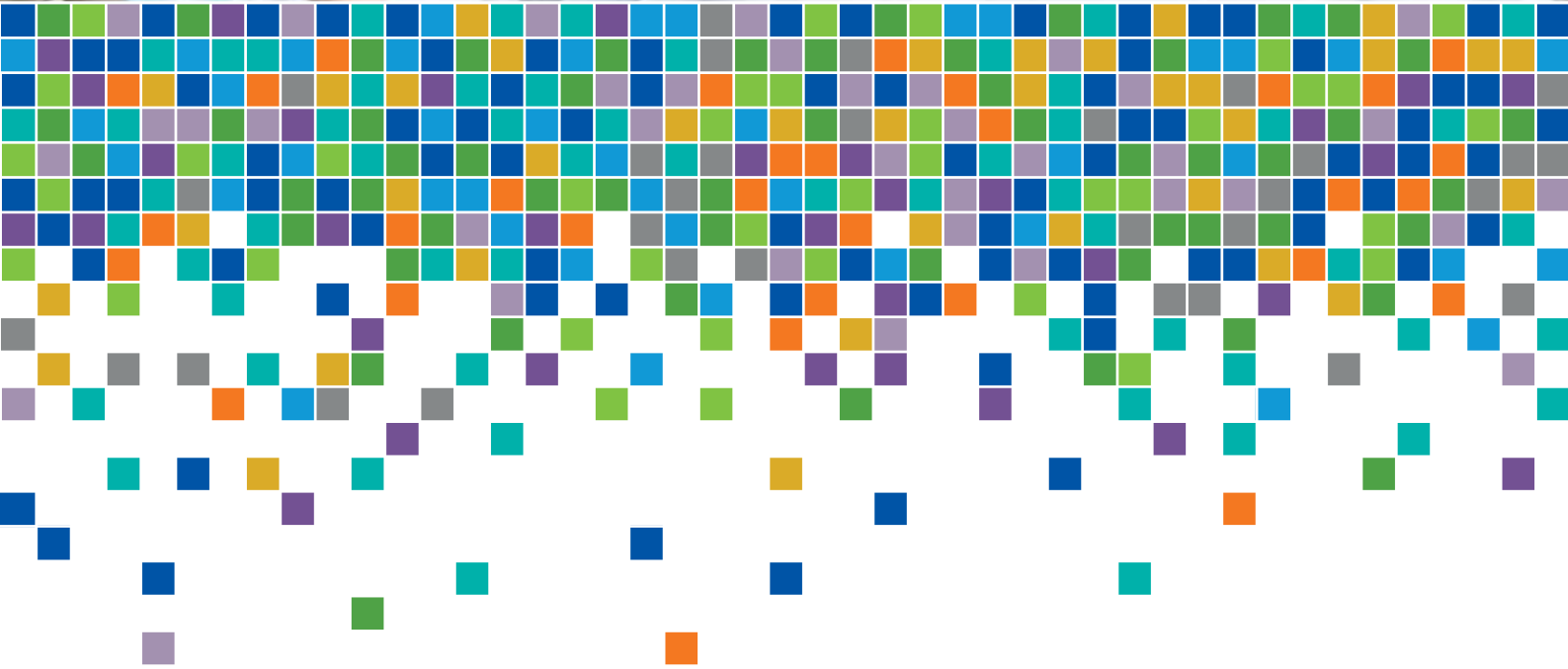


COLLEGE CATALOG 2022-2023





Bon Secours Memorial College of Nursing (the College) is a division of Bon Secours Memorial Regional Medical Center of the Bon Secours Richmond Health System. The College reports to the Bon Secours Richmond Board of Directors, which is the governing authority for the College.

The College is an equal opportunity education institution. The College does not discriminate based on race, color, religion, age, marital status, national origin, gender, sexual orientation, military veteran status or disability in the administration of its educational policies, admissions policies, scholarship and loan programs, or other College administered programs.

The contents of the College Catalog (Catalog) do not create a contract, nor do they constitute a guarantee of continued enrollment at the College. The College reserves the right to modify, amend, or delete statements and to make changes to the Catalog, curriculum, calendar, financial aid, and College policies as deemed necessary. Policy changes are communicated via the College's website, www.BSMCON.edu. Each student is expected to abide by the information contained in the Catalog. Failure to read the Catalog will not excuse the student from accountability.

Effective 2022-2023 academic year.

College Administration

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Chris-Tenna Perkins, PhD
Benjamin Djeukeng, PhD
Amy Pozza, MBA
Holly Pugh, MSHA
Leslie Winston, EdD
Amy Feurer, PhD

Catherine Mikelaite, DNP

Carrie Newcomb, EdD

Vice President, Richmond Higher Education Institutions
Campus Director and Dean of Academic Affairs, Professor
Dean of Administration
Chief Financial Officer
Dean of Clinical Simulation and Learning Center
Dean of Student Affairs
Associate Dean of Academic Affairs, Associate Professor
Associate Dean of Faculty Affairs and Distance Education, Associate Professor
Associate Dean of Student Services

Staff

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Melanie Arcibal, BS
Monique (Moe) Bates, EdD
Debra Cantwell, BS

AC Canup, BA
Jane Castelveccchi, BS
Jared Crist, MEd
Andrenetta Daniel, AS
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Robin Diacont
Rachel Ensing, MS
Randy Faulk
Arif Fazel, MS
Mary Cate Ferguson, BS
Kelley A. Florian, BA
Beth Ford
Peggy Gault
Binesh Gurung, BS
Hannah Harman, BS
Pamela Hinton, AS
Elia Imler, MS
Harris King, BS
Nick Kost, BA
Sunjung Lee, MS
Lydia (Dia) Lisner, MEd
Julie Marsh, MEd
Katie Martin
Michale Maxey, AAS
Tina Metzger, MSIS
Allison Peterson, MS Ed
Jacqueline Runne, BA
Shawn Ruppert, BA
Allan Sackenreuter, BS
Tate Sanchez, BFA
Dayna Scarberry, MEd
Jason E. Smith, MS
Ryan Stiles, MBA
Erica Stubblefield, MEd
Faith Taylor, BS
Ingrid Terrell, BA
Maria Vasquez, BS
Carol Woychak, BS
Katie Windlemeese, BA
Alyssa Woodle, BS
Paula Young, BS

Faculty Operations Coordinator
Senior Accountant
Director of Compliance and Risk Management
Learning Management System & Applications Administrator
Student Success Advisor
Alumni Relations Coordinator
Director of Student and Alumni Affairs
Clinical Simulation and Learning Center Assistant
Simulation Technical Specialist
Recruiting Admission Specialist
Director of Admissions
Building Coordinator
Senior Application Analyst
Gift Officer
Director of Financial Aid
Recruiting Admission Specialist
Executive Assistant
Simulation Technical Specialist
Academic Operations Coordinator
Receptionist
Director of Marketing and Communication
Bursar
Manager, College Information Systems and Technology
IT Support Technician
Director of Student Success
Instructional Designer
Admissions Assistant
Simulation Technical Specialist
Librarian
Manager, Career Services
Financial Aid Specialist
Registrar Specialist
Simulation Technical Manager
Financial Aid Counselor
Assistant Director of Student Success
Director of Information Technology
Director of Records and Registration
Student Success Advisor
Director of Finance
Graphic Design Specialist
Admissions Recruiter
Recruiting Admission Specialist
Digital Marketing Specialist
Administrative Assistant
Simulation Technical Specialist



Welcome

Welcome to Bon Secours Memorial College of Nursing. We are delighted you chose our College to pursue your education. Our nursing programs exceed expectations, as shown by our outstanding NCLEX-RN exam pass rates, a proud distinction of excellence. As a BSMCON nursing student, you will be immersed in coursework, simulation labs and clinical experiences while building leadership, supporting community and developing personal and professional relationships that will undoubtedly last beyond your time with us.

We are here to guide you through this journey. Our experienced faculty and dedicated staff will help celebrate your victories and support any challenges. As you progress through the program, the information provided in this College Catalog will be indispensable. Please read and use this document as a reference. When guidelines/policies are added or modified, an update will appear on www.BSMCON.edu under Policies. Please seek clarification if you have questions.

Best wishes for a successful and memorable year ahead!

Sincerely,

Chris-Tenna Perkins, PhD, RN

Campus Director and Dean of Academic Affairs

Bon Secours Richmond Health System Board of Directors

Makola Abdullah, PhD
Stuart A. Bunting
Chandrashekar D. Challa
Elizabeth Hinton Crowther
Regina Elbert

Chris R. Hairston-White
Birdie H. Jamison
Lang Liebman, MD
Linda Rigsby
Sr. Mary Shimo

Shannon E. Sinclair
Paul Smith
Kyle Woolfolk
Brian Yanofchick

Telephone Numbers

MAIN TELEPHONE: **804-627-5300**
MAIN FAX: **804-627-5330**

Academic Operations Coordinator	627-5337
Faculty Operations Coordinator.....	627-5412
Associate Dean of Student Services	627-5139
Bursar/Business Office.....	627-5362
Building Coordinator	627-5388
Career Services, Manager	627-5381
Financial Aid Counselor	627-5488
Financial Aid Director	627-5350
Financial Aid Specialist	627-5348
Librarian	627-5340
Records and Registration, Director	627-5140
Recruiting Admission Specialists.....	627-5130 / 627-5341 / 627-5468
Registrar Specialist.....	627-5331
Student Counseling/Resources (StudentLife/Empathia).....	855-691-4941
Student Success, Advisor	627-5303
Student Success, Assistant Director	627-5045
Student Success, Director.....	627-5335

Emergencies

EMERGENCY DIRECTORY (Note: Dial 9 first to get an outside line)

Ambulance Service.....	911
Fire Department	911
Police, emergency.....	911
Police, non-emergency.....	501-5000
Poison Control	800-552-6337
Security, Windsor	335-7901
Security, Memorial Regional Medical Center	764-6026
Windsor Property Manager	697-3461
BSMCON Building Coordinator	627-5388
BSMCON Dean, Academic Affairs.....	627-5352
BSMCON Dean, Administration.....	627-5306
BSMCON CFO	264-7315
BSMCON Dean, Student Affairs.....	627-5327
BSMCON Executive Secretary	627-5325
BSMCON Main Number	627-5300
BSMCON VP	627-5346

Alerts

The College uses a broadcast alert and notification system as part of its safety plan. In case of an emergency, all employees and students who have signed up for emergency notifications through the Rave Alert system and Campus Nexus Portal, respectively, will be sent a message (via text, email, or voice) to their preferred emergency contact methods. The message will state the emergency as well as any actions to be taken. At the beginning of each Fall and Spring semester, students and employees are asked to log onto the Campus Nexus Portal and Workday, respectively, to verify their emergency contact information and update it if necessary. During this process, they are also allowed to choose their preferred emergency contact methods. Students and employees who do not have a cell phone or who do not request alert activation shall assume full responsibility for obtaining information regarding College closures and related actions via other modes of communication.

Accreditation

Bon Secours Memorial College of Nursing (BSMCON) is owned by Bon Secours Memorial Regional Medical Center, which is responsible for the College's operation. BSMCON is certified to operate by the State Council of Higher Education for Virginia (SCHEV) and the Virginia Board of Nursing (VBON). The College holds institutional accreditation with the Accrediting Bureau of Health Education Schools (ABHES). The BSN program includes the essential content recommended by the American Association of Colleges of Nursing (AACN). The baccalaureate degree in nursing at Bon Secours Memorial College of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE). Bon Secours Memorial College of Nursing (BSMCON) participates in the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of distance education.

Accrediting Bureau of Health Education Schools

7777 Leesburg Pike
Suite 314
N. Falls Church, VA 22043
(703) 917-9503

Address beginning Sept. 1, 2022:

6116 Executive Blvd., Suite 730
North Bethesda, MD 20852
(301) 292-7550

American Association of Colleges of Nursing Commission on Collegiate Nursing Education

655 K Street, NW
Suite 750
Washington, DC 20001
(202) 887-6791

State Council of Higher Education for Virginia

101 N. 14th Street
Richmond, VA 23219
(804) 225-2600

U.S. Department of Education

400 Maryland Avenue, SW
Washington, DC 20202
(800) 872-5327

Virginia Board of Nursing

9960 Mayland Drive
Suite 300
Henrico, VA 23233
(804) 367-4400

History of the College

The College's rich history dates back to the formation of Richmond Memorial Hospital in 1957. The hospital was built to memorialize the Richmond community's World War II victims and to provide a general hospital that served people of all races and backgrounds, regardless of their ability to pay. Richmond Memorial Hospital's School of Nursing opened in 1961 to serve as a source of nurses for the hospital and to raise the level of health care in the community. In 1993, a replacement hospital for Richmond Memorial was planned in collaboration with Bon Secours. The new hospital, Bon Secours Memorial Regional Medical Center, opened in 1998. The school was renamed the Bon Secours Memorial School of Nursing.

The College graduated the last diploma class in May 2012. During its 51 years of operation, the diploma program produced more than 2,000 registered nurses who have delivered exceptional health care to their patients as a result of the excellent educational foundation they received. In response to the need to prepare registered nurses at the baccalaureate level of education, the school officially changed its status to a baccalaureate degree-granting college in 2010.

Firmly rooted in this tradition of excellence, the College offers a Bachelor of Science in Nursing (BSN) with both pre-licensure and post-licensure (RN-BSN) programs. The BSN program includes the essential curricular content recommended by the American Association of Colleges of Nursing. The College is dedicated to facilitating a view and practice of health care as a ministry that anticipates the need to adapt to the ever-changing and demanding health care environment in order for our graduates to provide the highest quality care.

Bon Secours is a Catholic, not-for-profit, community-based health care system whose mission is to provide *"good help to those in need."* The Sisters of Bon Secours (French for "good help"), an international religious congregation devoted to the care of the poor and sick, was founded in Paris, France in 1824. In the United States, the congregation's health care ministries, which merged with Mercy Health in 2018 to become Bon Secours Mercy Health, include acute care hospitals, long-term care facilities, clinics, physicians' practices, home health care services, and hospices.

Bon Secours Memorial College of Nursing

Mission

The mission of the Bon Secours Memorial College of Nursing is to foster holistic lifelong learning through innovative career education designed to cultivate servant leaders who are passionate about bringing people and communities to health and wholeness.

Vision

We will be the college of choice for those who consider caring to be a calling and a ministry inclusive of the needs of all people.

Values

As a higher education institution, we commit that our mission, vision, and strategic direction are framed within these value statements:

Compassion — intentional engagement in caring practices that embodies a culture of respect, integrity, and justice

Quality — commitment to education excellence that promotes lifelong intellectual, ethical, and spiritual growth

Service — cultivation of an attentive spirit that seeks to empower others in the co-creation of a just and caring world

Goal Statements

CARING — Provide a framework for positively impacting society through culturally sensitive service to the global community.

1. Create opportunities for faculty, staff and students to provide culturally sensitive service to local, regional, national, and international communities.
2. Cultivate an environment of respect, compassion, and servant leadership which actively promotes and facilitates the development of servant leaders.
3. Embed the core concepts of ministry, mission, and civic engagement into the curriculum and campus life.

LEARNING — Foster an environment designed to engage the learner in the development of a critical and creative consciousness.

1. Attract, empower, and retain mission-focused students, faculty, and staff committed to academic excellence and lifelong learning.
2. Provide a stimulating learning environment that excites curiosity, encourages creativity and integrates community commitment into the learning process.

TRANSFORMING — Liberate the potential of the College community by expanding individual and collective capabilities with respect to knowledge, discernment, and growth.

1. Empower faculty and staff to reach their full potential through professional development and mission-related opportunities.
2. Integrate a variety of learning styles into the delivery of the curriculum to enhance the growth of the whole person.
3. Cultivate an understanding of the importance of the College within the Bon Secours Ministry — a Ministry of Education.



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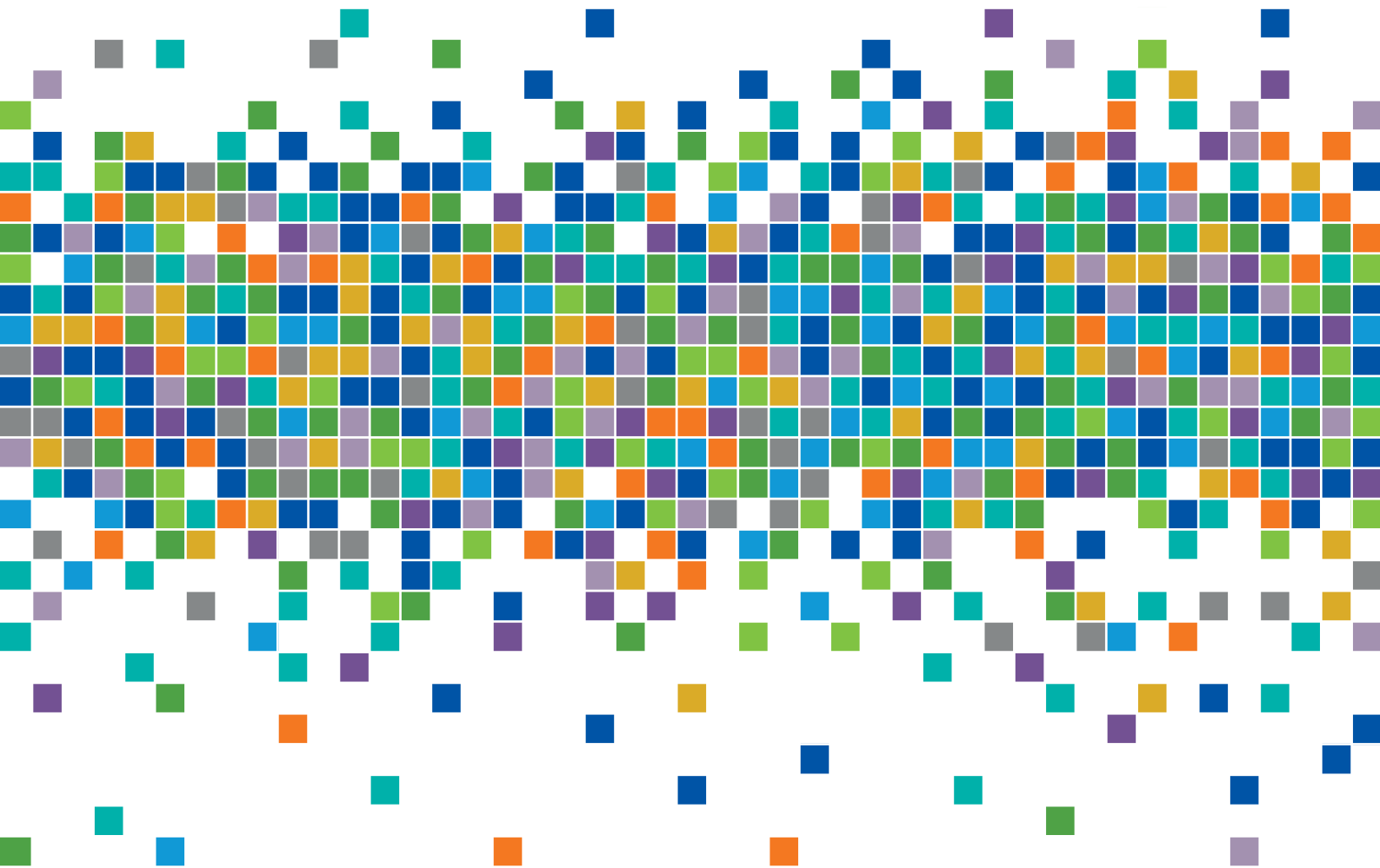
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Academic Calendar

The calendar is subject to change. Please access the very latest calendar via our website.

The College academic year is defined as two standard terms (fall, spring) of 15 weeks plus a final examination week. Full time status, during a standard term, is enrollment in 12 credit hours of study or more. This treatment is applied to all students whether or not they participate in Title IV financial aid. A summer term, if offered, is defined as 8 weeks inclusive of the final examination period. Full time status during a summer term is enrollment in 12 credit hours of study or more.

Please note: Weeks of enrollment for Financial Aid purposes are defined as 17 weeks per term (semester) or 34 weeks per academic year, as further defined by the Higher Education Act of 1965, as amended.

Completion Date of Program:

The official completion date of the program shall be defined as the last date of the term as specified on the Bon Secours Memorial College of Nursing academic calendar.

Fall 2022		
August 12	Friday	Tuition and fees for the fall term are due by 12 noon
August 15	Monday	Fall semester begins
August 15–24	Monday–Wednesday	Add/drop period
August 24	Wednesday	Last day to drop a course with 100% refund*
August 25	Thursday	Last day to drop a course with a 90% refund*
September 5	Monday	Last day to drop a course with 80% refund*
September 5	Monday	Labor Day — College closed
September 16	Friday	Last day to drop a course with a 60% refund*
September 27	Tuesday	Last day to drop a course with a 40% refund*
October 19	Wednesday	Last day to drop a course with a 20% refund*
October 19	Wednesday	Last day to withdraw from a course with a “W”
October 1–31		Advising Period
November 1–15		Spring 2023 Registration
November 15	Tuesday	Spring 2023 Graduates: Intent to graduate form is due
November 22–23	Tuesday–Wednesday	No classes
November 24–27	Thursday–Friday	Thanksgiving/Fall break — College closed
November 28–December 2	Monday–Friday	Graduating Seniors Only: Final Exam Week
December 2	Friday	Classes end
December 5	Monday	Grades due for graduating seniors
December 5–9	Monday–Friday	Final Examination period
December 12	Monday	Final grades due
December 15	Thursday	Graduation and Conferral of Degrees

*See ADM 5.01 Financial Refund for further details.

Spring 2023

January 6	Friday	Tuition and fees for the spring term are due by 12 noon
January 9	Monday	Spring semester begins
January 9–18	Monday–Wednesday	Add/drop period
January 16	Monday	Martin Luther King, Jr. Day — No classes
January 18	Wednesday	Last day to drop a course with 100% refund*
January 19	Thursday	Last day to drop a course with a 90% refund*
January 30	Monday	Last day to drop a course with 80% refund*
February 10	Friday	Last day to drop a course with a 60% refund*
February 21	Tuesday	Last day to drop a course with a 40% refund*
March 13–19	Monday–Sunday	Spring break — No classes
March 25	Saturday	Last day to drop a course with a 20% refund*
March 25	Saturday	Last day to withdraw from a course with a “W”
March 1–31		Advising Period
Apr 3–17		Summer 2023 Registration
April 15	Saturday	Summer & Fall 2022 Graduates: Intent to Graduate form is due
April 24–28	Monday–Friday	Graduating Seniors Only: Final Exam Week
May 1–15		Fall 2023 Registration
May 1	Monday	Classes end. Grades due for graduating seniors
May 2	Tuesday	Study day: No classes
May 3–9	Wednesday–Tuesday	Final Examination period
May 11	Thursday	Final grades due
May 18	Thursday	Graduation and Conferral of Degrees

Summer 2023 — 8 Weeks

May 19	Friday	Tuition and fees for the summer term are due by 12 noon
May 22	Monday	Summer 8-week session begins
May 22–31	Monday–Wednesday	Add/drop period
May 29	Monday	Memorial Day — College closed
May 31	Wednesday	Last day to drop a course with 100% refund*
June 5	Monday	Last day to drop a course with 60% refund*
June 10	Saturday	Last day to drop a course with 40% refund*
June 21	Wednesday	Last day to drop a course with 20% refund*
June 21	Wednesday	Last day to withdraw from a course with a “W”
July 3–9	Monday–Sunday	Independence Day Observed — No classes
July 21	Friday	Classes end
July 25	Tuesday	Final Grades due
July 25	Tuesday	Conferral Date for Summer Graduates (Summer graduates are included in the December Commencement Ceremony)

*See ADM 5.01 Financial Refund for further details.

Academic Classification

Student academic classification is based on the number of credit hours completed including transferred hours. Classification is as follows:

CLASSIFICATION	EARNED CREDITS
Freshman	0-29
Sophomore	30-59
Junior	60-89
Senior	90 or above

Enrollment Standards:

ENROLLMENT STATUS	EARNED CREDITS
Full-time	12 or above
Three-quarters time	9-11
Half-time	6-8
Less than half-time	1-5

Normal Course Load:

Students may enroll for a maximum of 19 credit hours during fall and spring semesters and 12 credit hours during the summer semester. A student who wishes to exceed the normal course load must seek approval from the Dean of Academic Affairs.

College Grading System

All grades are translated into the following quality points:

LETTER GRADE	NUMERICAL EQUIVALENT	GRADE POINT INTERPRETATION	QUALITY POINTS PER CREDIT HOUR
Pre-licensure and Post-licensure			
A	94-100	Excellent	4
B+	91-93		3.5
B	87-90	Above average	3
C+	84-86		2.5
C	80-83	Average	2
D+	77-79		1.5
D	73-76	Unsatisfactory	1
F	0-72	Failure	0
I		Incomplete	Not used in GPA
MG		Missing grade	Not used in GPA
P		Passing, credit awarded, no effect on GPA	Not used in GPA
W		Withdrawal	Not used in GPA
WA		Administrative Withdrawal	Not used in GPA
AU		Audit (No credit)	Not used in GPA

Practicum grades are based on satisfactory "Pass" or unsatisfactory "Fail" work.

Accessing grades: Students can access final grades via their Campus Nexus student portal account.

A final grade in any course taken at BSMCON less than a "C" (defined as D or F) is considered failing and the student must repeat the course and successfully complete it.

The following circumstances will result in dismissal from the program:

- Three course failures (grade D or F)
- Two course failures (grade D or F) in the same course
- Two Withdrawals (grade W) in the same course
- Withdrawals (grade W) in more than two semesters or sessions
- Failure to maintain a cumulative GPA of 2.0 or above

Final course grades are truncated.

For example 79.4 = 79; 79.5 = 79; 79.9 = 79

Each course syllabus contains the course requirements and the criteria for determining the theory and/or clinical performance grades.

Grade Point Average (GPA)

A student's GPA is an index of scholastic performance and is computed on the ratio of quality points earned to semester hours attempted. Courses with grades of I, MG, P, W, WA, AU are not used in the calculation of the GPA. A student's GPA is calculated by dividing the sum of earned quality points by the sum of attempted hours for all courses receiving a grade used in calculating the GPA (see below). Only course work taken while enrolled at the College is used in the GPA.

EXAMPLE:

COURSE	GRADE	CREDIT HOURS	X	QUALITY POINTS	=	TOTAL QUALITY POINTS
BIO 3010	A	3	X	4	=	12
NUR 2101	B	3	X	3	=	9
NUR 2102	B	4	X	3	=	12
NUR 2103P	P*	2	X	n/a	=	n/a
Sub Total		12-2		(*P grade not used in calculation)		
Total		10			33	

$$33/10 = 3.30 \text{ semester GPA}$$

Incomplete Grades

An incomplete grade may be assigned by the instructor for theory or clinical requirements when extenuating circumstances such as illness or other emergencies prevent a student from completing course requirements by the end of the course. Failure to satisfactorily complete the course requirements by the official first date of the following semester will result in course failure. This time frame shall be by the first official date of the following semester. A waiver may be granted by the Dean of Academic Affairs in extenuating circumstances in which the time frame is unreasonable. If a waiver is granted, the student must meet the course requirement(s) no later than the end of the 4th week of the following semester.

Auditing a Class

Class size permitting, students may register for courses on an audit (AU) basis. Auditing a course means a student enrolls in a course but does not receive academic credit upon completion of the course.

Students wishing to audit must submit a Course Approval form to the Dean of Academic Affairs. Registrations for audit will only be accepted during the published add/drop period. Students who register for a course on an audit basis are subject to attendance regulations of that course and, unless otherwise specified at the discretion of the instructor, are subject to the same course requirements as other students in the class. Students may be administratively withdrawn for a violation of course requirements. Audit courses are not eligible for financial aid, included in the calculation of GPA, counted towards enrollment status or the maximum time frame allotted to complete the program in which the student is enrolled. The standard tuition/fee rate is charged for audit courses.

Grade Change

If an instructor finds that it is necessary to change a student's grade (other than from an Incomplete to a letter grade as defined above), the grade change must be made before the first class day of the next semester (including Summer). A Grade Change form must be submitted to the Office of Records and Registration. Grades can only be changed in extenuating circumstances if the instructor submits a written request for deadline extension to the Dean of Academic Affairs.

Administrative Withdrawal

An administrative withdrawal may be considered in the case of unforeseen extenuating circumstances of debilitating health problems (mental or physical), a family emergency (such as the death of an immediate family member), and unexpected financial difficulties (such as a partner/spouse losing their job) that has significant detrimental impact to a student during the semester.

The following are not acceptable stand-alone reasons for petitioning:

- Poor performance in class/GPA protection
- Failure to attend/participate in class on a regular basis
- Failure to abide by withdrawal deadlines

The student may initiate this request by submitting the online Petition to Receive an Administrative Withdrawal form, with appropriate supporting documentation. This form is located on the website with the Office of Records and Registration forms. Such requests will be reviewed by the Dean of Academic Affairs in collaboration with the Dean of Student

Affairs (or designees). If approved, the student will receive a grade of “WA” (Administrative Withdrawal) as described in ACA 3.06: College Grading System policy. A grade of “WA” is not calculated in the GPA; however, it is calculated in credits attempted as described in ADM 2.06: Satisfactory Academic Progress. Administrative withdrawals are not counted in the maximum number of withdrawals noted above.

Students receiving an administrative withdrawal must be withdrawn from all courses in the requested semester.

Changes of Curricula, Courses, Catalog and/or Semester Schedule

The College reserves the right to make appropriate changes without notice in any information, to include procedures, policies, calendars, requirements, programs, course offerings and schedules, curricula, financial aid and fees, as published in the Catalog, website, and in other communications.

The information provided in the Catalog, website, and in other communications, is intended for information purposes only and does not constitute a legal obligation of any kind between the College and any person or entity. While every effort is made to provide accurate and timely information, the College cannot and does not guarantee or warranty that the information is correct, complete, or up-to-date.

The Catalog that determines the curricular requirements for a degree is the Catalog that is in effect at the time of a student's admission to Bon Secours Memorial College of Nursing. This Catalog may be used for a maximum of six years, provided enrollment is not interrupted for two consecutive regular semesters (fall and spring) and/or the student does not fail any BSMCON course. Students whose enrollment is interrupted for two consecutive regular semesters or who fail any BSMCON course must use the Catalog in effect at the time of re-entry or program change.

The College will make a reasonable effort to honor the statement of curricular requirements in the chosen issue of the Catalog. However, because courses and programs are sometimes discontinued and requirements are changed as a result of actions by accrediting associations and other external agencies, the College, having sole discretion, shall make the final determination whether degree requirements are met.

The College reserves the right to cancel or discontinue any courses as a result of low enrollment or for other reasons deemed necessary. In order to assure quality instruction, the College reserves the right to close registration when maximum enrollment has been reached. The College reserves the right to make changes in schedules and/or faculty when necessary.

Background Checks

Prior to enrollment at the College, each Pre-Licensure BSN student is required to have a background check to include the Virginia Child Protective Services Report. Even if a conviction history does not bar a student from attending the College, licensing boards will make their own determination at the time the student applies for licensure.

Please be advised that licensing boards may deny an individual the opportunity to sit for an examination if an applicant has a criminal history or is convicted, pleads guilty or no contest to a felony or other serious crime. Successful completion of the Pre-Licensure BSN program does not guarantee licensure, the opportunity to sit for a licensure examination, certification or employment.

RN-BSN students are responsible for providing documentation to comply with clinical site regulations as needed. Students may be required to complete a background check if it is required by a clinical agency. Students are responsible for background check costs during enrollment.

Address/ Name Change

When there is a change in any contact information (address, email, phone number etc.) students must make a request through the student portal account to the Director of Records and Registration. A change of address must be submitted within five (5) business days after the change becomes effective and this serves as the basis of determination of the student's address. Please see policy ADM 1.11, Student Declaration of Current Address and/or Relocation, for additional details.

Students who need to change their names must complete a Change of Name form (found in the Director of Records and Registration's office or in the Student Portal) and a Name Change form with the Social Security Administration and provide a copy of a government issued photo ID with the new name. Following the receipt of required documentation changes will be made in the student information system.

Communication

The College (BSMCON) email address assigned to all students is the primary means of communication between BSMCON personnel and students. The College expects that students will maintain regular and frequent email contact by reading and, if requested, responding to any emails sent by BSMCON in a timely manner. Messages sent to the BSMCON assigned email address include but are not limited to notification of official College- related actions such as

financial aid and fiscal communications and notifications, academic or disciplinary actions, emergency notifications, and correspondence from College departments.

Faculty may determine how email is used in their courses, and they will make appropriate notations regarding email requirements in the course syllabi. Faculty may not transmit grades or any other information that may violate FERPA through email. Additionally, due to email account size limits, email correspondence between faculty and students should be limited to text only, and students and faculty should exchange files only through the Learning Management System.

Personnel and students are expected to take into consideration the sensitive and/or confidential nature of any information they want to transmit, as email may not be an appropriate means of communication in some circumstances. BSMCON does not allow students to transmit any patient information outside the Bon Secours Health system as it would result in a HIPAA violation. Any communication should comply with all Bon Secours Health System, local, state, and federal regulations, including the Family Education Rights and Privacy Act of 1974 (FERPA).

BSMCON uses its Student Information System (Campus Nexus) and Learning Management System (Blackboard) for both individual and group communication. Neither personnel nor student may use these systems to transmit unsolicited email that violates the general principles of conduct outlined in the BSMCON Catalog and/or other policies.

Appeal Process for Non-Academic Grievances

Purpose

It is the policy of the College that appropriate processes and procedures be followed in all matters pertaining to the rights of students.

The appeals policy described below is applicable to non-academic student grievances as well as student complaints of unlawful discrimination or unfair treatment on the basis of the following:

- Title IX of Education Amendments of 1972, as amended
- Title VI of the Civil Rights Act of 1964, as amended
- Title IV of the Higher Education Act of 1965, as amended
- Section 504 of the Rehabilitation Act of 1973, as amended, and its implemented regulations
- Americans with Disabilities Act of 1992

- Provisions of Executive Order Number 11246 as amended 66 by 11375
- Family Educational Rights and Privacy Act of 1974 as amended
- The Age Discrimination Act of 1975
- Governor's Executive Order Number One, Virginia Equal Employment Opportunity Plan, effective February 6, 1974

Note that student complaints of sexual misconduct and sex- and gender-based discrimination will be investigated and resolved pursuant to ADM 9.06, the Title IX Sexual Harassment Policy. Cases pertaining to student conduct and academic integrity are subject to ADM 3.05 Student Conduct — Rights and Responsibilities. This policy applies to all BSMCON students.

Definitions

Non-academic grievance: a formal process through which a student or student group can appeal a decision made by a faculty or staff member that negatively affects a student/student group's standing with or treatment by the College. A non-academic grievance or complaint may include disputes between a student/student group and an office of the College regarding the interpretation and/or application of the policies, procedures and legal obligations of the College, student governance issues, student activities, and other concerns that a student might present for redress. A non-academic grievance may be based on one of the following claims:

- arbitrary and/or capricious actions by a staff member or administrative office;
- prejudicial, discriminatory, or harassing treatment of a student by a staff or faculty member or the administrative office including such conduct based on race/ethnicity, religion, age, marital status, national origin, gender, sexual orientation, military veteran status, disability or other legally protected status;
- an administrative error in the application of a policy or applicable law by a staff or faculty member or administrative office.

Student Grievance Committee: an ad-hoc committee established to hear a Level III grievance. All members of the Student Grievance Committee will be chosen from the membership of the Student Affairs Committee and the Academic Integrity Council. Committee composition includes: the appropriate RHEI Leadership Team member, one (1) faculty member, one (1) student, and one (1) additional Student Affairs Committee representative.

Peer Observer: students grieving a decision may choose to have a peer observer present at grievance meetings/hearings as outlined in the policy below. The peer observer must be

another student and may not be legal counsel or any other type of advisor. Peer observers may not speak or participate in the meetings/hearings but may take notes to share with the student after the conclusion of the meeting/hearing.

Policy Details

Initiation of a Grievance:

Grievances may be submitted electronically by email. A non-academic grievance must be initiated no later than ten (10) business days from the time the student knows or should have known of the issue that is the subject of the grievance. In the event that a student is at a distance and/or is unable to travel to campus to meet, meetings may be facilitated by conferencing technology. Students are encouraged to contact the Director of Student and Alumni Affairs if assistance is needed in understanding this policy. In addition, the Director of Student and Alumni Affairs will assist students in determining the appropriate person with whom a student must file an appeal, and providing that person’s contact information.

Procedures:

Level I

1. The student must provide in writing a formal letter/email to the College personnel outlining the decision which they are grieving, provide supporting information for the grievance, and request to meet with the person whose actions they are grieving.

The student must submit a copy of the letter/email to the administrative unit supervisor of the person whose decision they are grieving. A typical non-academic grievance would occur in the following order:

Level I	Level II	Level III
College personnel/ office whose actions are being grieved (copied to the Administrative Supervisor)	Administrative Supervisor (copied to Appropriate Dean)	Chair of Hearing Committee (RHEI Leadership Team Member)
	Dean (copied to Vice President RHEI)	

2. The college personnel has a maximum of ten (10) business days from the date the grievance is received to schedule a meeting with the student. The administrative supervisor should follow up in order to ensure the meeting is held. In the event the college personnel is unavailable, the administrative supervisor has the discretion to move to Level II or postpone the meeting until the college personnel is available; any such decision by the administrative supervisor will be communicated to the student in writing. The administrative supervisor must document their efforts to contact the college personnel.

3. At the meeting, the student must clearly present their grievance and present the resolution that they are seeking. Every reasonable effort should be made by both parties to resolve the matter at this level. If an agreement regarding the grievance is made, documentation of the agreement and other appropriate supporting information, including the original grievance letter, must be forwarded to the Dean of Student Affairs.
4. Within five (5) business days after the meeting, the college personnel must provide the student a letter outlining the decision of the meeting. A copy of the letter should be forwarded to the Dean of Student Affairs.
5. If the student is not satisfied with the decision of the grievance outcome at Level I, they may continue to Level II.

Level II

1. The student may file a written appeal of the Level I grievance decision with the College personnel’s administrative supervisor within five (5) business days of the date the written decision from the Level I meeting was provided to the student. The written statement submitted by the student for the Level I meeting describing the issues grieved must be part of the student’s written request for the Level II hearing. Within ten (10) business days of receipt of the written grievance, the administrative supervisor will fully investigate the grievance. This investigation may include review of material submitted by both parties. Within this ten (10) business day investigation period, the administrative supervisor will schedule a meeting with the parties in an effort to resolve the grievance (the actual conference may occur after the 10 days, but its date should be established within this time frame).
2. The role of the administrative supervisor is to chair the meeting, facilitate the discussion, seek to mediate a resolution between the parties, ensure that College policies have not been violated, and render a decision concerning the matter.
3. Within ten (10) business days after the completion of the conference, the administrative supervisor shall prepare a report of the Level II decision. Copies must be provided to the student and the College personnel, with a copy of the report and the official grievance letters (Level I and Level II) forwarded to the Dean of Student Affairs.

Level III

1. If the student is not satisfied with the disposition at Level II, within five (5) business days from the communication of the disposition from the administrative supervisor, the student may file a written appeal to the appropriate RHEI Leadership Team member. Students are encouraged to contact the Director of Student and Alumni Affairs for help determining the name and contact information of

the appropriate RHEI Leadership Team member. Within ten (10) business days of receipt of this appeal, the RHEI Leadership Team member will set a date for a hearing for all parties involved.

2. The actual hearing should occur no later than thirty (30) business days after receipt of the appeal letter by the RHEI Leadership Team member, unless reasonable circumstances prevent this meeting from occurring. However, any hearing date scheduled or rescheduled beyond the thirty-day time frame must be mutually agreed upon by the student and the RHEI Leadership Team member.
3. The appropriate RHEI Leadership Team member will serve as the convener and facilitator of the committee for the Level III hearing. The RHEI Leadership Team member will chair the hearing but will not be able to vote. In the event the designated RHEI Leadership Team member is unable to participate in the hearing due to a challenge or conflict of interest, another RHEI Leadership Team member will be selected to convene and facilitate the hearing.
4. The Student Grievance Committee (see “Definitions” section) will be formed in order to objectively hear the facts of the grievance and to render a decision. The committee will be chosen from the Student Affairs Committee. The committee selected to participate in the hearing must be comprised of a minimum of three (3) members and must include a student representative.
5. Both parties may bring persons to provide testimony that supports their position. If the student intends to bring individuals to provide testimony, the student must provide names and contact information for those individuals to the chairperson at least five (5) business days prior to the hearing.
6. The hearing chairperson is responsible for collecting all pertinent documents, calling the meeting, distributing documentation, determining the issue(s) of the case to be heard, and conducting the hearing in an orderly, efficient, and equitable manner. At the beginning of the meeting, the chairperson will review the issues of the case for the group and establish the procedure by which testimony will be presented. They may decide on the length of time needed to explore an issue, set time limits for speakers, and ask for testimony by any person deemed important to the investigation of the facts. The chairperson may request a security officer to be present. Disruptive persons may be asked to leave the room by the chairperson.
7. The Student Grievance Committee shall determine the proposed outcome of the meeting by a majority vote; the RHEI Leadership Team member may not vote. Within ten (10) business days after the meeting, the RHEI Leadership Team member will prepare an official letter that includes the final determined outcome.

The final action shall be communicated to the student, the instructional or non-instructional party, and all other parties as appropriate. In addition, a copy of the outcome notice and the official grievance letters (Level I, Level II, and Level III) must be forwarded to the Dean of Student Affairs.

Final Disposition of Records

All materials and decisions related to the appeal will remain confidential and will be retained by the Dean of Student Affairs for three years from the date of final decision, and not before the aggrieved student graduates, at which time all materials will be destroyed, unless the Dean of Student Affairs directs otherwise.

Grievance Meetings

At each level of the grievance process, the involved student will meet with a College associate. No attorneys or other professional advisors/counselors may attend these meetings; however, the College associate may have a silent observer present at the meeting and the student may have a peer observer present at the meeting. The student must notify the College associate if a peer observer will be present and the identity of that peer observer at least one (1) business day prior to the meeting, or the peer observer may not attend the meeting. The peer observer will not provide testimony at Level III grievance hearings. No audio taping or other recording will be permitted during these meetings, but both parties are encouraged to make notes as they feel appropriate.

External Complaints

In the event of a complaint about the College, as a last resort, students may contact the Accrediting Bureau of Health Education Schools, American Association of Colleges of Nursing Commission on Collegiate Nursing Education, State Council of Higher Education for Virginia, or the Virginia Board of Nursing or the appropriate agency from other states as listed below. Addresses of these agencies are listed below.

In the event of a written complaint to one of these agencies or a “Standards” non-compliance issue, and subsequent notification to the College, immediate priority will be given to resolution of the deficiency in order to maintain accreditation. The Dean of Academic Affairs/Campus Director is expected to respond to the agency in the time frame provided outlining the resolution/plan for resolution of the issue addressed.

Accrediting Bureau of Health Education Schools (ABHES)

7777 Leesburg Pike, Suite 314 North
Falls Church, Virginia 22043
(703) 917-9503

Starting Sept. 1, 2022

6116 Executive Blvd. Suite 730
North Bethesda, MD 20852
(301) 292-7550

Commission on Collegiate Nursing Education (CCNE)

655 K Street, NW, Suite 750
Washington, DC 20001
P: (202) 887-6791
F: (202) 887-8476

State Council of Higher Education for Virginia (SCHEV)

101 N. 14th Street
Richmond, VA 23219
(804) 225-2600

Virginia Board of Nursing

9960 Mayland Drive, #300
Henrico, VA 23233
(804) 367-4400

Students residing outside of Virginia may alternatively choose to contact their state's education agency, which may include:

Colorado**Colorado Department of Higher Education**

1600 Broadway
Suite 2200
Denver, CO 80202
<http://higher.ed.colorado.gov/Academics/Complaints/default.html>

Florida**Florida Department of Education**

325 West Gaines Street
Tallahassee, Florida 32399
<http://www.fldoe.org/policy/cie/file-a-complaint.shtml>

Kentucky**Kentucky Council on Post-Secondary Education**

1024 Capital Center Drive
Frankfort, KY 40601
http://cpe.ky.gov/campuses/consumer_complaint.html

Maryland**Maryland Attorney General**

Consumer Protection Division
200 St. Paul St.
Baltimore, MD 21202
(for consumer protection complaints)

Maryland Higher Education Commission

6 N. Liberty Street, 10th Floor
Baltimore, MD 21201
https://mhec.maryland.gov/institutions_training/Pages/acadaff/acadaffairsdepartments.aspx
(for all other complaints)

New Jersey**New Jersey Division of Consumer Affairs**

124 Halsey Street
Newark, New Jersey 07102
(for consumer protection complaints)

Office of the Secretary of Higher Education

ATTN: Complaints
P.O. Box 542
Trenton, New Jersey 08625-0542
<https://www.state.nj.us/highereducation/OSHEComplaintInstructions.shtml>
(for all other complaints)

Ohio**Ohio Department of Higher Education**

25 South Front Street
Columbus, OH, 43215, US
<https://www.ohiohighered.org/students/complaints>

South Carolina**SC Commission on Higher Education**

Academic Affairs
Attn: Student Complaint
1122 Lady Street, Suite 300
Columbia, SC 29201
<https://www.che.sc.gov/Students,FamiliesMilitary/LearningAboutCollege/ConsumerInformation.aspx>

West Virginia**West Virginia Office of the Attorney General**

Consumer Protection Division
PO Box 1789, Charleston, WV 25326-1789
(for consumer protection complaints)

West Virginia Higher Education Policy Commission

1018 Kanawha Boulevard, East
Suite 700
Charleston, WV 25301
<http://www.wvhepc.edu/wp-content/uploads/2014/10/Student-Complaint-Process-revised.pdf> (for all other complaints)

Disclaimers

- a. Nothing in this policy creates a contractual relationship between Bon Secours Memorial College of Nursing (BSMCON) and any party. BSMCON, in its sole discretion, reserves the right to amend, terminate or discontinue this policy at any time, with or without advance notice.
- b. Non-retaliation — Students will not be subjected to adverse actions by any school officials as a result of initiating or participating in the investigation of a complaint.
- c. Decision Standard — Decisions made in grievance cases are determined on a preponderance of the evidence. A preponderance of the evidence is evidence that as a whole shows that the fact sought to be proved is more probable than not.

Appeal Process for Academic Grievances: Grade Appeal

The appeals policy described below is applicable to academic student grievances and applies to all students and faculty at Bon Secours Memorial College of Nursing (BSMCON).

Definitions

Academic grievance: a formal process through which a student can appeal through their course instructor and the college's administrative leadership the student's final grade in a course. A final course grade appeal must be based on at least one of the following claims:

- Capricious action on the part of the faculty member that affects the student's final grade; A capricious action is defined as one made on a whim or without justifiable reasons.
- Prejudicial treatment of the student by the faculty member with respect to the application of the course syllabus, thereby affecting the student's final grade; Prejudicial treatment is defined as treating the student lodging the final grade appeal differently than other students in the course with respect to the instructor's application of the course syllabus.
- Erroneous judgment of the faculty with regard to the correct answer for exam item(s). A claim of erroneous judgment means that the student is able to produce evidence (from textbooks, class notes provided directly from the faculty, or other valid materials) to substantiate that a different answer other than that keyed is a correct response.
- A documented error in calculating the student's final grade.
- Extenuating circumstance(s) that significantly impacted the student's performance and grade in a course.

Student: any person who is officially registered at the College during the specific academic semester or term in which the grievance occurs.

Initiation of a Grievance:

Academic grievances may be submitted electronically by email.

An academic grievance must be initiated at the end of the semester, no later than two (2) business days after the day final grades are due as published in the academic calendar. Students are encouraged to contact their Advisor if assistance is needed in understanding this policy. In addition, the Advisor will assist students in determining the appropriate person with whom a student must file an appeal, and providing that person's contact information.

Academic grievances must be submitted according to the following order:

Level I	Level II	Level III
Faculty (copied to Program Chair)	Program Chair (copied to Dean of Academic Affairs)	Dean of Academic Affairs

Procedures:

Level I

Student

1. The student with an academic grievance must provide in writing a formal letter/email to the faculty member, with a copy to the Program Chair including the following:
 - Description of the grade the student is grieving
 - Supporting information for the grievance
 - Description of the desired resolution
 - Request to meet the faculty member
2. Silent observer: Prior to the meeting, the student may request to have a silent observer in the meeting. Both the student and faculty member must agree to the student's silent observer. No attorneys or other advisors/counselors are allowed to be present to represent either party. No audio taping or other recording will be permitted during the meeting, but both parties are encouraged to make notes as they feel appropriate.
3. At the meeting, the student must clearly present their case regarding the grieved grade and the resolution that they would like to occur. Every reasonable effort should be made by both parties to resolve the matter at this level.
4. If the student is not satisfied with the disposition of their grievance at Level I, they may continue to Level II.

Faculty Member

1. The faculty member has a maximum of five (5) business days from the date the grievance is received to schedule a meeting with the student. The meeting may be conducted in person, virtually or by phone.
2. Silent observer: The faculty member may have a silent observer in attendance at the meeting. No attorneys or other advisors/counselors are allowed to be present to represent either party. No audio taping or other recording will be permitted during the meeting, but both parties are encouraged to make notes as they feel appropriate.
3. Within two (2) business days after meeting with the student, if an agreement regarding the appeal is made, a copy of the agreement and other appropriate documentation, including the original grievance letter, is sent to the student and forwarded to the Program Chair.

4. If the faculty member and student do not have agreement a copy of the original grievance letter and reason for the faculty decision is sent to the student and Program Chair. The student should be directed to their advisor for next steps related to curriculum planning and/or advancement to Level II.

Program Chair

1. The Program Chair ensures the Level I meeting between faculty member and student is held.
2. In the event the faculty member is unavailable, the Program Chair has the discretion to move to Level II, or postpone the hearing until the faculty member is available.
3. The Program Chair will communicate their decision to move the Level I meeting to a Level II hearing, or to postpone the hearing until the faculty member is available to the student and faculty member.

Level II Student

1. The student may file a written appeal of the Level I grievance decision with the respective Program Chair within five (5) business days after the written decision from the Level I meeting has been communicated.
2. The written statement provided for Level I describing the grade being grieved must be part of the student's written request for the Level II meeting.
3. Silent observer: If the Program Chair convenes a meeting to discuss the grievance; prior to the meeting, the student may request to have a silent observer in the meeting. Both the student and faculty member must agree to the student's silent observer. No attorneys or other advisors/counselors are allowed to be present to represent either party. No audio taping or other recording will be permitted during the conference, but both parties are encouraged to make notes as they feel appropriate.
4. At the meeting, the student must clearly present their case regarding the grieved grade and the resolution that they would like to occur. Every reasonable effort should be made by both parties to resolve the matter at this level.
5. If the student is not satisfied with the disposition of their grievance at Level II, they may continue to Level III.

Faculty Member

1. Faculty member provides information to the Program Chair as requested for the investigation.

2. Silent observer: If a meeting is called, the faculty member may have a silent observer in attendance at the meeting. No attorneys or other advisors/counselors are allowed to be present to represent either party. No audio taping or other recording will be permitted during the meeting, but both parties are encouraged to make notes as they feel appropriate.

Program Chair

1. Within five (5) business days of receipt of the Level II written grievance, the Program Chair will fully investigate the grievance.
2. This investigation may include review of material submitted by both parties, and the scheduling of a meeting with the parties if needed, in an effort to resolve the grievance (the actual conference may occur after the 5 days, but its date should be established within this time frame). The meeting may be held in person, virtually or by phone.
3. If a meeting is called, the role of the Program Chair is to chair the meeting, facilitate the discussion, seek to mediate a resolution between the parties, ensure that college policies have not been violated, and render a decision concerning the matter.
4. Silent observers: Prior to the meeting, the student may request to have a silent observer in the meeting. Both the student and faculty member must agree to the student's silent observer. The faculty member may also have a silent observer in the meeting. No attorneys or other advisors/counselors are allowed to be present to represent either party. No audio taping or other recording will be permitted during the conference, but both parties are encouraged to make notes as they feel appropriate.
5. Within two (2) business days after receipt of the grievance, or completion of the meeting if called, the Program Chair shall prepare a report of the disposition of the matter providing copies to the student and the faculty member.
6. A copy of the report and the official grievance letters (Level I and Level II) must be forwarded to the Dean of Academic Affairs.

Level III Student

1. If the student is not satisfied with the disposition at Level II, within five (5) business days from the communication of the disposition from the Program Chair, the student may file a Level III written appeal to the Dean of Academic Affairs.
2. The written appeal describing the grade being grieved, and reasons for the grievance must be part of the student's written request for the Level III hearing.

3. Silent observers: Prior to the meeting, the student may request to have a silent observer in the meeting. Both the student and faculty/staff member must agree to the student's silent observer. No attorneys or other advisors/counselors are allowed to be present to represent either party. No audio taping or other recording will be permitted during the meeting.

Dean of Academic Affairs

1. Within ten (10) business days of receipt of this appeal, the Dean of Academic Affairs will fully investigate the grievance and schedule a meeting with the student, Program Chair and faculty member, either together or separately. The meeting may take place after the ten (10) business days but must be established in this time frame. The meeting may be held in person, virtually or by phone.
2. The role of the Dean of Academic Affairs is to chair the meeting, facilitate the discussion, seek to mediate a resolution between the parties, ensure that college policies have not been violated, and render a decision concerning the matter.
3. Silent observers: Prior to the meeting, the student may request to have a silent observer in the meeting. Both the student and faculty/staff member must agree to the student's silent observer. The faculty member may also have a silent observer in attendance at the meeting. No attorneys or other advisors/counselors are allowed to be present to represent either party. No audio taping or other recording will be permitted during the meeting, but both parties are encouraged to make notes as they feel appropriate.
4. Within ten (10) business days after the meeting, the Dean of Academic Affairs shall prepare a report of the disposition of the matter providing copies to the student and the instructor.
5. Level III outcome decisions are final.

Note:

All appeals of Honor Review outcomes (See ADM 3.05, Student Conduct - Rights and Responsibilities) are automatically classified as a Level III proceeding and are subject to Level III Procedures as detailed in ADM 1.05 Appeal Process for Non-Academic Grievances.

In the event that a course grade results in academic dismissal and the student is requesting to not be dismissed due to extenuating circumstances the appeal will be automatically classified as Level III.

Final Disposition of Records

All materials and decisions related to the appeal will remain confidential and will be retained by the Dean of Student Affairs for three years from the date of final decision, and

not before the aggrieved student graduates, at which time all materials will be destroyed, unless the Dean of Student Affairs directs otherwise.

External Complaints

In the event of a complaint about the College, as a last resort, students may contact the Accrediting Bureau of Health Education Schools, American Association of Colleges of Nursing Commission on Collegiate Nursing Education, State Council of Higher Education for Virginia, or the Virginia Board of Nursing or the appropriate agency from other states as listed below. Addresses of these agencies are listed below.

In the event of a written complaint to one of these agencies or a "Standards" non-compliance issue, and subsequent notification to the College, immediate priority will be given to resolution of the deficiency in order to maintain accreditation. The Provost is expected to respond to the agency in the time frame provided outlining the resolution/plan for resolution of the issue addressed.

Accrediting Bureau of Health Education Schools (ABHES)

7777 Leesburg Pike, Suite 314 North
Falls Church, Virginia 22043
(703) 917-9503

Starting Sept. 1, 2022

6116 Executive Blvd. Suite 730
North Bethesda, MD 20852
(301) 292-7550

Commission on Collegiate Nursing Education (CCNE)

655 K Street, NW, Suite 750
Washington, DC 20001
P: (202) 887-6791
F: (202) 887-8476

State Council of Higher Education for Virginia (SCHEV)

101 N. 14th Street
Richmond, VA 23219
(804) 225-2600

Virginia Board of Nursing

9960 Mayland Drive, #300
Henrico, VA 23233
(804) 367-4400

Students residing or located outside of Virginia may alternatively choose to contact their state's education agency or board of nursing.

Disclaimers

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- b. Non-retaliation — Students will not be subjected to adverse actions by any school officials as a result of initiating or participating in the investigation of a complaint.
- c. Decision Standard — Decisions made in grievance/appeal cases are determined on a preponderance of the evidence. A preponderance of the evidence is evidence that as a whole shows that the fact sought to be proved is more probable than not.

Student Access and Accommodation Services (SAAS)

The College is committed to providing equal access and making individuals with disabilities full participants in its programs, services and activities through compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, as amended.

All College representatives, including faculty, staff, and students are responsible for the implementation of policy ADM 3.03 and adherence to the principles of equal access.

Definitions:

Disability — a physical or mental impairment that substantially limits an individual from performing one or more major life activities, as defined by law.

Essential Technical Standards for the Nursing Student — the basic duties that a student must be able to perform, with or without reasonable accommodation. (See Policy ACA 1.02)

Interactive Process — a formal or informal discussion between the student seeking an accommodation and the College of Nursing Center for Student Success staff to clarify what the individual needs and identify the appropriate reasonable accommodation.

Qualified individual — an individual who, with or without reasonable accommodation, can perform the essential functions of the academic program. (See Policy ACA 1.02)

Reasonable accommodation — an adaptation to a program or service that allows a student with a disability to have equal opportunity to participate in and benefit from the program or service and to perform the essential functions, but that does not place undue hardship on the institution.

Undue hardship — the accommodation would be too difficult or too expensive to provide in light of the institution's size, financial resources, or represents a fundamental alteration to the curriculum.

The College will provide reasonable accommodations to qualified students to fulfill the requirements of the program. Students, faculty, and staff are required to utilize this policy and its procedures in order to request, authorize, and/or implement reasonable accommodations.

A student's failure to comply with the policy and supplemental procedures may result in the denial of services. Although students are encouraged to identify their needs as early as possible, students have the right to request accommodations at any time during their enrollment.

Because students with similar accommodations may not equally benefit from the same auxiliary aid or service, the College will analyze each request on a case-by-case basis within the specific context of the activity in which the student plans to participate. The College has the right to select among equally effective methods of accommodating a student with a disability. The College also has the right to refuse an accommodation based on undue hardship to the College.

Accommodation requests and services are not retroactive, and therefore requests for accommodations should be made in a timely manner.

Requesting Accommodations:

The College will evaluate each request on a case-by-case basis within the specific context of the activity in which the student plans to participate. The College has the right to select among equally effective methods of accommodating a student with a disability. The College also has the right to refuse an accommodation based on undue hardship to the College. Accommodation requests and services should be made in a timely manner.

In order to be eligible to receive accommodations, students must complete a three-step process of self-identification. This process is on the Student Success website (<https://www.bsmcon.edu/center-student-success>) or visit with the Assistant Director, Center for Student Success.

1. Complete a Request for Accommodation Form (on the website)

This Request for Accommodation form is required in order to register with the Center for Student Success/SAAS and it should be completed by the student.

2. Provide Documentation

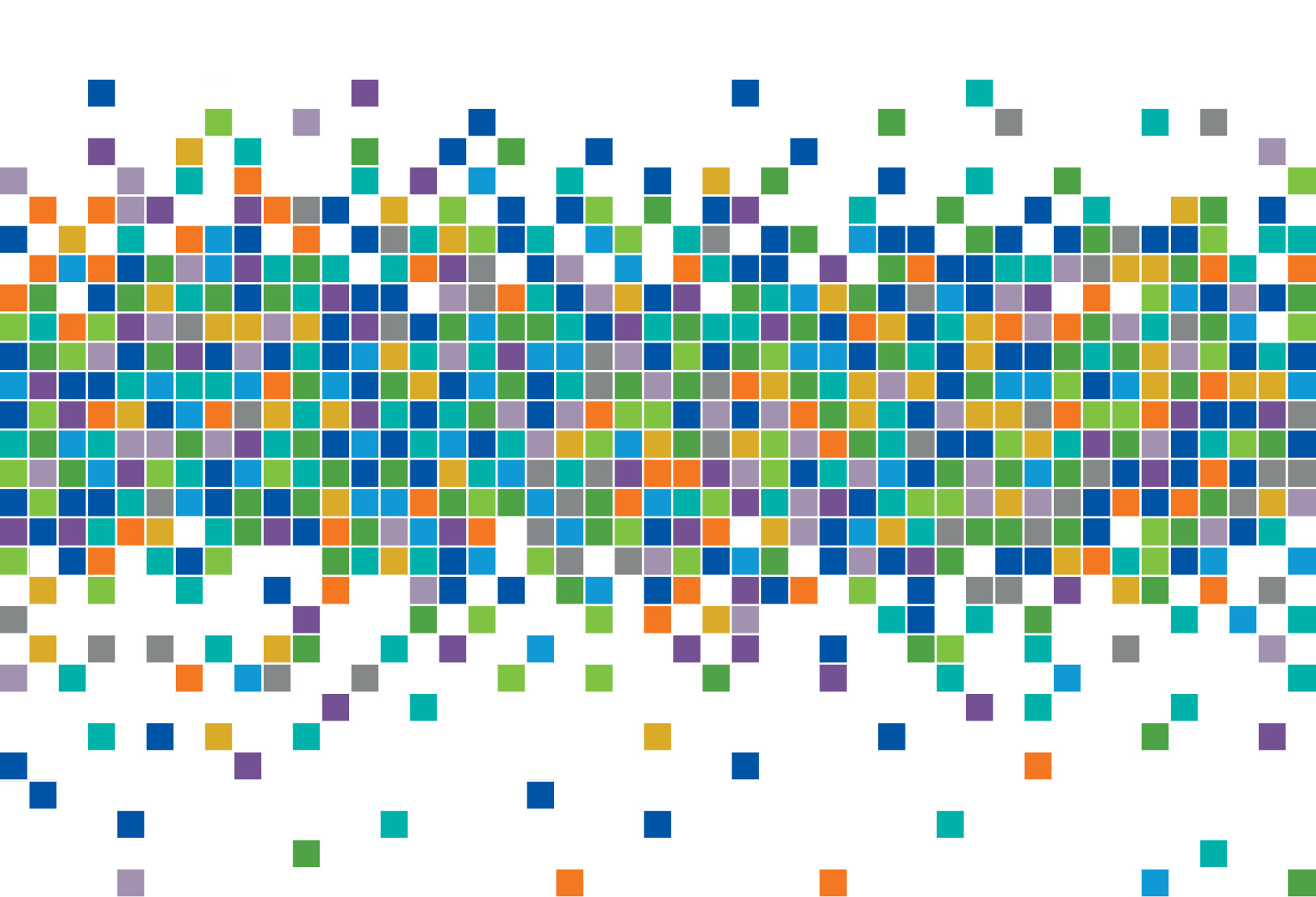
In addition to completing page one of the Request for Accommodation form, all students must provide documentation of their accommodation needs. This starts with submitting all pages of the Request for Accommodation form to their medical professional. Documentation must be supplied by an appropriately licensed professional, be relatively current, and follow certain criteria, as provided in the Essential Elements for Accommodation Documentation (on the website).

Documentation that does not provide answers to the questions on the Request for Accommodation Form cannot be considered until all information is received/ provided. The student is responsible for following through on their request with their medical professional.

3. **Complete an Intake Meeting**

Once proper documentation and intake paperwork are received, they will be reviewed to determine eligibility for services and supports. Following the review, the student will be contacted by the Assistant Director, Center for Student Success either to schedule an intake meeting or to request additional information.

Intake meetings are a chance for students to further clarify their needs and concern, as well as familiarize themselves with the SAAS staff, procedures, and testing space. Students can expect for these meetings to be an open and interactive dialogue related to their request for accommodation form, documentation, and past and current experiences. Intake meetings are typically held in-person or via Zoom as needed, take approximately 20 minutes, and are scheduled during regular business hours. These meetings generally result in a student having a formal accommodation and support plan.



2. Standards for Student Performance

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Student Conduct — Rights and Responsibilities

It is the policy of the College that appropriate processes and procedures be followed in all matters pertaining to the conduct of students.

Bon Secours Memorial College of Nursing (BSMCON), seeks to:

- reinforce a sense of personal responsibility, respect for others, and mature behavior
- foster the practice of academic integrity and the development of professional standards.

As a member of the student body, the student is expected to meet the College's standards of personal and professional responsibility, accountability, and academic integrity.

Definitions

Rights

Every student has the right to:

- Learn and pursue their educational goals without fear of unlawful discrimination, intimidation, prejudice, or threat.
- Free inquiry, free expression and assembly, so long as they do not interfere with the rights of others or the operation of the College.
- Learn in a safe environment that is free of disruption and is conducive to teaching and learning.
- Be advised of the course objectives and how grades are assigned.
- Inspect and review their student record within a specified time frame upon written request, and to expect confidentiality regarding this record.
- Evaluate the curriculum and make recommendations for change.

Responsibilities

A student's acceptance of admission into the College signifies that the student has an interest in learning and that they want to be a part of this academic community. As such, the student will be required to:

- Respect the learning environment and its members.
- Devote the amount of time and effort necessary to meet the educational objectives.
- Conduct themselves in a manner consistent with ethical, legal and professional standards.

- Practice academic integrity
- Know and comply with College policies and guidelines.

At all times, a student must satisfy and comply with the College's academic standards, financial requirements and guidelines, and policies.

Student Conduct

The student is expected to always conduct themselves in an ethical and professional manner both within the College and the community. The student's behavior must always reflect:

- Integrity and honesty.
- The exercise of rational judgments.
- Sensitivity and caring.
- Self-control.
- Acceptance of different beliefs, values and lifestyles.
- Flexibility.
- Willingness to accept guidance and direction.

Academic Integrity

The College maintains that integrity is essential to the practice of health care and the pursuit of higher education. Academic integrity is predicated upon a code of internal ethics that provides the individual with an opportunity to practice self-governance and self-discipline. Each student must assume responsibility for acting honorably in all situations and upholding the policies and expectations of the College.

Violations of academic integrity include, but are not limited to, the following categories:

- **Lying** — Transferring, transmitting, or communicating any false statements. Examples of lying include, but are not limited to, such actions as:
 - Making a false statement to any associate of Bon Secours.
 - Falsifying evidence or testifying falsely during any hearings.
 - Altering records or other official College materials.
- **Cheating** — Giving, receiving, offering, or soliciting information on tests or assignments, not authorized by the faculty. Examples of cheating include, but are not limited to, such actions as:
 - Copying from another student's work (paper, care plan, discussion board post, etc.).
 - Use during a test of any materials not authorized by the individual administering the examination.
 - Working with another student on any test, quiz, care plan, or any assignment when the instructor has expected independent and unaided effort.

- Buying, selling, possessing, soliciting, transmitting, or using a test or any material purported to be or proven to be unreleased or previously released contents of any instructor-created test, quiz, or examination. This includes the sharing of notes taken during a test review.
- Bribery, solicitation, or bullying of any person to obtain examination information.
- **Stealing** — Taking or attempting to take, without right or permission. Examples of stealing include, but are not limited to, the following actions:
 - Taking library books or journals, exams, computer programs, or any other academic materials.
 - Destroying, hiding, or otherwise making unavailable for common use, library, computer, or other reference materials.
- **Plagiarism** — To steal and pass off the ideas or words of another as one's own, without crediting the source. Examples of plagiarism include, but are not limited to, the following actions:
 - Quoting word for word from a source without using quotation marks, footnotes, or bibliographic citation.
 - Summarizing and paraphrasing ideas without acknowledging the source.
 - Submitting work for credit which has not been written by the student.
- **Failure to Report** — When behavior suspicious of a violation of academic integrity is not reported as detailed in this policy.

Policy Details

Authority of College

The College is authorized to enforce the standards of conduct specified herein and to impose such disciplinary measures as are deemed appropriate in response to student conduct that reasonably may be expected to discredit or injure the College or its reputation, or that otherwise may endanger the safety and welfare of others. Such disciplinary sanctions include but are not limited to suspension and dismissal from the College.

Conduct Subject to Disciplinary Action

Conduct that is subject to disciplinary action by the College includes, but is not limited to, the following:

- Endangering the safety and welfare of patients, students, faculty, or staff
- Substance abuse.
- Violation of local, state, or federal laws
- Misuse, destruction, or damage of College property
- Sexual harassment, assault, misconduct, physical and/or mental abuse or threat of such abuse of any person

involved in educational or College activities, in the online environment, or in clinical areas

- All forms of dishonesty
- Unprofessional and/or disruptive conduct
- Violation of academic integrity as defined in this policy
- Inappropriate use of social media platforms or violating news media policies
- Conviction of an offense that would render the student unemployable by Bon Secours Richmond Health System
- Failure to comply with guidelines/policies of the College and/or the clinical agencies.
- Any form of hazing. Hazing here means to recklessly or intentionally endanger the health or safety of a student or students or to inflict bodily injury on a student or students in connection with or for the purpose of initiation, admission into or affiliation with or as a condition for continued membership in a club, organization, association, fraternity, sorority, or student body regardless of whether the student or students so endangered or injured participated voluntarily in the relevant activity.

Discipline for Misconduct

The College is authorized to impose at any time such disciplinary measures as are deemed appropriate, up to and including suspension and dismissal from the College. Penalties are not sequential and may be imposed at the College's discretion.

- **Warning:** A written or verbal notice to a student advising that they are violating or have violated the College rules and may be subject to more severe disciplinary action if the behavior continues. May include a corrective plan of action that must be followed by the student.
- **Probation:** A written notice to a student advising that they have violated the College rules and will be dismissed if corrective action is not taken immediately.
- **Restitution:** Repayment in money or service for damage to or loss of the property of another.
- **Loss of course credit**
- **Suspension:** Exclusion from enrollment as a student for a specified period of time not to exceed one year. During a suspension, a student may not participate in any College activities.
- **Interim Suspension:** Temporary separation of a student from the College to provide reasonable time for fact-finding and decision making in the situation.
- **Dismissal:** Termination of student status for an indefinite period. The conditions of readmission, if such is to be permitted, will be stated in a letter of dismissal.

Reporting and Review Procedure; Right of Removal

Level I:

In response to an alleged violation of any provision of this Policy, a faculty or staff member, within three (3) business days of becoming aware of the suspected violation, will investigate the allegation and meet with the involved student(s) individually to outline the allegation, allow the student(s) to provide their understanding of the incident(s), and discuss potential sanctions.

Within three (3) business days of meeting with the involved student(s) the faculty/staff member will document the allegation, subsequent investigation, and student meeting, including potential sanctions discussed, in a written report. The written report will be sent to the involved student(s) as well as to the Dean of Academic Affairs and will constitute a written warning. A copy of the report should also be sent to the Dean of Student Affairs.

Notwithstanding such reporting obligation, the faculty or staff member shall have the immediate right, where reasonably necessary in their discretion to preserve an appropriate learning environment and/or to protect the health and safety of the student or of others, to remove such student from the academic environment, from a clinical setting, or from any other College-related activity or function.

Level II:

The involved student(s) may file a written appeal of the Level 1 decision within five (5) business days of the written report being communicated. The appeal should be sent to the Dean of Academic Affairs and should include the Level 1 written report. Upon receipt of the appeal, the Dean of Academic Affairs will review documentation related to the situation and meet with the involved parties to determine the appropriate sanction, if any, to be implemented. No later than five (5) business days from the receipt of the appeal, the Dean of Academic Affairs will send a letter to the student(s) of their decision. A copy of the letter will also be sent to the Dean of Student Affairs.

Level III:

The involved student(s) may file a written appeal of the decision of the Dean of Academic Affairs and any sanction applied within five (5) business days of the written letter being communicated. The appeal should be sent to the Dean of Student Affairs and should include the written report from Level 1 and the letter from the Dean of Academic Affairs. The Dean of Student Affairs will review all documentation related to the situation and meet with the involved parties. No later than ten (10) business days from the receipt of the appeal, the Dean of Student Affairs will send a letter to the student(s) of their decision. This decision is final and may not be appealed. The letter is entered into the student's official record and retained according to the records retention policy.

Decision standard – Decisions made under this policy are determined on a preponderance of the evidence. A preponderance of the evidence is evidence that shows the fact sought to be proved is more probable than not.

Retaliation - BSMCON has zero tolerance for retaliation against any individual who reports a suspected violation of any provision of this Policy in good faith. Incidents of retaliation violate this Policy and will be subject to disciplinary action.

Disclaimers

Nothing in this policy creates a contractual relationship between Bon Secours Memorial College of Nursing (BSMCON) and any party. BSMCON, in its sole discretion, reserves the right to amend, terminate or discontinue this policy at any time, with or without advance notice.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act affords students certain rights concerning their education records:

Inspect and review of education records

A student may submit a written request to the Office of Records and Registration identifying as precisely as possible the record(s) the student wishes to inspect. Records will be made available for review in a timely manner, not to exceed 45 days after the request has been received. The Office of Records and Registration will inform the student when and where the records may be inspected.

Request amendment of education records

If a student believes their record is inaccurate, misleading, or violates their rights and privacy, the student may submit a written request to the College official responsible for the record requesting an amendment to the record. The student must identify the part of the record they want changed and why it is inaccurate, misleading or violates the student's rights and privacy. If the request for amendment is denied, the student may request a hearing to challenge the contents of the record on the grounds that the record is inaccurate, misleading, or violates the student's rights.

Consent to disclosure of personally identifiable information contained in the student's education records

Education records other than directory information shall not be released without prior written consent of the student except as is authorized by the Family Educational Rights and Privacy Act. No "personally identifiable" information from the student's record will be disclosed without written consent,

except where consent is not required. An exception which allows disclosure without consent is a disclosure to College officials with legitimate educational interests. A College official has legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. A College official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another College official in performing his or her tasks. Other typical exceptions include:

- Authorized representatives of the U.S. Department of Education, Office of Inspector General, or state and local education authorities.
- The Department of Homeland Security (DHS); Immigration and Customs Enforcement (ICE) for the purpose of complying with Request Form ICE relative to the College's participation in The Student Exchange Visitor Information System (SEVIS).
- Military Recruiters who request Student Recruiting Information (Solomon Amendment), which includes name, address, telephone listing, age (or birth year), class level, major, degrees received and most recent educational institution of enrollment (some conditions exist).
- Authorized representatives of the Department of Veterans Affairs for student receiving educational assistance from the agency.
- Parents, if the student is a dependent of the parent as defined by the Internal Revenue Service.
- Compliance with a court order or subpoena.
- Compliance with state or federal laws mandating notification to certain individuals of the final result in disciplinary proceedings.
- Accrediting organizations to carry out their accrediting function.
- Appropriate officials if a health or safety emergency exists and the information will assist in resolving the emergency.
- Organizations conducting studies/audits concerning administration of student aid programs.
- Agents acting on behalf of the College such as Clearing Houses and degree/enrollment verifiers.

Directory Information

The College designates the following items as directory information: Student name, address, valid email address, major field of study, past and present participation in officially recognized activities, dates of attendance (past and present), honors and awards (including Honors List), degrees conferred (including dates), most recent previous institutions attended, and enrollment status. The College may disclose

any of the directory information items without prior written consent, unless notified in writing by the student at the beginning of each semester.

File a complaint with the U.S. Department of Education concerning alleged failure by the College to comply with this Act.

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

Phone: 1-800-USA-LEARN (1-800-872-5327)

Web: www.ed.gov/policy/gen/guid/fpco/index.html

Please refer to the College's website for the complete [Family Educational Rights and Privacy Act \(FERPA\)](#) policy.

Students may update or change their FERPA settings in the student portal CampusNexus, the College's Student Information System. To do this, go to: <https://www.bsmcon.edu/quicklinks>, student portal, user name is firstname_lastname, click on My Profile and then MY FERPA.

NOTE: If a student believes the College has not fulfilled its obligations under FERPA regulations, the student should feel free to contact the Dean of Student Affairs at 804-627-5327.

Parental Notification

Parents of tax-dependent students may be notified when a student is placed on probation or suspension. Parents may also be notified if certain policies and procedures are violated. Documentation of tax dependent students is required on an annual basis.

Student Drug and Substance Abuse

The College strives to maintain an environment that promotes the health and safety of the community and the responsible choices and behaviors of its students, associates, and guests by assuring that a drug-free workplace is maintained and that students are unimpaired by the effects of drugs or alcohol. The College has established this policy in compliance with this commitment to the federal Drug-Free Schools and Communities Act of 1989 and, as applicable, the Drug-Free Workplace Act of 1988 (US Code Title 41, Chapter 10, Section 701).

The law requires that, as a condition of receiving funds or any other form of financial assistance under any federal program, including participation in any federally funded or guaranteed student loan program, an institution of higher education must certify that it has adopted and has implemented a program to prevent the use of illicit drugs and the abuse of alcohol by students and associates.

College property is defined as: any building or property owned or controlled by the College or property that is within the same reasonably contiguous geographic area of the College and used by the College in direct support of, or in a manner related to, the college's educational purposes, including (i) property within the same reasonably contiguous geographic area of the College that is owned by the College but controlled by another person, is used by students, and supports institutional purposes (such as a food or other retail vendor), and any (ii) property that is within the same reasonably contiguous geographic area of the College, such as a sidewalk, a street, other thoroughfare, or parking facility, and is adjacent to a facility owned or controlled by the College if the facility is used by the College in direct support of, or in a manner related to the College's educational purposes.

A student is impaired if they display behavior or conduct which suggests that their ability to function mentally or physically in a safe and/or appropriate fashion is compromised or affected by drugs or alcohol. Observable signs that could create a reasonable suspicion of impairment include: physical signs such as swaying, holding onto things, dilated pupils, stumbling, slurring of speech or unusual appearance such as stained clothing, unusual odors, overall messy appearance.

The risks associated with the use of illicit drugs and abuse of alcohol are numerous and include physical and mental impairment, emotional and psychological deterioration and devastating effects on family and friends. There are obvious risks such as suffering a hangover, being charged with driving under the influence or while intoxicated, and sustaining or causing personal injury. There are a number of less obvious risks associated with alcohol and other drug abuse that students, associates, and guests might not realize, including:

- Poor academic performance
- Poor job performance
- Poor social interactions
- Unwanted and inappropriate sexual activity
- Sexually transmitted diseases, including HIV/AIDS
- Pregnancy
- Jeopardizing future career prospects

In addition, alcohol and other drug abuse puts the user at considerable health risk, which can include nausea, vomiting, cancer, liver damage, elevated blood pressure, psychotic episodes, hallucinations and, in some cases, death. In addition to the risk to the abuser of illicit drugs and alcohol are the risks to fellow classmates, the public and to unborn children.

All students, associates, and guests must adhere to definitions of substances (Appendix A) and alcohol (Appendix B) laws in state and federal laws concerning drug and alcohol use and are expected to conduct themselves in

a manner consistent with College expectations. The College expressly prohibits the unlawful manufacture, distribution, dispensing, possession, or use of illicit drugs and alcohol by students, associates, and guests on College property or as part of any of its activities. Alcohol use by associates, students, and guests is only permitted on

College property at approved school-sponsored events within the limits of applicable law. Associates and students must ensure they consume alcohol responsibly at such permitted events.

In order to maintain a safe learning environment, it is expected that students will not be impaired by illicit drugs or alcohol during instruction or practicum work. Faculty, staff and students should report to administration their reasonable suspicion that a student is impaired by alcohol or drugs during practicum work. If, upon investigation and review of the report, the Dean of Academic Affairs (or a designee) concurs that there is reasonable suspicion of impairment by alcohol or drugs, the student will be required to immediately submit to drug and alcohol testing through a contracted drug testing company. The Dean of Academic Affairs may, but is not required to, seek consultation with a third-party vendor for assistance with determining whether such reasonable suspicion exists and for administering the testing process. The student will be required to pay for testing. Refusal to undergo testing is treated as a positive test. Except as limited by applicable law, positive results on the test will result in discipline, up to and including the student's dismissal from the College. Students also may be subjected to testing in accordance with the policies of a practicum site, and a positive test resulting from the application of any such policy will result in discipline, up to and including the student's dismissal from the College.

Confidentiality of testing results will be maintained to the extent practicable given the need for investigation and enforcement of this and other policies. Any student who violates ADM 3.21 Student Rights and Responsibilities as it relates to alcohol and drug use is subject to sanctions as listed in the policy. If a student provides proof that a positive test was the result of prescribed medications (a copy of the prescription or verification from the healthcare provider that they are taking medication under supervision), the College will make record of such and consult with legal counsel as to the resolution of such matter.

Associates will be subject to testing in accordance with applicable policies.

State and federal laws prohibit the unlawful use, manufacture, possession, control, sale and dispensation of any illegal narcotic or dangerous drug. Penalties for drug offenses depend on the nature and severity of the offense but include imprisonment and fines of up to \$100,000. Similarly, applicable law prohibits the possession of alcohol by an underaged individual or the distribution of alcohol by an unqualified individual. These laws carry penalties for violations, including monetary fines and imprisonment.

Penalties for misdemeanor alcohol offenses could include confinement of up to 12 months and/or fines of up to \$2,500. Penalties for felony alcohol offenses include imprisonment up to 5 years, jail time of up to 12 months and fines of no more than \$2,500.

The College will impose disciplinary sanctions on students and associates (consistent with local, state and federal law) for violations of this policy. Such sanctions may include, but are not limited to, suspension or expulsion from the College, employment counseling, or suspension or termination of employment by the College as provided by the progressive discipline policy covering College associates, and referral for prosecution.

Unless prohibited by applicable law, accepted students may be required to successfully complete a screening for illicit drugs to fulfill admission requirements. Except as limited by applicable law, positive results on admission drug screening will result in the student's immediate dismissal from the College. Students who are dismissed for this reason may not reapply until at least 6 months later. Reapplication is not a guarantee of readmission.

The College cooperates fully with law enforcement authorities. Violations of this drug and alcohol policy, applicable policies relating to associates, and ADM 3.21 Student Rights and Responsibilities that are also violations of federal and local law may be referred to the appropriate agencies. In such situations, cases may proceed concurrently in the College disciplinary system and in the criminal justice system.

The My Life Expert Student Assistance/Wellness Program can provide confidential consultation and referral to students with problems or concerns related to alcohol and/or drug use. Information about substance abuse and treatment programs is also available in the Office of Student Success. The Bon Secours Employee Assistance Program can provide free, confidential counseling and assistance with substance abuse and other issues. The College provides programming on alcohol and drug abuse prevention awareness through the SafeColleges web application and strongly encourages students and associates to complete the related module annually.

Appendix A

Controlled Substance: definition of drug or substance found in section 54.1-3401 (<http://leg1.state.va.us/000/cod/54.1-3401.HTM>) and Schedules I and Schedules 2 of Sections 54.1-3446 through 3456 of the Code of Virginia (<https://law.lis.virginia.gov/vacodefull/title54.1/chapter34/article1/>), as amended, and Section 202 of the Federal Controlled Substances Act (21 U.S.C. 81).

Appendix B

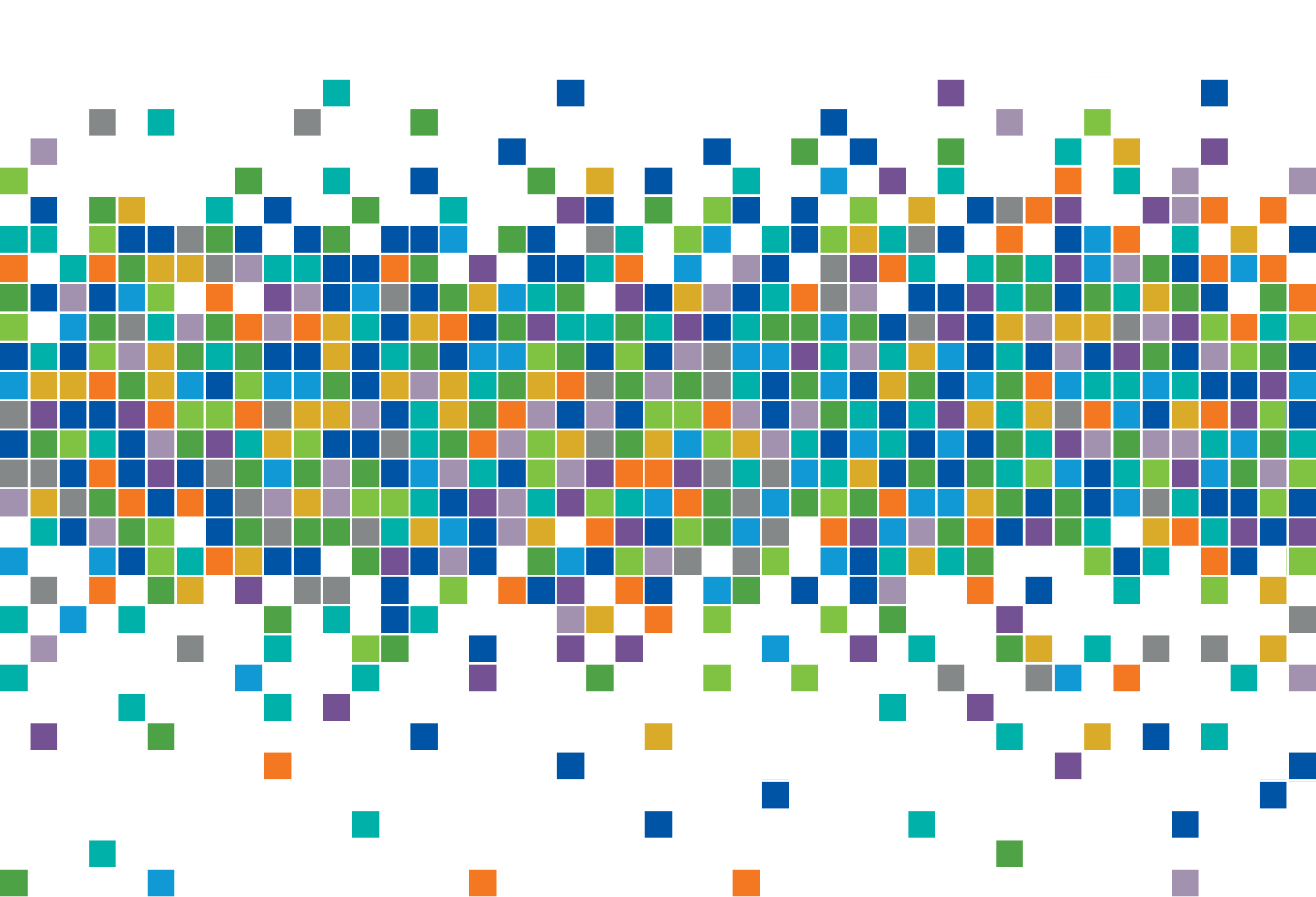
Alcohol: Any product as defined in The Alcoholic Beverage Control Act, Title 4.1 of the Code of Virginia, as amended (<https://law.lis.virginia.gov/vacodefull/title4.1/>)

Children and Pets in the Academic Setting

The College is an institution of higher learning and as such, the environment is not always well suited for children or pets. Children are permitted on College facilities for social events and brief visits. Children must be accompanied by an adult at all times and the adult must be mindful of any distractions this may cause others while at the College. Children are not permitted to be in the classroom or practicum setting. Pets, with the exception of documented service animals, are not permitted in any College facility.

Social Media Use and Guidelines

As a part of the larger Bon Secours Mercy Health, all College faculty, staff and students are expected to adhere to the social media guidelines and policy located on the company intranet. Students are expected to adhere to the [ADM 3.04, Media Policy: News Outlets and Social Media Platforms](#). Student violations of this policy will also be considered a violation of student conduct expectations and will be handled as such.



3. Registration, Progression & Graduation

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Reviewing Classes with Your Success Advisor

Students are assigned their success advisor during the enrollment process and participate in an introductory advising session as a part of the student on-boarding process through new student orientation. Success advisors work individually with students at the start of their nursing education and throughout their entire academic journey. They assist students in developing skills and strategies which foster independence: active learning, academic success, progression, timely degree completion, and achievement of their education goals. Advisors serve as a vital connection between the student and the college resources available and support relationship building with faculty. The success advisors consult with faculty on the Orientation class for new students each semester. Success advising is required of each student.

Add/Drop/Withdrawal from a Course

Add/Drop

The Add/Drop Period begins on the first day of the semester as indicated on the College's academic calendar and continues through 10 calendar days after the first day of the semester. A student may add or drop courses during the Add/Drop Period through the College's Student Information System. Courses dropped during the Add/Drop Period are removed from the student's schedule, are not reflected on the transcript, and do not result in charges for Tuition and Fees as further described in ADM 5.01 Financial Refunds policy.

Withdraw

Between the end of the Add/Drop Period and completion of 60% of the semester or summer session as indicated on the academic calendar, a student may initiate withdrawal from a course(s) by completing the electronic Withdrawal form, to be submitted to the Office of the Records and Registration. The grade "W" will be assigned to the course(s) from which a student withdraws. A grade of "W" is not calculated in the GPA; however, it is calculated in credit hours attempted as described in ADM 2.06: Satisfactory Academic Progress. Once the withdrawal period has ended (60% point in the semester or summer session), the student will receive a final grade for the course(s).

- Lack of attendance: If a student is withdrawn from a course due to lack of attendance as described in ADM 2.08: College Attendance, this will count toward one of the withdrawal stipulations.

- Co-requisite course requirements: If a student withdraws (or is withdrawn) from a course with required co-requisite(s), the student will also be withdrawn from all applicable course(s) and receive a grade of "W" (Withdraw). This includes students withdrawing from a course with an associated practicum course. See ACA 3.01 Prerequisites and Corequisites.
- Maximum number of withdrawals: A student is allowed to receive a grade of "W" (Withdraw) one time in each course after the add/drop period but prior to the completion of 60% of the semester or summer session as indicated on the academic calendar. There is not a maximum to the number of courses a student may withdraw from per semester or summer session; however, two semesters or summer sessions is the maximum a student can receive a grade or grades of "W" while enrolled in the program.

Administrative Withdrawal

An administrative withdrawal may be considered in the case of unforeseen extenuating circumstances of debilitating health problems (mental or physical), a family emergency (such as the death of an immediate family member), and unexpected financial difficulties (such as a partner/spouse losing their job) that has significant detrimental impact to a student during the semester. The following are not acceptable stand-alone reasons for petitioning:

- Poor performance in class/GPA protection
- Failure to attend/participate in class on a regular basis
- Failure to abide by withdrawal deadlines

The student may initiate this request by submitting the online Petition to Receive an Administrative Withdrawal form, with appropriate supporting documentation. This form is located on the website with the Office of Records and Registration forms. Such requests will be reviewed by the Dean of Academic Affairs in collaboration with the Dean of Student Affairs (or designees). If approved, the student will receive a grade of "WA" (Administrative Withdrawal) as described in ACA 3.06: College Grading System policy. A grade of "WA" is not calculated in the GPA; however, it is calculated in credits attempted as described in ADM 2.06: Satisfactory Academic Progress. Administrative withdrawals are not counted in the maximum number of withdrawals noted above. Students receiving an administrative withdrawal must be withdrawn from all courses in the requested semester.

Applicable dates as outlined above are published in the College's current Academic Year version of the BSMCON College Catalog. Students must also comply with standards written in ADM 2.06 Satisfactory Academic Progress and ACA 2.02 Academic Progression policies.

Transfer Credit

The College will review successfully completed courses prior to enrollment for transfer credit.

The College's website includes a sample listing of courses from Virginia public institutions that have been accepted for transfer credit. This information is a guide indicating how classes at your current or former school may transfer to the College. The fact that a course appears on the list is not a guarantee that the course will transfer. The equivalency table is subject to revision.

Final determination of transfer credit acceptance is ultimately made by the Provost, once a complete transfer evaluation packet is received. A transfer evaluation packet is not complete without official transcripts of all completed coursework.

General Education Courses Prior to Enrollment

The College will accept transfer credits provided:

- Credits were earned at institutions accredited by agencies recognized by the United States Department of Education or the Council for Higher Education Accreditation (CHEA). Official evaluations must be sent directly to the College. The College requires that any non-U.S. transcript or documentation issued be evaluated formally by a National Association of Credential Evaluation Services (NACES) agency. A list of NACES approved international transcript evaluation agencies can be found at www.naces.org.
- Official transcripts are received in envelopes sealed by the issuing institution.
- Course content and credit was substantially similar to the required College course.
- Grade of "C" or above was achieved.
- Courses other than those listed in the curriculum may be approved for transfer credit by the Provost.
- Only courses taken while enrolled at the College are included in a student's GPA.

Dual enrollment courses that meet the above criteria are accepted. An official transcript from the college that awarded the dual enrollment credit must be provided.

No credit is awarded for experiential learning or life experiences.

Credit through Examination

Transfer credit may be awarded for successfully completed College Level Examination Program (CLEP), Advanced Placement (AP), and International Baccalaureate (IB) examinations that cover material that is part of the College curriculum. Students may receive transfer credit for CLEP exams while enrolled. Post-licensure applicants may receive transfer credit for National League for Nursing (NLN) proficiency testing; there is a \$35 fee to take the NLN exam.

Specific information on acceptable exams and scores is on the College website. Additional information about NLN exams is available through the Admissions Office.

International Credit

Credit from international post-secondary institutions may be awarded for applicable required courses. The applicant must send official transcripts to an approved agency to obtain a course by course evaluation. All fees for such service must be paid by the applicant. The agencies must be recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA). Official evaluations must be sent directly to the College. The College requires that any non-U.S. transcript or documentation issued be evaluated formally by a National Association of Credential Evaluation Services (NACES) agency. A list of NACES approved international transcript evaluation agencies can be found at www.naces.org.

Notice Concerning Transferability of Credits Earned at the College

The transferability of credits earned at the College is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree earned in your educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree earned at this institution are not accepted at the institution to which the student seeks to transfer, the student may be required to repeat some or all coursework at that institution. For this reason, the student should make certain that attendance at this institution will meet his or her educational goals.

Academic Progression

The purpose of the Academic Progression policy is to describe the academic conditions which are considered unsatisfactory and jeopardize a student's scholastic standing at the College.

Good Academic Standing — is a designation indicating that a student has a minimum cumulative GPA of 2.0 and is eligible to continue or re-enroll at the College.

Academic Warning — is a designation indicating that a student has failed to maintain a cumulative grade point average (GPA) of 2.0. The term for Academic Warning may not exceed one semester (fall, spring, or summer).

Academic Probation — is a designation indicating that a student has failed to return to Good Academic Standing at the end of a period of Academic Warning. The term for Academic Probation may not exceed one semester (fall, spring, or summer).

Academic Dismissal — is a designation indicating that a student has failed to return to Good Academic Standing at the end of a term in Academic Probation and/or has achieved failure as designated in section V of this policy.

Policy Details

A student who is enrolled at BSMCON is in Good Academic Standing until such time the student is placed on academic warning, probation, or dismissal.

Academic Warning

A student is placed on Academic Warning when the student's cumulative GPA falls below 2.0 at the conclusion of any semester of attendance — fall, spring, or summer. Notification of warning appears on the student's academic record. A student remains on Academic Warning for one semester of attendance, at the end of which time the student must obtain a minimum cumulative GPA of 2.0. Failure to achieve this GPA results in Academic Probation.

Academic Probation

A student is placed on Academic Probation when the student's cumulative GPA falls below 2.0 for two successive semesters of attendance, including the summer semester. Notification of probation appears on the student's academic record. A student who achieves a minimum cumulative GPA of 2.0 is removed from Academic Probation. Failure to achieve a 2.0 semester cumulative GPA while on probation results in Academic Dismissal.

Academic Dismissal

A student is academically dismissed from the College for the following reasons:

- Failure to achieve a 2.0 cumulative GPA while on probation.
- Two course failures (grade D or F) in the same course.
- Three course failures (grade D or F)
- Two course withdrawals (grade W) in the same course.
- Withdrawals (grade W) in more than two semesters or sessions

Failure to complete the enrolled program within the timeframes specified in this policy.

A student who is academically dismissed is not eligible for readmission to the program (ADM 3.11 College Admissions/Readmissions).

Appeals

Students have the right to appeal all academic and administrative decisions, per policy guidelines. See policy ACA 1.06 Appeal Process for Academic Grievances and ADM 1.05 Appeal Process for Non-Academic Student Grievances.

Maximum Time Frame

Pre-Licensure BSN Program: Effective with the spring 2019 semester, the normal time* (for a full-time student) to complete the Pre-Licensure BSN program is five (5) semesters upon registration in the first nursing course (NUR 1101). For students enrolled prior to the spring 2019 semester, the

normal time* to complete the program in a full-time status is six (6) semesters upon registration in the first nursing course (NUR 1101). In both circumstances, students must complete the academic program within six (6) years and no more than 150% of the published program length, as measured in credit hours (maximum time frame). The maximum time frame is 180 credit hours (120 credit hours published program length * 150%).

Post-Licensure RN-BSN Program: The normal time* (for a full-time student) to complete the Post-Licensure BSN program is 4 semesters upon registration in the first nursing course (NUR 3208). Students must complete the academic program within four (4) years and no more than 150% of the published program length, as measured in credit hours (maximum time frame). The maximum time frame is 180 credit hours (120 credit hours published program length * 150%).

*Normal time as defined above excludes summer semesters. *This applies to both Pre-Licensure and Post-Licensure nursing programs.*

For information regarding impact of academic progress on eligibility for Title IV Financial Aid, refer to ADM 2.06 Satisfactory Academic Progress.

Standard Period of Non-Enrollment and Permanent Resignation

A student is expected to remain continuously enrolled while pursuing their degree. Continuously enrolled is defined by course enrollment in Fall and Spring courses or on a leave of absence for one semester; however, a student may find it necessary to discontinue the pursuit of academic endeavors either for one semester or permanently for a variety of reasons. A student who takes a leave of absence for one semester is considered to be on a Standard Period of Non Enrollment (SPN). A leave of absence is called Standard Period of Non Enrollment (SPN) in the student information system.

- **Standard Period of Non Enrollment (SPN)** is a leave of absence
- **Voluntary SPN** is a leave of absence that is initiated by the student. A Voluntary SPN is granted only when the student is in good standing with the College. A student is in good standing if they are meeting Satisfactory Academic Progress (SAP). Refer to the Satisfactory Academic Progress Policy for specific information (ADM 2.06). To apply for a SPN, the student must submit the SPN form to the Director of Records and Registration before the beginning of the semester. If a SPN is granted, the change in the student's status will be completed in the student information system by the Director of Records and Registration.

- **Involuntary SPN** is a leave of absence that is initiated by the College.
- **Active Duty Military SPN** is a leave of absence for any student placed on active duty for two weeks or more. The SPN may be initiated by either the student or the College to assist the student.
- **Permanent Resignation** is a student initiated permanent resignation from the College indicating that the student has no intention of returning to the College. If the student decides to return at a later date, the student must apply for readmission.

The Administration of the College may place a student on Involuntary SPN if a student demonstrates behavior that is a concern to the physical well being of faculty, students, and/or staff; the campus safety, security, and/or property; lack of communication or academic engagement.

A student who is placed on active duty for two weeks or more will be placed on military SPN. Students must submit documentation/orders regarding the return to active duty to the Director of Records and Registration. Students placed on active duty military SPN will receive a grade of “WA” (withdrawal administrative) and a full refund for all courses in which they are currently enrolled. When the student is ready to return from leave, they must contact the Director of Records and Registration to arrange for re-entry. The student is eligible for reinstatement to the College without requalification for admission if the student provides a letter of intent to return to the institution no later than one (1) year after the completion of the period of service. Prior to reinstatement into the College of Nursing, the student must meet with the Program Chair to determine the impact of their absence, their ability to resume study, and placement into the program. If the student is required to repeat courses previously taken, there will be no tuition charged for those courses.

Guidelines for Voluntary and Involuntary SPN

- There must be a reasonable expectation that the student will return from the SPN in order for a SPN to be granted.
- While on SPN, the student may not enroll in any other College or University.
- A student on an approved SPN is considered affiliated with the College but on a one (1) semester leave of absence.
- If you do not contact the College after one (1) semester of SPN you will be dismissed effective the date the student began the SPN.
- If a student desires to extend a SPN, the student must request the extension. Any granted extension will not be for longer than a period of one year from the time the student originally began the SPN. The maximum length of

time allowed for a SPN is two (2) consecutive semesters after which the student must reapply for admission.

- A student receiving financial aid must contact the Financial Aid Office prior to taking the SPN so the student may be advised of the impact of the SPN on their finances/loans/grace period.
- Students receiving financial aid are responsible for contacting any and all lenders regarding the impact of loan repayment. The grace period could be impacted by their enrollment status and this could affect the repayment of loans.
- Students may return from SPN at the beginning of a semester (defined as August and January). When the student is ready to return from the SPN they must contact the Director of Records and Registration to arrange for re-entry. There is no guarantee that a seat will be available in the class in which the student wants to return.
- It is the responsibility of the student who is on SPN to meet with their advisor during the semester prior to returning to the program to develop a plan for their return.

Permanent Resignation

- A completed Request for Permanent Resignation from the College form must be submitted to the Office of Records and Registration.
- When permanently resigning from the College, the student is not required to withdraw from general education courses taken at another college. However, the student must follow that institution's policy if course withdrawal is desired.
- College Initiated Permanent Resignation: The College reserves the right to resign students from the College because of poor academic performance and unsatisfactory conduct. Examples include but are not limited to:
 - Academic failure
 - Failure to adhere to College policy
 - Failure to meet Essential Technical Standards for Nursing Students (see ACA 1.02)

Graduation

Requirements

To be eligible to receive a degree, a student must:

- Have a minimum GPA of 2.0 to be eligible for graduation.
- Submit an Intent to Graduate form to the Registrar's Office by the date published in the College's Academic Calendar.
- Complete at least 30 percent of credit hours required for the degree through instruction offered by the College.
- Complete all degree requirements by the end of the academic session in which the degree is to be conferred.
- Complete an attestation form required by our accreditors.
- Complete all BSN program requirements.

- Settle all indebtedness to the College to include the returning of library and school materials.

A hold will be placed on a student's record at the time of graduation for outstanding obligations to the College. These obligations might include receipt of final transcript from another institution, financial balances, library books or fines. If unfulfilled, these obligations may prevent the release of any information concerning the conferring of the student's degree.

Graduation Exercises

Graduation exercises are held twice a year at the close of the fall and spring semesters. Students that complete requirements during the summer semester will have their transcript updated to the status of graduate at the end of the term. The diploma will be available in December. They may participate in the fall ceremony (held in December).

Students may participate in graduation exercises if they have fulfilled all administrative responsibilities and are expected to complete all degree requirements in the semester for which they have applied to graduate.

Official academic regalia is required to participate in the graduation ceremony. The cap and gown may not have ornamentation or be altered.

Graduation Honors

Graduation honors are awarded to undergraduate students who have maintained high levels of scholastic achievement. Levels of honor are:

3.50 – 3.749	cum laude	(with distinction)
3.75 – 3.899	magna cum laude	(with high distinction)
3.90 – 4.0	summa cum laude	(with highest distinction)

Latin honors apply only to baccalaureate students. Honor listing on transcripts will be calculated based on all coursework while enrolled at the College only. Transcripts will show any courses taken prior to admission to this College as transfer (TR) courses. Any courses taken while enrolled will show institution where it was taken, earned grade, credit hours and quality points.

Cords and Stoles

Designated service and academic cords and stoles are awarded to undergraduate students who have participated in service trips, provided service to the College, received Latin Honors and/or have been inducted into the Nursing Honor Society. Examples of service include Ambassadors, SGO, Honor Council, Global Outreach (International Service Trip, RAM, etc.) and Alternative Spring Break. Stoles not issued by the College may not have any messaging.

Transcripts

The College maintains a permanent electronic record, the transcript, of a student's academic history of courses that are part of the College curriculum. In accordance with the Federal Family Educational Rights and Privacy Act (FERPA) of 1974 as amended, transcripts cannot be released without the student's written consent. Official transcripts are ordered electronically through Parchment. The College does not fax or email transcripts to individuals or institutions due to FERPA security issues. Transcripts cannot be issued until all obligations to the College have been fulfilled.

Transcripts are maintained in the Office of Records and Registration in a locked fire proof cabinet, as well as electronically in our Student Information System, and are accessible in the SIS, Campus Nexus. Once the student graduates the records are maintained by an off-site secure record storage facility or scanned into our secure electronic software. Student records are kept indefinitely.

An official copy of a transcript must be signed. Official transcripts are often required when applying to another college or university.

An unofficial copy of a transcript is not signed. These are often used for students' personal records.

Parchment (www.parchment.com) provides electronic transcript service to our students and alumni.

The student/alumnus opens an account with Parchment and makes the request for a transcript. The Bon Secours Memorial College of Nursing Director of Records and Registration receives the request and will upload the official transcript to the Parchment site. The transcript is delivered in 2 to 4 business days to the student/alumnus requested destination.

Only College transcripts may be requested or released. Transcripts and documents from other institutions are the property of the College and, as such, are under the control of the Office of Records and Registration, Director of Records and Registration. Under federal policy, a student has the right to view the documents in his or her file; the College is not required to provide (or allow the making of) copies of these documents. Transcripts submitted to the College for admission or credit transfer become the property of the College and cannot be returned to the student or forwarded to other institutions.

Courses taken prior to admission to the College and accepted for transfer credit appear on the transcript as transfer courses.

The College accepts electronically transmitted transcripts provided they are certified by the sending institution's authorized delivery agent. Electronic transcripts are received by the Office of the Records and Registration. The College has the right to refuse electronic transcripts or may request additional information if there is a question about the authenticity of the document.

Course Coding System

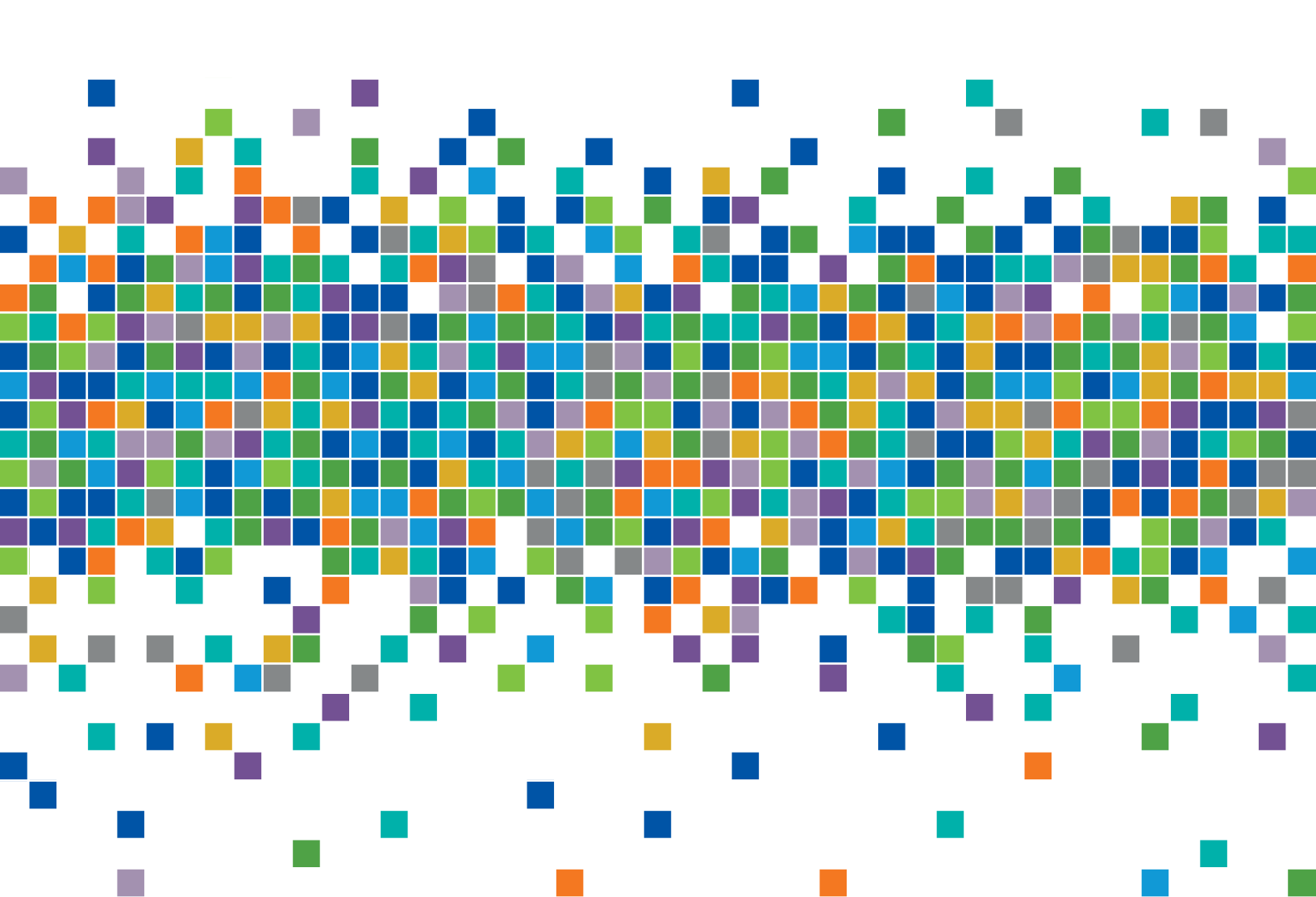
The course coding system uses a maximum of eight characters. The first three letters identify the discipline, followed by four numbers to identify the particular course, and may be followed by an alphabetical suffix "P" to identify practicum courses. Course numbers in the 1000 and 2000 range indicate foundational courses designed to prepare students for more advanced coursework. Course numbers in the 3000 and 4000 range indicate upper division courses taken by students in their junior and senior levels.

Alpha Prefix (Discipline)	1st Number (Curriculum Level)	2nd Number (Curriculum/Program)	3rd Number Cluster, Topical Relationships	4th Number May indicate sequence or relationship, if any, between courses	Alpha Suffix Practicum Corequisite
BIO = Biology	0 = Pre-enrollment	0 = General Education	0 = Foundations		P = Practicum
COM = Communications	1 = Freshman	1 = BSN/Pre-licensure	1 = Specialty Course		
HNU = Human Nutrition	2 = Sophomore	2 = RN-BSN/ Post-licensure	2 = Research		
HSS = Human and Social Service	3 = Junior	3 = Both Programs	3 = Elective		
HWE = Health and Wellness	4 = Senior		4 = Professional		
LIT = Literature					
LDP= Leadership					
NUR = Nursing					
PHI = Philosophy					
PHR = Pharmacology					

Examples:

NUR 3208 = Nursing, junior level, Post-Licensure RN-BSN, foundations

NUR 4115P = Nursing, senior level, Pre-Licensure BSN, specialty course, practicum



4. Finance: Student Accounts and Financial Aid

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BSMCON Finance

The Chief Financial Officer (CFO) is responsible for management and oversight of Student Finance which includes the Business Office (Director of Finance, Bursar and Senior Accountant) and Financial Aid Office (Director of Financial Aid, Financial Aid Specialist and Financial Aid Counselor), in addition to the fiscal operations of BSMCON. The Business Office and Financial Aid Office have segregation of duties; however, both are integral parts of the Student Account process. Navigating through the financial aspects of attending BSMCON can be complex. The staff in the Business and Financial Aid Offices are available to serve and assist students (and in certain cases parents) throughout the entire BSMCON student life cycle. Students are encouraged to reach out to finance staff with questions during operating hours: Monday through Friday 8:30 am to 4:30 pm by face-to-face on-campus appointment, video Zoom conference, email, or phone. All finance staff contact information is provided at the end of Section 4.

Student Accounts

Students have a shared responsibility with respect to Student Accounts. Students are required to read and be familiar with ADM 4.05 Student Account policy which is located on the BSMCON website under Students — Policies. The finance staff will (primarily) communicate with students electronically through CampusNexus, BSMCON's Student Information System (SIS). Students are responsible for reviewing and responding to student communications in a timely manner. In addition, students should review the "My Finances" information contained in the CampusNexus – Student Portal on a regular basis.

Student Accounts are comprised of financial transactions for a particular student over the entire time period that a student is enrolled at BSMCON. Prior to the completion of the Add/Drop Period, students will reference the Registration Bill, which is the preliminary, anticipated or pending transactions for a particular Semester prior to the final posting to the Student Ledger Card. The Student Ledger Card represents the final posted financial transactions over the entire duration that a student remains enrolled at BSMCON. The Student Ledger Card is organized by Semesters. Components of the Registration Bill and Student Ledger Card include: Charges and Discounts, Financial Aid, and payments.

- Charges and Discounts includes Tuition and Fees and other charges assessed by BSMCON (such as Uniforms) less any applicable BSMH Employee Discount.
- Financial Aid includes any source of financial funding used to offset Charges or Cost of Attendance (COA).
- Payments refer to any paid, posted, or disbursed payment transaction from a student, Third Party Payor or Financial Aid.

Registration Bill

BSMCON Registration Bills are available 30 days prior to the start of each Semester. The Registration Bill includes Charges based on Enrollment Status and (if applicable) Financial Aid and any remitted payments. When reviewing the Registration Bill prior to the start of the Semester, Charges will be in "pending" status and (if applicable) Financial Aid will be in "scheduled" status. It is the student's responsibility to review Registration Bills on the CampusNexus — Student Portal prior to the start of each Semester to ensure that all anticipated Financial Aid is scheduled. The "Reviewing Your Registration Bill" document can be located on the BSMCON website under Financial Aid — Registration Bill section. The Registration Bill is also used to identify the amount, if any, that is due from the student as payment.

Charges

Tuition & Fees

BSMCON Tuition and Fees are assessed based upon the rates listed in the table below. Tuition represents charges incurred for academic instruction and support services and Fees represents charges for student learning resources, technology, campus activities, student benefit funds, White Coat ceremony and graduation activities. BSMCON's Tuition and Fee structure is consistently applied to both the Pre-Licensure BSN and Post-Licensure RN-BSN programs and regardless of in-state or out-of-state residency. BSMCON reserves the right to make changes to the Tuition and Fee structure as needed. Any such changes will be communicated via email and announcements in CampusNexus — Student Portal.

Other Charges

Students will incur charges for Uniforms on the Registration Bill (if applicable).

2022-23 Tuition and Fee Rates

\$420.00 Tuition (per credit hour)

\$ 90.00 Fee (per credit hour)

Other Charges (if applicable)

\$ 80.00 Uniforms — 2 sets of Scrubs

\$ 39.00 Uniforms — Jacket

\$ 33.00 Uniforms — Vest

\$ 24.00 Uniforms — Scrub Top (blue)

There are certain costs that students will incur that are not assessed within the BSMCON Tuition and Fee or Other Charges structure. These other costs are included in Cost of Attendance. Cost of Attendance (COA) is the anticipated cost that a student may incur during an Academic Year to attend BSMCON. COA includes costs for Tuition and Fees, uniforms, CPR certification, room and board, books and supplies, travel, and personal costs. Students should budget for these additional costs included in COA, but not directly assessed by BSMCON.

- Books and school supplies
- Other academic program related supplies including, but not limited to, shoes, stethoscope and watch with second hand
- Annual background check
- Transportation and parking fees
- Academic program Technology requirements*
- Examination for credit fees (referenced in Chapter 3: Credit through Examination)
- NCLEX licensure examination upon completion of the academic program
- Extracurricular activities such as student organizations, mission trips and community service events (not included in COA)

**Student Technology requirements are outlined in ADM 10.04 Technology Requirements policy and in Section 7 of the College Catalog.*

Bon Secours Mercy Health Employee Discount & Tuition Benefits

Bon Secours Mercy Health Employee Discount

An Employee Discount is offered to Bon Secours Mercy Health ("BSMH") full-time, part-time and PRN associates and legal dependents (per IRS Code) of full-time associates. The discount, which is 20% of Tuition (not Fees), is scheduled and indicated in the Charges and Discounts section of the Registration Bill. Students, who are eligible to receive a BSMH Employee Discount, are required to submit the BSMH Employee Tuition Discount Form to the Bursar thirty (30) calendar days prior to the start of each Semester. The form is located on the BSMCON website under Financial Aid — Forms section.

BSMH / Guild Education Tuition Benefits Program — Direct Billing

BSMH system, as an employer, offers Tuition Benefits for those associates employed in PRN, Part-Time and Full-Time positions through its partnership with Guild Education. BSMH associates, attending BSMCON Nursing programs have the opportunity to participate in the BSMH Tuition Benefit program, which provides associates with financial funding from BSMH to cover the cost of BSMCON Tuition and Fees (less Grants and Scholarship funding), for an eighteen (18) month work commitment at a BSMH facility post-graduation and RN licensure.

Participation in the BSMH Tuition Benefit Program allows BSMCON to directly bill BSMH Human Resources (HR) for eligible Charges, preventing the student from having to remit payment to BSMCON "out of pocket." BSMH Tuition Benefits that are paid in excess of \$5,250 in any calendar year are subject to tax implications. Full details of the BSMH Tuition Benefit program are further described in BSMH Education Benefit Program policy, which can be located on the BSMH intranet site by clicking on the HR Service Now portal and searching by tuition (or education) benefits. For further information, associates may contact the BSMH Associates Service Center (ASC) by opening an HR Service Now ticket, calling 1-877-692-7780, or scheduling an appointment with the Financial Aid Counselor.

Students who are participating in the BSMH Tuition Benefits program are required to apply for a Sponsorship Letter each Semester. Sponsorship Letter applications open forty-five (45) calendar days in advance of each Semester. When the student receives the Sponsorship Letter, it must be submitted to the Bursar's Office at bsr-bursar@bshsi.org for processing. Once BSMH Tuition Benefits are scheduled as Financial Aid on the student's account, the student is responsible for reviewing the information contained on the Registration Bill in advance of each Semester.

Payments

****Payment of Tuition and Fees is due in full by 12:00 pm on the Friday prior to the start of the Semester****

It is the student's responsibility to ensure that all payments or adequate Financial Aid is scheduled to cover all Charges by 12:00pm on the Friday prior to the start of each semester. BSMCON does not offer payment plans and no exceptions will be made.

Forms of Payment

BSMCON accepts personal checks, cashier checks, money orders and credit cards. Personal checks, cashier checks and money orders are to be submitted to the BSMCON Bursar via

Bursar drop box located on the BSMCON campus or mailed to BSMCON Attn: Bursar 8550 Magellan Pkwy, Suite 1100 Richmond, VA 23227. A fee of \$25.00 may be assessed to the Student Account for any check returned due to Non-Sufficient Funds ("NSF"). The preferred payment method is credit card (VISA, MasterCard, American Express and Discover) which can be submitted through the CampusNexus — Student Portal. Students are encouraged to confirm the transactional and daily limits imposed by their lenders prior to processing payment.

Past Due Student Accounts

Any positive Student Account balance that results after student payment and/or Financial Aid is applied to Tuition and Fees in excess of \$1.00 at 12:01 pm on the Friday prior to the start of the Semester is considered past due. Students with a past due Student Account balance will be contacted by the Bursar during the Add/Drop Period for resolution.

During the Add/Drop Period

Students who elect to add courses during the Add/Drop Period are required to remit payment, or have adequate Financial Aid scheduled, to cover the additional charges by 12:00pm on the last day of the Add/Drop Period.

Students who elect to drop courses during the Add/Drop Period are eligible for a Financial Refund of Tuition and Fees in accordance with ADM 5.02 Financial Refund policy.

After the Add/Drop Period

Students who have a Student Account balance at the end of the Add/Drop Period will be administratively removed from all courses within the current Semester, placed on a Bursar hold in the SIS and placed on a Standard Period of Non-Enrollment (SPN) by the Director of Records and Registration on the 11th calendar day of each Semester. At the time that the SPN is effectuated within the SIS, the student will be evaluated for a Financial Refund in accordance with ADM 5.02 Financial Refund policy. Once a student is administratively removed from all courses within a Semester, the student may not enroll for the duration of the Semester.

If, after completion of the Add/Drop Period, a student becomes ineligible for scheduled or disbursed Financial Aid or becomes subject to a Financial Refund, payment of the resulting positive Student Account balance is due within two (2) business days of the posted transaction. Any positive Student Account balance for a period of sixty (60) calendar days or more, will be submitted to BSMCON's external Collection Agency and may be subject to additional fees and penalties.

Financial Aid

BSMCON offers a wide array of Financial Aid to eligible applicants. The Financial Aid Office staff is dedicated to assisting students secure the most beneficial Financial Aid package. Examples of Financial Aid include, but are not limited to, Title IV Financial Aid, Scholarships, Third Party Payors, etc.

FAFSA Submission

Students who intend to utilize any form of Financial Aid including, but not limited to, Title IV Financial Aid are required to submit the Free Application for Federal Student Aid (FAFSA) with the BSMCON school code 010043. The FAFSA may be completed online at <http://fafsa.ed.gov> (or link located on the BSMCON website under Financial Aid) or by downloading the MyStudentAid app to their mobile device. For the 2022-23 Academic Year, the FAFSA may be submitted beginning October 1, 2021. Students are strongly encouraged to submit the FAFSA by March 1st for the upcoming Academic Year to prevent delays in Financial Aid packaging and awards.

The Central Processing System (CPS) processes the FAFSA which results in two output documents: (1) Student Aid Report (SAR) which is distributed to the student and (2) Institutional Student Information Record (ISIR) which is distributed to BSMCON. Students are responsible for reviewing information contained in the SAR. Any rejects or errors found on the SAR and ISIR must be resolved prior to awarding a complete Financial Aid package including Title IV Financial Aid.

Financial Aid Awarding Principals

After receipt of the student's ISIR, the Financial Aid Office will determine the student's eligibility for all types of Financial Aid. The Financial Aid Office will determine the best financial package for each student based on a variety of factors including, but not limited to, ISIR information, eligibility for grants and Scholarships (which are not required to be repaid) and loans (which do require repayment).

The Financial Aid Counselor is available to assist students in determining the best Financial Aid package tailored to meet individual students' needs. Students are strongly encouraged to schedule an appointment with the Financial Aid Counselor to review financial information. The purpose of this role is to assist students with navigating the complexities and requirements of Financial Aid including, but not limited to, borrowing Federal Direct Loans.

When packaging Financial Aid, any grants, and Scholarships, which do not require repayment, will be automatically approved within the SIS. Students who wish to borrow Federal Direct Loans based on the amount needed to cover

Tuition and Fees or who elect to borrow less than the annual Federal Direct Loan limits are required to complete the Request to Borrow Less Than Maximum Federal Student Loans form located on the BSMCON website under Financial Aid – Forms section. Students who do not elect to submit the Request to Borrow Less Than Maximum Federal Student Loans will be initially packaged for maximum annual loan amounts (refer to Appendix of Chapter 4 for further information). Students have the ability to accept or deny (any or all) Financial Aid packages in the CampusNexus Student Portal. In addition, the Financial Aid Office will communicate when Federal Direct Loans are disbursed to the Student Ledger Card. The Student Loan Notification document also has instructions for students who wish to cancel any, or all, Federal Direct Loans within fourteen (14) days of disbursement.

The Financial Aid Counselor and Financial Aid Office staff are always available to assist students with Financial Aid questions, comments, or concerns.

Title IV Financial Aid

BSMCON participates in the following Title IV programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work Study (FWS) and Federal Direct Loans (Subsidized, Unsubsidized and Parent PLUS). Descriptions and definitions of these programs are contained in the Section 4: Appendix. BSMCON is required to maintain institutional eligibility to participate in Title IV programs. Additionally, BSMCON must adhere to administrative capability requirements, general provisions and comply with all requirements contained in Title IV of the Higher Education Act of 1965, as amended (Title IV Regulations). Additional information is contained in ADM 4.01 Federal Financial Aid Program Administration and ADM 4.02 Federal Financial Aid Programs.

Additionally, students have many responsibilities as participants in Title IV programs. To participate in Title IV programs, students are first required to complete and submit the Free Application for Federal Student Aid (FAFSA) annually. When utilizing Federal Direct Loans, students are required to complete a Master Promissory Note and complete Entrance and Exit counseling per Title IV Regulations.

Verification

Students who are selected for Verification (by the U.S. Department of Education or BSMCON Financial Aid Office) are subject to the requirements as further outlined in ADM 4.04 Verification and Conflicting Data policy. In such cases, the Financial Aid Office will notify the student and provide a list of all required documentation to be submitted, student responsibility for correction of information, method for submitting such documentation and consequences for failure to adhere to requirements and/or deadlines within the established time frame. Failure to meet Verification and

Conflicting Data requirements will result in the loss of Title IV Financial Aid eligibility. In the event that correction(s) to the FAFSA are required and such a correction results in a change to Expected Family Contribution (EFC), the Financial Aid Office will recalculate Title IV Financial Aid eligibility and/or amount of Title IV Financial Aid award based on the revised EFC. In the event that the Financial Aid Office identifies conflicting data, resolution is required.

Scholarships

BSMCON offers a wide array of external scholarships established through the Bon Secours Richmond Health Care Foundation. Scholarship funds are similar to grants in which there is no financial obligation for repayment. Students are required to submit the FAFSA in addition to the Master Scholarship Application to apply for Scholarships. The Master Scholarship Application, including requirements and deadlines, is distributed to students electronically via CampusNexus by the Director of Financial Aid during the Spring semester in advance of the upcoming Academic Year.

BSMCON Scholarships are awarded based on a variety of factors, including but not limited to, academic achievement (merit), financial need, leadership, community involvement, religious affiliation, and career goals. A listing and descriptions of all Scholarships is contained in the Section 4: Appendix.

Alternative/Private Loans

The Financial Aid Office recommends that Alternative/Private Loan options be considered only after all other Financial Aid resources are exhausted, which includes Federal Direct Loans. Upon selection of an Alternative/Private Loan lender, the student is required to inform the Financial Aid Office. The Financial Aid Office does not endorse any lender and encourages students to thoroughly research all alternative lending options. The student is required to submit a Self-Certification Form to lenders. Students can explore Alternative/Private Loans on the web at <http://www.elmselect.com> for more information.

Third-Party Payors

BSMCON participates with several Third-Party payors such as VA529, EdAssist, Veteran Affairs and various employers. BSMCON will invoice most Third-Party Payors on the student's behalf and apply the resulting payment to the Student Account. For Invest529 accounts, the student is responsible for requesting funds directly from the Third Party Payor. It is the student's responsibility to contact the Bursar, and in cases of Veteran Affairs benefits, the Director of Financial Aid, submit applicable documentation (i.e. voucher), and confirm that the proper Financial Aid award is scheduled thirty (30) calendar days prior to the start of each Semester.

Veteran Education Benefits

Veterans, active service members, spouses and dependents may use benefits and/or Tuition Assistance programs offered by the Department of Veteran Affairs (VA) or related federal and state agencies. Upon enrollment, the student is responsible for submitting the VA Certificate of Eligibility to BSMCON's School Certifying Official (SCO), who is the Director of Financial Aid. The SCO is responsible for completing the enrollment certification on a Semester by Semester basis after the Add/Drop Period is complete. Specific to Chapter 31 or 33 recipients, BSMCON will not impose any penalty, including the assessment of late fees, denial of access to classes, libraries or other BSMCON facilities, or require any covered individual to borrow additional funding or remit student payment due to the inability to meet financial obligations due to the delayed disbursement funding from the VA.

Book Advance Program

Per Title IV Regulations, BSMCON offers a Book Advance Program in which eligible students who have Title IV Financial Aid scheduled in excess of Charges (Title IV Credit Balance), may receive a cash advance for the purpose of purchasing textbooks and supplies prior to the start of each Semester. The BSMCON Financial Aid Office determines the amount of the Book Advance based on academic program requirements and Enrollment Status each Academic Year. In accordance with Title IV Regulations, Book Advances are issued no earlier than ten (10) calendar days prior to the start of the applicable Semester, and no later than seven (7) calendar days after the applicable Semester begins. The Book Advance is considered a financial obligation, is not considered additional funds, and is subject to eligibility requirements, and student responsibilities as further outlined in ADM 4.10 Book Advance Program policy.

2022–23 Book Advance Program Amounts (per semester)

ENROLLMENT STATUS	BOOK ADVANCE AMOUNT
Full Time (12+ credits)	\$800
Three-Quarter Time (9–11 credits)	\$600
Half Time (6–8 credits)	\$400
Less Than Half Time (1–5 credits)	\$200

Satisfactory Academic Progress (SAP) & Title IV Financial Aid

In accordance with Title IV Regulations, students must maintain Satisfactory Academic Progress (SAP) by meeting certain academic requirements in order to maintain Title IV Financial Aid eligibility. Procedures for the measurement and monitoring of SAP are contained in ADM 2.06 Satisfactory

Academic Progress policy. SAP requirements related to Title IV Financial Aid eligibility are more stringent than academic progression standards, which are defined in ACA 2.02 Academic Progression policy. As such, a student may fail to meet SAP for Title IV Financial Aid eligibility and continue in “good standing” according to academic progression standards.

SAP is calculated within the SIS consistently for all students for all periods of enrollment at the end of every Semester. SAP measures academic progress towards the completion of the academic program in both qualitative and quantitative components.

Qualitative Progress — Cumulative Minimum GPA

Students must maintain a Cumulative Minimum GPA of 2.0, equivalent to a “C”.

Quantitative Progress (Maximum Time Frame)

Students are required to complete their academic program within a reasonable time frame based upon the published program length.

- **Maximum Time Frame** — Students must complete the academic program within 150% of the published program length, as measured in credit hours. BSMCON's Maximum Time Frame is 180 credit hours (120 credit hours published program length * 150%). The Maximum Time Frame allowable is reached upon 180 Credits Attempted or when it becomes mathematically impossible to complete the program within 150% of the Maximum Time Frame, whichever is sooner.
- **Pace of Completion** — represents the rate of progress (pace) at which students must advance through their academic program to ensure program completion within the Maximum Time Frame. Students must maintain a percentage of no less than 67% when dividing cumulative Credits Earned by cumulative Credits Attempted during all terms of enrollment. For the purposes of calculating SAP, all Credits Attempted are included, regardless of Title IV Financial Aid utilization during the term of enrollment.

Impacts to SAP

The table below identifies how certain credits, course work and/or grades impact the student's Cumulative GPA (Qualitative Progress) and Maximum Time Frame (Quantitative Progress). Related policies as outlined in Section 4: Appendix should be referenced in conjunction with the table below. In the event that a grade change is effectuated within the SIS after the SAP calculation is performed for the applicable Semester, SAP will be recalculated.

SAP IMPACT	GPA	CREDITS EARNED	CREDITS ATTEMPTED
Transfer Credit	Not included	Included	Included
Incomplete Grade ("I")	Not included*	Not included*	Included
Failing Grades ("D" or "F")	Included	Not included	Included
Other Non-Punitive Grades ("W", "WA")	Not included	Not included	Included
Repeated/Remedial Course Work	Included	Included**	Included
Proficiency Credit (NLN, CLEP, etc.)	Not included	Included	Included
Non-Credit Course Work (audit)	Not included	Not included	Not included
Readmission	Included	Included	Included

* Not included until completion grade is received. Then SAP is recalculated.

** Included upon receiving a grade of "C" or better.

Failure to Meet SAP Requirements

Students who fail to meet SAP requirements, either Quantitative or Qualitative Progress, will be notified electronically via the SIS. In such an event, the communication will include Financial Aid Status and any impact to Title IV Financial Aid eligibility.

Financial Aid Statuses

- **Financial Aid Warning** — is assigned to students who fail to meet SAP requirements upon completion of a Semester for the subsequent Semester, not to exceed one term of enrollment. Students placed on Financial Aid Warning will continue to be eligible for Title IV Financial Aid during this one (1) Semester.
- **Financial Aid Suspension** — is assigned to students who have been placed on Financial Aid Warning and fail to meet SAP requirements in the subsequent Semester, thus failure to meet SAP requirements for two consecutive terms of enrollment. Students placed on Financial Aid Suspension are no longer eligible to receive Title IV Financial Aid. However, students regain Title IV Financial Aid eligibility once SAP requirements are achieved.
- **Financial Aid Probation** — is assigned to students who have submitted a Financial Aid Appeal and the Student Financial Aid Appeal Committee has rendered a decision to approve the appeal and reinstate the student's Title IV Financial Aid eligibility for one (1) Semester.

Financial Aid Appeal

Students who are placed on Financial Aid Suspension due to failure to meet SAP requirements and who have extenuating circumstances affecting their ability to meet such requirements may appeal their Financial Aid Status one (1) time during the Semester in which the student is (or remains) on Financial Aid Suspension. Procedures, timelines, and documentation requirements for submitting a Financial Aid Appeal are contained in Section E of ADM 2.06 Satisfactory Academic Progress policy.

- **Appeal Denied** — If the Financial Aid Appeal is denied, the student remains on Financial Aid Suspension and is not eligible to receive Title IV Financial Aid until SAP requirements are achieved.
- **Appeal Approved** — If the Financial Aid Appeal is approved, the student is placed on Financial Aid Probation status and is eligible to receive Title IV Financial Aid for the remainder of the Semester. Upon completion of the Semester, the student must meet SAP requirements to be eligible to receive Title IV Financial Aid. If, upon completion of the Semester, the student does not meet SAP requirements, the student is placed on Financial Aid Suspension until SAP requirements are met or a successful Financial Aid Appeal decision is rendered.

Financial Refunds

BSMCON provides financial refunds to students, which occur in a variety of scenarios. Most Financial Refunds are processed within forty-five (45) calendar days of the occurrence, except for certain Title IV Financial Aid scenarios, which may occur sooner. The full scope of Financial Refund scenarios and information is contained in ADM 5.02 Financial Refund Policy.

Enrollment Cancellation

In accordance with § 23.1-215 B of the Code of Virginia, an applicant who provides written notice of cancellation of enrollment within three (3) business days, excluding weekends and holidays, of executing the Enrollment Agreement is entitled to a Financial Refund of all monies paid, less the non-refundable \$95 application fee.

A request for enrollment cancellation more than three (3) business days after executing the Enrollment Agreement and making an initial payment, but prior to the first day of semester in which the student is enrolled will result in a Financial Refund of all monies paid, less a maximum fee of 15% of charges indicated on the Registration Bill or \$100, whichever is less.

Student Overpayment

In the event that a student remits payment (self-pay) in excess of charges of Tuition and Fees in a specific semester, a Financial Refund will be processed unless the student authorizes BSMCON to hold the credit balance and apply it to future charges in a subsequent Semester.

Withdrawal or Permanent Resignation

In the event that a student withdraws from a (or all) course(s), is approved for a Standard Period of Non-Enrollment (SPN) or permanently resigns from BSMCON after completion of the Add/Drop Period, but prior to sixty (60) percent completion of the Semester, a Financial Refund of BSMCON Tuition and Fees (Charges) will be made in accordance with the BSMCON Charges Refund Schedule, as outlined below.

The percentage of a Semester completed is calculated by taking the number of completed calendar days up to and including the Date of Determination (DOD) divided by the total number of calendar days in the Semester, less any scheduled breaks of five (5) or more consecutive days. In such events, students must comply with the requirements of ADM 3.07 Leave of Absence or Permanent Resignation from the College and/or ADM 3.08 Add/Drop/Withdrawal from a Course policies.

BSMCON Charges Refund Schedule

PROPORTION OF SEMESTER COMPLETED AS OF THE DATE OF DETERMINATION ("DOD")	% OF TUITION AND FEES (LESS ANY DISCOUNT) TO REFUND
Less than 10%	90% refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to but not including 60%	20% refund
60% or greater	No refund

Title IV Financial Aid

Title IV Credit Balances

Title IV Credit Balances are created when a student receives Title IV Financial Aid in excess of BSMCON Charges, thus creating a negative student account balance. A refund of Title IV Credit Balance, typically referred to as a Stipend, is processed as payment back to the student (or parent) within fourteen (14) calendar days of occurrence (i.e. the date that the Title IV financial aid funds were disbursed to the student account and applied to posted charges), in accordance with Federal Regulations. A student (or parent) may authorize BSMCON to retain a Title IV Credit Balance and apply the credit balance to a future Semester within the same academic year. In such cases, a Title IV Credit Balance Authorization form must be submitted to the Bursar prior to the start of each Semester, as applicable.

A parent is the borrower under the Federal Direct Parent PLUS Loan program. As such any Title IV Credit Balance from a Federal Direct Parent PLUS Loan will be remitted to the parent, unless the parent authorizes BSMCON to apply the credit balance to a future Semester within the same academic year or authorizes BSMCON to remit payment to the student. In either situation, a Title IV Credit Balance Authorization form must be submitted to the Bursar prior to the start of each Semester, as applicable. The Title IV Credit Balance Authorization form is published on the BSMCON website under Financial Aid.

Return of Title IV ("R2T4")

In certain cases of withdraw, if the student is eligible to receive, or has received (disbursed), Title IV Financial Aid, a Return to Title IV ("R2T4") calculation must be performed in accordance with Federal Regulations to determine the amount of Title IV Financial Aid the student has earned and when applicable, the amount of Title IV Financial Aid that must be returned to the U.S. Department of Education ("ED"). Title IV funds are earned in direct proportion to the length of time that a student remains enrolled. Up through the 60% point during the period of enrollment (Semester) a pro-rated schedule is used to determine the amount of Title IV Financial Aid that the student has earned. Once 60% of the period of enrollment (Semester) is complete, 100% of Title IV Financial Aid is earned by the student and is not required to be returned. Within thirty (30) calendar days of the Date of Determination, the Financial Aid Director is required to complete the Treatment of Title IV Funds When a Student Withdraws from a Credit-Hour Program ("R2T4 Calculation") worksheet, which identifies any Title IV funds that BSMCON and/or the student is responsible for returning to the ED. In the event that Title IV funds are required to be returned, the R2T4 will be processed within forty-five (45) calendar days of the Date of Determination.

R2T4 Refunds are made in the following order

- Federal Direct Unsubsidized Loans
- Federal Direct Subsidized Loans
- Federal Direct Parent PLUS Loans
- Federal Pell Grant
- FSEOG

Third Party Payors

In the event that BSMCON has a written agreement with a Third Party Payor in which BSMCON invoices the Third Party Payor directly on behalf of the student and the student subsequently withdraws from a course(s) or permanently resigns from BSMCON, BSMCON will process any related Financial Refunds to the Third Party Payor by the terms contained in the agreement.

1098-T Tuition Statement

The Form 1098-T is a statement that colleges and universities are required to issue to students who have reportable transactions within a calendar year. Students use the information contained in the 1098-T Tuition Statements to determine eligibility for certain Education Credits when preparing their annual tax return. Form 1098-T statements will be available to students electronically through the CampusNexus-Student Portal, or mailed, no later than January 31 each year. For questions regarding Form 1098-T statements, please contact the Senior Accountant or CFO.

Timeline of Events

1st Semester in the Pre-Licensure BSN or Post-Licensure RN-BSN Program (New Students)	
Schedule a Financial Aid Counseling session with the Financial Aid Counselor	60 days prior to start of Semester
BSMH Associates only participating in BSMH Tuition Benefits program, apply for Sponsorship Letter on BSMH Guild Education platform	45 days prior to start of Semester
BSMH Associates only participating in BSMH Tuition Benefits program, submit Sponsorship Letter to the Bursar's Office	30 days prior to start of Semester
BSMH Associates only who are not participating in the BSMH Tuition Benefits program — submit BSMH Employee Discount Form to Bursar	30 days prior to start of Semester
Submit W-9 and Direct Deposit Form to Bursar	30 days prior to start of Semester
Submit FERPA Release (if required)	30 days prior to start of Semester
Each Semester in the Pre-Licensure BSN or Post-Licensure RN-BSN Program	
BSMH Associates only participating in BSMH Tuition Benefits program, apply for Sponsorship Letter on BSMH Guild Education platform	45 days prior to start of Semester
BSMH Associates only participating in BSMH Tuition Benefits program, submit Sponsorship Letter to the Bursar's Office	30-45 days prior to start of Semester
Approve Financial Aid package/award letter	30-45 days prior to start of Semester/ academic year
BSMH Associates only who are not participating in the BSMH Tuition Benefit program — submit BSMH Employee Discount Form to Bursar	30 days prior to start of Semester
Submit Third Party Payor information to Bursar (if applicable)	30 days prior to start of Semester
Review Registration Bill — Charges and anticipated	12:00pm Friday prior to first day of Semester
Financial Aid	30 days prior to start of Semester
Submit Title IV Credit Balance Authorization form (if applicable)	30 days prior to start of Semester
Student Payment Due	12:00pm Friday prior to first day of Semester
Charges are posted to Student Account (from pending)	First through tenth day of Semester
Students are "dropped" from course(s) due to lack of attendance or past due student account balance	5:01pm last day of Add/Drop
Third Party Payors are invoiced by Bursar	11-14 days after start of Semester
Title IV Financial Aid is posted (disbursed) to student account	14-21 days after start of Semester
Stipend/Refund processing	14 days after Title IV Financial Aid disbursement

Student Checklist

First Semester Only (New Students)

Schedule Financial Aid Counseling session

Complete Master Promissory Note and Entrance Counseling (for those borrowing Federal Direct Loans)

W9 Submission to Bursar

Direct Deposit form submission to Bursar

BSMH Associates Only —

- submit BSMH Employee Discount Form to Bursar (if not participating in BSMH Tuition Benefits program)
- apply for Sponsorship Letter on BSMH Guild Education platform (if participating in BSMH Tuition Benefits program)
- submit Sponsorship Letter to Bursar (if participating in BSMH Tuition Benefits program)

Each Semester (Continuing Students)

BSMH Associates Only —

- submit BSMH Employee Discount Form to Bursar (if not participating in BSMH Tuition Benefits program)
- apply for Sponsorship Letter on BSMH Guild Education platform (if participating in BSMH Tuition Benefits program)
- submit Sponsorship Letter to Bursar (if participating in BSMH Tuition Benefits program)

FAFSA submission to U.S. Department of Education

Master Scholarship Application submission

Request to Borrow Less Than Maximum Federal Student Loans Form

Accept Financial Aid awards

Title IV Credit Balance Authorization form (if applicable)

Third Party Payor information submitted to Bursar (vouchers)

BSMCON Finance Team

The BSMCON Finance team is available to assist students through the financial aid and student accounts process. Students are encouraged to contact the Financial Aid Office for financial aid counseling sessions. Contact information is listed below.

Contact Information:

Amy Pozza, Chief Financial Officer (CFO)

Phone: (804) 873-3511

Email: amy_pozza@bshsi.org

Financial Aid Office

Email: bsr-confinancial@bshsi.org

Kelley Florian, Director of Financial Aid

Phone: (804) 627-5350

Email: kelly_florian@bshsi.org

Jacqueline (Jackie) Runne, Financial Aid Specialist

Phone: (804) 627-5348

Email: jacqueline_runne@bshsi.org

Tate Sanchez, Financial Aid Counselor

Phone: (804) 627-5488

Email: tate_sanchez@bshsi.org

Business Office

bsr-bursar@bshsi.org

Faith Taylor, Director of Finance

Email: faith_taylor@bshsi.org

Harris King, Bursar

Phone: (804) 627-5362

Email: bsr-bursar@bshsi.org

Melanie Arcibal, Senior Accountant

Phone: (804) 627-5385

Email: melanie_arcibal@bshsi.org

Appendix

Definitions

Academic Year — the period of time, generally measured as the start of the fall Semester through the last date of final exams during the spring Semester.

Add/Drop Period — the period of time, generally measured as the start of each Semester through 11:59 p.m. on the tenth (10th) calendar day of each Semester in which students have the capability to add, or drop, courses from enrollment without financial penalty.

Book Advance — is a financial resource (advance payment) provided to eligible students in order to obtain or purchase books and supplies required by the academic program in advance of the applicable Semester and prior to disbursement of Title IV Financial Aid. Further information can be obtained in ADM 4.10 Book Advance policy.

Central Processing System (CPS) — is the U.S. Department of Education's application data processing center. CPS uses student information from the FAFSA processors to calculate the student's official EFC. CPS returns the student's eligibility information to the student via the SAR and to the institution (BSMCON) via the ISIR.

Cost of Attendance (COA) — is the anticipated cost that a student may incur during an Academic Year to attend BSMCON. COA is required by Title IV Regulations and is used to determine a student's eligibility for Title IV Financial Aid. COA typically includes costs for Tuition and Fees, room and board, books, supplies, travel, and personal costs. Room and board expenses refer to off-campus living expenses and is based on certain criteria determined by the ISIR, such as if the student lives at home with parents or relatives. Travel expenses refer to vehicle maintenance, insurance, gas, etc. Personal expenses refer to clothing, food, entertainment, and in some cases, dependent care. COA does not reflect the actual Charges that a student will incur. In certain circumstances, Professional Judgement may be exercised in adjusting COA; however, these instances are rare and require additional documentation. 2022-23 COA schedules are published on the BSMCON website under Financial Aid.

Credits Attempted — is the number of credits related to a course for which the student remains enrolled after the Add/Drop period has ended, regardless of completion or success within the course.

Credits Earned — is the number of credits related to a course for which the student remained enrolled after the Add/Drop period and completed with a passing grade of "C", "P" or higher.

Cumulative Grade Point Average (GPA) — refers to overall GPA which includes dividing the number of quality points

earned by Credits Attempted, as further defined in ACA 3.06 College Grading System.

Enrollment Status — is indicative of how many credits a student is enrolled in during a Semester and is used in calculating Financial Aid awards (when applicable). Full-Time (12+ credits), Three-Quarter Time (9-11 credits), Half-Time (6-8 credits) and Less Than Half-Time (less than 6 credits).

Expected Family Contribution ("EFC") — The student's EFC is calculated by the Central Processing System ("CPS") and is located on the student's SAR and BSMCON ISIR. EFC is a critical part of determining the student's eligibility for Financial Aid packaging. EFC is not the amount of money that a family will pay, nor is it the amount of Financial Aid that a student will receive.

Federal Direct Loan Program — offers financial assistance in the form of loans, which must be repaid with interest, to students who meet certain eligibility requirements. The Federal Direct Loan Program is comprised of Federal Direct Subsidized Loans, Federal Direct Unsubsidized Loans and Federal Direct Parent PLUS Loans.

Federal Direct Parent PLUS Loan — Parents of dependent students may apply for a Federal Direct Parent PLUS Loan to help pay their child's education expenses as long as certain eligibility requirements are met. Eligibility requirements for Federal Direct Parent PLUS Loans include: (1) the parent borrower must be the student's biological or adoptive parent. In some cases, the student's stepparent may be eligible, (2) the student must be a dependent student who is enrolled at least half-time (6 credit hours per Semester), (3) generally a student is considered to be dependent if s/he is under 24 years of age, has no dependents of their own, is not married, is not a veteran or active duty member of the military, is not a graduate or professional degree student and is not a ward of the court, (4) the parent borrower must not have an adverse credit history (if a parent borrower does not pass the credit check, in certain circumstances additional actions may be taken), (5) student and parent must be U.S. citizens or eligible noncitizens, (6) student and parent must not be in default on any federal education loans, (7) student or parent must not owe an overpayment on a federal education grant and (8) student and parent must meet other general eligibility requirements for the federal student aid programs.

Federal Direct Subsidized Loan — is a Need-based loan that provides interest subsidy, in which interest does not accrue on the principal amount of the loan until after the student completes their academic program. The Federal Direct Subsidized Loan is awarded based on Need determined from the ISIR and is subject to grade-level, dependency status, and annual and aggregate loan limit requirements. Students must be enrolled at least half-time (6 credit hours per semester) to be eligible for a Federal Direct Subsidized Loan. Academic Year 2022-23 Annual and Aggregate Federal Direct Subsidized and Unsubsidized Loan Limits are provided in the table below.

Federal Direct Unsubsidized Loan — is not based on Need. Interest begins accruing on a Federal Direct Unsubsidized Loan once the loan is disbursed to the student. Federal Direct Unsubsidized Loans are subject to grade-level, dependency status, and annual and aggregate loan limit requirements. Students must be enrolled at least half-time (6 credit hours per semester) to be eligible to receive a Federal Direct Unsubsidized Loan. Academic Year 2022-23 Annual and Aggregate Federal Direct Subsidized and Unsubsidized Loan Limits are provided in the table below.

Federal Pell Grant — is a grant that provides Need-based grants to low-income undergraduate and certain post-baccalaureate students to promote access to postsecondary education. Federal Pell Grants, unlike Federal Direct Loans, do not have to be repaid. Federal Pell Grant award amounts are dependent on the student's EFC, COA, Enrollment Status and whether the student attends for a full academic year or less. The 2022-23 maximum Federal Pell Grant award is \$6,895. Year-Round Pell is offered for students who meet eligibility requirements.

Federal Supplemental Educational Opportunity Grant (FSEOG) — is a Need-based grant that provides additional grant assistance to undergraduate students who are also eligible for the Federal Pell Grant. FSEOG is a grant and does not have to be repaid. FSEOG is a campus-based program, in which BSMCON administers FSEOG funds to student's based on the highest Need. FSEOG funds are available regardless of Enrollment Status. Academic Year 2022-23 FSEOG awards range from \$100–\$4,000.

Federal Work Study (“FWS”) — is a Need-based program that provides additional financial resources by providing job/work opportunities for students. FWS encourages students to perform community service and work related to their courses of study to help pay for education expenses. FWS hourly wage will depend on the type of work and required skills needed for the position. FWS students are considered BSMH associates and are employed as a PRN status and receive eligible benefits as such. The total Work Study award depends on the application date, the level of the student's Need, and BSMCON's FWS allocation. FWS funds are not paid until earned in the form of a paycheck. Students receive payment based on the BSMH Payroll schedule (bi-weekly basis). Positions are available on-campus and off-campus. On-campus jobs are usually located on the BSMCON campus and provide assistance with BSMCON operations. Off-campus jobs are usually located off the BSMCON campus to provide community-based or public-interest duties at a private, not-for-profit organization or public agency. FWS students, as PRN associates of BSMH, are eligible to receive the BSMH Employee Discount.

Financial Aid — any source of financial funding to defer a student's COA. Examples of Financial Aid may include, but are not limited to, Title IV Financial Aid (Federal Pell Grant, Federal Supplemental Educational Opportunity Grant,

Federal Direct Subsidized Loan, Federal Direct Unsubsidized Loan, and Federal Direct Parent PLUS Loan), Scholarships, Third Party Payors, employer tuition benefit programs, etc.

Financial Aid Appeal — is the process by which students who fail to meet any of the SAP requirements and are placed on Financial Aid Suspension may petition the Financial Aid Office for reconsideration of the students' eligibility to access Title IV Financial.

Financial Aid Probation — is the status assigned to students who have submitted a Financial Aid Appeal and the Student Financial Aid Appeal Committee has rendered a decision to approve the appeal and reinstate the student's Title IV Financial Aid eligibility for one (1) Semester.

Financial Aid Status — is a status assigned with respect to students' eligibility to access Title IV Financial Aid. Financial Aid Statuses include Financial Aid Warning, Financial Aid Suspension and Financial Aid Probation.

Financial Aid Suspension — is the status assigned to students who have been placed on Financial Aid Warning and fail to meet SAP requirements in the subsequent Semester. Students placed on Financial Aid Suspension are not eligible to receive Title IV Financial Aid.

Financial Aid Warning — status assigned to a student who does not achieve a minimum cumulative GPA of 2.0 in all coursework or does not complete 67% of all Attempted Credits for a time period not to exceed one Semester.

Financial Refund — a financial return to students necessitated through a variety of situations. Related policy ADM 5.02 Financial Refund should be reviewed in conjunction with ADM 4.05 Student Accounts.

Free Application for Federal Student Aid (FAFSA) — is an application completed by students (and parents) to apply for federal student aid.

Grade Level — Grade level is a component of the FAFSA and is directly related to the amount of Federal Direct Subsidized and Unsubsidized Loans that a student can borrow. It is critical that the student submit the correct Grade Level on the FAFSA. Grade levels are based on Academic Classification that includes the number of credit hours completed, including transferred credits. The Academic Classification table is located on page 11 (confirm) of the College Catalog.

Institutional Student Information Record (ISIR) — is a summary of information from the student's FAFSA submitted to BSMCON. ISIRs and SARs contain the same information in different formats.

Maximum Time Frame — is the measurement of maximum time, measured in credit hours (credits) that cannot exceed 150% of the published program length. BSMCON's Maximum Time Frame is 180 credit hours (120 credit hours * 150%).

Need — Need, sometimes referred to as Financial Need, is determined by Title IV Regulations as a student’s COA less EFC. Need is the basis on which many Financial Aid awards are based.

Semester — or Payment Period, is the standard measurement of time in higher education used to group weeks of instructional time in the Academic Year. A Semester is generally referred to as a period of enrollment and includes fall, spring, and summer.

Student Accounts — collectively refers to a student specific record of all pending, scheduled or posted financial transactions over the duration of program enrollment. Student Accounts is generally referred to as transactions contained within the Registration Bill (generally pending or anticipated transactions) and Student Ledger Card (posted transactions).

Student Aid Report (SAR) — is a federal “output” document sent directly to the student from CPS summarizing a student’s application and eligibility status. SARs and ISIRs contain the same information in different formats.

Student Financial Aid Appeal Committee — is the committee tasked with reviewing and rendering a decision on a student’s Financial Aid Appeal. The committee is comprised of no less than three (3) BSMCON associates, of which no less than two (2) must be BSMCON Financial Aid Office associates. The remaining associates are selected by the Director of Financial Aid.

Title IV Credit Balance — is created when the amount of Title IV Financial Aid disbursed to a Student Account exceeds charges for Tuition and Fees (or other allowable charges) during a specific Semester.

Title IV Financial Aid — is federal financial aid authorized by Title IV of the Higher Education Act of 1965, as amended. Title IV Financial Aid programs that BSMCON participates in includes: Federal Pell Grant, Federal Work Study, Federal Supplemental Educational Opportunity Grant (FSEOG) and Federal Direct Loans (Subsidized, Unsubsidized and Parent PLUS).

Title IV Regulations — Title IV Financial Aid is subject to federal regulations contained in Title IV of the Higher Education Act of 1965, as amended. Specific federal regulations to Title IV Financial Aid are generally found in 34 CFR 668-690.

Tuition and Fees — represents charges incurred for academic instruction and support services (Tuition) and charges for student learning resources, technology, campus activities, student benefit funds, White Coat ceremony and graduation activities (Fees).

Verification — Verification is a process in which the Department of Education or BSMCON can select certain students to complete additional verification of information or certify accuracy of FAFSA information. BSMCON’s verification procedures are further defined in ADM 4.04 Financial Aid Verification and Conflicting Data policy.

ANNUAL FEDERAL DIRECT LOAN LIMITS

DEPENDENT STUDENTS (EXCLUDING STUDENTS WHOSE PARENTS CANNOT OBTAIN A FEDERAL DIRECT PARENT PLUS LOAN)	ANNUAL BASE AMOUNT MAY BE ALL SUBSIDIZED, ALL UNSUBSIDIZED OR A COMBINATION OF BOTH	ANNUAL UNSUBSIDIZED AMOUNT, ABOVE BASE AMOUNT	ANNUAL LOAN LIMIT
Freshman undergraduate	\$3,500	\$2,000	\$5,500
Sophomore undergraduate	\$4,500	\$2,000	\$6,500
Junior and Senior undergraduate	\$5,500	\$2,000	\$7,500
INDEPENDENT STUDENTS (AND DEPENDENT STUDENTS WHOSE PARENTS CANNOT OBTAIN A FEDERAL DIRECT PARENT PLUS LOAN)	ANNUAL BASE AMOUNT MAY BE ALL SUBSIDIZED, ALL UNSUBSIDIZED OR A COMBINATION OF BOTH	ANNUAL UNSUBSIDIZED AMOUNT, ABOVE BASE AMOUNT	ANNUAL LOAN LIMIT
Freshman undergraduate	\$3,500	\$6,000	\$9,500
Sophomore undergraduate	\$4,500	\$6,000	\$10,500
Junior and Senior undergraduate	\$5,500	\$7,000	\$12,500

Aggregate Federal Direct Loan Limits

	FEDERAL DIRECT SUBSIDIZED LOANS	FEDERAL DIRECT COMBINED LOANS (SUBSIDIZED & UNSUBSIDIZED)
Dependent Students (excluding students whose parents cannot obtain a Federal Direct Parent PLUS Loan)	\$23,000	\$31,000
Independent Students (and Dependent students whose parents cannot obtain a Federal Direct Parent PLUS Loan)	\$23,000	\$57,500

Scholarships

Merit-Based Scholarships

The Gloria H. Booker Scholarship: This scholarship was established in honor of Mrs. Booker's devoted 40 years of dedicated and compassionate teaching and service. Eligible students must have a GPA of 3.0 and be a rising junior or senior with a strong commitment to compassionate care.

The Walter H. Hilburn Endowed Merit Scholarship: This is a merit scholarship available to full-time students with demonstrated merit. It was established to honor the life of Walter H. Hilburn, father of Dr. Melanie H. Green, RN, Vice President of the Richmond Higher Education Institutions.

The MADMONE, Inc. Foundation/O'Neil Family Endowed Scholarship: This scholarship was established by a Richmond family and preference will be given to students from the greater Richmond community who demonstrate merit and financial need.

The George M. Modlin, Ph.D. Scholarship: Established to honor Dr. George Matthews Modlin, former president of the University of Richmond and a founder of the Richmond Memorial Hospital School of Nursing, this scholarship is awarded to a student who shows promise and has potential to make significant contributions to nursing and the community. Leadership and community service involvement must be evident. The recipient must have a GPA of 3.5 or higher and be in the top 10 percent of his or her class.

The Perkins Law Annual Merit Scholarship: This scholarship is open to students who have a minimum GPA of 3.0. Preference is given to students from Southwest Virginia or Southern West Virginia.

The Turner Memorial Scholarship: Established to honor the memory of Betty Jane Turner, RN, this scholarship is awarded to a student who is actively enrolled at the Bon Secours Memorial College of Nursing with demonstrated merit and financial need.

Merit-/Need-Based Scholarships

The Castelvechi Scholarship: This scholarship was established to honor the nursing career of Jane Shonts, a long-time nurse who retired from St. Mary's Hospital. Recipients must be enrolled full-time in the BSN program with Satisfactory Academic Progress, demonstrate financial need and maintain a GPA of 3.0.

The Louise T. Cole Scholarship: This scholarship was established by Dr. Melanie H. Green in honor of her mother, who encouraged and supported her decision to become a nurse. It is awarded to students with demonstrated financial need and academic merit.

The Alberta Fulper Endowed Nursing Scholarship: This scholarship was funded by Diane F. Smith, DNP, RN and Richard Fulper, Jr. to honor Alberta Fulper as a devoted mother and wife. The endowment is added to annually by Dr. Smith and Mr. Fulper and is awarded to students who exhibit both academic merit and financial need.

The Sidney R. Jones III, MD Nursing Scholarship: This scholarship was established by Janet and Earl Binns in honor of the outstanding compassionate care. Dr. Jones provides their family. The scholarship is given to students with demonstrated merit and financial need.

The Jean Ritz-See Scholarship: This need-based award is given annually in memory of Ms. Ritz-See, class of '81, by her family. Recipients must have a GPA of 3.0 or higher and demonstrate financial need.

The Ed and Susan Scott Nursing Scholarship: This is a merit scholarship awarded to a student with demonstrated financial need.

The Susan P. Scott Scholarship: This scholarship is awarded to a full-time nursing student enrolled at Bon Secours Memorial College of Nursing, with demonstrated merit.

The Stansbury-Binns Scholarship: Established by the Binns family in honor of the great care their parents, Frances and Bob Stansbury received from Bon Secours providers during their lifetime of 90-plus years, especially for their care in Bon Secours hospice. This scholarship is given to students with demonstrated merit and financial need.

Need-Based Scholarships

The Tina Andrews Endowed Nursing Scholarship: This scholarship was established by the family and friends of Tina Andrews to honor her nursing career. Tina worked for Bon Secours Health System, first as a bedside nurse at St. Mary's Hospital and most recently in the revenue integrity department for Bon Secours Mercy Health. Her competent, compassionate caring nature sets an example for future nurses receiving their education at Bon Secours Memorial College of Nursing. This scholarship will be awarded to students who demonstrate financial need.

A Century of Service Scholarship: This is a need-based scholarship open to all students who are meeting the requirements of Satisfactory Academic Progress.

The Peter B. Cleal Scholarship: Students must demonstrate a financial need, leadership potential and a commitment to community service to be considered for this award.

The Brenda H. Eggleston Scholarship: Established in honor of Brenda Hopkins Eggleston, a trustee of the Bon Secours Richmond Health Care Foundation, by the Trustees of The Peachtree Foundation, this scholarship is awarded to students who demonstrate financial need and are meeting the requirements of Satisfactory Academic Progress.

The Brenda Hopkins Eggleston Endowed Nursing Scholarship: This endowed scholarship was established by the Board of Directors of the Rock Foundation and the Board of Directors for the Elmon B. Duff Charitable Lead Annuity Trust, in honor of Brenda Hopkins Eggleston, a trustee of the Bon Secours Richmond Health Care Foundation, to recognize her family's support of our community. Annual scholarship awards are to be given to traditional BSN students in good academic standing and with financial need.

The Sister Marie A. Kerns, RSM, RN Endowed Nursing Scholarship Fund: This scholarship honors Sister Marie's many years of dedicated, compassionate service to the Bon Secours Health System, especially Memorial Regional Medical Center as a nurse and in ministry and mission outreach. Recipients must demonstrate financial need.

The Miriam and Steve Lindsey Scholarship: J. Stephen Lindsey is a longtime friend and supporter of the Bon Secours Richmond Health System and a former member of the Bon Secours Richmond Health Care Foundation. Recipients must be full-time students who are meeting the requirements of Satisfactory Academic Progress and who demonstrate financial need.

The Noëlle C. Loving "But Tomorrow" Foundation Endowed Nursing Scholarship: This scholarship honors the life and legacy of Noëlle C. Loving, who never accepted the word "no," always countering with "but tomorrow." She died too young, but left a legacy of true love, compassion

and care for others. Students awarded this scholarship must be enrolled in the traditional BSN program and must demonstrate financial need.

The Mary Jane Naecker-Young Award: As its class gift to the Richmond Memorial School of Nursing, the Class of 1965 presented a scholarship to honor its class advisor, Mrs. Mary Jane Young. This is a need-based scholarship awarded to a junior who will uphold the values and principles of the College and the nursing profession. The recipient possesses and demonstrates leadership ability and exhibits good citizenship and College spirit.

The Sarah F. Richardson Endowed Scholarship: Ms. Richardson was a longtime member of the Bon Secours Memorial College of Nursing faculty who had also served in the U.S. Army. Created by her parents, this scholarship was established in her memory to perpetuate her love of nursing and legacy of compassion. The recipient should demonstrate financial need and embody the spirit of nursing in a manner that evidences the qualities of compassion, servant leadership, commitment to excellent, joyfulness of spirit and a positive attitude.

The Mary Catherine Rotert Endowed Scholarship: Believing that "nurses help nurses," this endowed scholarship was established to give back. It is awarded to students who demonstrate financial need as well as a desire to give back to the community and/or plan to continue their nursing careers by pursuing an advanced degree.

The Tom and Donna Sokol Nursing Scholarship: Established by Tom and Donna Sokol, this scholarship honors the Bon Secours Health System and its commitment to high quality nursing and compassionate caring. It is awarded to a student with demonstrated financial need.

The Stuart Circle Hospital School of Nursing Alumnae Association Endowed Scholarship: This scholarship was established by the Stuart Circle Hospital Nursing School Alumnae Association as a lasting legacy to honor their nursing school tradition. Students must demonstrate financial need, with priority consideration for any with family connections to the Stuart Circle Hospital School of Nursing.

The TowneBank Richmond Nursing Scholarship: This scholarship represents TowneBank Richmond's commitment to providing enrichment opportunities in the Richmond metropolitan area.

Jim and Peggy Wilson Nursing Scholarship: This scholarship was established by Mr. and Mrs. James Wilson. It is awarded to students who are actively enrolled at Bon Secours Memorial College of Nursing, demonstrate financial need and are meeting the requirements of Satisfactory Academic Progress.

General Scholarships

The Ralph and Alfretta Ardabell Nursing Scholarship:

Established by Toni R. Ardabell, former President for the Bon Secours Richmond Health System, to honor her parents, this scholarship is awarded to traditional BSN students who are actively enrolled at the College and are meeting the requirements of Satisfactory Academic Progress.

The Bon Secours Scholarship: This scholarship is funded by generous donors who wish to remain anonymous. The scholarship will be awarded to traditional BSN students who are actively enrolled at the College and are meeting the requirements of Satisfactory Academic Progress.

The Jack and LeeLee Cummings Scholarship: This scholarship is awarded to a student who demonstrates a commitment to the Bon Secours values.

The Lily Kirby Cummings Scholarship: Established by her children, this scholarship honors Mrs. Cummings' career as a Bon Secours nurse. The scholarship is awarded to a student who demonstrates a commitment to Bon Secours values.

The Helen G. Pugh, RN Scholarship: Established in honor of Helen G. Pugh, RN, by a loving granddaughter in whom she instilled pride for the nursing profession, this scholarship is awarded to students who displays a passion for nursing in the Bon Secours spirit of caring.

The Margaret and Fairfax Randolph Scholarship: This scholarship was established to honor the parents of Malcolm Randolph, who were longtime supporters of Bon Secours St. Mary's Hospital. The scholarship is awarded to a student who demonstrates a commitment to Bon Secours values.

The Sisters of Bon Secours Nursing Scholarship: On behalf of the Sisters of Bon Secours, this scholarship honors the distinct education provided by the College that teaches nursing care to be holistic, compassionate, innovative and "good help" to those in need.

The John Moreland Spence, MD Scholarship: This scholarship was established in honor of John Moreland Spence, an OBGYN at Johns Hopkins Hospital.

The Charles G. Thedieck Jr., MD: This scholarship honors the career of Dr. Charles G. Thedieck Jr. and is awarded to a student who demonstrates a commitment to Bon Secours values.

Restricted General Scholarships

The Glenn LeBlanc Men in Nursing Scholarship: Created by an alumnus who wanted to support male students in their pursuit of nursing education. Recipients are required to submit a written essay expressing "How Men Can Make a Contribution to Nursing."

The Mended Hearts, Chapter 28 Scholarship: The Mended Hearts Program provides an annual scholarship for a nursing student to one of the local nursing school programs in the city. This year the scholarship is awarded to student enrolled at Bon Secours Memorial College of Nursing, who is interested in cardiac nursing. The student must meet requirements for Satisfactory Academic Progress and be willing to attend a meeting of the Mended Hearts Chapter 28.

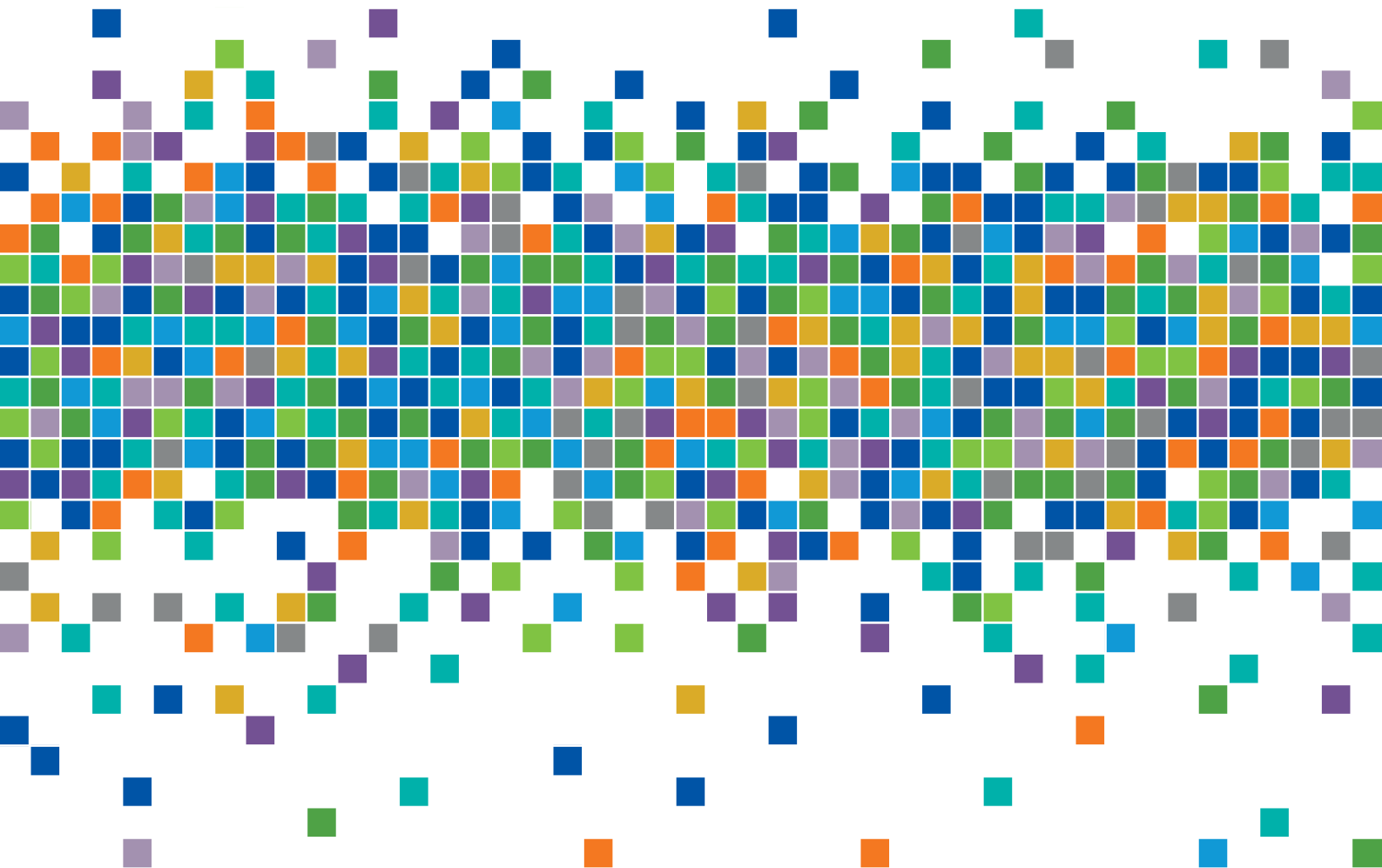
The Rappahannock General Hospital Foundation Endowed Nursing Scholarship: This scholarship supports students seeking degrees at Bon Secours Memorial College of Nursing who reside in the Rappahannock General Hospital service region, defined as the five counties that comprise the Northern Neck of Virginia: Lancaster County, Middlesex County, Northumberland County, Richmond County and Westmorland County.

Restricted Need-Based Scholarships

The LeReve Mallory Peluso Scholarship: Established in memory of St. Mary's Hospital nurse LeReve Mallory Peluso, by her family. Applicants should be interested in newborn nursery care, be a junior or senior who is actively enrolled, meeting the requirements of Satisfactory Academic Progress and have a demonstrated financial need.

The Sophie Guillot Excellence in Nursing Scholarship: This scholarship was established by the family and friends of Sophie Guillot, a 2016 graduate of Bon Secours Memorial College of Nursing and a clinical instructor at Bon Secours Southside College of Health Sciences, to perpetuate her love of nursing and compassionate caring. This scholarship is awarded to students enrolled full-time with demonstrated financial need, a minimum GPA of 2.5 and demonstrated participation in community service initiatives.

The Lettie Pate Whitehead Foundation Scholarship: The Lettie Pate Whitehead Foundation is a need-based charity dedicated to the support of Christian women in nine southeastern states. Eligible students must be female, embrace a Christian faith and reside in one of the following Southern states: Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee and Virginia.



5. Program, Academic Policies & Procedures

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Mission, Delivery and Outcomes of the Nursing Program

Mission of the Nursing Program

As part of the Bon Secours Mercy healthcare ministry, our mission is to provide excellent nursing education that promotes the development of clinicians, scholars, and leaders dedicated to offering service that enriches health and wholeness for the global community.

Program Delivery

The Bachelor of Science in Nursing program utilizes blended and fully online course delivery methods. The Pre-Licensure program courses are delivered using both blended and online delivery formats. The Post-Licensure program is delivered fully online. All general education courses are delivered fully online. Descriptions of each of the delivery methods are described below.

Blended (Hybrid) Delivery

Blended (Hybrid) Delivery “blended,” also known as “hybrid” delivery, is a combination of distance and traditional delivery methods. A blended course is designed to integrate the best of each format to complement the content that is delivered.

Online Delivery

All course content and student to student and student to faculty interactions occur solely in an online environment.

BSN Student Learning Outcomes

At the end of the BSN program, the graduate will be able to:

- Apply knowledge of liberal arts and sciences in combination with the evolving body of nursing knowledge to develop and refine clinical judgment as the foundation of the practice of nursing.
- Foster human flourishing through the delivery of holistic, ethical, developmentally-appropriate, person-centered care that extends compassion to those in need.
- Apply knowledge of health promotion strategies to promote the delivery of just and equitable care that reflects cultural humility, inclusivity, consideration of social determinants of health and advocacy.
- Utilize a spirit of inquiry that seeks to improve health outcomes using evidence-base care as the foundation of nursing practice.
- Cultivate a culture of patient, provider, and workplace safety that contributes to the delivery of safe, quality patient care.

- Support and develop collaborative intra-professional and inter-professional relationships that lead to the development of highly effective teams and improved patient outcomes.
- Practice the skills used in a systems based approach to healthcare that focuses on quality improvement, the complexities of the workforce, cost, and public policy.
- Effectively use information and communication technology in alignment with workplace policies, legal and regulatory standards, and professional practice.
- Establish a professional identity that reflects the core values of nursing and Bon Secours Mercy Health.
- Engage in personal and professional development that integrates self-care, emotional intelligence, leadership development, and the commitment of career-long learning.

Distance Education Learning

All students must attest to possessing the following Essential Skills and Competencies for Distance Education courses:

- Basic computer skills including, but not limited to:
 - Ability to communicate following rules of etiquette;
 - Ability to conduct web searches;
 - Ability to download/upload files;
 - Ability to communicate and collaborate asynchronously
- Basic reading and writing skills
- Time management and goal setting skills dedicated to prioritizing course work
- Ability to learn from text and multimedia
- Problem solving skills
- Willingness to seek support

To ensure our students have the skills and competencies needed to be successful in the online learning environment, we employ a two-step process. Prior to admissions, students complete an online readiness survey that is used to help them identify their time management skills, their preferred learning style, how well they set goals and deadlines, and to self-identify their skills using the various tools and technology that will be utilized across the distance education program.

After acceptance to the program and prior to the start of any distance education coursework, we provide an orientation program via the Learning Management System (LMS) that covers expectations of online participation, navigation of the LMS, and issues related to academic integrity, in addition to other pertinent aspects of online learning.

NC-SARA and State Authorization

Bon Secours Memorial College of Nursing (BSMCON)

participates in the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of distance education. BSMCON endeavors to offer all of its courses and programs to as wide an audience as possible and participates in the NC-SARA to enhance the quality and expand the access to our educational offerings. If you have questions about distance education or NC-SARA, please contact the Associate Dean of Faculty Affairs and Distance Education, Dr. Catherine Mikelaite, or visit our NC-SARA page on the College website.

Professional Licensure Disclosure

NC-SARA does not grant reciprocity regarding state professional licensing requirements. As a higher education institution that offers programs in undergraduate nursing, it is the responsibility of the College to inform enrolled and prospective students, in writing through email or on the College website (www.bsmcon.edu/studentlicensureinformation) of:

- Any state(s) for which the College's curriculum does not meet that state's Board of Nursing requirements for professional licensure or certification;
- Any state(s) for which the College has not made a determination of whether its curriculum meets that state's Board of Nursing requirements.

Upon enrollment in a program at BSMCON, it is the enrolled student's responsibility to provide the College, via the student portal of the student information system (SIS), of the enrolled student's address and submit a copy of their government-issued ID, which serves as the basis of determination of the student's address. Further, it is the enrolled student's responsibility to notify the College, via the student portal of the SIS, of any change in the student's address while enrolled. A change of address must be submitted within five (5) business days after the change becomes effective and this serves as the basis of determination of the student's address. Notification will be delivered to the student's BSMCON email address through the SIS within 14 calendar days of the College's receipt of the relocation information.

If a student is located or relocates to a state in which BSMCON does not have authority to operate, this may adversely impact the student's ability to pay for their studies and/or complete a program. Further Information can be found in policy ADM 1.11, Student Declaration of Current Address and/or Relocation, which is located on the College website.

Philosophy Statement

The faculty of Bon Secours Memorial College of Nursing believes the following tenets:

The practice of nursing is philosophically rooted in holistic care designed to address multiple dimensions for individuals, families, and communities in an effort to maintain, improve, or restore optimal health. Human beings are diverse, unique and complex, with biopsychosocial, cognitive, cultural, and spiritual dimensions worthy of dignity and respect. Therefore, the basic rights of all individuals, particularly the poor, dying and underserved, must include equitable access to care in today's complex, diverse health care environment.

As members of a collaborative healthcare team, nurses must exhibit collegiality, empowerment, and leadership. In the complex healthcare environment, nurses are innovative and adaptable to the ever-changing challenge of promoting wellness, preventing disease, supporting healing, and providing comfort. As lifelong learners and researchers, nurses add to the knowledge base of the profession and apply evidence to the practice of nursing in the care of individuals across the lifespan. They remain ethically, legally and morally grounded, and are thereby accountable for their practice.

The education and preparation of professional nurses is based on the understanding that learning is a collaborative process between the educator and students that begins with respecting each student's individual learning needs. Nursing education models the value of caring, and validates students as individuals with intelligence, value and dignity. The Bon Secours Memorial College of Nursing has a rigorous curriculum built upon a liberal education and is designed to foster personal, spiritual, and professional growth. Furthermore, the curriculum promotes transformative, self-directed, experiential discovery, and serves as the foundation for lifelong learning. Essential nursing theory, knowledge, and scholarship are combined with competency in the skills and responsibilities inherent in nursing care allowing students to provide safe, competent spiritually-oriented care across the lifespan. Service-based learning is an essential component of nursing education designed to develop the values of human dignity, integrity, compassion, stewardship, and a call to service while providing good help to those in need, in accordance with Bon Secours Mercy Health's organizational mission.

Essential Technical Standards for Nursing Students

Cognitive Abilities:	To successfully complete learning objectives, follow course syllabi, assignment directions, and any actions developed by faculty and administration in the nursing program
Examples:	Measure, calculate, reason, analyze, integrate, and synthesize complex information and demonstrate acquired knowledge in a timely manner
	Perform mathematical functions
	Incorporate ethical reasoning into critical thinking and clinical judgments
	Retrieve and critically appraise patient related research
	To develop a plan of care and carry out the nursing process
	Make safe, well informed clinical judgments and be able to respond to changing circumstances and emergencies in a prompt manner
	Calculate dosages of medication, intake and output and fluid replacement
	Demonstrate behaviors and decision making that reflect honesty, integrity and ethical principles
	Translate research and evidence based practice into nursing plans of care
Motor Abilities:	Perform gross and fine motor movements required to provide nursing care
Examples:	Turn, transfer, transport, and ambulate patients with or without a lift team or assistive devices
	Physical requirements to be able to lift, carry, push, pull up to 50 lbs
	Administer medications and parenteral therapy, insert intravenous catheters
	Insertion of urinary catheters
	Palpation and percussion as a component of assessment
	Manipulation of diagnostic instruments and life support devices, and calibration of equipment
	Tactile ability sufficient to assess texture, shape, size, turgor, temperature and vibration
	Physical ability to implement emergency interventions such as cardiopulmonary resuscitation, suctioning of an obstructed airway, and application of pressure to stop bleeding
	Stamina. Must have sufficient stamina to sit, stand and move within the classroom, skills lab, acute care nursing units and community settings for periods of time as long as ten hours at a time
Sensory Abilities:	Possess auditory, visual, and olfactory abilities required to provide nursing care
Examples:	Visual acuity to employ inspection skills such as changes in skin and nail color, and color of drainage as a component of assessment
	Visual acuity to be able to read gauges that monitor patient physiological status
	Visual ability sufficient for observation of patient behavior
	Hearing abilities to auscultate breath sounds, heart sounds, and bowel sounds with a stethoscope as a component of assessment
	Hearing abilities to hear cries for help, alarms, and auditory signals from technical equipment
	Olfactory abilities to discern odors such as purulent wounds, or body odors as a component of assessment
	Olfactory ability to smell smoke or other smells (such as chemicals) indicative of environmental danger
Communication Abilities:	Communicate effectively and sensitively with patients, families and others responsible for health care
Examples:	Hearing ability to actively listen to patients, families, and others responsible for health care
	Ability to explain procedures, conduct health teaching
	Speaking ability to hold conversations with patient families and others responsible for health care
	Ability to elicit information, describe changes in status, and provide an accurate report of patient information to other health care providers and members of the health care team
	Utilizes verbal and nonverbal communication effectively and sensitively with others
	Written communications are clear and written for the necessary level of the reader
Behavioral Abilities:	Establish and maintain appropriate professional relationships, and maintain emotional health in the academic and clinical settings in accordance with the Mission, Values and Operating Principles of Bon Secours, Code of Conduct.
Examples:	Function effectively under stress and adapt to changing environments inherent in clinical practice
	Maintain self-control and demonstrate respect through word and action
	Demonstrate professional conduct and responsibility with accountability, responding promptly and courteously to inquiries and requests.
	Demonstrate compassion, cultural competence with groups from diverse backgrounds
	Conform to all requirements set forth by BSMCON health care agency's affiliation agreements as well as any additional requirements of any clinical setting
	Work cooperatively with peers, faculty, and members of the health care team, treating others with respect, courtesy and consideration
	Maintain confidentiality, protect individual rights of others

Essential Technical Standards for Nursing Students

Essential technical standards are the non-academic standards, skills and abilities demanded of every student in an academic program. Non academic standards include the cognitive, sensorimotor, behavioral, and communication abilities required for satisfactory completion of all aspects of the curriculum and development of professional attributes required for graduation.

Given the nature of the curriculum at BSMCON, a student must be prepared to meet the basic standards of a practicing professional nurse. To that end, the Essential Technical Standards for Nursing Students are the essential non-academic standards, skills, and abilities demanded of every student in an academic program at BSMCON. Non-academic standards include the cognitive, sensorimotor, behavioral, and communication abilities required for satisfactory completion of all aspects of the curriculum and development of professional attributes required for graduation.

The following table states the Essential Technical Standards for Nursing Students. Students must fulfill and maintain these standards, with or without reasonable accommodation.

All students are required to review these essential standards/abilities and sign the Bon Secours Memorial College Essential Technical Standards Student Acknowledgement Form (located on the College website under policy ACA 1.02).

Bachelor of Science in Nursing

General Information

The traditional Bachelor of Science of Nursing degree is designed to fulfill the mission of the College. It offers students a well-rounded, student-focused education in which students begin nursing courses in the sophomore year and complete remaining required general education courses prior to graduation. Students complete a total of 120 required college credits for a Bachelor of Science of Nursing degree.

Pre-Licensure BSN Curriculum Plan

Upon admission each student is registered for all courses on the curriculum plan. Students that remain registered in the originally scheduled plan will have guaranteed matriculation in the program. Students that veer from that original registration plan will collaborate with their advisor to revise their registration plan. See Curriculum Plan Revision section that follows for further details.

Post-Licensure RN-BSN Curriculum Plan

Upon admission each student will collaborate with their advisor to establish a mutually agreed upon curriculum plan and register for all courses within the curriculum. A student may change their registration plan as needed following the add/drop and pre- and co-requisite guidelines.

Once admitted to the program, each student will request the specific upper level general education courses and nursing elective of their choice. Each course has specific required pre-requisites and will have space limitations.

Curriculum Plan Revision

The initial curriculum plan is established mutually between the student and an advisor. Any subsequent revisions in the curriculum plan are to be made in collaboration with and approval of the student's student success advisor through creation of a proposed revised curriculum plan. The revised curriculum plan is subject to approval of the Associate Dean of Academic Affairs or their designee.

Students seeking to revise their curriculum plans are advised that space and schedule availability may impact their progression through the program. Full-time students who remain in unaltered progression will be afforded priority in course registration. Students with approved, altered curriculum plans will be guaranteed space in needed nursing and pathopharmacology classes, but may be limited in desired choices, including semester in which the course may be taken. Students with approved altered curriculum plans will be placed in "TBD" course and practicum sections and evaluated for final placement on a semester by semester basis.

Course Prerequisites and Corequisites

Prerequisite courses must be successfully completed prior to the first day of the course. Upon registration, prerequisite and co-requisite courses must be fulfilled or a plan approved to complete all prerequisites. Prerequisite or corequisite equivalencies may be approved by the Bon Secours Memorial College of Nursing. Any change in course sequence is on an individualized basis and subject to administrative approval.

Definitions:

- **Prerequisite courses:** a course that is required prior to taking another course
- **Corequisite courses:** a required course that must be taken in combination with another course or may be taken prior to the noted course(s)

Academic Concentrations

BSMCON allows students to customize their nursing education experience through the option to select an academic concentration. An academic concentration is a structured plan of study in a specific area of educational emphasis within the field of nursing. This is an option for students starting with the Fall 2021 semester but is not required. If a student chooses to declare a concentration, they will choose courses and experiences that support the degree and concentration requirements.

Students can select one academic concentration in which they choose two upper-level general education and one nursing elective from within the concentrations approved list of courses. Declaring multiple academic concentration is not an option for students at this time. Students will then add one additional page to the e-portfolio submitted in the final semester to demonstrate their mastery of the concentration's learning outcomes. Academic Concentrations prepare students to assume complex roles in a variety of settings by integrating the professional practice of nursing with specialty-focused coursework.

Global Health and Well-Being Academic Concentration

The Global Health and Well-Being Academic Concentration fosters the student's deep understanding and appreciation of the potential for health and wholeness for individuals and populations. Nurses have a unique position to facilitate health which is viewed as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (WHO, 1948). The concentration is rooted in the belief that all human beings have the right to improve their health. Facilitating the improvement of health requires a respect for human dignity that upholds all life as sacred, transcending national borders, ability to pay, sexual orientation, religious beliefs, and cultural differences. Within this concentration students will have the opportunity to explore disease states of individuals and populations to expand their perspectives and their understanding of methods to facilitate and support others' journey to health and well-being.

World Health Organization (WHO). (1948). Preamble to the constitution of WHO. <https://www.who.int/about/who-we-are/frequently-asked-questions>

Learning Outcomes

- Demonstrate a deep understanding of the similarities and differences in the care of individuals and populations.
- Synthesize strategies to support health and well-being of individuals and populations while maintaining respect for human dignity and cultural differences.

Courses — Minimum of 14 credits

Core Nursing Courses	Upper Level General Education Course Options — 6 credits required	Nursing Elective Course Options — 2 credits required
BSN: 8 credits	BIO 3010: Genomics and Emerging Technologies	NUR 4330I: Team Formation for Global Outreach Experience
NUR 2102	BIO 4010: The Brain, Interrupted	NUR/PHR 4330D: Opioid Crisis and Comprehensive Pain Management
NUR 3316	BIO 4011: Vaccines and Global Health	NUR 4330K: Caring for Our Wounded: Medical Advancements, Veteran Care, and Trauma Informed Nursing
NUR 4116P	HNU 3001: Understanding Obesity in America: Etiology, Influences, and Treatment	NUR 4313: Gerontological Concepts and Issues (RN-BSN only)
RN-BSN: 6 credits	HSS 3001: Advanced Lifespan Development	NUR 4330G: Independent Study focused on topics of global health and well-being
NUR 3209	HSS 3002: Cultivating Your Call to Serve	
NUR 3316	LIT 4001: Disruptive Texts: Exploring Human Rights Through Literature	

This concentration may be of interest to students who wish to learn more about supporting overall health and well-being or considering future roles in: global health, population health, community health, care management, wellness, or nurse practitioner.

Compassionate Care Academic Concentration

The Compassionate Care Academic Concentration facilitates the student's exploration of their own beliefs and values and how that informs and impacts the care they provide. The concentration seeks to broaden the student's world view through exploring the perspectives of others. Compassionate care is serving others first with mercy and tenderness while recognizing that "being with" is as important as "doing for." Within this academic concentration, students will cultivate their call to become compassionate servant leaders that nurture the growth and well-being of others.

Learning Outcomes

- Demonstrate a deep understanding of compassionate servant leadership through broadening of personal world view.
- Synthesize strategies to serve from a place of authentically being with others.

Courses — Minimum 13 credits

Core Nursing Courses	Upper Level General Education Course Options — 6 credits required	Nursing Elective Course Options — 2 credits required
BSN: 5 credits	HSS 3002: Cultivating Your Call to Serve	NUR 4330C: Spirituality in Nursing: The Cultivation of Nursing as Ministry
NUR 2100 NUR 3316	HWE 3001: Compassionate Self-Care: Building Resilience	NUR 4330F: Walk with Me: Palliative & Hospice Nursing Care
RN-BSN: 9 credits	LIT 4001: Disruptive Texts: Exploring Human Rights Through Literature	NUR 4330G: Independent Study focused on topics of compassionate care
NUR 3240 NUR 3316 NUR 4246	LDP 4001: Rooted in the Past, Standing in the Present, Reaching toward the Future: Awakening Your Call to Serve	

This concentration may be of interest to students who wish to learn more about including compassion and service to their nursing practice or are considering future roles in: hospice care, palliative care, or ministry.

Foundational Leadership Academic Concentration

The Foundational Leadership Academic Concentration allows students to build their awareness, talents, and abilities to purposefully contribute and lead in a complex world. The concentration is rooted in the belief that all individuals are influential leaders regardless of their role or job title. Foundational Leadership is understanding the role of truth, humility, and intention in creating genuine interactions to make a meaningful impact. The ability to apply this influence will allow students to be positive change agents in their community, profession, and personal lives.

Learning Objectives

- Demonstrate a deep understanding of how to engage with others and productively use one's own influence within groups.
- Synthesize strategies to lead from a place of humility that respects and seeks input from all stakeholders.

Credits — Minimum 14 Credits

Core Nursing Courses	Upper Level General Education Course Options — 6 credits required	Nursing Elective Course Options — 2 credits required
BSN: 10 credits	COM3001: Navigating the Digital Jungle	NUR4330I: Emerging Nurse Leaders
NUR 2100 NUR 3316 NUR 4140	HSS 3002: Cultivating Your Call to Serve	NUR/PHR 4330D: Opioid Crisis and Comprehensive Pain Management
RN-BSN: 6 credits	HSS 3003: The Ministry of Presence: Journey to Self-Awareness	NUR 4233: Specialty Certification for RNs (RN-BSN only)
NUR 4242 NUR 4246	LDP 3001: Relational Influence in the Digital World	NUR 4330G: Independent Study focused on topics of foundational leadership
	PHI 3001: Narrative Meaning Making: Stories and Their Value	

This concentration may be of interest to students who wish to learn more about how to lead from any role within the healthcare environment or are considering future roles in: nursing administration, clinical leadership, or nursing entrepreneurship.

General Education (Non-Nursing) Course Requirements

General education courses are required to provide the student with a solid foundation in liberal education. Questions regarding the transferability of general education courses should be addressed with the Office of Records and Registration. Students are required to satisfactorily complete all general education courses with a “C” or better as defined in the College Grading System policy (ACA 3.06). Beginning Fall 2018 students admitted to either the BSN or the RN-BSN program must meet general education course requirements as described below.

Students without a Previous Bachelor’s Degree

Students must complete 52 general education credits as outlined by the Cluster model below. Any exceptions to this are at the discretion of the Program Chair and Dean of Academic Affairs. Of the 52 general education credits, 6 credits are required upper level general education credits from BSMCON.

Students with a Bachelor’s Degree

Students admitted with a bachelor’s degree from an accredited college or university in another discipline will be considered to have met all of the general education requirements with the exception of the following courses. The specific foundational courses in math and science below are required to support the current curriculum.

- Developmental Psychology (3 credits)
- Microbiology (3–4 credits)
- Anatomy & Physiology (6–8 credits)
- Statistics (3 credits)
- Upper level BSMCON general education courses (6 credits)

Beginning Fall 2022 Admission

Beginning Fall 2022, students admitted to the Pre-Licensure BSN or the Post-Licensure RN-BSN program must complete the general education course requirements as described in the following section.

Students without a previous Bachelor’s Degree:

Students must complete 52 general education credits as outlined by the Cluster Model below. Any exceptions to this are at the discretion of the Program Chair and Dean of Academic Affairs. Of the 52 general education credits, 6 credits are required upper level general education credits from BSMCON.

Students with a Bachelor’s Degree:

Students admitted with a Bachelor’s degree from an accredited college or university in another discipline will be considered to have met all of the general education requirements with the exception of the following courses. The specific foundational courses below are required to support the nursing curriculum.

- Developmental Psychology (3 credits)
- Microbiology (3–4 credits)
- Anatomy & Physiology (6–8 credits)
- College Math (3 credits) — Statistics Recommended
- Upper level BSMCON general education courses (6 credits)

General Education Clusters

Cluster 1: Social Consciousness

The development of social consciousness is crucial to producing well-informed and capable citizens who can participate productively in society, with openness and awareness of others outside one’s own work, with an understanding of the past in order to build a fair, opportune, and sustainable future, and with appreciation of interconnections and how local actions affect the global environment.

Elective coursework in the social consciousness category can include: History, Religion, Business, Economics, Psychology, Sociology, Political Science, Women’s Studies, Anthropology, Public Policy. The following courses are required in this cluster:

- General Psychology
- Developmental Psychology

Cluster 2: Creative Aesthetic

The development of a creative aesthetic includes the ability to be flexible and take intellectual risks. The intrinsic value of creativity promotes skills such as problem solving, perseverance, and dedication. The ability to work with others and to both generously consider and critically examine the thoughts, goals, and values of others as well as one’s own are fundamental to the creative aesthetic.

Elective coursework in the creative aesthetic cluster can include: Fine Arts, Graphic Arts, Dance, Photography, Music, Philosophy, Ethics, Literature, Classics, Creative Writing.

Cluster 3: Analytical Competencies

The analytical competencies foster the student’s capacity for critical thinking, productive and open dialogue, and the ability to proactively solve problems and embrace the challenges of the world. These general education courses are fundamental to the foundation of the health sciences curriculum.

Elective coursework in the analytical competencies cluster can include: Biology, Chemistry, Physics, Lab Science, Natural Science, Ecology, Nutrition, Math. The following courses are required in this cluster:

- Microbiology
- Anatomy & Physiology I
- Anatomy & Physiology II
- College-Level Math (Statistics recommended if admitted Fall 2022 or after)

Cluster 4: Connectedness

The development of connectedness enables students to connect and integrate knowledge among the liberal arts and health sciences, in the belief that together the arts and sciences provide comprehensive insight into our world and human condition.

Elective coursework in the connectedness cluster can include: Communication, Public Speaking, Foreign Language, Medical Terminology, Computer Literacy.

The following courses are required in this cluster:

- English I
- English II

Cluster 5: Elective

A broad-spectrum of elective coursework expands liberal education. This provides a venue for the student to explore their intellectual curiosity and foster their ability to apply an array of theories and concepts while encouraging the examination of multiple perspectives and ways of thinking.

Elective coursework in this cluster can include a wide variety of course credit with the following limitations:

- Maximum of 3 credits of physical education coursework can be applied to the degree
- Student orientation courses will not transfer

Transfer Credit

The agencies must be recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA). Official evaluations must be sent directly to the College. The College requires that any non-U.S. transcript or documentation issued be evaluated formally by a National Association of Credential Evaluation services (NACES) agency. A list of NACES approved international transcript evaluation agencies can be found at www.naces.org.

General Education Admission Requirements Starting Fall 2018

GENERAL EDUCATION REQUIREMENTS (52 CREDITS)		
CLUSTER	GENERAL EDUCATION COURSE	CREDITS
Cluster 1: Social Consciousness	General Psychology (3 credits)	3
	Developmental Psychology (3 credits)	3
	Cluster 1 Elective (3 credits)	3
Cluster 2: Creative Aesthetic	Cluster 2 Elective (3 credits)	3
Cluster 3: Analytical Competencies	Microbiology (3–4 credits)	4
	Anatomy & Physiology I (3–4 credits)	4
	Anatomy & Physiology II (3–4 credits)	4
	Statistics (3 credits)	3
Cluster 4: Connectedness	English I (3 credits)	3
	English II (3 credits)	3
	Cluster 4 Elective (3 credits)	3
Cluster 5: Elective	Cluster 5 Elective (0–16 credits)	16*
Total General Education Credits Required		52
*6 credits of upper level (3000–4000) BSMCON general education credits are required once admitted		

BSMCON General Education Courses

Starting Fall 2018 students are required to complete 6 credits of general education credits offered by Bon Secours Memorial College of Nursing. Currently we are offering the following general education courses:

BIO — Biology
COM — Communication
HNU — Human Nutrition
HSS — Human and Social Service

HWE — Health and Wellness
LDP — Leadership
LIT — Literature
PHI — Philosophy

BIO 3010: Genomics and Emerging Technologies (3 credits: lecture)

This course will build on the student's understanding of biology and examine the field of genomics and genetics. While exploring advances in this area of science, students will explore its most recent influence on health screenings and treatment options both now and in the future, as well as implications for public policy.

Pre-requisites

Pre-Licensure BSN Program: Admission to the program
Post-Licensure RN-BSN Program: Admission to the program

BIO 4010: The Brain, Interrupted (3 credits: lecture)

This general education course provides students an in-depth analysis of neurobiology focusing on the anatomy, physiology, and function of the human brain. Students will also explore neurologic interruptions that lead to brain diseases and disorders that can alter a patient's reality, physical capabilities, and sensorium.

Pre-requisites

Pre-Licensure BSN Program: Admission to the program
Post-Licensure RN-BSN Program: Admission to the program

BIO 4011: Vaccines and Global Health (3 credits: lecture)

This general education course provides the student a broad exploration of the epidemiologic impact of vaccinations on global public health, including those vaccines still under development. In this course students will explore the science of vaccines, the impact of epidemics and pandemics and how those have led to vaccine solutions, current drivers for the development of new vaccines, vaccination policies by governments, the ethical and cultural factors involved with testing new vaccines, and vaccine hesitancy including anti-vaccination sentiment.

Pre-requisites

Pre-Licensure BSN Program: Admission to the program
Post-Licensure RN-BSN Program: Admission to the program

COM 3001 Navigating the Digital Jungle: Communication, Collaboration & Social Media (3 credits: lecture)

This course will focus on effective communication and collaboration skills in the digital world. This course provides an overview of the evolution of digital communication and the impact it has had on the process of making human connections. Students will explore topics such as appropriate online collaboration methods, navigating social media as a professional, personal branding, and emerging trends. Students will learn to effectively and professionally

communicate, protect their digital footprint, and leverage themselves in today's digital world.

Pre-requisites

Pre-Licensure BSN Program: Admission to the program
Post-Licensure RN-BSN Program: Admission to the program

HNU 3001: Understanding Obesity in America: Etiology, Influences, and Treatment (3 credits: lecture)

This course will examine the dynamic etiology, physiological, and psychological impacts of obesity, as well as the personal and social influences impacting obesity in today's society. Students will explore the multifaceted issues of obesity in the United States in addition to prevention and treatment options.

Pre-requisites

Pre-Licensure BSN Program: Admission to the program
Post-Licensure RN-BSN Program: Admission to the program

HSS 3001: Advanced Lifespan Development (3 credits: lecture)

This course will provide an advanced exploration of current research and theories in human development related to motivation, personality, learning, and socialization. Emphasis is placed on typical physical, cognitive, emotional, and social developmental transitions throughout the lifespan as well as issues such as diversity, culture, and ethics. Content areas include infant perception, attachment behavior, intelligence, moral development, social interaction, and aging and death. A conceptual understanding of healthy development will be established as well as a more practical understanding of how to help children, adolescents, and adults address developmental challenges.

Pre-requisites

Pre-Licensure BSN Program: Admission to the program
Post-Licensure RN-BSN Program: Admission to the program

HSS 3002: Cultivating Your Call to Serve (3 credits: lecture)

This course will lead students on a journey to explore who they are and the meaning of service in their lives. To explore who they are, students will focus on concepts such as authenticity, vulnerability, presence, attitude, beliefs, and faith. To explore service, students will focus on concepts such as being service oriented, the power of serving, and cultivating resilience to sustain ones' call to serve. Students will incorporate this new understanding into a service-learning project.

Pre-requisites

Pre-Licensure BSN Program: Admission to the program

Post-Licensure RN-BSN Program: Admission to the program

HSS 3003: The Ministry of Presence: Journey to Self-Awareness (3 credits: lecture)

This course will lead students on a journey of self-awareness, to discover who they are as a person and what motivates and drives them as individuals. Students will explore beliefs about self, others, and their current worldview through studying and applying concepts such as humility, listening, asking questions, standing in the awkward, and acceptance of self and others. This course will involve a self-discovery of how triggers and limitations impact the self and relationships with others. This analysis will look deep into oneself and lead the student on a revelation beyond the profession. While the text for this course is written from a Christian perspective, concepts in this course are relevant to all students.

Pre-requisites

Pre-Licensure BSN Program: Admission to the program

Post-Licensure RN-BSN Program: Admission to the program

HWE 3001: Compassionate Self-Care: Building Resilience (3 credits: lecture)

This course will focus on building skills of resilience and compassionate self-care. Individuals face a multitude of stressors on a daily basis. While everyone experiences stress, our stressors and reactions to stress are very different. The toll of stress in our lives affects the quality of our self-care, the quality of our caring for others, and the impact of our reactions to stress on those around us. Students will explore evidenced-based tools such as mindfulness, empathy, gratitude, and other key components of self-care in order to build personal resilience. Students will also learn to incorporate skills learned in this course into their personal and professional lives.

Pre-requisites

Pre-Licensure BSN Program: Admission to the program

Post-Licensure RN-BSN Program: Admission to the program

LIT 4001: Disruptive Texts: Exploring Human Rights Through Literature (3 credits: lecture)

This course will use literature to engage with and examine human rights as a discourse and a practice. Students will read a variety of literary texts that disrupt the personal understanding of human rights through different genres and media including novels, graphic novels, and poems. This course will use the United Nation's Universal Declaration of Human Rights as a framework to explore five areas of human rights: Economic, social, cultural, civil, and political. Students will critically evaluate distinct, oftentimes problematic articulations of human rights in literature and examine how literature contributes to the human rights discourse. Through open-minded and culturally responsive learning, students will examine their own interests and personal connections to what they are reading and how it impacts them as a person and their place in the world.

Pre-requisites

Pre-Licensure BSN Program: Admission to the program

Post-Licensure RN-BSN Program: Admission to the program

LDP 3001: Relational Influence in the Digital Age (3 credits: lecture)

This course will explore the different tools needed to have relational influence in a fast-paced digital world. The tools required to collaborate in the digital world include a deeper understanding of personal communication frameworks, an appreciation of the contributions of others, the understanding of how emotional intelligence is needed for effective interaction, and how to adapt these in times of stress. Students will examine and apply these tools to learn to effectively engage and lead themselves and others at home, at work, and in their community. This will prepare students for success in every area of the life through understanding their own voice, worldview, and tendencies as they develop a personal leadership ethos.

Pre-requisites

Pre-Licensure BSN Program: Admission to the program

Post-Licensure RN-BSN Program: Admission to the program

LDP 4001: Rooted in the Past, Standing in the Present, Reaching toward the Future: Awakening Your Call to Serve (3 credits: didactic)

The focus of the course is to explore the footsteps of the Bon Secours Sisters to cultivate one's call to serve. This course includes a pilgrimage to Bon Secours Retreat and Conference Center, Bon Secours Baltimore hospital, and Bon Secours Paris. Students will explore the history, present, and future work of Bon Secours to reflect on one's journey of being and becoming a servant leader. This course requires an application and acceptance.

Pre-requisites

Pre-Licensure BSN Program: Admission to the program;
acceptance for study abroad experience

Post-Licensure RN-BSN Program: Admission to the program,
acceptance for study abroad experience

PHI 3001: Narrative Meaning Making: Stories and Their Value (3 credits: lecture)

This course will explore the role of stories in revealing, shaping, and challenging the meaning and values we derive from our lived experiences. Stories are explored as conveyers of moral and ethical values and as justifying decisions made and actions taken. Students will learn to identify and describe the values implicit and explicit in the stories they tell about themselves and others through the study and practice of storytelling. The course begins with a discussion of various types of stories, proceeds to consider the structures of each story type, and concludes by seeking to understand the value and meaning of the stories we tell.

Pre-requisites

Pre-Licensure BSN Program: Admission to the program

Post-Licensure RN-BSN Program: Admission to the program

Pre-Licensure BSN Program

Pre-Licensure BSN Prerequisite and Corequisite Courses Beginning Fall 2018

The Pre-Licensure BSN Program is a blended program with courses offered hybrid, and fully online. The program can be completed in as few as five semesters and requires 120 credit hours to complete.

The Pre-Licensure BSN Program courses are taught within a 15 week semester, as well as an 8-week summer session. A total of 46 credits of general education courses must be completed prior to admission into the program.

PRE-LICENSURE BSN PROGRAM COURSES		
SOPHOMORE SEMESTER	PREREQUISITE	COREQUISITE
NUR 1101: Orientation to BSMCON	Admission	None
NUR 2100: Foundations of Nursing Scholarship		NUR 1101
NUR 2101: Professional Nursing Concepts		NUR 1101
NUR 2102: Lifespan Health Assessment and Clinical Prevention		NUR 1101, NUR 2100, NUR 2101
NUR 2103P: Competencies for Nursing Practice I		
Upper Level BSMCON General Education Course	Admission Varies based on course	None
JUNIOR SEMESTER I	PREREQUISITE	COREQUISITE
PHR 3101: Pathopharmacology I	NUR 2102 NUR 2103P	PHR 3101 & NUR 3111 must be taken together
NUR 3111: Adult Nursing Science I		NUR 3104P**
NUR 3111P: Adult Nursing Science I Practicum**		
NUR 3104P: Competencies for Nursing Practice II		None
NUR 3116 or 3316: Population & Global Health		None
JUNIOR SEMESTER II	PREREQUISITE	COREQUISITE
PHR 3102: Pathopharmacology II	PHR 3101 NUR 3111 NUR 3111P NUR 3104P	PHR 3102 & NUR 3112 must be taken together
NUR 3112: Adult Nursing Science II		**
NUR 3112P: Adult Nursing Science II Practicum**		None
NUR 3118: Mental Health & Mental Illness Nursing		**
NUR 3118P: Mental Health & Mental Illness Nursing Practicum**		**
NUR 3142: Leadership and Business of Healthcare	NUR 3111P	None
SENIOR SEMESTER I	PREREQUISITE	COREQUISITE
NUR 4118: Nursing Care of Families	PHR 3102 NUR 3112 NUR 3112P	None
NUR 4118P: Nursing Care of Families Practicum**		**
NUR 4113 or 4313: Gerontological Concepts & Issues		None
NUR 4122 or 4322: Nursing Research	NUR 3111P	None
NUR 4116P: Population & Global Health Practicum	NUR 3116 Varies based on experience	None
Upper Level BSMCON General Education Course	Admission Varies based on course	None
SENIOR SEMESTER II	PREREQUISITE	COREQUISITE
NUR 4140: Synthesis for Nursing Practice	All nursing courses except: NUR 4116P & Nursing Elective	None
NUR 4143P: Clinical Immersion		None
NUR 4145: NCLEX Review		Must be taken in last semester
NUR 4330: Nursing Elective	Varies based on course	None

**All practica must be taken with or after associated didactic course.

Pre-Licensure BSN Prerequisite and Corequisite Courses Beginning Fall 2022

The required prerequisites/co-requisites for Pre-Licensure BSN courses for students admitted beginning **Fall 2022** are as outlined in the following table:

BSN PROGRAM COURSES		
SOPHOMORE SEMESTER	PREREQUISITE	COREQUISITE
NUR 1101: Orientation to BSMCON	Admission	None
NUR 2140: Foundations of Nursing Practice		NUR 1101
NUR 2101: Professional Nursing Concepts		NUR 1101
NUR 2102: Lifespan Health Assessment and Clinical Prevention		NUR 1101 NUR 2140 NUR 2101
NUR 2104P: Competencies for Nursing Practice		NUR 1101 NUR 2140 NUR 2101 NUR 2102
JUNIOR SEMESTER I	PREREQUISITE	COREQUISITE
PHR 3101: Pathopharmacology I	NUR 1101 NUR 2140 NUR 2101 NUR 2102 NUR 2104P	PHR 3101 & NUR 3111 must be taken together
NUR 3111: Adult Nursing Science I		
NUR 3111P: Adult Nursing Science I Practicum**		**
NUR 3322: Introduction to Research and Evidence Based Practice		None
Upper Level BSMCON General Education Course	Admission Varies based on course	None
JUNIOR SEMESTER II	PREREQUISITE	COREQUISITE
PHR 3102: Pathopharmacology II	PHR 3101 NUR 3111 NUR 3111P	PHR 3102 & NUR 3112 must be taken together
NUR 3112: Adult Nursing Science II		
NUR 3112P: Adult Nursing Science II Practicum**		**
NUR 3316: Population & Global Health	NUR 1101 NUR 2140 NUR 2101 NUR 2102 NUR 2104P	NUR 3322
NUR 3116P: Population & Global Health Practicum Health		**
SENIOR SEMESTER I	PREREQUISITE	COREQUISITE
NUR 4112: Nursing Care of Families	PHR 3102 NUR 3112 NUR 3112P	None
NUR 4112P: Nursing Care of Families Practicum**		**
NUR 4119: Behavioral Health Across the Lifespan		None
NUR 4119P: Behavioral Health Across the Lifespan Practicum**		**
NUR 4330: Nursing Elective	Admission Varies based on course	None
Upper Level BSMCON General Education Course	Admission Varies based on course	None
SENIOR SEMESTER II	PREREQUISITE	COREQUISITE
NUR 4346: Servant Leadership	NUR 3112 NUR 3322	None
NUR 4343: Business of Health Care in Complex Systems	NUR 3112 NUR 3322	None
NUR 4143P: Clinical Immersion	All previous nursing courses except: NUR 3316P & Nursing Elective	Must be taken in last semester
NUR 4141: Transition to Practice	Varies based on course	Must be taken in last semester

**All practica must be taken with or after associated didactic course.

Pre-Licensure BSN Nursing Course Descriptions

NUR 1101: Orientation Course (1 credit: didactic)

This course will introduce students to the academic and professional skills necessary for the success of the nursing student at BSMCON. The course will offer a variety of learning opportunities for students to engage with their peers, faculty, and advisor in order to develop academic success strategies and relationships that can be utilized throughout the nursing program.

NUR 2100: Foundations of Nursing Scholarship (2 credits: lecture)

This course will introduce the student to a variety of foundational aspects central to the profession of nursing. Students will be introduced to evidence-based practice as a critical element of the nursing profession. Principles of Servant Leadership and the framework of the Catholic Healthcare Ministry will be explored, including an opportunity to participate in a service learning activity. Philosophies and theories of nursing will be studied and each student will develop a personal nursing philosophy. The advancement of the nursing profession from ancient times through the 21st century will be examined. A culminating assignment will synthesize concepts in the course.

NUR 2101: Professional Nursing Concepts (3 credits: lecture)

This course introduces the student to theoretical concepts contributing to the delivery of patient centered care. Students will explore principles of the nursing process, critical thinking, safety, infection control, health and wellness, patient education, legal and ethical issues, and communication techniques as they relate to the delivery of quality patient care. Students in this class will build upon these concepts to complete assignments demonstrating a beginning level of clinical judgement. In addition, the concepts of civility and conflict resolution in the healthcare environment will be examined.

NUR 2102: Lifespan Health Assessment and Clinical Prevention (4 credits: 3 credits lecture, 1 credit lab)

Utilizing a body systems approach, students in this course will explore principles of health assessment and clinical prevention across the lifespan. Students will use both didactic and lab components to discover a means to collect and interpret subjective and objective data to formulate clinical judgment about the individual's health state, response to actual or potential problems, life processes, or higher levels of wellness. Concepts of genetics and genomics in relation to health assessment and clinical prevention will be explored. The nursing student will apply principles from Healthy People 2030, Agency for Healthcare Research and Quality (AHRQ) Clinical Preventive Guidelines, and other national standards to promote primary, secondary, and tertiary prevention. The course culminates with the baccalaureate entry level student applying theoretical and lab concepts to demonstrate the knowledge, skills, and attitudes needed for a comprehensive health history and physical exam.

NUR 2104P: Competencies for Nursing Practice (3 credits: practicum)

This course introduces the BSN student to patient care by focusing on fundamental nursing knowledge and psychomotor skills essential to nursing practice. This course is a combination of lab and practicum. Students will integrate concepts of the sciences, compassionate and person-centered care, the nursing process, evidence-based practice, communication, collaboration, informatics, and professionalism to form the foundation of nursing practice.

NUR 2140: Foundations of Nursing Practice (3 credits: lecture)

Beginning with a historical overview of the advancements of the nursing profession, students will be introduced to a variety of foundational concepts central to the practice of nursing. Students will learn about the core Quality and Safety in Nursing Education (QSEN) competencies as the basis for safe, quality patient centered care. Students will utilize a spirit of inquiry to examine an identified patient safety concern. Principles of servant leadership, the framework of the Catholic Healthcare Ministry, and philosophies and theories guiding nursing practice will be explored. Students will have the opportunity to reflect on these concepts as well as examine personal values and beliefs, conscious and unconscious bias to develop their personal philosophy of nursing.

NUR 3104P: Competencies for Nursing Practice II (2 credits: 1 credit lab, 1 credit practicum) Fall 2022 only

This course facilitates performance of nursing skills in the laboratory and clinical settings. Students will focus on the psychomotor performance based on foundational nursing knowledge, skills, and attitudes. Students will learn intermediate and advanced nursing skills such as venipuncture, IV therapy, Patient Controlled Analgesia (PCA), Total Parenteral Nutrition (TPN), Central Venous Access Devices (CVAD), airways and suctioning, mechanical ventilation, blood transfusions, electrocardiogram (EKG) and telemetry, chest tubes (CT), peritoneal dialysis (PD), pre- and post-op care, and end of life care.

NUR 3111: Adult Nursing Science I (3 credits: lecture)

This course introduces the students to patient-centered care across the healthcare continuum with an emphasis on clinical prevention, health promotion, health restoration, and health maintenance of adults. This course will focus on alterations in homeostasis secondary to fluid and electrolyte imbalance, ventilation and oxygen transport problems, perfusion compromise, genitourinary dysfunction, and endocrine disorders. Adult Nursing Science I will draw on knowledge gained in liberal education and will be aligned with Pathopharmacology I and Adult Nursing Science I Practicum for application of knowledge, skills, and attitudes learned during the course.

**NUR 3111P: Adult Nursing Science I Practicum
(3 credits: practicum)**

This course allows students to apply knowledge, skills, and attitudes regarding the holistic care of adults across the healthcare continuum. Students have the opportunity to provide nursing care to clients with common acute and chronic health problems in primary, secondary, and tertiary settings. This practicum is aligned with Adult Nursing Science I and Pathopharmacology I.

**NUR 3112: Adult Nursing Science II
(3 credits: lecture)**

This course continues to emphasize patient-centered care across the healthcare continuum with an emphasis on clinical prevention, health promotion, health restoration, and health maintenance of adults. This course will focus on alterations in homeostasis secondary to care of the perioperative client, in addition, to the client with altered immune disorders, gastrointestinal disorders, movement and coordination disorders, and multisystem organ dysfunction. Adult Nursing Science II will draw on knowledge gained in liberal education and previous nursing courses. This course is aligned with Pathopharmacology II and Adult Nursing Science II Practicum for application of knowledge, skills, and attitudes learned during the course.

**NUR 3112P: Adult Nursing Science II Practicum
(3 credits: practicum)**

This course allows students to continue to build the knowledge, skills, and attitudes regarding the essential holistic care of adults across the healthcare continuum. Students have the opportunity to provide nursing care to clients with common acute and chronic health problems in primary, secondary, and tertiary settings. This practicum is closely aligned with Adult Nursing Science II and Pathopharmacology II.

**NUR 3116P: Population and Global Health Practicum
(2 credit: practicum) Begins Fall 2023**

This course builds upon the content completed in NUR 3316: Population and Global Health. In this course students will explore vulnerable populations to apply the knowledge, skills, and attitudes needed to provide culturally competent nursing care for individuals, families, and communities. Students in this course will complete 90 practicum hours.

**NUR 3118: Mental Health and Mental Illness Nursing
(2 credits: lecture)**

This course focuses on nursing responses to mental health and illness phenomena in individuals, families, and groups. Students assess and apply evidence-based nursing practice at the primary, secondary, and tertiary preventative levels of care. Emphasis is placed on the holistic application of biopsychosocial, behavioral, and communication theories. The nursing process guides nursing care, with emphasis on a collaborative, interprofessional, client-centered approach.

**NUR 3118P: Mental Health and Mental Illness Nursing
Practicum (1 credit: practicum)**

This course focuses on the practice of therapeutic communication and evidence-based practice in the care of clients with mental health and mental illness concerns at primary, secondary, and tertiary preventative levels of care. Emphasis is placed on the holistic application of biopsychosocial, behavioral, and communication theories. The nursing process guides nursing care, with emphasis on a collaborative, interprofessional, and client-centered approach. Students will perform psychosocial assessments, lead therapeutic groups, provide mental health education, and provide direct care to mentally ill clients.

**NUR 3142: Leadership and Business of Healthcare
(3 credits: didactic)**

This course presents the broad context of healthcare policy, finance, regulation and law; advocacy, and social justice; quality improvement and safety; inter-professional collaboration and leadership. Students will explore concepts of service excellence with an emphasis on the scope and standards of nursing practice within the local, state, and national health care systems and how the professional nurse can effect change. This course is taught in an online format.

**NUR 3322: Introduction to Research and Evidence Based
Practice (3 credits: lecture) Spring 2023 only**

This course focuses on providing foundational knowledge of nursing research and evidence-based practice to support the advancement of scholarship in nursing. The student will explore how to find and critique evidence from the literature to evaluate a clinical question. They will consider how to foster evidence-based practice change in the clinical environment and explore how to disseminate findings and influence policy.

**NUR 4112: Nursing Care of Families
(4 credits: didactic) Begins Spring 2024**

This course introduces the concept of family centered nursing care to promote positive outcomes for families. Emphasis is placed on the health care needs of the family from pregnancy and the birth process through infancy, childhood, and adolescence. This course promotes the holistic care of the family unit and aligns with the Nursing Care of Families Practicum (NUR 4112P).

**NUR 4112P: Nursing Care of Families Practicum
(2 credits: practicum) Begins Spring 2024**

This course allows students to apply the knowledge, skills, and attitudes to the holistic care of families. Emphasis is placed on the healthcare needs of the family from pregnancy and the birth process through infancy, childhood, and adolescence. Students will have the opportunity to provide nursing care to families in primary, secondary, and tertiary settings. This practicum aligns with NUR 4112 Nursing Care of Families.

**NUR 4113: Gerontological Concepts and Issues
(2 credits: lecture)**

This course promotes students' examination of successful aging across a continuum that will facilitate their appreciation of how aging has changed through history and is currently perceived and experienced across global cultures. The course focuses on consideration of students' and global societal values and attitudes relating to aging; and, how such values and attitudes of older people themselves, family members, interprofessional care providers, and society influence the quality of care that older adults desire and actually receive. This course requirement can be fulfilled by successful completion of NUR 4313.

**NUR 4116P: Population and Global Health Practicum
(1 credit: practicum)**

This course builds upon the content completed in NUR 3116/ NUR 3316: Population and Global Health. In this course students will explore vulnerable populations to apply the knowledge, skills, and attitudes needed to provide culturally competent nursing care for individuals, families, and communities. Students in this course will complete 45 practicum hours.

NUR 4118: Nursing Care of Families (4 credits: didactic)

This course introduces the concept of family centered nursing care to promote positive outcomes for families. Emphasis is placed on the health care needs of the family from pregnancy and the birth process through infancy, childhood, and adolescence. This course promotes the holistic care of the family unit and aligns with the Nursing Care of Families Practicum (NUR 4118P).

**NUR 4118P: Nursing Care of Families Practicum
(3 credits: practicum)**

This course allows students to apply the knowledge, skills, and attitudes to the holistic care of families. Emphasis is placed on the healthcare needs of the family from pregnancy and the birth process through infancy, childhood, and adolescence. Students will have the opportunity to provide nursing care to families in primary, secondary, and tertiary settings. This practicum aligns with Nursing Care of Families (NUR 4118).

**NUR 4119: Behavioral Health Across the Lifespan
(3 credits: lecture) Begins Spring 2024**

This course focuses on nursing responses to behavioral health and disorders in individuals, families, and groups across the lifespan. The student will assess and apply evidence-based nursing practice at the primary, secondary, and tertiary preventative levels of care specific to the aging adult, mental health and disorders. Emphasis is placed on the holistic application of physiological, psychosocial, communication and behavioral health theories that promote optimal client outcomes based on a collaborative interprofessional, client centered approach. Students will reflect on their personal and societal values related to those with mental health disorders and the care of aging individuals.

**NUR 4119P: Behavioral Health Across the Lifespan
(2 credits: practicum) Begins Spring 2024**

This course focuses on the practice of therapeutic communication and evidence-based practice in the care of geriatric clients and clients with behavioral health issues at primary, secondary, and tertiary settings. The nursing process guides nursing care, with emphasis on a collaborative, interprofessional, and person-centered care. Students will reflect on their own personal biases to provide culturally relevant care with respect for patient values and preferences. Students will apply their knowledge of social determinants of health to serve as a patient advocate, provide health education, and provide direct care to mentally ill and geriatric clients.

**NUR 4122: Nursing Research
(3 credits: lecture)**

This course provides foundational knowledge of nursing research and application of evidence-based practice. Students will acquire skills related to reading and critiquing both qualitative and quantitative research and completing a comprehensive literature review. This course is taught in both face-to-face and hybrid format. This course requirement can be fulfilled by successful completion of NUR 4322.

**NUR 4140: Synthesis for Nursing Practice
(3 credits: didactic and 2 credits practicum)**

This course uses a systematic and comprehensive approach to provide a framework for transition to the baccalaureate nurse generalist role. Students will synthesize nursing theory and health care concepts by building upon knowledge, skills, and attitudes gained in previous nursing courses and clinical experiences. The course focuses on critical thinking and clinical judgment and encompasses aspects of population health, service excellence, leadership, and delegation. In the practicum portion of this course, students have an opportunity to collaborate and design an evidence-based change/quality improvement project incorporating population health, service excellence, and/or leadership in nursing to address a real-world issue. The course is comprised of 3 credits didactic and 2 credits practicum.

**NUR 4141: Transition to Practice
(3 credits: didactic) Begins Spring 2024**

This course prepares the student to transition to the role of a baccalaureate prepared novice registered nurse. Students in this course will examine professional practice models as well as the knowledge, skills, and attitudes needed of the new graduate nurse. Students will complete a comprehensive NCLEX-RN study plan throughout the course to include a mandatory three-day intensive review. This course includes opportunities for students to take proctored comprehensive exams based on the NCSBN NCLEX-RN blueprint to assess readiness for their licensure exam as well as an opportunity to reflect upon professional and personal growth throughout the program.

**NUR 4143P: Clinical Immersion
(5 credits: practicum)**

This course supports knowledge application, professional role development, skill refinement, and transition to practice through precepted experiences. Clinical Immersion allows students to integrate previous learning and solidify the knowledge, skills, and attitudes essential for the baccalaureate nurse generalist as they prepare to assume their roles as professional nurses.

**NUR 4145: NCLEX Review
(2 credits: lecture)**

This course prepares the student with the tools to successfully pass the NCLEX-RN examination. Students will complete a pretest, review the material, and complete a post test on the summative information from all aspects of nursing expected of the baccalaureate nurse generalist. This course is based on the NCLEX blueprint regarding the safe and effective care environment, health promotion and maintenance, psychosocial integrity, and physiological integrity.

**NUR 4313: Gerontological Concepts and Issues
(2 credits: lecture)**

This course promotes students' examination of successful aging across a continuum that will facilitate their appreciation of how aging has changed through history and is currently perceived and experienced across global cultures. The course focuses on consideration of students' and global societal values and attitudes relating to aging; and, how such values and attitudes of older people themselves, family members, interprofessional care providers, and society influence the quality of care that older adults desire and actually receive.

**NUR 4322: Nursing Research
(3 credits: lecture) Fall 2022 only**

This course focuses on providing foundational knowledge of nursing research and its use in evidence-based practice. Basic research principles are explored and both qualitative and quantitative research are critiqued and applied while utilizing fundamental statistical knowledge and preparing the student to share evidence of best practices with the interprofessional team. This course can be successfully fulfilled with NUR 3322.

NUR 4330: Nursing Elective (2 credits: lecture)

This course provides the student the opportunity to explore a nursing topic of their choice. See pages 76–77 for course descriptions for each nursing elective.

**NUR 4343: Business of Health Care in Complex Systems
(3 credits: didactic) Begins Fall 2023**

This course prepares the student to have requisite knowledge and skills to promote health by shaping the healthcare delivery system. Students will examine the organizational structures, process, and financing used in the delivery of healthcare. They will also explore regulatory processes and policy to effectively advocate for changes to improve the delivery of healthcare and health outcomes.

**NUR 4346: Servant Leadership
(3 credits; didactic) Begins Spring 2024**

This course focuses on servant leadership in relation to current leadership theories and trends in nursing practice. Students will be able to explore leadership strengths to promote the development of self and lifelong learning.

PHR 3101: Pathopharmacology I (3 credits: lecture)

This course examines pathophysiological concepts and pharmacotherapeutics as related to the disruption of homeostasis in the human body. Building on knowledge of anatomy and physiology, this course explores disease processes and pharmacological interventions within the following body systems: autonomic nervous, respiratory, cardiovascular, genitourinary, and endocrine. Pathopharmacology I is designed for the baccalaureate nurse generalist student and is closely aligned with Adult Nursing Science I.

PHR 3102: Pathopharmacology II (3 credits: lecture)

This course examines pathophysiological concepts and pharmacotherapeutics as related to the disruption of homeostasis in the human body. Building on knowledge from prerequisite courses, this course explores disease processes and pharmacological interventions as related to the following topics: inflammation, pain, and fever; immune system; gastrointestinal system; musculoskeletal system; nervous system; mental health; multisystem dysfunction; and end of life. Pathopharmacology II is designed for the baccalaureate nurse generalist student and is closely aligned with Adult Nursing Science II.

*In accordance with §54.1-3001 of the Code of Virginia, a nursing student, while enrolled in an approved nursing program, may perform tasks that would constitute the practice of nursing. The student shall be responsible and accountable for the safe performance of those direct patient care tasks to which he has been assigned.

Pre-Licensure BSN Sample Curriculum Plan: Fall 2018–Spring 2022

GENERAL EDUCATION REQUIREMENTS	
NO PRIOR BACHELORS DEGREE: Completion of 46 general education courses required prior to entry.	
HOLD A BACHELORS DEGREE: Completion of Developmental Psychology, Anatomy & Physiology I & II, Microbiology and Statistics.	

PRE-LICENSURE BSN CURRICULUM			
SOPHOMORE YEAR, SEMESTER		CREDITS	
NUR 1101: Orientation to BSMCON		1	
NUR 2100: Foundations of Nursing Scholarship		2	
NUR 2101: Professional Nursing Concepts		3	
NUR 2102: Lifespan Health Assessment and Clinical Prevention		4	
NUR 2103P: Competencies for Nursing Practice I		2	
Upper Level BSMCON General Education Course		3	
Total Credits		15	
JUNIOR YEAR, SEMESTER I			
NUR 3104P: Competencies for Nursing Practice II		2	
NUR 3111: Adult Nursing Science I		3	
NUR 3111P: Adult Nursing Science I Practicum		3	
NUR 3116 or 3316: Population & Global Health		3	
PHR 3101: Pathopharmacology I		3	
Total Credits		14	
JUNIOR YEAR, SEMESTER II			
NUR 3112: Adult Nursing Science II		3	
NUR 3112P: Adult Nursing Science II Practicum		3	
NUR 3118: Mental Health & Mental Illness Nursing		2	
NUR 3118P: Mental Health & Mental Illness Nursing Practicum		1	
NUR 3142: Leadership and Business of Healthcare		3	
PHR 3102: Pathopharmacology II		3	
Total Credits		15	
SENIOR YEAR, SEMESTER I			
NUR 4113 or 4313: Gerontological Concepts & Issues		2	
NUR 4116P: Population and Global Health Practicum		1	
NUR 4118: Nursing Care of Families		4	
NUR 4118P: Nursing Care of Families Practicum		3	
NUR 4122 or 4322: Nursing Research		3	
Upper Level BSMCON General Education Course		3	
Total Credits		16	
SENIOR YEAR, SEMESTER II			
NUR 4140: Synthesis for Nursing Practice		5	
NUR 4143P: Clinical Immersion		5	
NUR 4145: NCLEX Review		2	
NUR 4330: Elective Choice		2	
Total Credits		14	
Total Program Credits		120	

Pre-Licensure BSN Sample Curriculum Plan: Beginning Fall 2022

GENERAL EDUCATION REQUIREMENTS		
NO PRIOR BACHELORS DEGREE: Completion of 46 general education courses required prior to entry.		
HOLD A BACHELORS DEGREE: Completion of Developmental Psychology, Anatomy & Physiology I & II, Microbiology and College Math.		
PROGRAM REQUIREMENTS		CREDITS
General Education Requirements prior to entry		46
SOPHOMORE SEMESTER		CREDITS
NUR 1101	Orientation to BSMCON	1
NUR 2140	Foundations of Nursing Practice	3
NUR 2101	Professional Nursing Concepts	3
NUR 2102	Lifespan Health Assessment and Clinical Prevention	4
NUR 2104P	Competencies for Nursing Practice	4
Total Credits		15
JUNIOR SEMESTER 1		CREDITS
PHR 3101	Pathopharmacology I	3
NUR 3111	Adult Nursing Science I	3
NUR 3111P	Adult Nursing Science I Practicum**	3
NUR 3322	Introduction to Research and Evidence Based Practice	3
	Upper Level General Education Course	3
Total Credits		15
JUNIOR SEMESTER 2		CREDITS
PHR 3102	Pathopharmacology II	3
NUR 3112	Adult Nursing Science II	3
NUR 3112P	Adult Nursing Science II Practicum**	3
NUR 3316	Population and Global Health	3
NUR 3116P	Population and Global Health Practicum**	2
Total Credits		14
SENIOR SEMESTER 1		CREDITS
NUR 4112	Nursing Care of Families	4
NUR 4112P	Nursing Care of Families Practicum**	2
NUR 4119	Behavioral Health Across the Lifespan	3
NUR 4119P	Behavioral Health Across the Lifespan Practicum**	2
NUR 4330	Nursing Elective	2
3000 or 4000	Upper Level BSMCON General Education Course	3
Total Credits		16
SEMESTER 5		CREDITS
NUR 4346	Servant Leadership	3
NUR 4343	Business of Health Care in Complex Systems	3
NUR 4143P	Clinical Immersion	5
NUR 4141	Transition to Practice	3
Total Credits		14
Total Program Credits		120

Post-Licensure RN-BSN Program (Distance Education)

The Post-Licensure RN-BSN program is offered via distance education. All courses are fully online and asynchronous through the Blackboard Learning Management System (LMS) format. The program can be completed in as few as three semesters and requires 120 credit hours to complete. Students are awarded academic credit for previous learning in an associate degree or diploma in nursing program, culminating in successful completion of the NCLEX-RN Exam. Upon successful completion of NUR 3209, 41 credits are awarded for prior nursing knowledge. Upon completion of the program, a Bachelor of Science in Nursing (BSN) is awarded.

The Post-Licensure RN-BSN program courses are taught online within a 15 week semester, as well as a 8 week summer session. A minimum of 40 of the 46 required general education credits must be completed prior to admission into the RN-BSN program. Beginning Fall 2022, a minimum of 24 of the 46 required general education credits must be completed prior to admission into the RN-BSN program. (refer to policy ACA 3.03, General Education Requirements)

The required prerequisites/co-requisites for Post-Licensure RN-BSN courses for students are as outlined in the following table.

Post-Licensure RN-BSN Prerequisite and Corequisite Courses: Fall 2020–Spring 2022

The required prerequisites/co-requisites for Post-Licensure RN-BSN courses for students are as outlined in the following table:

POST-LICENSURE RN-BSN PROGRAM COURSES		
COURSE#	COURSES	PREREQUISITE
NUR 3209	Advancing Nursing Practice	Admission
NUR 3208	Orientation to Online Learning	Admission
NUR 3241	Quality and Safety in Nursing Practice	Admission
NUR 3240	Transition to Baccalaureate Nursing	Admission
NUR 4216 or NUR 3316	Vulnerable Populations and Global Health Population and Global Health	NUR 3208 NUR 3240
NUR 4222 or NUR 4322	Nursing Research Nursing Research	NUR 3208 NUR 3240
NUR 4243	Business of Health Care in Complex Systems	NUR 3208 NUR 3240
NUR 4246	Servant Leadership	NUR 3208 NUR 3240
NUR 4242*	Synthesis of Nursing Practice	All NUR 3200 level courses <i>*Course must be taken in the last semester of RN-BSN curriculum</i>
NUR 4330	Nursing Elective	Varies based on course

Post-Licensure RN-BSN Prerequisite and Corequisite Courses: Beginning Fall 2022

The required prerequisites/co-requisites for Post-Licensure RN-BSN courses for students admitted beginning Fall 2022 are as outlined in the following table:

RN-BSN PROGRAM COURSES			
COURSE#	COURSES	PREREQUISITE	CO-REQUISITE
NUR 3209	Advancing Nursing Practice	Admission	None
NUR 3208	Orientation to Online Learning	Admission	None
NUR 3241	Quality and Safety in Nursing Practice	Admission	None
NUR 3240	Transition to Baccalaureate Nursing	Admission	None
NUR 3316	Population and Global Health	NUR 3208 NUR 3240	NUR 3322
NUR 3322	Introduction to Research and Evidence Based Practice	NUR 3208 NUR 3240	None
NUR 4343	Business of Health Care in Complex Systems	NUR 3208 NUR 3240 NUR 3322	None
NUR 4346	Servant Leadership	NUR 3208 NUR 3240 NUR 3322	None
NUR 4242*	Synthesis of Nursing Practice	All NUR 3200 and 3300 level courses <i>*Course must be taken in the last semester of RN-BSN curriculum</i>	<i>*Course must be taken in the last semester of RN-BSN curriculum</i>
NUR 4330	Nursing Elective	Varies based on Course	None

Post-Licensure RN-BSN Sample Curriculum Plan: Fall 2020–Spring 2022

PROGRAM REQUIREMENTS		
General Education Requirements prior to entry (see policy ACA 3.03)		40
BSMCON General Education Course (if needed to reach total of 46)		3
BSMCON General Education Course (if needed to reach total of 46)		3
Total General Education Credits		46
SEMESTER 1		CREDITS
NUR 3208	Orientation to Online Learning	1
NUR 3240	Transition to Baccalaureate Nursing	3
Total Credits		4
SEMESTER 2		CREDITS
NUR 3209	Advancing Nursing Practice	3
NUR 3241	Quality and Safety in Nursing Practice	3
Total Credits		6
SEMESTER 3		CREDITS
NUR 4216 or NUR 3316	Vulnerable Populations and Global Health Population and Global Health	3
3000 or 4000	Upper Level BSMCON General Education Course	3
Total Credits		6
SEMESTER 4		CREDITS
NUR 4243	Business of Health Care in Complex Systems	3
3000 or 4000	Upper Level BSMCON General Education Course	3
Total Credits		6
SEMESTER 5		CREDITS
NUR 4246	Servant Leadership	3
NUR 4222 or NUR 4322	Nursing Research Nursing Research	3
Total Credits		6
SEMESTER 6		CREDITS
NUR 4242	Synthesis of Nursing Practice	3
NUR 4330	Nursing Elective	2
Total Credits		5
Total Nursing Credits		33
Prior learning as an RN (after successful completion of NUR 3209)		41
Total Program Credits		120

Post-Licensure RN-BSN Sample Curriculum Plan: Starting Fall 2022 Admission

PROGRAM REQUIREMENTS		
General Education Requirements prior to entry (see ADM 2.07)		24
BSMCON General Education Courses (if needed to reach total of 46)		22
Total General Education Credits		46
SEMESTER 1		CREDITS
NUR 3208	Orientation to Online Learning	1
NUR 3240	Transition to Baccalaureate Nursing	3
Total Credits		4
SEMESTER 2		CREDITS
NUR 3209	Advancing Nursing Practice	3
NUR 3241	Quality and Safety in Nursing Practice	3
Total Credits		6
SEMESTER 3		CREDITS
NUR 3316	Population and Global Health	3
NUR 3322	Introduction to Research and Evidence Based Practice	3
Total Credits		6
SEMESTER 4		CREDITS
NUR 4343	Business of Health Care in Complex Systems	3
3000 or 4000	Upper Level BSMCON General Education Course	3
Total Credits		6
SEMESTER 5		CREDITS
NUR 4346	Servant Leadership	3
3000 or 4000	Upper Level BSMCON General Education Course	3
Total Credits		6
SEMESTER 6		CREDITS
NUR 4242	Synthesis of Nursing Practice	3
NUR 4330	Nursing Elective	2
Total Credits		5
Prior learning as an RN (after successful completion of NUR 3209)		41
Total Program Credits		120

Post-Licensure RN-BSN (Online) Nursing Course Descriptions

NUR 3208: Orientation to Online Learning (1 credit: lecture)

This course will introduce students to the academic and professional skills necessary for the success of the online nursing student at BSMCON. The course will offer a variety of learning opportunities for student to engage with peers, faculty, and their advisor in order to develop academic success strategies and relationships that can be utilized throughout the Post-Licensure RN-BSN program.

NUR 3209: Advancing Nursing Practice (3 credits: lecture)

This course expands the registered nurse's knowledge and skills in health, health assessment, psychomotor skills, genetics and genomics, and pharmacology across the lifespan to enhance clinical reasoning and clinical judgment skills. The student will incorporate clinical reasoning and clinical judgment to transition into a designer/manager/coordinator of cutting edge current nursing care. Successful completion of this course will award the student an additional 41 credits for previous accredited nursing education.

NUR 3240: Transition to Baccalaureate Nursing (3 credits: lecture)

This course facilitates the introduction of the registered nurse's knowledge, skills, and attitudes to professional advancement in baccalaureate education. This course builds on the registered nurse's previous experience and education to emphasize professionalism, scholarship, worldviews of nursing, lifelong learning, as well, as the Bon Secours Mercy Health values, Catholic health ministry, caring theory, and servant leadership.

NUR 3241: Quality and Safety in Nursing (3 credits: lecture)

This course focuses on the development of core Quality and Safety in Nursing Education (QSEN) competencies. Designing safe, quality care and promoting patient outcomes are the primary focus. A major emphasis on the Institute for Healthcare Improvement (IHI) Open School is integrated throughout the course.

NUR 3316: Population and Global Health (3 credits: didactic)

Using a global perspective, students will analyze health disparities, community emergencies and common health issues facing diverse populations. Students will have the opportunity to explore the impact of nursing on population health to improve health outcomes.

NUR 3322: Introduction to Research and Evidence Based Practice (3 credits: lecture)

This course focuses on providing foundational knowledge of nursing research and evidence-based practice to support the advancement of scholarship in nursing. The student will explore how to find and critique evidence from the literature to evaluate a clinical question. They will consider

how to foster evidence-based practice change in the clinical environment and explore how to disseminate findings and influence policy.

NUR 4216: Vulnerable Populations and Global Health (3 credits: lecture)

This course includes concepts of clinical prevention, global and transcultural health through theoretical frameworks, analysis of health policies, determinants and practices within inter-professional constructs. The student will utilize knowledge from previous courses for the purpose of optimizing the wellness of communities under the umbrella of social justice, compassion, stewardship, growth, professional values, and servant leadership. This course requirement can be fulfilled by successful completion of NUR 3316.

NUR 4222: Nursing Research for RNs (3 credits: lecture)

This course focuses on providing foundational knowledge of nursing research and its use in evidence-based practice. Basic research principles are explored and both qualitative and quantitative research are critiqued and applied while utilizing fundamental statistical knowledge and preparing the student to share evidence of best practices with the interprofessional team. This course requirement can be fulfilled by successful completion of NUR 4322 or or NUR 3322.

NUR 4242: Synthesis of Nursing Practice (3 credits: practicum)

This course provides the student the opportunity to synthesize nursing knowledge and professional role implementation through completion of a professional e-portfolio. The student will complete a change project that addresses an actual problem using an evidence-based process while practicing their servant leadership skills.

NUR 4243: Business of Healthcare in Complex Systems (3 credits: lecture)

This course prepares the student to have requisite knowledge and skills to promote health by shaping the healthcare delivery system. Students will examine the organizational structures, process, and financing used in the delivery of healthcare. They will also explore regulatory processes and policy to effectively advocate for changes to improve the delivery of healthcare and health outcomes. This course requirement can be fulfilled by successful completion of NUR 4343.

NUR 4246: Servant Leadership (3 credits: lecture)

This course focuses on servant leadership in relation to current leadership theories and trends in nursing practice. Students will be able to explore leadership strengths to promote the development of self and lifelong learning. This course requirement can be fulfilled by successful completion of NUR 4346.

**NUR 4322: Nursing Research for RNs
(3 credits: lecture) Fall 2022 only**

This course focuses on providing foundational knowledge of nursing research and its use in evidence-based practice. Basic research principles are explored and both qualitative and quantitative research are critiqued and applied while utilizing fundamental statistical knowledge and preparing the student to share evidence of best practices with the interprofessional team. This course requirement can be fulfilled by successful completion of NUR 3322.

Electives: Pre-Licensure BSN and Post-Licensure RN-BSN Programs

NUR 4330B: Nursing Informatics (2 credits: lecture)

This course provides an overview of informatics and clinical information systems in healthcare. The course demonstrates the impact of informatics on the delivery of nursing care. Students will explore the effective utilization of patient care technologies along with examining patient engagement, current trends, and appropriate use of social media.

Pre-requisites

Pre-Licensure BSN Program: NUR 3111P

Post-Licensure RN-BSN Program: NUR 3208, NUR 3240

NUR 4330C: Spirituality in Nursing: The Cultivation of Nursing as Ministry (2 credits: lecture)

This course focuses on the concepts and history of spirituality in nursing, the importance of attending to the whole person, and coming to know one's own spirituality in order to recognize and honor the spirituality in others. Spirituality is conceptualized as an integral component of holistic nursing practice. Through self-examination, reflection, and integration of concepts and theories related to holistic compassionate care, the student cultivates a practice of nursing as ministry.

Pre-requisites

Pre-Licensure BSN Program: NUR 2100/NUR 2140, NUR 2101, NUR 2102, NUR 2103P/NUR 2104P, NUR 3111, NUR 3111P, NUR 3316

Post-Licensure RN-BSN Program: NUR 3208, NUR 3240, NUR 3205 or NUR 3209

NUR/PHR 4330D: Opioid Crisis and Comprehensive Pain Management (2 credits: lecture)

This course will allow the student to explore the current issues surrounding opioid use and abuse all while understanding the different sources of pain, appropriate assessment tools, medication choices, and ethical considerations surrounding pain management.

Pre-requisites

Pre-Licensure BSN Program: PHR 3102, NUR 3112

Post-Licensure RN-BSN Program: Admission to the program

NUR 4330E: Exploration of Emergency Nursing as a Specialty (2 credits: lecture)

This course will explore the role of the emergency nurse and what differentiates the emergency nurse from other specialties. The student will examine various roles in the emergency department, as well as community and professional organizations influencing nursing practice. Emergency nursing skills, legal and ethical issues, and current issues unique to emergency nursing will be incorporated to appreciate the complex role of the emergency nurse.

Pre-requisites

Pre-Licensure BSN Program: NUR 3112, PHR 3102

Post-Licensure RN-BSN Program: Admission to the program

NUR 4330F: Walk with Me: Palliative & Hospice Nursing Care (2 credits: lecture)

This course builds upon foundational nursing to apply the knowledge, skills, and attitudes necessary in nursing practice to increase awareness of palliative care/hospice and to encourage seriously ill patients/families to seek quality care at the end-of-life. The student will complete End-of-Life Nursing Education Consortium (ELNEC) modules to increase knowledge of the standards necessary to interact with patients needing palliative/hospice care. The course will help the student identify, refer, and participate with seriously ill patients and their families as part of the palliative care team or hospice.

Pre-requisites

Pre-Licensure BSN Program: NUR 3104P, NUR 3111, NUR 3111P, NUR 3316, PHR 3101

Post-Licensure RN-BSN Program: Admission to the program

NUR 4330G: Independent Study (2 credits: lecture)

The purpose of an independent study in nursing is to provide the student with an opportunity to pursue an area of interest in depth. In collaboration with a faculty member, the student will formulate his or her own learning objectives then determine the specific approaches to meet and evaluate those objectives.

Pre-requisites

Pre-Licensure BSN Program: Requires approval from Program Chair.

Post-Licensure RN-BSN Program: NUR 3208, NUR 3240. Requires approval from Program Chair.

NUR 4330H: Exploration of Operation Room Nursing as a Specialty (2 credits: 1 credit didactic, 1 credit practicum)

Exploration of Operating Room Nursing as a Specialty is an investigation of the knowledge, skills, and attitude required of the professional registered nurse in the intra-operative setting. This course will explore the complexities of the professional nurse's role in the intra-operative environment and the utilization of professionalism, advocacy, team work and communication. This course is a 1 credit didactic and 1 credit practicum allowing the student to learn concepts unique to intra-operative nursing followed by a focused 45 hour practicum observation in which the student will shadow a registered nurse in the setting.

Pre-requisites

Pre-Licensure BSN Program: NUR 3112, NUR 3112P, PHR 3102

Post-Licensure RN-BSN Program: NUR 3208

NUR 4330I: Team Formation for Global Outreach Experience (2 credits: lecture)

The purpose of this course is to explore the history, culture, and social determinants of health of the population in preparation for a global outreach experience. This course includes formalized team formation as students learn to work together to serve a vulnerable population with limited resources. Students will have the opportunity to pursue an area of interest in depth as it relates to the health care of the population and present their findings to the class.

Note: This course is a hybrid; it is delivered in a blended format 1/3 synchronous and 2/3 asynchronous.

Pre-requisites

Pre-licensure: Acceptance on designated Global Outreach team

Post-licensure: Acceptance on designated Global Outreach team

NUR 4330K: Caring for Our Wounded: Medical Advancements, Veteran Care, and Trauma Informed Nursing (2 credits: lecture)

This course focuses on major medical advancements related to war and their subsequent impact on healthcare delivery and mass casualty events. Students will examine military culture, military nursing, and the nursing needs of veterans and their families. The health and wholeness needs of veterans and their families as a vulnerable population as well as efforts to optimize care within various healthcare systems will be explored. Principles of trauma-informed nursing will be applied to the care of veterans and other wounded individuals.

NUR 4330L: Emerging Nurse Leader (2 credits: lecture)

This course guides students in the exploration of the knowledge, skills, and attitudes aligned with the attributes of effective, evidence-based leadership in nursing.

Decision making, problem solving, and critical thinking skills will be examined and applied to the promotion of effective leadership. Recognizing that every nurse serves in a leadership capacity, knowledge of concepts such as emotional intelligence, self-awareness, and team dynamics will cultivate the student's ability to serve as change agent and an emerging nurse leader.

The following course descriptions are for nursing electives for RN-BSN students ONLY

NUR 4313: Gerontological Concepts and Issues (2 credits: lecture)

This course promotes students' examination of successful aging across a continuum that will facilitate their appreciation of how aging has changed through history and is currently perceived and experienced across global cultures. The course focuses on consideration of students' and global societal

values and attitudes relating to aging; and, how such values and attitudes of older people themselves, family members, inter-professional care providers, and society influence the quality of care that older adults desire and actually receive.

Pre-requisites: NUR 3208, NUR 3240

NUR 4233: Specialty Certification for RNs (2 credits: lecture)

This course will prepare the registered nurse for successful completion of a specialty certification. Exploration of a selected specialty provides the student with an opportunity to pursue an area of interest in depth. Lifelong learning will be emphasized in pursuit of certification, as well as the value of specialty nursing organizations offering certification. The student's individual practice experience will be highlighted to establish evidence in expertise in the selected specialty. There will be an emphasis on self-directed learning with the support of faculty.

*Note: Certification must be recognized by a professional organization or the American Nurses Credentialing Center (ANCC) Certification Center

Pre-requisite: NUR 3208

Co-requisite: NUR 3240

Admission

To be eligible for admission to the College, the application and all required materials must be received in the Office of Admissions by the deadlines as published on the College web site. Qualified applicants are considered for admission without regard to race, color, religion, age, marital status, national origin, gender, sexual orientation, military veteran status or disability. Applicants must comply with policy ACA 1.02 — Essential Technical Standards for Nursing Students.

Admission into the programs of the College is competitive. An applicant who meets all admission requirements is not guaranteed admission to the selected program.

Upon acceptance to a program of the College, students must meet any additional requirements (e.g., passing a criminal background check); otherwise, the student will be dismissed from the program.

International Applicants

International students seeking admission to the College must have a visa that allows study in the United States (e.g., Green Card). BSMCON is not a Student and Exchange Visitor Program (SEVP) approved institution.

Applicants with Non-U.S. Credentials

The College requires that any non-U.S. transcript or documentation issued be evaluated formally by a National Association of Credential Evaluation services (NACES)

agency. A list of NACES approved international transcript evaluation agencies can be found at www.naces.org.

Readmission

A student who has officially withdrawn from the College may reapply. Students who reapply must meet College and programmatic requirements established during their absence. Students are not eligible for readmission if they were dismissed or administratively withdrawn from the program as a result of disciplinary actions. Readmitted students must complete the program within 150% of attempted credit hours.

- Submit a completed application for admission.
- Completion of the application form is not a guarantee of readmission.

Conditional Admission

The College may, at their discretion, grant conditional admission to accepted candidates. Conditional admission candidates must have all application materials submitted: online application, admission exam scores (if required), official transcripts, essay, recommendation letters and be reviewed by the Admission and Progression Committee. The Admissions office will communicate the terms of admission in the conditional admission acceptance letter they send to the student.

Registration holds will remain on the records of conditionally admitted students until they complete the terms of their conditional admission. Students failing to meet any admission conditions will have their offer of admission withdrawn.

Pre-Licensure BSN Program Admission Requirements

Admission to the Pre-Licensure BSN Program occurs twice a year, in the fall and spring semesters. The Office of Admissions submits all completed Pre-Licensure applications to the Admission and Progression Committee for decision and approval.

All students must attest to possessing the following Essential Skills and Competencies for Distance Education courses:

- Basic computer skills including, but not limited to:
 - Ability to communicate following rules of etiquette;
 - Ability to conduct web searches;
 - Ability to download/upload files;
 - Ability to communicate and collaborate asynchronously
- Basic reading and writing skills
- Time management and goal setting skills dedicated to prioritizing course work
- Ability to learn from text and multimedia

- Problem solving skills
- Willingness to seek support

Graduation from an accredited high school or General Educational Development (GED) certificate. The admission office will confirm all students' transcripts arrive from a high school with a CEEB code, as well as the high school seal and/or signature. If a transcript is from a high school that lacks a CEEB code or seal/signature, the admission office will investigate to confirm the school is recognized by the state department of education or home school association (see link below). If a diploma is determined invalid, a GED may be required for admission consideration.

To search the U.S. Department of Education's Database of Schools, visit the following link below: <https://www.nacacnet.org/knowledge-center/professional-standards/compliance-center/verification-of-high-school-completion/>

- Achievement of a cumulative grade point average of 2.5 or greater in all college courses attempted.
- Provision of official transcripts from high school, high school diploma or GED program certificate and all post-secondary schools/colleges/universities attended.
- Notice to the College of any convictions or present indictment for any felony or misdemeanor offense other than traffic violations that have not been expunged.
- Completion of 46 general education credits toward the BSN degree (refer to policy ADM 2.07).
- For transfer credit guidelines refer to policy ADM 3.10.
- Two letters of reference are required according to specific guidelines from the Office of Admissions. Any applicant who has previously enrolled in or is currently enrolled in a nursing program is required to provide a letter from the director of the program verifying academic standing and clinical competence.
- Essay(s) are required according to specific guidelines.

Graduates from the Christopher Newport University, College of William and Mary, George Mason University, James Madison University, Longwood University, Mary Washington University, Old Dominion University, Radford University, Randolph-Macon College, University of Richmond, University of Virginia, Virginia Commonwealth University, Virginia Polytechnic Institute and State University, Virginia State University, and Virginia Union University with a 3.0 GPA and a B in the required pre-requisite courses will have guaranteed admission based on space availability. References and essays are not required.

Once a student is offered admission to the program, the following are other requirements that must be completed before a student will be allowed to attend classes:

- Attend "New Student Orientation", complete the Online Readiness Module, and Curriculum Planning session.
- Submit clinical compliance requirements as stated in policy ACA 1.03.

Post-licensure RN–BSN Program Admission Requirements

Admission to the Post-Licensure RN-BSN Program occurs three times a year, in the fall, spring, and summer semesters. The Office of Admissions submits all completed Post-Licensure RN–BSN Program applications to the Admission and Progression Committee for decision and approval.

All students must attest to possessing the following Essential Skills and Competencies for Distance Education courses:

- Basic computer skills including, but not limited to:
 - Ability to communicate following rules of etiquette;
 - Ability to conduct web searches;
 - Ability to download/upload files;
 - Ability to communicate and collaborate asynchronously
- Basic reading and writing skills
- Time management and goal setting skills dedicated to prioritizing course work
- Ability to learn from text and multimedia
- Problem solving skills
- Willingness to seek support

Guaranteed admission to all applicants that meet the following requirements:

- Graduation from an accredited college or university; either diploma or associate degree.
- Provision of official transcripts from high school, high school diploma or GED program certificate and all post-secondary schools/colleges/universities attended.
- Achievement of a cumulative grade point average of 2.0 or greater in the general education course requirement.
- Valid unrestricted license to practice registered nursing in the U.S.
- Complete a minimum of 24 of the 46 required general education credits (refer to policy ACA 3.03) to include:
 - Developmental Psychology (3 credits)
 - Microbiology (3–4 credits)
 - Anatomy & Physiology (6–8 credits)
 - College Math (3 credits) — Statistics Recommended
 - English Comp I & II
- If fewer than 46 credits are completed prior to admission, the student must take the remaining credits of general education at BSMCON. Any exceptions to general education credits as outlined by the Cluster Model (refer to policy ADM 2.07) are at the discretion of the Program Chair and Associate Dean of Academic Affairs.
- For transfer credit guidelines refer to policy ADM 3.10

Once a student is offered admission to the program, the following are other requirements that must be completed before a student will be allowed to attend classes:

- Participate in a Curriculum Planning session and complete New Student Online Orientation and Online Readiness modules
- Submit clinical compliance requirements as stated in policy ACA 1.03

Attendance

BSMCON identifies attendance for both on-ground and online students in order to be in compliance with federal requirements. Attendance at BSMCON is defined as academic engagement which can vary depending on the delivery method or type of course. Academic engagement can include any of the following:

- Physically attend class, recitation, practicum, simulation, or skills lab
- Submit a discussion board post
- Submit an assignment
- Take a quiz or exam
- Engage in an interactive tutorial or computer-assisted instruction
- Communication with the course instructor, either initiated by the student or as a response to the instructor, with a plan to continue academically in the course

Students are considered absent (not academically engaged) in a course in any of the following situations:

- Merely logging into the Learning Management System
- Solely participating in academic counseling or advisement

Last Day of Attendance (LDA):

Is determined by the Director of Records and Registration and recorded in the Student Information System (SIS), is the last date of an academically-related activity in a course such as attendance in a course; or completion and submission of a course assignment, exam, tutorial, clinical experience, skills lab or simulation experience.

Other Relative Timeframes:

- **First 10 Calendar Days:** If a student is not academically engaged in the enrolled course(s) during the first 10 calendar days of the semester, the student will be dropped from the course(s) the student is not engaged in, by the Director of Records and Registration.
- **14 Consecutive Days:** If a student exceeds 14 consecutive calendar days of absence in a single course the student will be withdrawn from the course(s) the student is not engaged in, during the withdraw period by the Director of Records and Registration.

- The withdraw period begins after the end of the add/drop period and continues through the 60% point of the term. After 60% of the term, a final grade will be assigned unless there are mitigating circumstances.

Related Policies/Procedures: ACA 3.05 Nursing Program Attendance

Enrollment Agreement

The College requires a newly admitted student to sign an Enrollment Agreement. The Agreement includes the following information: the program that the applicant will enroll in, enrollment period, the tuition and other charges (e.g., for tools, books, or other supplies), the refund policy, the resignation policy, and acknowledgement of reviewing the College Catalog and the Essential Technical Standard of a Nursing Student policy. A copy of the Agreement signed by a College official will be returned to the applicant. Signed Agreements will be filed in student records. An Enrollment Agreement may be canceled in writing within three business days of returning it to the College.

Clinical Compliance Requirements

The nursing program contracts with clinical agencies for practicum courses and many require the College to provide various student documentation before they will allow students access to the clinical setting. Students must submit all documentation requirements in a timely manner, as specified by the College. Some requirements require annual/biennial updates. The information provided to the College may be shared with the clinical agencies in which the student has an assigned practicum experience.

The following is required for all Pre-Licensure BSN students prior to participating in clinical rotations:

General Requirements

- Nursing students are expected to comply with all policies and procedures governing nursing practice in the practicum agency or institution, including policies and procedure regarding hazardous material, standard precautions and health requirements.
- HIPAA — Health Insurance Portability and Accountability Act “The Department of Health and Human Services and all other health care agencies must insure their customers (i.e. clients, insured individuals, providers and health plans) that the integrity, confidentiality, and availability of electronic protected health information that they collect, maintain, use or transmit is protected.” A module on HIPAA is one of the required modules assigned to the students that must be completed prior to entering the clinical setting.

- Health Insurance — The College recommends, but does not require, that students carry private health insurance throughout enrollment in the program to cover needed health services that are beyond first aid. Students who do not choose to carry health insurance are solely responsible for all costs incurred related to their health while a student at BSMCON.

Professional Liability Insurance

The student is encouraged to carry professional liability insurance in order to go into the clinical area. The student pays an annual premium for the amount of coverage which can be purchased through the National Student Nurses Association.

Entrance Requirements

Entrance requirements must be completed and documentation submitted to the College of Nursing prior to enrollment. The following requirements are conditions of admission for Pre-Licensure BSN students. Failure to complete the list below would result in an offer of admission being withdrawn.

Health Requirements (set forth by the Centers for Disease Control (CDC), Code of Virginia and OSHA)

- **CastleBranch Account: Upon Acceptance**
All pre-licensure students are required to open a CastleBranch account prior to enrollment. CastleBranch is the College’s online compliance management system.
- **COVID-19: Upon Entry**
Completion of a 1- or 2-dose vaccine series and maintenance of vaccine status as determined by latest guidance from BSMH, unless the student has a valid College-approved medical exemption or exemption for sincerely held religious belief.
- **Health Assessment: Upon Entry**
A health assessment/history by medical personnel must be completed, indicating ability to perform the essential functions of a student nurse. Students must provide additional documentation as necessary.
- **Tetanus/Diphtheria/Pertussis (Tdap): Upon Entry**
Tdap vaccine within the past 10 years
- **Measles, Mumps, Rubella (MMR): Upon Entry**
2 doses of vaccine or titer indicating immunity
- **Varicella (Chickenpox): Upon Entry**
2 doses of vaccine or titer indicating immunity
- **Hepatitis B: Upon Entry**
Completed vaccine series (2- or 3-dose series) or titer indicating immunity.
- **Tuberculosis (TB) Screening: Upon Entry**
In accordance with the CDC guidelines and the VDH guidelines, newly admitted students must be tested for TB. Use of an IGRA (Interferon Gamma Release Assay)

blood test for this purpose is required. The two FDA-approved IGRAs available for use in the United States are QuantiFERON Gold IN-Tube and T-SPOT-TB.

- Newly admitted students with a positive result or history of a positive result must have a Chest X-ray with a negative result within one year of admission in order to be compliant. Students must provide the Chest X-ray date and result on the **Student Immunization Record Form** upon admission.
- **Drug Screen: Upon Entry**
All students are required to submit to a urine drug test prior to enrollment. Drug Screens must be completed at Labcorp. Students will obtain their order for their Drug Screen upon opening their required CastleBranch account. Students with positive drug screens will be denied acceptance into the College.
- **Criminal Background Check: Upon Entry**
All students are required to complete a criminal background check prior to enrollment. The criminal background check will be completed automatically upon the opening of the student's CastleBranch account.
- **Virginia Child Protective Services Investigation: Upon Entry**
Students are required to complete the Virginia Child Protective Services Background Investigation Form to be submitted to the VA Department of Social Services. This form must be notarized.
- **Minors: Upon Entry**
Students who are minors (under 18 years of age) must provide the College of Nursing with written parental or guardian consent for emergency medical and surgical care, upon entry into the program, should it be needed at a later time.
- **Basic Life Support Certification: Upon Entry/Biennial**
Students must provide current certification in Basic Life Support (BLS) for health care providers course upon entry to the College and then biennially thereafter. Certification must come from the American Heart Association, American Red Cross, or American Health and Safety Institute.
- **Health System Required Learning Modules: Annual**
Students are required to complete learning modules when admitted, on an annual basis, and as assigned throughout the academic year. Students must complete the assigned modules by their due date. Entering students will be provided with information on how to access these modules during new student orientation.

Pre-Licensure BSN Continuing Student Requirements

Students are expected to provide required documentation by the established deadlines. Practicum sites require the College of Nursing to verify student compliance status (including immunization history). Students with incomplete TB screening, clinical compliance modules, and/or current BLS certification will not be allowed to attend practicum experiences with direct patient care. Practicum hours missed due to incomplete requirements will be calculated in overall absences as described in the Nursing Program Attendance policy (ACA 3.05).

Several requirements must be updated on a regular basis as specified below:

- **Tuberculosis (TB) Screening: Annual**
All students must complete and submit the **TB Screening Questionnaire Form** in compliance with annual clinical documentation deadlines. This form is completed every February and is distributed to all BSN students by the Academic Operations Coordinator.
- **Basic Life Support Certification: Biennial**
Students must provide current certification in Basic Life Support (BLS) upon entry to the College and biennial thereafter. Online courses without demonstration components are not acceptable. The College offers the opportunity for students to fulfill this requirement through the HeartCode program. It is the student's responsibility to make arrangements for BLS re-certification as needed. Certification must come from the American Heart Association, American Red Cross, or American Health and Safety Institute.
- **Annual Learning Modules**
Students are required to complete learning modules when admitted, on an annual basis, and as assigned throughout the academic year. Students must complete the assigned modules by their due date.
- **Point of Care Testing (POCT): Annual**
Beginning in the first practicum course in the curriculum and annually thereafter, students need to be re-certified in POCT. Students who have successfully participated in the documented initial training and competency program will be permitted to perform POCT in the clinical environment. Failure to complete the annual competency classes will result in loss of POCT privileges in the clinical environment and may result in an inability to participate in clinical experiences. Students who are employed by Bon Secours may re-certify POCT at work.

Post-Licensure RN-BSN Students

RN-BSN students are responsible for providing documentation to comply with clinical site regulations as needed.

Nursing Student Dress Code

The nursing student dress code applies to students when they are in any College educational setting. Students who fail to adhere to this dress code may be asked to leave the class, Clinical Simulation and Learning Center, or the clinical setting until the necessary changes have been made.

On-Campus (Classroom) Dress Code

- While on-campus, a clean and well cared for appearance should be maintained. Identification badges should be worn as described below.
- Clothing is considered inappropriate when it is strapless, backless, revealing, or shows the midriff. Dresses, skirts, and shorts should be no shorter than the finger tips with arms at sides. Camisoles or spaghetti strap shirts are not appropriate. Underclothing (panties, briefs, bra straps, etc.) should not be visible.

Pre-Licensure Clinical Dress Code and Equipment Requirements

- The approved elements of the BSMCON uniform are the royal blue uniform with college logo embroidered on the right side of the chest of the scrub top, the College of Nursing's white scrub jacket, approved fleece jacket, and approved fleece vest may be worn over the uniform; unless it poses an infection control risk or will interfere with patient care. The clinical uniform, scrub jacket, and fleece vest may only be worn in the clinical setting, Clinical Simulation Center, and the College. The fleece jacket may be worn as an everyday jacket ONLY IF it is not being worn in the clinical setting.
- Bon Secours-issued identification badge — badges are worn above the waist in an upright, readable position at all times or on a Bon Secours-issued lanyard. The name and photo must be visible at all times. Where applicable, identification badges may not be required or may be modified as appropriate in some settings due to infection control procedures or safety precautions (i.e., Surgery). Students must wear the identification badge properly at all other times while on duty and at the College.
- Additional "title badge" provided by the college designating "Student RN" shall be worn in plain view under the identification badge.
- Shoes must be leather, synthetic leather, or other non-porous material with a closed toe. Shoes can be all white, black, or blue. Shoes and shoelaces must be in good

condition, clean, and free from stains. Shoelaces must be same color as shoes. No canvas or mesh type material is permitted.

- Solid colored white, black, or blue socks.
- While in clinical uniform, a limited amount of jewelry is allowed; however, it may not pose a safety hazard, infection control risk, or interfere with patient care. Students may wear a watch, a wedding band with an engagement ring. Students may wear up to two earrings only in each earlobe in matching sets. Earrings should not be oversized or extend more than ¼" below the ear lobe. Ear gauges are not permitted. No more than 1–2 necklaces may be worn. Facial and other body jewelry or piercings are not acceptable. If the jewelry is unable to be removed, then it must be covered with a bandage.
- Visible tattoos are allowed as long as they are not offensive or profane as determined by faculty and/or administration.
- Hair must be kept clean and neatly styled. If hair is beyond shoulder length it should be pulled back and secured. Any extreme look is not permitted. Unnaturally colored hair or glittered hair spray is not permitted. Students may have short well-groomed beard, mustache, or goatee. If headbands are worn, they must be clean and solid white, black, or blue.
- Fingernails are to be no longer than the tip of the finger and may only be polished with clear/light/neutral tone colored nail polish. Nail polish may not be chipped. Artificial nails including but not limited to acrylic, overlay, tips, shellacs or silk wraps are not permitted. Nail jewelry is not permitted.
- Nursing scrub caps or hats are permitted while in uniform as long as they are solid blue, black, or white.
- Neutral, solid color base layers (white, grey, blue, or black) are permitted under uniform. Base layer may be long sleeve if permitted on the unit where the student is practicing.
- Make-up and perfumes/colognes should be subtle. Make-up may be worn in soft shades that complement natural skin tones. Students should wear subtle perfumes/colognes/deodorant due to close contact with others. Some clinical areas may prohibit all scents if they pose a hazard to patients or coworkers.
- Students must carry a stethoscope and wear a watch with second hand in the clinical and simulation center settings unless otherwise directed by faculty.
- Gum chewing is not permitted.
- Exceptions may be made for religious beliefs as long as attire does not interfere with patient care or present a safety hazard.

- Guidelines for Observational/Specialty Experiences:
For courses involving specialty or observational clinical areas, the College uniform must be worn to the specialty area and changed to the specified scrubs or attire. Some courses may require street clothing for observational/clinical experiences. The course syllabus/clinical faculty for such courses will outline the appropriate dress for these experiences.

Nursing Progression

Academic

Students must meet all requirements outlined in each course syllabus and achieve a passing grade (defined as a C or better or Pass) in non-nursing and nursing courses to meet curricular requirements. A grade of less than C (defined as D, F) in any course does not meet curricular requirements.

The following circumstances will result in dismissal from the program:

- Failure to achieve a 2.0 cumulative GPA while on Academic Probation (per ADM 2.06, Satisfactory Academic Progress).
- Two course failures (grade D, F) in the same course.
- Three course failures (grade D, F).
- Withdrawing (grade W) from the same course more than once.
- Withdrawing (grade W) in more than two semesters or sessions.
- Failure to complete the enrolled program within the timeframes specified in this policy.

A student who is academically dismissed is not eligible for readmission to the program (ADM 3.11 College Admissions/Readmissions).

Curriculum Plan

All students must adhere to the guidelines in the policy ACA 3.02: Curriculum Planning.

Essential Technical Standards for Nursing Students

Students must meet Essential Technical Standards for Nursing Students upon enrollment in the Nursing program, and must continue to meet those standards for the duration of their enrollment. Failure to meet Essential Technical Standards for Nursing Students will result in a review of a student's progression in the Nursing Program/Course(s) and will result in an action plan, with actions up to and including dismissal, as determined by the appropriate Nursing/College personnel.

Maximum Time Frame

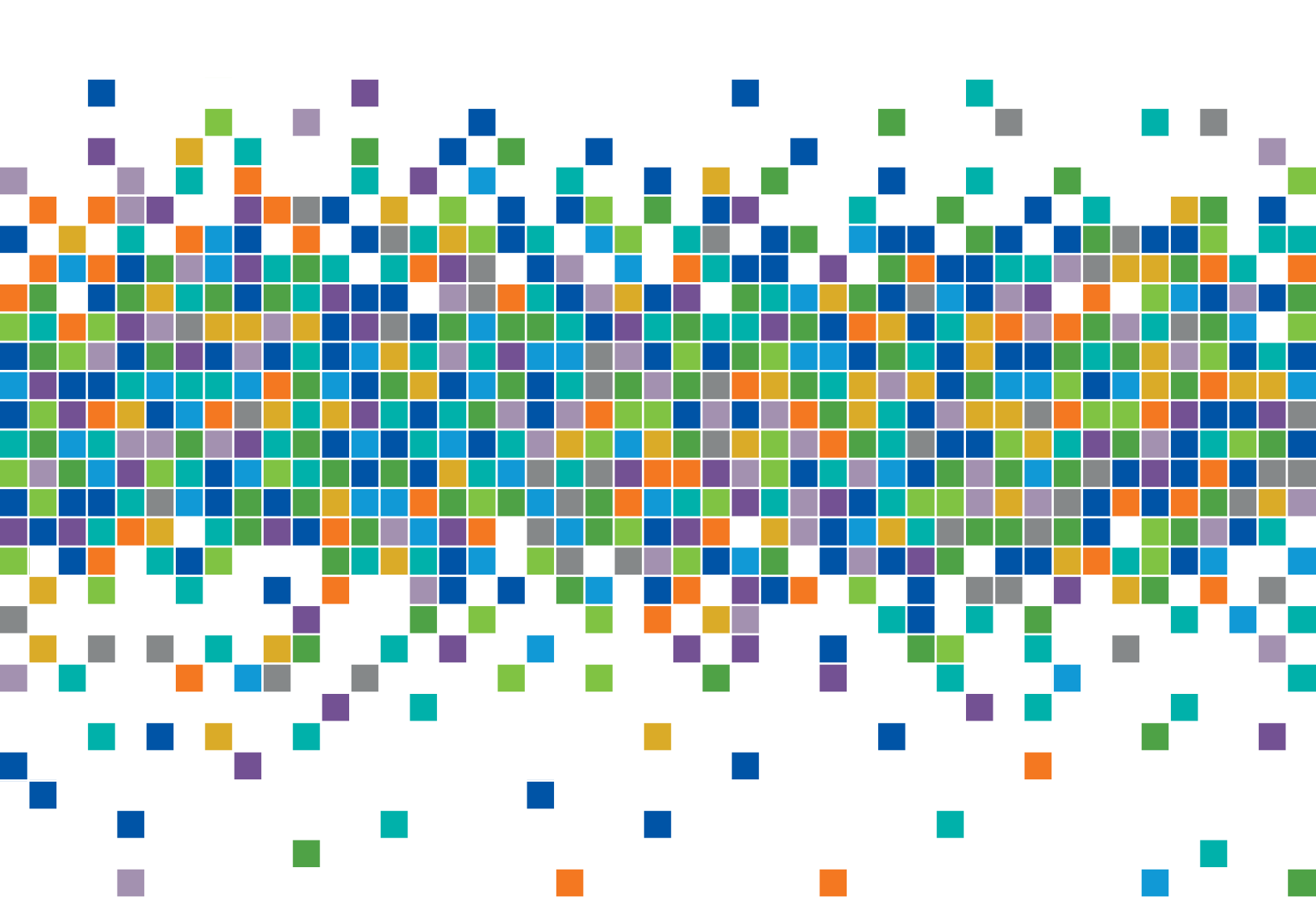
Pre-Licensure BSN Program:

Effective with the spring 2019 semester, the normal time* (for a full-time student) to complete the Pre-Licensure BSN Program is five (5) semesters upon registration in the first nursing course (NUR 1101). For students enrolled prior to the spring 2019 semester, the normal time* to complete the program in a full-time status is six (6) semesters upon registration in the first nursing course (NUR 1101). In both circumstances, students must complete the academic program within six (6) years and no more than 150% of the published program length, as measured in credit hours (maximum time frame). The maximum time frame is 180 credit hours (120 credit hours published program length multiplied by 150%).

Post-Licensure RN-BSN Program:

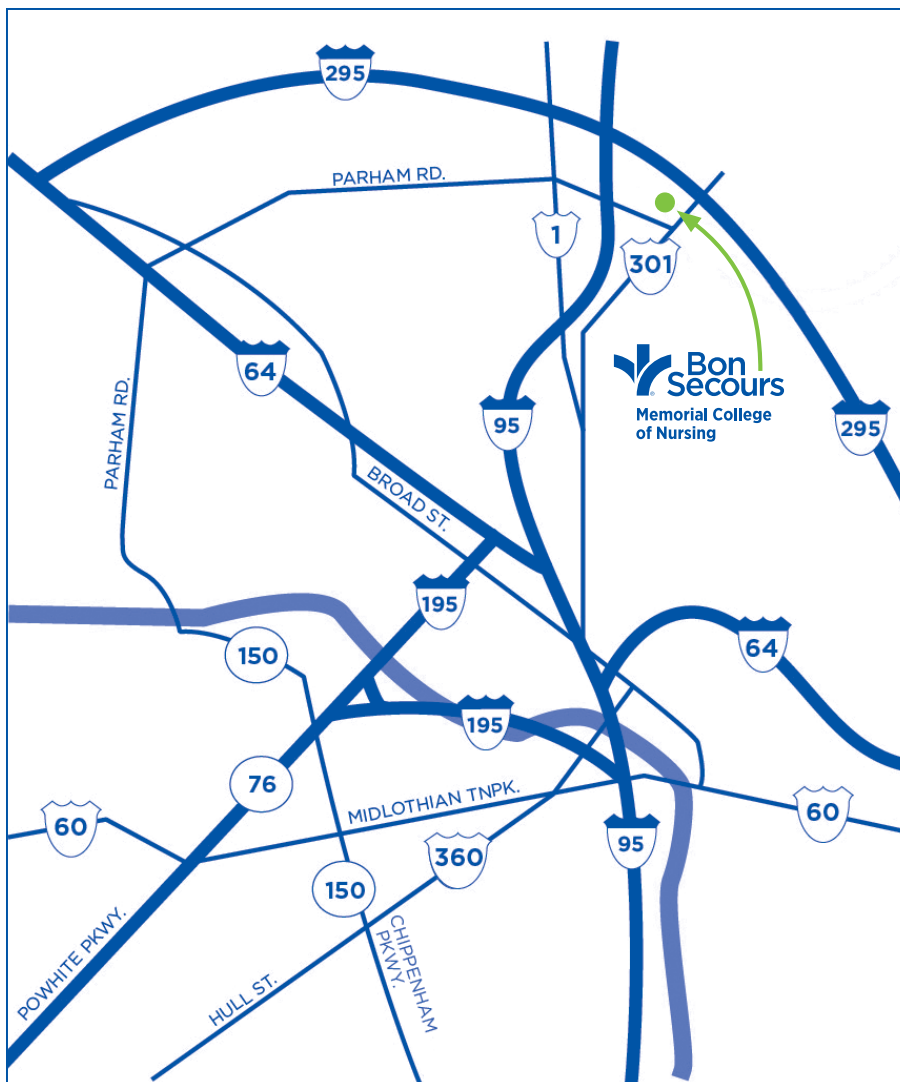
Beginning Fall 2022 — The normal time* (for a full-time student) to complete the Post-Licensure BSN Program is six (6) semesters upon registration in the first nursing course (NUR 3208). Students must complete the academic program within six (6) years and no more than 150% of the published program length, as measured in credit hours (maximum time frame). The maximum time frame is 180 credit hours (120 credit hours published program length multiplied by 150%).

**Normal time as defined above excludes summer semesters. This applies to both Pre-Licensure BSN and Post-Licensure RN-BSN Nursing Programs.*



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Directions

Located in Henrico County, the College is easily accessible from major Interstates 95 and 295.

From I-95: Take I-95 to the Parham Road East exit. Continue on Parham Road approximately 2 miles. Turn left on Magellan Parkway/Windsor Business Park. The College is on the right at 8550 Magellan Parkway, Suite 1100.

From I-295: Take I-295 to US Rt. 301. Exit toward Richmond and travel to the second traffic light. Turn right onto Parham Road. Turn right on Magellan Parkway/Windsor Business Park. The College is on the right at 8550 Magellan Parkway, Suite 1100.

Educational Facilities

Building access hours for the academic year are posted on the College website, bsmcon.edu, and are updated regularly.

The College buildings contain well-equipped classrooms, clinical simulation laboratories, computer laboratories, conference rooms, faculty, staff and administration offices, a library, study rooms and student lounge.

The College of Nursing library provides a variety of print and electronic professional reference materials and journals. Other nearby library facilities available to students include the Reynolds Community College Library, Virginia Commonwealth University's James Branch Cabell Library and Tompkins McCaw Library for the Health Sciences, and Henrico County's North Park Public Library.

Parking Guidelines

Spaces marked with blue squares in the front or rear of the College facilities at 8550 and 8570 Magellan Parkway or in the lower level parking at 8555 Magellan Parkway have been assigned to the College for employee and student parking. Vehicles parked in fire lanes, no parking areas, or in spaces not marked by blue squares may be subject to towing at the owner's expense. Parking directly on Magellan Parkway is prohibited.

The College is not responsible for loss or damages to any vehicles, and employees and students should comply with all posted signs within Windsor Business Park or at any location associated with their job responsibilities and/or clinical assignments.

Housing, Transportation and Dining Services

The College does not provide residential facilities, transportation, or dining services. Students are responsible for their housing and transportation. The student lounge is equipped with refrigerators, microwaves, and vending machines. Customers should contact the receptionist for a refund if money is lost in the vending machines.

Restrooms

BSMCON is committed to providing safe and accessible campus restrooms. All restrooms are in compliance with accessibility regulations in accordance with the Americans with Disabilities Act (ADA). Further, all restrooms on campus are designated gender inclusive, thus allowing individuals to utilize the restroom that corresponds with one's gender identity and expression.

Posting Notices

Physical Notices:

Physical posters, notices, and/or announcements related to student organization meetings and student activities may be posted on the bulletin boards identified for student use. Such communications should be no larger than 8 1/2" x 11". Additionally, such communications should include the name of the student organization with an official logo (if applicable); the name of the College with the College official logo; date of posting; and contact information such as a phone number and/or an email address of at least one organization member. The College administration reserves the right to remove notices that do not meet the stated criteria. Nothing is to be taped, nailed, tacked, posted, or pinned that may damage the adhered to surface. The College administration also reserves the right to remove notices that are out-of-date or no longer applicable.

If any student or student group desires to post flyers in any other area of the College than bulletin boards designated for student use, the student (group) must first submit the flyer to the appropriate advisor, if applicable. If the advisor approves the flyer, the student (group) must then forward the flyer to the Student Services Coordinator. A request should be sent via email to the Student Services Coordinator and the student (group) must state the exact areas of the College where it is desired to post the flyer. The Student Services Coordinator will review the request, make a decision, and then communicate the decision with the student (group).

Electronic Notices

Electronic posters, notices, and/or announcements related to student organization meetings and student activities posted outside of social media must be approved by the Student Services Coordinator. Such communications should include the name of the student organization with an official logo (if applicable); the name of the College with the College official logo; date of posting; and contact information such as a phone number and/or an email address of at least one organization member. A request should be sent via email to the Student Services Coordinator, and the student organization must specify where online they intent to post. The Student Services Coordinator will review the request, make a decision, and then communicate the decision with the student group.

Smoking

The College supports the efforts of Bon Secours Mercy Health to maintain a tobacco-free campus. Students and College personnel both have the responsibility of being good role models by practicing good health habits.

College Security and Safety

Bon Secours Memorial College of Nursing is committed to providing a secure and welcoming environment for students, faculty, staff and visitors. Our College buildings are secured and only accessible through door access systems. All students of BSMCON are provided with a student ID and access badge, which allows students to enter College buildings during normal operating hours.

Safety and Security Policies

College policies related to safety and security address issues that include, but are not limited to, emergency notifications, sexual misconduct, Title IX, voluntary confidential reporting, and weapons on campus. These policies may be accessed on the College website at www.bsmcon.edu, under the students tab.

Visitors to the College

All guests must sign in at the front desk and receive a visitor's badge. The visitor's badge must be displayed at all times and returned when the guest signs out at the front desk.

Guests may not stay with students or faculty in class, the computer laboratory, the clinical setting, the Clinical Simulation and Learning Center, the library, the student lounge or left unattended at the College. Guests may sit in the reception area for short durations.

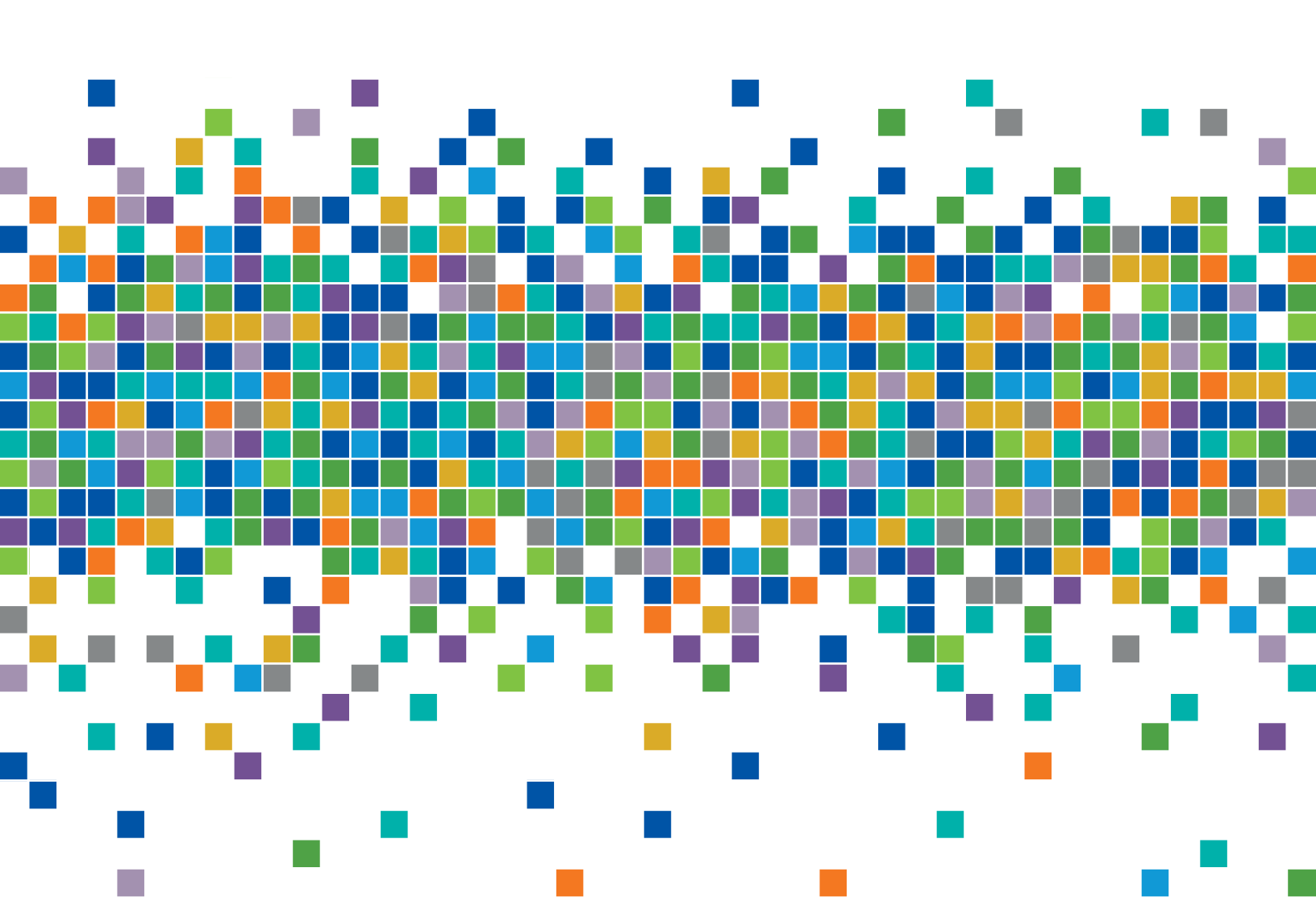
Closings — Late Openings

The decision to close the College is made by College administration. Such decisions may be made for inclement weather, building utilities failure, or other adverse events. When the College remains open, students are responsible for attending all classes and clinical experiences. During inclement weather and other adverse conditions, students should exercise common sense and good judgment in determining their ability to travel safely. Prevailing conditions in the area where they live and personal risk must be assessed and acted on accordingly. This includes giving notice of any absence to the appropriate instructor(s).

To find out the operating plan in effect during times of threatening weather conditions, utilize the following outlets for announcements:

- College main number (627-5300) for a recorded message
- College webpage and social media (Facebook, Twitter)
- Text message, email, and/or call alerts via CampusNexus for students and Rave Alert for employees

To ensure that students have the required instruction and/or clinical experience dictated by the program, it may be necessary to develop an alternative schedule or learning activities; therefore, classes and clinical may need to be rescheduled to include either extended class/clinical times and/or utilize evenings or weekends. In collaboration with administration, faculty will develop and clearly communicate in writing with students the alternative plan. This plan should not conflict with other class or clinical expectations.



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Student Services

A broad array of quality services are offered to students. In most cases, students “self-identify” the need for the services and contact the respective offices of their own accord. Faculty or other appropriate individuals at the College may refer students for services. (Student Success advising and New Student Orientation are required of each student.) While the responsibility for success at our College rests with the student, the College is dedicated to offering quality services to assist students in achieving their academic and career goals. All students can access resources and communications through various avenues including email, Blackboard, phone, Zoom and, at times, in person.

Services for all students encompass **student success advising and support** to help students meet their educational goals. The Center for Student Success is comprised of a director, success advisors, peer academic support, and test proctors. Student Success partners with the administration in these efforts of student support.

Student Success oversees academic advising and counseling, peer academic support services (PASS), student access and accommodation services (SAAS), referrals for personal counseling and needs-based programming (individual and group workshops addressing study skills, test taking strategies, time management, stress management and related topics).

Students are assigned their success advisor during the enrollment process and participate in an introductory advising session as a part of the student on-boarding process through new student orientation. Success advisors work individually with students at the start of their nursing education and throughout their entire academic journey. They assist students in developing skills and strategies which foster independence: active learning, academic success, progression, timely degree completion, and achievement of their education goals. Advisors serve as a vital connection between the student and the college resources available and support relationship building with faculty. The success advisors consult with faculty on the Orientation class for new students each semester. Success advising is required of each student.

Academic counseling is available to students seeking academic support by meeting with the Center for Student Success where a customized plan for success can be created. Follow up appointments are welcomed. Students routinely seek assistance (individual and groups) with study skills, managing test anxiety, time and stress management strategies, work-life balance resources and other related topics.

Career services is offered through the College’s dedicated, full-time career services manager. Services include resume preparation, interview practice and support in the job search process. The career services manager:

- Prepares and advises students on goal setting, job offer negotiation and career discernment
- Advocates for students with health care employers
- Guides students through the application process and job interview
- Co-sponsors hiring events with the health system
- Offers career education via workshops and on-line tools
- Advises students and alumni on career advancement and graduate nursing education

Pre- and post-licensure BSN students are invited to contact career services for support offered through face-to-face or Zoom appointments, phone or email. On-line resources include resume and cover letter samples, interview videos, and “how to” resources for conducting a job search.

Students typically self-refer to career services or are recommended to the office by faculty. Approximately 90 percent of BSMCON students interact with the career services office over the course of their program, above the national average of 51 percent (American Association of Colleges & Universities, March, 2017).

Career services collects and reports placement data to the appropriate agencies. The College does not guarantee employment upon completion of the Pre-Licensure BSN Program or Post-Licensure RN-BSN Program.

Faculty Academic Support/Interaction (Beyond the Lecture) is offered to students to encourage their academic success and aid students in reinforcing the sometimes-difficult concepts presented in nursing school. For the courses that offer beyond the lecture, this class time is 50% asynchronous and 50% synchronous time. For all Post-Licensure RN-BSN courses faculty academic support is offered on a one on one basis, as needed.

All full-time faculty are to provide a minimum of eight (8) office hours per week that are accessible and available to work with students on their individual academic concerns/ inquiries. Anthology (CampusNexus®), Bon Secours Memorial College of Nursing’s student information system (SIS), is a fully unified academic and administrative platform. Administrators, faculty, and advisors leverage a centralized database and automated workflows to speed and improve services to students at every stage and touch point of their academic experience. This system also requires faculty to track and post attendance weekly.

Interactions between faculty and students, and among students are essential for optimal learning and the exchange of ideas. Examples of interactions between faculty and students include, but are not limited to informative dialogue in didactic, lab and clinical courses, demonstrations and return demonstration of skills, formative and summative feedback and grading of coursework in the Blackboard Learning

Management System (LMS), individual meetings and test reviews. Examples of interactions among students include but are not limited to postings to discussion board threads in the LMS, group quality improvement and poster projects, student peer reviews of course work and class debates.

Jumpstart is an online resource designed to acclimate students to online learning who enroll in the College's online Post-Licensure RN-BSN Program. Post-licensure RN-BSN students have access to this resource prior enrolling in the program. This online resource includes information related to the program, academic support resources, videos from various members of the College, discussion boards, a review of Blackboard and other College software such as My Athens.

New Student Orientation is offered through the Admissions Office and takes place several weeks prior to the start of the Fall and Spring Semester. On-site orientation is offered to students enrolled in the Pre-Licensure BSN program. The first course in the Post-Licensure RN-BSN program is entitled "Orientation to Online Learning," and along with email communications, will serve to orient the distance education students.

Peer Academic Support Services (PASS) is offered for many of the nursing courses. Students can schedule an appointment based on peer support staff availability. This excellent resource is free to students who desire on-on-one academic support from a fellow student. Post-Licensure RN to BSN students can access further support from their faculty member and success advisor.

Personal Counseling and Support is offered through StudentLife/Empathia, a counseling and resource program. Counseling services are offered via telephone, chat, email, and referrals to community resources are often part of this process.

The College offers student support and orientation programming for all students. New students receive a welcome, advising and orientation events that are offered both face-to-face and virtually. The Center for Student Success and the Career Advisor provide targeted academic advising, and career programming at designated timeframes from admission to graduation. The goal of these activities is to reinforce student success, career readiness and attend to the holistic development of each student.

Student Access and Accommodation Services (SAAS) is a service that is offered to students who provide appropriate documentation and feel they need accommodations in order to succeed in their courses. Student seeking accommodations receive personalized guidance from the Center for Student Success, where they will be informed of any written documentation needed in order to avail themselves of these resources.

The Laura Murphy Emergency Relief Fund

The Laura Murphy Emergency Relief Fund was created by Laura Murphy, a former Dean of Nursing, to help students during times of sudden and catastrophic financial crisis. These funds may be used for, but are not limited to, utility bills and cut-off fees, food, medicine, critical home or car repairs, transportation to school, and gas money.

Funds disbursed from this fund will not be used to pay for tuition or books, to cover incidental expenses, or offset poor personal financial management. These disbursements are considered gift aid and do not have to be paid back. Under federal law, these funds are considered taxable income. The maximum amount a student may receive is limited to no greater than \$1000 and must be appropriate and reasonable to need and circumstance.

To be eligible to receive Laura Murphy funds, the student must have earned no D's or F's in the prior academic year; and must have a minimum cumulative 2.0 BSMCON GPA. A recommendation from the student's dean may be requested. Students may make this request only one time while enrolled as a Bon Secours Memorial College of Nursing student. Forms to initiate a request for consideration of these funds can be provided by the Center for Student Success, the Student Services Coordinator, or the Associate Dean of Student Services.

Clinical Simulation and Learning Center

The Clinical Simulation and Learning Center (CSLC) is a high-tech simulation lab to aid students in improving their technical, cognitive, and interpersonal skills. In addition to regularly scheduled lab classes or simulations, students are encouraged to utilize the CSLC to improve or remediate their nursing skills. The CSLC has open hours for independent practice. Lab hours are posted on the bulletin board beside each lab. Individual assistance is available by appointment with the CSLC faculty or the clinical instructor. The Clinical Simulation and Learning Center will be kept locked in the absence of the Clinical Simulation and Learning Center faculty, clinical instructor or designee.

Guidelines for Responsible Use of the Clinical Simulation and Learning Center (CSLC)

- Students and faculty are to assist in clean up after each scheduled or practice simulation session by disposing of all trash in the designated container, and arranging chairs and equipment neatly
- No eating or drinking is allowed in the CSLC
- Ink pens are not allowed in the CSLC. The ink will permanently stain the manikins
- Students are expected to bring the appropriate equipment (stethoscope, pen light, scissors, and forceps) to use in scheduled practice or demonstration experiences
- All students using the CSLC must be supervised by a faculty member or designee
- Students are not to practice any invasive procedures on another person except for blood glucose monitoring under direct supervision of the CSLC faculty or designee
- Sharps containers are provided for needles, intravenous needles, butterfly needles, syringes, and glass. No product wrappers, gloves, or tape should be put into sharps containers. A receptacle for waste contaminated with body fluids (red bag trash) is located in each simulation room
- As a cost-containment measure, all non-contaminated supplies should be reused
- Hand washing is to be done with soap and water or antiseptic hand cleanser prior to and after practicing nursing skills
- Students are expected to wear their uniforms to all clinical simulation experiences
- Failure to adhere to these guidelines may result in loss of privilege to use the CSLC independently

Equipment Use

- Students are not to practice on the electronic-equipped manikins without the assistance of the CSLC faculty or designee.
- Report malfunctioning or broken equipment (e.g., IV pumps, feeding pumps, models and manikins or monitors) to lab faculty promptly
- Keep all electronic equipment and monitors plugged into an electrical outlet at all times to avoid running down the batteries
- Students are responsible for replacing any lost, stolen, or damaged equipment
- Below is a partial list of equipment that may be checked out for a limited time period:
 - blood pressure cuff
 - stethoscope, including teaching stethoscope
 - reflex hammer/tuning fork
 - glo-germ lotion or powder, travel light, and children's hand washing video



Computers and Systems

Personal Computer Requirements

These requirements define the minimum computing platform necessary for use during enrollment at the college. The requirements also define the hardware, software, and operating system configurations that will allow a student to successfully complete their course requirements. The requirements are updated annually and posted on the College's website, www.bsmcon.edu.

Technology Requirements for Bon Secours Memorial College of Nursing

Hardware Requirements

	Minimum Requirement	Recommended Configuration
Operating System	Windows 10 Or Mac OS 10.15 (“Catalina”)	Windows 11 Or Mac OS 12 (“Monterey”)
Memory	8 GB RAM	
CPU	Intel Core i3 Apple M1 AMD Ryzen 5	Intel Core i5 Apple M1 AMD Ryzen 7
Storage	192 GB (or more) Solid State Drive (SSD)	
Audio/Video	Camera,* Microphone, and Speakers <i>*Camera should be located ABOVE (not below) laptop screen.</i>	
Display	13” (or larger) with 1080 resolution	

Laptops we recommend: Dell XPS 13, Apple MacBook Air 13, Lenovo Yoga 7i 14”

Software Requirements

	Requirement	Recommended
Backup	Continuous backup of your documents and data to a destination outside your computer	Windows: Microsoft OneDrive* <i>*Provided by the College</i> Mac: iCloud backup service
Office	Microsoft Office 365 (provided by the College)	
Antivirus	Active/Current antivirus (Already built into Windows and Mac OS)	
Browser	Chrome	
Adobe	Acrobat Reader	
Pre-Licensure BSN Special Software	• Examsoft • ATI Nursing Education	
Post-Licensure RN-BSN Special Software	• vSIM for Nursing Health Assessment	

Other Technology Requirements

	Minimum Requirement	Recommended Configuration
Internet Access	5mbps <i>at home</i>	25mbps <i>at home</i>
Printer	Access to a printer <i>at home</i>	

Peer-to-Peer File Sharing Policy

The 2008 Higher Education Opportunity Act further requires the College to assist in the effort to combat copyright infringement by taking affirmative steps to prevent the use of College technology for illegal peer-to-peer (P2P) file sharing.

The College may be required to report or respond to reports of illegal file sharing. These violations may result in College disciplinary procedures and both civil and criminal penalties for the offending individual.

It is incumbent upon students and College personnel to be aware of what constitutes copyright infringement and how peer-to-peer file sharing may violate this policy.

Purpose

The purpose of this policy is three-fold:

- 1) To combat the violation of intellectual property rights and unauthorized distribution of copyrighted material through College resources.
- 2) To inform stakeholders of their rights and responsibilities.
- 3) To mitigate the College's potential exposure to liabilities associated with intellectual property infringement by employing the protections afforded by the Digital Millennium Copyright Act (DMCA).

Scope

This policy applies to all students who use College technologies. This policy does not prohibit appropriate file sharing, and the College will continue to support technologies that facilitate legitimate information dissemination and academic collaboration.

Definitions

Peer-to-Peer (P2P) File Sharing — The process of sharing files (e.g. music, movies, e-books, applications, etc.) from one person to another using technology (e.g. BitTorrent).

Digital Millennium Copyright Act (DMCA) — A federal law passed in 1998 that revised copyright law for the digital environment to, among other things, define how alleged copyright infringements are to be handled.

Policy Details

Prohibited Activity

It is a violation of this Policy to use the College's systems to distribute, download, upload, stream, scan, store, or share

any material including software, data, document, sound, music, video, picture, design, graphic, game, or any other electronic file when:

- The file is copyrighted but distribution to the user has not been authorized by the copyright owner;
- The intended use under the relevant circumstances is specified as illegal by any federal or state law, statute, regulation, proclamation, order, or decree;
- When the material is considered by the College to be protected information, and the user is not authorized to access that information for the purpose intended

Enforcement

The College reserves the right in all instances, and upon its reasonable suspicion, to block access from and to its technologies for any user who can be traced to illegal activities, including illegal P2P file sharing. The College employs automated technologies to assist in enforcement.

Penalties

Individuals who violate this policy may be subject to appropriate discipline up to and including:

- Permanent loss of access to College technologies and systems.
- Expulsion
- No final adverse action may be taken, however, with respect to any student of the College unless the student is afforded a meaningful opportunity to contest the adverse action, per the appeals process policy.
- In addition to the above actions, copyright holders and their representatives may take legal action against infringers, and the resulting penalties can be severe. Courts may award the victim of infringement actual damages (for example the amount of lost profits resulting from the infringement), or statutory damages ranging from \$750 to \$30,000 per work infringed. In cases of willful infringement, courts may award as much as \$150,000 per work infringed. In some instances, courts may also award the copyright holder their reasonable attorneys' fees incurred in enforcing their rights. The law even permits a court to impose criminal penalties including fines and imprisonment.

Disclosure

The Director of Information Technology shall be responsible for disseminating through the College's website, email, orientation, and/or student publications an annual notice to enrolled students that summarizes the College's policies and sanctions related to peer to peer file sharing.

The Learning Commons and Library

The Learning Commons exists to enhance student success by supporting student learning through the effective use of library space and resources, providing students the freedom to learn collaboratively in defined spaces, as well as the freedom to pursue solitary learning in a quiet space. The Learning Commons is open when the College is open. Electronic library resources are accessible 24/7 through the eLibrary.

Library Use

The College Library serves the overall healthcare information needs of the students, faculty, and staff, and supports the curriculum objectives of the College. During posted office hours, the full-time, master's-prepared librarian is available virtually and in person for research assistance and help with the library collection. Students and employees are encouraged to regularly use the services and resources of the library.

- The College Library is housed within the Learning Commons. Library hours are posted in the Library and on the College website.
- The Honor Code prevails in the College Library. Unauthorized removal of materials, alteration of materials, or disclosing database user names and passwords are considered abuse of library policy and may constitute violations of the College code of conduct (Student Rights and Responsibilities) and the Honor Code. Failure to follow appropriate procedure and adhere to Library timelines for book checkout and return may result in disciplinary action.
- A quiet atmosphere is expected at all times in the library. Groups may not use the common areas of the library to conference or talk. Study rooms are available for individual or group work with the understanding that a quiet atmosphere is expected in these rooms as well.
- Careful handling of library materials is necessary to insure their long life.
- Eating is not permitted in the library. Beverages are permitted only in containers with lids.
- Books may be borrowed for a two-week period. The process for checking out materials is at the book checkout station in the front corner of the Learning Commons and on the library website. Most items are renewable for an additional two weeks.
- A maximum of three items may be borrowed at one time from the library.
- Items borrowed from the College Library should be returned to the book return slot in the library.

- Items damaged beyond reasonable wear or not returned in a timely fashion are charged to the responsible borrower and remain the property of the College Library. When an individual leaves the College for any reason, they must return or replace all borrowed items checked out in their name. Diplomas may be withheld if items are not returned.
- Courses may require the use of library reading materials by an entire class. These materials will be labeled "Reserve." Reserved materials are not to be removed from the College Library.
- Copyright Notice is posted on the Library's page on the College website. Refer to the ADM 7.01 policy for further guidance on copyright issues.
- Individuals desiring to make suggestions for library additions are encouraged to present their suggestions to the librarian.

Student Organizations

The Bon Secours Memorial College of Nursing holds that all students should have access to extra- and co-curricular opportunities to grow professionally, provide service, practice leadership, and engage with the campus community. Student organizations are key providers of such opportunities.

A student organization seeking recognition must be nondiscriminatory and must adhere to the values and mission of Bon Secours Memorial College of Nursing. Evaluation and approval for new student organizations include review of several factors, including but not limited to, the number of similar organizations, interest and sustainability, use of campus/college resources, appropriateness and cultural fit. Procedures to establish a student organization can be found on the student portal and the faculty portal.

For more information please reference ADM 3.06 and the BSMCON - Student Activities organization in Blackboard. Questions regarding student organizations may be directed to Jared Crist, Director of Student and Alumni Affairs, at jared_crist@bshsi.org or visit the BSMCON — Student Activities organization in Blackboard.

Role of Faculty Advisor in Student Organizations

Faculty/staff members are selected to serve as advisors to student organizations and to serve as liaisons between the Faculty Organization, the College administration and the student groups. The advisors provide guidance and help officers interpret their roles and responsibilities. For a complete list of these responsibilities, refer to the Student Organization Advisory Handbook.

Alpha Phi Omega — National Service Fraternity

Alpha Phi Omega (APO) is a co-educational national service fraternity founded on the principles of leadership, friendship and service. The mission of APO is to prepare campus and community leaders through service. APO has 360 active chapters on college campuses across the country, with an active membership of more than 24,000 students. The College of Nursing established a formal charter in Spring 2019. Advisor: Julie Marsh, julie_marshall@bshsi.org.

Student Government Organization

The College supports the Student Government Organization (SGO). The purpose of the SGO is to:

- Encourage the highest standards of honor and integrity in all matters of professional and social conduct
- Provide the opportunity for students to share their ideas, interests, and concerns regarding nursing education with other nursing students in this College
- Promote an atmosphere of cooperation, understanding, and communication among the students, faculty, and administration
- Promote interest and participation in professional development
- Promote programs and community service opportunities of professional interest and concern

All students are members of the Student Government Organization (SGO). The SGO fosters student engagement with the campus community by creating a venue to share feedback and new ideas. All members are encouraged to attend regular general body meetings. Being an Officer or a Chair for the SGO affords students the opportunity to develop a sense of responsibility and leadership on campus. The SGO promotes engagement, cooperation, self-discipline, and shared governance across the BSMCON campus while upholding the highest standards of personal and professional conduct. Additionally, the SGO acts as the primary student organization by providing guidance and support to other student activities, groups, and organizations. For more information about the SGO please visit the BSMCON — Student Activities organization in Blackboard or visit <https://www.bsmcon.edu/student-organizations>.

National Student Nurses' Association

Students at the College have the privilege of joining the National Student Nurses' Association (NSNA) that entitles them to membership at the state and national levels. Members from all of the participating colleges in Virginia form the Virginia Nursing Student Association (VNSA).

By being active in the NSNA, the student nurse has an opportunity to share ideas with other nursing students and to gain experience and knowledge in preparation for participation in the nursing profession and its organizations. Conventions are held at the state and national levels. Students are encouraged to attend, and do not need to join the BSMCON-SNA in order to join the NSNA. For more information, contact NSNA at snabsmcon@gmail.com or visit nsna.org.

Bon Secours Memorial College of Nursing — Student Nurses Association (BSMCON-SNA)

BSMCON-SNA is an officially recognized student chapter of the National Student Nurses Association (NSNA). The student chapter was created with a three-fold purpose:

- to assume responsibility for contributing to nursing education in order to provide the highest quality of health care
- to provide programs representative of fundamental interests and concerns to nursing students
- to aid in the development of the whole person, their professional role, their responsibility for health care of people in all walks of life.

BSMCON-SNA intends to fulfill the purpose of the organization by focusing on three goals: building a professional identity in our nursing students, promoting nursing as a profession, and service. Benefits to students include journal subscription, leadership opportunities, scholarships, discounts and more. Interested students must first join at the national level. Please direct inquiries to snabsmcon@gmail.com. Advisor: Kaitlin Chidley, kaitlin_chidley@bshsi.org.

Gamma Omega Chapter at Large, Sigma Theta Tau International Nursing Honor Society

The Honor Society of Nursing, Sigma Theta Tau International [STTI], celebrates excellence and scholarship in nursing. STTI members are recognized for superior achievement in nursing academics and leadership abilities. Membership signifies high standards and commitment to the ideals and purposes of the nursing profession. BSMCON graduating seniors who achieve a minimum 3.0 GPA and rank in the top 35% of their graduating class are invited to be inducted into the Gamma Omega-Chapter at Large. Students with questions can contact Gamma Omega Chapter at Large counselors: Arlene_Holowaychuk@bshsi.org or Lara_Ratliff@bshsi.org.

Professional Organization

National League of Nursing
2600 Virginia Avenue, NW, Eighth floor
Washington, DC 20037
Phone: 800-669-1656

Global Outreach

Service Opportunities

BSMCON currently offers students the following opportunities to serve vulnerable populations in an immersion experience outside of the classroom:

Spring Break International Service Trip

The goal of this international service trip is for students to immerse themselves in another culture and provide nursing care to those in need. By working in the field without the convenience of modern technology, students are challenged to assess and address the needs of our patients without the benefit of lab work, diagnostic imaging, and other technological tools. Students make a commitment to physically touch and comfort every person who comes to see them, and minister to their individual needs. This annual mission trip is typically held over spring break with teams serving in Haiti, the Dominican Republic and in the Bahamas in recent years.

RAM (Remote Area Medical)

RAM provides a stateside immersion experience to our students. RAM operates mobile clinics all over the United States and Internationally with a focus on taking health care to areas that are in the greatest need. The College participates in a weekend long experience in Emporia, Grundy and Warsaw, Virginia when available.

The Tangier Island Experience

The Tangier Island Experience allows the student the opportunity to spend three days learning about life and health care on this three-mile island located in the Chesapeake Bay with a population of just under 600 residents. Students will learn about the lifestyle of the 'watermen,' interact with residents at the island clinic and in Wednesday evening services, as well as explore the culture of this unique island and its rich history. Students will learn about health care on the island and how it has evolved over the past few decades.

Mountain Mission School (MMS)

MMS serves as home, church and school to more than 200 children in need, coming to us not only from Appalachia, but also from more than 60 countries worldwide. MMS provides each child with the foundation of first-rate academics, a loving family environment, positive social support, and a firm

commitment to the gospel of Jesus Christ. Students have the opportunity to interact with faculty and students while participating and leading in a variety of activities.

Move Mountains Medical Mission-Health Wagon

When offered, students selected for this team will spend a long weekend in Wise, Virginia. They will have an opportunity to provide health care at one of area's largest events held throughout the year. Students and faculty will work along side hundreds of volunteers to provide medical and dental assistance to the people of Southwest Virginia. This was previously operated by Remote Area Medical and has now been turned over to their partners at Health Wagon.

Alternative Spring Break

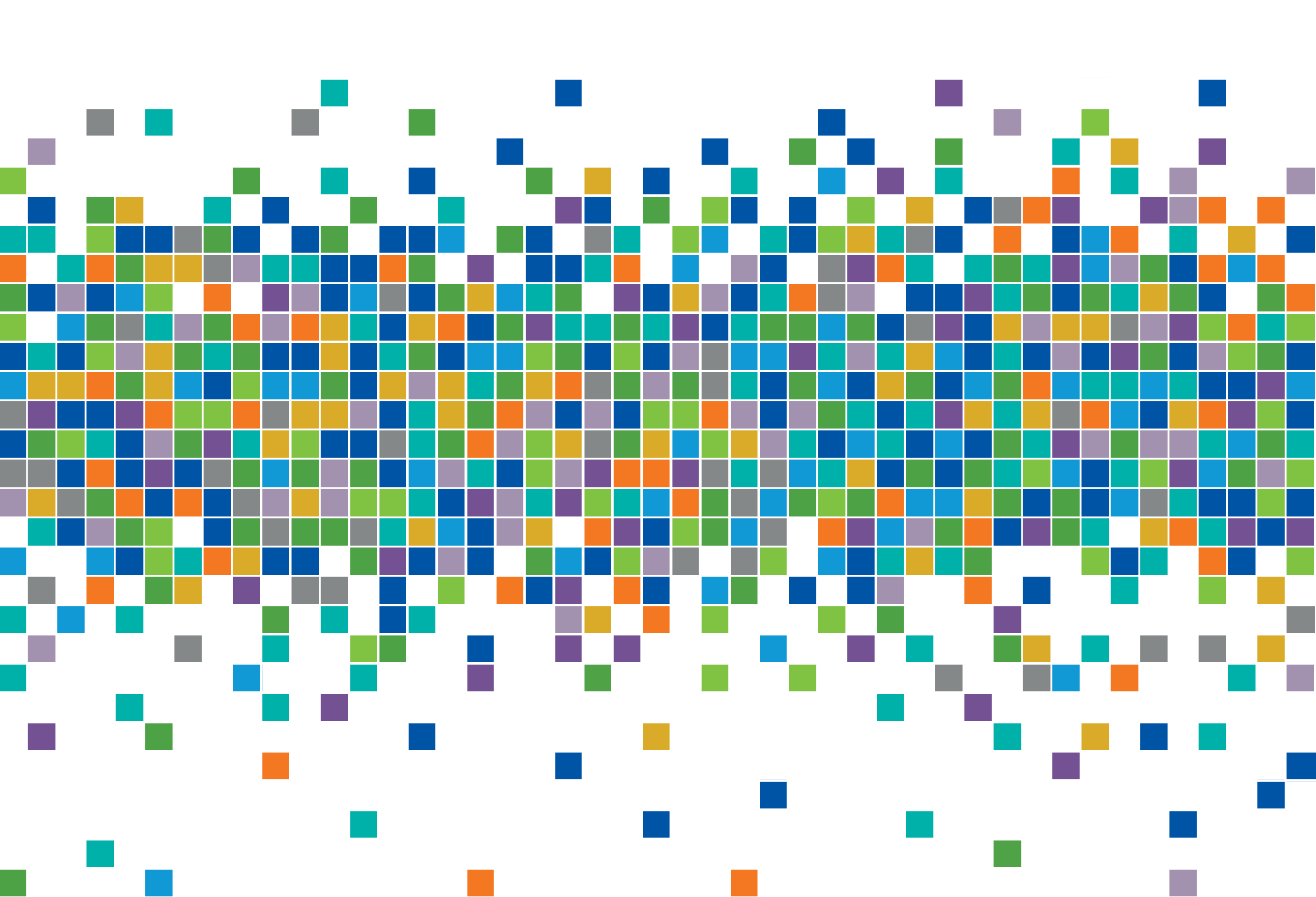
Alternative Spring Break is a volunteer service program offered to all students — BSN, RN-BSN and School of Medical Imaging (SOMI) — during spring break with the goals of building community, building student engagement, helping the local community, and putting the values and mission of Bon Secours into action.

- This opportunity allows students and student leaders to participate with several Richmond-area organizations over the spring break week, each serving a different need.
- Information regarding applications and acceptance into these programs are communicated to students during the academic year via Blackboard.

Study Abroad Opportunity

Rooted in the Past, Standing in the Present, Reaching toward the Future: Awakening Your Call to Serve

The focus of the course (LDP 4001, 3 credits) is to explore the footsteps of the Bon Secours Sisters to cultivate one's call to serve. This course includes a pilgrimage to Bon Secours Retreat and Conference Center, Bon Secours Baltimore hospital, and Bon Secours Paris, France. Students will explore the history, present, and future work of Bon Secours to reflect on one's journey of being and becoming a servant leader. This course requires an application and acceptance to the nursing program and study abroad experience for both Pre-Licensure and Post-Licensure students. It is typically offered during the summer.



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Non-Academic Appeal Flowchart

INITIATION OF APPEAL

The student has ten (10) business days from the time that they knew or should have known of the issue that is the subject of the grievance to send a formal letter/email detailing the issue and providing supporting information to the college personnel whose decision they are appealing and the desired outcome of the appeal. The personnel's administrative supervisor should be copied on the communication.

LEVEL 1

- The college personnel has ten (10) business days from the receipt of the appeal letter to schedule a meeting with the student to discuss the matter.
- Within five (5) business days after the meeting, the college personnel will provide a written letter outlining the decision of the meeting. A copy will be provided to the Dean of Student Affairs.

LEVEL 2

- The student may choose to appeal the Level I decision within five (5) business days of the decision being communicated by sending a letter outlining the case for the appeal, along with a copy of the Level 1 decision letter, to the college personnel's administrative supervisor.
- Within ten (10) business days from the receipt of the appeal letter, the administrative supervisor will investigate the matter and will schedule a meeting with both parties in an effort to resolve the matter.
- Within ten (10) business days after the meeting, the administrative supervisor will prepare a report of the disposition of the matter providing copies to both parties. A copy will be provided to the Dean of Student Affairs.

LEVEL 3

- Within five (5) business days of the communication of the Level II decision, the student may file a written appeal to the appropriate RHEI Leadership Team member with copies of the Level I and Level II decisions attached.
- Within ten (10) business days of the receipt of the appeal, the RHEI Leadership Team member will set a hearing date for all parties involved and the Student Grievance Committee. This meeting will occur within thirty (30) business days of the receipt of the appeal.
- Within ten (10) business days of the hearing, an official letter including the final determined outcome will be prepared by the RHEI Leadership Team member and sent to all parties.
- Findings for all Level III grievances are final in all cases unless further reviewed by the Vice President RHEI.

Students should refer to ADM 1.05 Appeal Process for Non-Academic Grievances for more detailed information regarding non-academic grievances to include guidance on peer observers.

Student Conduct Flowchart

LEVEL 1

- Within three (3) business days of becoming aware of the incident, the appropriate faculty or staff member will investigate the matter and will meet with the student(s) suspected to have violated ADM 3.05 Student Conduct — Rights and Responsibilities individually to discuss the matter and possible sanctions.
- Within three (3) business days of the meeting, the staff/faculty member will prepare a report of the matter and send it, with appropriate additional information, to the student(s) and to the Dean of Student Affairs. This will constitute a Written Warning.



LEVEL 2

- The student(s) may choose to appeal the Level I decision within five (5) business days of the report being communicated by sending a letter, along with Level I written report, to the Dean of Academic Affairs.
- Within five (5) business days of the receipt of the appeal, the Dean of Academic Affairs will review documentation related to the situation, meet with the involved parties, and send a letter of their decision to the student(s) with a copy being sent to the Dean of Student Affairs.



LEVEL 3

- The student(s) may choose to appeal the decision of the Dean of Academic Affairs and any sanctions applied within five (5) business days of the written letter being communicated by sending a letter, along with Level I written report and the Level II written letter, to the Dean of Student Affairs.
- Within ten (10) business days of the receipt of the appeal, the Dean of Student Affairs will review documentation related to the situation, meet with the involved parties, and send a letter of their decision to the student(s).
- Level III decisions are final and may not be appealed.

Students should refer to ADM 3.05 Student Conduct — Rights and Responsibilities for more detailed information.

Administrative Offices

Office of the Dean, Administration

Dr. Benjamin Djeukeng, Dean

The Office of Administration provides oversight in areas of accreditation and regulatory compliance, institutional effectiveness, safety, and physical plant operation. It is the College's point of contact in relationships with accrediting, regulatory, governmental, educational, and professional organizations of importance to the College. The Office of Administration also oversees the development, implementation, and monitoring of a planning and institutional effectiveness program at the College as well as the safe, effective, and efficient operation of College facilities.

Office of the Dean, Student Affairs

Dr. Leslie Winston, Dean

This office provides oversight for support services and resources for student success. Students with questions regarding the following areas: academic support, career counseling, student access and accommodation services, student conduct, non-academic grievances, graduation, student organizations, and student welfare, fall under this office.

Office of Enrollment Services

Dr. Carrie Newcomb, Associate Dean

Enrollment Services strategically works to attract, enroll, and retain high quality students who share the calling to serve, those who consider caring to be a calling and a ministry inclusive of all people. The office is comprised of three departments: Admissions, Marketing and Records and Registration.

Office of Finance

Amy Pozza, Chief Financial Officer

The Office of Finance consists of the areas of financial/business affairs, student accounts and financial aid. The Office of Financial Aid, senior staff accountant, and the College bursar comprise this office.

Center for Student Success

Lydia (Dia) Lisner, Director of Student Success

The mission of the Center for Student Success is to provide academic support, connect students with resources, help meet students' educational goals, and encourage academic achievement and excellence. This office offers support with: academic success advising, academic counseling, career counseling, accommodations, and free Peer Academic Support Service — PASS (tutoring).

The Clinical Simulation and Learning Center (CSLC)

Holly L. Pugh, Dean

The Clinical Simulation & Learning Center's mission is to provide high quality service and education in a respectful learning environment. The CSLC consists of simulation technicians who provide support, maintenance, and programming of simulation equipment, and simulation faculty dedicated to teaching students utilizing simulation based learning as well as faculty in the development of simulation skills.

The Library and Learning Commons

Tina Metzger, Librarian

The College Library is located within the Learning Commons. It serves the overall health care information needs of our students, faculty, and staff, and supports the curriculum objectives of the College.

Information Technology (IT) Department

Jason E. Smith, Director of IT

The Information Technology department advances the College as a leader in technology for learning, teaching, research and administration. It provides secure and accessible technology and service to students, faculty and staff. The department manages the student information system, the learning management system (Blackboard), the student productivity suite (Office 365) and other systems. It provides on-premise and on-call support for technology issues.

Personnel

Administration and Staff

ALVIS, ELLA

Faculty Operations Coordinator

Degree and Institution:

BS, James Madison University

ARCIBAL, MELANIE

Senior Accountant

Degree and Institution:

BS, University of Perpetual Help System Laguna

BATES, MONIQUE (MOE)

Director, Compliance and Risk Management

Degree and Institution:

EdD, University of Southern California

CANTWELL, DEBRA

Learning Management System & Applications Administrator

Degree and Institution:

BS, Southern New Hampshire University

CANUP, AC

Student Success Advisor

Degree and Institution:

BA, Guilford College

CASTELVECCHI, JANE

Alumni Relations Coordinator

Degree and Institution:

BSHA, University of Phoenix

CRIST, JARED

Director of Student and Alumni Affairs

Degree and Institution:

MEd, Virginia Commonwealth University

DANIEL, ANDRENETTA

Clinical Simulation & Learning Center Assistant

Degree and Institution:

AS, Averett University

DAVIS, JESSICA

Simulation Technical Specialist

DIACONT, ROBIN

Recruiting Admission Specialist

DJEUKENG, BENJAMIN

Dean of Administration

Degree and Institution:

PhD, The College of William and Mary

ENSING, RACHEL

Director of Admissions

Degree and Institution:

MS, University of Miami

FAULK, RANDY

Building Coordinator

FAZEL, ARIF

Senior Application Analyst

Degree and Institution:

MS, Florida State University

FERGUSON, MARY CATE

Gift Officer

Degree and Institution:

BS, Virginia Commonwealth University

FEURER, AMY E.

Associate Dean of Academic Affairs,

Associate Professor

Degree and Institution:

PhD, Rutgers University

FLORIAN, KELLEY A.

Director of Financial Aid

Degree and Institution:

BA, Liberty University

FORD, BETH

Recruiting Admission Specialist

GAULT, PEGGY C.

Executive Assistant

GREEN, MELANIE

Vice President, Richmond Higher

Education Institutions

Degree and Institution:

PhD, Louisiana State University

GURUNG, BINESH

Simulation Technical Specialist

Degree and Institution:

BS, ECPI University

HARMAN, HANNAH

Academic Operations Coordinator

Degree and Institution:

BS, James Madison University

HINTON, PAMELA

Receptionist

Degree and Institution:

AS, ECPI University

IMLER, ELIA C.

Director of Marketing and Communication

Degree and Institution:

MS, Ithaca College

KING, HARRIS

Bursar

Degree and Institution:

BS, Virginia Commonwealth University

KOST, NICHOLAS

Manager, College Information Systems

and Technology

Degree and Institution:

BA, St. Leo University

LEE, SUNJUNG

IT Support Technician

Degree and Institution:

MS, Texas A&M University

LISNER, LYDIA (DIA)

Director of Student Success

Degree and Institution:

MEd, Virginia Commonwealth University

MARSH, JULIE

Instructional Designer

Degree and Institution:

MEd, University of Richmond

MARTIN, KATIE

Admissions Assistant

MAXEY, MICHAEL

Simulation Technical Specialist

Degree and Institution:

AAS, ITT Technical Institute

METZGER, TINA

Librarian

Degree and Institution:

MSIS, University of Tennessee, Knoxville

MIKELAITES, CATHERINE

Associate Dean of Faculty Affairs and Distance

Education, Associate Professor

Degree and Institution:

DNP, George Washington University

NEWCOMB, CARRIE

Associate Dean of Student Services

Degree and Institution:

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PERKINS, CHRIS-TENNA

Dean of Academic Affairs,

Professor

Degree and Institution:

PhD, University of Northern Colorado

PETERSON, ALLISON

Manager, Career Services

Degree and Institution:

MS Ed, St. Joseph's College

POZZA, AMY

Chief Financial Officer

Degree and Institution:

MBA, University of Virginia

PUGH, HOLLY L.

Dean of Clinical Simulation Center

Degree and Institution:

MSHA, Virginia Commonwealth University

RUNNE, JACQUELINE

Financial Aid Specialist

Degree and Institution:

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RUPPERT, SHAWN M.

Registrar Specialist

Degree and Institution:

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Degree and Institution:

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SMITH, JASON E.*Director of Information Technology***Degree and Institution:**

MS, Boston University

STUBBLEFIELD, ERICA*Student Success Advisor***Degree and Institution:**

MEd, Virginia Commonwealth University

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TAYLOR, FAITH*Director of Finance***Degree and Institution:**

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TERRELL, INGRID*Graphic Design Specialist***Degree and Institution:**

BA, City College of the City University of New York

VASQUEZ, MARIA*Admissions Recruiter***Degree and Institution:**

BS, Liberty University

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WINSTON, LESLIE*Dean of Student Affairs***Degree and Institution:**

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WOYCHAK, CAROL*Recruiting Admission Specialist***Degree and Institution:**

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YOUNG, PAULA*Simulation Technical Specialist***Degree and Institution:**

BS, George Mason University

Faculty

ALLEN, KATHLEEN*Simulation Faculty***Degree and Institution:**

MSN, Virginia Commonwealth University

Area of Teaching Specialization: Simulation**ALLISON, DEANNA***Clinical Associate Professor***Degree and Institution:**

MSN, Walden University

Area of Teaching Specialization: Nursing**BAIRD, BRIAN***Associate Professor***Degree and Institution:**

PharmD, Virginia Commonwealth University

Area of Teaching Specialization:

Pathopharmacology

BINGAT, AUGUSTINE*Clinical Associate Professor***Degree and Institution:**

PhD, University of Wisconsin — Milwaukee

Area of Teaching Specialization: Nursing**BROWNIE, KIMBERLY***Assistant Professor***Degree and Institution:**

MSN, Walden University

Area of Teaching Specialization: Nursing**BUCK, LESLIE***Assistant Professor***Degree and Institution:**

MSN, Barton College

Area of Teaching Specialization: Nursing**BUTLER, CARRIE***Assistant Professor***Degree and Institution:**

MSN, Virginia Commonwealth University

Area of Teaching Specialization: Nursing**CLARK, KEMBERLY***Clinical Associate Professor***Degree and Institution:**

DNP, Radford University

Area of Teaching Specialization: Nursing**CAVANNA, ASHLEY***Assistant Professor***Degree and Institution:**

MSN, Western Governors University

Area of Teaching Specialization: Nursing**CHIDLEY, KAITLIN***Assistant Professor***Degree and Institution:**

MSN, Walden University

Area of Teaching Specialization: Nursing**CRANE, THERESA***Instructor***Degree and Institution:**

MSN, Western Governor's University

Area of Teaching Specialization: Nursing**CULLISON, DAWN***Instructor***Degree and Institution:**

MSN, Liberty University

Area of Teaching Specialization: Nursing**DANIELS, ANGEL***Associate Professor***Degree and Institution:**

DNP, Chamberlain College of Nursing

Area of Teaching Specialization: Nursing**DIGGES, JEANMARIE***Clinical Associate Professor***Degree and Institution:**

MSN, Virginia Commonwealth University

Area of Teaching Specialization: Nursing**DUDLEY, SUSAN***Instructor***Degree and Institution:**

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MSN, Walden University

Area of Teaching Specialization: Nursing**FEURER, AMY E.***Associate Dean of Academic Affairs,**Associate Professor***Degree and Institution:**

PhD, Rutgers University

Area of Teaching Specialization: Nursing**GARDNER, TRINA G.***Acting Post-Licensure Program Chair,**Assistant Professor***Degree and Institution:**

MSN, Old Dominion University

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Area of Teaching Specialization: Nursing**HENCE, LESLIE MICHELLE***Assistant Professor***Degree and Institution:**

MSN, University of Phoenix

Area of Teaching Specialization: Nursing**HOLOWAYCHUK, ARLENE S.***Clinical Associate Professor***Degree and Institution:**

EdD, Liberty University

Area of Teaching Specialization: Nursing**INGERSOLL, KATHY***Simulation Faculty***Degree and Institution:**

MSN, Western Governors University

Area of Teaching Specialization: Simulation**IVEY, JAN***Assistant Professor***Degree and Institution:**

MSN, University of Alabama at Birmingham

Area of Teaching Specialization: Nursing**JAQUEZ, LEAH***Assistant Professor***Degree and Institution:**

MSN, Walden University

Area of Teaching Specialization: Nursing**JENKINS, JANET T.***Simulation Faculty***Degree and Institution:**

MSN, Western Governors University

Area of Teaching Specialization: Simulation

KUYKENDALL, MORGAN

Assistant Professor

Degree and Institution:

MSN, Duke University

Area of Teaching Specialization: Nursing

LONG, SARAH

Instructor

Degree and Institution:

MSN, American Sentinel University

Area of Teaching Specialization: Nursing

MCCLURE, KELLY

Instructor

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MIKELAITES, CATHERINE

Associate Dean of Faculty Affairs and Distance Education, Associate Professor

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Area of Teaching Specialization: Nursing

PEDERSEN, KATHY

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MSN, California University of Pennsylvania

Area of Teaching Specialization: Nursing

PERKINS, CHRIS-TENNA

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Area of Teaching Specialization: Nursing

SCHULTZ, KARYN

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Area of Teaching Specialization: Nursing

SMITH, DIANE

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SNODGRASS, LAURA

Simulation Faculty

Degree and Institution:

MSN/Ed, University of Phoenix

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SWANN, JESSIE

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Degree and Institution:

MSN, Walden University

Area of Teaching Specialization: Nursing

TENCH, TERI

Clinical Associate Professor

Degree and Institution:

PhD, Capella University

Area of Teaching Specialization: Nursing

THREATT, LAUREN

Instructor

Degree and Institution:

MSN, Maryville University

Area of Teaching Specialization: Nursing

WHELPLEY, ROBIN

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Degree and Institution:

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Pathopharmacology

WHITE, CAROL

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Area of Teaching Specialization: Nursing

WILKINS, SUSAN A.

Clinical Associate Professor,

Pre-Licensure Program Chair

Degree and Institution:

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Area of Teaching Specialization: Nursing

WILLIAMS, MARCELLA

Assistant Professor

Degree and Institution:

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Area of Teaching Specialization: Nursing

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Notes:

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