transfer hours are calculated in the maximum time frame requirement. The 150% maximum time frame can be appealed.

Evaluation of Satisfactory Academic Progress

Academic progress is monitored for each student (regardless of whether they are receiving financial aid) at the conclusion of each term of 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. Title IV and state aid can be renewed each year provided that 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 demonstrates financial need on the Free Application for Federal Student Aid (FAFSA). Institutional awards can be renewed each year provided that the student 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).
- Credit hours for courses for which an incomplete is granted do not count as hours completed, but do count as hours attempted.
- All classes dropped after the census date show a W on the student's transcript and are considered attempted hours.
- 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. Financial aid may be awarded to retake a class for which a student earned a grade of 'F.' Financial aid may be awarded one time to retake a class for which a student earned a grade 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 English as a Second Language (ESL) courses are not taken into consideration.
- Transfer hours count as both attempted and completed hours.

Second Bachelor's Degree

A student who currently holds a bachelor's degree and returns for a second bachelor's degree is considered an undergraduate for financial aid. Any student pursuing a second bachelor's degree is subject to both the 150% time frame and the 2.70 CGPA requirements.

Consequences of Failing to Meet SAP Requirements

Students who fail to make SAP are placed on Financial Aid Warning, Financial Aid Probation, or Financial Aid Suspension. When a student fails to achieve SAP and his or her eligibility for financial aid is impacted, the Financial Aid Coordinator notifies the student regardless of whether the student is receiving financial aid.

Financial Aid Warning: This status is assigned by the College to a student who fails to make SAP at the end of the term. The student continues to receive Title IV and state aid for one term. No appeal is necessary for this status. At the conclusion of the warning term, the student must meet SAP requirements to continue receiving Title IV and state aid.

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 term), is granted an appeal, and has eligibility for Title IV aid reinstated. The College sets forth an academic plan the student must follow. At the conclusion of the probation period, the student must meet the terms of his or her academic plan or is placed on Financial Aid Suspension.

Financial Aid Suspension: This is a status assigned by the College to a student who fails to make SAP after being on Financial Aid Warning or Financial Aid Probation. This status can also be assigned to a student whose appeal is denied. 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 is reinstated. An appeal may be filed by the student under Suspension status.

SAP Appeal Process

A student who is not meeting the College's SAP standards may petition the College 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 are not considered. Students should include supporting documentation such as letters from outside sources. Appeals for lack of pace or maximum time frame are considered for extenuating circumstances such as death of a relative, student injury or illness, or other special circumstances. Appeals should be submitted in writing to the Financial Aid Coordinator.

Appeal Approved: The student must agree to follow the Personalized Academic Plan. The student's Title IV aid is reinstated as outlined in the academic plan.

Appeal Denied: The student is not eligible for Title IV, state, or institutional funding. Financial aid is reinstated once the student makes up all deficiencies. All appeal decisions are final. A student may not appeal a denial.

Appeal Committee: This committee consists of the Financial Aid Coordinator, the Dean of Enrollment Management/Business Manager, and the Academic Dean.

Personalized Academic Plan: This plan is determined by the Appeal Committee. At a minimum it must include the specified number of credit hours and cumulative GPA to be earned at the end of each term. The student's compliance with the plan is monitored by the Appeal Committee.

DIRECT LOAN ENTRANCE AND EXIT COUNSELING

POLICY

Students who borrow Direct Loans must complete entrance loan counseling and/or exit loan counseling.

PROCEDURE

The following processes are used for entrance and exit loan counseling.

Entrance Counseling

First-time borrowers of Direct Loan and Direct Graduate PLUS Loans are required to complete entrance loan counseling before loan funds are disbursed.

The Financial Aid Office notifies first-time borrowers that they are required to complete entrance loan counseling in the Financial Aid Award Letter. Additional letters and/or emails are sent as a courtesy reminder to students.

Entrance loan counseling is completed at www.studentloans.gov by following these steps:

- Sign in using Federal Student Aid (FSA) ID.
- Select "Complete Counseling."
- Complete the steps and submit.

Confirmation of completed entrance loan counseling is transmitted to the College within 3 business days.

The Financial Aid Coordinator is available during posted office hours to answer questions students may have after completing counseling.

Note: Students who have previously borrowed at another institution are not required to complete entrance loan counseling.

Exit Loan Counseling

All student borrowers are required to complete exit loan counseling upon:

- Graduation.
- Withdrawal.
- Failure to return for a subsequent semester.
- Enrollment below half time.

The Financial Aid Office notifies the student about exit loan counseling requirements by mail or email.

Exit loan counseling is completed online at www.studentloans.gov by following these steps:

- Sign in using FSA ID.
- Select "Complete Counseling."
- Complete the steps and submit.

Confirmation of completed exit loan counseling is transmitted to the College within 3 business days.

The Financial Aid Coordinator is available during posted office hours to answer questions students may have after completing counseling.
Note: Student borrowers are encouraged to attend an in-person exit interview with the Financial Aid Coordinator upon leaving the College. During the exit interview, the student receives information regarding his or her loan balance and repayment information.

STUDENT RIGHTS AND RESPONSIBILITIES

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.

COST OF COLLEGE AND COST OF ATTENDING COLLEGE

The Student Accounts Representative/Bursar 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.

LOAN DEFAULT AND PAYMENT

POLICY

Students in loan default status are required to make arrangements for payment of institutional charges.

PROCEDURE

Students in default status on any federal student loan or the Blessing Education Revolving Fund (BERF) loan:

- Are not eligible to receive federal student loans.
- Are not eligible to receive the BERF loan.
- Are required to have payment arrangements in place before beginning courses.
    - Students enrolled in payment plans must make scheduled payments or will be ineligible to enroll in classes until all outstanding balances are paid in full.
- Students with an outstanding balance may not be eligible to receive course grades and/or transcripts.

Admission is based on academic criteria. Financial aid status for ability to pay is totally independent of admission criteria.

OFFICIAL TRANSCRIPTS AND FINANCIAL AID DISBURSEMENT POLICY

POLICY

All official transcripts must be received by the Office of the Registrar, and on file, prior to disbursement of institutional, state, and federal financial aid.

PROCEDURE

Official transcripts include those from all previously attended colleges and/or universities.

Estimated financial aid statements are provided until all official transcripts are received.

Official financial aid statements are issued, and aid disbursed, to student accounts upon receipt of all official transcripts.

The following are not considered as official transcripts:

- Transcripts marked "Issued to Student."
- Transcripts in an opened/unsealed envelope.
- Paper grade reports.
- Faxes.
- Online grade downloads.

Joint Programs

Students in joint programs with Culver-Stockton College or Quincy University submit all official transcripts to the respective partner institution prior to enrollment; and are considered official at the point of acceptance into the joint program.

BRCN Programs

BRCN program students must submit official transcripts from all colleges previously attended to be considered for admission.

PAYMENT OF STUDENT ACCOUNTS

POLICY

Students are responsible for all charges incurred while attending the College.

PROCEDURE

Tuition and Fee Statements

Tuition and fee statements are sent to all registered students each semester. All state, federal, and institutional aid is applied to students' accounts up to the cost of tuition and fees. Students are responsible for any remaining balance. The full payment of semester charges is due the first day of classes unless prior arrangements have been made with the Student Accounts Office.

Payment Options

Payments can be made:

- Online at www.brcn.edu/billpay
- Debit/Credit Card in person or by phone
- Checks made payable to BRCN

Failure to Pay Account Balance

Students with delinquent account balances may have their grades and transcripts withheld and will not be allowed to enroll for the next semester until all outstanding balances are settled.

Only those students who have paid all bills or made satisfactory payment arrangements for the semester will be allowed to attend classes. Students enrolled in a payment plan who do not make payments as scheduled may be withdrawn from classes. Students having difficulty paying bills are to contact the Student Accounts or Financial Aid Office.

Transcripts and/or diplomas may be withheld for students who withdraw or graduate from the College with unpaid bills.

Student account balances are available from the Student Accounts Office. Failure to receive a bill does not relieve the student's obligation for payment.

Culver-Stockton College/Quincy University

Please refer to your partner campus policies for statement and payment guidelines.

INSTITUTIONAL REFUNDS

POLICY

Students may be eligible for tuition and/or institutional financial aid adjustments when enrollment changes occur.

PROCEDURE

Students withdrawing from all courses must do so by completing the Withdrawal form available from the Registrar's Office. Students are responsible for paying full tuition following any unapproved withdrawal or dismissal or suspension for disciplinary reasons. Students who abandon all courses without completing the term and do not complete the official withdrawal procedures at or before the 60% mark of the term are not entitled to a refund. A full tuition refund is granted for the term in the case of non-attendance. Refunds are only for tuition costs. Fees are not included.

Students formally withdrawing during the term are eligible for tuition adjustments according to the following schedule:

- Withdrawal during the first week of the term: 100% refund.
- Withdrawal during the second week of the term: 90% refund.
- Withdrawal during the third or fourth week of the term: 50% refund.
- Withdrawal during the fifth through eighth week of the term: 25% refund.
- Withdrawal after the eighth week of the term: 0% refund.

Students withdrawing from a course at any time after registration must do so by completing the Add/Drop form that is available from the Registrar's Office.

Students formally withdrawing during a three-, four-, or eight-week course, whether interim, fall, spring, or summer term, are eligible for tuition adjustments according to the following schedule:

- Withdrawal during the first week of the course: 100% refund.
- Withdrawal after the first week of the course: 0% refund.

Once classes are in session, the student is responsible for payment unless the add/drop or withdrawal procedures have been completed.

There will be no refund of charges or adjustments to aid if a course(s) moves from in-person learning to online learning due to extenuating circumstances.

The Institutional Refunds Policy of the College is separate from considerations relating to the Return of Title IV (R2T4) Funds Policy, and either policy may result in a student owing a debt to the College.

Withdrawal due to Hardship

If a student must withdraw due to physical or financial hardship, the College will work with the student to limit the debt owed by the student to the extent possible based on the unique circumstances and facilitate future re-enrollment. Tuition may be reduced on a prorated basis. Students considering or seeking a hardship withdrawal are strongly encouraged to meet with a financial aid counselor as soon as possible.

A hardship is an unforeseen circumstance beyond the student's control that has a significant impact on the student's ability to continue in their course(s) and be successful. Hardships may be physical or financial. Examples of hardships include, depending on circumstances:

- Serious injury or illness.
- Chronic illness.
- A medical issue of a family member in which the student has become a part-time or full-time caretaker of that family member.
- Mental health condition.
- Sudden or consistent lack of transportation.
- A significant cost of living increase.

To initiate the hardship withdrawal process, the student must provide documentation related to the hardship. Please contact your advisor to determine appropriate documentation depending on relevant circumstances. Examples of appropriate documentation may include information from a licensed healthcare provider, hospital records, accident reports, obituary, court documents, or other appropriate means. The hardship withdrawal application and supporting documentation must be submitted by the last day of the semester in which the student is requesting the withdrawal.

Hardship withdrawal process:

Complete a Hardship Withdrawal Application (and submit any necessary supporting documentation as mentioned above)

- The application will then be reviewed by the Hardship Withdrawal Review Board.
  - The Hardship Withdrawal Review Board consists of the student's Advisor, the Financial Aid Coordinator, the Bursar, and Dean of Enrollment Management/Business Manager.
  - Reviewers may verify the supporting documentation and/or request to interview the student-applicant.
  - Decisions are communicated to the student-applicant via College email accounts within four to six weeks

If a student who previously withdrew due to physical or financial hardship later chooses to re-enroll, the College is committed to assisting such students and making individualized assessments on a case-by-case basis. Students may contact the Office of Financial Aid by phone (217-228-5520 X6993) or email (finaid@brcn.edu) to discuss the student's financial obligations and eligibility for future aid. Students may also contact the Registrar's Office by phone (217-228-5520 X6962) or email (registrar@brcn.edu).

RETURN OF TITLE IV (R2T4) FUNDS

POLICY

For each student who withdraws from the College, a Return of Title IV (R2T4) calculation must be completed for the return of Title IV funds awarded for that term.

PROCEDURE

How a Withdrawal Affects Financial Aid

Pell Grant, Federal Supplemental Educational Opportunity Grant, Unsubsidized Stafford Loans, Subsidized Stafford Loans, and Parent PLUS Loans (Title IV federal aid) are awarded under the assumption that a student will remain in classroom attendance for the entire term for which the funds were awarded. A student may find it necessary to withdraw from all courses during a term. This policy applies to all students who begin attendance but do not complete any courses during a term and receive Title IV Federal Student Aid funds.

When a student withdraws from courses for any reason, he or she may no longer be eligible for the full amount of Title IV funds that he or she was originally scheduled to receive. Students who receive federal aid and do not complete their courses during a term may be responsible for repaying a portion of the aid they received.

Unofficial Withdrawals

Title IV aid recipients who fail to withdraw but stop attending courses are considered unofficial withdrawals. The College must calculate the earned amount based on the last day of attendance of the term. If the student stopped attending prior to the 60% mark of the term, the student is billed for the outstanding charges as a result of the R2T4 calculation. Unofficial withdrawals are processed within 30 days of determining the student was an unofficial withdrawal.

Withdrawals and Institutional Refunds

Based upon the withdrawal date, students may receive a full or partial refund of their tuition and fees. The College's Institutional Refunds Policy is separate from considerations relating to the Return of Title IV (R2T4) Funds Policy, and either policy may result in a student owing a debt to the College.

Determining Aid Earned

The College, the student, or both may be required to return some or all of the federal funds awarded for that semester if the student withdraws. The federal government requires a return of Title IV federal aid received if the student withdrew on or before completing 60% of the term. Federal funds, for the purposes of this federal regulation, include Pell Grant, Federal Supplemental Educational Opportunity Grant, Unsubsidized Stafford Loans, Subsidized Stafford Loans, and Parent PLUS Loans. The formula used in the R2T4 calculation divides the aid received into earned aid and unearned aid.

A student earns financial aid in proportion to the time he or she is enrolled up to the 60% mark. The percentage of Title IV federal aid to be returned (unearned aid) is equal to the number of calendar days remaining in the term when the withdrawal takes place divided by the total number of calendar days in the term. If a student was enrolled for 20% of the term before completely withdrawing, 80% of Title IV federal aid must be returned to the aid programs.

The percent earned is equal to the number of calendar days completed up to the withdrawal (officially or unofficially) date divided by the total number of calendar days in the term/payment period. Breaks of 5 days or longer are not included in the count of total days in the payment period.

- Earned Percent = Number of Days Completed ÷ Total Days in Payment Period.
- Unearned Percent = 100% - Earned Percent.

As a result of a withdrawal, students who received federal funds are required to repay unearned aid. The repayment calculation is performed utilizing the federal government's repayment worksheet. The worksheet is available on the Information for Financial Aid Professionals (IFAP) website.

For a student who withdraws after the 60% mark, there is no unearned aid. However, the Financial Aid Office must still complete the R2T4 calculation in order to determine whether the student is eligible for a post-withdrawal disbursement.

The Financial Aid Office recalculates the Federal Pell Grant and campus-based aid when a student does not begin attendance in all courses scheduled in the payment period (for example, second eight-week course). The recalculated amounts are used in the R2T4 calculation.

In compliance with federal regulations, the Financial Aid Office performs the R2T4 calculation within 30 days of the student's withdrawal, and funds are returned to the appropriate federal aid program within 45 days of the withdrawal date. An evaluation is completed to determine if aid was eligible to be disbursed but had not been disbursed as of the withdrawal date. If the student meets the federal criteria for a post-withdrawal disbursement, the student is notified of his or her eligibility within 30 days of determining the student's date of withdrawal. If the eligibility is for a grant disbursement, the funds are disbursed within 45 days of determining the student's date of withdrawal. If the eligibility is for a loan, the student is notified in the same time frame, but he or she must also reply to the Financial Aid Office if he or she wishes to accept the post-withdrawal loan obligation. A post-withdrawal disbursement of any funds are first used toward any outstanding charges before any funds are returned to the student. If after the Return to Title IV funds and the institutional refund calculations are applied to the student's account and a credit balance results, the credit balance will be disbursed as soon as possible but no later than 14 days after the date of the Return to Title IV calculation is performed.

Order of Return to Federal Aid Programs

In accordance with federal regulations, unearned aid is returned to the federal programs in the following order:

- Federal Direct Loans: Unsubsidized, then Subsidized.
- Federal Direct Parent Loans.
- Federal Pell Grant.
- Federal Supplemental Educational Opportunity Grant.

Student Notification of Repayment

The student and the College are both responsible for returning unearned federal financial aid to the federal government. The College returns funds on the student's behalf to the appropriate federal programs and subsequently bills the student for any balances owed back to the College as a result of the R2T4 calculation. The student is responsible for any outstanding balance.

If a student never begins attendance, the College returns all disbursed aid to the respective aid programs.

The student is notified by either email or mail after the R2T4 calculation is finalized.

Information Regarding Loan Repayment

The loan grace period begins on the withdrawal date from the College or when a student ceases to be enrolled on at least a half-time basis. If the student does not re-enroll as a half-time student within 6 months of withdrawal or is enrolled less than half-time, the loans enter repayment. The student should contact the loan servicer or the Department of Education to make repayment arrangements. The promissory note signed by the borrower outlines repayment obligations. The student should contact the loan servicer or the Department of Education with any questions.

Consequences of Non-Repayment

Students who owe the Department of Education for an overpayment of Title IV federal aid funds are not eligible for any additional federal aid until the overpayment is paid in full or payment arrangements are made with the Department of Education.

A hold is placed on a student's account if he or she owes the College as a result of the R2T4 calculation. He or she is not allowed to register for subsequent terms or receive academic transcripts until the balance is paid.

This policy is subject to revision without notice based on changes to federal laws and regulations or College policies. If changes are made, the student is held to the most current policy. This statement is intended to provide an overview of policies and procedures related to a complicated and very encompassing regulation.

RESOLVING ELIGIBLE CREDIT BALANCES

POLICY

The Student Accounts Office issues refunds to students in compliance with all applicable regulations by the end of the term in which the credit balance is created.

PROCEDURE

A credit balance results when the total of the credits posted to a student's account (e.g., payments, loan disbursements, scholarships, etc.) exceeds the total of the charges applied or applicable to the account for a specific term.

A credit balance eligible for a refund is one where all the applicable charges and credits have been posted to the account and the student's eligibility for such funds has been reviewed and confirmed or adjusted based on current eligibility, enrollment, or any other applicable conditions. Anticipated funds, including anticipated financial aid, are not considered credits to a student's account until the funds have been disbursed to the account.

Credit balances may be related to payments from several sources, including personal funds, Title IV federal aid, private loans, private grants, and other external awards. The College adheres strictly to federal and other regulatory requirements, as applicable, which vary depending on whether a credit balance is related to federal aid funds or not.

Credit balances may be affected by changes in a student's enrollment status, leaves of absence, or withdrawal. If a student's enrollment status changes as a result of adding or dropping courses, the student's Title IV federal aid award may need to be adjusted, and this may affect the amount of any refunds.

The College credits Title IV federal aid funds to a student's account only against allowable institutional charges, including:

- Current charges for tuition and fees
- Other educationally related charges incurred by the student at the College
  - Requires written authorization by student (or parent if applicable)
- Prior year charges up to $200

Written Authorization to Hold a Credit Balance

Students (or parent borrowers) must provide written authorization before the College can perform either of the following actions with respect to credit balances related to Title IV federal aid funds:

- Hold a credit balance in the student's account across terms within the same award year.
- Apply funds awarded for the current year to prior year charges up to $200 to pay for charges other than tuition and fees.

Students may provide this written authorization by completing the "Authorization to Hold a Federal Student Aid (FSA) Credit Balance" form. This form is available on the College's website and in the Student Accounts Office.

Credit Balances and Refunds Due to Title IV Federal Aid

The College automatically issues refunds for eligible credit balances related to Title IV federal aid.

Per federal regulations, credit balances related to Title IV federal aid must be refunded no later than 14 days after either:

- The date the credit balance occurred on the student's account, if the credit balance occurred after the first day of a payment period, or
- The first day of the payment period, if the credit balance occurred on or before the first day of that payment period.

Credit balances related to Title IV federal aid are prioritized for refund processing, except that the College holds credit balances in a student's account across terms within the same award year if the student (or parent borrower) provides prior written authorization.

The College provides notification via email to students of refunds or returns issued on credit balances in a student's account.

COMPLIANCE WITH 38 USC 3679(E) VA PENDING PAYMENT COMPLIANCE

Beginning August 1, 2019, and despite any policy to the contrary, the educational institution named at the bottom of this form will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

I hereby certify this addendum to be true and correct in content and policy.
Our institution will adopt this addendum, or one of similar import, in the next revision of our catalog.

Facility Name: Blessing-Rieman College of Nursing and Health Sciences
Facility Code: _____
Person Certifying Addendum
First Name: Erin Last Name: McHargue
Title: Financial Aid Coordinator
Signature: DocuSigned by: Erin McHargue
Date: 08/11/2020

FEDERAL TAX STATEMENTS

TUITION STATEMENT FORM 1098-T

POLICY
The College distributes the Tuition Statement Form 1098-T on or before January 31.
PROCEDURE
IRS Definition of When to File
The College distributes the Tuition Statement Form 1098-T on or before January 31 (see deadline definition below) to each individual for whom payments for qualified billed tuition and fees were received in the previous calendar year
These 1098-T forms and the Form 1096 forms and the Form 1096 Annual Summary and Transmittal are also submitted electronically by the College's auditing firm to the IRS by February 28 for the preceding year.
IRS Definition of When to File
The requirement to file will be met 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 LOAN INTEREST STATEMENT FORM 1098-E

POLICY
The College distributes the Student Loan Interest Statement Form 1098-E on or before January 31.
PROCEDURE
The College distributes the Student Loan Interest Statement Form 1098-E on or before January 31 (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 28 for the preceding year.
RS Definition of When to File
Requirement to file will be met 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

UNCLAIMED TITLE IV REFUNDS

POLICY

In accordance with federal regulations (34 CFR 668.164(l)), the College returns any Title IV refunds disbursed to a student or parent when the student or parent does not cash the check or it is returned to the College.

PROCEDURE

The Student Accounts Office receives an "Uncashed Checks" report monthly from Blessing Hospital's Fiscal Services Department. The Student Accounts Representative reviews the report and follows the procedures below regarding unclaimed Title IV refunds.

Returned Title IV Check

If a check mailed by the College is returned, the Student Accounts Office must (within 45 days):

- Make additional attempts to disburse the funds.
  - Adhering to the Title IV federal funds 240-day limit if unsuccessful.
- Return the funds to the appropriate federal program(s).

Unclaimed Title IV Refund Checks

The Student Accounts Office uses all reasonable means to locate the student whose Title IV refund check has become 120 days old.

If all attempts are unsuccessful, outstanding Title IV refund checks that have become stale dated (more than 180 days) are voided, and the funds are credited to the student's account.

The Student Accounts Office notifies the Financial Aid Office of the:

- Student name.
- Title IV program(s).
- Aid year.
- Dollar amount credited.

The Financial Aid Office:

- Modifies the Title IV awards in PowerFAIDS.
- Submits the updates to the Common Origination & Disbursement website.
- Reports to the Student Accounts Office upon completion.

The Student Accounts Office reconciles any unclaimed Title IV refunds every month, and returns funds to the appropriate aid program(s). All unclaimed credit balances are returned- there is no *de minimis* amount.

Under no circumstances may unclaimed Title IV Federal Student Aid funds escheat to the state or revert to the College or any other third party

VERIFICATION OF THE FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

POLICY

Students may be required to undergo the FAFSA verification process required by the U.S. Department of Education.

PROCEDURE

Each year the U.S. Department of Education selects about one-third of financial aid applicants for verification. In addition to the students selected by the U.S. Department of Education, the Financial Aid Office (FAO) of the College reserves the right to select additional students for verification at its discretion due to:

- Conflicting information.
- Concerns that data may not be accurate or complete.

Students selected for verification must submit all required documentation before financial aid eligibility is determined:

- They are required to complete verification to receive financial aid.
- If the student or parent refuses to complete the verification process, no aid is awarded.
- No financial aid is disbursed to a student's account if the student is selected for verification and the verification process is not complete.
- If financial aid has already been disbursed and the student is subsequently selected for verification, future disbursements are canceled until the documents are received and the process is complete.

- Failure to submit required documentation causes the student to lose eligibility for federal, state, and institutional aid.

The following policies and procedures for verifying information contained in a FAFSA application are in accordance with federal regulations 34 CFR 668.51-61 and the Federal Application and Verification Guide for Title IV Financial Aid Programs

Notification and Communication

When a student is selected for verification, the student is notified as follows:

- The U.S. Department of Education notifies the student on his or her Student Aid Report (SAR) if the student was selected by the federal government.
- The FAO provides notification to the student identifying the documents required for verification by mail and/or email.
- The FAO contacts the student by mail and/or email with additional requests for the required documentation if not submitted.
- The FAO notifies the student of the results of verification by mail and/or email in an Financial Aid Offer or a Revised Financial Aid Offer.

Verification Exclusions

Verification exclusions apply to:

- Applicants who die during the award year (regardless of conflicting information).
- Applicants who will not receive Title IV aid for reasons other than failure to complete verification.
- Applicants who are only eligible to receive unsubsidized student financial assistance.
- Dependent students whose parents reside outside the United States and cannot be contacted by normal means of communication (exclusion is applicable to parental information only).
- Applicants whose parents cannot be located because their contact information is unknown (exclusion is applicable to parental information only).
- Dependent applicants when both parents are mentally incapacitated (exclusion is applicable to parental information only).
- Transfer students who completed verification at the previous school and the current school obtains the correct information/data from the previous school.
- Applicant spousal information when the spouse is deceased, mentally incapacitated, residing in a country other than the United States and cannot be contacted by normal means, or the spouse's contact information is unknown.

There are some eligible applicants for whom modification and waiving of some statutory and regulatory provisions apply under the Higher Education Relief Opportunities for Students (HEROES) Act. Eligible applicants include persons:

- Serving on active duty during a war or other military operation or national emergency.
- Performing qualifying National Guard duty during a war or other military operation or national emergency.
- Residing or employed in an area declared a disaster area by any federal, state, or local official in connection with a national emergency.
- Who have suffered direct economic hardship as a direct result of a war, other military operation, or national emergency.

Documents Required

The federal government determines the type of verification for each student chosen.

The minimum documentation required for each verification type is listed below. All requested worksheets are available at https://www.brcn.edu/parents-current-students/student-forms.

All documentation must be submitted within 14 days of notification:

- If a student fails to submit the required documentation in a timely manner, certain financial aid may no longer be available.
- If a student fails to submit documentation in time for the verification process to be completed, the student may lose his or her opportunity to receive financial aid for that academic term.

Documentation for Standard Verification (Tracking Flag V1) for a Dependent Student

The following documentation is required for this verification:

- Verification worksheet signed by the student and paren.
- Copy of the student's federal tax return transcript from the Internal Revenue Service (IRS).

  - Or the student may transfer their income tax information directly from the IRS into the FAFSA by using the Data Retrieval Tool and then submit the unchanged information.
- Copy of all the student's W-2s if he or she was not required to file taxes.
- Documentation from the IRS or other relevant tax authority dated on or after October 1 of the previous year that indicates an IRS income tax return was not filed with the IRS or other relevant tax authority.
- Copy of the parents' federal tax return transcript from the IRS.
  - Or the parent(s) may transfer their income tax information directly from the IRS into the FAFSA by using the Data Retrieval Tool and then submit the unchanged information.
- Copy of all the parent's W-2s if he or she was not required to file taxes.
- Documentation from the IRS or other relevant tax authority dated on or after October 1 of the previous year that indicates an IRS income tax return was not filed with the IRS or other relevant tax authority.
- Additional documents when requested by the College.

Documentation for Standard Verification (Tracking flag V1) for an Independent Student

The following documentation is required for this verification:

- Verification worksheet signed by the student.
- Copy of the student's federal tax return transcript from the IRS (and spouse's tax return transcript from the IRS, if married).
  - Or the student may transfer his or her income tax information directly from the IRS into the FAFSA by using the Data Retrieval Tool and then submit the unchanged information.
- Copy of all the student's and spouse's W-2s if he or she was not required to file taxes.
- Documentation from the IRS or other relevant tax authority dated on or after October 1 of the previous year that indicates an IRS income tax return was not filed with the IRS or other relevant tax authority.
- Additional documents when requested by the College.

Documentation for Custom Verification (Tracking flag V4)

The following documentation is required for this verification:

- Verification worksheet signed by the student and parent (if dependent).
- Student must sign an identity/statement of educational purpose.

Documentation for Aggregate Verification (Tracking flag V5) for a Dependent Student

The following documentation is required for this verification:

- Verification worksheet signed by the student and parent (if dependent).
- Student must sign an identity/statement of educational purpose.
- Copy of the student's federal tax return transcript from the IRS.
  - Or the student may transfer his or her income tax information directly from the IRS into the FAFSA by using the Data Retrieval Tool and then submit the unchanged information.
- Copy of all the student's W-2s if he or she was not required to file taxes.
- Documentation from the IRS or other relevant tax authority dated on or after October 1 of the previous year that indicates an IRS income tax return was not filed with the IRS or other relevant tax authority.
- Copy of the parents' federal tax return transcript from the IRS.
  - Or the parent(s) may transfer their income tax information directly from the IRS into the FAFSA by using the Data Retrieval Tool and then submit the unchanged information.
- Copy of all the parent's W-2s if he or she was not required to file taxes.
- Documentation from the IRS or other relevant tax authority dated on or after October 1 of the previous year that indicates an IRS income tax return was not filed with the IRS or other relevant tax authority.
- Additional documents when requested by the College.

Documentation for Aggregate Verification (Tracking flag V5) for an Independent Student

The following documentation is required for this verification:

- Verification worksheet signed by the student and parent (if dependent).
- Student must sign an identity/statement of educational purpose.
- Copy of the student's federal tax return transcript from the IRS (and spouse's tax return transcript from the IRS, if married).
  - Or the student may transfer his or her income tax information directly from the IRS into the FAFSA by using the Data Retrieval Tool and then submit the unchanged information.
- Copy of all the student's and spouse's W-2s if he or she was not required to file taxes.

- Documentation from the IRS or other relevant tax authority dated on or after October 1 of the previous year that indicates an IRS income tax return was not filed with the IRS or other relevant tax authority.
- Additional documents when requested by the College.

FAO Procedure

When a student is selected for verification, his or her existing file is updated to include:

- An award year insert.
- An Institutional Student Information Record (ISIR).
- A Verification Working Paper.
  - Outlines what information is required to be reviewed during verification of an ISIR
- Any verification documents that have been submitted by the student.

When verification documents are received, the FAO:

- Reviews them against the ISIR to ensure all information is consistent.
- Indicates that the forms have been received in PowerFAIDS.

If the verification documents and the ISIR are consistent, verification is complete

If there are differences between the FAFSA and verification documents, corrections are submitted to the FAFSA Processing System (FPS).

If the Student Aid Index (SAI) changes as the result of a correction, the student:

- Receives an updated Student Aid Report (SAR) from the FPS.
- Is notified by mail and/or email with an ISIR Change Notice letter listing the corrections.

When the corrected transaction is received, a new ISIR is printed for the student and checked to ensure corrections made are reflected on the new ISIR.

Special Circumstances Procedure

A student who requests a special circumstance is automatically selected for verification unless already chosen by the Department of Education. Verification is completed before a professional judgment is considered. The student is notified of the determination along with any changes that are reflected in the financial aid awards for the year.

Resolving Conflicting Information

The FAO may seek additional information when there is conflicting information in a student application for financial aid. Communication is sent to the student to determine which response was accurate.

In the event that the student is unable to obtain the requested documentation to resolve the conflicting information, self-certification may be sufficient (on a case-by-case basis).

Once the conflicting information is resolved, the FAO makes corrections to the FAFSA through the CPS.

The student is notified by mail and/or email with an ISIR Change Notice letter listing the corrections.

When the corrected transaction is received, a new ISIR is printed for the student and checked to ensure corrections made are reflected on the new ISIR.

Resolving Overpayments

In the event that financial aid eligibility has changed due to verification resulting in overpayment to the student, the necessary funds are returned to the Department of Education.

The student receives a Revised Financial Aid Offer reflecting the changes.

The Student Accounts Office bills the student for any account balance owed.

Referral Process

The FAO reports any suspected fraud or falsified information by a student, employee, or other individual to the Office of Inspector General as instructed in the Federal Financial Aid Handbook.

SPECIAL CIRCUMSTANCES AND DEPENDENCY OVERRIDES

POLICY

The Financial Aid Office has the authority under the law (section 479A of the Higher Education Act) to make adjustments, on the basis of adequate documentation and on a case-by-case basis, to address circumstances not reflected in a student's original Free Application for Federal Student Aid (FAFSA).

PROCEDURE

Special Circumstances

The Financial Aid Office considers statutory limitations and only addresses special circumstances, which are conditional and differentiate an individual student from a class of students. The purpose of a special circumstance is to determine the Student Aid Index (SAI) that reflects the student's family's current financial situation.

A special circumstance may be requested when an independent student, the spouse of an independent student, or the parent of a dependent student experiences a special circumstance including, but not limited to:

- Reduction or loss of income.
- Reduction or loss of nontaxable income.
- Divorce/separation.
- Exceptional medical/dental expenses.

Each special circumstance request is considered on a case-by-case basis and requires specific documentation for each case along with the Special Circumstance Form. All documentation must be received before a final decision is determined. A student who requests a special circumstance is automatically selected for verification unless already chosen by the Department of Education. Verification is completed before a professional judgment is considered. The student is notified of the determination along with any changes that are reflected in the financial aid awards for the year.

Dependency Overrides

The student must consult with the Financial Aid Coordinator to discuss his or her circumstances that may justify a dependency override. Dependency overrides are made on a case-by-case basis along with supporting documentation. If the documentation justifies a dependency override, the Financial Aid Coordinator changes the student's status from dependent to independent. The student is notified by either email or mail within three weeks.

Extenuating circumstances do not include financial hardship, a parent's unwillingness to provide financial support, parents not claiming the student as a dependent for income tax purposes, or a student demonstrating total self-sufficiency.

EXPERIENTIAL LEARNING PROGRAM (EXP) REWARDS

POLICY

Students may obtain and use available EXP Reward dollars for expenses related to experiential learning opportunities and required curricula.

EXP Rewards/dollars: Money budgeted by the College to assist students with costs of experiential learning offered as part of the curriculum.

PROCEDURE

EXP Reward dollars are available for students in undergraduate and graduate programs.

Reward vouchers are *only used for course expenses* and cannot be applied toward payment of tuition, room, board, books or other usual fees.

Undergraduate Students

A junior or senior undergraduate student in good standing may receive up to $1,000 in EXP Reward vouchers. Reward vouchers may be used toward payment of any special fees associated with College curricula, including:

- Domestic or foreign travel
- Research materials
- Off-campus internship expenses
- Attendance of approved academic conferences
- Other authorized expenses

Students have a maximum of $1000 of EXP Rewards available at the start of the Junior year. This is equivalent to $250 per semester for four (4) semesters. Each semester on probation will result in a loss of one (1) semester of EXP dollars ($250).

Students enrolled in an eligible course may redeem the voucher for a particular semester, or accrue the Reward toward a future experience.

Students redeeming Rewards toward a course with a fee of less than $500 may use the remaining voucher amount for a future study experience. Accrued funds over the amount of the expenses will not be disbursed to the student. Students must complete the course for which EXP dollars have been disbursed or will be required to return the full amount of Reward money to the 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 is eligible to redeem College Reward vouchers toward an EXP course offered through the partner campus. However, balances remaining

from expenses accrued at the partner campuses during the freshmen and sophomore years cannot be transferred to the College.

Graduate Students

Graduate students may apply for EXP Reward dollars while enrolled in project courses during the 2nd year of the program.

Each graduate student has a maximum of $500 ($250/semester) in EXP Rewards that may be used toward expenses incurred from:

- The graduate project
- Presentations or workshops that support educational objectives

Students enrolled in a project course may redeem the voucher the first semester, or accrue the Reward for the second semester.

Students redeeming Rewards toward a course with a fee of less than $500 may use the remaining voucher amount for additional project expenses. Accrued funds over the amount of the expenses will not be disbursed to the student.

Students must complete the course and apply the funds for which EXP dollars have been disbursed or will be required to return the full amount of Reward money to the Student Services Office prior to pre-registration for the following semester, graduation, or release of transcripts.

General Eligibility Requirements

In order to be eligible to receive 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:
  - All student services requirements are turned in, uploaded, and up-to-date
  - There are no holds on College accounts
    - Unpaid fines
    - Outstanding balances
- Students must not have been in violation of the Student Code of Conduct or ICARE standards at a warning level or higher or in the past 12 months.
- Students must be enrolled continuously at the College.

Unused EXP Rewards are forfeited, and not disbursed to the student.

Application/Proposal & Redemption Process

Students must complete the following process in order to redeem EXP Reward dollars:

Undergraduate Students

Undergraduate students complete the following steps in order to apply for and redeem EXP Reward dollars:

- Register for an approved experiential course through the College or one of the partner schools.
- Complete the Application for Reward Voucher form and obtain appropriate signatures prior to the add/drop date for the course.
- Turn completed form into the Office of the Registrar with registration form.

Applications for EXP Reward vouchers turned in after the add/drop date will not be accepted or Rewards disbursed.

Once eligibility has been determined and the application approved, the Student Services Officer requests Reward money from fiscal services and will contact the student when the money arrives.

Students must sign for and collect the EXP Reward dollars from the Student Services Office.

Graduate Students

Graduate students must be enrolled in a final project course to be eligible to earn and redeem EXP Reward dollars. In order to apply for EXP Reward dollars, graduate students must submit a proposal to the MSN Program Committee explaining how the EXP dollars will be used. The proposal:

- Must be submitted during the first month of the semester.
- Is first approved by the MSN Program Committee.
- Is submitted to the EXP Committee for final approval.

Once approval has been given, students complete the following steps to redeem EXP dollars:

- Complete the rewards application form and obtain appropriate signatures.
- Submit the completed form to the Office of the Registrar.

The Student Services Officer requests the money from Fiscal Services and contacts the student when the money arrives.
Students must sign for and collect the EXP Reward dollars from the Student Services Office.

INFORMATION TECHNOLOGY [IT]

IT USAGE POLICIES AND PROCEDURES

TECHNOLOGY REQUIREMENTS

POLICY

Students must have access to College-standard technology requirements to ensure academic success.

PROCEDURE

Microsoft Office Compatibility Requirements

All courses require submitted assignments to be compatible with the most current Microsoft Office Suite software.

Assignments created using applications incompatible with the most current Microsoft Office Suite software are not acceptable.

General Software Requirements

The most current browser required for access to web portals/College applications is Google Chrome.

The College does not sell or provide software/hardware for personally owned devices.
The IT department does not install or configure personally owned devices.

Computer Lab Environment

The computer labs are upgraded and maintained by the Information Technology (IT) Department and:

- Meet the minimum computer software and hardware requirements and have the Microsoft Office Suite software installed.
- Provide internet and email access.

Students are prohibited from installing software on lab computers.

Privacy

The College makes all reasonable attempts to provide security and privacy for all users; however, complete privacy is not guaranteed on any IT system or application.

All users of IT resources must respect and protect the confidentiality of private information at all times and use good judgment when transmitting information electronically.

ACCEPTABLE USE OF INFORMATION TECHNOLOGY RESOURCES

POLICY

IT resources may only be used for activities that support the mission and purposes of the College.

PROCEDURE

All users of College IT resources must understand and adhere to the following terms and conditions for acceptable use.

IT resources include, but are not limited to:

- Computers
- Wireless networks
- Specialized software
- Audience response technology
- Networking and audio/visual capabilities

Any violation will be considered a Code of Conduct violation and may result in disciplinary action, including the termination of networks, e-mail, and/or internet access.

Privacy

The College makes all reasonable attempts to provide security and privacy for all users; however, complete privacy is not guaranteed on any IT system or application.

All users of IT resources must respect and protect the confidentiality of private information at all times, and use good judgment when transmitting information electronically.

User Responsibilities

Acceptable Use

IT resources are provided for employee and student use as part of regular work and educational activities.

All users of IT resources must conform to network etiquette, customs, courtesies and any or all applicable laws or regulations.

Acceptable use of IT resources includes, but are not limited to:

- Users must keep secure all data, computer files, or e-mail containing private or confidential information.
- Students may not print, remove, or share, any patient related information from Blessing Health System (BHS), or other agencies.
- Storage of any patient information on the College network, computers, or portable storage devices is prohibited.
- Users must keep credentials for computer accounts secure and up to date and follow all applicable password and security policies.
  - Users must not share account information with anyone.
  - The IT Department does not ask for user passwords.
- Users are expected to access/manage College email accounts on a regular basis.
  - Email is the official means of communication for the College.
  - Incoming email should be carefully reviewed for potential of being a phishing email before opening attachments or clicking on hyperlinks.
    - Phishing awareness training is available from the BHS Intranet/Be Secure resource.
  - College email will not be configured to automatically forward to an external destination/email address.
  - Private information must be handled in accordance with controls defined within the BHS Information Classification policy.
- Users must log out of any College computer after use to prevent unauthorized access.
- Users are responsible for backing up any personal data/files created using College IT resources.
  - Students email, Microsoft Office 365, and all College IT resources are deactivated immediately upon dismissal or withdrawal, and 90 days after graduation.
  - Employee access to College email and IT resources are deactivated immediately upon separation from the College.
  - The use of portable storage devices is strongly recommended.
  - IT personnel are not responsible for recovering lost data resulting from computer problems, user error, etc.
- As with other forms of publications, copyright restrictions/regulations must be observed.
- Users must communicate with professionalism.
- Users may use personal devices such as PCs, laptops, tablets, etc., to connect to the public Wi-Fi network.
  - Configuring and maintaining any such devices is the responsibility of the user.
- Users with College provided workstations are required to keep them updated with security patches.
  - All BRCN workstations are patched by BRCN IT bi-weekly when they are connected to the College's network. If the employee does not leave the workstation connected, updates with a critical or important severity level will be automatically deployed when the laptop is next connected to the College's network.

Online Meetings

Individuals participating in or leading online meetings are expected to follow good security practices to protect the information shared in these meetings. ICARE standards are also expected to be followed in online meetings. A guide for this policy (found on PolicyStat) provides specific guidance. All employees and students are expected to follow the information in this guide.

Unacceptable Use

Unacceptable use of IT resources is prohibited and under no circumstances is any user authorized to engage in any activity that is illegal under local, state, federal or international law.

Unacceptable use of the Internet, intranet, and email include, but are not limited to:

- Transmitting confidential or private information over the Internet or via electronic mail outside of the network without encryption.
- Engaging in illegal activities or using the Internet for any illegal purposes:
  - Initiating or receiving communications that violate the Code of Conduct or any laws and regulations.
  - 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, sex, 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 inappropriate sites.
- Sending, receiving, soliciting or storing material, messages, or images that are vulgar, offensive, sexually oriented, anti-Semitic, or racist.
    - If unsolicited materials containing inappropriate content are received, immediately inform the sender that this type of email is 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.
- Soliciting money for religious or political causes, or advocating religious or political opinions.
- Use of IT resources to harass, threaten or stalk others.
- Disclosing or sharing your security code or password with others.
- Storing personal entertainment files such as movie, or music files on the network.
- Copying, disseminating or printing intellectual property and/or copyrighted materials (including articles, images, movies, music, games, or other software) in violation of copyright laws.
- Downloading or installing software without it first being approved by the IT Department.
- Engaging in activities that will cause congestion and disruption of networks and systems. This may include, but is not limited to:
    - Non-school related streaming of audio or video content.
    - Internet games/online gaming.
    - P2P files sharing.
    - Unnecessary email subscriptions and e-mail attachments.
- Connecting devices to the internal network.
    - No personal hardware may be connected the internal "private" network.
- Damaging equipment.
    - 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 IT Department.

Please see note on social media under Personal Use.

Personal Use

Employees and Students should avoid storing personal information (documents, photos, media files, other files) on College-owned computers and/or technology. Personal data should instead be stored on removable media such as USB drives if there is a need to access from a College computer. There is no guaranteed right to access personal information stored on a College computer during or after employment.

The use of social media can pose risks to the BHS and College confidential and proprietary information, reputation and brands and can jeopardize the organization's compliance with business rules and laws applicable to our industry. Employees and students are free to express their views in social media but are responsible for what they post and should utilize good judgment and common sense.

Inappropriate personal use of the College's resources may lead to loss of privilege to use them or additional consequences.

Personal use of the College's IT systems such as web browsing will be regulated by the department manager or supervisor provided the following minimum requirements are met:

- Use does not interfere with productivity
- Use does not compromise security, integrity, and availability of IT systems.
- Use does not compromise student or employee privacy and confidentiality.
- Use is not in opposition with the College's Mission, Vision, Values and Code of Conduct.

PASSWORDS

POLICY

Passwords are required to access all College Information Technology (IT) systems.

PROCEDURE

Confidentiality of passwords is vital to the protection of sensitive data. Employees and Students are responsible for protection of their user account passwords.

The following guidelines are used to protect access to college assets:

- Do not share College passwords with anyone.
- Do not discuss your password openly around others.
- Do not reveal a password over the phone to anyone.
- Do not send your password in an email or text message on a computer or phone.
- Do not hint at the format of a password (e.g., "my family name").
- Do not reveal a password on questionnaires or security forms.
- Do not reuse passwords between business applications and personal applications.
- Do not use the "Remember Password" or "Enter Password Automatically" features of any application (e.g., Internet Explorer). Users are strongly discouraged from writing their password down. It should be committed to memory whenever possible.
- Users may securely store their password in electronic form as an alternate means. If passwords are stored or transmitted electronically, they must be stored in a password protected password manager, for example: Bitwarden, Keepass, PasswordState.
- Practical training aides (FAQ and video) on password management are found on the College website on the IT Help Desk page. https://www.brcn.edu/parents-current-students/it-help-desk

First Time Use

First-time passwords are set to a unique value for each user. The user is required to change the password immediately after the first use. The first-time use password must conform to the password requirements section in this policy.

Password Non-Display

Passwords must not be visible on a screen, hard copy, or any other output devices.

Password Resets

The user's identity is verified using personal information prior to resetting passwords. No exceptions are made to the user verification process.

Password Requirements

Passwords must meet the following criteria:

- All user account passwords must be changed 1 time per year.
- The minimum password length is 11 characters.
- Passwords must be comprised of a mix of letters, numbers, and a minimum of 1 special character (e.g., !@#$%^&*).
- Passwords may not be the same as any previous 8 submissions.
- A password cannot be used if it has been compromised and is listed at https://haveibeenpwned.com/Passwords (enforced automatically for Active Directory passwords).
- Passwords must not include easily guessed words (e.g., company names, city names, family names, nicknames, Social Security number, phone number, or account number).
- Passwords should not include repetitive characters (e.g., AAAAAAAAA, BBBBBB), characters normally found in a common sequence (e.g., 123456), or characters found in a specific sequence on the keyboard (e.g., QWERTY).
- Words found in a dictionary must never be used.
- Passwords should not be based on personal information (e.g., initials, family name, birthdates, Social Security numbers, phone numbers, account numbers, places, etc.).

Group /Shared Passwords

Group or shared passwords are explicitly prohibited on individual user accounts.

Change of Default Passwords

All vendor-supplied default passwords must be changed immediately upon installation of the vendor's product to meet the criteria required by this policy. Default accounts should be disabled or removed.

Access Attempts

Unsuccessful login attempts are limited to no more than 5 consecutive invalid attempts. Users failing to authenticate within 5 consecutive attempts are locked out for a minimum of 15 minutes or until the account is enabled by the systems administrator or IT helpdesk (217-228-5520 ext. 6900).

Compromised Account

Compromised accounts must be reported to the College's IT Emergency Help Line at 217-228-5520 ext. 6944 and must be reset immediately.

STUDENT MOBILE DEVICES

POLICY

Students may choose to have a personally owned mobile device set up to access web-facing College Information Technology (IT) services such as email, calendar, or other approved apps or services. The students are required to follow all applicable College Information Security policies and procedures. All data on the student's mobile device will be erased when the pin code or password is entered incorrectly five (5) times.

PROCEDURE

Student Security Responsibilities

Students must not store confidential data on mobile devices. Students should always be aware of the physical location of any device that has College IT services on it. They must take steps to prevent loss or theft and keep the device in a secure location.

It is strongly recommended that Apple iCloud, Google Drive, or similar technology be utilized by the student to prevent the loss of data on the device such as personal photos. Backing up and preventing the loss of data on a personally owned device is solely the responsibility of the owner. Students will be required to sign a form acknowledging this policy.

Setup and Removal of IT Services

College IT provides a guide on how to set up email on the College website under IT Help Desk.

Students' accounts will be immediately deactivated upon dismissal or withdrawal from the College. Students' accounts will be terminated 90 days after graduation from the College. This will result in not being able to access email, calendar, or other approved apps or services on their mobile devices.

Configuration of Student Mobile Devices

A security configuration that requires a locking pin code or password on the device will automatically be applied when the College email account is added to the device.

The pin code or password will be set to expire annually.

The security configuration will enable the data on the device to be automatically erased in the event of the wrong pin code or password being entered on the device five (5) times in a row.

LIBRARY SERVICES
COPYRIGHT
APA

LIBRARY SERVICES

POLICY

Faculty, staff, students, Blessing Health System employees, providers, and the community are invited to use the Library. Visitors and community guests may use printed and licensed material within the library. The Library provides access to resources such as books, periodicals, videos, and research databases. Additional services include computer use, equipment loan, interlibrary loan, poster printing, laminating, and research assistance. The Library is committed to making reasonable accommodations for persons with disabilities to assure they have equal access to library resources and services.

PROCEDURE

Honor Society, Alumni, and Clinical Agencies

The Library wishes to accommodate Blessing-Rieman College of Nursing and Health Sciences alumni, the Pi Pi Chapter of Sigma Theta Tau International Honor Society of Nursing, and non-Blessing clinical agencies to enhance the learning environment. Library privileges may be extended and may include, but are not limited to, in-house use of the library collections, book circulation, reference, copying, interlibrary loan, and literature searches. A fee may be charged for some of these services. Alumni, honor society members, and clinical agencies are responsible for the cost of any lost or damaged materials and any other library costs incurred.

Computer Use

The Library provides on-site access to computer workstations, managed by the Information Technology (IT) staff. Computers and networks are college assets and must be used in a responsible, ethical, and lawful manner. Guests using library computers must sign in and pay for printing. All library patrons are expected to follow the IT policies in the college catalog and student handbook.

A print management system is installed on all library and computer lab PCs. Students receive $25.00 credit at the beginning of each semester. Rollovers are not permitted. Black and white printing deducts 5¢ from the balance for each side. Color printing deducts 10¢ for each side. Students may add to their balance by redeeming pre-paid cards which can be purchased at the circulation desk. Materials printed by guest users are directed to the printer behind the circulation desk and cost 25¢ per sheet for black and white and 50¢ per sheet for color.

Electronic Resources

Library online resources can be accessed on or off campus by current faculty, staff, students, Blessing Health System employees and providers through the website: www.brcn.edu/library. The Library uses a service called OpenAthens to manage off-campus user access to library-licensed electronic resources, including e-journals, e-books, and databases.

Equipment

The Library manages equipment loans such as digital cameras, projectors, DVD players, audience response systems, microphones, laptops, and conference phones. A copier, scanner, and fax machine are also available for use.

Information Literacy

Information literacy refers to the ability to know when information is needed and to search, analyze, evaluate, and effectively use the information. As an integral part of nursing and health sciences education, the Library is dedicated to helping its patrons navigate through diverse and abundant information choices. Formal instruction about library resources and electronic information use is available. The library staff will schedule presentations and classroom instruction upon request.

Interlibrary Loan

The purpose of interlibrary loan is to provide service to patrons, extend the collection, contain costs, and avoid unnecessary duplication of materials. This service obtains print or electronic copies or loans of materials to support academic research, instruction, and professional growth. Interlibrary loan is a service available to current faculty, staff, students, Blessing Health System employees and providers. It provides access to research materials that are not owned in the Library's local collections. Loan periods and restrictions are determined by the lending library. A fee may be charged for this service. The Library complies with the current Illinet Interlibrary Loan Code, keeps appropriate records, and provides interlibrary loan to its patrons and to reciprocating libraries.

Poster and Laminating Services

The Library has the necessary equipment to print posters up to 42" wide. Laminating for flyers and posters up to 24" wide is also available. Guidelines and request forms are available on the library website and the Blessing Intranet--Blessing Resource and Information Network (BRAIN). A fee may be charged for these services.

CIRCULATION

POLICY

Blessing Health Professions Library must provide the resources to meet the educational, informational, and research needs of its users.

PROCEDURE

The Library extends borrowing privileges to the faculty, staff, and students of the College. Borrowing is also available to Blessing Health System employees and community providers. Circulating items are available to checkout for 4 weeks with 1 renewal. Users will assume the cost of any lost or damaged materials. The identity of the borrower or requester of a library item and the information contained in individual circulation system patron records are confidential, in accordance with Illinois Statutes.

Holds

Holds may be placed on items. Patrons will be notified by email when a hold is available and ready for pickup. Holds are available for pickup for 7 days. After the 7 days, the items will be put back into circulation.

Overdues

The Library may send courtesy reminder(s) of overdue materials. It remains the responsibility of the borrower to return materials promptly. Patrons with items that have been billed will not be allowed to borrow materials until these items are returned or paid for. Delinquent accounts will be turned over to College Bursar and/or Human Resources.

Fines

The Library does not charge fines for overdue materials.

Reserves

The Library manages the faculty reserve collection whose purpose is to put essential course material on short term loan if the number of copies is limited or the material is ephemeral. The Library is responsible for managing the reserve list. The electronic reserve system technologically limits access to students registered in the class, has the appropriate copyright notification and attributions, and complies with fair use (Section 107 of the U. S. Copyright Act). The reserve shelf is considered an extension of the classroom; as such, the faculty will: provide the librarian with an updated reserve list before the class begins and review their reserve holdings every semester.
Current textbooks are available on the reserve shelf. Textbooks are not available for checkout and are not intended to take the place of students purchasing textbooks for their courses. Due to budget limitations, we are unable to purchase textbooks for every course.

COPYRIGHT

POLICY

The Library provides access to print and electronic resources, including free and subscription-based resources and the Internet, which are subject to Title 17 of the U.S. Code (Copyright Law). Copyright Law must be obeyed as it pertains to libraries and educational material. Library patrons must abide by the copyright, terms, and conditions of each resource.

PROCEDURE

For educational purposes, Copyright Law allows for limited amounts of copying through the fair use statute. Section 107 of the Copyright Law addresses the fair use of materials and includes four (4) factors to help determine fair use.

The Four (4) Factors:

- The purpose and character of the use
- The nature of the copyrighted work
- The amount and substantiality of the portion used in relation to the copyrighted work as a whole
- The effect of the use upon the potential market for or value of the copyrighted work

Libraries

- May copy an article for private study, scholarship, or research. The article must be stamped with a copyright notice.
- May make five (5) interlibrary loan requests per year, per journal, per library. Material that is more than five (5) years old is not subject to these guidelines.
- May make an archival copy of software and other audiovisual formats depending on the license agreement.

- May interlibrary loan materials provided that loan is not a substitute for a subscription to or purchase of such work, the request conforms to the guidelines provided in Section 108 of the Copyright Law, and a record of all requests is kept for three (3) complete calendar years plus the current year.
- May copy to replace material that has deteriorated or been damaged, lost, or stolen, if a replacement copy cannot be obtained at a fair price.
- Are not liable for wrongful copying if they display a copyright notice near the copier.
- May copy, without permission, U.S. government documents, items published prior to 1906, and items published prior to 1978 that are not copyrighted.

Library Patrons

- Have a legal right to copy for personal files, cite in a bibliography, and discuss orally or in print.
- Should, if in doubt, request permission from the publisher or The Copyright Clearance Center (CCC) to reproduce a work for classroom use.
- May make multiple copies for classroom use (not to exceed one (1) copy per pupil per course) if the copying meets these tests:
    - Brevity: The work is less than 2,500 words, 10% of the total, or one (1) chapter.
    - Spontaneity: The instructor makes the decision to copy, and the inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission to copy.
    - Cumulative effect: The copying of the material is for only one (1) course for one (1) semester, no more than three (3) excerpts from the same periodical volume during the same semester, and no more than nine (9) instances of multiple copying for one (1) course during a semester.

Unacceptable Use

It is unacceptable to use the Library's computers, Internet, print resources, and electronic resources in a manner that violates Copyright Law. Unacceptable use of or access to the resources may result in suspension of library privileges and may be considered a breach of the Code of Conduct. Unacceptable use includes, but is not limited to:

- Unauthorized downloading, uploading, or peer-to-peer file sharing of copyrighted material.
- Purposes that are illegal, unethical, harmful, or fraudulent.
- Purposes that violate fair use.
- Use of resources for commercial purposes.

Copyright Infringement

Penalties for copyright infringement include civil and criminal penalties. Violation of copyright laws can lead to fines and jail time. Remedies for infringement are addressed in Sections 504 and 505 of the Copyright Law.

Sources

United States Copyright Office. (2021). *Copyright law of the United States*. Retrieved from https://www.copyright.gov/title17/title17.pdf

United States Copyright Office. (2014). *Reproduction of copyrighted works by educators and librarians*. Retrieved from https://www.copy

APA FORMAT

POLICY

American Psychological Association (APA) style is used for all program writing assignments.

PROCEDURE

APA style is the format approved/required by faculty to be used for writing assignments.

Using APA style:

- Promotes clear communication.
- Provides a framework for demonstrating the scholarship of the author.

The required edition of the Publication Manual of the American Psychological Association (APA) will be listed on the book list for applicable courses.

Students are expected to obtain a personal copy of the APA manual.

Additionally, there are number of online resources available to facilitate the use of APA for writing, and Blessing-Rieman College of Nursing and Health Sciences and partner libraries provide APA resources.

INTELLECTUAL FREEDOM AND PRIVACY

POLICY

The College is committed to the principles of protecting intellectual freedom with scholarship. Intellectual freedom is the right to seek, research, review, and share information from all points without restriction. This intellectual freedom extends to the protection of the right to privacy of all Library patrons.

PROCEDURE

Library personnel collaborate with other libraries in the Illinois Library and Information Network (ILLINET) to preserve and protect privacy 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 limit the Personally Identifiable Information (PII) collected, do not place PII in public view, avoid creating unnecessary records, and retain only the information needed. PII refers to data that could potentially identify a specific individual. 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 PII will be properly disposed of in confidential bins maintained by the Blessing Health System.

Library personnel monitor the institutional implementation of the Family Education Rights and Privacy Act (FERPA) of 1973 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 including, but not limited to, logging off databases and computers when finished in order to protect their privacy.

SIGMA REPOSITORY

The Sigma Repository is a free digital resource for nurses, nursing students, nursing organizations, schools of nursing, and hospitals/healthcare systems. Nursing faculty and authors may submit a wide variety of research and evidence-based practice materials while retaining copyright. Nursing students can submit work with faculty approval. The Coordinator of Library Services serves as the proxy for all submissions.

Examples of accepted scholarly works are research posters, evidence-based projects, and dissertations. Submitted scholarly work undergoes peer review by the Sigma Repository.

More information can be found at https://www.sigmarepository.org/information/hub/

CAMPUS POLICIES
STUDENT TRAVEL
CAMPUS SAFETY

ANIMALS ON CAMPUS

POLICY

The College supports the use of service dogs by those with disabilities and licensed therapy animals on campus in appropriate circumstances and in accordance with this policy. Those with questions about the use of service or licensed therapy animals should refer to this policy and/or contact:

Jenna Crabtree
Dean of Enrollment Management
Business Manager
Title IX Coordinator
3609 N Marx Dr.
Quincy, IL 62305
www.brcn.edu
jcrabtree@brcn.edu
1-800-877-9140 extension 6961
BRCN Confidential Compliance Hotline
1-888-495-4387

Definitions

Service Animals are defined under the Americans with Disabilities Act ("ADA") as dogs that are individually trained to do work or perform tasks for people with disabilities. Service animals are working animals, not pets. The work or tasks performed must be directly related to the individual's disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals.

- Examples of work or tasks that service animals perform include, but are not limited to: assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as books or the telephone, alerting a person to a sudden change in blood sugar levels, providing physical support and assistance with balance and stability to individuals with mobility disabilities, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.
- Miniature horses may also be considered service animals in certain situations.

Emotional Support Animals: An emotional support animal is a companion animal which provides therapeutic benefit, such as alleviating or mitigating symptoms of a person's disability. Emotional support animals are not service animals.

Handler: A person who is the responsible party for a licensed therapy animal, a person with a disability that a service animal assists or a personal care attendant who handles the animal for a person with a disability.

Licensed Therapy Animal: An animal who has received training and licensure through a certified therapy training program and who goes with their handler to volunteer in a variety of settings.

PROCEDURE

Students, Employees and Visitors

- Service Animals: Individuals with disabilities who wish to bring a service animal to the College campus – including classrooms, and other College buildings – may do so without prior approval. In certain environments the use of a service animal may not be appropriate. However, individuals are *strongly encouraged* to reach out to the Dean of Enrollment Management/Business Manager, to ensure that their experience bringing the animal to campus is smooth.
- Emotional Support Animals: Individuals may not bring emotional support animals onto campus.
- Licensed Therapy Animals*:* Individuals who wish to bring their licensed therapy animal to the College campus must receive prior approval by the Dean of Enrollment Management/Business Manager.

Responsibilities of Handlers/Owners

- Laws, Ordinances, and Policies: Handlers/owners are responsible for complying with all state laws and local animal ordinances and are subject to all College policies and guidelines.
- Arrangements prior to Visit: Handlers of therapy animals are responsible for reporting to the Dean of Enrollment Management/Business Manager prior to visits. A reoccurring visit schedule may be arranged with the Dean of Enrollment Management/Business Manager.

- Proper Identification: All animals are subject to local licensing and registration requirements. Handlers and animals should wear an identification badge/item while onsite.
- Health, Temperament, and Vaccination: Animals must be immunized against diseases common to that type of animal. All vaccinations must be current. These animals must wear a rabies vaccination tag. The animal must have passed a temperament evaluation by a licensed veterinarian. Certification needs to be provided to the Dean of Enrollment Management/Business Manager.
- Caring for the Animal: The cost of care, arrangements, and responsibilities for the well-being of the animal are the sole responsibility of the handler/owner at all times. The College will accept no responsibility for the care of any animal covered by this policy.
    - Animals must be well groomed (College facilities are not to be used for grooming animals). Animals cannot be left unattended at any time. If the handler/owner must be away, they must either take the animal with them or make arrangements for the animal to be cared for by a responsible handler. Animals cannot be confined to a vehicle, tethered, or abandoned at any time. Regular and routine cleaning of floors, kennels, cages, etc. must occur.
- Keeping the Animal under Control: The animal should respond to voice and/or hand commands at all times, and be fully controlled by the handler/owner.
    - Being Responsible for Damage Caused by the Animal: Handlers/owners are personally responsible for any damage caused by their animals and must take appropriate precautions to prevent property damage. The handler/owner will be required to pay, and assume any and all liability, for any damages or harm caused by the animal.
    - Being Responsible for Waste: Cleaning up after the animal is the sole responsibility of the handler/owner and it must be done so immediately. In the event that the handler/owner is not physically able to clean up after the animal, it is then the responsibility of the handler/owner to hire someone capable of cleaning up after the animal.
    - Leash Requirements: Service and Therapy animals should be on a leash and collared at all times, unless the owner is unable to use a leash due to a disability or the use of the leash would interfere with the animal's ability to perform its duties. The leash should be no more than 6 feet in length and be under constant control of the handler/owner.
    - Observing Good Animal Etiquette: To the greatest extent possible, the handler/owner should ensure that the animal does not display behaviors or make noises that are disruptive or frightening to others, unless it is part of the service being provided to the handler (e.g., barking to alert the handler of danger). The animal must possess friendly and sociable characteristics.
    - Other Conditions and Restrictions: In response to a particular situation, the College reserves the right to impose other reasonable conditions or restrictions on the use of service animals as necessary to ensure the health, safety, and reasonable enjoyment of College programs and activities by others.

Handlers/Owners Education

The Handler/Owner will be educated on this policy through the Dean of Enrollment Management prior to the initial visit with licensed therapy animals.

Clinical and Hospital Policies

Clinical sites and hospital settings may have service animal policies that differ from those of the College. Students should contact the Dean of Enrollment Management/Business Manager with any questions or concerns about clinical site or hospital service animal policies where those policies may impact a student's ability to participate in College educational programs or activities.

Other Information Specifically Related to Service Animals

Permitted Inquiries

- In general, members of the College community should not ask about the nature or extent of a person's disability. However, as permitted by the ADA, if it is not obvious that the animal is required because of a disability, the handler may be asked:
    - If the animal is required because of a disability, and
    - What work or task the animal has been trained to perform.

- The handler should not be asked for documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Generally, College community members should not make inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., if the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

Areas Off Limits to Service Animals

- While service animals are generally allowed to go anywhere on campus that the handler is allowed to go, there are certain areas where the presence of a service animal fundamentally alters the nature of a program or activity or is disruptive. Examples of the areas that are off limits to service animals include:
    - Sterile Environments: Operating rooms and other highly controlled and sterile environments are off limits to service animals.
    - Mechanical Rooms/Custodial Closets: Mechanical rooms, such as boiler rooms, facility equipment rooms, electric closets, elevator control rooms and custodial closets, are off-limits to service animals. The machinery and/or chemicals in these rooms may be harmful to animals.
    - Food Preparation Areas: Animals should not visit during meal time or in food preparation areas as they are off limits to service animals per health codes.
    - Patient Care Settings where the Service Animal Poses a Health Risk: Patient care settings where the presence of the animal poses a reasonable risk of harm to a particular patient, such as in cases of patient allergy or anxiety, are off-limits to service animals.
    - Areas Where There is a Danger to the Service Animal: Any room, including a classroom, where there are sharp metal cuttings or other sharp objects on the floor or protruding from a surface; where there is hot material on the floor (e.g., molten metal or glass); where there is a high level of dust; or where there is moving machinery is off-limits to service animals.

Questions regarding areas that are off limits to service animals should be directed to the Dean of Enrollment Management/Business Manager or in the laboratory setting, the laboratory instructor. Exceptions may be granted in some circumstances.

General Standards for the Removal of Service Animals

- Decisions to remove a service or therapy animal will be made on a case-by-case basis, taking into account all surrounding circumstances. However, the following general examples reflect reasons why an animal may be removed:
    - The animal poses a direct threat to the health or safety of others. For example, the animal displays vicious behavior towards others or has a serious illness.
    - The animal causes or would cause substantial physical damage to the property of the College and other community members, including but not limited to students, faculty, staff, and visitors.
    - The animal poses an undue financial and administrative burden to the College.
    - The animal would fundamentally alter the nature of the College's operations.
    - The animal is out of control and the handler/owner does not take effective action to control it. If the out of control behavior happens repeatedly, the handler/owner may be prohibited from bringing the animal into College facilities until the handler/owner can demonstrate that he/she has taken significant steps to mitigate the behavior.
    - The animal is not housebroken.
    - The handler/owner does not abide by his/her responsibilities as outlined in Responsibilities of Handlers/Owners part of this policy.
- When an animal has been properly removed pursuant to this policy, the College will work with the handler/owner to determine reasonable alternative opportunities to participate in the College's services, programs, and activities without having the animal on the premises.

Additional Matters

- Animal No Longer Necessary: The Dean of Enrollment Management/Business Manager should be notified when an animal covered by this policy will no longer be on campus.

- Conflicting Disabilities: Some people may have allergic reactions, asthma, respiratory diseases, etc. to animals that are substantial enough to qualify as disabilities. The College will consider the needs of both persons in meeting its obligations to reasonably accommodate all disabilities to resolve the problem as efficiently and expeditiously as possible. Students requesting allergy accommodations should contact the Dean of Enrollment Management/Business Manager.
- Concerns: Concerns regarding an animal covered by this policy can be brought to the attention of the Dean of Enrollment Management/Business Manager
    - Individuals with minor concerns about an animal may discuss the matter with the owner/handler. Major concerns should immediately be brought to the attention of the Dean of Enrollment Management/Business Manager.
- Grievances: If the decision is made to deny a request for or remove an animal covered by this policy, the affected individual may informally discuss the situation with the Dean of Enrollment Management/Business Manager in order to reach a resolution or file a formal written appeal with the Dean of Enrollment Management/Business Manager.

DISPLAYING IMFORMATION

POLICY

Students must obtain approval prior to the display of information throughout the College.

PROCEDURE

Information to be displayed may include, but is not limited to, fliers, posters, and pictures.

The process for approval includes the following steps:

- Students request approval from the Student Services Officer.
- The Student Services Officer forwards the request to the Marketing team for review.
- Once approved, the student requesting approval is notified.
- The information must be removed within two weeks, or once no longer valid.

Any item displayed without approval is removed by College personnel.
The display of unapproved information may result in disciplinary action.

ROOM SCHEDULING & FACILITY USE

POLICY

Users must adhere to all requirements while utilizing BRCN room(s) or facility.

PROCEDURE

Internal Communities

BRCN main campus and 11th Street campus classroom/conference room, must be scheduled with the BRCN Executive Assistant or the BRCN Secretary. BRCN Simulation lab rooms and BRCN classrooms at the BEC must be scheduled with the Simulation Center Coordinator(s).

- Individual employee(s)/student(s) requesting rooms must notify room schedulers as soon as possible via email or call (217) 228-5520 for reservations, changes or cancellations.
- Room schedulers will collaborate with the individual employee(s)/student(s) to resolve scheduling conflicts.
- Room schedulers reserve the right to deny scheduling requests due to limited resources (e.g., simulators, debriefing space, classroom space, and conference rooms).

External Communities

External communities or personnel may reserve a room or meeting space by contacting the BRCN Executive Assistant, BRCN Secretary, or BRCN Simulation Center Coordinator(s).
Upon reservation, the Facility Usage Agreement (attached) must be completed/signed and returned one business day prior to the use of the facility.

- External communities requesting rooms must notify room schedulers as soon as possible via email or call (217) 228-5520 for reservation changes or cancellations.
- Room schedulers will collaborate with the external communities to resolve scheduling conflicts.
- Room schedulers reserve the right to deny scheduling requests due to limited resources (e.g., simulators, debriefing space, classroom space, and conference rooms).

SOLICITATION

POLICY

Any solicitation on the College campus is prohibited without prior approval.

PROCEDURE

Fundraisers for College student organizations or other College-supported organizations may be permitted with prior approval.

College Student Organizations

The following process is followed in order to obtain approval for fundraising or solicitation by College student organizations:

- Members of College student organizations contact the SDC chair(s) to request approval for the fundraising activity at least seven (7) days prior to the event.
- The SDC chair(s) shares the information with the committee for a vote.
- The SDC votes to approve or deny approval of the activity.

College-Supported Organizations

Other College-supported organizations may include, but are not limited to:

- Honor societies
- Alumni associations

The following process is followed in order to obtain approval for fundraising or solicitation by College-supported organizations:

- Members of other College-supported organizations contact a member of the College administration team to request approval for the fundraising/solicitation activity at least seven (7) days prior to the event.
- The member of the College administration team approves or denies approval of the activity.

Note: No outside individual or group, other than the United Way, is permitted to raise funds or solicit on the campus of the College.

STUDENT TRAVEL AND TRANSPORTATION

POLICY

Students must follow a consistent set of standards when travel is required for College-sponsored activities and events.

PROCEDURE

Students may engage in College-sponsored activities and events involving travel for the purpose of study, research, service learning, volunteer activities, or other reasons. These travel activities include, but are not limited to, individual educational and research projects and service projects conducted by recognized student organizations. Trip Sponsors may require additional standards to address the unique requirements associated with a particular type of travel.

Definitions

Travel Activity(ies): College-sponsored activities and events involving student travel governed by this policy.
Travel Sponsor: Faculty member, staff member, or leader of a recognized student organization responsible for organizing, obtaining approval for, and supervising students participating in the Travel Activity.

- Other faculty and staff members may assist the Travel Sponsor in carrying out his or her duties under this policy.

Sponsoring Department/Organization: The department or organization represented by the Travel Sponsor and responsible for maintaining documentation related to the Travel Activity.
College-sponsored activities and events are:

- Credit-bearing or degree-advancing.
- Part of a service learning experience through the College.
- Funded by the College or a recognized student organization.
- Organized by or on behalf of a recognized student organization.

Scope

This policy applies to all undergraduate and graduate students currently enrolled at the College and covers both international and domestic Travel Activities, as well as transportation needs for the completion of course and clinical assignments.

Student Self-Transportation

In some circumstances, students may be transporting themselves on a Travel Activity. In the event a student travels in any personally-owned vehicle or via public transportation during a Travel Activity or arranges their own transportation (e.g. airfare, train, bus, etc.), the student must complete a Student Self-Transportation Agreement and submit it to the Travel Sponsor prior to the Travel Activity. This applies to events for which the student chooses not to use the College-provided transportation as well as events for which the College does not provide transportation. The Student Self-Transportation Agreement may be used for a one-time Travel Activity or for frequent Travel Activities throughout a given semester or athletic season.

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.

In the event a student is involved in an accident in his/her personal vehicle while transporting himself/herself on a Travel Activity, the student is responsible for loss or damage to the vehicle and any bodily injury or property or other liability, and is expected to maintain appropriate insurance covering damage, liability and medical costs. In the event the student arranges their own transportation or travels via public transportation, the student is responsible for all loss or damage and any bodily injury or property or other liability that results therefrom. Sponsoring Department/Organization policies may be more restrictive in nature and may not allow student self-transportation.

Student Participation Authorization/Required Forms

The College may require a Travel Waiver or other documentation to be signed by participants for Travel Activities or self-transportation requirements. Travel Sponsors consult with the appropriate administrative office to determine required forms.

Students must receive authorization prior to participating in a Travel Activity. The authorization process includes completing the following forms and filing them with the appropriate administrative office as set forth herein by the deadline communicated by the Travel Sponsor:

- Travel Waiver Form
- Emergency Contact and Medical Form
- All other forms required by the Sponsoring Department/Organization and/or Travel Sponsor

Students who do not complete or file required forms, or do not meet other specific departmental/ organizational pre-requisites for the Travel Activity, will not receive authorization to participate.

Travel Activities are not authorized for students:

- Under any form of disciplinary probation (at any level)
- Subject to a current behavior contract
- With a current College hold in place
- On academic probation
- Receiving disciplinary action under:
    - The Sexual Misconduct Policy
    - The Equal Employment Opportunity and Discrimination Policy
    - Any other College policy

The College may make exceptions to this rule.

Additionally, once a student has received notification of acceptance to participate in an International or Off-Campus Travel Activity and confirms the offer to participate in the College program, the student must complete the Health Information Form. Any information regarding a person's health and/or disability shall be considered confidential and shall be shared with others only on a need-to-know basis. These forms shall be kept in a separate file with limited access in order to maintain confidentiality.

Expectations

Travel Sponsors

Travel Sponsors are expected to:

- Meet with students prior to departure to discuss the planned itinerary, behavioral expectations, and transportation details.
    - This meeting should be in the form of a group orientation session that occurs in advance of departure.
    - The Travel Sponsor must follow-up with any student unable to attend the group orientation session to discuss these matters.

- Carry emergency contact information and all Travel related forms identified herein for all students participating in the Travel Activity.

Students

Participating students are expected to:

- Attend any pre-departure orientation sessions with the Sponsoring Department/Organization and/or Travel Sponsor and review any materials provided.
- Attend all scheduled events and activities during the Travel Activity and to arrive on time.
  - Students are not permitted to deviate from the scheduled program events and activities.
  - Abide by any specific rules and academic requirements for the Travel Activity.
- Abide by any local, state or federal laws or regulations for each country to or through which the student travels during the Travel Activity.
  - Each foreign country has its own laws and standards of acceptable conduct, including dress, manners, morals, politics, drug use and behavior.
  - Students assume responsibility for personal actions/behaviors.
- Represent the College in a positive manner.
- Comply with the College's rules, standards, and instructions for student behavior generally and for the Travel Activity, including the College's Student Code of Conduct and Policies.
  - Discipline may occur as a result of conduct occurring during a Travel Activity.

Students are held financially responsible for any damages, liability, or losses to personal property that result from their misconduct (e.g., damage to a hotel room).

Violations of College policies, the Student Code of Conduct, any rules, or standards and instructions set forth in the Pre-Departure Orientation for the Travel Activity while participating in a Travel Activity may result in the student being sent back to the College campus at his/her own cost and with no refund for any costs associated with the Travel Activity.

Additionally, the student will be obligated to pay for any costs expended by the College for student's participation in the Travel Activity.

Students are expected to evaluate weather conditions based upon starting and ending locations in the event of inclement weather.

Students will notify the Travel Sponsor/instructor to arrange alternate plans if travel is unsafe.

Additional Considerations for International Travel

Students participating in an international Travel Activity should also consider the following:

- Traveling internationally exposes people to new places, ideas, norms, and laws, many of which may be different than what is encountered in the United States.
  - Students should familiarize themselves with the culture, customs, and rules of the places they will be traveling prior to departure.
  - Students should be cautious, look out for their own health and safety, and avoid situations that present a heightened level of risk.
  - Students should avoid deviating from scheduled events and activities.
  - Students are encouraged to travel in groups and never travel alone.
- Drug and alcohol abuse and misuse will not be tolerated during the Travel Activity. Students are required to comply with the College's Alcohol Policy during the Travel Activity.
- The U.S. Department of State allows those traveling outside of the United States to register under the Smart Traveler Enrollment Program (Step). The website is: https://step.state.gov/step/.
  - Students are encouraged to register prior to departure. Doing so allows the Department of State to better assist you in case of an emergency.
  - International travel requires a valid passport for the duration of the travel. Students should ensure their passports are not expired and will not expire during the Travel Activity or within six (6) months after the Travel Activity.
  - As a part of the authorization process, students are expected to provide proof of health insurance coverage for illnesses and injuries that occur outside of the United States.
    - Students are encouraged to consult with their health care providers prior to departure and to also ensure that their immunizations are current.

- Traveling internationally and participating in activities abroad can be demanding. Students should carefully consider their physical, mental, and spiritual health prior to seeking authorization and participating in an international Travel Activity.

Student Complaints and Concerns

While participating in a Travel Activity, students may bring complaints or other concerns to the attention of the Travel Sponsor or any other College employees participating in the Travel Activity. Students may also contact local law enforcement in the location they are traveling if they have been the victim of a crime.
In situations involving sexual misconduct, students may contact the College's Title IX Coordinator.
Appropriate action will be taken to address and resolve these complaints and concerns.

Handling Emergencies and Incident Reporting

This section contains guidelines to follow in case an incident or emergency occurs on a Travel Activity.
Reactions to incidents and emergencies will and do vary depending upon the circumstances.
Travel Sponsors and other faculty/staff members should use their judgment of how to best handle an incident or emergency situation.
In addition to these guidelines, it is recommended that Sponsoring Departments/Organizations develop trip-specific safety precautions as appropriate (especially in the case of international Travel Activities).

Medical

If someone requires medical attention:

- Taking into consideration the extent of the injury or illness, make certain that the student or faculty/staff member receives the required medical attention.
- For more than minor injuries or illnesses, report the situation to the Sponsoring Department/Organization or approved designee.

Other serious incidents:

The following should be reported to the Sponsoring Department/Organization and the College or approved designee:

- Crimes committed by or against someone participating in the Travel Activity
- Recurring alcohol abuse
- Somebody participating in the Travel Activity goes missing
- Natural disasters affecting those participating in the Travel Activity
- Political unrest affecting those participating in the Travel Activity
- Any incident requiring emergency medical response or involvement of law enforcement
- Any incident involving significant violation of College policy
- Any incident that could require the use of significant College resources
- Any other crisis involving the immediate well-being of those participating in the Travel Activity

Retention of Documents

During the Travel Activity

The following documents should be maintained by the Travel Sponsor and Sponsoring Department/Organization during the Travel Activity and put on the College's Travel shared drive prior to the Travel Activity:

- The approved Student Travel Activity Approval Form (where applicable)
- Signed Travel Waiver Forms
- Signed Student Self-Transportation Agreements (where applicable)
- Emergency Contact Medical Form
- Any other forms required by the Sponsoring Organization/Department and/or Travel Sponsor
- A copy of this Student Travel Policy
- An extra copy of all students' passport

Following the Travel Activity

The following documents should be retained by the Sponsoring Department/Organization for three (3) years after completion of the Travel Activity:

- The approved Student Travel Activity Approval Form (where applicable)
- Emergency Contact and Medical Form
- Signed Travel Waiver Forms
- Signed Student Self-Transportation Agreements (where applicable)
- Any other forms required by the Sponsoring Organization/Department and/or Travel Sponsor

CAMPUS SAFETY

The College intends 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 Blessing-Rieman College of Nursing & Health Sciences (the College) 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

Blessing Hospital (BH) is the parent organization of the College, and, therefore, the College utilizes Blessing Hospital Security for non-emergency security concerns. In the instance of an emergency on campus, employees, students, and visitors dial 911 to reach local emergency services.

BH Security is under the supervision of the Manager of Security, Jordan McAdams. Security staff includes a Director, Manager and full/part time Security Officers. The officers are responsible for working cooperatively with the Campus Community and local law enforcement to enhance the level of service and safety on campus. Security officers have direct contact with city police, fire department, and ambulance services to facilitate rapid response in any emergency. The Security department is responsible for providing a number of services related to safety and security. Security officers patrol campus in a marked safety vehicle, conduct vehicle checks, enforce parking policies, conduct security surveys, providing student escorts and document incidents which occur on campus. In addition, the Security department, when available, will assist with lock outs, jump start batteries, and inflate tires. Other duties include the presentation of training and crime prevention programs. Security officers do not have the authority to issue legally binding citations or make arrests. To contact BH Security, dial 217-223-8400 x 0.

CAMPUS SECURITY AUTHORITIES

In addition to BH Security, crimes or situations requiring a timely warning may be reported to the College's Campus Safety Authorities (CSA). All employees are mandated to report any crimes they witness on College property to the CSA's for inclusion in the Annual Security Report (ASR) with the exception of the College Counselor. The CSA's include:

Jan Akright
Academic Dean

Deputy Title IX Coordinator
217-228-5520 ext. 6907

Jenna Crabtree
Dean of Enrollment Management

Business Manager

Title IX Coordinator
217-228-5520 ext. 6961

Andrew Griesbaum
Student Services Officer
217-228-5520 ext. 6990

POLICY ON REPORTING CRIMES AND OTHER EMERGENCIES

It is the policy of the College that all criminal activity be accurately and promptly reported to BH Security, to the Student Services Officer or to local law enforcement authorities. In addition, all emergencies including crimes in progress, fire and medical emergencies should be immediately reported to 911 whether they occur on or off-campus.

Emergency callers should be prepared with the following information:

- Name
- Exact location of the incident
- Description of the scene
- Description of any suspects
- Description and license numbers of any involved vehicle

All community members are encouraged to report crimes and emergencies to the College and/or the Quincy Police Department, as well as to one of the Campus Security Authorities listed above.

To report non-emergencies or suspicious activities, call BH Security at 223-8400 x 0 and ask for security.

CAMPUS PHYSICAL SECURITY

Student Services Offices are open during normal operating hours of 8 a.m. - 4:30 p.m. Monday-Friday; Library hours are 8 a.m. to 8 p.m. Monday-Thursday, Friday 8 a.m.- 4:30 p.m., and Sunday 1 p.m.- 6 p.m. Certain facilities, buildings, and offices may require an appointment to access. All students have restricted badge access to college facilities during the time frames listed above. The College does not have student resident buildings. Some areas have cameras installed to monitor where safety and security could be a risk.

All broken windows or locks should be reported to Student Services (extension 6990) or to BH Security after normal business hours. For any repairs, students and employees can report information to the Student Services Officer or Blessing Hospital Physical Plant. Exterior doors should not be propped open. If found open, they should be secured and reported to BH Security.

IDENTIFICATION BADGES

All on-campus students and employees are issued one name badge and door access chip free of charge from the College. Online students can request identification badges. The badges are used for identification purposes as well as access to certain areas of the College Campus and Blessing Hospital and can be set up to make purchase(s) from hospital dining services. If a student's badge is lost or damaged, it should be immediately reported to the Student Services Officer and Blessing Hospital's Security Department. Failure to return one's badge and door access chip within 30 days from the time of separation from the College will result in a hold being placed on the student's account and a fee being charged to revoke the hold. If an employee badge becomes lost or stolen, it should immediately be reported to their one-up and Blessing Hospital's Security department. Badges should not be shared.

Escorts

While at Blessing Hospital, Blessing Hospital Security Officers offer 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, but is not limited to paintball guns, blowguns, pellet/bb guns,archery equipment, knives with blades over four inches long and ammunition.

OTHER PHYSICAL SECURITY MEASURES

BH Security, 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 and the overall maintenance of its facilities. Comments pertaining to safety and security can be directed to the Student Services Officer.

CRIME PREVENTION AND SAFETY AWARENESS

Educational Programs on Campus Security Procedures and Individual Responsibility

The College 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 and their frequency of presentation include:

- Yearly Computer Based Learning Modules (CBLs)
- Email notifications each semester

Educational Programs about Crime Prevention

Crime prevention and safety awareness programs are offered at the College. BH Security and outside agencies provide information, talks and programs as well as annual CBLs for students and employees on topics pertaining to:

- Rape and Sexual Risk Reduction
- Domestic Violence Education
- Workplace Violence Education
- Personal Safety: Rape Aggression Defense System
- Alcohol and Drug Abuse 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

In the event the College becomes aware of criminal activity occurring either on campus or off campus that, in the judgment of College President/CEO, Dean of Enrollment or Academic Dean, constitutes a serious or continuing threat to 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 campus community. These methods of communication include the following:

- Emergency Text Message by Cell Phone
- Emergency E-Mail
- Building Fire Alarms
- Panic Button Alarms

The Student Services Officer and the Administration team are 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. To sign up for emergency text message and email alerts, members of the College community can do so by going to https://www.brcn.edu/parents-current-students/brcn-alerts and following the instructions provided. Fire alarms and panic button alarms require no sign-up.

CRIME RESPONSE

The College's Campus Safety policies require 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 QPD. 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 a witness to a crime in progress, dial 911 immediately. Reports on criminal acts not in progress or general assistance requests are taken by BH Security and the Student Services Officer. To contact BH Security dial 217-223-8400 ext. 0 and have the operator contact Security or contact the Student Services Officer at 217-228-5520 ext. 6990.

Awareness is a vital part to crime prevention. The Campus Community 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. Persons may view a copy of the crime log at the Security Office, Blessing Hospital, Quincy, Illinois during normal business hours (Monday-Friday from 8A.M – 5 P.M).

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 the College website, https://www.brcn.edu/about-us/campus-safety. 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 Compliance Hotline can also be used for anonymous reporting. 1-888-495-4387.
When College personnel become aware that a crime has been committed, they are to inform the victim that they may choose to notify the Quincy Police Department and file a report, doing either is completely voluntary. If requested, a College staff member will assist in making the report to police. In such situations, College personnel should also notify the Student Services Officer of the situation and, if deemed appropriate, provide information to the victim regarding the College Counselor.
The College Counselor or the counselors at Blessing Behavioral Services, when acting as such, are not considered to be a campus security authority and are therefore not required to report the crime for inclusion into the annual disclosure of crime statistics.
As a matter of policy, they are encouraged, if and when they deem appropriate, to inform persons being counseled of the procedure to report crimes on a voluntary basis for inclusion into 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.

This plan provides for the establishment of emergency command centers and describes procedures that will be utilized during specifically identified severities of emergency. The following addresses the procedures regarding emergency or dangerous situations that could be an immediate threat to the health or safety of College community.

The Student Service Officer, College Administration team, or BH Security will first confirm the existence of the emergency or dangerous situation by consulting with appropriate College employees, area law enforcement, state or federal emergency management personnel or local weather information providers.

Upon confirmation, the Student Services Officer, Administrative team, and BH Security will consult with one another, and possibly local law enforcement. This group will determine the appropriate content of an emergency notification and the appropriate segment or segments of the College and/or community members to be notified.

Once the content of the notification is developed, the Student Services Officer or Administration Team will initiate the emergency alert system which will send a text message and/or phone call and/or email and/or posting signs to all students and employees who are registered for the alert system. If you would like to register for the emergency alert system, please visit, https://www.brcn.edu/parents-current-students/brcn-alerts.

The Blessing Health System's Public Relations Office will notify local media when appropriate to inform 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 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.

EVACUATION

The College building has a notification system for emergency evacuation including a fire alarm and panic button alarm. All fire and panic 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.

The College has an emergency evacuation protocol in place with an annual distribution to the College community.

The evacuation plans include information specific to fire evacuation and severe weather procedures. These documents include:

- emergency telephone numbers
- evacuation personnel duties
- designated meeting points
- building information about smoke detection, and/or pull alarm systems and fire extinguisher locations
- severe weather protocol includes information specific to watch/warning education
- 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 as well as armed intruder drills throughout campus every year. Threat recognition training for employees is an annual tabletop exercise and also includes members of College Administration. A record is kept of each test or exercise that included 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.

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 their website at https://isp.illinois.gov/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 Quincy Police Department; this includes information obtained from the above-mentioned law enforcement agencies.

ALCOHOL AND ILLEGAL DRUG USE ON CAMPUS

The College is committed to creating and maintaining an environment that is free of alcohol abuse. The College prohibits the possession, use, and sale of alcoholic beverages on campus or as any part of the College's activities and it also enforces the state's underage drinking laws. The College prohibits the possession, sale, manufacturing or distribution of illegal drugs by students and employees on the institution's property or as part of any of the institution's activities. The College also enforces state and federal drug laws.

The College has a drug and alcohol abuse and prevention program as well as a Student Wellness program, as discussed below. The program is comprised of the following components:

- Education and information about the dangers of drug abuse in the workplace and on the property are disseminated through student newsletters, bulletin boards, special publications, and special programs to the College community.
- Trainings, which address unlawful use of controlled substances, including personnel actions that may result from such violations, will be conducted and coordinated by the Human Resources Department and included in the Employee Handbook (employees) or by the Student Handbook (students).
- Self-referrals, as well as supervisory referrals, to drug counseling and rehabilitation programs are available to students, employees and faculty members through the College Counselor.
- Students needing to seek assistance due to drug or alcohol abuse are able to utilize the Student Wellness Program. Students have unlimited access to the College Counselor at no charge. Students may be referred to an outside agency on a case-by-case basis if services are outside the scope of practice of the Campus counselor. Additional information about this program can be found in the Student Wellness Program policy and the Student Alcohol & Drug Screening policy.
- The College's "Student Alcohol and Drug Screening" and "Student Wellness Program" policies are available in the Student Handbook (https://www.brcn.edu/parents-current-students/program-catalog)
- The College's employee alcohol/drug policy can be found in the Employee Handbook, available upon request.

STOP CAMPUS HAZING ACT

Hazing is prohibited by the College. The Illinois Hazing Act (720 ILCS 120) expressly prohibits certain hazing. The College defines hazing as intentionally, knowingly, or recklessly requiring the performance of any act by a student or other person at the College regardless of that person's willingness for the purpose of induction into, affiliation

with, or maintenance of membership in any group, organization, or society associated or connected with the College if the act causes or creates risk above the reasonable risk generally associated with participation in typical College activities of physical or psychological harm.

The State of Illinois' definition of hazing is below:

(a) A person commits hazing when he or she knowingly requires the performance of any act by a student or other person in a school, college, university, or other educational institution of this State, for the purpose of induction or admission into any group, organization, or society associated or connected with that institution, if:

(1) the act is not sanctioned or authorized by that educational institution; and

(2) the act results in bodily harm to any person.

(a-1) It is not a defense to a prosecution under subsection (a) that the person against whom the hazing was directed consented to or acquiesced in the hazing.

(b) Sentence. Hazing is a Class A misdemeanor, except that hazing that results in death or great bodily harm is a Class 4 felony.

Reporting Hazing Incidents

School officials, including administrators, teachers, counselors, and support staff, must immediately report instances of hazing that they observe to the Student Services Officer or Blessing Hospital Security. All other members of the College community, as well as school administrators, are encouraged to report instances of hazing of which they become aware to the Student Services Officer or Blessing Hospital Security as well.

Andrew Griesbaum

Student Services Officer

217-228-5520 Ext. 6990

studentservices@brcn.edu

Blessing Hospital Security

217-223-8400 Ext. 0

Investigation

Hazing is a violation of the Student & Employee Code of Conduct policies and subject to the procedures for investigation and resolution of Code of Conduct matters.

Findings that an individual has violated the hazing policy may be imputed to the relevant student organization for reporting purposes.

Prevention and Awareness

The College provides campus-wide, research-informed prevention and awareness programs related to hazing, as defined by the college, designed to reach students, staff, and faculty. The programs include information regarding the College’s policy on hazing, how to report incidents of hazing, the process used to investigate hazing incidents, and applicable laws. In addition, the programs include primary prevention strategies intended to stop hazing before it occurs, which may include skill building for bystander intervention, information about ethical leadership, and the promotion of strategies for building group cohesion without hazing.

Research based educational materials are distributed to all College employees and students each semester. These materials are available on the College's website.

CRIME DEFINITIONS

The Clery Act requires institutions of higher education to disclose crime statistics covering the previous three years on four general categories of crimes: (1) primary criminal offenses (murder and non-negligent manslaughter, manslaughter by negligence, sex offenses (rape, fondling, statutory rape and incest), robbery, aggravated assault, burglary, motor vehicle theft, and arson); (2) hate crimes (any of the primary criminal offenses except manslaughter by negligence and any incidents of larceny-theft, simple assault, intimidation or destruction/damage/vandalism of property that were motivated by certain biases); (3) arrests or referrals for disciplinary action for weapons, drug and liquor law violations; and (4) crimes of domestic violence, dating violence and stalking.

The definitions of these offenses follow FBI guidelines and are as follows:

Primary Criminal Offenses

Murder and non-negligent homicide: The willful (non-negligent) killing of one human being by another.

Manslaughter by negligence: The killing of another person through gross negligence.

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. (This offense includes the rape of both males and females).

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 of 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.

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.

Aggravated assault: An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury, usually accompanied by the use of a weapon or by a means likely to produce death or great bodily harm.

Burglary: The unlawful entry of a structure to commit a felony or a theft.

Motor vehicle theft: The theft or attempted theft of a motor vehicle.

Arson: Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.

Hate Crimes

Hate crimes involve those crimes motivated by the following biases: race, gender, religion, sexual orientation, ethnicity, disability, national origin, and gender identity. As noted, hate crimes include those defined above (except manslaughter by negligence) that were motivated by one or more of these biases. They also include a second category as follows:

Larceny-theft: The unlawful taking, carrying, leading or riding away of property from the possession or constructive possession of another. Constructive possession is the condition in which a person does not have physical custody or possession, but is in a position to exercise
dominion or control over a thing.

Simple assault: An unlawful physical attack by one person upon another where the offender neither displays a weapon nor the victim suffers obvious severe or aggravated bodily injury, such as apparent broken bones, loss of teeth, possible internal injury, severe laceration or loss of consciousness.

Intimidation: Unlawfully placing another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack.

Destruction/damage/vandalism of property: Willfully or maliciously destroying, damaging, defacing, or otherwise injuring real or personal property without the consent of the owner or the person having custody or control of it.

Arrests & Referrals for Disciplinary Action

The third category of crime statistics disclosed related to arrests and referrals for disciplinary action for violations of law relating to weapons, drugs or liquor. For this purpose, the following definitions apply:

Arrest: A person processed by arrest, citation or summons.

Referral for disciplinary action: The referral of any person to any official who initiates a disciplinary action of which a record is kept and which may result in the imposition of a sanction.

Weapons Violations (Carrying, Possessing, Etc.): The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, concealment, or use of firearms, cutting instruments, explosives, incendiary devices or other deadly weapons. This classification encompasses weapons offenses that are regulatory in nature.

Drug Abuse Violations: The violation of law prohibiting the production, distribution and/or use of certain controlled substances and the equipment or devices utilized in their preparation and/or use. The unlawful cultivation, manufacture, distribution, sale, purchase, use, possession, transportation or importation of any controlled drug or narcotic substance. Arrests for violations

of state and local laws, specifically those relating to the unlawful possession, sale, use, growing, manufacturing and making of narcotic drugs.

Liquor Law Violations: The violation of state or local laws or ordinance prohibiting the manufacture, sale, purchase, transportation, possession or use of alcoholic beverages, not including driving under the influence and drunkenness.

VAWA Crimes (Crimes of Domestic Violence, Dating Violence, and Stalking)

Domestic violence: A felony or misdemeanor crime of violence 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, 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.

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 will be determined based on the reporting party's statement and with consideration of the length, and
type of relationship and the frequency of interaction between the persons involved in the relationship.

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.

The statistics reported below are collected from crimes reported to BH Security, other campus security authorities of the College, and local law enforcement agencies. Each year, the College contacts these agencies requesting that they inform the College of any reports of crimes they have received during the previous calendar year that purportedly occurred in any part of the College's Clery geography.

The Quincy Police Department provided statistics, which are included in this chart. However, QPD does not categorize all its crimes using the FBI's Uniform Crime Reporting Program as is required for Clery reporting purposes.

A request was made to the Chicago Police Department for a student trip, and they have not responded to our request.

The College's Non-Campus property is the Simulation Center located within the Blessing Education Center, which is located at 5009 Oak Street, Quincy, IL, and Blessing Hospital located at 1005 Broadway, Quincy, IL.

In March of 2019 the College relocated from Blessing Hospital's campus to its' own building located at 3609 North Marx Drive, Quincy IL.

2014 was the last year the College had on campus student housing.

Policies, Procedures and Programs Related to Various Sex-Related Offenses, including Sexual Assault, and Domestic Violence, Dating Violence, and Stalking

Consistent with the requirements of Title IX of the Education Amendments of 1972, the Clery Act, and the Violence Against Women Act ("VAWA"), the College prohibits domestic violence, dating violence, sexual violence (including sexual assault) and stalking. The College's Sexual Harassment Policy is used to address complaints of this nature. This policy and the procedures for filing, investigating and resolving complaints for violations of that policy may be found in the Sexual Harassment Policy.

The following section covers the College's educational programs to promote the awareness on topics such as domestic violence, dating violence, sexual assault and stalking as well procedures to follow if these events should occur.

Primary Prevention and Awareness Program

The College conducts a Primary Prevention and Awareness Program (PPAP) for all incoming students and new employees. In it they are specifically advised that the College prohibits the offenses of domestic violence, dating violence, sexual assault and stalking.

Ongoing Prevention and Awareness Campaign

The College conducts an Ongoing Prevention and Awareness Campaign (OPAC) aimed at the College community. This campaign covers the same material as provided in the PPAP, but is intended to increase the understanding of the College community on these topics and to improve their skills for addressing the offenses of dating violence, domestic violence, sexual

assault and stalking.

PPAP and OPAC Programming Methods

The PPAP and OPAC are carried out in a variety of ways, using a range of strategies, and, as appropriate, targeting specific audiences throughout the institution. Methods include, but are not limited to: online presentations, distribution of written materials, periodic email blasts, and guest speakers. Past programming and currently planned programming include the following:

Yearly Computer Based Learning (CBL) modules related to the definitions along with tips on prevention and situational awareness. Semester email blasts related to bystander intervention, tips on prevention and security, Campus Authority speaking at Student Council meeting.

ADA
DIVERSITY & EQUITY
TITLE IX
SEXUAL HARRASSMENT

ACCOMMODATIONS UNDER THE AMERICANS WITH DISABILITY ACT (ADA)

POLICY

Qualified students are granted reasonable accommodations in accordance with ADA guidelines.
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.
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.

PROCEDURE

All students are expected, with or without reasonable accommodation, to meet nursing and health sciences competencies and performance standards required to safely perform the role of the RN or Health Sciences professional.

In compliance with ADA, the College:

Provides tutoring to students with disabilities in the same manner as it provides tutoring to non-disabled students.

*Does not provide attendants, individually prescribed devices, readers for personal use or study, or other devices of a personal nature.

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."
A diagnosis or impairment, by itself, is not a disability and is insufficient to qualify an individual as disabled. In compliance with ADA, the College may request documentation in order to establish a disclosed disability and need for accommodation.

Acceptable Documentation from a Health/Education Professional

Students are responsible for providing all requested documentation to establish a disability and the need for/type of accommodation.
Acceptable documentation from a qualified health or education professional:

- Must be typed on professional letterhead that provides the name and credentials of the professional; and must be dated and signed by the professional.
- Must provide:
  - A clear, specific statement of the diagnosis/impairment and the degree of functional limitation to one or more major life activities
  - Description of any behavioral, cognitive, medical, or other features accompanying the disability that may relate to the requested accommodation
  - Medical side effects that may warrant requested accommodations
  - Recommendations for accommodation
  - Rationale for recommended accommodations.
- Must be within three years of the disclosure as the effects of a diagnosis or impairment can change over time, resulting in changes in or ineligibility for ADA accommodation.

Request for Reasonable Accommodation

Students requesting reasonable accommodation must:

- Self-disclose and provide documentation for the disability to the Section 504/ADA Coordinator as soon as possible (preferably, at least two weeks before classes start) to ensure that any granted accommodations are available in advance.
- Meet with the Section 504/ADA Coordinator who reviews ADA eligibility, rights, and responsibilities.

- The Section 504/ADA Coordinator will consider the student's request, documentation, and other factors to determine, on a case-by-case basis any reasonable accommodations.
    - The Section 504/ADA Coordinator will consult other College officials (*Academic Dean, Dean of Enrollment Management/Business Manager, Program Coordinator, and course and/or clinical faculty). Where the student is requesting accommodations directly impacting the student's academic program, including coursework and attendance, the Section 504/ADA Coordinator will consult appropriate faculty members to determine whether the requested accommodation would alter the fundamental nature of the student's academic program, including whether the requested accommodation would prohibit the measurement of a particular skill and/or essential function associated with the role of a nursing or health sciences professional.
    - In the event of a disagreement between a faculty member and the Section 504/ADA Coordinator regarding whether an accommodation would alter the fundamental nature of the student's academic program, the Section 504/ADA Coordinator will consult the Academic Committee, which will review the matter in a reasonably prompt manner. The Academic Committee will determine whether there are articulable, and preferably evidence-based, reasons why the fundamental requirements of the academic program prohibit the proposed accommodation and why alternative methods of meeting those requirements are not acceptable.
- Collaborate with the Section 504/ADA Coordinator to establish a plan for reasonable accommodation.

The Section 504/ADA Coordinator shares the approved plan with the student.

Students are responsible for sharing the approved accommodation plan with individual course and/or clinical instructors.

Note: Though requests may be made at any time, accommodations are not retroactive except in very rare circumstances as determined appropriate at the discretion of the Section 504/ADA Coordinator and appropriate College officials* (such as where a student experiences an unexpected disability that renders the student unable to engage in any College programs or activities).

Temporary accommodations may be granted, at the discretion of the Section 504/ADA Coordinator and appropriate College officials* while a request for accommodation is pending; the grant of temporary accommodations do not guarantee ongoing accommodations, or any particular ongoing accommodation, following completion of the accommodation process.

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

Section 504/ADA Coordinator

The Section 504/ADA Coordinator, Sarah Mueller, can be reached at smueller@brcn.edu or (217) 228-5520, extension 6997.

Grievance

The College is committed to the resolution of concerns and issues regarding the civil rights of individuals with disabilities through informal or formal processes.

Informal Process

The student contacts the Section 504/ADA Coordinator who facilitates informal resolution of the concern or issue. The formal process may be used for students dissatisfied with informal resolution.

Formal Process

- The student submits the written complaint to the Section 504/ADA Coordinator, providing name, address, and description of the alleged violation.
- Specific facts must be used to describe the allegation.
- The complaint must be filed within 30 working days of the alleged violation.
- 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 provides a written response to the student
- Within 20 working days from submission of the complaint.
- Describing the validity and resolution of the complaint.
- The student may request reconsideration of the case if dissatisfied with the resolution.

- The request must be submitted to the Section 504/ADA Coordinator within 10 working days, who forwards the request to the President/CEO of the College.
- The President/CEO makes a final decision within 20 working days from receipt of request.

Office for Civil Rights (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.

PREGNANCY DISCLOSURE

POLICY

The College is committed to providing all students and employees with the opportunity to pursue and attain their individual goals as it relates to the College's admissions, employment, and educational programs or activities. This commitment includes the College's students and employees who are pregnant, parenting, or experiencing pregnancy related conditions. The College prohibits differential treatment or discrimination against students and employees based on the student or employee's current, potential, or past parental, family, marital status, or pregnancy or related condition.

Definitions

"Pregnancy or related conditions" means:

- Pregnancy, childbirth, termination of pregnancy, or lactation;
- Medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation
- Recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

"Parental Status" means a person who is a biological parent; adoptive parent; stepparent; foster parent; legal custodian or guardian; in loco parentis with respect to a person; or a person who is actively seeking custody, guardianship, visitation, or adoption of a person.

PROCEDURE

A student who is pregnant is strongly encouraged to notify the Title IX Coordinator as soon as possible in order to collaborate with the College and develop an appropriate plan for the continuation of education due to the programs and clinical requirements. Planning may assist with challenges students could face while pregnant or recovering from childbirth (e.g. missed classes, make-up work). The choice to disclose a pregnancy is voluntary.

If a College employee is informed of a student's pregnancy or related condition by a student or a person who has a legal right to act on behalf of the student, the employee must provide the student or the student's representative with the Title IX Coordinator's contact information for further assistance, unless the employee reasonably believes the Title IX Coordinator has already been notified.

Contact information for the College's Title IX Coordinator is as follows:

Jenna Crabtree, MBA
Dean of Enrollment Management
Business Manager
Title IX Coordinator
3609 North Marx Drive
Quincy, IL 62305-7005
www.brcn.edu
jcrabtree@brcn.edu
217-228-5520 ext. 6961

The employee will also inform the student or the student's representative that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the College's education programs or activities. However, the choice to declare a student's pregnancy is voluntary, and students and employees are not required to disclose this information to the College.

After being notified by a student or the student's representative of the student's pregnancy or related condition, the Title IX Coordinator will do the following:

- Inform the student about the College's prohibition on sex discrimination, including sex-based harassment.
- Provide the student with the option of reasonable modifications due to the student's pregnancy or related conditions.
- Allow the student voluntary access to any separate and comparable portion of the College's education programs or activities.
- Allow the student a voluntary leave of absence for medical reasons and reinstatement for the student upon return from leave.
- Provide the student with a private, clean space for lactation that is a space other than a bathroom and is shielded from view and free from intrusion from others.

The College will not require students to submit supporting documentation for the above items, unless the documentation is necessary and reasonable for the College to determine the reasonable modifications to make, or whether to take additional, specific actions. Situations where supporting documentation is not necessary may include, but are not limited to:

- When the student's need for a specific action is obvious, such as when a student who is pregnant needs a bigger uniform
- When the student has previously provided the College with sufficient supporting documentation
- When the reasonable modification at issue is allowing a student to carry or keep water nearby and drink, use a bigger desk, sit or stand, or take breaks to eat, drink, or use the restroom
- When the student has lactation needs
- When the requested action is available to other students for reasons other than pregnancy or related conditions and such students are not required to submit supporting documentation.

Additionally, the College will not require a student who is pregnant or has a related condition to provide certification from a healthcare provider or any other person that the student is physically able to participate in the College's class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for the student's participation in the class, program, or extracurricular activity
- The College requires such certification of all students participating in the class, program, or extracurricular activity
- The information obtained is not used as a basis for discrimination.

Options After Student Pregnancy Disclosure

Once a student has voluntarily disclosed a pregnancy or related condition to the College, the student has the following options:

Continue in the Program

- If a student decides to continue in the program and desires to have any modifications to the College's education programs and activities due to the pregnancy or related condition, the student should contact the [insert relevant College official] to discuss any reasonable modifications that may be necessary for the student to continue in the program. Such modifications, if any, are discussed below, and will be documented in the form in Addendum A which will be signed by both the student and a College representative.
- The College will also allow a student to voluntarily access any separate and comparable portion of the College's education program or activity.

Voluntary Leave of Absence

Students have the option to take a leave of absence due to pregnancy or related condition. However, such a leave of absence is not required. Should a student choose to take a leave of absence, a student is permitted to do so based on the medical recommendation of the student's licensed healthcare provider.

A leave of absence due to pregnancy or related condition may be for various amounts of time depending on a student's particular circumstances and the period deemed medically necessary by the student's licensed healthcare provider. Such a leave may be extended if deemed medically necessary by the student's licensed healthcare provider.

International students are further encouraged to contact their international advisor immediately, as a leave could require the student to leave the country.

When a student returns from a leave of absence, the student will be reinstated to the same academic status and, where applicable, extracurricular status, that the student held prior to their leave of absence. This includes the opportunity to make up any work the student missed while on leave.

If taking a leave of absence due to a pregnancy or related condition, the Education Plan in Addendum B will be discussed and signed by the student and a College representative.

Withdrawal from the College

The student may, in their sole discretion, determine that they must withdraw from the College for an indefinite period or permanently due to their pregnancy or related condition. Existing College withdrawal procedures, and readmission procedures (if applicable) apply.

Please see policy Addendum A Continuation in Program after Disclosing Pregnancy (provided by academic advisor).

Please see policy Addendum B Education Plan for Pregnancy Leave (provided by academic advisor).

Reasonable Modifications for Students

The College will treat pregnancy or related conditions, or temporary disability resulting from pregnancy or related conditions, consistent with the College's policy on temporary medical conditions.

Reasonable modifications for pregnancy or related conditions will be provided to students based on their individualized needs. Such reasonable modifications will be identified through an interactive process with the student; however, a modification is not reasonable if it fundamentally alters the nature of the College's education program or activity.

- Reasonable modifications may include, but are not limited to:
- Breaks during class to attend to any necessary medical or lactation needs
- Access to online education
- Excused absences to attend medical appointments
- Schedule or course changes
- Test rescheduling
- Time extensions for coursework
- Counseling
- Physical space or supply changes
- Elevator access
- Other appropriate policy, practice, or procedure modifications

Students may accept or decline each reasonable modification offered by the College.

Reasonable Modifications for Employees

The College will treat employee pregnancy or related conditions as any other temporary medical condition for all job-related purposes and will provide accommodation as appropriate. The College will further adhere to its leave policies for employee pregnancy or related conditions.

Lactation Stations and Information

The College provides lactation stations across campus for breastfeeding students and employees. These spaces provide a private, clean area where students and employees are shielded from view and free from intrusion. The College's private lactation room is located between the student lounge and Library.

The College will also allow reasonable break time for employees to express breast milk or breastfeed as needed.

STUDENT OPTIONAL DISCLOSURE OF PRIVATE MENTAL HEALTH ACT

POLICY

In accordance with the State of Illinois' Student Optional Disclosure of Private Mental Health Act (DPMH), the College provides students the opportunity to authorize, in writing, the disclosure of certain private mental health information to a designated person of choice.

PROCEDURE

The DPMH states that an institution of higher learning may disclose mental health information if a physician, clinical psychologist, or qualified examiner (Mental Health Professional) who is employed by the institution, makes a determination that the student poses a clear danger to self or others in order 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 self or another.

Student Responsibilities

If the student desires to designate a person that would receive certain private mental health information in such a situation, they are responsible to complete the following:

- Complete Mental Health Disclosure Form- allowing affirmative authorization for the disclosure of the information.
- Return the completed form to the Student Services Office.

This process is optional.

Mental Health Professional Responsibilities

When the determination has been made by the Mental Health Professional that a student poses a clear danger to self or others, they will, as soon as practicable, but in no more than 24 hours after making the determination, attempt to contact the designated person and notify the designated person of the determination.

GENDER EQUITY POLICY

POLICY

Transgender individuals are provided rights and accommodations.

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.

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.

PROCEDURE

Legal Name Change

Legal names are used for official transcripts, financial aid documents, payroll, personnel files, and other College systems when a legal name is required by law or College policy.

To change the legal name on documents at the College, individuals must obtain a court-ordered name change. A copy of the court order is submitted to the Office of the Registrar via the Student Information Change form found on the College's website. The College will change all official records to reflect the changed legal name upon receipt of required documentation.

Preferred Name & Pronoun

Individuals may elect to use a preferred name and/or a preferred pronoun for internal College purposes.

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. Legal names will be used for official College documents such as transcripts, financial aid documents, Academic Notice, Code of Conduct notification, and payroll.

In order to designate a preferred name and/or pronoun, students submit the completed Student Information Change Form from the website to the Office of the Registrar. Students, faculty, and staff are expected to use the preferred name and pronoun.

Sex/Gender Marker Change

Official College records reflect sex/gender assigned at birth. Change of a sex/gender marker will require a valid, government-issued document with the corrected gender, or documentation from a medical health care provider or licensed mental health care provider.

In order to change a sex/gender marker, students submit the completed Student Information Change Form from the website to the Office of the Registrar.

An individual's sex/gender marker does not appear on ID cards or transcripts.

Restrooms

The College has one (1) single-occupancy, gender-inclusive restroom located on campus. The Dean of Enrollment Management/Business Manager may be contacted for information related to the single-occupancy restroom. All members of and visitors to the campus community may use any restroom corresponding to gender identity.

Harassment and 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
Dean of Enrollment Management
Business Manager
Title IX Coordinator
3609 North Marx Drive
Quincy, IL 62305

Complaints of this nature are investigated and resolved pursuant to the Sexual Misconduct Policy.

Questions

The Dean of Enrollment Management/Business Manager may be contacted for additional information or assistance needed to access transgender accommodation services.

NON-DISCRIMINATION/EQUAL OPPORTUNITY

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; and any other characteristic protected under applicable federal or state law, herein called "protected categories."[1]

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
Dean of Enrollment Management
Business Manager
Title IX Coordinator
3609 N. Marx Drive
Quincy, IL 62305
www.brcn.edu
crabtreej@brcn.edu
217-228-5520, ext. 6961

BRCN Confidential Compliance Hotline: 1-888-495-4387

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

Regardless of other language in this policy, Sexual Harassment (including Sexual Assault, Domestic Violence, Dating Violence, and Stalking), as defined in the Sexual Harassment Policy, will be governed exclusively by the Sexual Harassment Policy and processes provided in it. All other forms of sex-based discrimination are governed by this policy, including sex-based discrimination and harassment, as defined in this policy, that does not rise to the level of Sexual Harassment as defined in the Sexual Harassment Policy.

Conduct that is initially raised through a formal complaint under the Sexual Harassment Policy may also be addressed under this policy, in the College's discretion, when: (i) the conduct, or some part of it, may amount to a violation of this policy regardless of whether it meets the definition of Sexual Harassment under the Sexual

Harassment Policy; (ii) the formal complaint, or some part of it, has been dismissed under the Sexual Harassment Policy; or (iii) a final determination of a formal complaint has been made under the Sexual Harassment Policy and separate or additional action may be necessary to enforce this policy.

Discrimination is material, adverse treatment of an individual based on a protected category.
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; and any other characteristic protected under applicable federal or state law.
Personality differences; personal conflicts; general mistreatment not related to the above protected categories; or a response to poor performance are usually employee relations issues, not discrimination matters.
Harassment consists of unwelcome conduct on the basis of a Protected Category that explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance, or creates an intimidating, hostile, or offensive work environment.
A person's subjective belief that behavior is intimidating, hostile, or offensive does not make that behavior harassment. The behavior must create a hostile environment from both a subjective and objective perspective and must be so severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives a member of the community of the ability to participate in or to receive benefits, services, or opportunities from the College's education or employment programs and/or activities. In determining whether a hostile environment exists, the College examines the context, nature, scope, frequency, duration, and location of incidents, as well as the relationships of the persons involved.

Complaints of Discrimination

This Policy and accompanying Complaint Resolution Procedures are meant to address complaints of Discrimination based on Protected Categories, as listed above.

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 on the basis of 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 (see contact information above). 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. If the situation is an emergency or if a person believes he or she is in imminent danger, the person should dial 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 a complaint of Discrimination based on a Protected Category. It is also a violation of this policy to retaliate against any member of the College Community 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.

Protecting the Parties

Pending final outcome of an investigation in accordance with the complaint resolution procedures, the College will take steps to protect the parties from further Discrimination based on a Protected Category or retaliation. This may include allowing the parties to change his or her academic, transportation, dining, work, or living situation if options to do so are reasonably available and upon request.

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.

Good 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 that preventing Discrimination based on a Protected Category is 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 educational resources, please contact the Title IX Coordinator.

COMPLAINT RESOLUTION PROCEDURES: COMPLAINTS OF 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 determinate 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 in cases where the complainant requests that the matter not be pursued. In such a circumstances, 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.

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 and comment, in writing, on any statements or evidence provided by the other party.
- Equal access to review and comment, in writing on any information independently developed by the Investigating Officer

All parties and witnesses involved in the investigation are expected to cooperate and provide complete and truthful information.

Support Person for Cases Involving Students

During the investigation process, both a student complainant and a student respondent may ask a person to accompany him or her to meetings with the Investigating Officer. In cases involving multiple student complainants or student respondents, the support person cannot be another complainant or respondent. The 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 Dean of Enrollment Management/Business Manager. Both parties will be provided a copy of the draft written report and allowed to respond to the written investigation report, in writing.

In the case of a complaint against a faculty member or student, the Academic Dean, in consultation with the Dean of Enrollment Management/Business Manager, 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 Dean of Enrollment Management/Business Manager, 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 Dean of Enrollment/Management Business Manager, 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.

The outcome of the investigation will be conveyed to the parties, simultaneously, in writing. 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").

1. 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.

2. 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 Dean of Enrollment Management/Business Manager may determine that such inappropriate behavior merits discipline, ongoing monitoring, coaching, or other appropriate action. If so, the Academic Dean or Dean of Enrollment Management/Business Manager may initiate further proceedings or impose disciplinary measures consistent with College policy.

3. Finding "Violation"

If there is a determination that the behavior violated the Non-Discrimination/Equal Opportunity Policy, the Academic Dean or Dean of Enrollment Management/Business Manager, in consultation with any appropriate supervisor, will determine appropriate corrective and disciplinary action to be taken. In addition, the Academic Dean or Dean of Enrollment Management/Business Manager 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 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 resolution 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 resolution at any time. In any event, informal resolution, 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 a timely and prompt manner, approximately 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 to explain 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. The College, in its reasonable discretion, may interpret and adjust these procedures in light of particular circumstances.

[1] Complaints of Sexual Misconduct, including complaints of sex discrimination, will be investigated and resolved through the College's Sexual Harassment Policy and Sexual Harassment Hearing Procedure. For complaints involving sexual misconduct, please refer to the Sexual Misconduct Policy, located in the College Student Handbook.

TITLE IX- SEXUAL HARRASSMENT-2020

The purpose of this policy is to define the guidelines and procedures regarding Sex Discrimination, as defined by Title IX.

I. Policy Statement

Blessing-Rieman College of Nursing & Health Sciences is committed to providing a learning and working environment that promotes personal integrity, civility, and mutual respect where individuals are free from sexual harassment. Consistent with this commitment, the College's Non-Discrimination Notice, and the U.S. Department of Education's implementing regulations for Title IX of the Education Amendments of 1972 ("Title IX") (see 34 C.F.R. § 106 et seq.), the College prohibits Sexual Harassment that occurs within its Education Programs and Activities pursuant to this Sexual Harassment Policy ("Policy").

For purposes of this Policy, Sexual Harassment includes Quid Pro Quo Sexual Harassment, Hostile Environment Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking.

Administrators, faculty member, staff, students, contractors, guests, and other members of the College community who commit Sexual Harassment are subject to the full range of College discipline including verbal reprimand; written reprimand; mandatory training, coaching, or counseling; mandatory monitoring; partial or full probation; partial or full suspension; fines; permanent separation from the institution (that is, termination or dismissal); physical restriction from College property; cancellation of contracts; and any combination of the same.

The College will provide persons who have experienced Sexual Harassment ongoing remedies as reasonably necessary to restore or preserve access to the College's Education Programs and Activities.

II. Scope

This Policy applies to Sexual Harassment that occurs within the College's Education Programs and Activities and that is committed by an administrator, faculty member, staff, student, contractor, guest, or other member of the College community.

This Policy does not apply to Sexual Harassment that occurs off-campus, in a private setting, and outside the scope of the College's Education Programs and Activities. This Policy does not apply to Sexual Harassment that occurs outside the geographic boundaries of the United States, even if the Sexual Harassment occurs in the College's Education Programs and Activities, such as a study abroad program. Sexual Harassment that occurs either off-campus, in a private setting, and outside the

geographic boundaries of the United States is governed by the Student Code of Conduct if committed by a student, the Faculty Handbook if committed by a faculty member, or other College policies and standards if committed by an employee.

III. Definitions

1. "Complainant" is an alleged victim of Sexual Harassment.
2. "Respondent" is a person alleged to have perpetrated Sexual Harassment.
3. "Sexual Harassment" is conduct on the basis of sex that constitutes Quid Pro Quo Sexual Harassment, Hostile Environment Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, or Stalking.
4. "Quid Pro Quo Sexual Harassment" is an employee of the College conditioning the provision of an aid, benefit, or service of the College on an individual's participation in unwelcome sexual conduct.
5. Hostile Environment Sexual Harassment" is unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person access to the College's Education Programs and Activities.
6. "Sexual Assault" consists of one or more of the following:
    a. Rape: 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, or by a sex-related object. This definition also includes instance in which the victim is incapable of giving consent because of temporary or permanent mental or physical incapacity (include due to the influence of drugs or alcohol) or because of age. Physical resistance is not required on the part of the victim to demonstrate lack of consent.
    b. 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 unable to give consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
    c. Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by Illinois law.
    d. Sexual intercourse with a person who is under the statutory age of Consent as defined by Illinois law.
7. "Domestic Violence" is felony or misdemeanor crimes of violence 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 Illinois, 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 Illinois.
8. "Dating Violence" is 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 will be determined based on a consideration of the following factors:
        i. The length of the relationship;
        ii. The type of relationship; and
        iii. The frequency of interaction between the persons involved in the relationship.
9. "Stalking" is engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
    a. Fear for their safety or the safety of others; or
    b. Suffer substantial emotional distress.
10. "Consent" refers to words or actions that a reasonable person in the perspective of the Respondent would understand as agreement to engage in the sexual conduct at issue. A person who is Incapacitated is not capable of giving Consent.

11. "Coercion" is direct or implied threat of force, violence, danger, hardship, or retribution sufficient to persuade a reasonable person of ordinary susceptibility to perform an act which otherwise would not have been performed or acquiesce in an act to which one would otherwise not have submitted. Coercion can include unreasonable and sustained pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. A person's words or conduct cannot amount to Coercion for purposes of this Policy unless they wrongfully impair the other's freedom of will and ability to choose whether or not to engage in sexual activity.
12. "Incapacitated" refers to the state where a person does not appreciate the nature or fact of sexual activity due to the effect of drugs or alcohol consumption, medical condition or disability, or due to a state of unconsciousness or sleep.
13. "Retaliation" is intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX and its implementing regulations or because an individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Policy.
14. "Complainant" means an individual who is alleged to be the victim of conduct that could constitute Sexual Harassment.
15. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment.
16. "Formal Complaint" means a document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that the College investigate the allegation of Sexual Harassment in accordance with this Policy. At the time of filing a Formal Complaint, a Complainant must be participating in or attempting to participate in the College's Education Programs and Activities. A "document filed by a Complainant" means a document or electronic submission (such as an email) that contains the Complainant's physical or electronic signature or otherwise indicates that the Complainant is the person filing the Complaint.
17. "Supportive Measures" are non-disciplinary, non-punitive individualized services offered, as appropriate, and reasonably available, and without fee or charge, that are designed to restore or preserve equal access to the College's Education Programs and Activities without unreasonably burdening another party, including measures designed to protect the safety of all parties implicated by a report or the College's education environment, or to deter Sexual Harassment. Supportive measures may include: counseling, extensions of academic or other deadlines, course-related adjustments, modifications to work or class schedules, campus escort services, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of campus, other changes to academic, living, dining, transportation, and working situations, honoring an order of protection or no contact order entered by a State civil or criminal court, and other similar measures. Supportive Measures may also include mutual restrictions on contact between the parties implicated by a report.
18. "Education Programs and Activities" refers to all the operations of the College, including, but not limited to, in-person and online educational instruction, employment, research activities, extracurricular activities, athletics, residence life, dining services, performances, and community engagement and outreach programs. The term applies to all activity that occurs on campus or on other property owned or occupied by the College. It also includes off-campus locations, events, or circumstances over which the College exercises substantial control over the Respondent and the context in which the Sexual Harassment occurs, including Sexual Harassment occurring in any building owned or controlled by a student organization that is officially recognized by the College.

IV. Understanding Hostile Environment Sexual Harassment

In determining whether a hostile environment exists, the College will consider the totality of circumstances, including factors such as the actual impact the conduct has had on the Complainant; the nature and severity of the conduct at issue; the frequency and duration of the conduct; the

relationship between the parties (including accounting for whether one individual has power or authority over the other); the respective ages of the parties; the context in which the conduct occurred; and the number of persons affected. The College will evaluate the totality of circumstances from the perspective of a reasonable person in the Complainant's position. A person's adverse subjective reaction to conduct is not sufficient, in and of itself, to establish the existence of a hostile environment.

The College encourages members of the College community to report any and all instances of Sexual Harassment, even if they are unsure whether the conduct rises to the level of a Policy violation.

Some specific examples of conduct that may constitute Sexual Harassment if unwelcome include, but are not limited to:

1. Unreasonable pressure for a dating, romantic, or intimate relationship or sexual contact
2. Unwelcome kissing, hugging, or massaging
3. Sexual innuendos, jokes, or humor
4. Displaying sexual graffiti, pictures, videos, or posters
5. Using sexually explicit profanity
6. Asking about, or telling about, sexual fantasies, sexual preferences, or sexual activities
7. E-mail, internet, or other electronic use that violates this Policy.
8. Leering or staring at someone in a sexual way, such as staring at a person's breasts or groin
9. Sending sexually explicit emails, text messages, or social media posts
10. Commenting on a person's dress in a sexual manner
11. Giving unwelcome personal gifts such as lingerie that suggest the desire for a romantic relationship
12. Insulting, demeaning, or degrading another person based on gender or gender stereotypes.

V. Understanding Consent and Incapacitation

1. Consent

   Lack of consent is a critical factor in determining whether Sexual Harassment has occurred. As defined above, consent is an informed, freely given, and mutually understood agreement to participate in specific sexual acts with another person that is not achieved through unreasonable manipulation or coercion—or any kind of physical force or weapon—and requires having cognitive ability to agree to participate. Consent requires an outward demonstration, through mutually understandable words, conduct or action, indicating that an individual has freely chosen to engage in the specific sexual acts. A verbal "no" constitutes lack of consent, even if it sounds insincere or indecisive.

   a. Silence or lack of physical or verbal resistance does not imply consent.
   b. If coercion, intimidation, threats, and/or physical force are used, there is no consent.
   c. Consent cannot be inferred from a person's manner of dress.
   d. Consent to one form of sexual activity does not imply consent to other forms of sexual activity.
   e. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another.
   f. Consent to past sexual activity does not constitute consent to future sexual activity.
   g. Consent can be withdrawn at any time. 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. When consent is withdrawn, sexual activity must immediately stop.
   h. Being in a romantic relationship with someone does not imply consent to sexual activity. Even in the context of an ongoing relationship, consent must be sought and freely given for each specific sexual act.
   i. Effective consent may not exist when there is a disparity in power between the parties (e.g., faculty/student, supervisor/employee).

j. A person cannot consent to sexual activity if that person is unable to understand the nature of the activity or give knowing consent due to circumstances, including without limitation the following:
   i. The individual is incapacitated due to drug or alcohol consumption, either voluntarily or involuntarily;
   ii. The individual is unconscious, asleep, or otherwise unaware that sexual activity is occurring;
   iii. The individual is below the minimum age of consent in the applicable jurisdiction (17 years in Illinois); or
   iv. The individual has a mental disability that impairs his or her ability to provide consent.[1]

2. Incapacitation

Incapacitation is a state where an individual cannot make an informed and rational decision to consent to engage in sexual contact because the individual lacks conscious knowledge of the nature of the act (e.g., to understand the "who, what, where, when, why or how" of the sexual interaction) and/or is physically or mentally helpless. An individual is also considered incapacitated, and therefore unable to give consent, when asleep, unconscious, or otherwise unaware that sexual contact is occurring.

Incapacitation can only be found when the Respondent knew or should have known that the Complainant was incapacitated when viewed from the position of a sober, reasonable person. One's own intoxication is not an excuse for failure to recognize another person's incapacitation.

Incapacitation may result from the use of alcohol and/or other drugs; however, consumption of alcohol of other drugs, inebriation, or intoxication alone are insufficient to establish incapacitation. Incapacitation is beyond mere drunkenness or intoxication. The impact of alcohol or drugs varies from person to person, and evaluating incapacitation requires an assessment of how consumption of alcohol and/or drugs impacts an individual's:

a. Decision-making ability
b. Awareness of consequences
c. Ability to make informed judgments
d. Capacity to appreciate the nature of circumstances of the act.

No single factor is determinative of incapacitation. Some common signs that someone may be incapacitated include slurred speech, confusion, shaky balance, stumbling or falling down, vomiting, and unconsciousness.

[1]*This language mirrors 110 ILCS 155/10(1)(vii). Note that the age of consent for statutory rape will vary by jurisdiction.*

VI. Reporting Sexual Harassment

1. Reporting to the College

Any person may report Sexual Harassment to the 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, and adjudicating complaints of Title IX violations. The Coordinator is a non-confidential source but can direct members to on- and off-campus confidential resources.

Reports may be made by complainants, third parties, witnesses, or bystanders, an may be made in person, by regular mail, telephone, electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. In-person reports must be made during normal business hours, but reports can be made by regular mail, telephone, or electronic mail at any time, including outside normal business hours.

The name and contact information for the Title IX Coordinator is:
Jenna Crabtree, MBA
Dean of Enrollment Management/Business Manager

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www.brcn.edu
jcrabtree@brcn.edu
217-228-5520, ext. 6961

In addition to reporting to the Title IX Coordinator, any person may report Sexual Harassment to the following
employees:

The name and contact Information for the Deputy Title IX Coordinator is:
Jan Akright, PhD, RN
Academic Dean
Blessing-Rieman College of Nursing & Health Sciences
3609 North Marx Drive Quincy, IL 62305-7005
www.brcn.edu
jakright@brcn.edu
217-228-5520, ext 6907

In addition to reporting to the Title IX Coordinator, any person may report Sexual Harassment to any College employee with managerial authority over other employees, including cabinet members, deans, department heads, unit supervisors, and other managers, other than those identified as confidential resources (collectively "Reporting Officials") who must promptly forward such report of Sexual Harassment to the Title IX Coordinator.

All College employees, other than those identified as confidential resources, have a duty to report Sexual Harassment to the Title IX Coordinator when they receive a report of such conduct, witness such conduct, or otherwise obtain information about such conduct. This includes employees who may have a professional license requiring confidentiality if they are not employed by the College in that professional role. An employee who does not report Sexual Harassment as required by this Policy may be disciplined accordingly, up to and including termination.

Reporting Officials are required to report incidents of Sexual Harassment 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 complaint.[2]

[2] *Special Procedure Concerning Complaints Against the Title IX Coordinator, the President, or Other Administrators Ranked Higher than the Title IX Coordinator*
If a report involves alleged conduct on the part of the College's President/CEO, the College's Board of Trustees ("Board") will designate appropriate individuals to fulfill appropriate functions under this policy, including, but not limited to, the investigator, hearing panel, administrative officer, informal resolution officer, and/or appeal officer. Based on the information gathered by the investigation.
If a complaint involves alleged conduct on the part of the Title IX Coordinator or any administrator ranked higher than the Title IX Coordinator, the President/CEO will designate appropriate individuals to fulfill appropriate functions under this policy, including, but not limited to, the investigator, hearing panel, administrative officer, informal resolution officer, and/or appeal officer.

2. Reporting Officials

Reporting Officials have a duty to report Sexual Harassment to the Title IX Coordinator when

they receive a report of such conduct, witness such conduct, or otherwise obtain information about such conduct. This includes Reporting Officials who may have a professional license requiring confidentiality if they are not employed by the College in that professional role. Reporting Officials who do not report Sexual Harassment as required by this Policy may be disciplined accordingly, up to and including termination.

Reporting Officials are required to report and may not keep the information confidential. Students and others should be aware that providing information about Sexual Harassment to a Reporting Official will result in that information being forwarded to the Title IX Coordinator for review and investigation.

College employees who are not Reporting Officials are encouraged, but are not required to, forward reports of Sexual Harassment to the Title IX Coordinator. The College encourages all employees and members of the College community to report any and all incidents of Sexual Harassment, even if they are unsure if the conduct is a violation of this policy

3. Information Provided in Report
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:
   a. Date(s) and time(s) of the alleged conduct
   b. Name(s) of all persons involved in the alleged conduct
   c. Name(s) of possible witnesses
   d. A statement of the event(s) which is (are) the cause of the complaint
   e. Contact information for the complainant so that the College may follow up appropriately

VII. To File a Report Electronically and/or anonymously
Individuals, including third parties and bystanders, can submit a report of Sexual Harassment electronically by completing the form found at: Online Silent Witness Form: https://www.brcn.edu/about-us/campus-safety. This form is also available in the Student Services Office as well as the college website under Campus Safety.

They may also submit a report of Sexual Harassment to the BRCN Confidential Compliance Hotline: 1-888-495-4387. Reports made through these methods can be submitted anonymously.

Upon filing an electronic report, the electronic reporter (if not anonymous) will receive an electronic response within 12 hours. These reports will be sent to the Title IX Coordinator who will make every effort to respond or take other corrective action, but the College's ability to respond or take corrective action following an anonymous report may be limited. This reporting mechanism is not a substitute for the obligation of all College employees, except for the confidential resources identified, to make a report as described above.
Reporting Officials may not submit anonymous reports when they receive a report of sexual misconduct. Reporting Officials are required to provide the College with all relevant information.

VIII. Information Regarding the Rights and Options of the Parties
Once a report of Sexual Assault, Domestic Violence, Dating Violence, or Stalking is made, the victim has several options such as, but not limited to:

1. obtaining Supportive Measures
2. contacting parents or a relative
3. seeking legal advice
4. seeking personal counseling (always recommended)
5. pursuing legal action against the perpetrator
6. filing a Formal Complaint
7. requesting that no further action be taken

Upon receiving a report of an incident of Sexual Harassment prohibited under this Policy, the College will provide the Complainant with a written document (separate from this Policy) listing, in plain, concise

language, the Complainant's available rights, options and resources, as well as a description of the College's procedures for investigating and resolving the report. The College will also provide the Respondent with a written document (separate from this Policy) listing, in plain and concise language, the Respondent's available rights, options and resources, as well as a description of the College's procedures for investigating and resolving the report.

IX. Special Advice For Individuals Reporting Sexual Assault, Domestic Violence, Dating Violence, or Stalking

1. Reporting to Law Enforcement

Individuals who feel they have experienced Sexual Assault, Domestic Violence, Dating Violence, or Stalking have the option to pursue a criminal complaint with the appropriate law enforcement agency, to pursue a complaint with the College through its Complaint Resolution Procedures or to pursue both processes consecutively or concurrently. A victim of Sexual Assault, Domestic Violence, Dating Violence, or Stalking also has the right not to pursue any complaint to either the College or to a law enforcement agency.

For more information regarding the option to pursue a criminal complaint, contact:
Quincy Police Department
110 South 8th Street
Quincy, IL 62301
217-228-4470
In case of an emergency, dial 911

The Title IX Coordinator and the Blessing Hospital Security Department are available to assist students with making contact with appropriate law enforcement authorities. (For more information on the extent of a particular law enforcement agency's reporting obligations to other entities or its ability to protect an individual's privacy or have confidential communications during the criminal complaint process, contact the appropriate law enforcement agency.)
In addition to having the option of pursuing a criminal complaint, individuals also have the right to request that law enforcement issue emergency protective restraining orders or to pursue such orders through the court process. The College can assist parties who wish to do so. Individuals who receive emergency or permanent protective or restraining orders through a criminal or civil process should notify the Title IX Coordinator so that the College can work with the individual and the subject of the restraining order to manage compliance with the order on campus.
For more information about such orders see:

Quanada-Domestic Violence and Sexual Assault Programs
2707 Maine Street
Quincy, IL 62301
217-222-0069
1-800-369-2287
Quanada.org
Or
Quincy Police Department
110 South 8th Street
Quincy, IL 62301
217-228-4470
In case of an emergency, dial 911

The Title IX Coordinator and the Campus Security Department will assist individuals with transportation to a hospital if they so request, with making contact with appropriate law enforcement authorities upon request, and with accessing all appropriate resources and support, including on- and off-campus confidential victim services and Sexual Assault crisis

support.

Whether or not criminal charges are filed, the College will initiate an investigation as provided in this Policy where appropriate. The "Requesting Confidentiality to a Non-Confidential Source" Section below includes additional information regarding requests for confidentiality or requests that no investigation be conducted. Any pending criminal investigation or criminal proceeding may have some impact on the timing of the College's investigation, but the College will commence or resume its own investigation as soon as is practicable under the circumstances. The College reserves the right to commence and/or complete its own investigation prior to the completion of any criminal investigation or criminal proceeding. The College also may, in some circumstances, be required by law enforcement to defer the fact-finding portion of its investigation for a limited time while law enforcement gathers evidence. In such cases, the Title IX Coordinator shall inform the parties of the need to defer the College's fact-finding, provide regular updates on the status of the investigation and notify the parties when the College's fact-finding resumes. During this time period, the College will take any additional measures necessary to protect and support the parties and the College community. The College's authority to sanction members of the College community applies only to the violation of College rules, policies and procedures.

Because the standards for finding a violation of criminal law are different from the standards for finding a violation of Sexual Assault, Dating Violence, Domestic Violence, or Stalking under this Policy, criminal investigations or reports are not determinative of whether Sexual Assault, Dating Violence, Domestic Violence, or Stalking, for purposes of this Policy, has occurred. In other words, conduct may constitute Sexual Assault, Dating Violence, Domestic Violence, or Stalking under this Policy even if law enforcement agencies lack sufficient evidence of a crime and therefore decline to investigate or prosecute

2. Medical Assistance and Preserving Evidence

If you believe you are the victim of Sexual Assault, Domestic Violence, or Dating Violence, get to safety and 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. The College also encourages all individuals who feel they have been victims of Sexual Assault, Domestic Violence, Dating Violence, or Stalking to seek immediate assistance from a medical provider for emergency services, including treatment of any injury.

Seeking medical attention and preserving evidence helps preserve the full range of options for an individual, including the options of working through the College's Complaint Resolution Procedures and/or legal options including obtaining a protective order from a court, pursuing a civil action, and/or participating in a law enforcement investigation and criminal prosecution.

Even if an individual has not been physically hurt, a timely medical examination is recommended so that forensic evidence can be collected and preserved. An individual may choose to allow the collection of evidence by medical personnel even if they choose not to make a report to the police.

Local medical assistance can be obtained at:
Blessing Hospital
Broadway at 11th St
PO Box 7005
Quincy, IL 62305-7005
217-223-1200

The College recommends the following for individuals who believe they are victims of Sexual Assault, Dating Violence, Domestic Violence or Stalking:

a. Get to a safe place as soon as possible.
b. Try to preserve all physical evidence of the crime – avoid showering, bathing, using the toilet, rinsing one's mouth, smoking, or changing clothes. If it is necessary, put all clothing that was worn at the time of the incident in a paper bag, not a plastic one.
c. Do not launder or discard bedding or otherwise clean the area where the assault occurred- preserve for law enforcement.
d. Preserve all forms of electronic communication that occurred before, during, or after the assault.
e. Contact law enforcement by calling 911.
f. Seek medical attention as soon as possible – all medical injuries are not immediately apparent. This will also is also necessary to help collect evidence that may be needed in case the individual decides to press charges. Local hospitals have evidence collection kits necessary for criminal prosecution should the victim wish to pursue charges. Take a full change of clothing, including shoes, for use after a medical examination.
g. Contact a trusted person, such as a friend or family member for support.
h. Talk with a professional licensed counselor, College chaplain, or health care provider who can help explain options, give information, and provide emotional support.
i. Make a report to the Title IX Coordinator.
j. Explore this Policy and avenues for resolution under this Policy.

It is also important to take steps to preserve evidence in cases of Stalking, to the extent such evidence exists. Such evidence is more likely to be in the form of letters, emails, text messages, electronic images, etc. rather than evidence of physical contact and violence. This type of non-physical evidence will also be useful in all types of Sexual Harassment investigations.

Under Illinois law, forensic medical examinations (i.e., evidence collection) sought subsequent to instances of sexual violence are free of charge to the patient. Victims can obtain a free forensic medical examination at:

Blessing Hospital
Broadway at 11th St
PO Box 7005
Quincy, IL 62305-7005
217-223-1200

Medical personnel may be covered by federal and/or state privacy laws, such as the Health Insurance Portability and Accountability Act. Under Illinois law, medical personnel are required to alert police when it reasonably appears that the individual requesting the treatment has received an injury sustained as a victim of a criminal offense, including Sexual Assault. However, it is the individual's choice whether they want to speak to the police.

3. Confidential Reporting

The College recognizes that individuals who feel they have been victims of Sexual Assault, Dating Violence, Domestic Violence, or Stalking may require time and support in considering whether or how to participate in any College or law enforcement process. The College also recognizes that individuals who have been accused of Sexual Assault, Dating Violence, Domestic Violence, or Stalking may also require support. There are confidential resources on campus and in the community available to any individual who needs support or assistance.

a. On-Campus Confidential Advisors

Individuals wishing to receive confidential assistance without making a report to the College may speak with one of the College's confidential advisors. 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). Confidential advisors are available to discuss incidents or accusations of Sexual Assault, Dating Violence, Domestic Violence, or Stalking with both Complainants and Respondents in confidence, and provide emotional support in a safe and confidential space.

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. Disclosures to confidential advisors will not trigger the College's investigation into an incident.

All of the College's confidential advisors shall receive forty hours (40) of initial training regarding sexual violence and participate in six (6) hours of annual continuing education thereafter. In addition to providing confidential counseling, confidential advisors also provide emergency and ongoing support to individuals who have experienced or been accused of Sexual Assault, Dating Violence, Domestic Violence, or Stalking including:

i. Providing information regarding the individual's reporting options and possible outcomes, including making a report or a Formal Complaint under this Policy and notifying local law enforcement;
ii. Providing information about available resources and services, including but not limited to services available on campus and through community-based resources such as sexual assault crisis centers, medical treatment facilities, counseling services, legal resources, medical forensic services and mental health services;
iii. Providing information regarding orders of protection, no contact orders or similar lawful orders issued by the College or a criminal or civil court;
iv. An explanation of the individual's right to have privileged, confidential communications with the confidential advisor consistent with applicable law;
v. Upon request and as appropriate, providing assistance in contacting campus officials, community-based sexual assault crisis centers, campus security, and/or local law enforcement; and/or
vi. Upon request, providing assistance with securing Supportive Measures and accommodations.

The on-campus confidential advisor is:
Sarah Mueller, MSW, LCSW
Counselor, Blessing-Rieman College of Nursing & Health Sciences
Broadway at 11th St
PO Box 7005
Quincy, IL 62305-7005
Student Services Building
muellers@brcn.edu
217-228-5520 x 6997

BRCN Confidential Compliance Hotline
1-888-495-4387

b. Confidential Resources in the Community
The following off-campus agencies also employ individuals available to assist members of the College community with issues relating to Sexual Assault, Dating Violence, Domestic Violence, or Stalking in confidence. Disclosures to these entities will not trigger the College's investigation into an incident. Please note that limitations of confidentiality may exist for individuals under the age of 18.

National Sexual Assault Telephone Hotline: 800-656-HOPE (4673)

RAINN Rape, Abuse, and Incest National Network
Rainn.org

State of Illinois Domestic Violence Hotline: 877-863-6338

Quanada-Domestic Violence and Sexual Assault Programs
2707 Maine
Quincy, IL 62301
217-222-0069
1-800-369-2287
https://www.quanada.org/

Avenues-Domestic Violence and Sexual Assault Advocacy
PO Box 284 Hannibal, MO 63401
1-800-678-7713
https://www.domesticshelters.org/help/mo/hannibal/63401/avenues

4. Requesting Confidentiality to a Non-Confidential Source

In some cases, an individual may disclose an incident of Sexual Assault, Dating Violence, Domestic Violence, or Stalking to a non-confidential source but wish to maintain confidentiality or request that no investigation into a particular incident be conducted or disciplinary action be taken. The College has designated the Title IX Coordinator to evaluate requests for confidentiality or that no formal action be taken and oversee the College's response to reports of alleged Sexual Assault, Dating Violence, Domestic Violence, or Stalking.

If a Complainant discloses an incident, but requests confidentiality or is unwilling to participate in any investigation or adjudication process, the Title IX Coordinator, in consultation with other College administrators, will weigh the request against the College's obligation to provide a safe, non-discriminatory environment for all students, including the Complainant and the alleged Respondent. When weighing a Complainant's request for confidentiality or that no investigation or resolution be pursued, the Title IX Coordinator will consider a range of factors, which may include but are not limited to, whether:

a. The alleged Respondent is likely to commit additional acts of Sexual Harassment, such as:
    i. Whether there have been other Sexual Harassment complaints about the same alleged Respondent;
    ii. Whether the alleged Respondent has a history of arrests or records from a prior school indicating a history of violence;
    iii. Whether the alleged Respondent threatened further Sexual Harassment against the Complainant or others;
    iv. Whether the Title IX Sexual Harassment was committed by multiple perpetrators.
b. The Title IX Sexual Harassment was perpetrated with a weapon;
c. The Complainant is a minor;
d. The College possesses other means to obtain relevant evidence of the Sexual Harassment (e.g., security cameras or personnel, physical evidence);
e. The Complainant's report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group.

If none of these factors are present, the College is more likely to respect the Complainant's request. If the College honors a Complainant's request for confidentiality or request that no investigation or resolution be pursued, the College's ability to investigate the incident comprehensively or pursue disciplinary action against the alleged Respondent(s) may potentially be limited.

The presence of one or more of the above factors could lead the Title IX Coordinator to file a Formal Complaint on behalf of the College, if doing so is not clearly unreasonable, as set forth below ("Formal Complaint"). If the Title IX Coordinator determines that the College cannot maintain a Complainant's confidentiality, the Title IX Coordinator will inform the Complainant prior to filing the Formal Complaint.

X. Amnesty

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 underage drinking, that is revealed in the course of such a report, unless the College determines that the violation was egregious. Instances of egregious violations may include but are not limited to taking action that places the health and safety of any other person at risk. However, the College reserves the right to require counseling, education, or other preventative measures to help prevent alcohol or drug violations in the future. The College's commitment to amnesty in these situations does not prevent action by police or other legal authorities against an individual who has illegally consumed alcohol or drugs.

XI. Preliminary Assessment

After receiving a report under "Reporting Sexual Harassment," the Title IX Coordinator will conduct a preliminary assessment to determine:

1. Whether the conduct, as reported, falls or could fall within the scope of this Policy (see "Scope"); and
2. Whether the conduct, as reported, constitutes or could constitute Sexual Harassment.

If the Title IX Coordinator determines that the conduct reported could not fall within the scope of this Policy, and/or could not constitute Sexual Harassment, even if investigated, the Title Coordinator will close the matter under this Policy and may notify the reporting party if doing so is consistent with the Family Educational Rights and Privacy Act ("FERPA"). The Title IX Coordinator may refer the report to other College offices, as appropriate, including for potential assessment under the under the Student Code of Conduct in the case of students and other College policies and standards, as applicable, for other persons.

If the Title IX Coordinator determines that the conduct reported could fall within the scope of this Policy, and/or could constitute Sexual Harassment, if investigated, the Title IX Coordinator will proceed to contact the Complainant (see "Contacting the Complainant").

As part of the preliminary assessment, the Title IX Coordinator may take investigative steps to determine the identity of the Complainant, if it is not apparent from the report.

XII. Contacting the Complainant

If a report is not closed as a result of the preliminary assessment (see "Preliminary Assessment") and the Complainant's identity is known, the Title IX Coordinator will promptly contact the Complainant to discuss the availability of Supportive Measures (see "Supportive Measures"); to discuss and consider the Complainant's wishes with respect to Supportive Measures; to inform the Complainant about the availability of Supportive Measures with or without filing a Formal Complaint; and to explain the process for filing and pursuing a Formal Complaint. The Complainant will also be provided options for filing complaints with the local police and information about resources that are available on campus and in the community.

XIII. Supportive Measures

If a report is not closed as a result of the preliminary assessment (see "Preliminary Assessment"), the College will offer and make available Supportive Measures to the Complainant regardless of whether the Complainant elects to file a Formal Complaint.

Contemporaneously with the Respondent being notified of a Formal Complaint, the Title IX Coordinator will notify the Respondent of the availability of Supportive Measures for the Respondent, and the College will offer and make available Supportive Measures to the Respondent in the same manner in which it offers and makes them available to the Complainant. The College will also offer and make available Supportive Measures to the Respondent prior to the Respondent being notified of a Formal Complaint, if the Respondent requests such measures.

The Title IX Coordinator will provide the Complainant and Respondent with a written document (separate from this Policy) listing the available rights, options, and resources, including Supportive Measures, and describing of the College's procedures for investigating and resolving reports of Sexual Harassment in plain, concise language.

The College will maintain the confidentiality of Supportive Measures provided to either a Complainant or Respondent, to the extent that maintaining such confidentiality does not impair the College's ability to provide the Supportive Measures in question.

XIV. Interim Removal

At any time after receiving a report of Sexual Harassment, the Title IX Coordinator may remove a student Respondent from one or more of the College's Education Programs and Activities on an temporary basis if an individualized safety and risk analysis determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Harassment justifies removal. In the event the Title IX Coordinator imposes an interim removal, the Title IX Coordinator must offer to meet with the Respondent within twenty-four hours and provide the Respondent an opportunity to challenge the interim removal.

In the case of a Respondent who is a non-student employee (administrator, faculty, or staff), and in its discretion, the College may place the Respondent on administrative leave at any time after receiving a report of Sexual Harassment, including during the pendency of the investigation and adjudication process (see "Investigation" and "Adjudication").

For all other Respondents, including independent contractors and guests, the College retains broad discretion to prohibit such persons from entering onto its campus and other properties at any time, and for any reason, whether after receiving a report of Sexual Harassment or otherwise.

XV. Formal Complaint

A Complainant may file a Formal Complaint with the Title IX Coordinator requesting that the College investigate and adjudicate a report of Sexual Harassment in accordance with the provisions "Investigation" and "Adjudication." Provided, however, that at the time the Complainant submits a Formal Complaint, the Complainant must be participating in, or attempting to participate in, one or more of the College's Education Programs or Activities.

A Complainant may file a Formal Complaint with the Title IX Coordinator in person, by regular mail, or by email using the contact information specified in "Reporting Sexual Harassment." No person may submit a Formal Complaint on the Complainant's behalf.

In any case, including a case where a Complainant elects not to file a Formal Complaint, the Title IX Coordinator may file a Formal Complaint on behalf of the College if doing so is not clearly unreasonable. Such action will normally be taken in limited circumstances involving serious or repeated conduct or where the alleged perpetrator may pose a continuing threat to the College Community. Factors the Title IX Coordinator may consider include (but are not limited to):

1. The alleged Respondent is likely to commit additional acts of Sexual Harassment, such as:
    a. Whether there have been other Sexual Harassment complaints about the same alleged Respondent;
    b. Whether the alleged Respondent has a history of arrests or records from a prior school indicating a history of violence;
    c. Whether the alleged Respondent threatened further Sexual Harassment against the Complainant or others;
    d. Whether the Title IX Sexual Harassment was committed by multiple perpetrators
2. The Title IX Sexual Harassment was perpetrated with a weapon
3. The Complainant is a minor
4. The College possesses other means to obtain relevant evidence of the Sexual Harassment (e.g., security cameras or personnel, physical evidence)
5. The Complainant's report reveals a pattern of perpetration (e.g., via illicit use of drugs or

alcohol) at a given location or by a particular group.

If the Complainant or the Title IX Coordinator files a Formal Complaint, then the College will commence an investigation as specified in "Reporting Sexual Harassment" and proceed to adjudicate the matter as specified in "Adjudication," below. In all cases where a Formal Complaint is filed, the Complainant will be treated as a party, irrespective of the party's level of participation.

In a case where the Title IX Coordinator files a Formal Complaint, the Title IX Coordinator will not act as a Complainant or otherwise as a party for purposes of the investigation and adjudication processes.

If neither the Reporting Party nor the Title IX Coordinator files a Formal Complaint, the complaint resolution provisions of this Policy will not be applied, but the Title IX Coordinator may refer the report to other College offices as appropriate.

XVI. Consolidation of Formal Complaints

The College may consolidate Formal Complaints as to allegations of Sexual Harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of Sexual Harassment arise out of the same facts or circumstances. Where the investigation and adjudication process involve more than one Complainant or more than one Respondent, references in this Policy to the singular "party," "Complainant," or "Respondent" include the plural, as applicable. A Formal Complaint of Retaliation may be consolidated with a Formal Complaint of Sexual Harassment.

XVII. Dismissal Prior to Commencement of Investigation

In a case where the Complainant files a Formal Complaint, the Title IX Coordinator will evaluate the Formal Complaint and must dismiss it if the Title IX Coordinator determines:

1. The conduct alleged in the Formal Complaint would not constitute Sexual Harassment, even if proved; or
2. The conduct alleged in the Formal Complaint falls outside the scope of the Policy specified in "Scope" (that is, because the alleged conduct did not occur in the College's Education Programs and Activities and/or the alleged conduct occurred outside the geographic boundaries of the United States).

In the event the Title IX Coordinator determines the Formal Complaint should be dismissed pursuant to this Section, the Title IX Coordinator will provide written notice of dismissal to the parties and advise them of their right to appeal as specified in "Appeal." The Title IX Coordinator may refer the subject matter of the Formal Complaint to other College offices, as appropriate. A dismissal pursuant to this Section is presumptively a final determination for purposes of this Policy, unless otherwise specified in writing by the Title IX Coordinator in the written notice of dismissal.

XVIII. Notice of Formal Complaint

Within five (5) days of the Title IX Coordinator receiving a Formal Complaint, the Title IX Coordinator will transmit a written notice to the Complainant and Respondent that includes:

1. A physical copy of this Policy or a hyperlink to this Policy;
2. Sufficient details known at the time so that the parties may prepare for an initial interview with the investigator, to include the identities of the parties involved in the incident (if known), the conduct allegedly constituting Sexual Harassment, and the date and location of the alleged incident (if known);
3. A statement that the Respondent is presumed not responsible for the alleged Sexual Harassment and that a determination of responsibility will not be made until the conclusion of the adjudication and any appeal;
4. Notifying the Complainant and Respondent of their right to be accompanied by an advisor of their choice, as specified in "Advisor of Choice."
5. Notifying the Complainant and Respondent of their right to inspect and review evidence as specified in "Access to Evidence."
6. Notifying the Complainant and Respondent of the College's prohibitions on retaliation and false statements specified in Sections "Bad Faith Complaints and False Information" and "Retaliation."
7. Information about resources that are available on campus and in the community.

Should the College elect, at any point, to investigate allegations that are materially beyond the scope of the initial written notice, the College will provide a supplemental written notice describing the additional allegations to be investigated.

XIX. Investigation

1. Commencement and Timing
   After the written notice of Formal Complaint is transmitted to the parties, an investigator selected by the Title IX Coordinator or his/her designee will undertake an investigation to gather evidence relevant to the alleged misconduct, including inculpatory and exculpatory evidence. The burden of gathering evidence sufficient to reach a determination in the adjudication lies with the College and not with the parties. The investigation will culminate in a written investigation report, specified in "Investigation Report," that will be submitted to the adjudicator during the selected adjudication process. Although the length of each investigation may vary depending on the totality of the circumstances, the College strives to complete each investigation within sixty (60) days of the transmittal of the written notice of Formal Complaint.
2. Equal Opportunity
   During the investigation, the investigator will provide an equal opportunity for the parties to be interviewed, to present witnesses (including fact and expert witnesses), and to present other inculpatory and exculpatory evidence. Notwithstanding the foregoing, the investigator retains discretion to limit the number of witness interviews the investigator conducts if the investigator finds that testimony would be unreasonably cumulative, if the witnesses are offered solely as character references and do not have information relevant to the allegations at issue, or if the witnesses are offered to render testimony that is categorically inadmissible, such as testimony concerning sexual history of the Complainant, as specified in "Sexual History." The investigator will not restrict the ability of the parties to gather and present relevant evidence on their own.

   The investigation is a party's opportunity to present testimonial and other evidence that the party believes is relevant to resolution of the allegations in the Formal Complaint. A party that is aware of and has a reasonable opportunity to present particular evidence and/or identify particular witnesses during the investigation, and elects not to, will be prohibited from introducing any such evidence during the adjudication absent a showing of mistake, inadvertence, surprise, or excusable neglect.
3. Documentation of Investigation
   The investigator will take reasonable steps to ensure the investigation is documented. Interviews of the parties and witnesses may be documented by the investigator's notes, audio recorded, video recorded, or transcribed. The particular method utilized to record the interviews of parties and witnesses will determined by the investigator in the investigator's sole discretion, although whatever method is chosen shall be used consistently throughout a particular investigation.
4. Access to the Evidence
   At the conclusion of the evidence-gathering phase of the investigation, but prior to the completion of the investigation report, the investigator will transmit to each party and their advisor, in either electronic or hard copy form, all evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including evidence the College may choose not to rely on at any hearing and inculpatory or exculpatory evidence whether obtained from a party or some other source. Thereafter, the parties will have ten (10) days in which to submit to the investigator a written response, which the investigator will consider prior to completing the investigation report.

   The parties and their advisors are permitted to review the evidence solely for the purposes of this grievance process and may not duplicate or disseminate the evidence to the public.
5. Investigation Report
   After the period for the parties to provide any written response as specified "Access to

Evidence" has expired, the investigator will complete a written investigation report that fairly summarizes the various steps taken during the investigation, summarizes the relevant evidence collected, lists material facts on which the parties agree, and lists material facts on which the parties do not agree. When the investigation report is complete, the investigator will transmit a copy to the Title IX Coordinator. The investigator will also transmit the investigation report to each party and their advisor, in either electronic or hard copy form.

XX. Adjudication Process Selection

After the investigator has sent the investigation report to the parties, the Title IX Coordinator will transmit to each party a notice advising the party of the two different adjudication processes specified in "Adjudication." The notice will explain that the hearing process specified in "Hearing Process" is the default process for adjudicating all Formal Complaints and will be utilized unless both parties voluntarily consent to administrative adjudication as specified in "Administrative Adjudication (Optional)" as a form of informal resolution. The notice will be accompanied by a written consent to administrative adjudication and will advise each party that, if both parties execute the written consent to administrative adjudication, then the administrative adjudication process will be used in in lieu of the hearing process. Parties are urged to carefully review this Policy (including the entirety of "Adjudication"), consult with their advisor, and consult with other persons as they deem appropriate (including an attorney) prior to consenting to administrative adjudication.

Each party will have three (3) days from transmittal of the notice specified in this Section to return the signed written consent form to the Title IX Coordinator. If either party does not timely return the signed written consent, that party will be deemed not to have consented to administrative adjudication and the Formal Complaint will be adjudicated pursuant to the hearing process.

XXI. Adjudication

1. Hearing Process

   The default process for adjudicating Formal Complaints is the hearing process specified in this Section ("Hearing Process"). The hearing process will be used to adjudicate all Formal Complaints unless both parties timely consent to administrative adjudication as specified in "Adjudication Process Selection."

   a. Hearing Panel

      After receiving the investigation report, the Title IX Coordinator will notify the hearing panel. The hearing panel will consist of the following, appointed by the Title IX Coordinator: one (1) Program Coordinator, one (1) Faculty Member, and one (1) Staff member. The hearing panel will oversee the hearing process and render a determination of responsibility for the allegations in the Formal Complaint, at the conclusion of the hearing process. The Title IX Coordinator will see that the hearing panel is provided a copy of the investigation report and a copy of all evidence transmitted to the parties by the investigator as specified in "Access to Evidence."

   b. Hearing Notice and Response to the Investigation Report

      After the hearing panel is appointed by the Title IX Coordinator, the hearing panel will promptly transmit written notice to the parties notifying the parties of the hearing panel's appointment; setting a deadline for the parties to submit any written response to the investigation report; setting a date for the pre-hearing conference; setting a date and time for the hearing; and providing a copy of the College's Hearing Procedures. Neither the pre-hearing conference, nor the hearing itself, may be held any earlier than ten (10) days from the date of transmittal of the written notice specified in this Section ("Hearing Notice and Response to the Investigation Report").

      A party's written response to the investigation report must include:

      i. To the extent the party disagrees with the investigation report, any argument or commentary regarding such disagreement;

      ii. Any argument that evidence should be categorically excluded from consideration at the hearing based on privilege, relevancy, the prohibition on the use of sexual history specified in "Sexual History," or for any other

reason;

iii. A list of any witnesses that the party contends should be requested to attend the hearing pursuant to an attendance notice issued by the hearing panel;

iv. A list of any witnesses that the party intends to bring to the hearing without an attendance notice issued by the hearing panel;

v. Any objection that the party has to the College's Hearing Procedures;

vi. Any request that the parties be separated physically during the pre-hearing conference and/or hearing;

vii. Any other accommodations that the party seeks with respect to the pre-hearing conference and/or hearing;

viii. The name and contact information of the advisor who will accompany the party at the pre-hearing conference and hearing;

ix. If the party does not have an advisor who will accompany the party at the hearing, a request that the College provide an advisor for purposes of conducting questioning as specified in "Hearing."

A party's written response to the investigation report may also include:

x. Argument regarding whether any of the allegations in the Formal Complaint are supported by a preponderance of the evidence; and

xi. Argument regarding whether any of the allegations in the Formal Complaint constitute Sexual Harassment.

c. Pre-Hearing Conference

Prior to the hearing, the hearing panel will conduct a pre-hearing conference with the parties and their advisors. The pre-hearing conference will be conducted live, with simultaneous and contemporaneous participation by the parties and their advisors. By default, the pre-hearing conference will be conducted with the hearing panel, the parties, the advisors, and other necessary College personnel together in the same physical location. However, upon request of either party, the parties will be separated into different rooms with technology enabling the parties to participate simultaneously and contemporaneously by video and audio.

In the hearing panel's discretion, the pre-hearing conference may be conducted virtually, by use of video and audio technology, where all participants participate simultaneously and contemporaneously by use of such technology.

During the pre-hearing conference, the hearing panel will discuss the hearing procedures with the parties; address matters raised in the parties' written responses to the investigation report, as the hearing panel deems appropriate; discuss whether any stipulations may be made to expedite the hearing; discuss the witnesses the parties have requested be served with notices of attendance and/or witnesses the parties plan to bring to the hearing without a notice of attendance; and resolve any other matters that the hearing panel determines, in the hearing panel's discretion, should be resolved before the hearing.

d. Issuance of Notices of Attendance

After the pre-hearing conference, the hearing panel will transmit notices of attendance to any College employee (including administrator, faculty, or staff) or student whose attendance is requested at the hearing as a witness. The notice will advise the subject of the specified date and time of the hearing and advise the subject to contact the hearing panel immediately if there is a material and unavoidable conflict.

The subject of an attendance notice should notify any manager, faculty member, coach, or other supervisor, as necessary, if attendance at the hearing will conflict with job duties, classes, or other obligations. All such managers, faculty members,

coaches, and other supervisors are required to excuse the subject of the obligation, or provide some other accommodation, so that the subject may attend the hearing as specified in the notice.

The College will not issue a notice of attendance to any witness who is not an employee or a student.

e. Hearing

After the pre-hearing conference, the hearing panel will convene and conduct a hearing pursuant to the College's Hearing Procedures. The hearing will be audio recorded. The audio recording will be made available to the parties for inspection and review on reasonable notice, including for use in preparing any subsequent appeal.

The hearing will be conducted live, with simultaneous and contemporaneous participation by the parties and their advisors. By default, the hearing will be conducted with the hearing panel, the parties, the advisors, witnesses, and other necessary College personnel together in the same physical location. However, upon request of either party, the parties will be separated into different rooms with technology enabling the parties to participate simultaneously and contemporaneously by video and audio. Neither party will be compelled to testify in the physical presence of the other party.

In the hearing panel's discretion, the hearing may be conducted virtually, by use of video and audio technology, where all participants participate simultaneously and contemporaneously by use of such technology.

While the Hearing Procedures and rulings from the hearing panel will govern the particulars of the hearing, each hearing will include, at a minimum:

i. Opportunity for each party to address the hearing panel directly and to respond to questions posed by the hearing panel;
ii. Opportunity for each party's advisor to ask directly, orally, and in real time, relevant questions, and follow up questions, of the other party and any witnesses, including questions that support or challenge credibility;
iii. Opportunity for each party to raise contemporaneous objections to testimonial or non-testimonial evidence and to have such objections ruled on by the hearing panel and a reason for the ruling provided;
iv. Opportunity for each party to submit evidence that the party did not present during the investigation due to mistake, inadvertence, surprise, or excusable neglect;
v. Opportunity for each party to make a brief closing argument.

Except as otherwise permitted by the hearing panel, the hearing will be closed to all persons except the parties, their advisors, the investigator, the hearing panel, the Title IX Coordinator, and other necessary College personnel. With the exception of the investigator and the parties, witnesses will be sequestered until such time as their testimony is complete. The parties will not be permitted to question the other party directly.

During the hearing, the parties and their advisors will have access to the investigation report and evidence that was transmitted to them pursuant to "Access to Evidence."

While a party has the right to attend and participate in the hearing with an advisor, a party and/or advisor who materially and repeatedly violates the rules of the hearing in such a way as to be materially disruptive, may be barred from further participation and/or have their participation limited, as the case may be, in the discretion of the hearing panel.

Subject to the minimum requirements specified in this Section ("Hearing"), the hearing panel will have sole discretion to determine the manner and particulars of any given hearing, including with respect to the length of the hearing, the order of the hearing, and questions of admissibility. The hearing panel will independently and contemporaneously screen questions for relevance in addition to resolving any contemporaneous objections raised by the parties and will explain the rational for any evidentiary rulings.

The hearing is not a formal judicial proceeding and strict rules of evidence do not apply. The hearing panel will have discretion to modify the Hearing Procedures, when good cause exists to do so, and provided the minimal requirements specified in this Section ("Hearing") are met.

f. Subject to Questioning

In the event that any party or witness refuses to attend the hearing, or attends but refuses to submit to questioning by the parties' advisors, the statements of that party or witness, as the case may be, whether given during the investigation or during the hearing, will not be considered by the hearing panel in reaching a determination of responsibility.

Notwithstanding the foregoing, the hearing panel may consider the testimony of any party or witness, whether given during the investigation or during the hearing, if the parties jointly stipulate that the testimony may be considered or in the case where neither party requested attendance of the witness at the hearing.

In applying this Section ("Subjection to Questioning"), the hearing panel will not draw an inference about the determination regarding responsibility based solely on a party or a witness's absence from the live hearing and/or refusal to submit to questioning by the parties' advisors.

Notwithstanding any provisions of this Policy, if a matter subject to a hearing is referred for consideration under the Student Code of Conduct, Faculty Handbook, or other applicable College policy or procedure, any information collected from a party or witness who refuses to attend a hearing under this Policy or attends but refuses to submit to questioning by the parties' advisors, including testimony collected during the investigation under this Policy, may be evaluated and considered under the Code of Conduct, Faculty Handbook, or other applicable policy or procedure.

g. Deliberation and Determination

After the hearing is complete, the hearing panel will objectively evaluate all relevant evidence collected during the investigation, including both inculpatory and exculpatory evidence, together with testimony and non-testimony evidence received at the hearing, and ensure that any credibility determinations made are not based on a person's status as a Complainant, Respondent, or witness. The hearing panel will take care to exclude from consideration any evidence that was ruled inadmissible at the pre-hearing conference, during the hearing, or by operation of "Subjection to Questioning." The hearing panel will resolve disputed facts using a preponderance of the evidence (that is, "more likely than not") standard and reach a determination regarding whether the facts that are supported by a preponderance of the evidence constitute one or more violations of the Policy as alleged in the Formal Complaint.

h. Discipline and Remedies

In the event the hearing panel determines that the Respondent is responsible for violating this Policy, the hearing panel will, prior to issuing a written decision, consult with an appropriate College official with disciplinary authority over the Respondent and such official will determine any discipline to be imposed. The hearing panel will also, prior to issuing a written decision, consult with the Title IX Coordinator who will determine whether and to what extent ongoing support

measures or other remedies will be provided to the Complainant.

i. Written Decision

After reaching a determination and consulting with the appropriate College official and Title IX Coordinator as required by "Discipline and Remedies," the hearing panel will prepare a written decision that will include:

i. Identification of the allegations potentially constituting Sexual Harassment made in the Formal Complaint;
ii. A description of the procedural steps taken by the College upon receipt of the Formal Complaint, through issuance of the written decision, including notification to the parties, interviews with the parties and witnesses, site visits, methods used to gather non-testimonial evidence, and the date, location, and people who were present at or presented testimony at the hearing.
iii. Articulate findings of fact, made under a preponderance of the evidence standard, that support the determination;
iv. A statement of, and rationale for, each allegation that constitutes a separate potential incident of Sexual Harassment, including a determination regarding responsibility for each separate potential incident;
v. The discipline determined by the appropriate College official as referenced in "Discipline and Remedies";
vi. Whether the Complainant will receive any ongoing support measures or other remedies as determined by the Title IX Coordinator; and
vii. A description of the College's process and grounds for appeal, as specified in "Appeal."

The hearing panel's written determination, which will include information regarding appeal rights, will be transmitted to the parties. Transmittal of the written determination to the parties concludes the hearing process, subject to any right of appeal as specified in "Appeal."

Although the length of each adjudication by hearing will vary depending on the totality of the circumstances, the College strives to issue the hearing panel's written determination within seven (7) days of the decision.

XXII. Dismissal During Investigation or Adjudication

The College shall dismiss a Formal Complaint at any point during the investigation or adjudication process if the Title IX Coordinator determines that one or more of the following is true:

1. The conduct alleged in the Formal Complaint would not constitute Sexual Harassment, even if proved; or
2. The conduct alleged in the Formal Complaint falls outside the scope of the Policy specified in "Scope" (that is, because the alleged conduct did not occur in the College's Education Programs and Activities and/or the alleged conduct occurred outside the geographic boundaries of the United States).

The College may dismiss a Formal Complaint at any point during the investigation or adjudication process if the Title IX Coordinator determines that any one or more of the following is true:

3. The Complainant provides the Title IX Coordinator written notice that the Complainant wishes to withdraw the Formal Complaint or any discrete allegations therein (in which case those discrete allegations may be dismissed);
4. The Respondent is no longer enrolled or employed by the College, as the case may be; or
5. Specific circumstances prevent the College from gathering evidence sufficient to reach a determination as to the Formal Complaint, or any discrete allegations therein (in which case those discrete allegations may be dismissed).

In the event the Title IX Coordinator dismisses a Formal Complaint pursuant to this Section, the Title IX Coordinator will provide written notice of dismissal to the parties and advise them of their right to appeal as specified in "Appeal." The Title IX Coordinator may refer the subject matter of the Formal Complaint to other College offices, as appropriate. A dismissal pursuant to this Section is presumptively a final determination as it pertains to this Policy, unless otherwise specified in writing by the Title IX Coordinator in the written notice

of dismissal.

XXIII. Appeal

Either party may appeal the determination of an adjudication, or a dismissal of a Formal Complaint, on one or more of the following grounds:

1. A procedural irregularity affected the outcome;
2. There is new evidence that was not reasonably available at the time the determination or dismissal was made, that could have affected the outcome;
3. The Title IX Coordinator, investigator, hearing panel, or administrative officer, as the case may be, had a conflict of interest or bias for or against complainants or respondents generally, or against the individual Complainant or Respondent, that affected the outcome.
4. The sanction is disproportionate with the outcome.

No other grounds for appeal are permitted.

A party must file an appeal within seven (7) days of the date they receive notice of dismissal or determination appealed from or, if the other party appeals, within thee (3) days of the other party appealing, whichever is later. The appeal must be submitted in writing to the College President/CEO who serves as the appeal officer. The appeal must specifically identify:

5. The determination and/or dismissal appealed from,
6. Articulate which one or more of the four grounds for appeal are being asserted,
7. Explain in detail why the appealing party believes the appeal should be granted, and
8. Articulate what specific relief the appealing party seeks.

Promptly upon receipt of an appeal, the appeal officer will conduct an initial evaluation to confirm that the appeal is timely filed and that it invokes at least one of the permitted grounds for appeal. If the appeal officer determines that the appeal is not timely, or that it fails to invoke a permitted ground for appeal, the appeal officer will dismiss the appeal and provide written notice of the same to the parties.

If the appeal officer confirms that the appeal is timely and invokes at least one permitted ground for appeal, the appeal officer will provide written notice to the other party that an appeal has been filed and that the other party may submit a written opposition to the appeal within seven (7) days. The appeal officer shall also promptly obtain from the Title IX Coordinator any records from the investigation and adjudication necessary to resolve the grounds raised in the appeal.

Upon receipt of any opposition, or after the time period for submission of an opposition has passed without one being filed, the appeal officer will promptly decide the appeal and transmit a written decision within seven (7) days to the parties that explains the outcome of the appeal and the rationale.

The determination of a Formal Complaint, including any discipline, becomes final when the time for appeal has passed with no party filing an appeal or, if any appeal is filed, at the point when the appeal officer has resolved all appeals, either by dismissal or by transmittal of a written decision.

No further review beyond the appeal is permitted.

Although the length of each appeal will vary depending on the totality of the circumstances, the College strives to issue the appeal officer's written decision within thirty (30) days of an appeal being filed.

XXIV. Potential Outcomes Following a Finding of a Policy Violation

1. Sanctions

   When a final determination is made that an individual has violated this Policy, the appropriate sanctions are determined based on several factors, including the severity of the conduct and any prior policy violations. Sanctions and corrective actions can include, but are not limited to: verbal reprimand; written reprimand; mandatory training, coaching, or counseling; mandatory monitoring; partial or full probation; partial or full suspension; fines; permanent separation from the institution (that is, termination or dismissal); physical restriction from College property; cancellation of contracts; and any combination of the same.

2. Remedies
   After a final decision is made that an individual has violated this Policy, the College may also offer additional measures, and/or take other action, to eliminate any hostile environment caused by the Sexual Harassment, prevent the recurrence of any Sexual Harassment, and remedy the effects of the Sexual Harassment on the Complainant and the College community. Remedies that may be offered or provided to a Complainant may include the same individualized services described as Supportive Measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent.

XXV. Advisor of Choice

From the point a Formal Complaint is made, and until an investigation, adjudication, and appeal are complete, the Complainant and Respondent will have the right to be accompanied by an advisor of their choice to all meetings, interviews, and hearings that are part of the investigation, adjudication, and appeal process. The advisor may be, but is not required to be, an attorney.

Except for the questioning of witnesses during the hearing specified in "Hearing," the advisor will play a passive role and is not permitted to communicate on behalf of a party, insist that communication flow through the advisor, or communicate with the College about the matter without the party being included in the communication. In the event a party's advisor of choice engages in material violation of the parameters specified in this Section and "Hearing," the College may preclude the advisor from further participation, in which case the party may select a new advisor of their choice.

In the event a party is not able to secure an advisor to attend the hearing specified in "Hearing," and requests the College to provide an advisor, the College will provide the party an advisor, without fee or charge, who will conduct questioning on behalf of the party at the hearing. The College will have sole discretion to select the advisor it provides. The advisor the College provides may be, but is not required to be, an attorney.

The College is not required to provide a party with an advisor in any circumstance except where the party does not have an advisor present at the hearing specified in "Hearing," and requests that the College provide an advisor.

XXVI. Treatment Records and Other Privileged Information

During the investigation and adjudication processes, the investigator and adjudicator, as the case may be, are not permitted to access, consider, disclose, permit questioning concerning, or otherwise use:

1. A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party; or
2. Information or records protected from disclosure by any other legally-recognized privilege, such as the attorney client privilege;
3. Unless the College has obtained the party's voluntary, written consent to do so for the purposes of the investigation and adjudication process.

Notwithstanding the foregoing, the investigator and/or adjudicator, as the case may be, may consider any such records or information otherwise covered by this Section if the party holding the privilege affirmatively discloses the records or information to support their allegation or defense, as the case may be.

XXVII. Sexual History

During the investigation and adjudication processes, questioning regarding a Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. Notwithstanding the foregoing, a Complainant who affirmatively uses information otherwise considered irrelevant by this Section for the purpose of supporting the Complainant's

allegations, may be deemed to have waived the protections of this Section.

XXVIII. Informal Resolution

At any time after the parties are provided written notice of the Formal Complaint as specified in "Notice of Formal Complaint," and before the completion of any appeal specified in "Appeal," the parties may voluntarily consent, with the Title IX Coordinator's approval, to engage in mediation, facilitated resolution, or other form of dispute resolution the goal of which is to enter into a final resolution resolving the allegations raised in the Formal Complaint by agreement of the parties. Administrative Adjudication as specified in "Administrative Adjudication" is a form of informal resolution.

The specific manner of any informal resolution process will be determined by the parties and the Title IX Coordinator, in consultation together. Prior to commencing the informal resolution process agreed upon, the Title IX Coordinator will transmit a written notice to the parties that:

1. Describes the parameters and requirements of the informal resolution process to be utilized;
2. Identifies the individual responsible for facilitating the informal resolution (who may be the Title IX Coordinator, another College official, or a suitable third-party);
3. Explains the effect of participating in informal resolution and/or reaching a final resolution will have on a party's ability to resume the investigation and adjudication of the allegations at issue in the Formal Complaint; and
4. Explains any other consequence resulting from participation in the informal resolution process, including a description of records that will be generated, maintained, and/or shared.

After receiving the written notice specified in this paragraph, each party must voluntarily provide written consent to the Title IX Coordinator, before the informal resolution may commence.

During the pendency of the informal resolution process, the investigation and adjudication processes that would otherwise occur are stayed and all related deadlines are suspended.

If the parties reach a resolution through the informal resolution process, and the Title IX Coordinator agrees that the resolution is not clearly unreasonable, the Title IX Coordinator will reduce the terms of the agreed resolution to writing and present the resolution to the parties for their written signature. Once both parties and the Title IX Coordinator sign the resolution, the resolution is final, and the allegations addressed by the resolution are considered resolved and will not be subject to further investigation, adjudication, remediation, or discipline by the College, except as otherwise provided in the resolution itself, absent a showing that a party induced the resolution by fraud, misrepresentation, or other misconduct or where required to avoid a manifest injustice to either party or to the College. Notwithstanding the forgoing if the form of informal resolution is Administrative Adjudication as specified in "Administrative Adjudication," there shall not be an agreed resolution requiring the parties' signatures; instead, the determination issued by the administrative officer shall serve as the resolution and conclude the informal resolution process, subject only to any right of appeal. With the exception of a resolution resulting from the Administrative Adjudication process specified in "Administrative Adjudication," all other forms of informal resolution pursuant to this Section ("Informal Resolution") are not subject to appeal.

A party may withdraw their consent to participate in informal resolution at any time before a resolution has been finalized.

Absent extension by the Title IX Coordinator, any informal resolution process must be completed within twenty-one (21) days. If an informal resolution process does not result in a resolution within twenty-one (21) days, and absent an extension, abeyance, or other contrary ruling by the Title IX Coordinator, the informal resolution process will be deemed terminated, and the Formal Complaint will be resolved pursuant to the investigation and adjudication procedures. The Title IX Coordinator may adjust any time periods or deadlines in the investigation and/or adjudication process that were suspended due to the informal resolution.

Other language in this Section ("Informal Resolution") notwithstanding, informal resolution will not be permitted if the Respondent is a non-student employee accused of committing Sexual Harassment against a student.

5. Administrative Adjudication

In lieu of the hearing process, the parties may consent to have a Formal Complaint resolved by administrative adjudication as a form of informal resolution. Administrative adjudication is voluntary and must be consented to in writing by both parties and approved by the Title IX Coordinator as specified in "Adjudication Process Selection." At any time prior to the issuance of the administrative officer's determination, a party has the right to withdraw from administrative adjudication and request a live hearing as specified in "Hearing Process."

If administrative adjudication is selected, the Title IX Coordinator will appoint an administrative officer. The Title IX Coordinator will see that the administrative adjudicator is provided a copy of the investigation report and a copy of all the evidence transmitted to the parties by the investigator as specified in "Access to Evidence."

The administrative officer will promptly send written notice to the parties notifying the parties of the administrative officer's appointment; setting a deadline for the parties to submit any written response to the investigation report; and setting a date and time for each party to meet with the administrative officer separately. The administrative officer's meetings with the parties will not be held any earlier than ten (10) days from the date of transmittal of the written notice specified in this paragraph.

A party's written response to the investigation report must include:

a. To the extent the party disagrees with the investigation report, any argument or commentary regarding such disagreement;
b. Any argument that a particular piece or class of evidence should be categorically excluded from consideration at the hearing based on privilege, relevancy, the prohibition on the use of sexual history specified in "Sexual History," or for any other reason;
c. Argument regarding whether any of the allegations in the Formal Complaint are supported by a preponderance of the evidence;
d. Argument regarding whether any of the allegations in the Formal Complaint constitute Sexual Harassment.

After reviewing the parties' written responses, the administrative officer will meet separately with each party to provide the party with an opportunity make any oral argument or commentary the party wishes to make and for the administrative officer to ask questions concerning the party's written response, the investigative report, and/or the evidence collected during the investigation.

After meeting with each party, the administrative officer will objectively revaluate all relevant evidence, including both inculpatory and exculpatory evidence and ensure that any credibility determinations made are not based on a person's status as a Complainant, Respondent, or witness. The administrative officer will take care to exclude from consideration any evidence that the administrative officer determines should be ruled inadmissible based on the objections and arguments raised by the parties in their respective written responses to the investigation report. The administrative officer will resolve disputed facts using a preponderance of the evidence (that is, "more likely than not") standard and reach a determination regarding whether the facts that are supported by a preponderance of the evidence constitute one or more violations of the Policy as alleged in the Formal Complaint.

Thereafter, the administrative officer will consult with any College official and the Title IX Coordinator, in the manner specified in "Deliberation and Determination" and will prepare and transmit a written decision in the manner as specified in "Written Decision" which shall serve as a resolution for purposes of informal resolution.

Transmittal of the administrative officer's written determination concludes the administrative adjudication, subject to any right of appeal as specified in "Appeal."

Although the length of each administrative adjudication will vary depending on the totality of the circumstances, the College strives to issue the administrative officer's written determination within twenty-one (21) days of the transmittal of the initiating written notice specified in this Section ("Administrative Adjudication").

Other language in this Section notwithstanding, informal resolution will not be permitted if the Respondent is a non-student employee accused of committing Sexual Harassment against a student.

XXIX. Presumption of Non-Responsibility

From the time a report or Formal Complaint is made, a Respondent is presumed not responsible for the alleged misconduct until a determination regarding responsibility is made final.

XXX. Resources

Any individual affected by or accused of Sexual Harassment will have equal access to support and counseling services offered through the College. The College encourages any individual who has questions or concerns to seek support of College identified resources. The Title IX Coordinator is available to provide information about the College's Policy and procedure and to provide assistance. A list of existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid, and other services and resources available is located at the following links: https://www.brcn.edu/about-us/institutional-disclosures-consumer-information or https://www.brcn.edu/about-us/campus-safety

XXXI. Conflicts of Interest, Bias, and Procedural Complaints

The Title IX Coordinator, investigator, hearing panel, administrative officer, appeals officer, and informal resolution facilitator will be free of any material conflicts of interest or material bias. Any party who believes one or more of these College officials has a material conflict of interest or material bias must raise the concern promptly so that the College may evaluate the concern and find a substitute, if appropriate. The parties will be notified of the identities of the decision maker and appeal reviewer for their proceeding before those individual(s) initiate contact with either party. The failure of a party to timely raise a concern of a conflict of interest or bias may result in a waiver of the issue for purposes of any appeal specified in "Appeal," or otherwise.

XXXII. Objections Generally

Parties are expected to raise any objections, concerns, or complaints about the investigation, adjudication, and appeals process in a prompt and timely manner so that the College may evaluate the matter and address it, if appropriate.

XXXIII. Academic Freedom

While the College is committed to the principles of free inquiry and free expression, Sexual Harassment is neither legally protected expression nor the proper exercise of academic freedom. While Sexual Harassment can include verbal and written conduct, the College's policies establishing academic freedom provide significant space for individuals to express controversial views, teach controversial subjects, and engage in controversial research. As such, the offensiveness of a particular expression, course content, subject of academic inquiry, or research topic, as perceived by some, standing alone, is not sufficient to constitute a violation of this policy.

Faculty, staff, and students should be aware that conduct occurring in the context of educational instruction may exceed academic freedom if it meets the definition of Sexual Harassment and, for example, is not germane to academic subject matter, lacks a pedagogical purpose, is defamatory or libelous, or threatens physical harm or imminent violence. In no case will a Respondent be found to have committed Sexual Harassment based on expressive conduct that is protected by the College's policies establishing academic freedom.

XXXIV. Recordings

Wherever this Policy specifies that an audio or video recording will be made, the recording will be made only by the College and is considered property of the College, subject to any right of access that a party may have under this Policy, FERPA, and other applicable federal, state, or local laws. Only the College is permitted to make audio or video recordings under this Policy. The

surreptitious recording of any meeting, interview, hearing, or other interaction contemplated under this Policy is strictly prohibited. Any party who wishes to transcribe a hearing by use of a transcriptionist must seek pre-approval from the hearing panel.

XXXV. Vendors, Contractors, and Third Parties

The College does business with various vendors, contractors, and other third-parties who are not students or employees of the College. Notwithstanding any rights that a given vendor, contractor, or third-party Respondent may have under this Policy, the College retains its right to limit any vendor, contractor, or third-party's access to campus for any reason. And the College retains all rights it enjoys by contract or law to terminate its relationship with any vendor, contractor, or third-party irrespective of any process or outcome under this Policy.

XXXVI. Bad Faith Complaints and False Information

The College encourages the good faith reporting of Sexual Harassment. However, the College will not allow this Policy to be abused for improper purposes. It is a violation of this Policy for any person to submit a report or Formal Complaint that the person knows, at the time the report or Formal Complaint is submitted, to be false or frivolous. It is also a violation of this Policy for any person to knowingly make a materially false statement during the course of an investigation, adjudication, or appeal under this Policy. Violations of this Section are not subject to the investigation and adjudication processes in this Policy; instead, they will be addressed under the Code of Student Conduct in the case of students and other College policies and standards, as applicable, for other persons. Violations of this Section will be subject to discipline, and such discipline will not be considered Retaliation under this Policy.

XXXVII. Retaliation

It is a violation of this Policy to engage in Retaliation. Reports and Formal Complaints of retaliation may be made in the manner specified in "Reporting Sexual Harassment," and "Formal Complaint." Any report or Formal Complaint of Retaliation will be processed under this Policy in the same manner as a report or Formal Complaint of Sexual Harassment, as the case may be. The College retains discretion to consolidate a Formal Complaint of Retaliation with a Formal Complaint of Sexual Harassment for investigation and/or adjudication purposes if the two Formal Complaints share a common nexus.

Individuals who engage in Retaliation may be subject to disciplinary action that may include, but is not limited to, the sanctions listed in this Policy ("Potential Outcomes Following a Finding of a Policy Violation"), up to and including dismissal or other separation from the College.

XXXVIII. Confidentiality

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 related to reporting and other state and federal laws, the College cannot guarantee confidentiality.

The College will keep confidential the identity of any individual who has made a report or Formal Complaint of Sexual Harassment or Retaliation including any Complainant, the identity of any individual who has been reported to be a perpetrator of Sexual Harassment or Retaliation including any Respondent, and the identity of any witness. The College will also maintain the confidentiality of its various records generated in response to reports and Formal Complaints, including, but not limited to, information concerning Supportive Measures, notices, investigation materials, adjudication records, and appeal records.

However, the College may reveal the identity of any person or the contents of any record if permitted by FERPA, if necessary to carry out the College's obligations under Title IX and its implementing regulations including the conduct of any investigation, adjudication, or appeal under this Policy or any subsequent judicial proceeding, or as otherwise required by law. Further, notwithstanding the College's general obligation to maintain confidentiality as specified herein, the parties to a report or Formal Complaint will be given access to investigation and adjudication materials in the circumstances specified in this Policy.

While the College will maintain confidentiality specified in this Section, the College will not limit the

ability of the parties to discuss the allegations at issue in a particular case. Parties are advised, however, that the manner in which they communicate about, or discuss a particular case, may constitute Sexual Harassment or Retaliation in certain circumstances and be subject to discipline pursuant to the processes specified in this Policy.

Note that certain types of Sexual Harassment are considered crimes for which the College must disclose crime statistics in its Annual Security Report that is provided to the campus community and available to the public. These disclosures will be made without including personally identifying information.

XXXIX. Other Violations of this Policy

Alleged violations of this Policy, other than violations of the prohibitions on Sexual Harassment and Retaliation, will be subject to review under the Student Code of Conduct for students, the Faculty Handbook for faculty, or other College policies and standards for employees

XL. Signatures and Form of Consent

For purposes of this Policy, either a physical signature or digital signature will be sufficient to satisfy any obligation that a document be signed. Where this policy provides that written consent must be provided, consent in either physical or electronic form, containing a physical or digital signature, as the case may be, will suffice.

XLI. Deadlines, Time, Notices, and Method of Transmittal

Where this Policy specifies a period of days by which some act must be performed, the following method of calculation applies:

1. Exclude the day of the event that triggers the period;
2. Count every day, including intermediate Saturdays, Sundays, and legal holidays recognized by the federal government;
3. Include the last day of the period until 5:00 p.m. central time, but if the last day is a Saturday, Sunday, or legal holiday recognized by the federal government, the period continues to run until 5:00 p.m. central time on the next day that is not a Saturday, Sunday, or legal holiday recognized by the federal government.

All deadlines and other time periods specified in this Policy are subject to modification by the College where, in the College's sole discretion, good cause exists. Good cause may include, but is not limited to, the unavailability of parties or witnesses; the complexities of a given case; extended holidays or closures; sickness of the investigator, adjudicator, or the parties; the need to consult with the College's legal counsel; unforeseen weather events; and the like.

Any party who wishes to seek an extension of any deadline or other time period may do so by filing a request with the investigator, hearing panel, administrative officer, appeal officer, or Title IX Coordinator, as the case may be, depending on the phase of the process. Such request must state the extension sought and explain what good cause exists for the requested extension. The College officer resolving the request for extension may, but is not required to, give the other party an opportunity to object. Whether to grant such a requested extension will be in the sole discretion of the College.

The parties will be provided written notice of the modification of any deadline or time period specified in this Policy, along with the reasons for the modification.

Where this Policy refers to notice being given to parties "simultaneously," notice will be deemed simultaneous if it is provided in relative proximity on the same day. It is not necessary that notice be provided at exactly the same hour and minute.

Unless otherwise specified in this Policy, the default method of transmission for all notices, reports, responses, and other forms of communication specified in this Policy will be email using College email addresses.

A party is deemed to have received notice upon transmittal of an email to their College email address. In the event notice is provided by mail, a party will be deemed to have received notice three (3) days after the

notice in question is postmarked.

Any notice inviting or requiring a party or witness to attend a meeting, interview, or hearing will be provided with sufficient time for the party to prepare for the meeting, interview, or hearing as the case may be, and will include relevant details such as the date, time, location, purpose, and participants. Unless a specific number of days is specified elsewhere in this Policy, the sufficient time to be provided will be determined in the sole discretion of the College, considering all the facts and circumstances, including, but not limited to, the nature of the meeting, interview, or hearing; the nature and complexity of the allegations at issue; the schedules of relevant College officials; approaching holidays or closures; and the number and length of extensions already granted.

XLII. Other Forms of Discrimination

This Policy applies only to Sexual Harassment as defined herein. Complaints of other forms of sex discrimination are governed by the College's Non-Discrimination/Equal Opportuinty Policy.

XLIII. Education

Because the College recognizes that the prevention of Sexual Harassment, including Sexual Assault, Domestic Violence, Dating Violence, and Stalking, is important, it offers educational programming to a variety of groups such as: campus personnel; incoming students and new employees participating in orientation; and members of student organizations. Among other elements, such training will cover relevant definitions, procedures, and sanctions; will provide safe and positive options for bystander intervention; and will provide risk reduction information, including recognizing warning signs of abusive behavior and how to avoid potential attacks. The College's educational programming will comply with the Illinois Preventing Sexual Violence in Higher Education Act and any other applicable federal or state law. To learn more about education resources, please contact the Title IX Coordinator.

1. Primary Prevention and Awareness Program

   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. 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:

   a. Name or acknowledge an offense
   b. Point to the "elephant in the room"
   c. Interrupt the behavior
   d. Publicly support an aggrieved person
   e. 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:

f. Make your limits known before going too far
g. You can withdraw consent to sexual activity at any time. Do not be afraid to tell a sexual aggressor "NO" clearly and loudly
h. Try to remove yourself from the physical presence of the sexual aggressor. Be direct as possible about wanting to leave the environment
i. Solicit someone nearby and ask them for help
j. 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
k. Attend large parties with friends you trust. Watch out for your friends and ask that they watch out for you
l. Be aware of someone trying to slip you an incapacitating "rape drug" like Rohypnol or GHB
m. It is also important to be aware of the warning signs of an abusive person. Some examples include:
    i. Past abuse
    ii. Threats of violence or abuse
    iii. Breaking objects
    iv. Using force during an argument
    v. Jealousy
    vi. Controlling behavior
    vii. Quick involvement
    viii. Unrealistic expectations
    ix. Isolation
    x. Blaming others for problems
    xi. Hypersensitive
    xii. Cruelty to animals or children
    xiii. "Playful" use of force during sex
    xiv. 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:

n. Remember that you owe sexual respect to the other person
o. Don't make assumptions about the other person's consent or about how far they are willing to go
p. Remember that consent to one form of sexual activity does not necessarily imply consent to another form of sexual behavior
q. If your partner expresses a withdrawal of consent, stop immediately
r. Clearly communicate your sexual intentions so that the other person has a chance to clearly tell you their intentions
s. Consider "mixed messages" a clear sign that the other person is uncomfortable with the situation and may not be able to progress sexually
t. Do not 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
u. 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 employees. This campaign serves as a refresher for the topics addressed in the Primary Prevention and Awareness Program. It is conducted by means of CBLs, and emails with links to videos for programming, initiatives, and strategies that are focused on increasing understanding of topics relevant to skills for addressing, dating violence, domestic violence, sexual assault, and stalking.

On-line resources:

https://obamawhitehouse.archives.gov/1is2many/notalone

https://www.nsvrc.org/

XLIV. Training

The College will ensure that College officials acting under this Policy, including but not limited to the Title IX Coordinator, investigators, hearing panel, administrative officers, informal resolution facilitators, College provided advisors, and appeals officers receive training in compliance with 34 C.F.R. § 106.45(b)(1)(iii), the Illinois Preventing Sexual Violence in Higher Education Act, and any other applicable federal or state law.

XLV. Outside Appointments, Dual Appointments, and Delegations

The College retains discretion to retain and appoint suitably qualified persons who are not College employees to fulfill any function of the College under this Policy, including, but not limited to, the investigator, hearing panel, administrative officer, informal resolution officer, and/or appeals officer.

The College also retains discretion to appoint two or more persons to jointly fulfill the role of investigator, hearing panel, administrative officer, informal resolution officer, and/or appeals officer.

The functions assigned to a given College official under this Policy, including but not limited to the functions assigned to the Title IX Coordinator, investigator, hearing panel, administrative officer, informal resolution officer, and appeals officer, may, in the College's discretion, be delegated by such College official to any suitably qualified individual and such delegation may be recalled by the College at any time.

XLVI. Recordkeeping

The College will retain those records specified in 34 C.F.R. § 106.45(b)(10) for a period of seven years after which point in time they may be destroyed, or continue to be retained, in the College's sole discretion. The records specified in 34 C.F.R. § 106.45(b)(10) will be made available for inspection, and/or published, to the extent required by 34 C.F.R. § 106.45(b)(10) and consistent with any other applicable federal or state law, including FERPA.

XLVII. Definitions

Words used in this Policy will have those meanings defined herein and if not defined herein will be construed according to their plain and ordinary meaning.

XLVIII. Discretion in Application

The College retains discretion to interpret and apply this Policy in a manner that is not clearly unreasonable, even if the College's interpretation or application differs from the interpretation of the parties.

Despite the College's reasonable efforts to anticipate all eventualities in drafting this Policy, it is possible unanticipated or extraordinary circumstances may not be specifically or reasonably addressed by the express Policy language, in which case the College retains discretion to respond to the unanticipated or extraordinary circumstance in a way that is not clearly unreasonable.

The provisions of this Policy and the Hearing Procedures referenced in "Hearing " are not contractual in nature, whether in their own right, or as part of any other express or implied contract. Accordingly, the College retains discretion to revise this Policy and the Hearing Procedures at any time, and for any reason. The College may apply Policy revisions to an active case provided that doing so is not clearly unreasonable.

XLIX. Distribution

This policy will be disseminated widely to the College Community through email communication, the College's website, inclusion in orientation programs for new employees and new students, and other appropriate channels of communication.

Title IX-Sexual Harassment Hearing Procedure-2020

Purpose and Nature of These Procedures

These procedures supplement Blessing-Rieman College of Nursing and Health Sciences' Sexual Harassment Policy and specify how the College will conduct hearings regarding Formal Complaints of Sexual Harassment. To the extent there is a conflict between these procedures and the College's Sexual Harassment Policy, the Sexual

Harassment Policy shall control. Titles appearing in quotation marks are to relevant sections of the Sexual Harassment Policy.

The Hearing Panel

The hearing panel oversees the hearing process, rules on questions of relevance and admissibility, resolves all procedural disputes, and renders a determination of responsibility for the allegations in the Formal Complaint at the conclusion of the hearing process and in the manner specified in the policy. The hearing panel has discretion to interpret, apply, and modify these procedures in any manner that is not clearly unreasonable and is consistent with the policy.

Pre-Hearing Review of Investigation Report and Evidence

Prior to commencement of the hearing, the hearing panel will review the investigation report and a copy of all evidence transmitted to the parties by the investigator as specified in Section "Access to Evidence." This review of materials is provisional and intended to provide background and orientation to the hearing panel in planning and conducting the hearing. The hearing panel must exclude from consideration in deliberation any evidence developed during the investigation that is deemed inadmissible at the hearing, including specifically, but not limited to, the statements of any party or witness who refuses to submit to questioning by a party advisor as specified in "Subjection to Questioning."

Convening the Hearing

Immediately prior to convening the hearing, the hearing panel will ensure that an audio recording of the hearing is being made by the College and that the hearing room is cleared of all individuals who are not permitted to be present during the hearing as specified in "Hearing." The hearing panel will then convene the hearing and clearly state for the record the date, time, and location of the hearing; the names of the Complainant and Respondent; the parties present at the hearing; any accommodations that have been provided at the request of a party or in the College's discretion; whether all or a portion of the hearing is being conducted virtually as specified in "Hearing"; and any other introductory matters that the hearing panel deems appropriate.

Statement of the Investigator

After convening the hearing, the hearing panel will call the investigator to give an overview of the investigation process. Thereafter, the investigator will be subject to questioning by the hearing panel, followed by questioning from each party's advisor commencing first with questioning from the advisor for the Complainant followed by questioning from the advisor for the Respondent.

Statements of the Parties

After questioning of the investigator is complete, the hearing panel will invite the Complainant to provide a statement to the hearing panel regarding the events in question and identify and comment on any non-testimonial evidence the Complainant believes is relevant. After the Complainant has made a statement, or waived the right to make a statement, the Complainant will be subject to questioning by the hearing panel, followed by questioning from the advisor for the Respondent.

After questioning of the Complainant is complete, the hearing panel will invite the Respondent to provide a statement to the hearing panel regarding the events in question and to identify and comment on any non-testimonial evidence the Complainant believes is relevant. After the Respondent has made a statement, or waived the right to make a statement, the Respondent will be subject to questioning by the hearing panel, followed by questioning from the advisor for the Complainant.

Testimony of Witnesses

After questioning of the parties is complete, witnesses will be called to testify in the order determined by the hearing panel. Unlike the parties, witnesses will not be invited to make a statement but, instead, will be subject to questioning from the hearing panel followed by questioning from each party's advisor commencing first with questioning from the advisor for the Complainant followed by questioning from the advisor for the Respondent.

Investigation Materials

After the questioning of witnesses is complete, the hearing panel will identify any portion of the evidence developed during the investigation that the hearing panel has determined should be excluded from the hearing record based on rulings made at the pre-hearing conference, during the hearing itself, due to the refusal of a party or witness to submit to questioning by a party advisor, or for any other reason. The hearing panel will then provide the parties a final opportunity to raise any additional objections to inclusion of any other portions of the investigation record into evidence and resolve any such objections. All evidence from the investigation and hearing not specifically excluded by the hearing panel shall be deemed admitted into the hearing record and may be considered by the hearing panel as part of the deliberation.

Closing Argument
After the questioning of the witnesses is complete, the hearing panel will invite the Complainant to make a closing argument. After the Complainant has made a closing argument, or waived the right to make a closing argument, the hearing panel will invite the Complainant to make a closing argument.
Deliberation
After closing arguments are complete, the hearing panel will conclude the hearing and deliberate and render a determination as specified in "Deliberation and Determination."
Access to and Use of Investigation Evidence
During the hearing, the parties and their advisors shall have access to the investigation report and a copy of all evidence transmitted to the parties by the investigator as specified in "Access to Evidence" and "Hearing." Such evidence may be utilized in the questioning of witnesses where relevant. Non-testimonial evidence utilized during the hearing shall be marked and referred to in such a manner as to make it clearly identifiable by audio (i.e., such as sequential marking of "exhibits").
Rulings on Evidence
Throughout the hearing, the hearing panel will independently and contemporaneously screen all questions for relevance and resolve any contemporaneous evidentiary objections raised by the parties. If the hearing panel does not exclude a question, it is presumed the hearing panel has deemed the question relevant and admissible. Although formal rules of evidence do not apply, the hearing panel may, in the hearing panel's discretion, utilize evidentiary principles similar to those specified in the Federal Rules of Evidence to the extent such evidentiary principles are not contrary to the policy.
Timing and Continuances
The hearing panel will have discretion to set the overall length of the hearing and may set time limits for statements of the parties, questioning of parties and witnesses, and closing arguments. A hearing will not exceed seven (7) hours in length absent extraordinary circumstances. Once a hearing is commenced, it will be continued only for good cause as determined by the hearing panel.
Role of Advisors
As specified in "Advisor of Choice," advisors to the parties must play a passive role in the hearing with the sole exception that advisors are permitted to question parties and witnesses as specified in "Hearing." Advisors are not permitted to speak for their advisee, make objections, present arguments, or engage in any other active role.
Disruptions
All parties, advisors, and other persons present at a hearing are required to act professionally, maintain decorum, and abide by the policy, these procedures, and any other rules specified by the hearing panel. Any party, advisor, or other person who materially disrupts the proceeding or violates applicable policies, procedures, and rules, may be barred from further participation and/or have their participation limited, as the case may be, by the hearing panel.
Questioning
Wherever these procedures contemplate questioning of a party or witnesses, the hearing panel has discretion to permit more than one round of questioning. In addition to ruling on questions of relevancy, the hearing panel may limit cumulative and redundant questioning.
Discretion in Application
The College retains discretion to interpret and apply these procedures in a manner that is not clearly unreasonable, even if the College's interpretation or application differs from the interpretation of the parties.

Despite the College's reasonable efforts to anticipate all eventualities in these procedures, it is possible unanticipated or extraordinary circumstances may not be specifically or reasonably addressed by the express language of these procedures, in which case the College retains discretion to respond to the unanticipated or extraordinary circumstance in a way that is not clearly unreasonable.

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Debra Walton **(1995)**
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HISTORY OF THE COLLEGE & ACCREDITATION

HISTORY OF THE COLLEGE

RELATIONSHIP BETWEEN THE COLLEGE AND BLESSING HOSPITAL

The College's parent organization is Blessing Hospital, a not-for-profit, not-tax supported, independent hospital. The College is a non-profit educational institution of higher learning and an operating division of the hospital.

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' clinical experiences.

The hospital is a regional healthcare provider, serving the tristate area of west-central Illinois, northeast Missouri, and southeast Iowa. 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 communities."

HISTORY OF THE COLLEGE

The building of Blessing Hospital, the College's parent organization, was a goal of the "The Charitable Aid and Hospital Association of Quincy," a group of prominent citizens working with the city's poor. Their vision was to provide a place to care for the sick and, in May 1875, they opened Blessing Hospital. In 1878, the hospital's Board of Trustees formed a Board of Lady Managers to manage the hospital. From the very beginning, the Board of Lady Managers expressed concerns about nursing and the need for a training school at the hospital.

The Blessing Hospital Training School for Nurses accepted the first class of nursing students in 1891 and they graduated in September 1894. Since 1894, classes have graduated every year with the exception of 1906 (the program changed from two to three years in 1904) and 1988 (the last diploma class graduated in 1987 and the first baccalaureate class graduated in 1989).

The Blessing Nurses Alumni Association began in 1900, just a few years after the establishment of the national nursing organization, the American Nurses Association. In 1909, the Illinois Department of Registration and Education, organized in 1908, accredited the school, making it one of the first accredited diploma programs 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, clinical hours, class time, and educational requirements changed the nursing program from a service-centered to a learning-centered education, becoming Blessing Hospital School of Nursing. General education classes were added and Quincy College taught these courses from 1946 to 1960 and Culver-Stockton College from 1960 to 1985.

In 1985, Blessing Hospital School of Nursing became Blessing College of Nursing and formed a partnership with Culver-Stockton College to provide a joint baccalaureate in nursing program, conferring the Bachelor of Science in Nursing (BSN) degree. With a multi-million-dollar endowment from Cedric H. Rieman in memory of his wife, Lucille, a former member of the Advisory Committee of the School of Nursing, the College became Blessing-Rieman College of Nursing. In 1998, Blessing-Rieman College of Nursing added Quincy University as a partner to offer another joint BSN program.

Both partner institutions are independent, fully accredited coeducational four-year liberal arts colleges. Culver-Stockton College was chartered in 1853 as Christian University and Quincy University was chartered in 1873 as St. Francis Solanus College. Both institutions offer the traditional life of a small college campus: intercollegiate sports, fine arts, cultural events, student organizations, residence halls, and a small student-to-faculty ratio.

The College has grown and expanded educational programs since 1998, becoming Blessing-Rieman College of Nursing and Health Sciences in 2016. The College now offers direct transfer and second-degree tracks for students seeking the BSN, a RN-BSN track, and a master's degree in nursing (MSN) program. In 2020, the respiratory care program transitioned from an AS degree program to a Bachelor of Science (BS) degree program; and a BS degree program in radiologic sciences and an AS program in medical laboratory technology were added. Most recently, in 2025, BRCN has enrolled students for the new diagnostic medical sonography program.

CREDENTIALS & MEMBERSHIPS

ACCREDITATION

Our program has been accredited by the Higher Learning Commission since 1985. To maintain accreditation, we meet or exceed rigorous post-secondary school standards. These standards assure a high-quality education across all of our degree programs.

Blessing-Rieman: A Regionally and Nationally Accredited Program

Receiving a degree from an accredited program signals to potential employers that you have completed a rigorous education program. We emphasize the skills you need to be successful so you can make valuable contributions as a professional healthcare provider.

What Accreditation Means To You As A Student

Accreditation means we put our students' needs at the center of everything we do, including:

- **Appointing qualified instructors:** All of our instructors are master's prepared. Many also have Ph.D. degrees and are certified in their specialty. Find out more about our faculty and staff.
- **Acting with integrity:** Across all departments, representatives of Blessing-Rieman follow ethical and responsible practices, including communicating program descriptions, requirements, and tuition and fee information. Find out more about us, including our mission, vision, and values.
- **Accepting transfer credits from other accredited institutions:** If you have earned credits for required courses from other institutions, we are often able to accept them, so you may not need to retake courses. Find out more about our BSN Transfer Option.
- **Assisting you in achieving your career goals:** A degree from Blessing-Rieman enables you to gain the skills and knowledge necessary to advance your career. If you are interested in becoming a registered nurse (RN) or other healthcare professional, your preparation includes passing the National Council Licensure Examination (NCLEX). Learn more about our retention, completion, & NCLEX pass rates.

The College, as an institution of higher education, is accredited by:

The Higher Learning Commission (HLC)
230 South LaSalle St.
Suite 7-500
Chicago, IL 60604
312-263-0456 or 800-621-7440

Program accreditations include:

The Commission on Collegiate Nursing Education (CCNE)

The baccalaureate degree programs in nursing/master's degree program in nursing at Blessing-Rieman College of Nursing & Health Sciences is accredited by *the Commission on Collegiate Nursing Education*, 655 K Street, NW, Suite 750 Washington, DC 20001, 202-887-6791.

The Commission on Accreditation for Respiratory Care (CoARC)

The Bachelor of Science in Respiratory Care Program at Blessing-Rieman College of Nursing and Health Sciences in Quincy, Illinois, program number 200616, holds Continuing Accreditation from the Commission on Accreditation for Respiratory Care (www.coarc.com). This status signifies that a program has demonstrated sufficient compliance with the Standards (through submission of an acceptable Continuing Accreditation Self Study Report (CSSR) and any other documentation required by the CoARC, as well as satisfactory completion of an on-site visit), to be allowed to admit students. It is recognized as an accredited program by the National Board for Respiratory Care (NBRC), which provides enrolled students who complete the program with eligibility for the Respiratory Care Credentialing Examination(s).
For more information, call 817-283-2835, or write to:
CoARC
264 Precision Blvd.
Telford, TN 37690

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

The Bachelor of Science in Radiologic Sciences program at Blessing-Rieman College of Nursing & Health Sciences is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). The next accreditation site visit is tentatively scheduled for the second quarter of 2025. Graduates of the program are eligible to apply for

admission to the certification examination administered by the American Registry of Radiologic Technologists (ARRT).

The JRCERT is the only agency recognized by the United States Department of Education (USDE) and the Council on Higher Education Accreditation (CHEA) for the accreditation of traditional and distance delivery educational programs in radiography. The JRCERT awards accreditation to programs demonstrating substantial compliance with the Standards for an Accredited Educational Program in Radiography, which are available to the public to view via the JRCERT website at www.jrcert.org. You can also click on the following link to view the current Standards for an Accredited Educational Program in Radiologic Sciences.

For more information regarding the JRCERT or to pursue allegations of noncompliance with the Standards, visit www.jrcert.org, or use the following contact information:

The Joint Review Committee on Education in Radiologic Technology
20 North Wacker Drive, Suite 2850
Chicago, IL 60606-3812
Phone: **(312) 704-5300**
mail@jrcert.org

The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

The Associate of Science in Medical Laboratory Technology is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), which ensures that the program maintains a high educational standard. They are located at 5600 North River Road, Suite 720, Rosemont, IL 60018-3597. Phone: (773) 714-8880. Fax: (773) 714-8886.

OTHER RECOGNITIONS

Approvals from state agencies

Blessing-Rieman College of Nursing & Health Sciences is approved by the:

- Illinois Board of Higher Education (IBHE)

The IBHE website (www.ibhe.org) includes an online complaint system. The system can be accessed from the IBHE home page by clicking on Student Complaint System. The direct URL for this link is https://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 & Health Sciences]".

- Illinois Department of Financial and Professional Regulation (IDFPR)
- Illinois Department of Veterans' Affairs (for education assistance benefits to veterans and their dependents)
- Missouri Department of Higher Education and Workforce Development
- We are fully approved by the Missouri State Board of Nursing: Missouri Division of Professional Registration, Board of Nursing
- BRCN has been approved to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA)

The College is a SARA approved institution. SARA is the acronym for the State Authorization Reciprocity Agreements. This agreement is voluntary whereby institutions, states, and U.S. territories choose to be members

of the National Council State Authorization Reciprocity Agreements (NC-SARA). The purpose of NC-SARA is to ensure that SARA approved institutions, such as Blessing-Rieman, incorporate national standards for interstate post-secondary distance education courses and programs.

SARA approval allows the College to enroll into its online programs and courses any distance education student who resides or is stationed in NC-SARA member states and U.S. territories. Currently, Blessing-Rieman can enroll distance education students from all states and territories except California and the Commonwealth of Northern Mariana Islands (CNMI), which are not members of NC-SARA.

For online students, whether living in Illinois or a NC-SARA member state, the Illinois Board of Higher Education (IBHE) has the responsibility and authority to resolve complaints against Illinois institutions, including Blessing-Rieman. The link to the IBHE Complain Process is http://complaints.ibhe.org/

LICENSURE AND MEMBERSHIPS

Blessing-Rieman College of Nursing & Health Sciences maintains membership in the:

- American Association of Colleges of Nursing
- American Association of College Registrars and Admissions Officers (AACRAO)
- Illinois Association of Student Financial Aid Administrators (ILASFAA)
- Illinois Council of Deans and Directors of Baccalaureate and Higher Degree Programs in Nursing
- Midwest Association of Student Financial Aid Administrators (MASFAA)
- Missouri Association of Administrators of Baccalaureate and Higher Degree Programs in Nursing
- National Association of Student Financial Aid Administrators (NASFAA)
- National League for Nursing

Affiliation with Blessing Hospital

Blessing Hospital, our primary clinical site and parent organization, is:

- Licensed by the Illinois Department of Health
- Accredited by DNV GL Healthcare

REGISTRATION

Blessing-Rieman College of Nursing and Health Sciences is registered by the Iowa College Student Aid Commission (Iowa College Aid). Registration means we are able to offer our online programs, including our RN to BSN and Master of Science in Nursing, to Iowa residents. Find out more about our nursing and health sciences programs. Students in Iowa who have a concern or complaint may contact Iowa College Aid by phone at 877-272-4456 or by completing an online student complaint form https://www.iowacollegeaid.gov/sdrf-start