2018-2019 College Catalog

About The Catalog

Last updated: February 11, 2019

| Focused | Connected | Preferred Your path to a career in health care is w

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The Christ College of Nursing and Health Sciences, affiliated with The Christ Hospital
Network for over a century, is a regionally accredited, private institution of higher lea
Dedicated to delivering the highest quality healthcare education, TCCNHS graduates
knowledge and skills they need to make a difference. We educate tomorrow's healtho
leaders.

History - Vision - Mission

HISTORY

The Christ Hospital School of Nursing, predecessor to The Christ College of Nursing a
Health Sciences, was born in a tradition of caring. In 1888, a group of local citizens, le
soap maker James N. Gamble, invited Ms. Isabella Thoburn to come to Cincinnati. The
expectation was that she would start a program to train deaconesses and missionari
carry on religious, educational, and philanthropic work to alleviate the appalling pove
existed in the city. They could not have imagined the impact their invitation would ha
our city, then and more than a century later.

Miss Thoburn arrived in late 1888 and found that the Gamble family had provided a I
and funds to begin herwork. The endeavor was named The Elizabeth Gamble Deacor
Home Association in honor of Mrs. James Gamble, who had dedicated her life to serv
needy of the city. On that storied day when Ms. Thoburn found a sick woman crying c
street because she had cancer and could not get medical care, the plan of the deacor
expanded beyond running a soup kitchen and ministering in tenement homes. They
ten-bed hospital, named Christ's Hospital.

Between 1889 and 1901, the Association trained only deaconesses as nurses, but the
recognized the need for enrolling other qualified young women. By 1901, young wom
accepted for training as nurses whether or not they intended to become deaconesse
paved the way for the formation of The Christ Hospital School of Nursing in 1902. Sin
inception, The Christ Hospital School of Nursing has grown both in size and sophistic
meet the changing healthcare needs within the Greater Cincinnati region and the tri-s
(Ohio-Indiana-Kentucky).

The Christ College of Nursing and Health Sciences, established in 2006, offers prograi
designed to prepare graduates to work in a broad array of healthcare settings. Discip
specific studies, grounded in the arts and sciences provide students with the opportu
develop the necessary skills and competencies to transition into their chosen profess
College continues in the pursuit of excellence in education which has been at the corc
institution's mission and history and is aptly stated in its unchanging motto - Summo
Commisso Missi, On Highest Mission Sent.

VISION

The Christ College of Nursing and Health Sciences will be an innovative institution of learning providing a distinctive curriculum in nursing and health sciences.

MISSION

The Christ College of Nursing and Health Sciences, guided by its core values and enric foundation in the Arts and Sciences, prepares individuals both for delivery of healtho promotes the well-being of a dynamic society and for life-long learning.

Values and Goals

CORE VALUES

- **Caring:** to have respect for every human being and concern for the preservatio human dignity; to accept the diversity of cultures and origins characterizing the community.

- **Collaboration:** to work cooperatively; to achieve common goals.

- **Integrity:** to be honest, fair, trustworthy, and genuine; to conduct oneself ethic legally, and professionally.

- **Excellence:** to function at the highest level of performance; to demonstrate commitment to quality outcomes and continuous improvement through eviden practice.

GOALS

To make its vision a reality and to accomplish its mission The Christ College of Nursin Health Sciences promises to:

- Provide a collaborative learning environment that addresses the individual need diverse student population.

- Integrate knowledge from the Arts and Sciences and discipline-specific studies t establish a foundation for life-long learning.

- Employ faculty who demonstrate excellence in education through quality instru community service, and scholarly endeavors.

- Provide an educational experience grounded in the institution's core values that prepares graduates to participate responsibly in a dynamic, diverse society.
- Provide curricular offerings relevant to current market demands and healthcare
- Ensure academic excellence through on-going assessment and evaluation.

Institutional Learning Outcomes

As a result of their educational experiences at The Christ College of Nursing and Heal Sciences, students will:

- Apply an expanded knowledge base within one's chosen profession with the dis to engage in life-long learning.
- Demonstrate responsible engagement with social-political-cultural issues of loc, regional, or global significance.
- Demonstrate academic and professional competency in written and oral communication.
- Demonstrate academic and professional competency within the sciences.
- Engage in intellectual inquiry and critical thinking by identifying assumptions, m inferences, marshaling evidence, and giving a coherent account of reasoning.

Student learning outcomes are also clearly stated for the academic programs that are at the college. Students should refer to the program handbook for their respective de program.

College Conceptual Framework

The curriculum provides an integrated approach to holistic learning that prepares stu enter the health professions, the community, and the world as competent, well-roun critically thinking individuals. The following diagram depicts the College's conceptual framework.

College Conceptual Framework
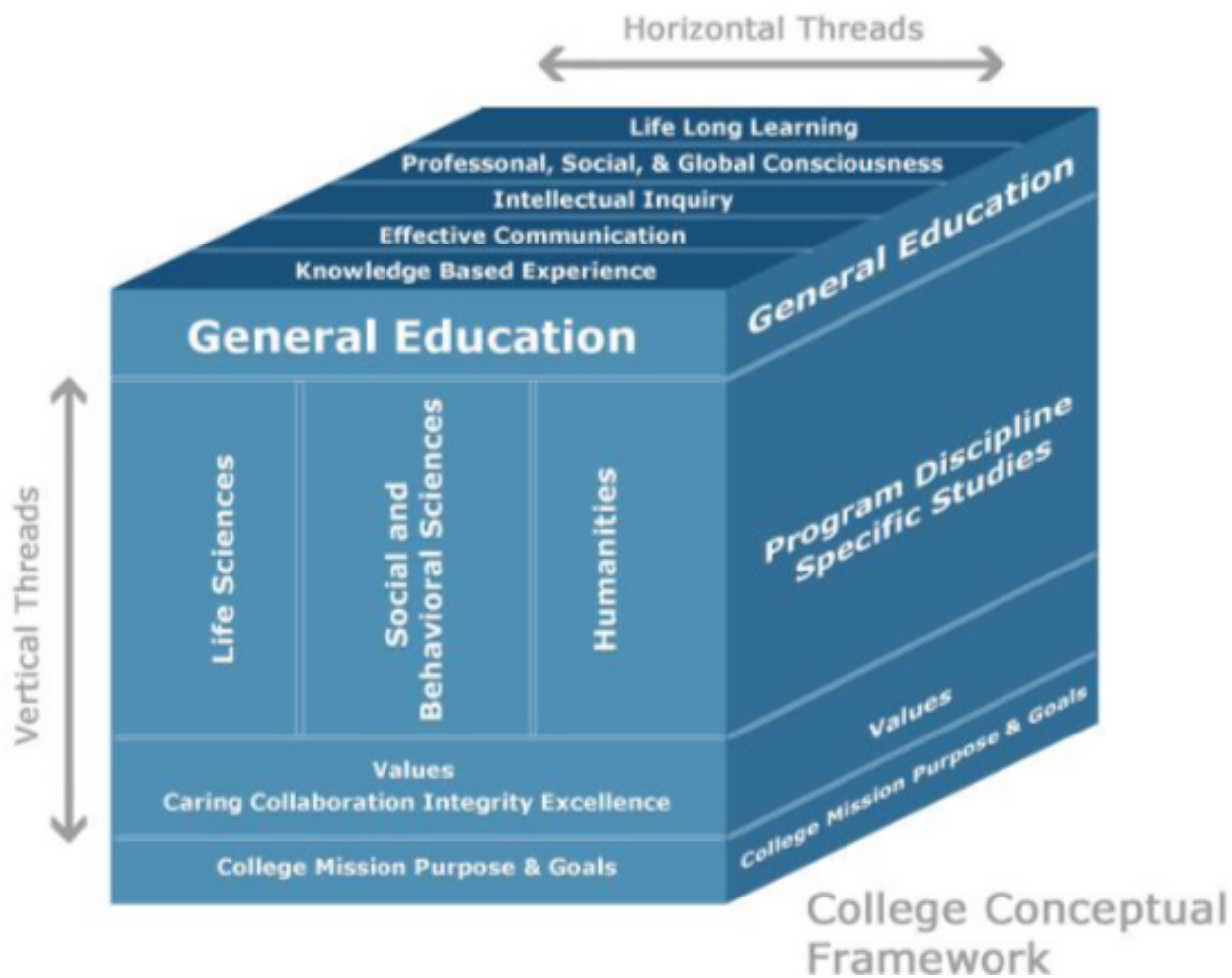
Currently the Department of Nursing offers a pre-licensure Associate of Applied Scier
Nursing (AAS), a pre-licensure Bachelor of Science in Nursing (BSN), and the Registere
to Bachelor of Science in Nursing (RN-BSN) completion program. The academic depar
work together to support the overall mission and goals of the College while creating a
rounded academic experience for students, faculty, and staff.

Supported by a foundation in the arts and sciences and discipline-related studies the
conceptual framework is rooted in its mission, purpose, goals, and values.

Technical Standards

Technical standards are combinations of cognitive, behavioral/social, and physical ab
required to acquire the knowledge and skills needed for the roles associated with the
College's program(s). In addition to being essential to the successful completion of th
requirements of a degree, these skills and functions are necessary to ensure the heal
safety of patients, students, faculty, and other health care providers. Qualified applic

expected to meet all admissions criteria and matriculating students are expected to r
progression criteria, as well as these technical standards.

Because curricula leading to healthcare related degrees at The Christ College of Nurs
Health Sciences (TCCNHS) require students to engage in diverse and complex experie
the College has identified specified technical standards critical to the success of stude
Variations of these functions may be addressed in program or course specific inform
the capacity to perform these technical standards with or without reasonable
accommodations results in the inability to meet student learning outcomes, the stude
be at risk of not successfully completing the course and/or program.

Cognitive

Intellectual and conceptual ability to think critically in order to make decisions, which
measuring, calculating, reasoning, analyzing, prioritizing and synthesizing data.

Behavioral/Social

- Capacity to demonstrate ethical behavior, including student honor codes, as we
  applicable laws and regulations governing healthcare professions.
- Ability to:
    1. Function safely under stress and adapt to changing situations.
    2. Relate to individuals and groups with honesty, integrity and non-discrimina
    3. Communicate, including ability to ask questions and receive answers with
       participate in team discussions, and demonstrate computer literacy.
    4. Record information.
    5. Master written and spoken English.

Physical

- Motor and psychomotor function including gross and fine motor skills, physical
  endurance, strength, stamina and mobility to carry out professional processes.
- Ability to gather data including but not limited to information conveyed through
  group seminar, small group activities, written documents, computer-information
  systems, and physical demonstrations
- Ability to identify information presented in images from paper, videos, and slide

The information above is intended as guidance and not as hard rules. Accommodation requests by students, even those related to technical standard will be analyzed and determined on a case-by-case basis, and such accommodations will be granted when the College determines it is reasonable t do so.

College Organizational Structure

The Christ College of Nursing and Health Sciences is a non-profit corporation. The aff hospital, The Christ Hospital, is the Sole Member of TCCNHS. The oversight for all inst business, and academic practices emanates from TCCNHS' Board of Directors. The Pr of the College reports directly to the Board and serves as the Chief Executive Officer institution.

An organizational chart can be found here: https://www.thechristcollege.edu/img/cor organizational-chart-7-1-2018.pdf

Board of Directors

- **Cathy M. Hamblen**, BSN, RN, Chair
- **Hon. Yvonne G. Washington**, Vice Chair
- **Susan D. Gilster**, PhD, RN, Secretary
- **Thomas M. Broderick**, MD
- **Jose Luis Chavez**, MD
- **Hon. Victoria B. Gluckman**
- **Roderick D. Hinton**
- **James S. Wendel**, MD
- **Gail E. Kist-Kline**, PhD, President, The Christ College of Nursing and Health Scie Officio Member)
- **Julie A. Holt**, Vice President, Chief Nursing Officer, The Christ Hospital (Ex-Offici Member)

- **Theodore M. Scherpenberg**, Finance Executive Director—Controller, The Christ Hospital/The Christ College of Nursing and Health Sciences (Ex-Officio Member)

College Administration

President: Gail E. Kist-Kline, PhD Telephone: (513) 585-1414
Gail.KistKline@TheChristCollege.edu

Dean of College Support Services: Meghan E. Hollowell, EdD Telephone: (513) 585
Meghan.Hollowell@TheChristCollege.edu

Dean of Operations; Presidential Liaison: Carolyn A. Hunter, MSN, RN Telephone
585-2068 Carolyn.Hunter@TheChristCollege.edu

Dean of Enrollment Management: Bradley A. Jackson, MA Telephone: (513) 585-0

Bradley.Jackson@TheChristCollege.edu

Compliance

CIVIL RIGHTS COMPLIANCE

Qualified applicants will be considered for admission to The Christ College of Nursing Health Sciences without regard to race, sex, creed, nationality, age, or marital status.

NON-DISCRIMINATORY STATEMENT

Updated 7/27/16; Updated 10/19/16; 12/13/17

The Christ College of Nursing and Health Sciences is committed to a policy of non-discrimination on the basis of race, color, creed, national origin, citizenship, religion, age, gender, gender identity, genetics, marital status, sex, pregnancy, sexual orientati military or veteran status, disability, or any other status protected by local, state or fe (collectively, "protected statuses") in the administration of its educational, recruitmen admissions policies; scholarship and loan programs; and athletic or other College-administered programs. All institutional processes and policies are in compliance wit applicable federal and state laws and regulations related to discrimination. The follow people have been designated to handle specific inquiries regarding specific non-discrimination policies:

For inquiries related to disabilities, contact:

> Fay Silverman, Director of Student Success Main College Building Office 132. (51 585-2959. Fay.Silverman@TheChristCollege.edu

For inquiries related to Title IX/Sexual Assault and all other discrimination cont

> Maureen Schwab, Associate Dean of Compliance/Title IX Coordinator. Office: Medical Office Building Office 306. (513) 585-2055. Maureen.Schwab@TheChristCollege.edu

Inquiries regarding Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975 can also be made to the United States Department of Edu Office for Civil Rights (OCR). OCR can be contacted by visiting http://www2.ed.gov/about/offices/list/ocr/index.html or by calling 1-800-421-3481.

DISABILITY COMPLIANCE

The Christ College of Nursing and Health Sciences, in compliance with Section 504 of Rehabilitation Act of 1973, does not restrict admission of any individual solely by reas or her disability.

RIGHT OF PRIVACY

For information pertaining to students' rights to privacy, please refer to the College C section on FERPA.

Accreditation

The Christ College of Nursing and Health Sciences is accredited, approved, and autho several agencies and organizations. Below is a listing of these agencies and organizat Please visit the College's website www.thechristcollege.edu for full verification.

Regionally accredited by The Higher Learning Commission of the North Central Assoc Colleges and Schools (HLC). Accreditation is limited to the Associate Degree in Nursin the RN to Bachelor of Science in Nursing program.

The Higher Learning Commission

230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411 Phone: 800.621.7440 / 312.263.0456 Fax: 312.263.7462 www.hlcommission.org

The baccalaureate program at The Christ College of Nursing and Health Sciences is ac by the Commission on Collegiate Nursing Education (CCNE).

Commission on Collegiate Nursing Education

One Dupont Circle, NW, Suite 530, Washington, DC 20036, Phone: (202) 887-679

The Associate of Applied Science in Nursing program is nationally accredited by the Accreditation Commission for Education in Nursing (ACEN).

Accreditation Commission for Education in Nursing (ACEN)

3343 Peachtree Road NE, Suite 850 Atlanta, Georgia 30326 Phone: 404.975.500(Fax: 404.975.5020 http://www.acennursing.org

Approved by the Ohio Board of Nursing to conduct nursing education programs (AAS BSN degrees) leading to initial licensure to practice nursing as a Registered Nurse.

Authorized by the Ohio Department of Higher Education (formerly, Ohio Board of Re; award the Associate of Applied Science in Nursing and the Bachelor of Science in Nur BSN).

Approved by the State Approving Agency for Veterans' Training.

Library Services

Vision

The James N. Gamble Library will connect people to the most relevant knowledge-bas information.

Mission

The James N. Gamble Library will provide members of The Christ Hospital Health Net community with timely, authoritative and accurate library and information services to advance excellence in education, research, and patient care.

- Circulating book and journal collection
- Article reprints via e-mail, fax, interdepartmental mail, or pick-up at Library
- ILL services for books and journal articles not in the Library's collection
- Bibliographic literature search services
- Table of contents surveys
- Reference assistance
- Training on subscription search databases and electronic resources
- Assistance with creating online journal clubs

Location and Contact Information

The Christ Hospital, 1 North
Phone: (513) 585-2737, Fax: (513) 585-4353
E-Mail: TCH_Library@TheChristHospital.com

Hours of Operation

Monday through Friday: 8:30 a.m. to 6:00 p.m. Saturday and Sunday: Closed

Staff

Regina Hartman, Library Manager Diana Osborne, Library Assistant Jennifer Pettigrew
Resources Librarian Jennifer Steinhardt, Archivist

Bookstore

Books for The Christ College can be easily purchased at Joseph-Beth Booksellers.

Location and Contact Information

> 2139 Auburn Avenue, Cincinnati Ohio 45219 (The Christ Hospital Gift Shop) Pho
> 513-585-0868

For your convenience and in compliance with regulatory standards, a book list is supp
all courses with book titles and ISBN numbers prior to class registration each semeste
strongly recommend you shop through Joseph-Beth Booksellers. Please be advised th
shop through another online vendor, The Christ College cannot make any guarantees
you in resolving your book orders.

If you should discover there are not enough available books at the bookstore or there
something incorrectly listed, please contact a Joseph-Beth Booksellers' associate or m
They can assist you in resolving your book orders.

Concerns or questions about book orders should first be directed to the appropriate
member or Joseph-Beth Booksellers' staff. Unresolved issues should be directed to th
appropriate Associate Dean.

FINANCIAL AID BOOK VOUCHER POLICY

The College, together with Joseph-Beth Booksellers, has developed the following guid
and procedures for students who wish to use their anticipated financial aid refund to
purchase required and recommended books and supplies.

Eligible students may only receive a book voucher at the Admission and Financial Aid

To be eligible for a College Book Voucher, a student must meet the following requirer

1. Have a valid FAFSA on file with the College.
2. Have completed verification process with the financial aid office if applicable.

3. Have signed a master promissory note (MPN) for Direct Student Loans if applica

4. Have a completed financial aid file.

5. Be in good standing of Academic and Financial Aid SAP policies.

6. Have registered for a minimum of 6 credit hours.

7. Have financial aid in excess of tuition charges for the semester.

8. Have no outstanding balances owed to the College for the current or previous semesters.

BOOK VOUCHER GUIDELINES

1. Only one book voucher per student.

2. Book vouchers are only available for fall, spring and summer semesters.

3. Book vouchers expire at close of business on the final day of the 100% refund p

4. No book vouchers will be given after the final day of the 100% refund period.

5. Can receive up to $1000 in a book voucher depending on individual eligibility. A minimum of $100 must be available in a pending refund to process a book vouc

6. Students are not permitted to purchase books or supplies for other students.

7. Only required or recommended books and supplies for the currently enrolled s will be permitted.

8. Book vouchers must be used at the Joseph-Beth at Christ Hospital store only to purchase required or recommended books and supplies.

9. At time of purchase, student must show Joseph-Beth Booksellers your College II or photo ID.

10. Only the Director of Admissions and Financial Aid or approved college designee authorized to sign the TCCNHS Book Voucher Form.

BOOK VOUCHER PROCESS

1. Book Voucher Forms are available at the Financial Aid Office beginning one wee to the start of the semester or at designated dates as determined by TCCNHS in conjunction with Joseph-Beth.

2. Book voucher requests will not be processed by email or phone. Requests must made in person at the Financial Aid Office.

3. A book and supplies fee will be charged to the student account for the amount i
   by Joseph-Beth Booksellers.

4. The completed book voucher should be considered as cash and if a student mis
   the voucher or loses the voucher, another voucher will not be issued.

5. For your first purchase at Joseph-Beth at the Christ Hospital store, you will be re
   to give them your Financial Aid voucher. They will set up an account in your nam
   in return, provide you with a Special Payment Card with the allotted financial aid
   on the card. Each time you purchase, you will need to pay with this card. This is
   considered cash and if a student misplaces the Payment Card, another voucher
   be issued.

6. The Joseph-Beth Payment Card can only be used at Joseph-Beth at Christ Hospit
   the student must present their College ID or photo ID at the time of purchase.

7. Joseph-Beth Booksellers will reconcile with TCCNHS approximately 30 days afte
   start of the semesters. Approved book vouchers will expire the day after the 10(
   tuition refund schedule of the College.

Food Services

There are several dining venues available to students that are open throughout the d
evening.

- **Bistro 1889-**Monday through Friday (Located in the Hospital; Closed on Holiday
- **Starbucks-**Monday through Sunday (Located in the Hospital)
- **Au Bon Pain-**Monday through Sunday (Located in the Hospital)
- **Vending Machines-**Vending machines with snacks and beverages in the Hospit
  the College's Student Lounge accessible 24-hours a day.

A refrigerator, microwave, and coffee machine are located in the College's Student Lo

Academic Calendar
Last updated: February 11, 2019

This academic calendar is subject to periodic review and revision. Please check with t Registrar Bursar to determine if changes have been made.

CLICK HERE FOR CURRENT CALENDAR:
HTTPS://WWW.THECHRISTCOLLEGE.EDU/IMG/CONTENT/ACADEMIC_CALEN 19_REVISED_4-18-19.PDF

Academic Information

Last updated: February 11, 2019

Department of Health Sciences

Added 11/15/16

The Department of Health Sciences has two Divisions, Allied Health and Arts and Scie The degrees offered within the department are an Associate of Science in General Stu Bachelor of Science in Health Care Administration.

PURPOSE

The purpose of the Health Sciences is to support the mission, vision, and values of Th
College of Nursing and Health Sciences by providing a course of study with a foundat
the liberal arts and sciences. Students will acquire a fundamental understanding of th
relationship between the person, environment and health. The health science gradua
be a life-long learner who models ethical behavior, integrity and excellence. Earning a
science degree from The Christ College of Nursing and Health Sciences, graduates wi
equipped to participate in the healthcare arena as caring professionals engaging in cr
decision making, intellectual inquiry, and collaboration.

PHILOSOPHY

A person is a unique individual having intrinsic value. Each individual has diverse phy
emotional, social, developmental, and spiritual needs in varying degrees of fulfillmen
deserves caring interventions. The person and environment are constantly interactin

The environment includes all internal and external factors affecting and affected by t
individual. A part of this dynamic environment is society, which consists of individuals
families, communities, and institutions. Any change in the environment may require v
degrees of adaptation. Health Sciences graduates engage in assessment of both the
environment and people to identify opportunities to promote, maintain, or restore he

Health is the dynamic process of balance and harmony within the person, including p
mental and social well-being. A person's state of health is influenced by personal, soc
cultural variables and may be affected by prevention and treatment strategies.

FRAMEWORK
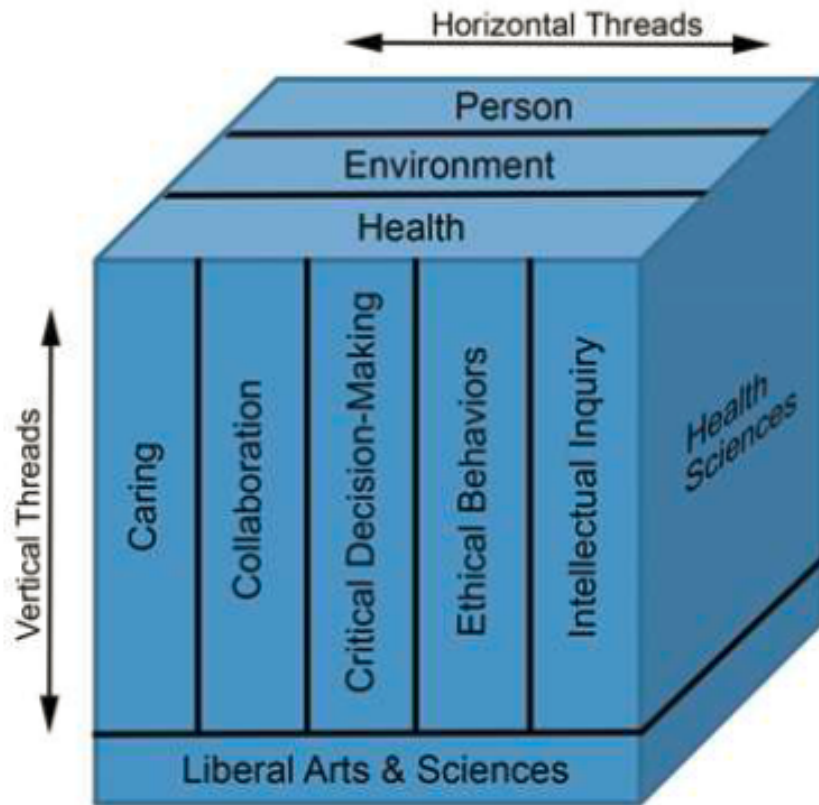
Health Sciences Conceptual Framework

Horizontal Threads for Health Sciences

For the Health Sciences, *person*, *environment* and_ health_ constitute horizontal thre
which are those integrated concepts presented early, strengthened through repeate
exposure and application, and woven throughout the curriculum for Health Science
programs.

Vertical Threads for Health Sciences

Caring, **intellectual inquiry**, **ethical behavior**, **critical decision making**, and **collab
comprise the vertical threads. These concepts and skills are arranged to build upon o
another in alignment with a general sequence of learning. Scaffolded through the cu
for Health Science programs, vertical threads guide the student's progression toward
proficiency.

Caring behaviors are nurturing, protective, compassionate, and person-centered. Ca
creates an environment of hope and trust, where individual choices related to cultura
beliefs, and lifestyle are respected.

Intellectual Inquiry is a persistent sense of curiosity that informs both learning and
which stimulates visionary thinking. Intellectual inquiry invites the exploration of pos:
allowing for creativity and innovation.

Ethical Behaviors are characterized by conduct within legal, ethical, and regulatory
frameworks; commitment to standards of professional practice; and accountability fo
own actions.

Critical Decision Making encompasses the performance of accurate assessments, tl
multiple methods to access information, and the analysis and integration of knowled
information to formulate evidence-based conclusions.

Collaboration is working together with open professional communication to plan, m
decisions, set goals and implement strategies. Collaboration requires consideration c
priorities and preferences, available resources, shared accountability, and mutual res

DIVISION OF ALLIED HEALTH PROGRAMS

The Division of Allied Health serves to educate health care professionals in the Bache
Science in Health Care Administration (HCA) program. Specific concentration tracks h
developed to assist a student with degree completion utilizing prior education. The
concentration tracks for degree completion include Medical Assistant to HCA; Parame
HCA; Community Paramedic to HCA; Registered Nurse to HCA; Licensed Practical Nur
HCA; and BSN and BS in HCA dual degree.

The requirements for each degree program listed below are effective for those startir
degree program in fall 2016 through summer 2017. These requirements will remain i
for students who do not break enrollment or who do not change degree programs.

Bachelor of Science in Health Care Administration

The Bachelor of Science in Healthcare Administration degree program provides a cou
study that integrates concepts from liberal arts and sciences with a healthcare curricu
emphasizing academic excellence with opportunities for specialization. The promotic
critical decision making skills, ethical behaviors and intellectual inquiry along with a b

focus prepares graduates with the foundational knowledge needed to enter a dynam
healthcare environment as collaborative, caring leaders. To assist in advocating for p
achieve positive outcomes, graduates will possess a knowledge base of regulatory
environments. The completion of the Bachelor of Science in Healthcare Administratic
program makes it possible for graduates to lead and manage healthcare staff and fac

Program Outcomes

1. Apply theoretical and empirical knowledge from the liberal arts and sciences an
   sciences to collaborative, caring management approaches based on evidence.
2. Build collaborative teams that successfully address complex challenges to healt
3. Demonstrate effective professional, ethical communication, utilizing a variety of
   modalities, to improve healthcare delivery.
4. Assess organizational processes to determine opportunities and methods for
   improvement.
5. Analyze the impact of health care policy and regulatory mandates on health car
   management.
6. Demonstrate leadership roles to manage healthcare organizations.

Graduation Requirements

- 120 Total credits
- 30 Hours of upper division (300-400 level) courses
- 50% of major taken through TCCNHS
- 30 Credits must be completed through TCCNHS
- 2.0 Grade point average
- Grades of C or higher in all courses
- Submission of Graduation Application at beginning of final semester

Major Requirements

Number	Course Name	Credits
ACCT 210	Financial Accounting	3
ACCT 220	Managerial Accounting	3
BUSM 201	Principles of Management	3
ECO 201	Principles of Economics	3

Number	Course Name	Credits
FIN 201	Principles of Finance	3
HCA 101	Medical Terminology	3
HCA 210	Introduction to Integrated Health Care Systems	3
HCA 310	Transformational Management in Health Care	3
HCA 320	Information Systems for Evidence-based Management	3
HCA330	Human Resource Management	3
HCA 340	Marketing Techniques in Health Care	3
HCA 350	Financial Management of Health Care Intuitions	3
HCA 360	Health Care Law	3
HCA 390	HCA Professional Development	1
HCA 410	Health Care Policy	3
HCA 415	Ethical Issues in Health Care	3
HCA 420	Health Care Quality & Performance Excellence	3
HCA 430	Health Care Strategic Planning	3
HCA 435	Social Determinants of Community Health	3
HCA 440	Economic Applications for Operational Excellence	3
HCA 450	Administrative Leadership Capstone Project OR	
	or	3
HCA 460	HCA Internship	

General Education Requirements

Number	Course Name	Credits
ENG 101	English Composition	3
ENG205	Composition for Practical Communication	3
	or	3
COM 315	Practical Communication	3
COM 101	Communication Elective*	3
MAT 105	College Algebra	3
STAT 201	Statistics	3
SOPS101	Introduction to Social Psychology	
	or	3
PSY 101	Introduction to Psychology	
	or	3
SOC 101	Introduction to Sociology	

Required if student does not transfer at least 15 college credit hours

Electives Natural Sciences, Technology, & Innovation* 12

Elective Arts, Humanities, Culture & Diversity* 6

Electives Social & Behavioral Sciences* 6

Concentration/Unrestricted Electives* 18-20

*Choose from a list of approved courses on degree audit

Bachelor of Science in Health Care Administration Concentration Tracks

Students who hold certificates or degrees in the health care fields listed below are eli
transfer a specific number of credits hours into the HCA program based upon their s
Certificate/Degree. Other certificates or degrees may also qualify. *Please call the Adm
Office at 513-585-2394 if your certificate or degree is not listed*.

Certificates/ Degrees	Concentration Transfer Credit	Major	Transfer Credit	Credits Tra
Paramedic	20 Credits	None		20*
Community Paramedic	20 Credits	HCA 101	3	26*
		HCA 435	3	
Medical Assistant	20 Credits	HCA 101	3	23*
Radiology Technician	20 Credits	HCA 101	3	23*
LPN	20 Credits	HCA 101	3	23*
Associate or Diploma RN	20 Credits	HCA 101	3	26*
		HCA 320	3	

* In addition, General Education Requirements and Major Requirements may
transfer based on prior courses completed at an accredited institution. A minim
of 30 Major Requirement credits must be completed at the College.

Bachelor of Science in Nursing and Health Care Administration Dual Degree

Edited 5/9/17

BSN Major Requirements

Number	Course Name	Credits
NUR 220	Health Assessment	4
NUR 297	Professional Development Concepts/Capstone	2
NUR 221	Nursing Skills: Concepts of Quality & Safety	4
NUR 298	Professional Development Concepts/Capstone	1
NUR 305	Health & Illness Concepts Across the Lifespan	6
NUR 307	Concepts of Intellectual Inquiry	3
NUR 309	Professional Nursing Concepts	2
NUR 397	Professional Development Concepts/Capstone	1
NUR 311	Health & Illness Concepts Across the Lifespan II	6

Number	Course Name	Credits
NUR 312	Concepts in Leadership & Health Care Delivery	4
NUR 313	Concepts in Population Health	2
NUR 398	Professional Development Concepts/Capstone	1
NUR 410	Clinical Intensive	6
NUR 412	Clinical Intensive	6
NUR 497	Professional Development Concepts/Capstone	2
NUR 414	Clinical Intensive III	6
NUR 416	Clinical Intensive IV	6
NUR 498	Professional Development Concepts/Capstone	2

HCA Major Requirements

HCA Internship

General Education Requirements

Number	Course Name	Credits
CHEM 105	Introduction to Chemistry	4
ENG 101	English Composition	3
ENG 315	Evidence-Based Writing	3
COM 101	Speech & Oral Communication	3
MAT 105	College Algebra	3
STAT 201	Statistics	3
BIO 111	Anatomy & Physiology I	4
BIO 112	Anatomy & Physiology II	4
BIO 121	Microbiology	4
BIO 180	Biology of Food	3
BIO 215	Core Concepts in Pharmacology	3
BIO 300	Pathophysiology	3
PHI 103	Introduction to Ethics	3
	Humanities Elective*	3
PSY 110	Lifespan Development	3
PSY 210	Concepts of Behavior Change	3
SOPS 101	Introduction to Social Psychology	3
	or	
PSY 101	Introduction to Psychology	3
	or	
SOC 101	Introduction to Sociology	3
IS 200	Service Learning in Our Community	1
FYE 102	First Year Experience	2

Required if student does not transfer at least 24 college credit hours

Graduation Requirements

- 168 Total credits
- 50% of each major taken through TCCNHS
- 2.0 Grade point average
- Grades of C or higher in all courses
- NCLEX Review Course Determined by the College
- Submission of Graduation Application at beginning of final semester

DIVISION OF ARTS AND SCIENCES

Updated 4/16/18

Through engaging students in the Arts and Sciences, the purpose of the Division of A
Sciences is to build upon the intellectual, social, and emotional foundation of student
developing a commitment to life-long learning, increasing their social and global
consciousness, and their academic and professional competencies, and building on t
understanding of what it means to be a knowledgeable and responsible citizen.

The Division of Arts and Sciences delivers the core general education requirements fo
and academic programs.

Students completing the Arts and Sciences experience will be able to:

- Apply an expanded knowledge base within one's chosen profession with the dis
  to engage in life-long learning.
- Demonstrate responsible engagement with social-political-cultural issues of loca
  regional, or global significance.
- Demonstrate academic and professional competency in written and oral
  communication.
- Demonstrate academic and professional competency within the sciences.
- Engage in intellectual inquiry and critical thinking by identifying assumptions, m
  inferences, marshaling evidence, and giving a coherent account of reasoning.

Philosophy

The Arts and Sciences curriculum at The Christ College of Nursing and Health Sciences
to develop within students certain intellectual and cognitive capacities, habits of mind
character, values, moral awareness, integrative abilities in connecting bodies of know
and qualities necessary for productive citizenship in an open and vibrant democracy.

Intellectual and Cognitive Capacities

The Arts and Sciences curriculum is geared to develop in students the capacities for c
thinking, productive and open dialogue, the ability to proactively solve problems and
the challenges of the world around them, and a strong internal focus of control so th
creators, not victims of circumstance or fortune.

Habits

The Arts and Sciences curriculum aims to develop habits of diligence, working smart,
knowledge, asking and answering questions, and life-long learning. The Arts and Scie
faculty strive to foster study skills, analytical tools for engaging technology in learning
appreciation for a variety of learning environments and teaching styles, responsibility
students' own education, habits of collaborative learning and action, and habits of se
reflection and assessment.

Connecting and Integrating

The Arts and Sciences curriculum is designed to enable students to connect and integ
knowledge among the arts and sciences and the health sciences, in the belief that tog
the arts and sciences provide comprehensive insight into our world and the human c

Values and Moral Development

The Arts and Sciences faculty believe education entails moral development and the
examination of values, including the development of integrity, the ability to work with
and to both generously consider and critically examine the thoughts, goals, and value
others as well as one's own.

Citizenship

The Arts and Sciences faculty believe that becoming keenly aware of and exercising th
intellectual capacities and developing their interests in the subject matter of the arts
sciences enables individuals to live fuller and more fulfilled human lives. Moreover, th
development of these capacities and habits are also crucial to producing well-informe

capable citizens who can participate productively in a liberal democracy, with openne
awareness of others outside one's own world, with an understanding of the past in o
build a fair, opportune, and sustainable future, and with appreciation of how small ou
is and how, through its interconnections, local action affects the global environment.

Program of Study

Associate of Science in General Studies

The requirements for each degree program listed below are effective for those startin
degree program in fall 2016 through summer 2017. These requirements will remain i
for students who do not break enrollment or who do not change degree programs.

Associate of Science General Studies

Added 11/15/16

The Associate of Science degree is intended for students planning to attend a college
university to obtain a bachelor's degree in a science major or who wish to obtain a 2-y
associate degree. The Associate of Science Degree requires a minimum of 60 credits.
may transfer in general education courses or select Arts and Sciences courses at the
to meet the criteria. Students must complete a minimum of 30 credits at TCCNHS.

Program Outcomes

Updated 4/16/18

1. Apply an expanded knowledge base within one's chosen profession with the dis
   to engage in life-long learning.
2. Demonstrate responsible engagement with social-political-cultural issues of loca
   regional, or global significance.
3. Demonstrate academic and professional competency in written and oral
   communication.
4. Demonstrate academic and professional competency within the sciences.
5. Engage in intellectual inquiry and critical thinking by identifying assumptions, m
   inferences, marshaling evidence, and giving a coherent account of reasoning.

GRADUATION REQUIREMENTS

General Education Requirements

Oral & Written Communication (9 credit hours)

- ENG 101 English Composition (3 credits)
- Oral & Written Communication Electives* (6 credits)

Math & Data Analysis (6 credit hours)

- MAT 105 College Algebra (3 credits)
- STAT 201 Statistics (3 credits)

Natural Sciences, Technology, & Innovation (12 credit hours)

- Natural Science, Technology, & Innovation Electives* (12 credits)

Arts, Humanities, Culture & Diversity (3 credit hours)

- Arts, Humanities, Culture & Diversity Elective* (3 credits)

Social & Behavioral Sciences (6 credit hours)

- Social & Behavioral Sciences Electives* (6 credits)

First Year Experience (2 credit hours)

- FYE 102 First Year Experience (2 credits)

  Required if student does not transfer at least 15 college credit hours

Unrestricted/Free Elective (22-24 credit hours)*

  Choose electives to lead to the minimum total of 60 hours required for graduat.
  *Choose from approved courses listed on degree audit

- **60 Total credits**
- **2.0 Grade point average**
- **Submission of Graduation Application at beginning of final semester**
- **Grades of C or higher in all courses**
- **30 Credits must be completed through TCCNHS**

Department of Nursing

The purpose of the Department of Nursing is to support the mission, vision, and valu
Christ College of Nursing and Health Sciences by providing a course of study with a
foundation in the Arts and Sciences. Graduates who earn a nursing degree from The
College of Nursing and Health Sciences will be caring, professional nurses engaging in
thinking, intellectual inquiry, and collaboration. Leadership provided by the graduate
promote high quality care for a dynamic, diverse society in any setting. To assist in ac
for patients to achieve positive outcomes, graduates will possess a knowledge base o
regulatory environments and healthcare informatics. The nursing graduate from The
College of Nursing and Health Sciences will be a life-long learner who models integrity
excellence in professional nursing practice.

PHILOSOPHY

The faculty within the nursing department at The Christ College of Nursing and Healt
Sciences believe that:

1. A person is a unique individual having intrinsic value. Each individual has divers
   physical, emotional, social, developmental, and spiritual needs in varying degree
   fulfillment and deserves caring interventions. The person and environment are
   constantly interacting.

2. The environment includes all internal and external factors affecting and affected
   individual. A part of this dynamic environment is society, which consists of indiv
   families, communities. Any change in the environment may require varying deg
   adaptation. Ongoing assessment by the nurse identifies a person's adaptive eff
   promote, maintain, or restore health.

3. Health is the dynamic process of balance and harmony within the person. A per
   state of health may be influenced by personal, societal, and cultural variables ar
   altered by primary, secondary, or tertiary prevention strategies. A person's posi
   the health continuum may require nursing intervention.

4. Nursing is a caring profession concerned with the patient's responses to health
   illness. Nursing is an integral component of the healthcare system. Nurses func
   collaboratively to address the diverse healthcare needs of patients. Nurses are
   and managers of care and members within the discipline of nursing.

5. Nursing practice integrates knowledge from the biological, social, and behavioral sciences with nursing theories, research/evidence, and clinical experience. The application of knowledge, as well as the therapeutic use of self through effective communication and intervention is fundamental to nursing.

6. The nursing process is a comprehensive clinical decision-making strategy. It serves a framework for providing and managing competent evidence-based care to promote maintain, or restore the patient's optimal level of health. This includes support of dignified death.

7. Accountability and responsibility are hallmarks of a wide range of professional behaviors requisite to the discipline of nursing. Nurses are accountable to patients, society and the nursing profession for providing high standards of care and upholding legal and ethical principles. Nurses are responsible for continuing professional development.

8. In Nursing, the collaborative processes of teaching and learning take place between teacher and student. Learning is a goal-oriented, integrative process enhanced by individual inquiry, motivation, and self-direction. Learning is facilitated when faculty creates a cooperative, supportive learning environment, encourages knowledge expansion, and guides students in developing competencies. The achievement of desired changes in knowledge, attitudes, skill and behaviors determines the effectiveness of this collaborative effort.

FRAMEWORK

Nursing Program Conceptual Framework
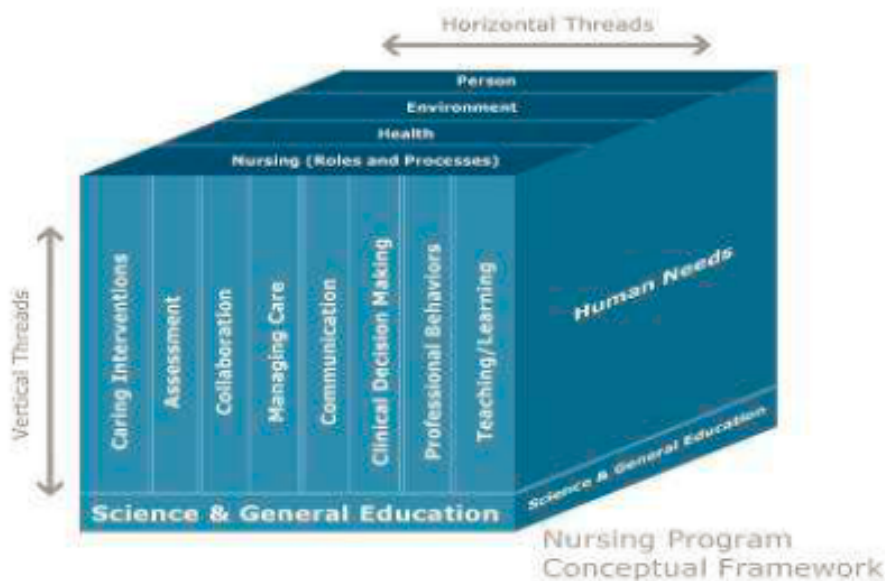
Horizontal Threads

Integrated concepts presented at various stages in the curriculum, strengthened thro
repeated exposure and application and woven throughout the curriculum. For the
Department of Nursing, **person**, **environment**, **health**, and **nursing** constitute the h
threads of the nursing curriculum and are defined in the Philosophy of the Nursing P

Vertical Threads (with Curricular Concepts in *Italics)*

Sequential concepts spanning the nursing program, progressive in complexity and in
in depth throughout the program. For the Department of Nursing, the following conc
definitions constitute the vertical threads of the nursing curriculum. The vertical threa
not intended to be viewed as solitary concepts. Rather, the concepts are intended to
the progressive educational development of the student in acquiring the knowledge,
behaviors, and clinical reasoning requisite to the profession.

1. **Caring Interventions**: Caring interventions are those nursing behaviors and ac
   that assist patients in meeting their needs. Caring interventions are based on a
   knowledge and understanding of the natural sciences, behavioral sciences, nurs
   theory, nursing research, and past nursing experiences. Caring is the "being witl
   "doing for" that assist patients to achieve the desired results. Caring behaviors a
   nurturing, protective, compassionate, and person-centered. Caring creates an
   environment of hope and trust, where patient choices related to cultural values
   and lifestyle are respected. Caring interventions imply implementation of preve
   strategies. (*Caring, Quality*)

2. **Assessment**: Assessment is the collection, analysis, and synthesis of relevant da
   the purpose of appraising the patient's health status. Comprehensive assessme
   provides a holistic view of the patient which includes dimensions of physical,
   developmental, emotional, psychosocial, cultural, spiritual, and functional status
   Assessment involves the orderly collection of information from multiple sources
   establish a foundation for provision of nursing care, and includes identification
   available resources to meet patient needs. Initial assessment provides a baselin
   future comparisons that can be made in order to individualize patient care. Ong
   assessment and reassessment are required to ensure quality and safety in patie
   while meeting the patient's changing needs. (*Nursing Process, Evidence-based F
   Informatics, Communication, NCLEX Success*)

3. **Clinical Decision Making**: Clinical decision-making encompasses the performa
   accurate assessments, the use of multiple methods to access information, and t
   analysis and integration of knowledge and information to formulate clinical judg
   Effective clinical decision making results in finding solutions, individualizing care

assuring the delivery of accurate, safe care that moves the patient and support toward positive outcomes. Evidence-based practice and the use of critical thinking/clinical reasoning provide the foundation for appropriate clinical decisi making. (*Nursing Process, NCLEX Success, Clinical Judgment, Quality, Evidence-b Practice*)

4. **Managing Care**: Managing care is the efficient, effective use of human, physical financial, and technological resources to meet patient needs and support organ outcomes. Effective management is accomplished through the processes of pla organizing, directing, and controlling. The nurse, in collaboration with the health team, uses these processes to assist the patient to move toward positive outcor cost efficient manner, to transition within and across healthcare settings, and to resources. (*Nursing Process, NCLEX Success, Quality, Evidence-based Practice, Informatics, Leadership, Collaboration, Healthcare Economics*)

5. **Collaboration**: Collaboration is the shared planning, decision making, problem goal setting, and assumption of responsibilities by those who work together cooperatively, with open professional communication. Collaboration occurs with patient, significant support person(s), peers, other members of the healthcare t community agencies. The nurse participates in the team approach to holistic, pa centered care across healthcare settings. The nurse functions as advocate, liaiso coordinator, and colleague as participants work together to meet patient needs move the patient toward positive outcomes. Collaboration requires consideratio patient needs, priorities and preferences, available resources and services, shar accountability, and mutual respect. (*Collaboration, Care Coordination, Nursing Professionalism, Quality, Leadership, Healthcare Economics*)

6. **Communication**: Communication in nursing is an interactive process through v there is an exchange of information that may occur verbally, non-verbally, in wr through information technology. Those who may be included in this process are nurse, patient, significant support person(s), other members of the healthcare t community agencies. Effective communication demonstrates caring, compassio cultural awareness, and is directed toward promoting positive outcomes and establishing a trusting relationship. Therapeutic communication is an interactive and non-verbal process between the nurse and patient that assists the patient t with change, develop more satisfying interpersonal relationships, and integrate knowledge and skills. (*Communication, Collaboration, Caring, Nursing Process, Professionalism, Evidence-based Practice, Informatics*)

7. **Professional Behaviors**: Professional behaviors within nursing practice are characterized by a commitment to the profession of nursing. The graduate of a

program adheres to standards of professional practice, is accountable for their actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks. Professional behaviors also include a concern for others, as demor by caring, valuing the profession of nursing, and participating in ongoing profes development. (*Ethics, Professionalism, Quality, Evidence-based Practice, Inform Healthcare Policy, Healthcare Law*)

8. **Teaching and Learning**: Teaching and learning processes are used to promote maintain health and reduce risks, and are implemented in collaboration with th significant support person(s) and other members of the healthcare team. Teach encompasses the provision of health education to promote and facilitate inform decision making, achieve positive outcomes, and support self-care activities. Int components of the teaching process include the transmission of information, ev of the response to teaching, and modification of teaching based on identified re Learning involves the assimilation of information to expand knowledge and cha behavior. (*Patient Education, Health Promotion, Nursing Process, Professionalis Quality, Evidence-based Practice, Informatics*)

Human Needs (with Curricular Concepts in *Italics*)

1. **Biological**

Oxygenation: Ability to transport air to the lungs and provide life-sustaining oxygen (*Acid/Base Balance, Cellular Respiration, Gas Exchange. Perfusion*)

Circulation: Ability to transport oxygen and nutrients to cells (*Fluid and Electrolyte B Immunity, Inflammation, Clotting, Homeostasis, Metabolism, Perfusion*)

Nutrition: All the processes involved in taking in and utilization of nutrients (*Nutritio Metabolism, Functional Ability, Sensory Perception, Glucose Regulation, Caregiving, F Aging*)

Fluid and Electrolyte Balance: Ability to maintain the volume and distribution of bo and solutes (*Fluid and Electrolyte Balance, Acid/Base Balance*)

Elimination: Ability to excrete waste products (*Elimination, Functional Ability, Aging*)

Hygiene/Skin Integrity: Practices that are conducive to preservation of health and maintenance of unbroken and healthy skin (*Mobility, Tissue Integrity, Sensory Percep Glucose Regulation, Elimination*)

Sensory/Comfort and Regulation: Ability to perceive, integrate, control, and respon
internal and external cues (*Sensory Perception, Pain, Thermoregulation, Intracranial*
Regulation, Cellular Regulation, Stress, Infection, Safety, Functional Ability)

Cognition: Mental processes needed for knowing, learning, and understanding (*Cogr*
Motivation, Adherence)

Activity: Ability to engage in body movement (*Functional Ability, Mobility, Aging*)

Safety/Protection: Ability to be protected from actual or potential harm (*Safety*)

Biophysical Development: Orderly and predictable process of growth and differenti
(*Development, Culture, Sexuality, Reproduction*)

1. **Psychosocial/Spiritual**

Mental Health: Ability to cope with or make the best of changing stresses or stimuli
Coping, Mood & Affect. Addiction, Interpersonal Violence, Psychosis, Aging; Caregivin
Palliation)

Sexuality: The sum of physical, functional, and psychological attributes that are expr
one's gender identity and sexual behavior (*Sexuality, Reproduction, Development, Ag*

Developmental Tasks: Ability to achieve psychosocial or cognitive skills at certain pe
life (*Development, Cognition, Motivation, Adherence*)

Social/Cultural Interaction: Ability to engage in shared values, beliefs, and practices
particular group of people (*Culture, Ethics, Caring, Family Dynamics*)

Spirituality/Religion: Essence of a person's being and beliefs about the meaning of l
(*Spirituality; Palliation*)

PROGRAMS OF STUDY

Associate of Applied Science in Nursing (ADN)

Bachelor of Science in Nursing Programs

Traditional Bachelor of Science in Nursing Programs (BSN)

Accelerated Bachelor of Science in Nursing Programs (ABSN)

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

Bachelor of Science in Nursing and Bachelor of Science in Health Care Administration (*See the Division of Allied Health: Programs of Study section of this Catalog for curriculum*)

The requirements for each degree program listed below are effective for those startin degree program 2019. These requirements will remain in effect for students who do break enrollment or who do not change degree programs.

ASSOCIATE OF APPLIED SCIENCE IN NURSING

The Associate of Applied Science in Nursing Program provides a course of study that integrates concepts from Arts and Sciences into a nursing curriculum emphasizing ac excellence and clinical competence. The promotion of critical thinking skills, professio behaviors and self-directed learning prepares graduates as beginning nurse generalis capable of entering practice in a dynamic healthcare environment. The completion of Associate Degree of Applied Science (ADN) in Nursing makes it possible for graduates the NCLEX-RN licensing examination and to pursue more advanced educational path

Program Outcomes:

1. Implement caring interventions in response to the diverse needs and inherent person;
2. Utilize ongoing assessment to identify a person's adaptation to internal and ext environment change;
3. Implement prevention strategies in response to individuals' positions on the he continuum;
4. Implement the nursing process as a clinical decision-making strategy to provide manage collaborative care;
5. Utilize communications, including information technologies, effectively and appropriately;
6. Demonstrate professional behaviors related to nursing practice;
7. utilize effective teaching strategies to provide accurate, relevant health instructi designed to achieve identified learning outcomes; and
8. Actively participate in the learning process to achieve desired changes in knowle attitudes, skills, and behaviors.

Graduation Requirements

- 71 Total credits
- 16 credit General Ed. Residency requirement
- Grades of C or higher in all courses
- NCLEX Review Course Determined by the College
- Submission of Graduation Application at beginning of final semester

Major Requirements

Course		Credits
NUR 100	Concepts for Nursing Practice	1
NUR 106	NCLEX Success Course I	1
NUR 107	NCLEX Success Course II	1
NUR 110	Foundations of Nursing Practice	6
NUR 150	Nursing Management of Client Needs I	8
NUR 206	NCLEX Success Course III	1
NUR 207	NCLEX Success Course IV	1
NUR 211	Nursing Management of Client Needs II	10
NUR 213	Nursing Management of Client Needs III	5
NUR 215	Transition to Professional Nursing	5
NUR 199*	LPN to RN Transition Course	3

*NUR 199 is an LPN-RN transition course. Students who qualify for this course will nc NUR100, NUR106, or NUR121.

General Education Requirements

Course		Credits
ENG 101	English Composition	3
COM 101 or COM 110	Speech & Oral Communication	3
BIO 111	Anatomy & Physiology I	4
BIO 112	Anatomy & Physiology II	4
BIO 121	Microbiology	4
PHI 103	Introduction to Ethics	3
SOPS101 or PSY 101 or	Introduction to Sociology Introduction to Psychology	3

Course	Credits
SOC 101 Introduction to Sociology	
Elective*	3

*Choose from a list of approved courses on degree audit

Bachelor of Science in Nursing Programs (BSN, ABSN, RN-BSN)

Program Outcomes:

1. Apply appropriate evidence to improve healthcare outcomes.

2. Utilize healthcare informatics safely and accurately in the delivery of quality care

3. Employ critical thinking and clinical reasoning to care for diverse populations.

4. Lead the healthcare team in solving contemporary issues to improve patient ou

5. Collaborate with the inter-professional healthcare team to ensure quality and sa

6. Demonstrate professionalism in the nursing role.

7. Apply an understanding of health policy and regulatory environments in patient

8. Pursue life-long learning and service to meet the needs of a dynamic society.

Pre-licensure Bachelor of Science in Nursing Program Description (BSN & ABSN)

The Bachelor of Science in Nursing programs provide a course of study that has its
foundation in the liberal arts and sciences and is an innovative nursing curriculum
emphasizing academic excellence and professional leadership through clinical immer
distinctive concept-based curriculum integrating service learning prepares students t
address the healthcare needs of diverse global communities by promoting populatio
Graduates of this program will utilize evidence to promote health and wellness throu
and collaborative strategies incorporating knowledge of regulatory environments, he
informatics, and quality improvement. A culture of robust intellectual inquiry will prep
graduates to take the NCLEX-RN licensing examination and to pursue life-long learnir

TRADITIONAL BACHELOR OF SCIENCE IN NURSING

BSN Graduation Requirements

Updated 5/3/18

- 121 Total credits

- 50% of coursework taken through TCCNHS

- 2.0 Grade point average

- Grades of C or higher in all courses

- NCLEX Review Course Determined by the College

- Submission of Graduation Application at beginning of final semester

Major Requirements

Course	Credits
NUR 220 Health Assessment	4
NUR 297 Professional Development Concepts/Capstone	2
NUR 221 Nursing Skills: Concepts of Quality & Safety	4
NUR 298 Professional Development Concepts/Capstone	1
NUR 305 Health & Illness Concepts Across the Lifespan I	6
NUR 307 Concepts of Intellectual Inquiry	3
NUR 309 Professional Nursing Concepts	2
NUR 397 Professional Development Concepts/Capstone	1
NUR 311 Health & Illness Concepts Across the Lifespan II	6
NUR 312 Concepts in Leadership & Health Care Delivery	4
NUR 313 Concepts in Population Health	2
NUR 398 Professional Development Concepts/Capstone	1
NUR 307 Concepts of Intellectual Inquiry	3
NUR 309 Professional Nursing Concepts	2
NUR 397 Professional Development Concepts/Capstone	1
NUR 410 Clinical Intensive I	6
NUR 412 Clinical Intensive II	6
NUR 497 Professional Development Concepts/Capstone	2
NUR 414 Clinical Intensive III	6
NUR 416 Clinical Intensive IV	6
NUR 498 Professional Development Concepts/Capstone	2

General Education Requirements

Course	
BIO 111	Anatomy & Physiology I
BIO 112	Anatomy & Physiology II
BIO 121	Microbiology
BIO 180	Biology of Food
BIO 215	Core Concepts in Pharmacology
BIO 300	Pathophysiology
ENG 101	English Composition

Course		
ENG 315	Evidence-Based Writing	
COM 101	Speech & Oral Communication	
MAT 105	College Algebra	
STAT 201	Statistics	
PHI 103	Introduction to Ethics	
PHI 205	World Religion	
PSY 110	Lifespan Development	
PSY 210	Concepts of Behavior Change	
PSY 101 or	Introduction to Psychology	
SOC 101 or	Introduction to Sociology	
SOC 101	Introduction to Sociology	
IS 200	Service Learning in Our Community	
FYE 102	First Year Experience-Required if student does not transfer at least 24 college credit hours	
	Elective*	

*Choose from a list of approved courses on degree audit

ACCELERATED BACHELOR OF SCIENCE IN NURSING

ABSN Graduation Requirements

Updated 5/3/18

- 70 Total credits

- 100% of nursing coursework taken through TCCNHS

- 2.0 Grade point average

- Grades of C or higher in all courses

- NCLEX Review Course Determined by the College

- Submission of Graduation Application at beginning of final semester

Major Requirements

Number	Course Name	Credits
NUR 220A	Health Assessment	4
NUR 297A	Professional Development Concepts/Capstone	2

Number	Course Name	Credits
NUR 221A	Nursing Skills: Concepts of Quality & Safety	4
NUR 298A	Professional Development Concepts/Capstone	1
NUR 305A	Health & Illness Concepts Across the Lifespan	6
NUR 307A	Concepts of Intellectual Inquiry	3
NUR 309A	Professional Nursing Concepts	2
NUR 397A	Professional Development Concepts/Capstone	1
NUR 311A	Health & Illness Concepts Across the Lifespan	6
NUR 312A	Concepts in Leadership & Health Care Delivery	3
NUR 313A	Concepts in Population Health	3
NUR 398A	Professional Development Concepts/Capstone	1
NUR 410A	Clinical Intensive I	6
NUR 412A	Clinical Intensive II	6
NUR 497A	Professional Development Concepts/Capstone	2
NUR 414A	Clinical Intensive III	6
NUR 416A	Clinical Intensive IV	6
NUR 498A	Professional Development Concepts/Capstone	2
	Nursing Elective	3
BIO 215	Core Concepts in Pharmacology	3

General Education Pre-Requisites Completed Prior to Starting Nursing Coursework:

Number	Course Name	Credits
BIO 111	Anatomy & Physiology I	4
BIO 112	Anatomy & Physiology II	4
BIO 121	Microbiology	4
BIO 180	Biology of Food	3

**REGISTERED NURSE TO BACHELOR OF SCIENCE IN NURSING **

The RN-BSN Program is a completion degree program which builds on a foundation of previous nursing education at the associate degree and diploma levels. The RN-BSN course of study integrates Arts and Sciences with nursing science and theory to promote the advancement of professional nursing practice. The program provides a quality content curriculum emphasizing academic excellence related to current trends and issues in healthcare. Graduates of the RN-BSN program are prepared for leadership roles, career enhancement, and life-long learning to improve healthcare outcomes in a dynamic healthcare environment.

Program Outcomes:

1. Apply theoretical and empirical knowledge from nursing and Arts and Sciences to provide caring interventions based on evidence.

2. Apply current and emerging clinical technologies and informatics for ethical, cli[n]
   decision making.

3. Demonstrate effective professional communication, utilizing a variety of modali[ties]
   improve healthcare outcomes.

4. Participate in inter-professional, evidence-based quality improvement processe[s]
   quality, safe, patient-centered care.

5. Analyze the impact of healthcare policy and regulatory mandates on healthcare
   outcomes.

6. Demonstrate leadership roles to manage care and enhance patient outcomes a[nd]
   nursing profession based on evidence.

7. Utilize ongoing, comprehensive assessment to provide culturally sensitive care [to]
   individuals, families, groups, communities, and populations across the lifespan.

8. Practice professional nursing from a holistic, legal, and ethical foundation to enh[ance]
   patient outcomes.

9. Demonstrate a commitment to life-long learning, professional growth, and adva[ncement]
   of the nursing profession.

Graduation Requirements

- 120 Total credits

- Grades of C or higher in all courses

- Minimum 36 General Education credits Submission of Graduation Application a[t]
  beginning of final semester

- Major Requirements

- General Education Requirements

  *A student may complete approved courses listed on degree audit at TCCNHS if
  the student does not have transfer credit meeting the requirement.

Major Requirements

Course	Credits
NUR 320 Nursing Informatics	3
NUR 335 Introduction to Research & EBP	3
NUR 350 Nursing Theories & Foundational Concepts	3
NUR 365 Legal & Ethical Issues in Nursing	3

Course	Credits
NUR 420 Health Care Policy	3
NUR 435 Population Health & Community-based Nursing	5
NUR 450 Caring for the Older Adult	5
NUR 465 Nursing Leadership & Management	5

41 credit hours awarded for RN licensure

General Education Reqirements

Course	Credits
ENG 315 Evidence-Based Writing	3
Electives Oral & Written Communication *	6
STAT201 Introduction to Statistics	3
BIO 300 Pathophysiology	3
Electives Natural Sciences, Technology, & Innovation*	12
IS 300 Wellness & Health Promotion	3
Elective Arts, Humanities, Culture & Diversity*	3
Electives Social & Behavioral Sciences*	6
Arts & Science Elective (Varies number of accepted transfer credits)	

*A student may complete approved courses listed on degree audit at TCCNHS if the s
does not have transfer credit meeting the requirement.

Course Descriptions

Updated 11/15/16; 12/20/16; 2/10/17; 2/23/17; 3/7/17; 3/31/17; 5/22/17; 7/26/17; 9/1
9/26/17; 11/13/17; 11/19/17; 12/11/17; 12/21/17; 4/20/18

The course descriptions listed below provide students, faculty, and staff a compreher
listing. All courses listed are not offered in a given academic year. For a listing of cour
provided for each semester, please review the Courses by Semester in SONIS.

ACCOUNTING

ACCT 210: Principles of Accounting I: Financial Accounting

3 Credits (Lecture)

This course introduces students to the fundamentals of financial accounting necessa understand financial statements and provides a practical, real-world method for understanding an organization's financial statements. Topics include identification, measurement, and reporting of the financial effects of economic events on enterpris

Co-Requisites: MAT 105

ACCT 220: Principles of Accounting II: Managerial Accounting

3 Credits (Lecture)

This course introduces students to basic managerial accounting systems, concepts, a principles. Topics include the analysis, interpretation, and reporting of cost data for management's decision making needs. Cost-volume-profit analysis, budgeting, and performance reporting are discussed as they relate to other business disciplines.

Prerequisites: ACCT 210

BIOLOGY

BIO 101: Introductory Biology

4 Credits (3 Lecture + 1 Lab)

This course is designed to provide students with an introduction to general biology w emphasis on the human model. Topics covered in the course will include cell structur function, human evolution, anatomy and physiology, genetics, and the human impac environment. This course will acquaint students with the fundamental terms, concep principles of human biology as they relate to the individual, society, and the environn

Prerequisite: None

BIO 110: A Basic Biological Concepts Tutorial

1 Credit (Lecture)

This one-credit course is intended to run parallel with BIO 111 and BIO 112 and will p support instruction in underlying biological concepts critical to mastery of Anatomy a Physiology. Through models and other contemporary hands-on modes of instruction course will focus on basic biological concepts that are fundamental not only for succe A&P, but also for subsequent nursing instruction.

Co-Requisite: BIO 111

BIO 111: Anatomy and Physiology I

4 Credits (3 Lecture + 1 Lab)

This course is the first phase of a two-semester course designed to provide students
understanding of the structure and function of human organ systems. A brief review
biological chemistry will be followed by an introduction to cells and tissues. This infor
will form the basis for the following course content as it relates to the integumentary,
(bone), muscular, and nervous systems.

Prerequisite: None

BIO 112: Anatomy and Physiology II

4 Credits (3 Lecture + 1 Lab)

BIO 112 continues to provide students with an understanding and knowledge of the s
and function of the human body. The study of the processes underlying human funct
also incorporated. The course includes integrated study of the autonomic nervous sy
the stress response, special senses, blood, and the endocrine, cardiovascular, respira
immune, urinary, digestive, and reproductive systems. The course also includes an ov
of heredity, development and genetics. Laboratory exercises are designed to comple
topics covered in class presentations.

Prerequisite: BIO 111

BIO 113: Anatomy and Physiology through Breath and Movement

3 Credits (Lecture)

The purpose of this course is to provide students with an opportunity to review found
of A&P while also learning basic breathing and relaxation techniques and gentle mov
routines. The objective of the course is not only to refresh A&P knowledge for studen
are currently taking nursing courses and scored less than 50 on the A&P Review Test,
to provide an opportunity for any student with less than recent A&P instruction to up
their knowledge base. Stress management strategies are embedded in the course syl
help the student nurse develop healthy habits that can also be shared with future pa
While the A&P review portion of the course will be taught by a faculty member, instru

breath/movement will be given by a certified yoga instructor. A&P content related to systems will be presented in this review of basic concepts; however, the course will h special focus on those organ systems that are most impacted by breathing and move

Prerequisite: BIO 112

BIO 121: Microbiology

4 Credits (3 Lecture + 1 Lab)

BIO 121 is designed to introduce the student to basic knowledge regarding the morp and physiology of microorganisms relevant to healthcare settings and the living envir as a whole. While emphasis is on direct microbe-human interaction, discussion will incorporate aspects from the growing awareness of global microbial transfer and the of microorganisms from animals to humans (zoonoses). Methods for infection contrc include study of the body's own immune response, the current spectrum of anti-micr agents in use and public health strategies that incorporate both. Laboratory exercises enhance and elucidate topics covered in lecture presentations.

Prerequisite: None

BIO 160: Food and Fitness

1 Credit Hour (Lecture)

Building upon principles from Human Anatomy and Physiology, this one credit one-li course will prepare students to apply critical thinking and computer-based research s assessing their personal food and fitness status. Course modules will advance explor contemporary health and wellness issues, by introducing students to Internet and so media resources in order to construct and implement an evidence-based personal fo fitness improvement plan with lifelong benefits. In conclusion, based upon their findi students will present an informed food and fitness policy recommendation.

Prerequisite: None

BIO 180: Biology of Food

3 Credits (Lecture)

Biology of Food – focuses on nutrition and related physiological concepts as an introd
course intended to provide an overview of core principles in nutrition, including the r
nutrition in health and metabolism of the human body. Essential roles of nutrients ar
dietary food components will be discussed, with attention to conditions such as preg
and disease. Emphasis is placed on how specific nutritional states affect the function
systems. It will include basic nutritional assessment and appropriate nutritional thera
interventions.

Prerequisite: None

BIO 211: Introduction to Immunology

3 Credits (Lecture)

Immunology is a dynamic and expansive field of biology. The aim of this course is to i
students to essential immunological concepts.

Prerequisite: BIO 101 or permission of instructor

BIO 215: Core Concepts in Pharmacology

3 Credits (Lecture)

This introductory course is intended to provide an overview of core principles in
pharmacology, including pharmacodynamics as it relates to the fate of drugs when th
interact within the human body. It will include a clinical survey of pharmaceuticals by
with a focus on prominently profiled drugs as they pertain to specific organ systems.
course does not assume a strong background in the natural sciences. In this course,
prerequisite science knowledge is reviewed prior to presenting core concepts.

Prerequisite: BIO 112

BIO 300: Pathophysiology

3 Credits (Lecture)

This course focuses on the mechanisms and concepts of selected pathological disturb
the human body. Emphasis is placed on how the specific pathological condition affec
functioning of the system involved as well as its impact on all other body systems.

Prerequisites: BIO 112

*For students enrolled in the RN-BSN completion program, the prerequisite is waivec

BIO 310: Epidemiology

3 Credits (Lecture)

This course is an introductory course that has a focus on the distribution and determ
health-related issues in specific populations and the use of this study to control publi
problems. This course explores cause of disease, transmission, screening, incidence a
prevalence of disease and the ethics involved around developing public policies for d
control.

Prerequisite: MAT 105

Co-requisite: STAT 201

BUSINESS

BUSM 201: Principles of Management

3 Credits (Lecture)

This business foundations course provides an introduction to management theory, fu
principles, values, and techniques. The course includes a discussion of best practices
planning, organizing, influencing through leadership, and exercising control within th
organization.

Prerequisite: None

CHEMISTRY

CHEM 105: Introduction to Chemistry

5 Credits (3 Lecture +1Lab)

Course under development.

COMMUNICATIONS

COM 101: Speech and Oral Communication

3 Credits (Lecture)

Speech and Oral Communication is designed to equip the student to communicate e[ffectively] with individuals and before large and small groups. Focus is on communicating clearl[y and] persuasively, without offense, in order to be effective in personal interactions both w[ith the] workplace and in one's personal life, and to be competent in making presentations. S[tudents] will learn strategies to become comfortable speaking in public, and to prepare and m[ake] presentations effectively. Learning experiences will include reading, lecture, discussio[n, and] practice presentations with self-critique and feedback from other students and the in[structor.]

Co-requisite: ENG 101

COM 102: Essentials of Communication

3 Credits (Lecture)

COM 102 is designed to introduce students to the essentials of both public speaking [and] interpersonal communication in theory and practice. In the area of public speaking, f[ocus is] on communicating clearly and persuasively in order to be competent in making presentations. Students will learn strategies to become comfortable speaking in fron[t of an] audience, and to prepare presentations effectively. In the area of interpersonal communication, focus is on the development of communication competence. Studen[ts will] learn to understand, acquire, change, develop and/or improve interpersonal skills. Le[arning] experiences will include reading, lecture, discussion, practice presentations other in-c[lass] activities with self-critique and feedback from other students and the instructor.

Prerequisites: None

Corequisites: None

COM 110: Introduction to Interpersonal Communication

3 Credits (Lecture)

This course is designed to introduce students to theory and practice in interpersonal [(one-to-] one) communication. Focus is on the development of communication competence. S[tudents] will learn to understand, acquire, change, develop and/or improve interpersonal skills[.] Learning experiences will include reading, lecture, discussion, and classroom activitie[s with] self-critique and feedback from other students and the instructor.

Corequisite: ENG 101

COM 315: Practical Communication

3 Credits (Lecture)

This course provides an applied view of communication, its scope and importance in particularly in the business context, and the role of communication in establishing ex and internal working relationships. As a practical communication class, students will l how to design effective messages for diverse audiences and how to present that info in a credible and convincing way, both written and oral, from concept to delivery. This presents communication as integral to management strategy and as a critical compo success in the workplace.

Prerequisite: ENG 101

ECONOMICS

ECO 201: Principles of Economics

3 Credits (Lecture)

This course introduces students to the terminology and analytic principles used in mi macro-economics, including the application of these conceptual tools to several polic The microeconomic theories presented include economics of the firm and pricing by supply/demand analysis. Topics also cover consumer behavior, market structure, pri distribution and determination of wealth and income. The macroeconomic content d variables that impact the business cycle such as interest rates, inflation and employm application of economic principles emphasizes decision making in a business context

Prerequisite: STAT 201

ENGLISH

ENG 101: English Composition

3 Credits (Lecture)

English Composition 101 fosters development of critical reading, writing and thinking that are important to academic and professional success and satisfaction. Through re discussing and writing about rich and complex texts (mainly nonfiction prose), studer learn how critical reading, open and unbiased discussion, and effective writing are cl

interrelated skills, strengthening each and experiencing the value of each for the othe
Students will become more perceptive readers and more articulate and aware thinke
writers, able to apply these strengths in any academic or professional situation. Stude
participate in conversations about texts, ideas and writing projects to foster critical th
and effective expression. Students will learn and practice all the stages of an effective
process and will become able to write high-quality papers that follow the conventions
meet the logical and stylistic expectations of formal academic and professional prose

Prerequisite: None

ENG 201: Survey of American Literature I: Beginnings to 1865

3 Credits (Lecture)

Survey of American Literature will familiarize the student with major authors, texts, th
techniques and movements of the literature of the United States from colonial begin
through the Civil War. Works of literature and literary movements will be considered
manifestations of broad cultural, philosophical and artistic streams running through
civilization, and as expressions of distinctively American attitudes and perspectives. S
will receive an orientation to American literary history as well as intensive practice an
guidance in comprehending and interpreting rich works of literature. As a survey of A
literature, the course will emphasize ways the literature reflects and informs America
experience, but will also provide an opportunity for the student to experience and re
essential functions of works of literature in general, as lenses on the existential situat
psychology of individual human beings and as insightful reflections of social realities.

Prerequisite: ENG 101

ENG 202: Survey of American Literature II: 1865 to the Present

3 Credits (Lecture)

Survey of American Literature II will familiarize the student with major authors, texts,
techniques and movements of the literature of the United States from the post-Civil \
period to the present. Works of literature and literary movements will be considered
manifestations of broad cultural, philosophical and artistic streams running through
civilization, and as expressions of distinctively American attitudes and perspectives. S
will receive an orientation to American literary history as well as intensive practice an
guidance in comprehending and interpreting rich works of literature. As a survey of A

literature, the course will emphasize ways the literature reflects and informs America[...] experience, but will also provide an opportunity for the student to experience and re[...] essential functions of works of literature in general, as lenses on the existential situat[...] psychology of individual human beings and as insightful reflections of social realities.

Prerequisite: ENG 101

ENG 205: Composition for Practical Communication

3 Credits (Lecture)

This course is designed to expand on knowledge gained in ENG 101. While continuing[...] investigate methods of effective writing, the course will focus on a business-specific c[...] Students will improve their abilities to research and analyze complex ideas, to appre[...] develop the skill of effective rhetoric, and to write clear, grammatical, well-structured[...] communications. They will learn to regard effective business writing in terms of a ser[...] strategic choices, including choosing from among a repertoire of tones and styles app[...] in different situations and with different audiences. Students will also improve their e[...] and critiquing skills, so that they can distinguish effective from ineffective writing and[...] better writers in a business context.

Prerequisite: ENG 101

ENG 210: Introduction to Poetry

3 Credits (Lecture)

Introduction to Poetry provides a survey of the formal elements of poetry and practic[...] reading poems. Students will tackle poems of all levels of difficulty and sophistication[...] together, carefully and deliberately, through reading assignments, class discussion ar[...] activities, and guidance from the instructor. Students will gradually learn the techniqu[...] features of poetry and become able to comprehend and analyze classic and contemp[...] poems with increasing confidence. The course enables students to understand the in[...] poetic expression provides into human life and to appreciate the experience of poetr[...] elemental level of sound and musical effects. The reading load is light, with class activ[...] focused on clarifying and deepening student understanding of assigned readings. Th[...] is designed to satisfy general education and humanities requirements in-house or wh[...] transferred to other institutions.

Prerequisite: ENG 101

ENG 231: Literature and Medicine

1 Credit Hour (1 Lecture)

This course provides an opportunity for nursing and health sciences majors to gain i...
into the human experience of illness, health and healthcare. In addition to symptoms...
needs related to physical illness, all patients also have stories (as do healthcare pract...
as well), and the power of literature reveals dimensions of the experience of disease,...
and death that can help healthcare practitioners develop empathy and insight into p...
and themselves, better enabling them to provide care that is effective and humanly s...
for both care receiver and care giver. In this course students will read and discuss sto...
poems, plays and essays by and about doctors, nurses and patients. There will be re...
participation in class discussion and online discussion boards, and one paper.

Prerequisite: None

ENG 315: Advanced Composition: Evidence-Based Writing

3 Credits (Lecture)

This course provides students with training and practice in writing for bachelor-level...
and professional practice. Students will practice improved composition strategies in...
and editing appropriate to proficient and polished communication. This course prepa...
students for current academic responsibilities and establishes a foundation for futur...
academic and professional excellence in communication.

Prerequisite: ENG 101

FINE ARTS

FA 101: Humanities through the Arts

3 Credits (Lecture)

The purpose of this course is to introduce students to the humanities through the le...
"arts." To achieve this goal, students will study the visual arts in a historical framewo...
from the Paleolithic to the early 20th century. As students examine the arts, they als...
explore how we can "read" them. This means that they will both learn and master a...

specialized vocabulary to discuss the works as well as develop the ability to discern th
of the culture(s)/artist(s) that produced the arts.

Prerequisite: None

FINANCE

FIN 201: Principles of Finance

3 Credits (Lecture)

This course is designed to provide a basic foundation in the concepts, principles and
of finance. Topics include the role of finance in business; financial statements, taxes,
flows; time value of money; stock and bond valuation; financial analysis and risk; and
investment analysis and budgeting techniques.

Prerequisite: STAT 201

Co-Requisite: ACCT 220

FIRST YEAR EXPERIECE

FYE 102: Learning Foundations

2 Credits (2 Lecture)

Learning Foundations will provide an arena where students can establish effective
partnerships with faculty, administrators, staff, and other students. The course provic
curricular programs that engage the student to develop knowledge, skills, attitudes, a
behaviors consistent with the college's mission of lifelong learning and provides an e:
and challenging environment that promotes academic excellence and personal grow

Prerequisite: None

FYE 110: Skills for Computer Literacy

1 Credit Hour (1 Lecture)

Skills for Computer Literacy will provide students with knowledge and skills to access
utilize basic computer technology. Students will gain competencies in computer term

personal computer skills, effective web usage and office products, with emphasis on technology used at The Christ College of Nursing and Health Sciences.

Prerequisite: None

GENERAL STUDY

GEN 099: SmartPrep

1 Credit Hour (Lecture)

This course will provide students an opportunity to strengthen reading, math, science English knowledge and skills identified on the TEAS test. A generated personalized st will include modules with associated learning activities. Reflection activities will increa awareness of personal learning needs and foster growth.

HEALTH SCIENCES

HCA 101: Medical Terminology

3 Credits (Lecture)

This course provides a foundation for understanding the origin, form and meaning fo vocabulary of healthcare. This includes the prefixes, suffixes and word roots used in t of medicine. Topics include medical vocabulary and terms related to anatomy, physic pathological conditions, and medical treatments.

Prerequisite: None

HCA 210: Introduction to Integrated Health Care Delivery Systems

3 Credits (Lecture)

This course explores all the major health professions, with emphasis on the U.S. heal delivery system. Students will be introduced to the concepts of managed care, health financing, reimbursement, insurance coverage, Medicare, Medicaid, and the impact c technology on healthcare services. Students will also research healthcare careers and various providers work together to administer health care.

Prerequisite: None

HCA 305: Health Care Non-Profits

3 Credits (Lecture)

This course is designed to expand students understanding and knowledge of Healthc
Administration beyond the hospital and private practice settings. It will offer a broad
of the management challenges of the non-profit sector, and specifically those affectin
nonprofit healthcare organizations. It will examine the roles and purposes of various
healthcare nonprofit organizations. The course will also cover the structures of nonpi
and some of the budgetary principles key to the success of a nonprofit organization.

HCA 310: Transformational Management in Health Care

3 Credits (Lecture)

This course examines the structure of healthcare organizations and their manageme
Through a foundation in management theory and applied studies, students will unde
the healthcare workplace and roles within it. Emphasis is placed upon the changes in
healthcare delivery models and the implications for organizational structure and the
management of people and services.

Prerequisite: BUSM 201, HCA 210

HCA 320: Information Systems for Evidence-based Management

3 Credits (Lecture)

This is an introductory course in the field of Health Information Management (HIM). T
include: Electronic Health Records (EHRs); general healthcare computer systems; con
software applications; system selection and implementation; data quality, storage an
retrieval; security and privacy; and other essential topics. This course focuses on how
systems and issues affect health care delivery and the use of Evidence-Based Practice
models.

Prerequisite: BUSM 201, HCA 210

HCA 330: Human Resource Management

3 Credits (Lecture)

This course provides an introduction of human resource management in the healthca
setting. The course explores the practical knowledge needed for the roles and functio
the human resource department. The focus is to deliver skills and knowledge to healt
administrators related to: Equal Employment Opportunity, staffing, assessment and
evaluation; development of personnel policies; training; benefits; and safety and heal
workplace.

Prerequisite: BUSM 201, HCA 210

HCA 340: Marketing Techniques in Health Care

3 Credits (Lecture)

The course covers the fundamental marketing topics such as market research, strateg
the strategic marking process. Students will learn how to effectively apply marketing
principles, develop marketing strategies, and conduct analyses in a health care settin
Marketing principles will be explored through practical, hands-on application in the
healthcare industry.

Prerequisite: HCA 210

HCA 350: Financial Management of Health Care Institutions

3 Credits (Lecture)

This course applies the concepts of financial management within health care organiza
examines how organizations are financed, both from external as well as internal sour
Topics include financial planning principles, reimbursement procedures, and governr
regulation and legal restraints.

Prerequisite: FIN 201, HCA 210

HCA 360: Health Care Law

3 Credits (Lecture)

The course is an overview of health law issues. Court cases, state and federal statues,
common-law principles are used to help students understand the practical applicatio
concepts learned. Government regulation topics including legal constraints, liability,

negligence, patient rights, confidentiality, and corporate/administrative responsibility
examined.

Prerequisite: HCA 210

HCA 365: Consumer Engagement in Health Care

3 Credits (Lecture)

There is an emerging consensus that informed and engaged consumers have a vital r
play in reducing costs, improving quality of care and thereby improving health outcor
this end in mind, this course will explore the current research in practices and interve
aimed at improving consumer engagement. Students will evaluate the evidence and v
adapt a proven strategy for proposed implementation.

Prerequisite: None

HCA 390: HCA Professional Development

1 Credit (Lecture)

In HCA 390 students will apply the knowledge and skills gained in the HCA major to p
for the culminating HCA 450 Administrative Leadership Capstone Course, or HCA 460
Internship, and a career in health care administration. Topics include: Laying a Found
Success; Building and Maintaining a Forward-Moving Career; and Identifying and See
Career Opportunities. Students will also explore HCA professional societies and learn
value of networking, continuing education and life-long professional development.

Pre-requisites: HCA 310, HCA 340, HCA 350, and HCA 360

Co-Requisite: HCA 320, HCA 330

HCA 410: Health Care Policy

3 Credits (Lecture)

This course describes the current structure of the American healthcare system at fed
state levels and examines the role of historical and political contexts to current polici
institutional structures. Federal organizations such as CMS, ONC, HRSA, and their rela
to state institutions such as Medicaid and public health are examined. Healthcare pol
including the Affordable Care Act and payment reform are appraised within the fram

public and private stakeholders including providers, payers, trade organizations and agencies.

Prerequisite: HCA 210

HCA 415: Ethical Issues in Health Care

3 Credits (Lecture)

The course investigates the ethical principles that apply to businesses and other orga that are connected to the healthcare field. Students will strengthen their ethics know base and relate ethics to patient issues across the lifespan, ethics within organization issues of ethics in broader cultural contexts.

Prerequisite: HCA 210

HCA 420: Health Care Quality and Performance Excellence

3 Credits (Lecture)

Acquaint students with the principles of quality assessment, health status, and how t improve value in health care under policies supporting continuous quality improveme includes two components: clinical improvements and process improvements.

Prerequisite: HCA 310, HCA 350

Co-Requisite: HCA 320, HCA 330

HCA 425: Project Management

3 Credits (Lecture)

This course introduces students to the mechanics and obstacles of project managem Successful project managers exemplify skills needed to manage their teams, schedul and resources to produce a desired outcome. Students are given the opportunity to these needed skills with a hands-on approach to learning. This course focuses on the development, execution, and control of projects that will support organizational obje that can be measured for success. The course also challenges students to consider h failures can be anticipated and averted.

Prerequisite: BUSM 201

HCA 430: Health Care Strategic Planning

3 Credits (Lecture)

This course introduces concepts of strategic planning and management of healthcare as an essential part of healthcare administration. Concepts throughout the course include modern business approaches to strategy, involvement of stakeholders in decision making and issues facing dynamic healthcare environments.

Prerequisite: HCA 310, HCA 320, HCA 330, HCA 340, HCA 350

HCA 435 Social Determinants of Community Health

3 Credits (Lecture)

The purpose of this course is to introduce you to the science and art of maintaining, protecting, and improving the health of people through organized community efforts in the public health context. Students will develop an understanding of historical and the foundations of community health and major societal health concerns, and will explore ways communities are affected by and affect health.

Prerequisite: HCA 210

HCA 440: Economic Applications of Operational Excellence

3 Credits (Lecture)

This course provides an introduction to the study of health care economics. HCA 440 cover the basic economic concepts important to the field of health economics and lea health is different from other goods and services. The course will focus on the histori evolution of health care markets, current legislative changes and public policy implica Topics include the definition and determinants of health, socioeconomic status and inequality, demand for health care, health care provision, technology and pharmaceu private and public insurance, and health and the labor market.

Prerequisite: ECO 201

HCA 445: Leadership for Health Care Administrators

3 Credits (Lecture)

This course focuses on developing and understanding leadership skills and concepts. Students explore a variety of theories related to leadership, management, and chang Analysis of leadership styles, behaviors, and communication techniques assists with t development of skills necessary to lead within a healthcare system.

Prerequisite: BUSM 201, HCA 210

HCA 450: Administrative Leadership Capstone Project

3 Credits (Lecture)

The purpose of this course is to provide a "real-world" application of the student's cla experience, with focus on transition to health care administrator as a professional. Th culminating project, students will apply their knowledge and skills in management, reimbursement, financing and the nature of health care. Students will practice creatir collaborative environment that will support various providers working together to ad health care. Students will also revisit and refine their personal career plan.

Prerequisite: HCA 390, HCA 410, HCA 420

HCA 460: Health Care Administration Internship

3 Credits (Field Work)

Students in this Internship opportunity will gain invaluable hands-on experience in th care field. This is a student-driven endeavor that is assisted by faculty consultation. Tl of this internship is to foster the development of professional skills needed in prepar students for the workforce.

Prerequisite: HCA 390, HCA 410, HCA 420

HUMANITIES

HUM 101: Collaborative Inquiry Foundations Seminar

3 Credits (Lecture)

The course engages students in the reading and discussion of short, accessible, cultu important selections from classic and contemporary works in the humanities that rai: enduringly fascinating questions, such as the individual's identity and relation to the community, the means of individual and group empowerment, the sources of author

differences and similarities among people, and the possibilities of shared collaborativ
enterprises—in other words, how human society works and how we can more power
contribute our share in cooperation with others. In a seminar format, with short texts
center of discussion, students learn to more clearly formulate and express their ideas
the process, they learn to speak and listen responsibly and respectfully to others. Stu
investigate their individual assumptions and presuppositions and compare and contr
with other ideas articulated in class or by the author, thereby learning to read more c
and comprehend more accurately. Gradually, students assume greater responsibility
own learning, even sharing in leadership of discussions. Students grow individually ar
group through a series of engaging learning experiences that systematically foster re
creative thinking and problem solving, and a genuine sense of connection through a :
focus on important concepts.

Prerequisite: None

HUM 280: People and Their Food

3 Credits (Lecture)

Eating is something we do every day, but do you really pay attention to what you are
why you make the food choices that you do? In this course, we will take an investigati
into global and local food availability, accessibility, utilization, and stability through a
food lens. We will examine our personal food choices, food habits, and traditions con
to others and how our food choices impact food production, food markets, and our h
We will explore shifting trends and multiple perspectives on agrifood production and
analyze the effects of this production on our personal health and the environment.

Prerequisite: None.

INTERDISCIPLINARY

IS 200: Service Learning in Our Community

1 Credit Hour (Lecture)

Service Learning in Our Community - is an interdisciplinary/inter-professional course
the student is introduced to service learning. In this course, students will have the op
to interact with diverse populations while contributing to the community through har
service activities. Ongoing student reflection will focus on how the various service act

contributed toward the meeting of course outcomes. Active learning strategies emplo[...] this course will promote the development of leadership skills and self-directed lifelon[...] learning.

Pre-requisites: None

IS 201: The Roles of Women in Society

3 Credits (Lecture)

The purpose of this course is to explore the lives of women in past and contemporar[...] cultures, focusing especially on the themes of domestic roles, workplace roles, image[...] violence roles, and even how women are and have been defined.

Prerequisite: None

IS 300: Wellness and Health Promotion

3 Credits (Lecture)

In this course, we will discuss wellness and health promotion for all people, and we m[...] begin with an appreciative curiosity about the differences in people. Establishing an understanding about how individual's perceptions of wellness are influenced by valu[...] beliefs, will enable you to assist individuals, families, and communities to recognize th[...] significance of health and wellness. We will also discuss alternative theories of health[...] wellness. We will explore holistic care, nutrition, activity and exercise, stress and copi[...] preventative medicine as strategies to promote health and wellness.

Prerequisites: SOPS 101 or equivalent. SOPS 105 and PSY 210 or equivalents are recommended.

*For students enrolled in the RN-BSN completion program, the prerequisite is waive[...]

MATHEMATICS

MAT 105: College Algebra

3 Credits (3 Lecture)

MAT 105 is designed to study the basic concepts of arithmetic and algebra, the real n[...] linear equations, inequalities, quadratic equations, graphing, rational expressions, fu[...]

exponents, radicals, exponential functions, logarithmic functions, and systems of line equations.

Prerequisite: None

NURSING

NUR 091: Health Assessment RM

3 Credits (Lecture)

NUR 091 assists students in remediation of content areas of health assessment in ne strengthening. This course will focus on health assessment, study and test taking stra and time and stress management.

Pre-requisite: NUR 220

Co-requisite: None

NUR 092: Health and Illness Concepts Across the Lifespan RM

3 Credits (Lecture)

NUR 092 assists students in remediation of content areas of health and illness across lifespan related to acute and chronic health problems in need of strengthening. This will focus health and illness across the lifespan related to acute and chronic health pr study and test taking strategies, and time and stress management.

Pre-requisite: NUR 305

Co-requisite: None

NUR 100: Concepts for Nursing Practice

1 Credit (Lecture)

Nursing 100 introduces the student to the basic concepts appropriate to nursing prac These concepts include caring interventions, assessment, collaboration, managing ca communication, the teaching-learning process and the roles and behavior of the prof nurse. The nursing process is introduced as a comprehensive clinical decision-making strategy, as well as a framework for providing and managing competent best practice

evidence-based care to promote, maintain, or restore the client's optimal level of hea
Nursing's metaparadigm and the biological, psychosocial, and spiritual/religious dime
of human needs are defined and analyzed.

Prerequisite: None

Co-requisite: NUR 106, NUR 110, and NUR 121, MAT 105

NUR 106: NCLEX Success Course I

1 Credit

Nursing 106 is designed to provide the student with the structure and content of the
RN® examination including the test blueprint. The intent and schematic of the series
NCLEX Success Courses will be explained. Strategies for testing success in studying fc
taking NCLEX type exams will be covered.

Prerequisite: None

Co-requisite: NUR 100, NUR 110, and NUR 121, MAT 105

NUR 107: NCLEX Success Course II

1 Credit

Nursing 107 requires the student to apply the strategies learned in the previous NCLI
Success Course in formal and informal testing situations. The course culminates in ar
standardized test results with the course faculty and designing and incorporating ind
strategies for NCLEX Success.

Prerequisite: NUR 100, NUR 106, NUR 110, and NUR 121, MAT105, NUR 199 if applica

Co-requisite: NUR 150

NUR 110: Nursing Health Assessment

2 Credits (1 lecture + 1 lab)

Nursing 110 provides the student with knowledge of the concepts necessary to perfo
comprehensive health history and health assessment of individual clients across the
To facilitate acquisition of knowledge and concepts, the course incorporates biophysi

psychosocial and spiritual growth and development into the dimensions of health assessment. Emphasis is placed on the normal age-related findings of assessment as appropriate developmental tasks. Human needs are used as an organizing framewor

Prerequisite: None

Co-requisite: NUR 106, NUR 100, and NUR 121, MAT 105, NUR 199 if applicable

NUR 121: Foundations of Nursing Practice

6 Credits (4 lecture + 2 clinical)

Nursing 121 provides the student with the fundamental competencies, skills, and tech of nursing practice. Caring interventions, assessment, collaboration, managing care, communication, the teaching learning process, best practices, and evidenced-based o well as scientific rationale and pharmacological considerations, provide the basis for clinical nursing therapeutics and prevention strategies to meet the unique biological psychosocial needs of the client. The roles of the nurse and application of the nursing as the framework for clinical experiences focus on assisting the adult client to meet a long-term healthcare needs and reinforce the application of theory content to practic settings. A skills laboratory practicum, in conjunction with clinical experiences with ac medical-surgical clients in acute care settings, reinforces the application of theory cor practice settings.

Prerequisite: None

Co-requisite: NUR 106, NUR 110, and NUR 100, MAT 105

NUR 150: Nursing Management of Client Needs I

8 Credits (5 lecture + 3 clinical)

Nursing 150 is designed to facilitate the student's acquisition of the knowledge, skills, attitudes, and behaviors requisite to providing care for adult clients in medical-surgic settings. Utilizing the nursing process as a clinical decision-making framework, studer primary, secondary and tertiary prevention strategies in response to the client's posit the health continuum. Content focuses on the nursing management of clients with ne related to safety and protection, activity, nutrition, elimination, regulation, oxygenatic circulation, cognition, and sensation. Emphasis is also placed on the care of the client needs related to the surgical experience.

Clinical experiences focus on the acute care health needs of adult clients and emphas
use of caring interventions, assessment, collaboration, managing care, communicatic
teaching/learning, and professional behaviors as the clinical competencies required t
the client in meeting or adapting to changing healthcare needs.

Prerequisite: NUR 100, NUR 106, NUR 110, and NUR 121, MAT105, NUR 199 if applica

Co-requisite: NUR 107

NUR 199: LPN to RN Transition Course

3 Credits

Nursing 199 is a three credit course designed to enable the student to explore integra
concepts in nursing and to assist the student in the transition from license practical n
registered nurse. Students refine and update previous learning in addition to identify
for successful transition to the registered nursing program. Combined with classroon
line, and nursing laboratory experiences, the student learns through the application c
concepts. The student will demonstrate the ability to solve problems through the use
nursing process with a focus on client assessment and to communicate more effectiv

Prerequisite: None

Co-requisite: NUR110

NUR 206: NCLEX Success Course III

1 Credit (Lecture)

Nursing 206 continues to foster the student test taking techniques and remediation s
as preparation for the NCLEX-RN® examination. A series of standardized tests as wel
other indicators provides the student with additional information to revise or strengt
student's remediation plan. This is also the time to begin or continue to discuss how t
facilitate the positive mental attitude requisite to NCLEX success.

Prerequisite: NUR107, NUR150

Co-requisite: NUR 211

NUR 207: NCLEX Success Course IV

1 Credit (Lecture)

Nursing 207 prepares the graduating student with the tools requisite for success on t
NCLEX-RN® examination. This course is designed to review with the student's assigne
Coach the updated status of a student's indicators, analyze areas of needed remediat
design strategies for success.

Prerequisite: NUR 206, NUR 211

Co-requisite: NUR 215

NUR 211: Nursing Management of Client Needs II

10 Credits (5 lecture + 5 clinical)

Nursing 211 is designed to facilitate the student's acquisition of the knowledge, skills,
attitudes, and behaviors requisite to providing and managing the care of adult client
complex, multi-system medical-surgical needs. The student gains additional proficien
the nursing process, complex nursing skills, and therapeutic nursing interventions, th
expanding upon principles learned in previous nursing courses. Content focuses on t
nursing management of complex health needs related to the client and family experi
disorders of mental health, nutrition, elimination, cognition, oxygenation and circulat
including medical emergencies.

Clinical experiences focus on the acute care health needs of adult clients and emphas
clinical competencies of caring interventions, assessment, collaboration, managing ca
communication, teaching/learning, and professional behaviors required to assist the
meeting or adapting to changing healthcare needs. Applying the nursing process as a
decision-making framework and utilizing critical thinking skills, students apply primar
secondary, and tertiary prevention strategies in response to the client's position on th
continuum.

Prerequisite: NUR 107, NUR 150, BIO 112, BIO 121, ENG 101

Co-requisite: NUR 206

NUR 213: Nursing Management of Client Needs III

5 Credits (3.3 lecture + 1.7 clinical in an eight (8) week session)

Nursing 213 is designed to facilitate the student's acquisition of the knowledge, skills, attitudes, and behaviors requisite to providing and managing the care of specialized clients with multidimensional needs in a variety of settings. The student gains additio proficiency with the nursing process, complex nursing skills, and therapeutic nursing interventions, thereby expanding upon principles learned in previous nursing course Content focuses on the nursing management of the bio/psycho/social healthcare nee client and family during pregnancy, reproductive health needs, and birth and of the c along the health-illness continuum.

Clinical experiences include maternal-child and emphasize the clinical competencies interventions, assessment, collaboration, managing care, communication, teaching/le and professional behaviors required to assist the client in meeting or adapting to cha healthcare needs. Applying the nursing process as a clinical decision-making framewo utilizing critical thinking skills, students apply primary, secondary, and tertiary preven strategies in response to the client's position on the health continuum.

Prerequisite: NUR 206, NUR 211

Co-requisite: NUR 207

NUR 215: Transition to Professional Nursing

5 Credits (2 lecture + 3 clinical in an eight (8) week session)

Transition to Professional Nursing - is designed to facilitate the student's acquisition knowledge, skills, attitudes, and behaviors requisite to providing and managing the c group of clients in a variety of settings. The student gains additional proficiency with nursing process, complex nursing skills, and therapeutic nursing interventions, therel expanding upon principles learned in previous nursing courses. Content focuses on r of care concepts, transition into entry level practice, and concept of professionalism. a preceptor based experience caring for clients in a variety of settings across the life Applying the nursing process as a clinical decision-making framework and utilizing cri thinking skills, the students focus on caring for a group of clients integrating collabor communication with health care team members, and the application of theoretical he concepts.

Prerequisite: NUR 206, NUR 211

Co-requisite: NUR 207

NUR 216: Introduction to Perioperative Nursing Care

3 Credits (3 lecture)

This course is designed to introduce the basic concepts of perioperative nursing to se
nursing students promoting advanced knowledge into the highly specialized area of p
The objective of this learning is to enhance the experience and improve outcomes for
patients throughout the continuum of care. Emphasis will be placed on applying of th
nursing process to the concepts of aseptic technique/ infection control and care of th
anesthetized patient within the intraoperative environment.

Prerequisite: NUR 211 or NUR 412

Co-requisite: NUR 215 or NUR 414

NUR 217: Concepts of Critical Care Nursing

3 Credits (3 lecture)

This course is designed to explore the care of adult patients with complex, critical car
Emphasis is placed on the application of the nursing process to the critical care enviro
Content focuses on the nursing management of patients with alterations in major bo
systems requiring critical care therapy. Common problems in critical care nursing will
explored including sedation/delirium management, pain/pain management, nutrition
alterations, and end-of-life care.

Prerequisite: NUR 211 or NUR 412

Co-requisite: NUR 215 or NUR 414

NUR 218: Introduction to Oncology Nursing

3 Credits (3 lecture)

This course is designed to provide the student with oncological concepts promoting t
advanced knowledge in this specialized area of nursing practice. Emphasis is placed o
patient and family-centered nursing care with a focus on the nursing management of
adult oncology patient. Cancers and the risk factors, prevention, diagnosis, staging, tr
and follow up care are addressed. Multiple treatment modalities, such as chemother.
surgery and radiation and the nursing management of side effects from treatment w

discussed. Common problems in oncology nursing will be explored including; comfor
life issues and oncologic emergencies.

Prerequisite: NUR 211 or NUR 412

Co-requisite: NUR 215 or NUR 414

NUR 219: Medical-Surgical Nursing

3 Credits (Lecture)

This course is designed to explore the care of adult patients with acute and chronic
healthcare problems. Emphasis is placed on the application of the nursing process to
understand and incorporate best practice for common medical conditions and emerg
Evidence-based practice will be the framework to explore current practice, pharmaco
therapies and new trends. Simulation experiences will assist the student in developin
thinking and clinical judgement skills.

Prerequisite: NUR 211 or NUR 311

Co-requisite: NUR 215

NUR 290: Advanced Medical-Surgical Remediation Elective

1 Credit (Lecture)

This course assists students in remediation of content areas in need of strengthening
test taking strategies. This course will focus on advanced medical-surgical content, m
health, and pharmacology.

Authorization by ADN Program Director is required.

Co-requisite: None

NUR 220/NUR 220A: Health Assessment with Lab

4 Credits (2 lecture + 2 lab credits)

This course provides the student with knowledge of the concepts necessary to perfor
comprehensive health history and health assessment of individual patients across th
lifespan. To facilitate acquisition of knowledge and concepts, the course incorporates

biophysical, psychosocial and spiritual growth and development into the dimensions assessment. Emphasis is placed on the normal age-related findings of assessment as appropriate developmental tasks. Hands-on laboratory time and simulation experien assist the student in developing critical thinking skills.

Prerequisite: BIO 112, SOPS 105, FYE 102, PSY 110

Co-requisite: NUR 297/NUR 297A, BIO 300

NUR 221/NUR 221A: Nursing Skills: Concepts of Quality & Safety

4 Credits (2 lecture + 2 clinical)

This course builds upon health assessment competencies, specifically incorporating t concepts of safety, functional ability, fluid and electrolytes, infection, nutrition, senso perception, thermoregulation, and pain in the performance of clinical nursing skills. S learning experiences, simulation experiences, and select acute care inpatient clinical experiences will assist students to integrate course concepts and construct learning f previously-learned concepts. Active learning strategies employed in this course will p the development of leadership skills and self-directed lifelong learning.

Prerequisite: NUR 220/NUR 220A, NUR 297/NUR 297A, BIO 300, BIO 121, MAT 105, IS CHEM105

Co-requisite: NUR 298/NUR 298A, BIO 180, BIO 215, IS200

NUR 297/NUR 297A: Professional Development Concepts

2 Credits (Lecture)

This course is a professional development course in which the student is introduced concepts of caring, professionalism, development, and the nursing process. This cour designed to facilitate the student's acquisition of knowledge, skills, attitudes, and beh necessary to establishing human connections in the role of the nurse. Students will b introduced to the profession of nursing and to the use of the nursing process to guid decision-making across the lifespan. Areas of interest for the capstone project will be explored. Active learning strategies employed in this course will promote the develop leadership skills and self-directed lifelong learning.

Prerequisite: SOPS 101, FYE 102

Co-requisite: NUR 220/NUR 220A

NUR 298/NUR 298A: Professional Development Concepts

1 Credits (Lecture)

This is a professional development course in which the student is introduced to the c
of clinical judgment and the NCLEX exam. Students will begin to learn strategies for s
preparing to take NCLEX. The concept of professionalism is further explored in this co
especially as it relates to professional licensure and accuracy in practice. Responsibili
the nurse related to independent practice decisions and management of care are exp
Areas of interest for the capstone project are explored. Active learning strategies emp
this course will promote the development of leadership skills and self-directed lifelor
learning.

Prerequisite: NUR 220/NUR 220A, NUR 297/NUR 297A

Co-requisite NUR 221/NUR 221A

NUR 305/NUR 305A: Health & Illness Concepts Across the Lifespan I

6 Credits (4 lecture + 2 clinical)

This course is a health and illness course in which the student participates in the care
patients across the lifespan related to acute and chronic health problems. This course
designed to facilitate the student's acquisition of knowledge, skills, attitudes, and beh
necessary to providing safe and quality care to patients in a variety of settings and to
providing leadership for the interprofessional healthcare team. Service learning expe
in the community and in long-term care settings, as well as focused acute care clinica
experiences, will assist students to integrate course concepts and construct learning
previously-learned concepts. Simulation experiences will assist the student in develor
critical thinking and clinical judgment skills. Active learning strategies employed in thi
will promote the development of leadership skills and self-directed lifelong learning.

Prerequisite: NUR 221/NUR 221A, NUR 298/NUR 298A, BIO 215, PSY 210

Co-requisite: None

NUR 307/NUR 307A: Concepts of Intellectual Inquiry

3 Credits (Lecture)

This course provides students with a foundational understanding of research, eviden
practice, healthcare quality, and healthcare information systems and technologies ut
nursing practice and nursing education. A basic understanding of research terminolo
process will be explored. Introduction to evidence-based practice will emphasize ider
of a clinical issue, formulation of a researchable question, performing an effective se
sound evidence, and changing practice based on evidence. Information management
to improve healthcare outcomes related to safety, quality, cost-effectiveness, and
coordination of healthcare services along with ethical, legal, and regulatory issues wil
explored. Active learning strategies employed in this course will promote the develop
leadership skills and self-directed lifelong learning.

Prerequisite: NUR 221/NUR 221A, STAT 201

NUR 309/NUR 309A: Professional Nursing Concepts

2 Credits (Lecture)

This course is a course in professional nursing concepts. This course is designed to fa
the student's acquisition of knowledge, skills, attitudes, and behaviors related to
collaboration, care coordination, patient education, caregiving and palliation. Student
have the opportunity to reflect on the concept of family caregiving, especially as it rel
chronic and terminal disease. Completing of a formal teaching plan will allow student
obtain the skills necessary to provide healthcare teaching in any setting. An emphasis
collaboration with other nurses and with the inter-professional team provides the ba
care coordination in a variety of settings. Simulation experiences will assist the stude
developing critical thinking and clinical judgment skills. Active learning strategies emp
this course will promote the development of leadership skills and self-directed lifelon
learning.

Prerequisite: NUR 221/NUR 221A, ENG 315

NUR 311/NUR 311A: Health & Illness Concepts Across the Lifespan II

6 Credits (4 Lecture + 2 Clinical)

This course is a health and illness course in which the student applies evidence in the
patients across the lifespan related to acute and chronic health problems. This cours

designed to facilitate the student's acquisition of knowledge, skills, attitudes, and beh
necessary to providing safe and quality care and patient education in a variety of sett
to providing leadership for the interprofessional healthcare team. Service learning
experiences in the community and in long-term care settings, as well as focused acut
clinical experiences, will assist students to integrate course concepts and construct le
from previously-learned concepts. Simulation experiences will assist the student to fu
develop critical thinking and clinical judgment skills. Active learning strategies employ
this course will promote the development of leadership skills and self-directed lifelon
learning.

Prerequisite: NUR 305/NUR 305A

NUR 312: Concepts in Leadership & Health Care Delivery

4 Credits (Lecture)

This course is a course in nursing leadership and health care delivery concepts. This c
designed to facilitate the student's acquisition of knowledge, skills, attitudes, and beh
related to leadership, healthcare policy, healthcare economics, healthcare law, and ch
theory. Students will have the opportunity to explore the professional nurse's role in
the inter-professional team. Emphasis will be placed on the evolution of the current a
future healthcare system as it is affected by healthcare economics, policy, and law. Ch
theory will be utilized to solve a current problem in healthcare. Active learning strateg
employed in this course will promote the development of leadership skills and self-di
lifelong learning.

Prerequisite: NUR 307

Co-requisite: None

NUR 312A: Concepts in Leadership & Health Care Delivery

3 Credits (Lecture)

This course is a course in nursing leadership and health care delivery concepts. This c
designed to facilitate the student's acquisition of knowledge, skills, attitudes, and beh
related to leadership, healthcare policy, healthcare economics, healthcare law, and ch
theory. Students will have the opportunity to explore the professional nurse's role in
the inter-professional team. Emphasis will be placed on the evolution of the current a

future healthcare system as it is affected by healthcare economics, policy, and law. Cl
theory will be utilized to solve a current problem in healthcare. Active learning strateg
employed in this course will promote the development of leadership skills and self-di
lifelong learning.

Prerequisite: NUR 307A

Co-requisite: None

NUR 313: Concepts in Population Health

2 Credits (2 Lecture)

This course 313 introduces students to current concepts in community-based nursing
population–focused care. Building upon previously-learned concepts, students engag
process of conceptualizing individuals, families, groups and communities as populatic
which lifestyle, environmental, and genetic factors are major determinants of health.
Comprehensive assessment of community and population characteristics is emphasi
basis for planning population-focused interventions aimed at health promotion, dise
injury prevention across the lifespan. Using principles of evidence-based practice thro
project focused on the older adult in the community, students perform a comprehen
evidence-based assessment and plan health promotion. Simulation assists the stude
developing critical thinking and clinical judgment skills related to the concepts of add
self-management, and interpersonal violence. Active learning strategies employed in
course will promote the development of leadership skills and self-directed lifelong lea

Prerequisite: NUR 305

Co-requisite: None

NUR 313A: Concepts in Population Health

3 Credits (2 Lecture)

This course introduces students to current concepts in community-based nursing anc
population–focused care. Building upon previously-learned concepts, students engag
process of conceptualizing individuals, families, groups and communities as populatic
which lifestyle, environmental, and genetic factors are major determinants of health.
Comprehensive assessment of community and population characteristics is emphasi
basis for planning population-focused interventions aimed at health promotion, dise

injury prevention across the lifespan. Using principles of evidence-based practice thro
project focused on the older adult in the community, students perform a comprehen
evidence-based assessment and plan health promotion. Simulation assists the stude
developing critical thinking and clinical judgment skills related to the concepts of add
self-management, and interpersonal violence. Active learning strategies employed in
course will promote the development of leadership skills and self-directed lifelong lea

Prerequisite: NUR 305A

Co-requisite: None

NUR 320: Nursing Informatics

3 Credits (Lecture)

This course will provide students with a knowledge base of healthcare information sy
and technologies utilized in nursing practice and nursing education. The focus of this
is to explore information management systems to improve healthcare outcomes rela
safety, quality, cost-effectiveness, and coordination of healthcare services along with
legal, and regulatory issues. Consumer health information sources are explored and
analyzed.

Prerequisite: None

Note: Must be taken in the first 8 weeks of enrollment in the RN-BSN program.

NUR 335: Introduction to Research and Evidence-Based Practice

3 Credits (Lecture)

This course will provide students with a foundational understanding of research and
evidence-based practice. A basic understanding of research terminology and process
explored. Introduction to evidence-based practice will emphasize identification of a c
issue, formulation of a researchable question, performing an effective search for sou
evidence, and changing practice based on evidence. The basic understanding of rese
evidence-based practice will serve as a foundation for improving patient outcomes.

Prerequisite: STAT 201, ENG 315, NUR 350

NUR 350: Nursing Theories and Foundational Concepts

3 Credits (Lecture)

This course focuses on nursing theory, philosophy and conceptual frameworks as a foundation of nursing practice. Students will explore the impact of nursing theory, philosophy, and conceptual frameworks as they relate to the profession and the role nurse. An understanding of these concepts will be the foundation for professional gr advancement.

Prerequisite: ENG 315, NUR 320

NUR 365: Legal and Ethical Issues in Nursing

3 Credits (Lecture)

This course explores legal and ethical issues in the delivery of healthcare. The nurse's ethical clinical practice is examined. The student examines personal and professional in relation to ethical and legal issues occurring in the practice of professional nursing Appraising basic principles of current legal concepts and professional ethical codes p foundation for professional practice. Sociocultural influences on ethical and legal con are explored.

Prerequisite: ENG 315, NUR 320

NUR 397/NUR 397A: Professional Development Concepts

1 Credit (Lecture)

This course is a professional development course in which the student continues to c strategies for NCLEX Success. Increased exposure to NCLEX-style questions is provide enhance proficiency in answering the types of test items found on the NCLEX exam. F NCLEX-style questions will also help to support learning in nursing coursework. The c of professionalism is further explored in this course as it relates to scope of practice. interest for the Capstone project will be refined, with identification of a specific Capst topic area by the end of this course. Active learning strategies employed in this cours promote the development of leadership skills and self-directed lifelong learning.

Prerequisite: NUR 298/NUR 298A, COM 101

NUR 398/NUR 398A: Professional Development Concepts

1 Credit (Lecture)

This course is a professional development course in which the student continues to c
strategies for NCLEX Success. Increased exposure to NCLEX-style questions is provide
enhance proficiency in answering the types of test items found on the NCLEX exam. F
NCLEX-style questions will also help to support learning in nursing coursework. The s
chosen topic for the Capstone project will be developed in a Capstone Proposal in wh
student will delineate strategies for assessment of the population at risk, anticipated
population outcomes, the implementation of evidence-based interventions to improv
population outcomes, and evaluation of the achievement of population outcomes. Ac
learning strategies employed in this course will promote the development of leadersh
and self-directed lifelong learning.

Prerequisite: NUR 397/NUR 397A

NUR 401, 402, 403, 404: Clinical Internship Elective

1 Credit (Clinical)

This course provides students with the opportunity to develop and refine knowledge
skills necessary in providing direct patient care. Working with a preceptor, students w
for patients/populations in a healthcare setting.

Students will reflect on the role of the BSN-prepared registered nurse within a compl
dynamic healthcare system, especially as related to quality and safety in patient care.

Prerequisite: None

NUR 410: Clinical Intensive I

6 Credits (1 Didactic + 5 Clinical)

This course is a clinical intensive course in which the student applies evidence in the
patients across the lifespan related to acute and chronic health problems. This course
designed to facilitate the student's acquisition of knowledge, skills, attitudes, and beh
necessary to providing safe and quality care in the inpatient acute care setting. Stude
synthesize all previously learned concepts in the clinical area as well as in clinical inte
seminars. Simulation experiences will assist the student to further develop critical thi
and clinical judgment skills. Active learning strategies employed in this course will pro
the development of leadership skills and self-directed lifelong learning.

Prerequisite: NUR 311, NUR 312, NUR 313

NUR 410A: Clinical Intensive I

6 Credits (2 Didactic + 4 Clinical)

This course is a clinical intensive course in which the student applies evidence in the care of patients across the lifespan related to acute and chronic health problems. This course is designed to facilitate the student's acquisition of knowledge, skills, attitudes, and behaviors necessary to providing safe and quality care in the inpatient acute care setting. Students will synthesize all previously learned concepts in the clinical area as well as in clinical integration seminars. Simulation experiences will assist the student to further develop critical thinking and clinical judgment skills. Active learning strategies employed in this course will promote the development of leadership skills and self- directed lifelong learning.

Prerequisite: NUR 311A, NUR 313A

NUR 412: Clinical Intensive II

6 Credits (1 Didactic + 5 Clinical)

This course is a clinical intensive course in which the student applies evidence in the care of patients across the lifespan related to chronic health problems. This course is designed to facilitate the student's acquisition of knowledge, skills, attitudes, and behaviors necessary to providing safe and quality care for patients and populations in the community setting. Students will synthesize all previously learned concepts in the clinical area as well as in integration seminars. Active learning strategies employed in this course will promote the development of leadership skills and self-directed lifelong learning.

Prerequisite: NUR 410

NUR 412A: Clinical Intensive II

6 Credits (2 Didactic + 4 Clinical)

This course is a clinical intensive course in which the student applies evidence in the care of patients across the lifespan related to chronic health problems. This course is designed to facilitate the student's acquisition of knowledge, skills, attitudes, and behaviors necessary to providing safe and quality care for patients and populations in the community setting. Students will synthesize all previously learned concepts in the clinical area as well as in

integration seminars. Active learning strategies employed in this course will promote development of leadership skills and self-directed lifelong learning.

Prerequisite: NUR 410A

NUR 414: Clinical Intensive III

6 Credits (1 Didactic + 5 Clinical)

This course is a clinical intensive course in which the student applies evidence in the patients across the lifespan related to acute and chronic health problems. This is a ro transition course in medical surgical nursing in which the student will perform care in of the professional nurse under the direction of a preceptor. This course is designed facilitate the student's acquisition of knowledge, skills, attitudes, and behaviors neces providing safe and quality care for patients in the acute care setting. Students will syr all previously learned concepts in the clinical area as well as in clinical integration sen Active learning strategies employed in this course will promote the development of le skills and self-directed lifelong learning.

Prerequisite: NUR 412

NUR 414A: Clinical Intensive III

6 Credits (2 Didactic + 4 Clinical)

This course is a clinical intensive course in which the student applies evidence in the patients across the lifespan related to acute and chronic health problems. This is a ro transition course in medical surgical nursing in which the student will perform care in of the professional nurse under the direction of a preceptor. This course is designed facilitate the student's acquisition of knowledge, skills, attitudes, and behaviors neces providing safe and quality care for patients in the acute care setting. Students will syr all previously learned concepts in the clinical area as well as in clinical integration sen Active learning strategies employed in this course will promote the development of le skills and self-directed lifelong learning.

Prerequisite: NUR 412A

NUR 416: Clinical Intensive IV

6 Credits (1 Didactic + 5 Clinical)

This course is a clinical intensive course in which the student applies evidence in the patients across the lifespan related to acute and chronic health problems in the spec community setting. This course is designed to facilitate the student's acquisition of knowledge, skills, attitudes, and behaviors necessary to providing safe and quality ca patients and populations in the specialty setting or in the community. Students will s all previously learned concepts in the clinical area as well as in clinical integration sen Active learning strategies employed in this course will promote the development of le skills and self-directed lifelong learning.

Prerequisite: NUR 412

NUR 416A: Clinical Intensive IV

6 Credits (2 Didactic + 4 Clinical)

This course is a clinical intensive course in which the student applies evidence in the patients across the lifespan related to acute and chronic health problems in the spec community setting. This course is designed to facilitate the student's acquisition of knowledge, skills, attitudes, and behaviors necessary to providing safe and quality ca patients and populations in the specialty setting or in the community. Students will s all previously learned concepts in the clinical area as well as in clinical integration sen Active learning strategies employed in this course will promote the development of le skills and self-directed lifelong learning.

Prerequisite: NUR 412A

NUR 420: Health Care Policy

3 Credits (Lecture)

This course provides students with the knowledge and skills to influence policy in a d healthcare environment. Financial and regulatory environments are investigated to d the impact on patient outcomes and the role of healthcare professionals. Advocacy a healthcare professional to promote social justice of vulnerable populations is discuss

Prerequisite: ENG 315, NUR 320

NUR 435: Population Health and Community-Based Nursing

5 Credits (3 didactic + 2 clinical)

This course introduces students to current concepts in community-based nursing and population –focused care. Building upon previous nursing education, students engag process of conceptualizing individuals, families, groups and communities as populati which lifestyle, environmental, and genetic factors are major determinants of health. Comprehensive assessment of community and population characteristics is emphasi basis for population-focused interventions aimed at health promotion, disease, and i prevention across the lifespan. Using principles of evidence-based practice through a community clinical practicum, students assess the economic, sociocultural, and environmental influences and develop interventions to meet community-based and population-focused needs.

Prerequisite: ENG 315, NUR 320

NUR 450: Caring for the Older Adult

5 Credits (3 didactic + 2 clinical)

This course focuses on the highly complex needs of the older adult and their families Students will explore socioeconomic, physical, psychological, safety, ethical, and legal of the older adult. Evidence regarding health promotion, health maintenance, and acute/chronic disease management is examined to develop patient-centered care for older adult. A clinical practicum will address the needs of the independent older adul the community.

Prerequisite: ENG 315, NUR 320

NUR 465: Leadership and Management in Nursing

5 Credits (2 didactic + 3 lab)

This course focuses on developing and understanding leadership skills and concepts. Students explore a variety of theories related to leadership, management, and chang Analysis of leadership styles, behaviors, and communication techniques assist with th development of skills necessary to lead at the bedside and within a healthcare system Students examine evidence-based quality improvement and patient safety strategies improve healthcare outcomes. A capstone project involving quality improvement cha either the acute care or community setting will be initiated.

Prerequisite: NUR 335, NUR 435.

Note: Must be taken in the last 8 weeks of enrollment in RN-BSN core courses.

NUR 497/NUR 497A: Professional Development Concepts

2 Credits (Lecture)

This course is a professional development course in which the student continues to c strategies for NCLEX Success. Increased exposure to NCLEX-style questions is provide enhance proficiency in answering the types of test items found on the NCLEX exam. F NCLEX-style questions will also help to support learning in nursing coursework. The s Capstone project will be implemented as developed in the Capstone Proposal. The st will implement an assessment of the identified population at risk and will implement evidence-based interventions to improve population outcomes. Active learning strate employed in this course will promote the development of leadership skills and self-di lifelong learning.

Prerequisite: NUR 398/NUR 398A

NUR 498/NUR 498A: Professional Development Concepts/ Capstone

2 Credits (Lecture)

NUR 498 is a professional development course in which the student continues to foll TCCNHS NCLEX Success Plan. Increased exposure to NCLEX-style questions is provide enhance proficiency in answering the types of test items found on the NCLEX exam. F NCLEX-style questions will also help to support learning in nursing coursework. The s Capstone project will be evaluated as developed in the Capstone Proposal. The stude evaluate outcomes for an identified population at risk following implementation of interventions. A final Capstone Paper and Presentation will illustrate the Capstone pr its entirety. Active learning strategies employed in this course will promote the develo of leadership skills and self-directed lifelong learning.

Prerequisite: NUR 497/NUR 497A

PHILOSOPHY

PHI 103: Introduction to Ethics

3 Credits (Lecture)

Introduction to Ethics will assist students in coming to understand the various theore
conceptual frameworks, and application models of moral reasoning. Such application
theoretical models and frameworks will expose the student to different approaches t
competence and decision-making in complex life situations. This course aims to be h
its approach; hence ethics-related issues involving medical/health issues will be mini
and a broad humanities-based approach will be incorporated.

Prerequisite: None

PHI 205: World Religions

3 Credits (Lecture)

This course is designed to provide students with a broad understanding of and appre
for the major religions of the world; Hinduism, Buddhism, Taoism and Confucianism,
Christianity, Islam. In addition the course will explore indigenous spiritual paths such
and Native American spiritual traditions. The course will explore the history of each t
its core beliefs, cosmology, canon of sacred writings, and styles of prayer and worshi
course will also explore humanism in its various forms, as well as atheism. The cours
also address the influence of these various traditions on society, as well as the issues
surrounding the diversity of religious traditions in a highly pluralistic society.

Prerequisite: None

PHI 210: Ethical Issues in Contemporary Health Care and Research

3 Credits (Lecture)

Based on their prior knowledge of ethical reasoning and traditional and contemporar
theories, learners will explore through reading, research, and experiential learning ac
the ethical issues embedded within contemporary healthcare and health research. U
moral reasoning skills, learners will have the opportunity to propose ethical solutions
many problems that arise within today's healthcare and bioresearch.

Prerequisite: PHI 103

PSYCHOLOGY

PSY 110: Lifespan Development

3 Credits (Lecture)

Students will learn about the psychological theories/conceptual frameworks and rese
that inform the study of cognitive, personality, and social development across the life

Prerequisite: None

PSY 210: Concepts of Behavior Change

3 Credits (Lecture)

This course builds on the foundational knowledge in introductory social sciences cou
focus on understanding thought and behavior to help learners understand how and
people change their behavior. Theories of learning, goal-setting, performance, sports
psychology, motivation, and self-reflection will be used to help learners see why peop
do not change their behavior so that, ultimately, methods can be used to design plan
those that could benefit from changes in behavior.

Prerequisite: None

SOCIOLOGY

SOC 101: Introduction to Sociology

3 Credits (Lecture)

What makes up a society? A society is composed of separate, but interrelated compo
social institutions. The family, government, education, and religion are some of the la
structures that guide our everyday lives. Introduction to Sociology explores these inst
of society, along with other individual factors, such as race, class, and gender, in orde
understand what it means to live in a global society. Students are given the opportun
develop their sociological imagination to become critical of the world around them, a
learn to analyze this social world using a variety of theoretical perspectives.

Prerequisite: None

SOC 102: Sociological Perspectives on U.S. Diversity

3 Credits (Lecture)

Sociological Perspectives on U.S. Diversity is designed so that students will gain insigh
and learn the various sociological analyses of, the strengths, challenges and opportu
facing the United States and its incredibly diverse population. Particular emphasis wil
placed on multicultural awareness, race, ethnicity, social class, and gender.

Prerequisite: SOC 101 or equivalent or SOPS 101

SOC 103: Sociological Perspectives on Global Diversity

3 Credits (Lecture)

Sociological Perspectives on Global Diversity is designed so that students will gain ins
into, and learn the various sociological analyses of, the strengths, challenges and
opportunities facing the global diverse populations. Particular emphasis will be place
multicultural awareness, race, ethnicity, social class, and gender.

Prerequisite: SOC 101 or equivalent or SOPS 101

SOC 200: Seminar on Race

1 Credit Hour (1 Lecture)

Explore the ways that race still matters in a society that considers itself to be post-rac
this discussion-based seminar, we consider what race is, how it is socially constructed
the ways that institutional discrimination and inequality persist. How we interpret ou
racial identity is guided by the ways we understand race operating in our society. Thr
the course, we reflect on our everyday experiences to better understand how race is
– including in a healthcare environment.

Prerequisite: None.

SOPS 101: Introduction to Social Psychology

3 Credits (Lecture)

Social psychology is the systematic study of human social behavior. In this course, yo
study how individuals and groups of people behave, and what causes these behavior
will learn to use theoretical perspectives to answer questions like, "Why are people at
to one another?" and "When are we most likely to help a stranger?" and "Why do som
follow rules, while other people break them?" You will study classical and contempora

research to understand how the scientific method is used to test and create theories [...] behavior.

SOPS 105: Social and Cultural Issues in Regional Healthcare

3 Credits (Lecture)

Healthcare in our region is delivered in a variety of settings by diverse human beings [...] many different methods: in clinics, hospitals, schools, even grocery stores! This cours[...] you to explore these settings and to better understand our healthcare system. At the [...] of this exploration will be us, the human beings seeking and giving the care. We will c[...] the social and cultural factors (determinants) that influence individuals' health decisi[...] behaviors as well as the social and cultural competencies expected of healthcare prov[...] We will also explore our healthcare system, discussing organization and structure, an[...] places and ways healthcare is delivered and experienced.

Prerequisite: None

SOPS 201: Exploring Current Topics in Health

1 Credits (1 Lecture)

This course is intended to prepare advanced-standing students for lifelong learning a[...] professional development. It also provides an opportunity for students to earn 1 cre[...] working directly with faculty. Students will work directly with identified faculty memb[...] explore a topic or concept from a multi-faceted perspective (for example, to explore [...] competency in a community-based health care organization or to conduct an asset m[...] of social-service resources for an identified population). So the student will make con[...] with the college outcomes in a framework relevant to the learning needs of the stude[...] students will engage in designing their own leaning experience, assignment or projec[...] well as methods for self-assessment and evaluation.

Prerequisites: Permission of the Associate Dean and assignment to faculty member. [...] Advanced-standing students only.

STATISTICS

STAT 201: Introduction to Statistics

3 Credits (Lecture)

STAT 201 focuses on the use of statistics to conduct and critique research. Topics incl
descriptive statistics, confidence intervals, hypothesis testing, and the use of compute
software for statistical applications. Students will learn to apply, analyze, and interpre
statistics from research articles and data in the health care setting.

Prerequisites: MAT 105 or equivalent.

*For students enrolled in the RN-BSN completion program, the prerequisite is waivec

TECHNOLOGY

TECH 101: Basic Technology Skills and Applications

3 Credits (Lecture)

Being a contributing citizen in the 21st Century requires the use of technology. This c
will provide an introduction to basic computer/technology skills, word processing, clo
applications, and trending apps that will be helpful in any working field or arena.

Prerequisites: None

Academic Policies and Procedures

GENERAL NOTICE

The Christ College of Nursing and Health Sciences reserves the right to alter or discor
any of its programs, fees, policies, or services, and to change any provision or policy i
interest of the College or its students at any point in time. The College also reserves t
to cancel courses and course sections, even after registration has taken place, if there
enrollment, the unavailability of a qualified faculty person, the lack of a clinical site, o
extenuating circumstances. Every effort will be made to place students in other sectic
the same course if this is possible.

As a matter of policy, students at The Christ College of Nursing and Health Sciences a
by the curriculum in effect. Once accepted, all students without transfer credit exemp
status for previously completed college courses must follow the pre-arranged College
schedules. The Christ College of Nursing and Health Sciences may terminate at any ti

enrollment of a student whose scholastic standing, performance, health, aptitude, or conduct does not meet the requirements of The Christ College of Nursing and Health Sciences.

Curricular changes are to be expected in response to rapidly changing regulatory, educational, and/or healthcare environmental factors.

ACADEMIC INTEGRITY AND HONESTY

Updated 3/29/16

In an effort to remain faithful to the College's core values, especially those of integrity excellence, it is the expectation that all members of the College community make ong efforts to be people of integrity in all learning modalities including classroom, clinical, laboratory, simulation, and online learning so that a culture of integrity can pervade t institution. Academic integrity can be understood as the consistency between the pro that we make and the words that we speak and the actions that we perform.

As an institution, we have the responsibility to act with integrity. The institution must certain the promises it makes to its students, faculty, staff, and to the community are in the words put forth by the College, and by all of the actions taken by the College.

The faculty and the staff have a responsibility to act with integrity. Every faculty mem make certain that there is consistency between the learning outcomes of every cours the learning activities in which they engage. They must make certain that every policy course syllabi is carried out equally for all students. The staff need to ensure that the perform their various duties with integrity.

Students, by virtue of their membership in the College community, must also ensure are people of integrity by engaging in words and actions that uphold the values of the caring, collaboration, excellence, and integrity. The College community is strengthene actions are in line with the promises that are made and implied by each member of t College community. A student's acceptance of admission to the College constitutes a commitment to act honorably in all situations and to uphold the policies, procedures behavioral expectations of the College.

All members of the College community are held to the highest standard of integrity. T actions of each member of the College community should demonstrate a consistency between the values that we uphold and the words that we speak and the actions that

Examples of Failures to Uphold Academic Integrity and Honesty in all communication
learning modalities including classroom, clinical, laboratory, simulation, and online le

The Institution:

- When its advertising is not consistent with what is actually delivered at the scho
- If its tuition and fees are not reflective of actual institutional need.
- When policies are not clearly articulated or when policies are not justly and equ
  applied.

The Faculty and Staff:

When faculty or staff fail to clearly articulate what is expected of students especially w
regard to integrity and fail to note the sanctions for violating academic integrity stand

- When faculty fail to define course learning outcomes
- If faculty do not actually teach to the learning outcomes
- When faculty fail to properly cite the sources of their information
- If faculty fail to treat all students equitably and with fairness and justice

The Student:

- When a student falsifies records
- If a student cheats, plagiarizes, or purchases a paper and claims it as their own
- When a student collaborates with others on a paper or project that is supposed
  reflect their own work
- If a student steals
- When a student violates copyright laws or engages in the unauthorized copying
  software
- If a student observes the lack of integrity on the part of another student and fai
  report it

What to Do if You Witness Behaviors that Violate Academic Integrity:

All Members of the College community have a responsibility to ensure that a culture
integrity is pervasive throughout the institution. Each member of the community has
obligation to report actions that violate our common commitment to integrity and ex

Faculty Obligations:

- Address the alleged incident (through investigation) with the student(s), render decision, and report their response/action to the appropriate Administrator of t College; or

- Submit the alleged incident(s) to the appropriate Administrator for review, cons and possible institutional action.

NOTE: The nature of the incident will determine if resolution and consequences will k determined by faculty and/or administration. Secondly, in situations involving suspec academic dishonesty within a course, faculty have full authority to assign the grade for assignment, test, quiz, or course. Administration retains the responsibility and right to additional sanctions up to and including academic dismissal from the College.

Student Obligations:

- Outline the alleged breach to the appropriate faculty member(s) whose class the breach occurred as soon as reasonably possible following an incident. Students bear in mind that though they might inform an academic administrator, the aca administrator will refer the matter back to the course in question so the faculty member(s) can deal with according to academic policies set forth within the clas The student should make sure that all information is objective and clear, includi date and time of the incident, name of the student, and the assignment/examin question.

- Once an allegation has been made, the faculty member(s) will address as outlin above. NOTE: It is important to note that due to privacy, confidentiality, and oth material evidence, a decision will not be announced to the student who has out allegation.

ACADEMIC FREEDOM AND RESPONSIBILITY

The Academic Freedom and Educational Responsibility of Faculty and Students

A college or university is a dedicated social place where students will encounter new knowledge, different perspectives, competing ideas, and alternative claims to truth. L education helps students develop the skills of analysis and critical inquiry with particu emphasis on exploring and evaluating competing claims and different perspectives. L educated students are curious about new intellectual questions, open to alternative v viewing a situation or problem, disciplined to follow intellectual methods to conclusic

capable of accepting criticism from others, tolerant of ambiguity, and respectful of ot
different views. Personal development is an integral part of intellectual development.

In any education of quality, a variety of competing claims to truth can be explored an
free from political interference. The persons who drive the production of knowledge
process of education are highly trained faculty. These individuals take responsibility f
quality of their scholarship and teaching.

In order to foster a true educational experience, faculty and students must agree to t
following principles:

1. An atmosphere of civility must be maintained. Faculty and students have to be
   respectful of each other's views, even if they are not in agreement.

2. Students do not have a right to remain free from encountering unwelcome or
   inconvenient questions. Students do have the right to hear and examine divers
   opinions but within the frameworks that knowledgeable scholars have determir
   reliable and accurate.

3. All competing ideas on a subject do not deserve to be included in a course or pi
   The professional judgment of faculty determines the content of courses.

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The statement is available online at:
http://www.aacu.org/About/statements/documents/AcademicFreedom.pdf

DISTANCE EDUCATION

Revised 5/22/17

Purpose

Distance education (online and hybrid coursework) supports the mission of The Chris
of Nursing and Health Sciences to expand the offerings of courses and programs tha
individuals for the delivery of healthcare and opportunities for life-long learning. Dist
education maximizes student access to courses through an electronic-based delivery
Blackboard Learning Management System.

Verification of Student Identity in Distance Education Courses

Consistent with the statement of academic integrity and honesty, all members of the community are held to the highest standard of integrity by engaging in words and ac[t] uphold the values of the College: caring, collaboration, excellence, and integrity. A stu[dent] acceptance of admission to the College constitutes a commitment to act honorably a[nd] uphold the policies, procedures, and behavioral expectations of the College.

In compliance with the Department of Education and all accrediting bodies, The Chris[t] of Nursing and Health Sciences has established and will periodically review a process determine that a student registered for a distance education (online or hybrid) cours[e] same student that participates in, completes, and receives credit for the course. Reas[onable] steps should be taken by the faculty member to ensure verification of student identit[y] verification may be accomplished by any one or a combination of:

1. Secure logon and passcode;

2. Proctored examinations;

3. Student sign in/signature for some proctored exams;

4. Verification using photo ID; and

5. New or other technologies and practices that are effective in identifying identity students. (Christ College does utilize Biometric Signature ID for authenticating s[tudents] enrolled in online programs)

As an institution, the College has the responsibility to act with integrity; as such, the C[ollege] will make all reasonable efforts to protect student privacy in verifying student identity as disclose upfront any costs to be incurred by the student with respect to verificatio[n] student identity at the time of registration or enrollment.

References: The Higher Learning Commission. Commission Policies (November 2011[)] 3.12 Verification of the Identity of Students in Distance or Correspondence Education 91. _

Available at http://www.ncahlc.org/Policy/commission-policy.html

DEFINITIONS FOR DELIVERY MODALITIES

Edited 10/5/16

Based on best practices in higher education, and in compliance with federal law and [the] policies of accrediting agencies, the following definitions are offered to provide clarity

the various delivery modalities used in this College.

Face-to-face: The majority of instructional time is in the classroom but may include u
of online instructional time.

Hybrid: Between 50% and 75% of the instructional time for this course will be online.

Online: Between 75% and 100% of the instructional time for this course will be online
face-to-face instruction might be required.

NOTE: Faculty members are permitted to use a variety of delivery modalities and lear
activities, including, but not limited to, online delivery, field work, off-site activities, an
work. Students should always refer to the syllabus for each course for an explanation
manner in which a course will be delivered. All syllabi are posted on Blackboard one v
prior to the beginning of the semester.

Reference: Ohio Department of Higher Education, Supplement (March 2010). Online .

Obtained by contacting http://www.ohiohighered.org/academic-program-approval.

TECHNOLOGY REQUIREMENTS

Added 5/2/16; Revised 5/23/17

Access to and understanding of technology is essential for success in distance educat
courses. Students must have access to a reliable computer and high-speed internet
connection. For more information on course-specific technology requirements, stude
should reference their course syllabi. For program-specific technology requirements,
should reference their respective program's handbook, the College website (under En
Steps), and/or "Technology Requirements, Recommendations and Support" in the Co
Support Services section of this document.

PLACEMENT ASSESSMENTS

Placement assessments may be used by the College to determine a student's academ
readiness to engage in coursework necessary for completion of their chosen academ
program.

Detailed information pertaining to placement assessments will be provided to studer
Students will be required to complete those placement tests that are consistent with

policies in effect at the time of admission to the College. Such placement tests might from program to program. Previous placement test results from other schools will no accepted.

A fee for administering examinations may be assessed.

Based on placement assessment results, students may be required to enroll in identi coursework or other defined remediation.

Placement assessment results and remediation procedures (coursework or tutorials) discussed with the student prior to enrollment in their first semester at the College.

PREREQUISITE POLICY GENERAL STATEMENT

1. Students are expected to take College courses no later than the term they are prescribed. Students are strongly encouraged to refer to program curriculum pl well as consult with their academic advisor.

2. Students should work with their academic advisor to determine when courses a offered so as to properly plan their academic curriculum. It is the student's resp to ensure they understand the course of study once they begin their studies. Th College does not assume responsibility for a student who fails to properly regist required courses.

3. Program specific policies may require prerequisites for progression. See Progra specific handbook.

4. IMPORTANT: The Chief Academic Officer or designee must approve any deviatio this schedule.

5. For additional information on prerequisites and co-requisites, refer to curriculu course descriptions in this catalog.

COURSE CANCELLATION POLICY

The College values quality education while maintaining fiscal responsibility. In order t financially accountable, course sections with low enrollment will be cancelled and cou sections that are not at enrollment capacity will be combined.

TIME TO DEGREE FOR MATRICULATED STUDENTS

Refer to specific Program Handbooks for "Time to Degree" timelines.

DUAL DEGREES

Added 8/17/17

Students may earn more than one undergraduate degree concurrently from the Coll... student who completes all requirements for two or more different degrees will be aw... multiple degrees and will receive multiple diplomas. Students pursuing multiple degr... follow the stipulations described below:

Second Associate Degree Concurrently

- Earn a minimum of 15 credit hours in residence unique to each program.
- Meets all degree requirements for both degree programs.
- Associate and Bachelor's Degree Concurrently
- Earn a minimum of 136 credit hours, including a minimum of 76 credit hours in residence.
- Meets all degree requirements for both degree programs.

Second Bachelor's Degree Concurrently

- Earn a minimum of 164 credit hours, including a minimum of 50% of credit hou... each major in residence.
- Meets all degree requirements for both degree programs.

In order to declare a second major, a student should meet with his/her advisor and c... the Dual Degree Declaration Form. The advisor will then send the form to the Registr...

GRADING POLICY

Classroom Grading

Updated 2/10/17

To successfully complete any course at The Christ College of Nursing and Health Scie... grade of at least a "C" (2.0) or higher must be achieved. Please note a grade of "D" or ... constitutes a failing grade in either nursing or general education coursework. Assignr... letter grade constitutes completion of the course and enrollment in the course for th... period. Students should refer to syllabi for course grading scales.

Letter grades are assigned to the final course grade according to the following:

Letter Grade	Grade Point Average
———————–	————————————
A	4
A-	3
B+	3.33
B	3
B-	2.67
C+	2.33
C	2
D	1
F	0

Term and Cumulative Averages

Final course letter grades are converted to quality points in order to compute term and cumulative averages as defined by the Academic Grading Policy.

- The grades a student received in a course accepted as transfer credit from anot institution are not included in the computation of either term or cumulative ave

- Term average, computed each term a student is in the program, and is based on grades achieved in all courses taken during that term.

- Cumulative average, computed each term, is based on the final grades achieved courses required in the program up to that time.

Incomplete Course

An incomplete course is a course in which the student has not completed the require work by the end of the term.

Criteria:

1. Course assignments not completed by the end of the term may result in a grade Incomplete (I). No point grade is assigned to the course. Assignment of the grad solely at the discretion of the instructor.

2. All incomplete coursework must be completed no later than ten (10) business d following the last day of the semester in which the "I" grade was assigned.

3. Failure to complete all required coursework by the designated time will result ir grade being permanently changed to an "F".

4. The "F" is then calculated into the student's GPA.

5. Students who have an "I" for a grade do not qualify for Academic Honors.

Assignment of Credit Hours

Edited 10/3/16

Semester credit hour allotment for a course is determined according to the following

- Class: 1 clock hour per week for 15 weeks = 1 credit hour
- Nursing Clinical : 3 clock hours per week for 15 weeks = 1 credit hour
- Lab: 2 clock hours per week for 15 weeks = 1 credit hour
- Clock hour adjustments are made for eight (8) week courses to equate to credit outlined above.

NOTES:

- One Clock Hour = 50 minutes
- A semester terms includes a fifteen (15) week instructional period plus one (1) w final examinations.
- An eight (8) week semester including eight (8) instructional weeks including final

The Christ College of Nursing and Health Sciences defines clock hour and credit hour follows:

Clock Hour: In alignment with common practices in higher education and in compliar Federal Law and the policies of accrediting agencies, a clock hour shall be defined as minutes.

Credit Hour: In alignment with common practices in higher education and in complia Federal Law and the policies of accrediting agencies, one credit hour is earned when student has successfully completed 750 minutes of instruction within a given semeste term as defined by the institution (1 credit hour = 750 minutes).

> It shall further be understood that each credit hour presumes a minimum of an additional two clock hours of work outside of the classroom.

> ```
> Example: A three (3) credit course consists of three (3) clock
> hours (150 minutes) each week for a total 2250 minutes for a 1
> week semester.
> ```

> A three (3) credit course also requires that students are given six (6) clock hours work to be done outside of the classroom or 300 minutes/week of such work. These activities could include writing assignments, reading assignments, workin on problem-solving skills such as case studies, viewing videos or PowerPoint presentations, reviewing course material, observing the world around them, etc

Online Course Example: It will be important to be able to demonstrate that the learning activities in an online course will consume a minimum of 2250 minutes instructional time in addition to time that students will need to spend in preparation for those learning activities such as reviewing materials, preparing tests or quizzes, preparing drafts for written assignments, etc.

References:

1. _Department of Education, Memo GEN11-06 (October 29, 2010). Guidance to Ins and Accrediting Agencies Regarding a Credit Hour as Defined in the Final Regula _Available at http://ifap.ed.gov/dpcletters/GEN1106.html

2. _The Higher Learning Commission. Commission Policies (November 2011). Polic Assignment of Credit Hours, page 54. _Available at http://www.ncahlc.org/Policy/commission-policy.html

Dean's List of Honors

1. All full-time students (12 semester credit hours) are eligible for Dean's List of Ho
2. At the end of each semester, both the semester and cumulative GPA will be calc
3. Students with a semester average of 3.50-4.00 receive Deans List of Honors.
4. The Dean's List of Honors designation is separate from Latin honors at graduati
5. Dean's List of Honors will be noted on official transcripts for the semester the h awarded.

Academic Standing

Students are considered to be in good academic standing within the College provided maintain a cumulative GPA of 2.0 or higher, have finalized any grade of "incomplete" the specified period of time, and are not in violation of any academic policy such as tl academic integrity and honesty.

Early Alert System

The Early Alert System is designed to alert students if they are in danger of failing a c The system provides the opportunity for the student and professor to collaborate in determine appropriate interventions for the student, engaging the student's academi as a resource.

If you are in danger of failing a course by week four of an eight-week semester or wee of a 16-week semester, your professor will send you an email and request to meet wi identify challenges and discuss actions for moving forward. Your academic advisor w notified and can serve as a resource to you for non-academic related obstacles that r preventing your success in a course. Please take the responsibility to communicate w professor and advisor, as appropriate, so they can work with you and help you identi resources to support your success in the course. In addition to your professor and ac you should consider tutoring, the Writing Center, counseling for personal and financi trouble, and other support to help you be successful in the course.

Academic Probation

A student will be placed on academic probation at the end of any semester in which t student has earned a term or cumulative grade point average of less than 2.0.

1. A student who has been placed on academic probation will be notified via e-ma student mailbox, and/or US Postal mail. The notification will include a plan outli necessary steps to return to good academic standing.
2. In the event a student on academic probation fails to attain a 2.0 semester and cumulative average for the next semester of attendance, the student will be dis from the institution.

Academic Dismissal

Updated 2/16/17

Academic Dismissal refers to a student enrolled in The Christ College of Nursing and Sciences whose enrollment has been terminated. Academic dismissal is determined k Associate Dean or designee and formally approved by the Chief Academic Officer of t institution.

The enrollment of a student may be terminated for any of the following reasons:

1. Two continuous semesters of a term or cumulative GPA below a 2.0.
2. Failure of a student to remove self from probation or suspension by the time sp
3. Lack of integrity, dishonesty, violation of College policies, behavior considered detrimental to safe and effective patient care (if a nursing student), or other mis (Such behaviors may also invoke probation.)

SPECIAL NOTES: Reinstatement following dismissal or termination is not automa
and must be approved by the Chief Academic Officer of the College.

ATTENDANCE POLICY

Revised 7/26/17

A primary objective of the College is the demonstration of student accountability thro
responsible self-directed behaviors. Consistent attendance offers the most effective
opportunity for students to gain command of the concepts and material. Daily attenc
prompt arrival, demonstration of a positive attitude of respect, and cooperation are e
Classroom attendance is expected. Individual course faculty may establish course po
consider attendance as a factor in determining course grades. Please refer to progra
handbooks and course syllabi for specific attendance policies.

Attendance in Hybrid Courses

Any student who does not participate in at least one academic activity by the first Frid
the course by 11:59pm will be reported as a 'no-show' to the Registrar's Office. The st
will be dropped for the course. Academic activities in a hybrid nursing course include
face class meetings, posting in a graded discussion board or blog. Emails to course fa
ask questions are not considered academic activities for attendance purposes.

Attendance in Online Courses

1. Online attendance is assessed by submission of online academic activities by th
   published due date and time. All due times reflect Eastern Time Zone.
2. Emails to course faculty to ask questions are not considered academic activities
   attendance purposes.
3. Any student who does not participate in at least one academic activity by the fir
   of the course by 11:59pm will be reported as a 'no show' to the Registrar's Office
   student will be dropped from the course. Academic activities in an online nursir
   include posting in a graded discussion board, a blog post, journal, or written ass

   NOTE: A separate policy exists for "Dropping Students Who Never Attend Class."
   Refer to section on Registrationand Records LINK NEEDED– General Polices in th
   catalog.

NON-CONTINUOUS ENROLLMENT POLICY

Revised 1/15/16; 5/8/17

A student who needs to take one (1) semester off from the scheduled coursework ou
his/her education plan will be considered non-continuously enrolled. Non-continuous
enrolled students may take no more than one (1) semester off from scheduled cours
and return to classes will be contingent upon the space available. Notes: A student m
had at least one grade issued at the College to be eligible for non-continuous enrollm
student withdraws from coursework after the drop/add date (and has therefore been
assigned a grade), non-continuous enrollment will begin in the following semester of
scheduled coursework. If a student needs to take an extended period of time off for
or catastrophic reasons, s/he should reference the Leave of Absence Policy.

Any student who is non-continuously enrolled must first speak with his/her academic
and be responsible for maintaining communication with the academic advisor regarc
plans to return to classes. A non-continuously enrolled student must contact his/her
academic advisor no later than eight (8) weeks prior to the start of the semester in wl
plans to return to classes. A student returning from non-continuous enrollment must
for classes after those students who have remained continuously enrolled and follow
normal course progression. A student on non-continuous enrollment must also conta
Administrative Assistant of Arts and Sciences eight (8) weeks prior to his/her return in
complete any outstanding health or enrollment requirements.

Any student who fails to return from non-continuous enrollment will be automatically
withdrawn from the College on the first day of the semester in which s/he is schedule
return, and s/he must reapply in order to return to the College in a future semester. I
Continuous Enrollment extensions beyond one semester must be approved by the C
Academic Officer and Dean of College Support Services.

ILLNESS IN THE CLASSROOM, LAB AND CLINICAL SETTINGS

Medical Emergency Situation

A. For an emergency health need during scheduled nursing classes or in a clinical faci
without emergency department services, the faculty/clinical instructor, or designee (i.
preceptor) will either contact the Emergency Medical System (911) to summon emerg
assistance for the student, or follow policy for emergencies as outlined in the College

B. For an emergency health need during scheduled clinical time in a clinical facility wi
emergency department services, the faculty/clinical instructor, or designee will assist

transporting the student to the emergency department.

C. The student is responsible for payment of emergency services and any treatment i

Medical Nonemergency Situation in the Classroom, Lab Setting and Clinical Sett

A. Students with a nonemergency health need during class, lab or clinical time must s
identify to the faculty, clinical instructor or designee the nature of the health need. Th
faculty, clinical instructor, or designee (i.e., preceptor) will determine if the student ca
continue with learning activities.

B. When the student is released from class, lab or clinical, the faculty, clinical instructo
designee (i.e. preceptor) will assist the student in arranging transportation from the f
needed.

C. This may count as an absence according to the classroom and clinical attendance p

CADAVER AND DISSECTION POLICY

Added 3/17/16

The following guidelines are established for the safe dissection of animal hearts and
tissues along with fresh and embalmed human cadavers. Proper handling, cleaning a
disinfection practices are necessary to reduce risks of transmission. The dissection ar
examination of the tissues are for educational and training purposes only.

A donated human cadaver represents one of the most valuable teaching tools for the
human anatomy.

- You are required to treat the cadavers with the respect and consideration due t
  person. The cadavers are to be referred to by their sex or tag number ONLY.
- No signs of disrespect for the cadaver will be tolerated by any of the faculty.
- Disrespectful behavior could result in your dismissal from the course and/or the
- NO outside visitors or guests are allowed into the lab at any time under any
  circumstances to view the cadaver.
- Students will gain access to the cadaver only in the presence of, or through the
  of, faculty members.
- **NO photography of any kind** is allowed.

- Because of this, **no photography or video equipment **– **including cell phon**
  any kind are allowed in the laboratory. Leave all cell phones at home or turn the
  and store in your bag as you enter the laboratory. Failure to comply with this ru
  create legal problems for both you and the college and will not be tolerated. Fai
  comply will result in dismissal from the course and/or the college.

- Although the cadavers have been dissected prior to the laboratory session, it is
  student's responsibility to maintain the condition of the cadaver during the lab

  This includes handling labels with care and using the wetting solution provided
  keep the cadavers moist.

- **Wear gloves** at all times when handling the cadavers and dispose of gloves pro
  Hands are to be washed/disinfected after gloves are removed.

  Other personal protective equipment, such as impervious gowns and face
  protection, is available for use.

- Cadaveric material should **NOT** leave the lab under any circumstance. This inclu
  solid tissue and fluid waste.

  All sharps and other contaminated disposable equipment is to be discarded in
  sharps containers.

- Waste material should **NEVER** be placed down drains or thrown into common ti

- If a student is pregnant or intends to become pregnant during the semester, the
  must contact either the professor of the course or the Associate Dean of Compl
  general education and instructional support services as soon as possible.

- Environmental Services (513-585-3031) is to be contacted to both deliver and pi
  biohazard container for proper disposal of tissues.

FINAL EXAM POLICY

Added 3/13/2017

It is TCCNHS policy that all final exams will be administered during the specified final
week on the College Calendar. 8-week courses will administer the final examination c
the last class meeting at the regular class time and in the usual classroom. The Colleg
required to provide the calculated number of instructional contact hours as stated in
syllabus. Contact hours are determined based on the definition **1 credit hour = 750 n**

The College also states in the College Catalog that it provides 15 weeks of instruction week for final exams.

1. If a final examination, comprehensive or not, is part of a class requirements, it r given only during the final examination week according to the final exam schedu examinations administered earlier than the appointed time, either during the p or during the final examination week, are not permitted.

2. The examination schedule does not apply to 8-week courses. Final examination these classes are to be given during the last class meeting at the regular class ti in the usual classroom.

3. Examinations will be held in the regular classroom unless students are otherwis notified. 4. When students have three or more final examinations on the same d are entitled to arrange an alternative examination time for the last exam or exa scheduled on that day. When students have two final exams scheduled to meet same time, they are entitled to arrange an alternative examination time for the course offered that day or week. Such arrangements must be made by the in th week of the semester. Students should make arrangements with the instructor affected course and are expected to provide evidence of these situations to qua exceptions. 5. Rationale must be provided to the appropriate Associate Dean if examination is not being administered.

The Registrar is responsible for scheduling all final examination dates, times, and roo Registrar will post the final exam schedule on Blackboard.

GRADE APPEAL POLICY AND PROCEDURES

Updated 6/24/16

The Grade Appeal Policy provides students with an avenue of redress when a final co grade is in question based on a mathematical error or grading that does not coincide published grading policy in the course syllabus. The procedures for appealing a final grade are outlined below.

Procedures

Informal Appeal

A student who believes a final grade is improper should schedule an appointment to this concern with the course instructor (or the Associate Dean in the instructor's abse

within two (2) business days of the posting of the final course grade. This meeting is a requisite to filing a formal grade appeal. The course instructor is required to make a g faith attempt to meet with a student who has contacted him/her to discuss a concerr grade within three business days of when the grade was posted. Reasons for delay sh explained and documented. The course instructor should also document the meeting occurs.

Formal Appeal

If, after the discussion with the course instructor, a student decides to appeal the fina the following are the steps for the formal appeal process:

1. Within four (4) business days after final grades are posted by the Registrar's Off student will submit written appeal documentation to the Associate Dean of the Department including a statement of the reason for the appeal, previous steps with the course instructor to resolve the issue, and evidence supporting the stu assertion that the grade is improper. To be considered, the grade appeal must of or both of the following reasons:

   a. The final course grade conflicts with the grading policy per the course syllabu

   b. There is an alleged mathematical error in calculating the final course grade.

   It is the student's responsibility and burden to show that the final course grade conflicts with the grading policy per the course syllabus and/or there is a mathematical error in calculating the final course grade. Students are advised tr the professional judgment of course instructors cannot be challenged and appe made solely on that basis will not be considered.

1. Upon receiving the written appeal documentation, the Associate Dean will notify student of receipt of the appeal. The Associate Dean will then determine if the a has been timely and properly filed according to the standards in Section 1. If the has not been timely filed and/or has not been properly filed according to the sta in Section 1, the appeal will be dismissed and will not be heard and the student notified of such in writing. If the appeal has been timely and properly filed accor the standards in Section 1, the student will be notified that the appeal will be re and also provided an explanation of these procedures.

   Evidence of difficulties in arranging the initial meeting with the course instructor may be reason for the Associate Dean to forgive the untimely filing of an appeal

long as the student made efforts to file the appeal in a reasonable amount of ti[me]
after he or she was able to meet with the course instructor.

1. The Associate Dean will send the named course instructor a copy of the student[']
   documents so a response can be submitted. The instructor will be asked to prov[ide]
   appropriate documentation by a specified date, usually within one (1) business [day of]
   the request. Documents to be submitted include a description of the grading an[d]
   evaluation process for the course (including the syllabus if separate), document[ation of]
   the informal grade appeal meeting, and any other documentation or rationale c[onsidered]
   important.

2. The Associate Dean will provide the student with a copy of the course instructor['s]
   response and other documentation provided and allow the student an opportu[nity to]
   provide any additional information by a specified date, usually within one (1) bu[siness]
   day.

3. Once the course instructor has provided a response and other information and [the]
   student has had an opportunity to provide additional information, the Associate [Dean]
   will establish an appeals file of all correspondence and materials related to the [appeal to]
   be reviewed by the committee as discussed below.

4. The Associate Dean will then appoint a committee of three (3) faculty members [from]
   the department. In constructing the committee, possible conflicts of interest sh[ould be]
   considered and addressed.

5. The Associate Dean will determine with the committee a date for a review of the [appeal]
   within two (2) weeks of establishing an appeals file. The appeals file will be prov[ided to]
   the committee at the meeting for review, discussion, and the creation of a writt[en]
   recommendation regarding the grade appeal.

6. Following the meeting, the committee's recommendation will be forwarded to t[he]
   Associate Dean. The Associate Dean will notify the course instructor and the stu[dent of]
   the recommendation in writing within one (1) business day.

Upon consideration of the committee's recommendation, the ultimate decision to ch[ange a]
grade is made by the course instructor. The course instructor should notify the Assoc[iate]
Dean, Program Director, and student of the decision in writing within two (2) busines[s days of]
receiving the committee's recommendation. If the grade is to be changed, the Registr[ar]
should also be notified. The course instructor's decision at this stage is final, and ther[e is no]
further appeal available unless the failing grade has resulted in the student's academ[ic]
dismissal from the College.

Final Appeal in Cases Resulting in Dismissal

If a student's failing grade remains in place following a grade appeal and the failing g result in dismissal from the program, the student may make a final appeal to the Chi Academic Officer (CAO) of the College. This appeal should include a short written stat explaining the appeal and attaching all previous appeal documents. This appeal must with the CAO within three (3) business days after receipt of the course instructor's fin decision. The CAO may take any action he/she deems is appropriate under the circum of the case and will make a decision within five (5) business days of receiving the app unless circumstances require a lengthier time frame. If the time frame is to be extenc student and the involved course instructor will be notified in writing. The decision of is final. Appropriate parties, including the student, will be notified in writing of the CA decision within three (3) business days of the decision being made.

**GRADE APPEAL TIMELINE **

FA2018-2019 Appreal scned needed(tables)

Admissions

Last updated: February 11, 2019

Admissions Information

Admission Requirements

Updated 9/18/15

Admission requirements for each program can be found online. Meeting admission requirements does not guarantee admittance into the College. The College reserves t to delete, substitute, change, or supplement any statement without prior notice.

Refer to the College website www.thechristcollege.edu for admissions information ar program specific requirements.

Provisional Acceptance

Added 9/18/15

Students seeking admission into the College who do not meet one or more of the pro
specific admission requirements may choose to pursue provisional acceptance. The
admissions committee reviews applications submitted for provisional acceptance afte
conclusion of the admissions deadline. Offers of admission are offered as space perr

In order to qualify for review by the committee an applicant must complete the follov

- Completed and submitted online application for the program desired
- Official, sealed transcripts from each institution attended (both high school and
- Two completed reference forms (obtained from the admissions office)
- Personal statement, outlining why the applicant should be considered for admis
  the College, not exceeding one page

Readmission

Added 9/18/15; Updated 5/12/16; Updated 9/12/16

**Former students seeking to be readmitted into the College must complete the
following:**

- Submit a current online application
- Submit official transcripts from all institutions they have attended (except for TC
- Meet the current admission requirements for the program into which they are s
  admission
- Personal statement, outlining why you are seeking readmission, not exceeding o
- All previous balances at the College must be settled before the application dead

The Admissions Committee and/or the applicable Associate Dean review the applicat
Readmission into the College is not guaranteed and is handled on a case-by-case bas

students who are granted readmission fall under the current policies and graduation requirements. This may result in loss of prior credit due to curriculum changes that h taken place during the lapse of enrollment.

Students who have been dismissed from a nursing program due to two nursing cours failures must wait 2 years before reapplying to the nursing program.

Matriculation Fee Policy

Added 9/12/16

Upon receiving a letter of admission into The Christ College of Nursing and Health Sc student is given 30 days in order to pay the matriculation fee to hold their seat in the upcoming class. This is a non-refundable enrollment fee that is designed to help offse cost of enrolling new students into the college. This fee is waived for applicants to the Completion and Health Care Administration degrees under the following circumstanc

- The student is an alumni from The Christ Hospital School of Nursing or The Chri College of Nursing and Health Sciences
- The student is an active employee of The Christ Hospital Health Network

Opt-out Disclosure

Students have the right to restrict the release of promotional photographs, interview videos at The Christ College of Nursing and Health Sciences (hereafter "TCCNHS"). TC may use or post with the purpose of promoting TCCNHS without written consent, unl have advised TCCNHS to the contrary in accordance with TCCNHS procedures. The pr purpose of this disclosure is to allow TCCNHS to include photographs, videos or inter school publications, college website, and social media sites. Examples include:

- Publications and marketing materials, such the annual college view book
- Photographs, videos, interviews for promotional print and online publications
- Photos, videos, or interviews for social media sites

Any matriculated student who wishes to be excluded from such publications and onli postings should write a letter, signed and dated, expressing their "opt-out" preferenc should be mailed to:

The Christ College of Nursing and Health Sciences Attn: Marketing & Recruitment Offi Auburn Avenue Cincinnati, OH 45219

Financial Aid

Last updated: February 11, 2019

The Financial Aid Office at The Christ College of Nursing and Health Sciences assists s and parents to successfully navigate the financial aid process from beginning to end. aid is intended to assist students who otherwise would be unable to finance their edu All financial aid in the form of federal loans and grants is administered by the Financi Office under the policies established by the Federal and State governmental guideline Eligibility is based on demonstrated financial need of the student and/or the student' and on registered credit hours. Please refer to the Financial Aid Policies and Procedu www.thechristcollege.edu/financialaid for additional information.

Student Grade Level

Students attending the College will be classified by grade level based upon the numb credit hours earned. Transfer credit hours that have been officially accepted by the C will be counted towards a student's earned hours when determining grade level.

Grade Level Classification:

Freshman Level: 1-30 credit hours earned

Sophomore Level: 31-60 credit hours earned

Junior Level: 61-90 credit hours earned

Senior Level: 91-120 credit hours earned

Disbursements and Refunds

Financial aid is first applied to all outstanding balances owed to the College by the stu each semester. Financial aid funds are applied each semester after the 100% refund the semester. The amount of the award applied to tuition costs is determined in part amount of registered credit hours for each student in each semester. Student loan p will not be received and disbursed by the College until the student has electronically their Master Promissory Note (MPN) and has met all other eligibility requirements.

If financial aid funds are more than enough to cover all outstanding balances owed to College for the semester then a student may be eligible for a refund of student finan funds. Refund checks will be processed on a weekly basis after financial aid funds ha fully disbursed and the student has met all eligibility requirements. Eligible student re checks will be mailed directly to the student at the address on file with the College, n exceptions.

Any changes to a student's registered hours in a semester or financial aid record can the disbursement of funds and the processing and/or receipt of student refunds. In t a student receives a refund of financial aid funds and subsequently becomes ineligibl refund, the student is responsible for repaying the College for the amount they are n eligible to receive.

Satisfactory Academic Progress Policy

OVERVIEW

Any student receiving any type of federal, state or institutional aid is required to maintain Satisfactory Academic Progress to continue to receive financial aid at 1 Christ College of Nursing and Health Sciences. Federal regulations stipulate that each student's entire academic record be reviewed for Satisfactory Academic Progress, including terms for which a student did not receive financial aid.

REQUIREMENTS

a. **Eligibility:** To be eligible for financial aid at TCCNHS, students must meet all three criteria defined below to qualify for the Satisfactory Academic Progress (SAP) require

b. **GPA Requirement:** Maintain a cumulative grade point average (GPA) of 2.0 or high academic semester or session to meet SAP progress requirements.

c. **Credit Completion Requirement (CCR)**: A student must earn hours equal to at lea of the total cumulative hours attempted for after each academic semester in which th enrolled with grades of "A," "B," "C" to remain in good SAP standing. Example: John tal credit hours and fails two courses. Course #1 is a 3-credit hour course, and course #2 credit hour course. John would satisfy this component of the satisfactory academic pr requirement because he has earned 12 of 16 credits or 75% of hours attempted (12 ÷ 75).

d. **Maximum Time Limit or Time to Degree:** Students must complete their program study before they have attempted more than 150% of the published required credit h the degree program. This equates to 150% of the total number of credit hours. Stude exceed 150% of the hours attempted will not be eligible for financial aid.

> Example One: *71 credit hours are required to obtain the Associate of Applied Science degree in nursing. In this case, 71 total credit hours X 1.50 or 150% = 10 hours.*

> Example Two: *Allen is enrolled at TCCNHS for 3 years. Some semesters he has gone full-time (12-19 hours) while others he has dropped below full-time status After applying for permission to go beyond three years, in the fall semester of h fourth year, Allen will reach 112 hours. Because he has exceeded the allowable limit (106.5 hours), Allen will no longer receive financial aid at The Christ College*

EVALUATION OF SATISFACTORY ACADEMIC PROGRESS

A student's **Satisfactory Academic Progress (SAP)** is reviewed once every academic semester. At each point in time, a student will be assigned one of four designations. I these statuses may be in addition to other types of academic or disciplinary probatio

1. **Good Standing:** Student continues to receive financial aid because he or she ha demonstrated satisfactory academic progress.

2. **Financial Aid Warning Status:** A student will continue to receive financial aid for next semester, but must complete SAP standards by the end of the semester in he/she was on warning.

3. **Financial Aid Probationary Status:** A student who was on "Warning Status" in semester and failed to meet the SAP standards. Student will only be eligible for aid after appealing the loss of financial aid and financial aid eligibility being reins the Director of Admissions and Financial Aid.

4. **Financial Aid Termination Status:** Student will no longer continue to receive fi aid until such time as he or she demonstrates satisfactory academic progress.

FAILURE TO MEET SATISFACTORY ACADEMIC PROGRESS

Actions Taken for Failure to Meet Satisfactory Academic Progress

Students will be notified by the Financial Aid office of actions taken for failure to meet satisfactory academic progress.

1. **Financial Aid Warning Status** a. Students who do not meet the above criteria a being in good standing will be placed on "warning" and will continue to receive f aid.

2. **Financial Aid Probationary Status** a. Students not meeting the above criteria f consecutive semesters will be placed on Financial Aid Probationary Status (FAPS not have access to financial aid eligibility. After being placed on probation stude appeal to the Director of Admissions and Financial Aid for reinstatement of thei financial aid eligibility. If the appeal is granted, financial aid eligibility will be rein and the student must meet the SAP criteria and any other stipulations designate Director of Admissions and Financial Aid as part of the reinstatement.

3. **Financial Aid Termination Status** a. Students who fail to meet the above criter three consecutive semesters or fail to meet the standards established as part of probationary reinstatement will no longer receive federal (Title IV), state, and institutional assistance until he or she meets all satisfactory academic progress Students may appeal their termination status to the Director of Admissions and Financial Aid by following the financial aid appeal process.

FINANCIAL AID APPEAL PROCESS

a. **Appeal and Reinstatement**:

1. Students wishing to regain financial aid eligibility after being placed on "probatio[n] status" must appeal their probation status by submitting a Financial Aid Appeal within in five (5) business days of receiving the official probation status notificat[ion] the following documented circumstances will be considered for an appeal: > * D[eath] *a relative* > * *Injury or illness of the student* > * *Other special circumstances*

2. Once the form and all appropriate documentation have been completed, the st[udent] submits the original form to the Director of Admissions and Financial Aid or des[ignee.] Students must provide information regarding why they failed to meet the SAP c[riteria] and what has changed in their situation that will allow them to meet the SAP cri[teria at] the next evaluation period. The director or designee provides the students with [a] stamped copy for his or her files.

3. The appeal is reviewed by a committee comprised of the following individuals a[nd a] decision is made to either accept or reject the appeal: > * Director of Admission[s and] Financial Aid > * Registrar/Bursar > * College Designee

4. Once the appeal committee has issued its decision, the student has the option [of] appealing that committee's decision to the Dean of Enrollment Management wi[thin five] (5) business days of receiving the notification of the appeal status. The Dean of Enrollment Management will review and communicate whether he or she upho[lds or] rejects the committee's decision. The decision of the Dean of Enrollment Manag[ement is] final.

OTHER FACTORS AFFECTING SATISFACTORY ACADEMIC PROGRESS

a. Withdrawals, incomplete courses, repeated courses, and transfer credits cou[nt] towards a student's compliance with the CGPA, completion rate and maximum time frame standards of this policy. Re-evaluation of the maximum time frame [will] be considered for individual situations.

Federal Withdrawal Refund Policy Title IV Funds

WITHDRAWAL FROM CLASS AND RETURN OF FUNDS

When a student who has received federal financial aid funds (Title IV funds) withdraw[s from] the College during a semester, federal regulations require the College to determine th[e] amount of "unearned" funds that must be returned to the federal aid programs. This requirement is effective only if the student completely terminates enrollment (i.e., ca[ncels]

his/her registration, withdraws, or is dismissed) or stops attending classes before co[...] more than 60 percent of the semester.

The amount of Title IV funds "earned" is determined by multiplying the total amount [...] aid (other than federal work-study) for which the student qualified during the semest[...] percentage of time the student was enrolled during the semester. The percentage of [...] enrolled is determined by dividing the number of calendar days enrolled (through the [...] withdrawal date) by the total number of calendar days in the semester (less any sche[...] break of 5 or more days). The difference between "earned" funds and total Title IV fu[...] awarded is "unearned" and must be refunded. Once a student has completed more t[...] of the semester, he or she earns 100% of the Title IV funds awarded for the semester[...]

The Unearned Amount of Title IV aid must be returned to the applicable Title IV aid p[...] in the following order:

1. Direct Unsubsidized Loan
2. Direct Subsidized Loan
3. Direct PLUS Loan
4. Pell Grant
5. ACG Grant
6. Other Title IV aid

STATE AND INSTITUTIONAL REFUND POLICY

State and institutional funds will be adjusted whenever a student drops credit hours [...] withdraws completely during the semester. Those funds must be refunded to either [...] (per regulations) or to the College. Institutional funds will be refunded based upon th[...] Withdrawal Refund schedule when appropriate.

OHIO COLLEGE OPPORTUNITY GRANT REFUND POLICY

Edited 10/5/16

The purpose of this document is to describe the reimbursement policies campuses a[...] required to follow regarding the Ohio College Opportunity Grant (OCOG) program. Th[...] reimbursement policies go into effect beginning in AY 2006-2007, and are analogous [...] used for the Ohio Instructional Grant (OIG) program.

Calculating an OCOG Refund for Students Who Withdraw from All of Their Courses at Institution

If a student withdraws from the institution during an academic term, the amount of t OCOG refund will be determined by the refund schedule of the institution. The total r a percent of the total instructional and general fees charged to the student shall cons the percent of the OCOG award for the term which is to be refunded to the Ohio Dep of Higher Education.

For example, if a student withdraws and is entitled to a refund of 85 percent of the to instructional and general fees charged for the term, the institution must refund 85 pe the student's OCOG allotment for the term to the Ohio Department of Higher Educati student withdraws and is entitled to a refund of 100 percent of the total instructional general fees charged for the term, the institution must refund 100 percent of the stuc OCOG allotment for the term to the Ohio Department of Higher Education.

Calculating an OCOG Refund for Students Who Drop Below 12 Credit Hours (or the Equivalent)

If a student reduces his or her enrollment to three-quarters time, one-half time, or le half-time prior to an institution's census or "freeze" date, the OCOG allotment for the must be reduced to the corresponding enrollment level.

If a student drops below 12 credit hours after the institution's freeze date, but during institution's refund period, the amount of the OCOG refund will be determined by the percentage reduction in the student's actual fee charges.

For example, if a student drops from 12 credit hours with tuition/fee charges of $450 credit hours with tuition/fee charges of $340, the tuition fee reduction would be $110 percent. Consequently, the institution would refund 24 percent of the student's OCO allotment for that term to the Ohio Department of Higher Education.

> **The student will be billed and financially responsible for any and all payment(s) due to the College resulting from the above policies.**

Examples of Return of Funds calculations are available in the Financial Aid Office.

Financial Aid Book Voucher Policy

The Christ College of Nursing and Health Sciences (TCCNHS) together with Joseph-Beth Booksellers have developed the following guidelines and procedures for students who use their anticipated financial aid refund to purchase required and recommended books supplies. Eligible students may only receive a book voucher at the Financial Aid Office

BOOK VOUCHER ELIGIBILITY

To be eligible for a TCCNHS Book Voucher, a student must meet the following requirements:

1. Have a valid FAFSA on file with TCCNHS
2. Have completed verification process with the financial aid office if applicable.
3. Have signed a master promissory note (MPN) for Direct Student Loans if applica
4. Have a completed financial aid file.
5. Be in good standing of Academic and Financial Aid SAP policies.
6. Have registered for a minimum of 6 credit hours.
7. Have financial aid in excess of tuition charges for the semester.
8. Have no outstanding balances owed to the College for the current or previous semesters.

BOOK VOUCHER GUIDELINES

1. Only one book voucher per student.
2. Book vouchers are only available for fall, spring and summer semesters.
3. Book vouchers expire at close of business on the final day of the 100% refund p
4. No book vouchers will be given after the final day of the 100% refund period.
5. Can receive up to $1000 in a book voucher depending on individual eligibility. A minimum of $100 must be available in a pending refund to process a book vou
6. Students are not permitted to purchase books or supplies for other students.
7. Only required or recommended books and supplies for the currently enrolled s will be permitted.
8. Book vouchers must be used at the Joseph-Beth at Christ Hospital store only to purchase required or recommended books and supplies.

9. At time of purchase, student must show Joseph-Beth Booksellers your College II or photo ID.

10. Only the Director of Admissions and Financial Aid or approved college designee authorized to sign the TCCNHS Book Voucher Form.

BOOK VOUCHER PROCESS

1. Book Voucher Forms are available at the Financial Aid Office beginning one wee to the start of the semester or at designated dates as determined by TCCNHS in conjunction with Joseph-Beth.

2. Book voucher requests will not be processed by email or phone. Requests must made in person at the Financial Aid Office.

3. A book and supplies fee will be charged to the student account for the amount i by Joseph-Beth Booksellers.

4. The completed book voucher should be considered as cash and if a student mis the voucher or loses the voucher, another voucher will not be issued.

5. For your first purchase at Joseph-Beth at the Christ Hospital store, you will be re to give them your Financial Aid voucher. They will set up an account in your nam return, provide you with a Special Payment Card with the allotted financial aid l the card. Each time you purchase, you will need to pay with this card. This is cor cash and if a student misplaces the Payment Card, another voucher will not be i

6. The Joseph-Beth Payment Card can only be used at Joseph-Beth at Christ Hospi the student must present their College ID or photo ID at the time of purchase.

7. Joseph-Beth Booksellers will reconcile with TCCNHS approximately 30 days after start of the semesters. Approved book vouchers will expire the day after the 10(tuition refund schedule of the College.

Financial Aid Office Code of Conduct

In accordance with the Higher Education Opportunity Act (HEOA), institutions of highe learning are to develop and comply with a code of conduct with regards to the admin of educational student loans. The purpose of this code is to prohibit conflict of intere between the makers of these loans and personnel of the College. The College's prima

commitment with respect to student loans is to ensure that borrower benefits and se
are in the best interest of the student and parent borrowers.

The following provisions will serve as a guide in meeting this requirement:

1. The College is prohibited from entering into any revenue sharing arrangement v
   lender. Revenue sharing arrangement is defined as an arrangement between a
   institution and a lender under which:

   - A lender provides or issues educational student loans to students or famil
     of such students attending the institution; and The institution recommend
     the lender or loan product of the lender

   - ***and***, in exchange, the lender pays a fee or provides other material benefit:
     including revenue or profit sharing, to the institution.

1. Employees of the financial aid office or others who otherwise have responsibilit
   respect to educational student loans must not solicit or accepts gifts from a lend
   guarantor, or a loan service provider. The term gift means any gratuity, favor, di
   entertainment, loan, or other item having a monetary value more than a de mir
   amount. The term includes a gift of services, transportation, lodging, or meals, v
   provided in kind, by purchase of a ticket, payment in advance, or reimbursemer
   an expense is incurred.

2. Financial Aid personnel or other College personnel who are otherwise responsit
   respect to educational student loans must not accept from any lender or affiliat
   lender any fee, payment, or other financial benefit as compensation for any typ
   consulting arrangement or other contract to provide services to a lender for or
   of a lender relating to educational student loans.

3. The College will not assign, through award packaging or other methods, lenders
   first time borrower; or refuse to certify or delay the certification of any loan bas
   the borrower's selection of a particular lender or guaranty agency.

4. The College will not request or accept from any lender any offer of funds to be u
   private education loans to students in exchange for the institution providing cor
   or promises regarding providing the lender with:

- A specific number of educational student loans;

- A specific loan volume for such lender; or

- A preferred lender arrangement for such loans.

1. The College will not request or accept from any lender any assistance with finan[...] office staffing.

2. Any College financial aid office personnel or anyone else who has educational st[...] loan responsibilities who serves on an advisory board for a lender or guarantor [...] receive anything of value from the lender or guarantor except reimbursement f[...] reasonable expenses incurred while serving on such advisory board, commissio[...] group.

Student Rights and Responsibilities

STUDENT RIGHTS:

- You have a right to know the name of a school's accrediting organization.

- You have a right to know about a school's program; it's instructional, laboratory,[...] other physical facilities and its faculty.

- You have a right to know what the cost is of attending and what the school's pol[...] refunds to students who withdraw from the College.

- You have the right to know what financial aid programs are available at your sch[...]

- You have the right to know the deadlines for submitting applications for each of[...] financial aid programs available.

- You have the right to know how financial aid will be distributed, how decisions c[...] distribution are made, and the basis for these decisions.

- You have the right to know how your financial need was determined. This includ[...] costs for tuition and fees, room and board, transportation, books and supplies,[...] and miscellaneous expenses are considered in your budget.

- You have the right to know what resources (parental contribution, other financi[...] your assets) were considered in the calculation of your need.

- You have the right to know how much of your financial need, as determined by [...] institution, has been met.

- You have the right to request an explanation of the various programs in your st[...] aid package.

- You have the right to know what portion of the financial aid you received must l[...] and what portion is grant aid. If the aid is on a loan, you have the right to know [...]

interest rate is on the loan, the total amount that must be repaid, the payback procedures, the length of time you have to repay the loan, and when repaymen begin.

- You have the right to know how the school determines whether you are making satisfactory progress and what happens if you are not satisfactorily completing requirements.

STUDENT RESPONSIBILITIES:

- When you sign a promissory note, you are agreeing to repay according to the te the note. This note is a legally binding document. This commitment to repay me except in cases of cancellation, you will have to pay back the loan–even if you do complete your education, are not able to get a job after you complete the progr are dissatisfied with, or do not receive, the educational or other services you pu from your school.

- You must make payment on your loan even if you do not receive a bill. Billing statements (or coupon books) are sent, as a convenience to the borrower, but r receiving them does not relieve you of your obligation to make payments.

- You must attend an exit interview if you accepted any loans and leave school be graduation.

Registration and Records

Last updated: February 11, 2019

The Office of Registration and Records is responsible for providing efficient, timely, ai personable service to students, while maintaining accurate student academic records Registrar processes grades and transcripts, prepares credit evaluations and notifies s on transfer credit issues, oversees the registration process, and enrollment verificatio Registrar coordinates graduation, certifies degree completions, posts degrees, proces diplomas, and is the FERPA Compliance Officer for the College.

Registration

Students are required to register for courses before each academic term. Prior to eac registration period, course listings, specific registration dates, and registration instruc posted online in Blackboard. Students may not register for a course they are currentl enrolled in for the following semester until official grades are posted in SONISWeb.

During the advising period held prior to registration, a currently enrolled student mee his/her advisor to review the student's progress toward program requirements. Stud required to meet with their advisor prior to registration and will be placed on a "Regis Hold" if they do not meet with their advisor during this period and will remain on hol the meeting occurs. The student's advisor must remove the Online Registration Hold enable the student to register.

Registration is available through SONISWeb. Registration time is based on the studen classification (sophomore, freshman, and non-degree). After a student has registered a student should print a copy of their class schedule to verify that the online registrat process was completed.

To view class schedule information, registration dates and instructions, and forms us registration, add-drop, changing name or address, and requesting official transcripts, refer to the College's Registrar/Bursar page on Blackboard: thechristcollege.Blackboa

Please note that The College also reserves the right to cancel courses and course sec even after registration has taken place, if there is low enrollment, the unavailability o qualified faculty person, the lack of a clinical site, or other extenuating circumstances effort will be made to place students in other sections of the same course if this is po

Requesting Official Transcripts

Official transcripts are released from The Christ College of Nursing and Health Scienc written authorization is received and the student's financial obligations to the College been met. To access a printable Official Transcript Request form, please refer to the C website at www.thechristcollege.edu, or visit the Registrar/Bursar page in Blackboard thechristcollege.Blackboard.com.

Transferring Credit to Other Colleges

A student attempting to transfer credits received at TCCNHS to another institution sh check that institution's policies and discuss this with its admissions personnel. Wheth credits earned at TCCNHS will transfer to a particular institution is solely a function of institution's policies and practices.

Transfer Credits to The Christ College

TRANSFER CREDIT

Transfer Credit (sometimes referred to as Advance Standing) means that a student re credit for a TCCNHS course by using one of the methods listed below to demonstrate successful completion of appropriate prior academic credit and/or work experience.

Updated 9/16/15; Revised 10/1/15; Revised 3/17/16; Updated 10/19/16; Updated 1/24 Updated 4/20/17

TRANSFER CREDIT FOR COMPLETED COLLEGE COURSES

TCCNHS values the previous educational experiences of its applicants and matriculat students. Accordingly, transfer credits may be accepted for successfully completed cc courses with content that is equivalent to TCCNHS's curriculum. Our commitment to a curriculum that facilitates intellectual and professional growth, in addition to prepa competent well-rounded graduates, necessitates the following requirements relevant considering transfer of college credits:

1. Applicants must meet TCCNHS's current standards for regularly enrolled studer

2. Transfer credit will only be evaluated based upon an official transcript. Internati transcripts must be evaluated by World Education Services (http://www.wes.org the WES report must be submitted to TCCNHS. Appropriate and complete documentation is required for full consideration of any transfer credit.

3. All previous college-level coursework must have been completed with a grade o or better. Awarded transfer credit grades are not reflected on the student's TCC transcript or grade point average (GPA).

   a. Preference is given first to credits earned at institutions of higher learning accredited by one of the six regional accrediting associations recognized b

United States Department of Education.

b. Credits may be approved from institutions with accreditation from Counci[l] Higher Education Accreditation (CHEA) approved accrediting bodies.

c. Credits may be approved from institutions with an articulation agreement [with] TCCNHS.

d. TCCNHS may request course syllabi on a case-by-case review before any tr[ansfer] of credit is awarded. Other exceptions may be made as determined by the [Chief] Academic Officer.

e. Credits may be accepted from other institutions that are not regionally acc[redited] or have accreditations from CHEA or other accrediting bodies. Case-by-cas[e review] of course syllabi may be requested before any transfer credit takes place.

4. All transfer coursework must be documented on or before the first day of classe[s in] which the student is enrolled as a degree-seeking student.

5. The Department of Nursing requires students seeking to transfer previous nurs[ing] coursework must submit course syllabi for the nursing course. The Program Dir[ector will] review the course syllabi and the official transcript to determine transfer credit. [A] student with two or more previous nursing course failures is ineligible for consi[deration] for transfer of nursing course credits.

6. The Department of Arts and Sciences Transfer Credit Policy states that credits i[n Arts] and Sciences (excluding Natural and Lab Sciences and English Composition) mu[st have] been earned within ten (10) years prior to enrollment. Credits earned in the Nat[ural and] Lab Sciences must have been earned within five (5) years prior to enrollment. C[redits] transferring into the RN-BSN, Health Care Administration (HCA) and General Stu[dies] programs are not subject to these requirements. Effective with students enterin[g Fall] semester 2016. General education credits transferring into the Medical Assisting [(MA)] program are not subject to these requirements except for MAT 102 or equivale[nt which] must have been earned within ten (10) years prior to enrollment, and BIO 102 o[r] equivalent which must have been earned within five (5) years prior to enrollme[nt.] Exceptions can be made by the Registrar's office in consultation with the Associ[ate Dean] of Arts and Sciences and faculty. You may also refer to additional transfer credit [policy] found in the College Catalog.

7. Students may be required to complete a specified number of credit hours of Ar[ts and] Sciences courses at TCCNHS to satisfy degree completion requirements. Refer t[o]

Curriculum and Course Descriptions section for more information.

8. TCCNHS reserves the right to determine the acceptability of transfer credits in a with its regulatory bodies and College policies.

9. TCCNHS cannot guarantee that course credit taken at the College will transfer to schools. Acceptance of credits transferred to another institution is solely a funct the other institution's transfer credit policies.

MILITARY CREDIT

TCCNHS may award credits as recommended by the American Council on Education published in "The Guide to the Evaluation of Educational Experiences in the Armed Se for appropriate equivalent educational experiences provided by the armed forces.

1. Students who wish to establish credit for military training should submit to the Registration and Records Office a copy of their DD214, Armed Forces of the Uni States Report of Transfer or Discharge, OR their DD295, Application for the Eval Educational Experiences During Military Services.

2. Course Completion Certificates may be used to supplement other records or wh service schools are not reflected on the DD-214 or 295.

3. An official AARTS Transcript (Army/ACE Registry Transcript Service) is available to enlisted, active duty personnel and veterans who entered the service after Octo 1981. AARTS transcripts can be ordered at http://aarts.army.mil/.

4. An official SMART transcript (Sailor/Marine ACE Registry Transcript) is available to duty and reserve Sailors and Marines, Navy veterans who separated or retired a January 1975, and Marines who separated or retired on or after January 1990. T further information or to order a transcript, visit https://smart.navy.mil/smart/welcome.do

5. TCCNHS also accepts credits earned through the DSST for active military person Transcripts may be ordered from Prometric, ATTN: DSST/CLEP Transcripts, 126C Lane, St. Paul, MN 55108. 877-471-9860 (toll free)

TRAINING PROGRAMS/EXTRA-INSTITUTIONAL LEARNING

TCCNHS may award credit as recommended by ACE's National Guide to College Cred Workforce Training. Students may present transcripts from ACE's College Credit

Recommendation Service (CREDIT). To access the CREDIT Online Transcript System go

https://www2.acenet.edu/credit/?fuseaction=transcripts.main

TCCNHS may also award credit based on the recommendation of The New York State
of Regents National College Credit Recommendation Program.

CREDIT FOR EXPERIENTIAL LEARNING

Credit may be awarded from a combination of knowledge and skills gained from wor
experience, non-credit courses, seminar training, volunteer work, and workshops. To
credit, a student must present verifiable, official documentation to prove his/her expe
fully satisfy the learning outcomes for a particular course (e.g., employer letter on cor
letterhead, official certificates, etc.).

1. The Associate Dean of that course's division, in collaboration with faculty, will re
   documentation provided by the student to decide whether course credit will be
   for the experiential learning.

2. The course number, title, credit hours and the note "Credit for Experiential Lear
   be recorded on the transcript.

3. Credit for Experiential Learning will only be awarded to currently matriculated s
   while they are enrolled at the college.

4. Credit for Experiential Learning does not satisfy the residency requirement.

5. Credit for Experiential Learning awarded by our college is not necessarily transf
   other institutions and/or accrediting bodies. Please check their policies.

6. Application for Experiential Learning credit may not be made while the applican
   enrolled in the course in question.

7. Experiential Learning credit is not granted for nursing courses.

8. Experiential Learning credit may not exceed 16 hours for any degree program..

CREDIT BY EXAMINATION

Standardized exams may be taken for academic credit. A student must obtain the pre
equivalent grade per the College Board Exam criteria (Advanced Placement and CLEP
International Baccalaureate Program (IB). For exams taken through the College Board
(Advancement Placement and CLEP) and International Baccalaureate Program, the cr
transferred and are recorded into the total earned hours. Awarded credits are reflect

the student's TCCNHS transcripts; however, they are not reflected in the student's gr
average (GPA).

ADVANCED PLACEMENT (AP)

To be awarded college credit for Advanced Placement courses taken in high school, a
must obtain a predefined equivalent score of 3 or higher per the College Board Exam
For exams taken through the College Board the credits are transferred to TCCNHS an
recorded as total earned hours.

TCCNHS reserves the right to change, at any time and without notice, the criteria for
Advanced Placement credit in any or all subject areas. For more information go to:
http://professionals.collegeboard.com/testing/ap/scores

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

To be awarded college credit for successful completion of a CLEP exam, a student mu
a predefined equivalent score or higher listed in the table below per the College Boar
criteria. For exams taken through the College Board the credits are transferred to TC
and are recorded as total earned hours.

CLEP Exams	Scoring Policy - Endorsed Course Alignment
Analyzing and Interpreting Literature	Score of 59 and above
	Arts and Humanities Elective Credit (3 Hours)
Calculus	Score of 64 and above
College Mathematics	Score of 57 and above
	General Elective Credit (3 Hours)
Humanities	Score of 55 and
	Arts and Humanities Elective Credit (3 Hours)
Pre-Calculus	Score of 61 and above
	College Algebra
Social Sciences and History	Score of 62 and above
	Social and Behavioral Science Elective Credit (3 Hours)

CLEP courses and exams are subject to revision on a yearly basis. Therefore, TCCNHS
reserves the right to change, at any time and without notice, the criteria for awarding
credit in any or all subject areas. For more information go to http://clep.collegeboard

INTERNATIONAL BACCALAUREATE PROGRAM (IB)

To be awarded college credit for International Baccalaureate Higher Level courses tak[...] high school, a student must obtain a predefined equivalent score of 4 or higher per th[...] International Baccalaureate Higher Level examination criteria. For Higher Level exam[...] taken through the IB Program, the credits are transferred to TCCNHS and are recorde[...] total earned hours.

TCCNHS reserves the right to change, at any time and without notice, the criteria for [...] IB Program credit in any or all subject areas. For more information go to
http://www.ibo.org/informationfor/alumni/transcripts

Academic Renewal

1. **Purpose**

   a. Academic Renewal permits a former student to resume study without bein[...] penalized for his or her unsatisfactory academic performance. All courses [...] grades less than a 2.0 © will appear on the transcript but will not be calcul[...] the GPA. Credit earned at The Christ College of Nursing and Health Science[...] grade of less than a 2.0 © will not satisfy course completion requirements.[...]

2. **Eligibility**

   a. Academic renewal may be used once.

   b. To qualify for academic renewal, a former degree candidate, provisional st[...] or non-degree student, must (1) have a cumulative grade point average be[...] 2.0; and (2) have taken no course work at The Christ College of Nursing an[...] Sciences for a minimum of two (2) calendar years. Enrollment in any credit[...] through any Christ College of Nursing and Health Sciences' course delivery[...] disrupts the required two year non-enrollment period, even if the student [...] withdrew from the course(s). Students must seek academic renewal prior [...] resuming enrollment.

   c. A student may apply for academic renewal status by filing a "Letter of Inter[...] addressed directly to the Chief Academic Officer of the College. This letter[...] be filed no later than the Friday of the 8th week of the term preceding the [...] semester or session in which enrollment is desired.

   d. The Chief Academic Officer will review the Academic Renewal status reque[...] denied, the decision is final. If granted, the following criteria must be obse[...]

a. The student must enroll for a minimum of six (6) semester credits ho specified by the Chief Academic Officer. This will be noted as a proba period for the student.

b. Once the probationary period has ended, the student must have ach minimum GPA of 2.75 or higher and may not have failed or withdraw any courses. Additionally, the student must be free of any other desig (such as non-academic or academic sanctions assigned during the probationary period).

c. If the student successfully completes all criteria outlined during the probationary period, he or she will receive Academic Renewal status, will appear as "Academic Renewal Granted" on the transcript.

d. All college credits earned during the time between the time the stude the institution and prior to granting of the academic renewal are not transferable into the College.

e. Students are required to meet the current curriculum plan in place a academic renewal.

Change of Majors

Added 12/20/16

The Christ College of Nursing and Health Sciences has developed a policy that enable students to move more freely among majors. However, there is limited availability an program entrance requirements that must be met in restricted majors.

Restricted Majors Bachelor of Science in Nursing:

Students interested in transferring to nursing must have a 2.75 minimum Christ Colle Admission is very competitive and dependent upon space available in the major at th the request. Meeting the minimum requirements does not guarantee admission into major. The transfer request will be sent to the Admission Committee for final determ or denial of admission.

Registered Nurse to Bachelor of Science in Nursing:

Students are not eligible to transfer into the RN-BSN program. The admission require state students must have successfully completed a pre-licensure nursing program an obtained nursing licensure.

Unrestricted Majors

Associate of Science in General Studies; Bachelor of Science in Health Care Administr Unrestricted majors have year-round admissions.

Students must be in good academic standing (i.e. GPA must be ≥ 2.0). If a student's G than 2.0, the student may have one semester on probation to raise his/her GPA to ≥ :

Procedure for Change of Major:

1. Consult with your Academic Advisor: The College is committed to ensuring that students are making informed decisions regarding their academic interests and professional goals and objectives.
2. Complete the Change of Major form provided by the Academic Advisor.
3. Submit the Change of Major form to the Registrar.
4. Your paperwork will be processed and major changed within 5 days of submissi unrestricted majors.
5. You will be notified within two weeks of submission of paperwork for acceptanc denial into a restricted major.

Adding and Dropping Courses

ADDING A COURSE

Adding a course is defined as adding an additional course after the student's initial registration for classes is completed. These guidelines must be followed for adding a

1. A student may add an open course during the first six (6) business days of a ses Spring, or Summer).

2. No courses may be added after this time without express permission of the app Academic Dean or designee and course/clinical instructor.

3. Adding a course will require submission of a course Drop/Add Form. Forms can obtained from the Office of Registration and Records.

DROPPING A COURSE

Dropping a course is defined as removing a course from a student's schedule after th registration period. These guidelines must be followed with regard to dropping a cou

1. Any course may be dropped from the schedule through the first six (6) business a session (Fall, Spring, or Summer) without the instructor's permission and with or other designation noted on the student's transcript.

2. Dropping a course will require submission of a course Drop/Add Form. Forms c obtained from the Office of Registration and Records.

3. Beginning on the seventh (7th) business day of a session (Fall, Spring, or Summe course withdrawal policy will apply.

Course Credit Hour Load Maximums

Revised 7/21/17

If a student wishes to enroll in 18 or more credits in a given semester, the student mi with their academic advisor and discuss their ability to take on a course load above th maximum limit prior to the beginning of the registration period. . The academic advis notify the Registrar and student if permission was granted to take the requested hou notify the appropriate program director or associate dean and the student if permiss denied.

Students do have the right to file a grievance if they feel that their request has not re due consideration to the appropriate program director or associate dean. The progra director or associate dean will respond to the student's grievance in writing within fiv business days.

No Show Policy for Dropping Students

The No Show Policy for Dropping Students applies to persons who never attend class

Updated 10/5/15

DESIGNATED PERIOD

Designated period is defined as the last day for 100% tuition refund as stated on the Academic Calendar for eight (8) week and sixteen (16) week semesters.

CLASSES AND CLINICAL

Faculty will drop a student from the class if the student does not attend at least one of session during the designated period. Students who contact the instructor and provi justification for not participating in class will be permitted to remain in the class at the instructor's discretion. At the end of the designated period, faculty should email the F and Financial Aid Officer to drop any students who remain on their roster but have n attended at least one class session during the designated period.

DISTANCE EDUCATION CLASSES

Faculty will drop a student from a distance education class if a student does not log-c Blackboard course during the designated period. Students who contact the instructor provide a justification for not participating in class will be permitted to remain in the the instructor's discretion. At the end of the designated period, faculty should email t Registrar and Financial Aid Officer to drop any students who remain on their roster b not logged on to Blackboard during the designated period.

INCLUDE ATTENDANCE POLICY IN COURSE SYLLABUS

All faculty are to include a statement of their attendance policy in each course syllabu statement must include information as to when the faculty member will drop a stude the class who never attended. It is important that the attendance policy in the course also indicates that the instructor will initiate unofficial withdrawal procedures for any who ceases attendance after the designated period.

EFFECT OF DROP FOR NEVER ATTENDING

Students dropped from class for never attending will be deleted from rolls as though never registered. These students will not receive a grade of "W" and will not be count

official enrollment. Financial aid funds will be adjusted according to Federal, State, an
institutional policies and may result in a balance owed to the College.

APPEAL PROCESS

Students who have been deleted from a class, but believe they have mitigating circun
that warrant reversing the decision to drop, may appeal to the instructor. However, tl
appeal must be initiated no later than the week following the designated period.

Repeating a Course with Grade Replacement

Revised 7/26/17

1. A student may repeat a course one time with the last grade replacing the origin

2. The last grade always prevails and the original grade is removed from the GPA
   computation; however, the original grade remains on the transcript. In instance
   the College must determine a student's academic fitness, any course that is rep
   a result of failure may still factor into decisions related to academic probation,
   suspension or dismissal.

Withdrawals

COURSE WITHDRAWAL

A student who has been enrolled in The Christ College of Nursing and Health Science
voluntarily drops a course for academic or personal reasons after the official drop/ac
has passed.

a. Withdrawal "W": Withdrawal prior to the end of mid-term week. Withdrawal Deadli
receive a "W", a student must complete and submit withdrawal form(s) no later than 4
Friday of the eight (8th) week of a sixteen (16) week semester or the fourth (4th) week
eight (8) week semester. See appropriate Program Handbook for specific program ex
to receiving a "W" related to Clinical Attendance.

b. Withdrawal Passing "WP": Withdrawal deadline, meeting all appropriate course out and maintaining a 2.0 "C" course grade. Withdrawal Deadline: To receive a "WP", a stu must complete and submit withdrawal form(s) no later than 4:30 p.m. Friday of the th (13th) week of a sixteen (16) week semester or the seventh (7th) week of an eight (8) semester.

c. Withdrawal Failing "WF": Withdrawal after mid-term and before the withdrawal dea and not meeting all appropriate course outcomes and/or failing to maintain a 2.0 "C" grade. See appropriate Program Handbook for specific program consequences of a " Withdrawal Deadline: To receive a "WF", a student must complete and submit withdra form(s) no later than 4:30 p.m. Friday of the thirteenth (13th) week of a sixteen (16) w semester or the seventh (7th) week of an eight (8) week semester.

SPECIAL NOTES: When a student withdraws from a course, an official withdrawal for be completed and signed by the student, academic advisor, the Financial Aid Departm the course faculty member and submitted to the Registrar. Non-attendance does not constitute an official withdrawal.

a. A grade of "W", "WP", or "WF" will not be calculated in the GPA.

b. A student is considered to be enrolled until officially withdrawn. Failure to officially withdraw from a course will result in a grade of "F" for that course.

UNOFFICIAL WITHDRAWAL

1. An Unofficial Withdrawal Student is one who has commenced attendance for a but discontinues attendance without officially withdrawing from the course.

2. For purposes of GPA computation a grade of "F" is assigned.

a. An "F" may indicate that the student is not making satisfactory academic progress; consequences may include academic probation, termination, and financial aid implic

b. All tuition and related charges for the course remain due and payable with no dow adjustment.

c. Dates used for the return of Title IV funds calculation will be:

1. The last date of attendance as reported by course faculty.
2. The midpoint of the term if the last date of attendance cannot be determined.

d. Any refund due federal financial aid accounts is the student's responsibility and ap
the next College bill.

COLLEGE WITHDRAWAL

1. An enrolled student can voluntarily withdraw from the College for academic or
   reasons. If enrolled in a course(s), a withdrawal grade in accordance with the Co
   Withdrawal Policy will be assigned.

2. When a student withdraws from the College, an official withdrawal form must b
   completed and signed by the student and submitted to the Registrar. A financia
   interview must also be completed with the Director of Admissions and Financial
   Non-attendance does not constitute an official withdrawal.

a. A grade of "W", "WP", or "WF" will not be calculated in the GPA.

b. A student is considered to be enrolled until officially withdrawn from the College. F
officially withdraw from the College will result in grades of "F" for all registered course

c. Readmission following withdrawal is not automatic.

Audit Policy

Audit students are those who desire to attend course(s) without receiving academic c

Criteria:

a. Students may audit any theory-based or didactic course at the College. For safety a
patient privacy reasons, the clinical component of all nursing courses may not be auc

b. No academic credit will be given for an audited class.

c. Tuition and fees for classes audited will be the same as those taken for credit.

d. Courses audited will not be counted in computing the maximum number of hours
which a student is allowed to register.

e. Students are expected to follow the same attendance regulations for audited class
credit classes.

f. Students may take the examinations but are not required to do so.

g. Audited classes are recorded with an "AU".

h. All students must make the decision to audit at the time of registration. Students s refer to the add/drop policy for any change in course designation.

i. The Registrar will not honor a change request for credit and/or audit after the dead for refund of fees has passed.

Graduation Requirements

Updated 10/19/16

To graduate from The Christ College of Nursing and Health Sciences, a student must satisfied all completion requirements. These include having:

1. Satisfactorily completed all specific program requirements.

2. Achieved a minimum cumulative grade point average of 2.0 "C".

3. Satisfied any applicable academic residency requirements.

4. Been certified as eligible for graduation by the Registrar.

5. Discharged all financial obligations to the College. This includes the return of cli parking access cards (e.g., RFID) or the fee for such cards.

Graduating students are expected to attend graduation ceremonies. The Chief Acade Officer must give permission for any exceptions.

Academic Honors

The College recognizes those graduating students who have demonstrated significan academic achievement. Academic honors are designated in the commencement prog based upon the overall GPA at the end of the semester prior to the ceremony due to

time of graduation documents. Academic honors for prospective RN-BSN graduates a based upon the 42 credits required to complete the program rather than overall GPA

Students will be recognized with one of the following honorary designations:

- Summa Cum Laude 3.90 – 4.00 GPA
- Magna Cum Laude 3.70 – 3.89 GPA
- Cum Laude 3.50 – 3.69 GPA

Students' Rights under FERPA

Students' Rights under the Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights respect to their educational records. (An "eligible student" under FERPA is a student v years of age or older OR who attends a post-secondary institution.) Attendance comr when the student first establishes any contact with the College resulting in the establ of an educational record containing personally identifiable information. Education re subject to FERPA even after the individual has left the institution, however any record created or received after a student is no longer in attendance are not subject to FERP alumni records). These rights include:

1. The right to inspect and review the student's educational records within 45 days day The Christ College of Nursing and Health Sciences receives a request for acc

A student should submit to the Registrar a written request that identifies the record(s student wishes to inspect. The College official will make arrangements for access and the student of the time and place where the records may be inspected. A College offi be present during a student's review of his/her education record. If the records are n maintained by the College official to whom the request was submitted, that official sh advise the student of the correct official to whom the request should be addressed.

1. The right to request the amendment of the student's educational records that tl student believes to be inaccurate, containing misleading information or are in v of the student's privacy rights under FERPA.

A student who wishes to ask the College to amend a record should write to the Colleg[e]
responsible for the record, clearly identifying the part of the record he/she wants cha[nged,]
specify why it should be changed, and include the actual change in language that the [student]
is proposing. If the College decides not to amend the record as requested, the Colleg[e will]
notify the student in writing of the decision and the student's right to a hearing regar[ding the]
request for amendment. Additional information regarding the hearing procedures wi[ll be]
provided when the student is notified of the right to a hearing. The student may inclu[de]
explanatory comments regarding the record that they believe should have been ame[nded that]
the College has decided not to modify.

1. The right to provide written consent before the College discloses personally ide[ntifiable]
   information (PII) from the student's education records, except to the extent that [FERPA]
   authorizes disclosure without consent.

The College discloses education records without a student's prior written consent un[der the]
FERPA exception for disclosure to school officials with legitimate educational interest[s. A]
school official is a person employed by The Christ College of Nursing and Health Scie[nces in]
an administrative, supervisory, academic, research, or support staff position (includin[g law]
enforcement unit personnel and health staff); a person serving on the board of truste[es; or a]
student serving on an official committee, such as a disciplinary or grievance committe[e. A]
school official also may include a volunteer or contractor outside of The Christ Colleg[e of]
Nursing and Health Sciences who performs an institutional service or function for wh[ich the]
school would otherwise use its own employees and who is under the direct control o[f the]
school with respect to the use and maintenance of PII from education records, such a[s an]
attorney, auditor, or collection agent, or a student volunteering to assist another sch[ool]
official in performing his or her tasks. A school official has a legitimate educational in[terest if]
the official needs to review an education record in order to fulfill his or her professio[nal]
responsibilities for The Christ College of Nursing and Health Sciences.

Upon request from officials of another school, the College also discloses education re[cords]
without consent to officials of another school in which a student seeks or intends to e[nroll.]

1. The right to file a complaint with the U.S. Department of Education concerning a[lleged]
   failures by The Christ College of Nursing and Health Sciences to comply with the
   requirements of FERPA. The name and address of the office that administers FE[RPA is:]

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, [SW]
Washington, DC 20202-5920

DIRECTORY INFORMATION DISCLOSURE

Updated 4/6/17

Directory information regarding the student may be provided to the public upon requ
unless a student files a request with the Registration and Records Office asking to be
excluded from the directory or from any other requests for open information from o
entities. The request should be submitted prior to the 12th day of class of the starting
semester. A request to withhold information may be submitted after the stated dead
semester, but information may be released between the deadline and the receipt of
request. The file of the student who has asked to be excluded will be flagged until the
requests the flag be removed. The College, in its discretion, may choose not to disclo
directory information. Further, the College may choose to release Directory Informati
limit the scope of the release to specific parties, for specific purposes, or both.

Directory information consists of:

- Student's full name
- Address
- Telephone listing
- Photograph
- Major field of study
- Grade level (freshman, sophomore)
- Enrollment status (i.e. full-time, half-time, etc.)
- Dates of attendance (term dates but not last date of attendance if withdrawn, o
  attendance record)
- Degree, honors, and awards received
- Participation in officially recognized activities

The Solomon Amendment, a federal law, mandates that colleges must fulfill military
recruitment requests for lists containing 'student recruiting information'. The 'studen
recruiting information' that may be requested includes: name, address, telephone, da
birth, class level, academic major, place of birth, degrees received, and most recent
educational institution attended. Students are not permitted to restrict the release of
'student recruiting information' specifically to the military, but if students withhold th

of their 'directory information' under FERPA, then the college is prohibited from relea
the military either.

PERMITTED DISCLOSURES WITHOUT CONSENT

FERPA permits the disclosure of PII from students' education records, without conser
student, if the disclosure meets certain conditions found in §99.31 of the FERPA regul
Except for disclosures to school officials, disclosures related to some judicial orders o
lawfully issued subpoenas, disclosures of directory information, and disclosures to th
student, §99.32 of FERPA regulations requires the institution to record the disclosure.
Requests for access to education records will be recorded. Eligible students have a rig
inspect and review the record of disclosures. A post-secondary institution may disclo
from the education records without obtaining prior written consent of the student –

- To other school officials, including teachers, within the College whom the schoo
  determined to have legitimate educational interests. This includes contractors,
  consultants, volunteers, or other parties to whom the school has outsourced
  institutional services or functions, provided that the conditions listed in §99.31(a
  (1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)). School officials have a legitimate educat
  interest when, in the exercise or completion of their responsibilities on behalf o
  institution, they incur the need to know and utilize specific information from ed
  records.

- To officials of another school, upon their request, where the student seeks or in
  enroll, or where the student is already enrolled if the disclosure is for purposes
  to the student's enrollment or transfer, subject to the requirements of §99.34. (§
  (2))

- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney
  General, the U.S. Secretary of Education, or state and local educational authoriti
  as a state post-secondary authority that is responsible for supervising the unive
  state-supported education programs. Disclosures under this provision may be r
  subject to the requirements of §99.35, in connection with an audit or evaluation
  federal- or state-supported education programs, or for the enforcement of or
  compliance with federal legal requirements that relate to those programs. Thes
  may make further disclosures of PII to outside entities that are designated by th
  their authorized representatives to conduct any audit, evaluation, or enforceme
  compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the s
  has received, if the information is necessary to determine eligibility for the aid,

determine the amount of the aid, determine the conditions of the aid, or enforc
terms and conditions of the aid. (§99.31(a)(4))

- To organizations conducting studies for, or on behalf of, the school, in order to:
  develop, validate, or administer predictive tests; (b) administer student aid prog
  © improve instruction. (§99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. ((§99.31(a)(

- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))

- To a court if a parent or student has initiated legal action against an educationa
  or institution, or if an educational agency or institution has initiated a legal actio
  against a parent or student (§ 99.31 (a)(9)(iii)(A) and (B)).

- To appropriate officials in connection with a health or safety emergency, subjec
  §99.36. (§99.31(a)(10))

- Information the school has designated as "directory information" under §99.37.
  (§99.31(a)(11))

- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex
  subject to the requirements of §99.39. The disclosure may only include the final
  of the disciplinary proceeding with respect to that alleged crime or offense, rega
  the finding. (§99.31(a)(13))

- To the general public, the final results of a disciplinary proceeding, subject to th
  requirements of §99.39, if the school determines the student is an alleged perpo
  a crime of violence or non-forcible sex offense and the student has committed a
  violation of the school's rules or policies with respect to the allegation made aga
  or her. (§99.31(a)(14))

- To parents of a student regarding the student's violation of any federal, state, or
  law, or of any rule or policy of the school, governing the use or possession of alc
  a controlled substance if the school determines the student committed a discipl
  violation and the student is under the age of 21. (§99.31(a)(15))

- To comply with required disclosures regarding sex offenders and other individu
  must register under section 170101 of the Violent Crime Control and Law Enforc
  Act of 1994, 42 USC 14071. (§ 99.31 (a)(16)).

Copies of the Act and Federal Regulations are available by going to the Department o
Education website FERPA Compliance page.

Support Services

Last updated: February 11, 2019

The Christ College of Nuring offers exceptional student support.

Department of Student Success

To better prepare students for academic and non-academic success, in addition to lif
learning, the Student Success Department provides social and educational programs
grounded in core values, academic accommodations for qualified students, and acad
advising.

COUNSELING SERVICES

Multiple resources are available to students in need of personal support. Students ar
strongly encouraged to reach out to a College Administrator, the Director of Financial
Registrar, or their advisor. Each of these individuals will be able to listen to the studer
concerns and direct them to the appropriate area for support.

Students in need of personal counseling services for non-academic matters will be di
contact IMPACT Student Life Assistance (1-866-780-0855). IMPACT is a $24/7$ resource d
to help students manage emotional and academic stress and the demands associate
balancing school, work, daily living, family and relationship concerns. All IMPACT cour
are qualified masters/doctoral level professionals who can help students with issues

- child-bearing concerns
- child and elder-care assistance
- marital difficulty
- work stress
- depression
- anxiety
- grief
- financial troubles

- alcohol and drug-related problems
- legal assistance

IMPACT's services are confidential and complimentary. If you feel that you (or one of family members) may benefit from these services, please contact your advisor.

Students may also contact the Department of Pastoral Services of The Christ Hospital chaplains in the department are ministers who are qualified through their training ar experience to offer spiritual care to all people in The Christ Hospital. Their sensitivity individual beliefs and knowledge of different religious practices enable these chaplain meet people at the point of their need. Offices of the Department of Pastoral Services located on the first floor of the Hospital, near the lobby, and are open weekdays from – 5:00 PM. A chaplain is on call 24 hours a day, and a Hospital associate can aid you ir reaching a chaplain at any time by calling (513) 585-2000.

ACADEMIC ADVISING

The purpose of academic advising is to enhance the success of our students academi professionally, and inter-personally. To successfully accomplish this, it is important th roles and responsibilities of the advisor, the student, and the institution be clearly de and regularly evaluated, thereby assuring compliance by all participants.

Advisor Roles and Responsibilities

Role: Coach

Responsibilities:

- Help student set realistic academic and professional goals
- Motivate the student to achieve those goals
- Help student regularly evaluate his/her progress toward their goals
- Work with students as difficulties arise

Role: Mentor

Responsibilities:

- Work with students to address issues in the area of academics, professional life personal skills

- Model effective skills for the student
- Listen in a non-judgmental way to student concerns

Role: Facilitator

Responsibilities:

- Assist the student with the registration process
- Facilitate discussion with student's professors when problems arise
- Direct students to support services or other resources as they are needed

Advisee Roles and Responsibilities

Role: Adult Learner

Responsibilities:

- Work towards setting realistic goals, establishing priorities, decision-making, and the college experience into perspective
- Demonstrate responsibility for own actions
- Treat advisor with respect
- Monitor and discuss progress towards academic goals with advisor

Role: Mentee

Responsibilities:

- Make self accessible to meet with advisor and actively participate in the advising
- Be willing to discuss personal and academic obstacles to success
- Accept shared responsibility for academic success

Institution Roles and Responsibilities

Role: Manager

Responsibilities:

Provide the resources required for the advising program to successfully accomplish it mission.

Specifically, the institution will provide resources in the areas of leadership, organization, facilities, professional development and training of advisors. It will also provide the necessary protocols and procedures to support the advising process.

Role: Evaluator

Responsibilities:

- Evaluation of the advising program
- Monitor student progress through the curriculum and collecting data regarding graduation, graduation rates, retention rates, etc.

Role: Communicator

Responsibilities:

Regularly and consistently communicate to faculty and students information regarding changes to the curriculum, course prerequisites, course sequence, etc.

Adapted from: Faculty Advising Examined: Enhancing the Potential of College Faculty Advisors, G.L. Kramer (Ed.) (2003). Bolton, MA: Anker Publishing.

ACADEMIC ACCOMMODATIONS

Equal Access and Accommodations Policy

The Christ College of Nursing and Health Sciences (the "College") is committed to student equal access to programs, services and activities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. It is the College's policy to provide individuals with disabilities full and equal enjoyment of the services, facilities, and privileges of the College. The College does not discriminate on the basis of disability in its admission, recruitment, academics, housing, research, financial aid, counseling, employment assistance, and/or any other service, program, or privilege available to students or potential students. Further, the College does not seek out, exclude, expel, limit, or otherwise discriminate against an individual seeking admission as a student, or an individual enrolled as a student, based on disability. The College promotes an environment of respect and support for individuals with disabilities.

1. Students or potential students with disabilities as defined by applicable law hav
   right to request reasonable accommodations from the College. Where applicabl
   College will make reasonable accommodations for individuals with disabilities.

   a. Reasonable accommodations may include reasonable modifications to the
   College's policies, practices, and procedures where necessary for individuals wit
   disabilities, unless doing so would alter requirements that are essential to the
   instruction being pursued or to licensing requirements.

   b. The College will also provide necessary and reasonable auxiliary aids and
   services for individuals with disabilities. The College strives to remove barriers f
   individuals with disabilities and to provide services, facilities, and privileges to
   achieve equal opportunity for individuals with disabilities. Examples of some are
   in which reasonable accommodations may be available include, but are not limi
   to: classroom and/or testing situations, access to facilities, communication acce
   registration, and parking.

   c. It is important to note, however, that the professions for which the College of
   programs may have cognitive, sensory, affective, and psychomotor functional
   requirements that are essential for the delivery of safe, effective care. Thus,
   individuals must be able to meet those technical requirements, with or without
   reasonable accommodation, in order to participate in the College's programs.

   Individuals should consult with Fay Coleman in the Student Success Departmen
   located in room 132 of the College or at (513) 585-2959 for information on the
   technical standards essential to the practice of professions for which the College
   offers programs.

1. Students bear the responsibility for disclosure of a disability and the request for
   reasonable accommodations.

2. The College's Student Success Department Accommodations Office ("SS") person
   consultation with the individual, faculty, staff, and other departments as necess
   focus on assessing each individual's situation to identify needs and appropriate
   reasonable accommodations. Both supportive documentation and a confidentia
   interview with the student help to provide needed information.

3. The SS asks individuals who request accommodations to provide, in writing and
   an interview, a description of the condition for which they are seeking accommo
   past accommodations sought and/or provided, and the individual's explanation

condition's likely impact on educational experiences at the College, in addition t
other information. Information helpful in supporting accommodation requests
assisting the SS in evaluating requests and making determinations may include,
not limited to, medical records, psycho-educational testing, and school records.

If you do not have copies of this type of information, you are welcome to meet
SS accommodations personnel to discuss obtaining such information and/or otl
materials that may assist in establishing the existence of a disability requiring
accommodation, demonstrating the impact of a disability on the educational
experience, and/or evaluating available reasonable accommodations.
Documentation and an interview are important tools for determining qualificati
for accommodation, reasonable accommodations, and developing a plan for
providing such accommodations.

1. Any individual with a disability seeking accommodation should submit the follov
   SS personnel:

   a. Completed application for Academic Accommodations and Services, which is
   obtainable through SS. The application can also be found in Blackboard under t
   Student Success tab.

   b. As discussed above, supportive documentation, as available, regarding the
   condition(s) and the need for accommodations. This includes, but is not limited
   your description of your needs in the application; records of past accommodati
   and services from another educational institution or environment; formal
   psychological or medical evaluations, and letters from health, education or serv
   providers.

   c. When submitting materials, consider the following:

1. How does your condition(s) affect or how may it affect your educational experie
   participation at the College?
2. What tools or strategies facilitate your access? What has been successful or uns
   in the past?
3. What barriers can you anticipate to your educational experience or participatior
   College based on your condition(s)?

   d. Documentation must be submitted within a reasonable time frame.
   Determination of eligibility for accommodations, development of plans for

providing reasonable accommodations, and implementing reasonable accommodations for many conditions may require ample notice. Contact: Fay Coleman (513) 585-2959 for more information.

1. Following the process outlined above, when a reasonable accommodation is de necessary, the SS will develop a plan identifying the student's condition(s) requi accommodation, the circumstances for which accommodations are needed, and reasonable accommodations recommended by the SS. The reasonable accomm recommended by the SS are determined through the collaboration of the SS, th student, faculty, individual departments and Deans, and outside professionals a warranted, with consideration for essential standards for courses, programs, se and activities, or status of facilities.

2. The plan developed by the SS will be distributed to those with a need to know t accommodation in place. Additionally, the SS will contact individual faculty mem discuss, as necessary, the recommended accommodations and the process for implementation. Faculty members are expected to assist with provision of accommodations when reasonable and necessary without compromise to esser elements of the course or evaluation standards. If agreed upon accommodation not implemented in an effective or timely manner then the student is encourag contact the SS.

3. If an accommodation is provided, then the accommodation applies on a prospe basis. For example, an accommodation provided does not apply to course work completed before the request for and implementation of the accommodation p

4. SS arranges for the accommodation(s). It is the student's responsibility to establ maintain communication with the instructor and for the student to keep up with responsibilities.

5. Each student is encouraged to maintain close contact with the SS and the stude instructors and to provide feedback as to the effectiveness of accommodations provided.

6. Medical information provided by the student pursuant to this policy will be kept confidential to the extent possible, except that information may be shared as ne to implement accommodations.

7. Students who have concerns about accommodations provided or not provided wish to submit a complaint about discrimination or harassment based on disab should contact Fay Coleman, Director of Student Success, at **(513)-585-2959** or Fay.Coleman@TheChristCollege.edu, the Associate Dean, Compliance, the Assoc

Dean of their Department, the Dean of College Support Services, the Chief Acad
Officer, and/or the College President. The College endeavors to provide prompt
equitable resolution to student concerns.

Clarification of Terms and Conditions

1. Reasonable Accommodations: Reasonable accommodations include modificatic
   policy, procedure, or practice and the provision of services that are designed to
   equal access to programs and services for qualified individuals with special nee
   Accommodations are reasonable when they do not pose a direct threat to healt
   or quality of care; when they do not fundamentally alter the nature of a progran
   service; and when they do not represent an undue financial or administrative bu

2. Definition of Disability: The United States' Americans with Disabilities Act (ADA)
   "disability" as "having a physical or mental impairment that substantially limits c
   more of the major life activities." In addition, the ADA protects individuals from
   discrimination if they have a record of such impairments or if they are regarded
   having such impairments. Additional protections are provided through Section !
   the Rehabilitation Act of 1973.

3. Special Need: A special need is a unique situation that substantially impairs or li
   potential scholastic success.

Essential Elements of Disability/Special Needs Documentation

1. Qualified Professional Documentation should be provided by a licensed or othe
   properly credentialed professional who has undergone appropriate and compre
   training, has relevant experience, and has no personal relationship with the ind
   being evaluated. A good match between the credentials of the individual making
   diagnosis and the condition being reported is expected (e.g., an orthopedic limit
   might be documented by a physician, but not a licensed psychologist).

2. Current Functional Limitations Information on how the disabling condition(s) cu
   impacts the individual provides useful information for both establishing a disab
   identifying possible accommodations. Documentation should be thorough enou
   demonstrate whether and how a major life activity is substantially limited by pro
   clear sense of the severity, frequency, and pervasiveness of the conditions(s). A
   combination of the results of formal evaluation procedures, clinical narrative, ar
   individual's self-report will be reviewed. While recent documentation is recomm
   most circumstances, discretion will be used in accepting older documentation o
   conditions that are permanent or non-varying. Likewise, changing conditions an

changes in how the condition impacts the individual may warrant more frequen
updates in order to provide an accurate picture. The need for recent documenta
depends on the facts and circumstances of the individual's condition.

3. Accommodations. A description of recommended current and past accommoda
   services and/or medication documentation should include a description of both
   and past medications relevant to the student's perceived disability, auxiliary aid
   assistive devices, support services, and accommodations, including their effectiv
   (and side-effects) in reducing functional impacts of the perceived disability.
   Recommended accommodations and strategies should be logically related to fu
   limitations. The Christ College of Nursing and Health Sciences has no obligation
   provide or adopt recommendations made by outside entities. High school speci
   education evaluations, Summary of Performance (SOP) or Individual Educationa
   Program (IEP) may provide adequate information to document a disability. In ac
   references to academic weaknesses/learning differences/test anxiety alone may
   substantiate a learning disability diagnosis.

Review of Documentation and the Determination of Accommodation

1. All documentation will be reviewed on an individual, case-by-case basis. This ca
   individualized inquiry, examining the impact of a student's perceived disability o
   individual and within the specific context of the request for accommodations.

2. Determination of accommodations is an interactive process. When the student
   for accommodations, permission is granted to the Department of Student Succe
   contact the evaluator for clarification of any information (test results, conclusior
   recommendations, etc.) contained in the documentation unless stated otherwis
   writing at the time of the application. An interview with the student will be cond
   order to inquire about the perceived disability, understand its impact and identi
   appropriate accommodations. The institution and the individual with a perceive
   disability will determine appropriate accommodations.

3. Documentation of a specific disability does not translate directly into specific
   accommodations. Reasonable accommodations are individually determined and
   on the functional impact of the condition and its likely interaction with the envir
   As such, accommodations may vary from individual to individual with the "same
   disability diagnosis and from environment to environment for the same individu

4. The granting of an accommodation does not mean the applicant is regarded as
   Use of the term "disability" in or the granting of an accommodation under this p
   does not mean that The Christ College of Nursing and Health Sciences has conc

that any student or applicant is disabled within the meaning of the Americans w
Disabilities Act (ADA) or any other statute.

5. The Department of Student Success assists students with special needs in arran
accommodations for tests that are part of required course work.

Students who have completed the necessary steps for special accommodations with
Department of Student Success and have been approved for testing accommodation
follow these steps:

1. Review the letter sent via email from the Department of Student Success outlini
accommodations. This letter will also be sent to the lead course professor for co
specified by the student.

2. Complete the *Request for Letters* document and return to Fay Coleman at
Fay.Coleman@TheChristCollege.edu. You must complete a *"Request for Letters"*
document each semester you wish to receive accommodations.

3. Ask the instructor to complete the "_instructor_" section of the *Test Request For*
Department of Student Success will be involved in the testing arrangements.

a. The instructor may prefer to administer his or her own tests.

b. The instructor should complete the *"alternate time"* section for students who need
the exam at a different time than the rest of the class, or for exams that will end after
PM.

c. Return the completed *Test Request* form to the Department of Student Success at
three (3) working days prior to the first test date.

Disability Related Grievance Procedure

Updated 12/13/17

The Christ College of Nursing and Health Sciences has designated the Associate Dear
Compliance, Medical Office Building, Office 306, (513) 585-2055 as the individual resp
for the coordination of efforts to comply with its responsibilities under Section 504 of
Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act Amen
Act of 2008 (ADA).

A full statement of the College's Equal Access and Accommodations Policy, the definit
relevant terms and an explanation of the process for requesting accommodations is

in the College Catalog. Students with concerns or complaints arising out of the Colleg responsibilities under Section 504 or the ADA may raise them in accordance with the following grievance procedures:

Informal Resolution

Any student who feels that he/she has been discriminated against on the basis of a d or who feels that a requested reasonable accommodation has not been provided or implemented in an effective or timely manner, or who feels that he/she has been sub an act of discrimination or harassment on the basis of disability* is encouraged to fir attempt to resolve the matter informally with any individuals involved. Students are f part of this informal process, to consult with the Associate Dean, Compliance/Disabili Coordinator for concerns or complaints related to academic accommodations, assisti technology issues, instructional issues, parking issues, and other physical barrier issu

Formal Resolution

1. If the student chooses not to attempt an informal resolution, or if an informal re is attempted but not achieved, the student may file a formal grievance with the Associate Dean, Compliance. If the complaint is against the Associate Dean, Compliance/Disability Coordinator, the student may file the formal grievance wi Dean of Operations. The contact information for these offices is as follows: Mau Schwab, Associate Dean, Compliance/Disability Coordinator, Medical Office Buil Office 306, **513-585-2055** and Carolyn Hunter, Dean of Operations, Main College Office 124, **513-585-2068**.

2. The grievance must be filed within thirty (30) calendar days of the occurrence of event(s) giving rise to the complaint.

3. The grievance must be in writing and signed by the student.

4. The grievance must contain the following:

- The name, address, and phone number of the student.

- The name and position of the person against whom the complaint is made.

- A clear statement of the complaint and suggestions for resolution.

- The names of any witness(es) or individual(s) who the student believes has know information supporting the allegations contained in the grievance.

- Supporting documentation (including, as appropriate, relevant medical records)

1. An ad hoc grievance resolution committee will be convened by the Director, Con Relations within ten (10) calendar days of the date on which the College receives formal grievance. The make-up of the committee will vary depending on the nat the complaint or issue and will include individuals with expertise specific to the and/or issue who have been appropriately trained in Section 504 standards and investigative methods. Unless the complaint is against the Disability Coordinato Disability Coordinator will be an ad hoc member of the committee. The committee interview the student, the individual(s) against whom the complaint is made, an individuals identified by the student as having knowledge or information suppo grievance, and any other involved parties. The committee will also collect and re documentation or other evidence identified by the student, and other informatil related to the complaint as appropriate. Medical information provided by the complainant in support of his or her grievance will be kept confidential to the ex possible, except that information may be shared as necessary to implement any resolution of the grievance.

2. In most instances, the grievance committee will make a good faith decision rega the merits of the grievance within fourteen (14) calendar days of the date on wh convened. In cases where the grievance committee is unable to make a decision this timeframe, it will notify the complainant of the need for additional time, the and an approximate date upon which a decision will be made.

   a. If the grievance committee, in its good faith discretion, determines that there reason to believe a grievance has merit, it will notify all parties in writing of that determination, as well as suggest a proposed resolution. The grievance committ will then convene a meeting with the student to discuss the proposed resolution the grievance and to hear alternative proposals for a resolution offered by the student. The ultimate resolution of any grievance, or determination of whether new, modified, or additional accommodation will be provided to the student, re in the sole discretion of the grievance committee and the College.

   b. If the grievance committee, in its good faith discretion, determines that there not sufficient evidence to support the claims made in the formal grievance, it wi notify all parties of that determination in writing.

1. A student who disagrees with the resolution of a grievance, or with the determil the grievance committee that the evidence provided does not support the claim in the formal grievance, may appeal to the Dean of Operations. Such an appeal made in writing within seven (7) calendar days of the grievance committee's dec

2. In substantiated cases of disability-related discrimination or harassment, the Co
   take appropriate steps to prevent recurrence and to correct discriminatory effe
   the complainant and others, if appropriate.

3. The College will maintain all documents and other materials related to the griev
   proceedings for a period of two (2) years.

Right to Pursue External Complaints

Nothing in this process should be construed as impeding or prohibiting a student fro
discrimination complaint with the appropriate external governmental agency. Althou
student with a complaint is encouraged to attempt to resolve his/her grievance withir
procedure, he/she has the right to file a grievance directly with the Office of Civil Righ
Ohio Civil Rights Commission, before or after the internal process has begun. The inte
process will continue through completion, regardless of whether a grievant files a cor
with the appropriate external governmental agency.

Complaint Referral

If, at any point during the informal or formal grievance procedure, it becomes known
apparent that the grievance or concern arises from acts of discrimination or harassm
related to the College's obligations under Section 504 or the ADA, the grievance or co
will be promptly referred to the Dean of Operations or President of the College as
appropriate, pursuant to the College's Policy Against Discrimination, Harassment, Sex
Harassment and Misconduct, and Retaliation. In such cases, the College will conduct
single investigation pursuant to the applicable policy and procedures.

Prohibition Against Retaliation

Updated 7/27/16; 12/13/17

Any student who has sought an informal or formal resolution of a complaint or grieva
under this Policy, or who has participated in any investigation into such a complaint o
grievance, and who subsequently believes he or she has been subjected to retaliatior
kind by any College employee, administrator, or officer, is directed to immediately rej
alleged retaliatory conduct to the Associate Dean, Compliance/Disability Coordinator.
complaint of retaliation is against the Associate Dean, Student Success/Disability Coo
the student may submit the complaint to the Dean of Operations.

Reports of retaliation will be investigated promptly in a manner intended to protect confidentiality as much as practical, consistent with the College's obligation to condu and fair investigation. The party conducting the investigation will notify the student o results of the investigation.

Non-Discrimination Statement: The Christ College of Nursing and Health Sciences is committed to a policy of non-discrimination on the basis of race, color, creed, nationa citizenship, religion, ethnicity, age, gender, gender identity, genetics, marital status, se pregnancy, sexual orientation, military or veteran status, disability, or any other statu protected by local, state or federal law (collectively, "protected statuses") in the admir of its educational, recruitment, and admissions policies; scholarship and loan progran athletic or other College-administered programs. All institutional processes and polic compliance with applicable federal and state laws and regulations related to discrimi

The following people have been designated to handle specific inquiries regarding spe non-discrimination policies:

For inquiries related to disabilities, please contact

> Fay Silverman, Director of Student Success. Office: 132. Telephone No.: (513) 58
> 2959. mailtio:Fay.Silverman@TheChristCollege.edu

For inquiries related to Title IX/Sexual Assault and all other discrimination-related inq please contact

> Maureen Schwab, Associate Dean of Compliance/Title IX Coordinator. Medical
> Office Building, Office 306. Telephone No.: (513) 585-2055.
> mailtio:Maureen.Schwab@TheChristCollege.edu

Inquiries regarding Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975 can also be made to the United States Department of Edu Office for Civil Rights (OCR). OCR can be contacted by visiting http://www2.ed.gov/about/offices/list/ocr/index.html or by calling 1-800-421-3481.

> This policy applies equally to all persons visiting or attending events at the Colle
> Any visitor who feels that he/she has been discriminated against on the basis of
> disability or who feels that he/she has been subjected to an act of discriminatior
> harassment on the basis of disability is encouraged to first attempt to resolve th

matter informally with any individuals involved. However, he/she is free to purs
a formal resolution as outlined in steps 1 through 9 above.

Student Accounts Office

The Student Accounts Office at The Christ College of Nursing and Health Sciences is
responsible for student billing, revenue collection, refunds, and posting payments on
accounts. This office also oversees payment plans, financial aid refunds, the collectio
due tuition, and prepares billing statements to agencies that have authorized paymer
student accounts. In addition, student loan, grant, and scholarship disbursement to s
balances is the responsibility of this office.

TUITION AND FEES

Updated 10/1/17; 4/16/18

Tuition and fees are established by The Christ College of Nursing and Health Sciences
of Directors.

Current tuition and fees for each of the College's programs can be accessed at
https://www.thechristcollege.edu/cost-tuition/

Fees are assessed during the course of study dependent upon the student's choice o
program. The general categories of fees are:

- Health Fee
- Learning Resource/Registration and Technology Fee
- Student Activity Fee
- Graduation Fee
- NCLEX Review Course Fee
- Malpractice Insurance Fee
- Parking Fee
- Science Lab Fee
- Nursing Course Fee

- Nursing Skills Lab Fee
- Lost Student ID Badge Fee

All fees are non-refundable.

PAYMENT OF TUITION AND FEES

Updated 1/11/16; 4/16/18

A Billing Statement (tuition and fees bill) is prepared and mailed to students prior to e
semester. Students can view their Billing Statement by logging into SONIS, which will
the charges and credits, including tuition, fees, aid and loans, for a specific semester
document. Students can access their Billing Statement in SONIS by following the step

1. Log into SONIS with your Student ID number and your Pin Number

a. If you forgot your Pin a 'I forgot my Pin' link is located under the Login button.

b. If this is your first-time logging into SONIS your password is your birthdate (MMDD

1. Click the "Financial" link on the left hand of the screen, and select "Billing"
2. Underneath the School Year and Semester is a link called "Click here to view sta

It is the student's responsibility to routinely check their Billing Statement in SONIS to
their financial obligations are met by the specified due dates. Tuition and fees, along
other charges must be paid in full or the student must be enrolled in the Tuition Payr
Plan by the published tuition and fees due date on the Academic Calendar in order to
maintain continuous enrollment.

Ways to pay tuition and fees:

Mail – Check and money order payments may be made by mailing them to the TCCN
address listed below; DO NOT MAIL CASH! Make checks and money orders payable to
Christ College of Nursing and Health Sciences. Include the student's name and studer
number on the check or money order.

The Christ College of Nursing and Health Sciences Attention Student Accounts

2139 Auburn Avenue Cincinnati, OH 45219

Debit/Credit Card– Payments can be made online by clicking here: https://thechristcollege.secure.force.com/form?formid=217727

There is no additional processing fee for making debit/credit card payments online.

> *You will need to know your balance and/or amount you want to be charge to your credit/debit card!*

In Person– Cash, check, money order, and debit/credit card payments may be made Student Accounts Office, Room 130, Monday-Friday 8:00 am – 3:30 pm. You can also Student Accounts Office at 513-585-2404 between the hours of 8:30 am – 3:30 pm (Ea Time Zone) to make a debit/credit card payment over the phone.

TUITION PAYMENT PLAN

Updated 4/16/18

The Tuition Payment Plan is an excellent option for those who do not want to pay the at one time prior to the start of the semester. A Tuition Payment Plan Enrollment For obtained from the printable forms on the Registrar/Bursar Blackboard home page or the Student Accounts Office (room 130), must be completed and submitted to the Stu Accounts Office by the tuition due date for that semester.

The plan consists of four (4) payments per semester for Fall and Spring Semesters an (3) payments for the Summer Session. The Tuition Payment Plan has a nonrefundabl enrollment fee of $40.00 for the Fall Semester, $40.00 for the Spring Semester and $2 the Summer Session. The enrollment fee is due with the first payment each semester

PLEASE NOTE: Payment Plans are semester specific and a new enrollment form must submitted for each semester the student wishes to participate in The Tuition Paymen We do not offer an annual payment plan.

A student should keep a copy of the Tuition Payment Plan Enrollment Form for their The Student Accounts Office may send out notices of due dates however it is the stud responsibility to know the due dates of the Tuition Payment Enrollment Form. Please any payment questions, unusual financial circumstances or issues regarding paymen Student Accounts Office immediately, so that the College can assist the student in pl determining possible alternatives regarding payments.

FINANCIAL OBLIGATIONS

Updated 1/11/16; 4/16/18

Students are responsible for payment of all costs associated with attending The Chris
of Nursing and Health Sciences by the published due date on the Academic Calendar
Application for financial assistance does not negate this responsibility. A student's fin
obligation for each semester must be met in order to remain enrolled at the College,
register for a course in a subsequent session or semester. Unusual circumstances or
financial crisis should be reported to the Student Account's Office immediately, so tha
College can assist the student in planning or determining possible alternatives. Stude
fail to meet their financial obligations cannot register for courses, and will accumulate
fees (see Late Fee Policy). If the financial obligation is not met within the designated t
period the student will be referred to the Dean, College Support Services, which may
Blackboard access being disabled, withdrawal from that semester's course(s) and/or
from the College until all financial obligations have been met. In addition, students ar
required to meet all financial obligations before grades, transcripts or degrees will be

See Late Payment Policy regarding late fees and Adding a class after the Payment dea
regarding adding a course(s) after being dropped for non-payment.

Former students are required to meet all financial obligations before grades, transcri
degrees will be issued. Any former student that owes a debt to the College cannot re-
the College.

LATE PAYMENT POLICY

Updated 1/11/16; 4/16/18

It is the responsibility of each student to frequently access his or her account in SONI
aware of published payment due dates on the Academic Calendar and/or Tuition Pay
Plan Enrollment Form. All student accounts are to be paid –in-full or a student must e
the Tuition Payment Plan by the published Tuition and Fees due date for that semest
Payment due dates for students choosing to pay the full balance due prior to the beg
each semester are published in the Academic Calendar. Students choosing to enroll i
'Tuition Payment Plan' should refer to the 'Tuition Payment Plan Enrollment Form' for
payment due dates for the semester.

If payment is not received by the due date, the student will be subject to a $25 per da
fee. The $25 per day late fee will accrue during the designated period of five (5) busin
or until all financial obligations (including late fees) have been met. If the financial obl

(late fees included) are not met after five (5) business days from the agreed due date
student's account will be referred to the Dean, College Support Services, and may res
Blackboard access being disabled, withdrawal from course(s) and/or dismissal from t
college.

See adding a class after the Payment deadline regarding adding a course9s) after bei
dropped for non-payment.

Adding a Class after the Payment Deadline

Added 1/11/16; 4/16/18

Students may add a class after the published tuition payment due date. Payment for
additional class will be due within five (5) business days of adding the course or by th
published 'Last Day for 100% Refund' for the session the course is in. Registration is r
complete until payment is made with the Student Accounts Office. If the student is al
enrolled in the Tuition Payment Plan, remaining payments can be adjusted to reflect
additional charges by contacting the Student Accounts Office.

A student can add course(s) after they were dropped from course(s) because paymer
not received by the Tuition and Fees due date or during the Late Payment designated
The student would contact the Registrar's Office to enroll in the course(s), and contac
Student Accounts Office to make a full payment (plus late fees), or set up a Tuition Pa
Plan (including the late fees). Registration is not complete until payment is made with
Student Accounts Office. The Student Accounts Office and Registrar's Office cannot p
the student will have the same class schedule as they had prior to being dropped for
payment.

RETURNED CHECK POLICY

A $15.00 fee will be charged for any check returned. More than two (2) returned chec
result in immediate suspension of your right to pay by check.

COURSE WITHDRAWAL REFUND POLICY

Updated 4/16/18

If dropping/withdrawing from a single course or from the College, a student should n
their Academic Advisor about their intention. The student should contact the Financia
Office (if they are using Aid) and the Student Accounts Office about how dropping cou

will impact their financial obligations. If the student wishes to proceed with the withd
Academic Advisor will notify the Registrar to drop the course. The withdrawal is comp
when the Registrar has received notification from the Academic Advisor, and has pro
the grade and an effective last date of attendance. Students who withdraw from cour
the College are responsible for any outstanding financial obligations at the time of
withdrawal. If a balance is due then the students can pay in full or make payment
arraignments with the Student Accounts Office. See Financial Obligation policy regarc
release of grades and transcripts when owing a debt to the College.

A withdrawal refund is not made unless the student has followed the withdrawal poli
Students may be eligible for a withdrawal refund once the course(s) have been officia
dropped/withdrawn. Fees are non-refundable. Refer to the Refund Schedule below fo
percentage of tuition refund a student is eligible to receive based on both the length
course and the official drop/withdraw date filed in the Registration and Records Offic

Notification to an individual instructor or failure to attend class does not constitute a
withdrawal. An effective date of withdrawal and clarification of withdrawal from a cou
program at the College is required. An exit interview with the Financial Aid Office is re
for students receiving financial aid who completely withdrawal from the College.

Course Withdrawal Refund Schedule

Sixteen (16) Week Semester

Class Days

Refund Percentage

1-6

100%

7-12

75%

13-18

50%

19-24

25%

25+

0%

Eight (8) Week Semester

Class Days

Refund Percentage

1-6

100%

7-12

50%

13+

0%

Refund Dates

> Please refer to the Academic Calendars to determine the date of eligibility for a specific tuition refund percentage.

Educational Technology Department

The Educational Technology Department (Ed Tech) supports a collaborative learning environment and student success by steering and managing the selection, implemen and assessment of educational technologies utilized by College and Network constitu

BLACKBOARD LEARNING MANAGEMENT SYSTEM

The College utilizes Blackboard Learn as its web-based Learning Management System While the College offers some fully online courses, all courses use the LMS in some ca

(for online assessments, discussion forums, submission of assignments etc.). Each ins
maintains the freedom to use Blackboard as they deem appropriate. Blackboard can
accessed at thechristcollege.Blackboard.com or by way of a link on the College's web:
www.thechristcollege.edu.

SONIS STUDENT INFORMATION SYSTEM

Sonis is a student and faculty reference for registration, courses, schedules, grades, c
audit, billing, and personal information. Sonis can be accessend by going to
https://ccnhssonis.com/, Onestop at the college website or My Christ College Portal o
Blackboard login page at https://thechristcollege.Blackboard.com.

BYOD TECHNOLOGY REQUIREMENTS, RECOMMENDATIONS AND SUPP(

Added 5/23/17, Edited 9/19/17, Updated $\frac{4}{2019}$

Hardware and Software Requirements

Students entering the BSN and RN-BSN programs (effective August 2017) will be requ
possess a Windows or Mac based laptop that complies with the technical requiremer
identified below. (For all other students, the items bulleted below are not required bu
best support success in coursework at TCCNHS.) Laptops unable to meet hardware a
software requirements are not acceptable for use. Public computers, Chromebooks,
and smartphones will not suffice as a primary device.

- **Processor:** Intel i-series (No AMD processors)
- **RAM:** Minimum 4GB; 8 GB preferred. Memory directly affects computer perforr
  when running multiple applications at once.
- **Hard Drive:** Minimum 125GB Hard Drive. Free disk space is required for softwa
  installation and downloading books. Certain software components require insta
  for full functionality in online courses.
- **Sound – Video Recording:** Working speakers are required. Some courses will re
  webcam and microphone, additionally. Course-specific technology requirement
  found in course syllabi.
- **Microsoft Office:** The web-based version of Office 365 will be provided to stude
  accessible via the College Computer Lab(s) and/or Citrix.

- **Wireless Network, On Campus:** When on campus, students have access to the network CON-Student. For best results in connecting, students should have an 8 WiFi adapter, or an 802.11n adapter with support for the 5 GHz frequency band laptops are not permitted to be used on other TCHHN Wi-Fi networks or the TCI wired (Ethernet) network.

- **High-Speed Internet Connection, Off Campus:** For online learning activities co off campus, DSL or cable is strongly recommended. A direct connection to a modem/router is also recommended for best results, when off campus. Dial up satellite internet connections will not suffice for all online learning activities.

- **Plug-Ins:** The most recent versions of the following plug-ins are required for use TCCNHS courses: Adobe Reader, JavaScript, Adobe Flash, and Adobe Shockwave and Windows users can download Video Lan Client (VLC) to play Windows Medi Uncheck any additional offers prior to updating or installing the plug-ins listed a

- **Operating System:** Windows 10 or macOS 10.12 or newer.

- **Virus Protection:** Students are required to have current antivirus protection ins and running on their laptops.

o For Windows 10 users Windows Defender is already installed. If you feel you need something more robust you can look at Sophos as an alternative.

o For Mac users, Sophos is a highly regarded free antivirus program.

o For malware concerns Malwarebytes is recommended for Windows and Mac users. not run in the background, so a scan should be initiated on a regular basis (eg., daily/weekly/monthly) or if malware is suspected.

NOTES:

• Blackboard (Bb) is the Learning Management System for TCCNHS.

• Students should verify minimum requirements for Bb using the Blackboard Browse

Checker located on TCCNHS's Bb login page at https://thechristcollege.blackboard.co

• Blackboard Collaborate is TCCNHS's web conferencing and virtual classroom tool. M information can be found at https://en-us.help.blackboard.com/Collaborate/Ultra/Pa

• Specific curricula for TCCNHS courses may require additional software purchases. T requirements will be provided in the course syllabi.

• The Plug-Ins and Virus Protection listed above can be easily accessed on the BYOD page in Blackboard.

• Students are expected to bring their laptops fully charged for classroom activities and have administrator access (i.e., the ability to install software). Tips for maximizing battery can be found on the BYOD page in Blackboard, and use of a portable charger is strongly recommended (more details, below). Testing periods can be lengthy (four hours or more), while some charging stations are available in instructional spaces, they are limited. Faculty have no obligation to allow students to re-test or make up other classroom activities should a student's battery fail.

• No student will be denied admission to Christ College based on an inability to purchase a laptop. Financial aid funding may be available to assist students with their computer purchases.

COLLEGE TECHNOLOGY RECOMMENDATIONS

Internet Browser Add-Ons:

AdBlock Plus: The AdBlock Plus add-on prevents annoying and potentially-malicious advertisements from appearing on frequently visited webpages, including Flash-based ads and popup ads. It can also be configured to block domains known to spread malware, protecting against viruses, Trojan horses, worms, spyware, and adware.

NoScript: The NoScript add-on blocks all scripts from running on a web page unless scripts are specifically permitted. Many kinds of malware are launched via scripts on webpages. These scripts can run in the background, and there may be no indication of an infection until the computer and its data have been compromised. NoScript may require an extra click here and there to set the permissions for various web pages, but it will serve as another line of defense to prevent infection.

All of these programs can be easily accessed on the Ed Tech page in Blackboard.

Portable Charger: A charger that is 30000 Milliamp Hours (mAh) or above, and compatible with the laptop's power ports. This will be especially important for use during testing.

Printer: If you prefer to have printed rather than electronic documents, you will need a printer that is compatible with your laptop. (On-site printing is also available to students.)

IT SUPPORT

The Educational Technology Department will provide on-site support for student lapt
as it relates to use of TCCNHS programs such as Blackboard, Citrix, or e-books. This n
include, but is not limited to guidance for installation, registration, use and troublesh
problems. Ed Tech does not provide support for students' laptops with regard to inst
or repair of hardware, installation or configuration of operating systems or third part
software, and the removal of viruses and other malware. The rental/purchase, install
and maintenance of required laptop hardware and software are the responsibility of
student.

Christ College maintains no responsibility for supporting personal hardware or softw
technical assistance does not infer any further technology responsibility or accountak
the user. Users needing troubleshooting assistance beyond TCCNHS system software
slow response time) will be referred to a third party vendor. The Ed Tech Department
additionally does not support tablet device issues beyond those resulting from TCCN
system software.

COMPUTER LABS

The Christ College of Nursing and Health Sciences provides a Computer Lab for stude
located in Room 216. This Lab houses 44 partitioned PC workspaces and a networked
multifunctional copy/print/scan device. Satellite Labs are located in rooms 232, 243, t
Student Lounge on B-Level, and the Library (located on the first floor of the Christ Ho
building). Each Satellite Lab contains a networked laser printer for student use. The a
of these spaces will be published in a calendar that is posted each week to the outsid
room and on the Ed Tech page in Blackboard. The main Computer Lab is often booke
testing, so students should use the calendar to plan ahead with regard to computer a
printer use on campus. Free Wi-Fi is also provided to students in the College and Hos
buildings.

Hours of Operation

The Main and Satellite Computer Labs are open daily for students with badge access
building. The lab spaces may be reserved for classroom instruction, course exams,
standardized testing, registration or training, but designated periods of time are set a
students' use. Calendars of availability can be found on the Ed Tech page in Blackboa
outside of each lab space.

Usage

Software installed on lab workstations should not be modified, copied or removed, a[nd]
are not permitted to install software on the workstations without permission of Ed Te[ch].
Workstations are not to be used for business unrelated to the College.

At no time should files of any sort be downloaded from the Internet. This includes to[ols,]
file converters, or application updates. All application updates will be managed by the
Educational Technology Department.

Maintenance

Hardware and software maintenance is performed routinely on computer lab workst[ations to]
ensure that all devices are functional and updated. At the end of each semester, the l[abs are]
cleaned and equipment is tested. Student files stored to the desktop are removed.

Etiquette

No eating or drinking is permitted in the labs. Consideration of others working in the [labs is]
essential.

ACCEPTABLE USE POLICY

Updated 5/22/17

The use of technology resources creates and expands teaching and learning opportu[nities]
that support the efforts of the TCCNHS community to satisfy its mission and vision. A[ccess to]
these resources is a privilege, and use of them requires the acknowledgement and
acceptance of specific responsibilities to ensure that the integrity and security of the[se resources]
not be compromised in any way.

The statements that follow reflect the standards and expectations for acceptable and
responsible use to be adhered to by members of Christ College, its constituents, and [any]
authorized user of these resources. TCCNHS, as a member of The Christ Hospital Hea[lth]
Network (TCHHN or The Network), shares and benefits from the technology resource[s]
provided and managed by TCHHN. Therefore, TCCNHS is guided by the information s[ecurity]
policies created by TCHHN.

The use of technology resources and all information maintained in any form is subje[ct to all]
laws, regulations, contracts, licenses, policies, and procedures as established by Chris[t]

College. This policy broadly applies to all on- and off-campus college and student organization-sponsored events and activities.

Users of Christ College technology resources are expected to comply with all policies to the acceptable, responsible, and lawful use of technology resources. Failure to do considered a conduct violation that will be investigated and resolved according to ap college policy such as the Student Code of Conduct and Behaviors of Accountability. Depending on the circumstances, infractions may result in disciplinary action up to a including suspension or expulsion/termination, revocation of system access privilege prosecution. Appeals are handled in accordance with college policy. Christ College an Network may monitor their technology resources to ensure user compliance with ap policies.

Christ College and/or TCHHN may monitor their technology resources to ensure user compliance with applicable policies. If infractions are discovered, either entity will tak appropriate action. The entities will also cooperate with all legitimate law enforcement agencies regarding investigations and relevant search and seizure laws.

User Responsibility and Accountability

• Users are responsible for knowing and abiding by all Christ College policies and pro applicable to the use of technology resources.

• A user is the steward of all technology resources at his/her access and all associated information.

• Christ College provides technology resources for the purpose of education, research professional purposes. Incidental personal use of TCCNHS technology resources is permissible, but it should be limited. With regard to support, priority will be given to individuals using technology resources for academic or professional purposes.

• Users are prohibited from using Christ College technology resources for personal fin gain or for solicitation efforts that do not directly relate to college business or interes

• Users who observe infractions of this policy should report violations immediately to Educational Technology Department personnel.

SECURITY

General

All Christ College users are responsible to abide by TCCHNS and TCHHN policies and procedures for maintaining the privacy and security of technology resources and ass information. Users should help keep Christ College and TCHHN infrastructure safe by remembering the following guidelines when accessing the TCCNHS technology infras

- Configuration settings must not be modified on Christ College computers.
- Personal health information may not be copied, scanned, or captured by any el means.
- Software and programs cannot be copied without written permission from Chri College.
- A user's personal device may not be configured to operate as a server accessibl other computers via the Internet.
- Any use of the technology infrastructure for illegal purposes is prohibited.
- Users must take precautions against importing and spreading computer viruses
- Deliberate attempts to interfere with the technology infrastructure or to circum privacy and security safeguards are prohibited.
- Christ College technology resources may not be used for unauthorized distribut copyrighted material, commercial gain, solicitation, advertisement, or promotio commercial services or products.
- Christ College technology resources may not be used for unauthorized peer-to- (P2P) digital file sharing as provided by the Christ College Copyright Policy.
- Cloud Based Storage – Dropbox, Google Drive – may not be used on the TCHHN network.
- Christ College computers are installed with the basic software and applications to meet the needs of students. Configurations should not be modified, nor shou programs be copied or removed. Additional software should not be installed wi permission. Non-TCCNHS related materials should not be added, nor should de used for outside business or commercial purposes.
- Christ College constituents should never permit external vendors or support te to access TCCNHS-issued computers for the purpose of troubleshooting or solv hardware problems.

MOBILE AND ELECTRONIC DEVICES

(Laptops, Tablets, Cell Phones, Smartwatches etc.)

Mobile devices allow users ease, flexibility, efficiency, and can enhance productivity. \
must be considered with the use of mobile devices for business in and out of the wor
the importance of ensuring that the devices be kept safe from loss or theft, and more
importantly, the effectiveness of the safety measures on the device to keep the data

- Personal devices should not be left unattended. Flash or USB drives should be k
the owner at all times.

- Users must remain aware of the risks associated with connecting mobile device
unsecured networks such as those that may be found in public wi-fi locations.

- Access to mobile devices should be guarded through the use of a logon name a
password. This includes tablets and smartphones. In alignment with TCHHN pol
confidential or sensitive data is stored on a removable storage devices (like a US
drive) the device should be encrypted.

Christ College allows the responsible use and transport of cell phones, cameras, sma
watches, and other personal electronic devices. Users of these electronic devices mus
sensitive to the needs, sensibilities, and rights of other people.

The following actions are prohibited:

- Photographing, videotaping, or recording any individual without his or her cons

- Photographing, videotaping, or recording test questions, simulation or skills lab
procedures, or other protected academic information without authorized Christ
instructor consent.

- Use of devices that interfere with the functions of Christ College by disrupting o
use of technology resources or their ability to participate in educational progran
activities, specifically in classrooms, laboratories, clinical settings, or within any f
utilized by Christ College.

- Using these devices, even as a calculator, on tests and in the clinical setting, unle
approved by the instructor.

- Failing to set phones and/or pagers to vibrate or silent mode while in the classro
clinical setting.

PASSWORD SECURITY

Students are provided with accounts and passwords that give access to Christ College
resources. It is expected that these users will keep logon information secure. Passwo

should not be shared. All passwords are confidential, and users are solely responsible held accountable for all actions taken under their passwords.

To maintain the privacy and confidentiality of all passwords, users should abide following guidelines:

- Do not share passwords with anyone, including family and friends.
- Change a password when there is any suspicion that it is no longer secure.
- Log off or lock a desktop when leaving a workstation.
- Do not gain or attempt to gain access to another person's user ID and/or passw

DATA BACKUPS

It is the user's responsibility to maintain the integrity of data to prevent loss that coul academic penalties. Students are therefore expected to back up data (including assig submitted via Blackboard) on a continual basis. There are many free and low-cost op available for backing up data, ranging from external hard drives to online backup and services. Students that experience problems with their computers that lead to data lo 24 hours of an assignment being due should contact their course instructor(s) immed order to document that the loss of data prevented them from completing an assignm Students who do not backup their data or consult with their instructors will be liable academic penalty associated with incomplete or missing assignments.

EMAIL

Outlook email is the official method for electronic communication at TCCNHS. Outloo webmail is available for remote access. All students are provided with an account. Ac email is authenticated with the same username and password that is used to logon t network.

Email should be used primarily as it relates to Christ College business and activities. be used for personal communications provided that doing so does not impact negati the network's mail system or an individual's work or student performance. Christ Coll email addresses should not be used in conjunction with personal services such as eB shopping services such as Amazon, or for other personal business needs. TCHHN ma incoming and outgoing email messages associated with these types of service provid

Attachments to email are acceptable but cannot exceed 5MB. Users must take care in opening emails with attachments or embedded links, especially if the sender is an un name. Email attachments can be sources for a variety of malware that can be hidden text of the attachment.

Christ College email is owned by the TCHHN enterprise and as such can be monitore blocked, or removed at the discretion of email administrators, particularly if there is that an email will compromise the security or integrity of the email system. Permissic the user is not required.

Christ College email should not be used to promote or solicit for activities or events r associated with or supported by Christ College. Privacy is to be respected, and the us email distribution lists should be considered under need-to-know situations. The circ of textual or graphic content considered to be pornographic or obscene is prohibited

There are security risks associated with Christ College email being sent and received personal mobile devices due to the sensitivity or confidentiality associated with the c some mail messages. Therefore, a security access request form must be submitted a approved for access to be granted.

Mailboxes should be monitored by the user and periodically cleaned out of messages longer needed. This helps in the maintenance and efficiency of the overall mail syster reducing the need for storage and time to backup mail messages.

The email accounts of students receiving their Associate Degree in Nursing (ADN) are terminated at the beginning of the semester following graduation. ADN students use Christ College email address in conjunction with registering for their licensing exam a correspondence continues post-graduation. The accounts for students receiving their Bachelors of Science in Nursing (BSN) are terminated within the month following grac The accounts of students who withdrawn from Christ College prior to graduation are terminated within three days of withdrawal.

Email usage must comply with college policy as well as local, state, and federal laws. (Christ College communications will be sent to users via Christ College provided email and students are held responsible for all information sent from Christ College to this

Remember the following rules when utilizing Christ College email:

- Users are expected to check their TCCNHS email daily and respond, where appr[...] within two business days.

- Email communications should be professional.

- Users are expressly prohibited from accessing or sending any messages or mat[...] containing discriminatory, sexually explicit, offensive language, humor, or image[...]

- Sending or responding to chain letters/messages not related to Christ College is [...] prohibited.

- Christ College is not responsible for lost, rejected, or delayed email forwarded f[...] student's official Christ College e-mail address to off-campus or unsupported er[...] services or providers.

INTERNET

Internet access is provided as an educational resource. Internet usage must comply v[...] Christ College policy as well as local, state, and federal laws.

The following actions are prohibited:

- Engaging in Internet activity that is illegal or unethical.

- Participating in activities involving discriminatory, sexually explicit, and/or offens[...] content.

- Disseminating confidential information.

- Misusing copyrighted or intellectual property.

Christ College does not condone the use of Christ College technology resources, inclu[...] Christ College network, for any unauthorized Peer-to-Peer (P2P) file sharing. P2P file [...] may be defined as the sharing and transferring of digital files from one computer to [...] when the computers are connected over the Internet, a network, or through a physic[...] connection. It is a violation of copyright law to engage in P2P file sharing, such as thro[...] use of file sharing software (e.g., BitTorrent, KaZaA, Limewire, etc.) to download musi[...] movies, and other copyrighted material without permission from the copyright holde[...]

Any such unauthorized P2P is a violation of, and will be governed by, the Christ Colleg[...] Copyright Policy. Alternatives to illegal downloading include, but are not limited to, iT[...]

Amazon, Netflix, and Hulu.

Users who engage in unauthorized P2P file sharing on Christ College network will be
to the Christ College Copyright Policy. Such users may also be held liable for the infrin
of copyrighted works (music, movies, computer software, video games, and photogra
Christ College is under no legal obligation to defend or accept responsibility for the ill
actions of its technology users in the P2P context. It is each individual's responsibility
what constitutes infringement of copyright. Refer to the Christ College Copyright Poli
additional copyright information.

PRINTING, COPYING AND FAXING

TCCNHS computers are all configured with access to printers. Printing is a network re
and as such should be used responsibly. Printing should be limited to college-related
documents. Users need to be mindful that the maintenance and support for printers
expensive, but that proper use of this equipment can keep costs to a minimum. Most
printers include options for efficient printing and are set to do so. These configuratio
should not be changed unless necessary.

Students may be provided with recommendations for the efficient printing of PowerF
and are advised not to print their e-books.

Using printers, copiers, or scanners for the purpose of duplicating copyrighted mater
without permission is prohibited. A statement of Christ College's copyright practice ca
found in the Student Policies and Procedures section of The College Catalog.

USER RIGHTS AND PRIVILEGES

Freedom from Disruption

Christ College strives to provide a technology infrastructure during business hours th
stable, accessible, and responsive. Maintenance procedures that are potentially disru
the infrastructure (e.g., system upgrades) are planned in advance and implemented d
off-hours whenever possible. Unplanned disruptions (e.g., a system goes offline) may
periodically. Such unplanned disruptions will be communicated promptly.

APPLICABILITY OF OTHER POLICIES

This document is part of TCHHN's cohesive set of security policies published here:
http://mytch.tchhn.org/sites/search/Pages/formsetc.aspx#k=4.24. (*You must be on th
Hospital Network to access the link.*) Other policies inform the topics covered in this

document and, as such, the relevant policies should be reviewed as necessary for app
and adherence.

DIGITAL SIGNAGE

Student organizations may submit requests for posting events/information on the Cc
Digital Signage through the appropriate Faculty Advisor. (Faculty Advisors should refe
Digital Signage Policy in the College Manual for Faculty and Staff.)

Student Policies

STUDENT COMPLAINTS

Policy

The Christ College of Nursing and Health Sciences provides several means by which s
complaints may be addressed. In all cases, students are advised to put their concerns
writing and carefully document the events that led to the complaint.

A complaint can be defined as a statement or an expression of discontent, dissatisfac
unacceptable circumstances or conditions. Complaints may be academic or non-acad
nature. A complaint against a College employee (faculty or staff) or representative ari
when a student believe he or she has been subjected to inappropriate behavior by a
department or College representative acting within their role or duty. A complaint of
misconduct by a College employee arises when a student believes he or she is the su
inappropriate behavior outside of the employee's role and duties within the College.
Complaints may also arise from unfulfilled expectations related to college processes;
example, advising, academic accommodations, or maintaining a safe environment.

All complaints, concerns, and suggestions made by students and the reaction to then
College are handled in the spirit of continuous quality improvement. No retribution a
any individual complainant may be taken by any faculty member, staff member, or Cc
committee because of the complaint. All student concerns and complaints are taken
and kept confidential. The College's Discrimination, Harassment, Sexual Harassment
Misconduct, and Retaliation policies and procedures will be invoked when a complair
involves these issues. The College's Disability Related Grievance Procedure should be

when there is a complaint involving disability discrimination (for example, when a rea
accommodation is not received).

Procedure

Whenever possible, students are encouraged to seek an informal resolution of the m
directly with the faculty or individual(s) involved. While students may be tempted to ";
the top" and contact administration first, it is important to attempt to resolve the mat
with the person against whom the complaint is directed. Then, if the matter is unreso
student may proceed according to the chains of command defined by the departmen
(Students should reference programmatic handbooks and/or academic advisors for
assistance.) Each department that receives student complaints will maintain a record
complaints and their resolutions. If an informal approach is neither successful nor ad
the student should use the following procedure:

1. For all issues of an academic nature (the assignment of a course grade, for exam
   refer to the Grade Appeal Policies and Procedure and the Grievance and Due Pr
   Procedure.

2. For non-academic complaints, a student should submit the complaint in writing
   Dean of College Support Services. It should contain (at a minimum) the date and
   the alleged conflict or action, the reason(s) for the complaint, a summary of the
   complaint, a list of other persons who may provide information, and any approp
   documentation. The student must also include the resolution or outcome he or
   seeking. The complaint must be submitted within ten (10) business days of the a
   conflict or action.

Examples of non-academic complaints:

- > Academic Advising
- > Admissions Appeals
- > Facilities
- > Missing Deadlines (add/drop, withdrawal, graduation)
- > Non-Academic Misconduct
- > Non-Academic Suspension
- > Registration and Records

- > Student Accounts (ex. payment deadlines, contesting charges, financial refund payment suspensions)
- > Student Parking

    a. Upon receipt of a written complaint, a conference will take place with the student and the Dean of College Support Services or designee.

    b. The Dean of College Support Services or designee will notify the appropriate person(s) and request any information or documentation needed to resolve the complaint.

    c. The Dean of College Support Services or designee may attempt to resolve the complaint by encouraging discussion between the student(s) and the faculty member/administrator or by taking the appropriate action to resolve the complaint.

    d. All relative documentation and possible outcomes must be submitted by the student or other appropriate persons within ten (10) business days of the date t complaint is filed.

    e. When possible, the final resolution (or a finding of "unresolved") will be filed v the Dean of College Support Services within fifteen (15) business days of the dat the complaint is filed. If there are circumstances requiring an extension of this deadline, the Dean of College Support Services or designee will notify the partie involved.

    f. If the student is not satisfied with the outcome of the complaint, the student h three (3) business days upon receipt to appeal to the College President.

    g. The President has five (5) business days upon receipt of the student's appeal render a decision. While the President's decision is considered final and the process is complete, the student will be advised of possible additional options including, but not limited to, an additional third party (i.e. Office of Compliance) reviewing specifics of a particular case.

Documentation

An annual summary account of academic and non-academic complaints and their res will be kept by Office of the Dean of Operations. The summary will be reviewed annu

improve processes, where applicable.

Reference: The University of Tennessee at Chattanooga (2012). Policy and Procedures Student Complaints. Available at http://www.utc.edu/administration/deanofstudents/complaint/php.

Complaints to The Higher Learning Commission

The Higher Learning Commission has established a clear distinction between individual grievances and complaints that appear to involve broad institutional practices. Where a complaint does raise issues regarding the institution's ongoing ability to meet the Criteria for Accreditation, the Commission forwards the complaint to the institution and requests a formal response. HLC Contact information:

The Higher Learning Commission, Member of the North Central Association

230 South LaSalle Street, Suite 7-500

Chicago, Illinois 60604-1411

Phone: (312) 263-0456

Fax: (312) 263-7462

info@hlcommission.org

Complaints to the Ohio Department of Higher Education

Edited 10/5/16

The Ohio Department of Higher Education (ODHE) is responsible for responding to formal complaints against public, independent non-profit and proprietary institutions of higher education in Ohio. While the ODHE has limited authority over colleges and universities and cannot offer legal advice or initiate civil court cases, ODHE staff will review submitted complaints and work with student complainants and institutions.

Ohio Department of Higher Education

25 South Front Street Columbus, OH 43215

General: (614) 466-6000 Fax: (614) 466-5866

Complaints to the Ohio Attorney General

The Ohio Attorney General reviews general consumer complaints about business, no
and public entities. More information is available via the Attorney General's office and
website.

Ohio Attorney General

30 E. Broad St., 14th Floor

Columbus, OH 43215

General: (800) 282-0515

http://www.ohioattorneygeneral.gov/about-ag/file-a-complaint.aspx

GRIEVANCE AND FAIR TREATMENT PROCEDURES

When a student believes there has been inequitable application of a policy, the matter
qualify for the student to initiate his or her due process rights via the College's stated
grievance procedures. The Christ College of Nursing and Health Sciences provides a g
procedure whereby students may express their grievances with the assurance there
complete, impartial, and prompt attempt to resolve the grievance. The College's
Discrimination, Harassment, Sexual Harassment & Misconduct, and Retaliation polici
procedures will be invoked when a complaint involves these issues. The College's Disa
Related Grievance Procedure should be utilized when there is a complaint involving c
discrimination (for example, when a reasonable accommodation is not received).

SPECIAL NOTES: A College/program/course policy in and of itself is not grievable

Procedural Overview

1. Every student complaint or problem will be reviewed by appropriate individuals
   entities of the College. This is not to be interpreted that every complaint or prob
   rises to the definition of grievance.
2. It is desirable that every problem be resolved as quickly and as closely to the so
   possible.
3. Timelines are imposed to assure prompt action.

4. The rights of the student must always be respected and all information kept confidential.

5. The purpose is to protect the student's right to fair treatment in academic or no academic matters. Students who wish to appeal a final course grade (because th might have been miscalculated or assigned unfairly) should first follow the Grad Policy and Procedure outlined in this Catalog. If that Grade Appeal is denied but student believes a relevant policy has been applied inequitably, it may be appro then pursue Grievance and Due Process Procedures.

Terminology

- Informal Grievance Process: A non-written process serving as an opportunity to differences at the appropriate level. This is a scheduled/planned discussion betv involved parties. This must be completed before the formal grievance policy is p

- Formal Grievance Process: A written process that is initiated when the outcome Informal Grievance Process is not acceptable to the student and offers one path

- Grievance Panel Review: A process in which a panel of three (3) faculty member two (2) students review the grievance and determine an outcome.

- Grievance Facilitator: Serves as a consultant during initiation of the Formal Griev Process to verify adherence to the procedure, receives the student's written cor for the Formal Grievance Process, convenes the Grievance Review Panel, and se an advisor to the Panel but has no voting rights.

- Grievance Procedure Form: The tool to verify adherence to the timelines and th procedure. This form is obtained following a discussion with the Grievance Facil necessary.

- Business Day: Any day the College is officially open for business.

Student Grievance Procedure

1. Eligibility: All students are eligible to use the Grievance Procedure.

2. There is one (1) available Pathway: Grievance Panel Review.

3. Paperwork will be retained in the student's file with one copy provided to the st the completion of the Formal Grievance Process.

Informal Grievance Process

The Informal Grievance Process must be completed prior to advancing to the Formal Grievance Process.

Step 1: The student must discuss and document the matter with the faculty or staff m involved within three (3) business days of the event or situation.

Step 2: If the outcome is not satisfactory, the student must discuss and document the with the Dean of College Support Services or designee within three (3) business days meeting with the faculty or staff member.

Step 3: If the outcome of the discussion with the Dean of College Support Services or designee is not satisfactory, the student has three (3) business days to initiate the For Grievance Process by meeting with the Grievance Facilitator (contact the Office of the President for more information).

Formal Grievance Process

Step 1: The student initiates the Formal Grievance Process. The student meets with th Grievance Facilitator to discuss the issue(s) presented by the student and whether the rises to the definition of due process rights violation. This must occur within three (3) days of completing the Informal Grievance Process.

- At the direction of the Grievance Facilitator, the student obtains the Grievance Procedure Form.
- The student reviews the directions and completes the form.

Step 2: The student must file a formal, non-electronic written complaint with the Grie Facilitator within three (3) business days of receiving the Grievance Procedure Form.

Step 3: The Grievance Facilitator assembles the Review Panel members.

Step 4: The Grievance Review Panel convenes within five (5) business days after Step Formal Process.

Step 5: The Grievance Facilitator prepares a written summation of the decision within business days of the Panel's initial meeting and forwards this to the President for rev

Step 6: The President has five (5) business days to meet with the Grievance Facilitator discuss the decision. If necessary, for clarification, the President may meet with the P President will review the Panel's decision to ensure compliance with institutional poli

procedures. If necessary, the President of the College may send the grievance back to Panel or convene a new grievance panel.

Step 7: Once Step 7 has been completed, the Grievance Facilitator will share the final with the student. The decision of the Grievance Review Panel is final. The student rec copy of the decision and a copy is filed in the student's record along with the Grievan Procedure Form. The Grievance Panel's decision is final and the process is completed

Office of General Counsel Review

It is important to note that in all situations, where appropriate, the final decision and may also be forwarded to the Office of General Counsel, a separate office affiliated w Christ Hospital Health Network. This office is charged with ensuring that policies and procedures align and comply with federal, state, and local laws. In such instances, the individual will be notified that their grievance has been filed with the Office of Genera Counsel for further review. The Office of Compliance may investigate the entire situa recommend a different decision than made by the Grievance Panel. In such cases, the of General Counsel's recommendation(s) may supersede any and all College decision

> This policy is subject to periodic review and change. All changes will be communicated appropriately.

BEHAVIORS OF ACCOUNTABILITY

As a student at The Christ College of Nursing and Health Sciences, you will be expecte demonstrate the following behaviors related to accountability:

1. Report to class and clinical on time.
2. Turn in work (assignments) on time.
3. Follow the College and program attendance policies.
4. Exhibit honesty.
5. Refrain from cheating or stealing.
6. Refrain from repeating unacceptable behavior(s).
7. Admit errors as soon as discovered.
8. Seek assistance as needed from appropriate person(s) and/or resources.

9. Demonstrate responsibility for previous and ongoing learning (i.e., reviewing materials/notes from previous classes; completing assigned readings before co... class, etc.).

10. Refrain from engaging in destructive criticism/communication/discussions.

11. Follow the policies of institutions that you visit as a student of The Christ College Nursing and Health Sciences.

12. Treat self and others with respect.

13. Report unethical behaviors in a timely manner and unsafe conditions immediat...

14. Adhere to the College Code of Conduct, outlined below.

STUDENT CODE OF CONDUCT

The Christ College of Nursing and Health Sciences expects students to conduct thems a manner that reflects respect for others as well as themselves. The administration of College of Nursing may suspend or terminate a student in incidences in which docum proof indicates that the behavior is inconsistent with the responsibilities of citizenship healthcare profession.

Criteria:

Incidences which result in the student being suspended or terminated include but are limited to:

1. Chemical Abuse: Defined as the unauthorized possession or use of alcoholic be narcotics, other controlled substances or drugs on campus or involved in activit representing the College. Possession or use of drug abuse instruments, drug documents, and harmful intoxication is included in this rule, as well as appearin intoxicated or under the influence of alcohol, narcotics or other controlled subs drugs.

2. Unauthorized Possession of Property: Defined as the unauthorized use or poss another's property.

3. Falsification of Records: Defined as the falsification of student applications, tran or health records, or the falsification of any patient or hospital records.

4. Breach of Confidentiality: Defined as the act of relating or imparting any confide information regarding patients to unauthorized persons.

NOTE: Any student who violates federal, state, or local regulations may also be subject to civil or criminal action.

DISCIPLINARY PROCEDURES

TCCNHS expects the conduct of its students on and off campus to be in accordance v Behaviors of Accountability and the Code of Conduct. Students violating any College regulation or participating in criminal activity will be subject to disciplinary action. The the disciplinary procedure is to determine whether Behaviors of Accountability and/c of Conduct have been violated and to impose sanctions for any such violations as fai reasonably possible under the circumstances. The following procedure will be utilizec evaluate misconduct or infractions of a serious nature. If at any time it appears the st conduct may present clear and present danger to the campus community, the Dean College Support Services may suspend the accused student immediately, pending fur investigation.

Step 1: After becoming aware of alleged student misconduct, the Dean of College Su Services (CSS) will conduct a reasonable investigation of the situation. The Dean of CS recuse him/herself if a conflict of interest exists and will appoint another investigator cases. The investigation may include a personal interview with the alleged student, w or others with information pertaining to the alleged misconduct. It may involve verify alleged criminal activity with law enforcement. The investigation may be conducted in consultation with appropriate administrative officer(s), Safety and Security, Human R Department, and others, as needed.

Step 2: The Dean of College Support Services will determine if a violation occurred us preponderance of the evidence standard. If evidence supports the alleged misconduc Dean of College Support Services will determine the appropriate sanctions.

Sanctions

Non-Academic Probation or Suspension

Non-Academic Probation refers to a student enrolled in The Christ College of Nursing Health Sciences who has been placed on probation for non-academic reasons detern the Dean of College Support Services. Non-Academic Probation is a warning period o that may include a student improvement plan. During the probationary period of tim further infractions may lead to suspension or dismissal.

Non-Academic Suspension refers to a student enrolled in The Christ College of Nursing Health Sciences who has been placed on suspension for non-academic reasons. Stud may be prohibited from attending scheduled classes, clinical learning experiences, ar College-sponsored events for a specific period of time.

A student may be placed on probation or suspended for the following reasons:

- Lack of integrity.
- Violation of College, Christ Hospital, or clinical or community agency policies.
- Violation of local, state, or federal laws.
- Conviction of a crime.
- Failure to meet financial obligations to the College.
- Other misconduct.

    Determination of probation or suspension is dependent on the severity of the violation.

If a student is suspended, the following consequences may result:

- If an exam, quiz or other assignment is given or due during the period of suspen the student incurs an automatic "0" with no opportunity for make-up.
- Any missed time resulting from suspension will be recorded as an absence.
- Length of suspension and the terms for removal from suspension are determin individual basis.

Non-Academic Dismissal

Non-Academic Dismissal refers to a student enrolled in The Christ College of Nursing Health Sciences who has been dismissed from the College for non-academic reasons

A student may be dismissed for the following reasons:

- Lack of integrity.
- Dishonesty.
- Violation of College, Christ Hospital, or clinical or community agency policies.
- Violation of local, state, or federal laws.

- Conviction of a crime.
- Other misconduct.
- Failure to meet financial obligations of the College.
- Lack of responsiveness to College representatives.

  SPECIAL NOTES: Reinstatement following dismissal or termination is not automa
  The student must re-apply to the College, and that application must be approve
  by the Chief Academic Officer of the College.

Appeal

The student may appeal the disciplinary process decision only on the following grour

- The decision was contrary to the substantial weight of the evidence;
- There is a substantial likelihood that newly discovered information was not avai
  previously and may result in a different outcome;
- Bias or prejudice on the part of the Dean of College Support Services or the offi
  imposing punishment; or
- The punishment or corrective action imposed is disproportionate to the offense
  committed.

The following procedures apply to the filing of an appeal:

1. The appeal must be filed within five (5) calendar days of receipt of written notifi
   the resolution of the complaint. It must be in writing and be submitted to Chief
   Academic Officer. It must contain the following information:

- Name of the student;
- A statement of the resolution of the disciplinary action, including sanction(s) imp
  any;
- A detailed statement of the basis for the appeal, including the specific facts,
  circumstances and argument in support of it; and
- The requested action, if any
- The appellant may request a meeting with the Chief Academic Officer, but the d
  to grant a meeting is entirely within that official's discretion.
- The Chief Academic Officer has seven (7) calendar days to make a decision.

- The student will be notified in writing of that decision within five (5) calendar days the decision is made. The appeal decision is final.

Step 3: The Dean of College Support Services and the Chief Academic Officer if an appeal used, will document the student investigation, sanctions, and appeal.

STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

Each student is responsible for being knowledgeable of and acting in accordance with Code of Conduct and Behaviors of Accountability.

1. Students are encouraged to develop the capacity for critical judgment and enga sustained and independent search for truth.

2. The freedom to teach and the freedom to learn are inseparable facets of acader freedom: students must exercise their freedom in a responsible and respectful

3. Each institution has a duty to develop policies and procedures that provide and safeguard the students' freedom to learn.

4. Under no circumstances will a student be discriminated against on the basis of color, creed, national origin, ethnicity, age, gender, marital status, sexual orienta veteran status, disability, or economic status.

5. Students are free to take reasoned exception to the data or views offered in any of study and to reserve judgment about matters of opinion, but they are respon learning the content of any course of study for which they are enrolled.

6. Students have a right to protection through orderly procedures against prejudic capricious academic evaluation, but they are responsible for maintaining standa academic performance established for each course in which they are enrolled.

7. Information about student views, beliefs, political ideation, or sexual orientation instructors acquire in the course of their work or otherwise, should be considere confidential and not released without the knowledge or consent of the student, should not be used as a basis of evaluation.

8. The College has a carefully considered policy as to the information which should part of a student's permanent educational record and as to the conditions of th disclosure.

9. Students and student organizations are free to examine and discuss all question interest to them, and to express opinions publicly and privately.

10. Students are allowed to invite and to hear any person of their own choosing wit institution's acceptable realm, thereby taking the responsibility of furthering the education.

11. The student body has clearly defined means to participate in the formulation an application of institutional policy affecting academic and student affairs, e.g., thi Student Congress membership or representation on faculty committees.

12. The institution has an obligation to clarify those standards of behavior which it essential to its educational mission, its community life, or its objectives and phil

13. Disciplinary proceedings are instituted for violations of standards of conduct. It responsibility of the student to know these regulations. Grievance procedures a available for every student.

14. As citizens and members of an academic community, students have the same fr and obligations as the other members of the community.

15. Students have the right to belong, or refuse to belong, to any organization of th choice.

16. Students have the right to personal privacy to the extent that the welfare and p of others are respected.

17. Adequate safety precautions are provided by the College.

18. Students have a clear mechanism for input into the evaluation of faculty.

HAZING AND BULLYING

Engaging in hazing is a violation of TCCNHS policy. "Hazing" means doing any act or c another, including the person being hazed, to do any act of initiation into any studen organization that causes or creates a substantial risk of causing mental or physical h any person. Bullying, or using aggressive behavior, strength, or influence through an imbalance of power to hurt or harm another is prohibited. This includes bullying via e communication, typically referred to as cyber bullying.

Any student who participates in hazing or bullying is subject to disciplinary action, up including expulsion, pursuant to the Code of Conduct, Title IX, or other applicable pol procedures.

It is also a violation of policy for an administrator, staff, or faculty member to permit t hazing or bullying of any person. TCCNHS employees who observe or otherwise beco aware of either of these behaviors (a) must make a reasonable attempt to prevent it

must immediately report the situation to the appropriate administrator. Incidents inv
students are reported to the Dean of College Support Services. Incidents involving an
employee are reported to the employee's manager. When determining whether this
paragraph has been violated, TCCNHS will consider whether the employee knew or
reasonably should have known of the hazing or bullying and failed to take appropriat

COPYRIGHT

Copyright infringement is the act of exercising, without permission or legal authority,
more of the exclusive rights granted to the copyright owner under section 106 of the
Copyright Act (Title 17 of the United States Code). These rights include the right to re
or distribute a copyrighted work. In the file-sharing context, downloading or uploadir
substantial parts of a copyrighted work without authority constitutes an infringemen

Penalties for copyright infringement include civil and criminal penalties. In general, ar
found liable for civil copyright infringement may be ordered to pay either actual dam
"statutory" damages affixed at not less than $750 and not more than $30,000 per wor
infringed. For "willful" infringement, a court may award up to $150,000 per work infri
court can, in its discretion, also assess costs and attorneys' fees. For details, see Title
United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprison
up to five years and fines of up to $250,000 per offense. For more information, pleas
website of the U.S. Copyright Office at www.copyright.gov, particularly its FAQ section
www.copyright.gov/help/faq.

The College's resources may not be used to support the unauthorized distribution of
copyrighted materials. Copyright infringement is prohibited by The College's Policy or
Academic Integrity and by the Student Code of Rights and Responsibilities. Violations
policies can result in denial of access to The College's computing resources and/or ot
disciplinary action, up to and including separation from The College.

E-MAIL COMMUNICATION

College Responsibilities

1. The College is not responsible for any difficulties that may occur in the proper o
   transmission access of e-mail forwarded to an unofficial e-mail address, and any

problems will not absolve students of their responsibility to know, respond, and
with the content of official communications sent to the students' College e-mail

2. All use of e-mail in regards to content, disclosure, and access of student educati
   records to communicate with students is protected by the Family Educational Ri
   Privacy Act (FERPA) guidelines including all applicable Christ College policies and
   procedures. The College maintains confidentiality of student educational record
   prior written consent to disclose is given by the student.

3. According to Federal Privacy Laws, all College students and employees using the
   College's official student e-mail accounts must comply, adhere to, and maintain
   guidelines and confidentiality of all student educational records in regard to cor
   with Family Educational Rights to Privacy Act of 1974 (FERPA).

4. The College's internal e-mail must be utilized for all e-mail communications outs
   the classroom between student and faculty.

Student Responsibilities

1. It is the student's responsibility to open and read The Christ College of Nursing
   Health Sciences official student e-mails.

2. The College expects all current students will receive, open, read, and act or resp
   all official College e-mails sent in a timely manner, within 2 business days.

3. Students have the responsibility to recognize and expect certain College
   communications may be time-critical such as security alerts, campus closures, I
   alerts, financial aid notifications, registration transactions, faculty instruction, or
   messaging including class status.

4. Students Should Know: Failure to check messages or receive messages due to fu
   mailboxes, auto forwarded e-mail, error in forwarding e-mail, e-mail returned to
   College with "mailbox full" or "user unknown" are not acceptable causes for mis
   College communications sent by e-mail.

5. Students are responsible for maintaining their College e-mail account in order t
   official College communications.

6. The College is not responsible for any difficulties that may occur in the proper o
   transmission or access of e-mail forwarded to an unofficial e-mail address, and
   problems will not absolve students of their responsibility to know, respond, or c
   with the content of official communications sent to the student's College e-mail

Etiquette

1. Treat e-mail messages as any professional communication.

2. Begin by addressing the receiver by the proper title, i.e., Professor or Doctor.

3. Keep messages short and be courteous.

4. Write complete sentences using correct spelling, proper grammar, and punctua

5. State the reason for writing in the subject line.

6. Do not write in all CAPS–it appears that the sender is screaming and is also cons rude. Use only blue or black Times New Roman or Arial font.

7. Remember—the message is an e-mail, not a text, so do not use abbreviations th not pertinent to the course.

8. Read the message carefully and spell check before you hit send.

9. Avoid the use of emoticons (smiley faces). While their use may be appropriate ir informal messages, they are not commonly acceptable in professional commun

10. Never include any confidential information (e.g., passwords) in an e-mail messa

SOCIAL MEDIA POLICY

The purpose of this policy is to provide guidelines to students regarding their use of s media. Social media is internet-based platforms that are highly accessible to others w individuals can generate content and engage in social interactions. Social media platf constantly evolving and include, but are not limited to, Twitter, Facebook, blogs, Snap Instagram, YouTube, LinkedIn, etc.

Students at TCCNHS are expected to adhere to the following social media guidelines:

☐ Use common sense! Remember that little, if anything, is private when posted on so media and you are ultimately responsible for what you post and any consequences tl arise from such postings, whether such consequences are in the personal, profession academic realm.

☐ Think first, post second. Any conduct that could get you in trouble with the College not involved can also result in disciplinary action when social media is being utilized. example, threatening or sexually harassing another student via Twitter or Facebook (subject you to College discipline just as if you engaged in such conduct in person.

☐ Protect confidential, sensitive, and proprietary information. HIPAA guidelines must followed and you must avoid posting or otherwise disseminating protected health

information or other identifiable information related to patients in clinical rotations.

☐ Respect copyright and other intellectual property rights of others.

☐ Do not use the College's logos without prior written permission.

☐ Do not use the College's name to promote a product, cause, opinion, business, or p party or candidate.

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☐ When identifying yourself as a student of TCCNHS, avoid claiming or implying that y speaking on behalf of the College.

☐ Cyberbullying and cyberstalking will not be tolerated at TCCNHS.

Violations of this policy will result in a review of the incident by College officials and m include action under appropriate College discipline processes. Corrective action may verbal or written warning, suspension, dismissal and/or revocation of computer privil TCCNHS. Disciplinary action for conduct that involves social media and that also viola College policies is not precluded by this policy.

STUDENT GOVERNANCE

Updated 5/30/17

Article IX. A. Purpose of the Student Congress

The purpose of the Student Congress is to maintain a spirit of cooperation between t student body and faculty; to improve campus life and promote a sense of community represent the student body in matters that involve faculty and administration.

Article IX. B. Functions of the Student Congress

Based on the purpose of Student Congress, the core functions include:

1. Promote a sense of community within the College, specifically among students.
2. Provide learning and service opportunities.
3. Provide means for communication within the student body.
4. Advocate for the needs and interests of the student body.

5. Organize fundraising activities.

6. Support and promote the mission of the College.

Article IX. C. Membership

All students of The Christ College of Nursing and Health Sciences are general membe
Student Congress and are encouraged to attend meetings. Student Congress Officers
elected by their peers.

1. Nominations for Officers will be accepted during Spring semester, when the call
   nominations is announced via email by the Student Congress Faculty/Staff Advis
   February.

2. Students will be permitted to nominate other students or to self-nominate for C
   positions.

3. To be eligible for an Officer position, students must have completed one full ser
   the College.

4. Have an overall GPA of 2.5.

5. Students nominated for Officer positions, should they accept the nomination, w
   given a designated period to campaign prior to the election.

6. The newly elected Officers will attend a joint meeting of new officers and currer
   in April and will assume office in May following elections and will serve for a one
   term.

IX. E. Requirements of Student Congress Officers

1. In order to maintain their position as Officers, students must:

a. Maintain at least a 2.5 GPA. The Student Congress Faculty/Staff Advisors will check
of all Officers when final grades are posted each semester. Any Officer who does not
at least a 2.5 GPA will be suspended from his or her position until the GPA recovers to
higher.

b. Maintain an active, positive interest in the well-being of The Christ College commun

c. Communicate with peers, administration, faculty, and staff in a professional manne

i. A response to personal emails, and group emails, is expected within 48 business ho

d. Attend Student Congress and College governance meetings as assigned.

i. If unable to attend Student Congress meetings, a written update on the status of all projects must be provided to the Chair via e-mail in advance of the start of the meeti

ii. If unable to attend College governance meetings as assigned, the Chair and Vice Ch be informed in advance so that an alternate Officer may be found to attend instead.

e. Serve the student body and the College in a professional manner.

f. Effectively balance school and personal activities and give the appropriate amount necessary to fulfill Student Congress duties. If unable to fulfill assigned duties, Officer responsible for requesting assistance from the rest of the Board so that duties are no neglected.

g. Only one, the Chair or Vice Chair, can be in their senior year. This will ensure both a serving at the same time while in their last year of school.

   1. The Officers of the Student Congress Board include:

a. Chair

b. Vice Chair

c. Secretary

d. Social and Community Activities Chair(s) (Up to three students can serve as this rol

e. Fundraising Chair

f. Diversity Chair

g. Educational Chair

   1. Students may hold only one Officer position on Student Congress at a time. Ove
      course of their time at the College, they may hold multiple positions if nominate
      elected.

Students elected to Student Congress Officer positions are not permitted to hold an C position in any other student organization.

1. In the event that an Officer steps down from office or becomes ineligible to serv remaining Officers will be responsible for filling the vacancy. The student chose the vacancy will be subject to Faculty/Staff Advisor approval.

Article IX. F. Duties of Student Congress Officers

1. Chair

a. Represent the student body as a member of the Delegate Council.

b. May serve only one year as chair.

c. Will set the meetings dates for each semester. Meetings dates will be sent to the Faculty/Staff Advisors no later than August for Fall semester and November for Sprin semester.

d. Construct and distribute agendas for Student Congress meetings.

e. Preside over Student Congress meetings.

f. Appoint an acting Secretary to document meeting minutes, if the secretary is not pr the meeting.

g. Cast the deciding vote in the case of a tie.

h. Appoint ad-hoc committees as needed to ensure the proper conduct of the busine Student Congress.

i. Follow up with the other Student Congress Officers to assure completion of project fulfillment of duties, recruiting additional assistance as needed.

j. Collaborate with the Faculty/Staff Advisors on the planning and implementation of Congress ideas and proposals.

k. Expedite Student Congress business, considering the rights of all members.

l. Invite all students, faculty, and staff to participate in activities of Student Congress, appropriate.

m. Work with the Student Congress Officers and Faculty/Staff Advisors in planning th financial budget.

1. Vice Chair

a. Represent the student body at Delegate Council meetings in the absence of the Stu
Congress Chair.

b. Attend monthly Student Congress meetings. .

c. Assist the Chair in carrying out Student Congress functions, preside over meetings
absence of the Chair, and provide additional leadership as able.

d. Serve on special ad-hoc committees within Student Congress as needed.

e. Collaborate with Student Congress Faculty/Staff Advisors, Officers, and other appro
individuals when planning special events.

f. Publish a newsletter twice a year, each semester (by the end of August and January
informing students, faculty, and staff of upcoming Student Congress activities and ev

g. Work with the Student Congress Chair, Officers, and Faculty/Staff Advisors in plann
annual financial budget.

1. Secretary

a. Attend monthly Student Congress meetings. If unable to attend a meeting, provide
written update to the Chair on the status of all current projects.

b. Keep accurate minutes and attendance at all Student Congress meetings.

c. Distribute completed minutes via e-mail for review by the Officers and the Faculty/
Advisors before the next meeting.

d. Bring a hard copy of approved minutes to each meeting to be signed by the Chair a
Secretary. Give signed meeting minutes to the Faculty/Staff Advisor.

e. Faculty/Staff Advisors will place the approved minutes on the College share drive a
provide a hard copy to Cheryl Boone.

f. Notify the Chair in advance if unable to attend meetings, so an acting Secretary can
appointed.

g. Have the Student Congress By-Laws and any other pertinent information available meeting.

h. Serve on special ad-hoc committees within Student Congress.

i. Take responsibility for removing all outdated flyers, signs, and newsletters around t College building on a monthly basis.

    1. Social Activities Chair

a. Attend monthly Student Congress meetings. If unable to attend a meeting, provide written update to the Chair on the status of all current projects.

b. Organize committee(s) of Student Congress Officers and other students to help wit and Community Activities, and serve as the chair of said committee(s). As chair, arran plan activities/events focused on building community among the student body, facult staff. The following are the required events:

    1. August- will work with other student groups and Student Success for a welcome event

    2. September - Student Congress events

    3. December- will chair the Adopt a Family event and work with the other student and the Faculty and Staff of the College for successfully implementation.

    4. January - Student Congress events

    5. April- will work with other student groups for an end-of-year event

c. May arrange more College wide events in addition to the above assignments.

d. Present ideas and detailed reports, including estimated budget, at monthly meetin advance of any proposed activities/events.

e. Collaborate with the Faculty/Staff Advisors on the planning and implementation of proposed activities.

i. Faculty/Staff Advisor will complete the Purchase Approval Form (PAF) and submit to Administrative Assistant of Arts and Sciences for final approval and issuance of a che record of reimbursement of funds.

ii. Send the flyer to advertise the event to Faculty/Staff Advisor for approval and print

iii. Take the approved flyers and hang in appropriate places in the College, in alignme the College's policy on signage.

f. Provide information on planned events to the Vice Chair for inclusion in the newsle the beginning of August and January).

g. Publicize planned events throughout the College building with flyers, signs, etc. in alignment with the College's policy on signage.

h. Serve on special ad-hoc committees within Student Congress as needed.

1. Fundraising Chair

a. Attend monthly Student Congress meetings. If unable to attend a meeting, provide written update to the Chair on the status of all current projects.

b. Organize fundraising efforts designed to help raise money for Student Congress ac and events, convening appropriate committee(s) as needed to plan and implement fundraising events (at least two per semester).

c. Brainstorm potential fundraising efforts and present proposals at Student Congres meetings.

d. Work collaboratively with advisor(s) for all TCCNHS merchandise orders. Will have two sales each semester on a variety of days. Merchandise should be available for ev classes for at least one sale per semester.

e. Coordinate all sale events.

f. Submit the idea approved by Student Congress Officers to the Faculty/Staff Advisor

1. Faculty/Staff Advisor will complete the PAF and submit to the Administrative Ass Arts and Sciences for final approval and issuance of a check or for record of reimbursement of funds.

2. Fundraising Chair will work collaboratively with advisor(s) to place the order with approved vendor

3. Fundraising Chair will work collaboratively with advisor(s) obtain the completed merchandise from the vendor, record the inventory, and organize and publicize merchandise sales College-wide.

4. Send the flyer to advertise the sales to Faculty/Staff Advisor for approval and pr

5. Will take the approved flyers and hang in appropriate places in the College, in al with the College's policy on signage.

g. Organize and maintain an accurate inventory of all TCCNHS merchandise ordered, reporting a summary at monthly meetings. An inventory sheet will be maintained and in the inventory closet.

h. Post a current pricing list in the inventory closet for easy access for sales.

i. Report overall progress of the planning and implementation of fundraising efforts a monthly meetings.

j. Include all students, faculty, staff, and alumni in Student Congress fundraising effor appropriate.

k. Provide information on planned events to the Vice Chair for inclusion in the newsle the beginning of August and January).

l. Collaborate with the Faculty/Staff Advisors and Student Congress Officers, as neede planning and implementation of proposed fundraising activities.

m. Serve on special ad-hoc committees within Student Congress as needed.

1. Student Diversity Ambassador

a. Attend monthly Student Congress meetings. If unable to attend a meeting, provide written update to the Chair on the status of all current projects.

b. Serve as a student liaison between Diversity and Inclusion Committee and the stud the College.

c. Attend at least three (3) Diversity and Inclusion Committee meetings per year.

d. In collaboration with the Social Chair, plan and coordinate at least one student eve focused on Diversity and Inclusion each year.

e. Report activities of the Diversity and Inclusion Committee to the Student Congress.

f. Provide information on planned events and updates from the Diversity and Inclusic Committee to the Vice Chair for inclusion in the newsletter (by the beginning of Augu

January).

g. Serve on special ad-hoc committees within Student Congress as needed.

    1. Educational Chair

a. Attend monthly Student Congress meetings. If unable to attend a meeting, provide written update to the Chair on the status of all current projects.

b. Organize committee(s) of Student Congress Officers and other students to help wit Educational Activities, and serve as the chair of said committee(s). As chair, sponsor, and plan activities/events focused on building community among educational opport for the student body. The following are the required events:

    1. Student Success Workshops (Science, Math and Writing workshops)

    2. Evolve Super User

Optional Events:

    1. Kaplan NCLEX Success free workshops

    2. Kaplan NCLEX Success Courses hosted at TCCNHS

c. May arrange more College wide events in addition to the above assignments based student's needs and interested as it relates to education and educational success at t College.

d. Present ideas and detailed reports, including estimated budget, at monthly meetin advance of any proposed activities/events.

e. Collaborate with the Faculty/Staff Advisors on the planning and implementation of proposed activities.

i. Faculty/Staff Advisor will complete the Purchase Approval Form (PAF) and submit to Administrative Assistant of Arts and Sciences for final approval and issuance of a che record of reimbursement of funds.

ii. Send the flyer to advertise the event to Faculty/Staff Advisor for approval and print

iii. Take the approved flyers and hang in appropriate places in the College, in alignme the College's policy on signage.

f. Provide information on planned events to the Vice Chair for inclusion in the newsle the beginning of August and January).

g. Publicize planned events throughout the College building with flyers, signs, etc. in alignment with the College's policy on signage.

h. Serve on special ad-hoc committees within Student Congress as needed.

Article IX. G. Meetings

Meetings will be held monthly and as deemed necessary. A meeting calendar will be completed by the Student Congress Officers no later than August for Fall semester m and November for Spring semester meetings. Meetings can be called by the Chair or Faculty/Staff Advisor and may be virtual (held via conference call or e-mail), if needed

Article IX. H. Attendance and Voting

Meeting attendance for Officers is mandatory. If unable to attend a meeting, then a v update must be provided to the Chair in advance. An elected Officer of Student Cong is unable to be present at three (3) meetings per academic year and fails to provide a update for every absence is deemed to have resigned their office. A letter will be sent absent Officer outlining the details of forfeiting the position. This forfeiture letter will be sent by the Chair but may be sent by another Officer as appointed by the Faculty/S Advisors, if needed. If an Officer resigns, the Student Congress Officers and Advisory will elect a new student by majority vote to fill the unexpired term.

Meeting attendance for general student members is voluntary. All students, as gener members of Student Congress, are invited to attend meetings. General student mem voting members of Student Congress and are invited to join the Officers in voting on brought before the Student Congress Board for approval.

Article IX. I. Faculty/Staff Advisors

At least two faculty members or one faculty member and one professional staff mem together serve as the Student Congress Faculty/Staff Advisors. Faculty/Staff Advisors responsible for guiding, coaching, and providing support to the Student Congress thr the academic year. The Faculty/Staff Advisors will:

    1. Organize and coordinate the annual nomination and voting process for new Off

2. Collaborate with the Officers on all proposed Student Congress projects and bu transactions, contact members of administration when necessary, and oversee submission of all necessary paperwork for project completion.

3. Attend Student Congress meetings as able.

4. Approve, print and have stamped all flyers to be posted at the College.

5. Oversee the financial budget and business of Student Congress, in collaboration the entire Board and the Administrative Assistant, Arts & Sciences.

6. Submit all PAFs to Sandy Haungs.

7. Post all approved and signed meeting minutes to the College shared drive and hard copy to Cheryl Boone.

8. Post all Student Congress events on the Blackboard Institutional Calendar.

9. Manage the ordering of all fundraising merchandise.

10. Communicate to all list serves on behalf of Student Congress.

11. Submit the summative yearly report to the Institutional Effectiveness Council.

Article IX. J. Amendments

This Student Congress constitution may be amended by majority vote of the Student Congress Officers.

Article IX. K. Student Congress Money Making Projects

All projects are subject to the discretion of the Faculty/Staff Advisors and the policies Christ College of Nursing and Health Sciences.

CREATION OF NEW STUDENT CLUB AND ORGANIZATIONS

Students are encouraged to initiate the creation of clubs and organizations that can h them develop the leadership skills that will benefit them in their professional endeav that can help create a culture of student engagement throughout the College.

All organizations that are created by students must:

☐ Be aligned with the vision, mission, and the core values of the College.

☐ All organizations that are created by students must adhere to the College's non-discrimination policy as stated in the College Catalog.

☐ Adhere to the College rules and regulations as outlined in the College Catalog, indiv program handbooks, and all other sources of policy within the College.

☐ Operate under the 501-c-3 status of the College, and shall not be separately incorp

☐ Identify at least one member of the faculty, administration, or staff to serve as the moderator.

☐ If a chapter of a national or regional organization, the College club or organization abide by the charter of said organization.

☐ Abide by the College's policies concerning fund raising and financial management.

Procedure for Establishing a New College Club or Organization

Updated 10/17/15

1. Students interested in establishing a new club or organization first should meet Dean of College Support Services to discuss their plans. The Dean of College Sup Services will then provide the students with a Proposal for a New Student Organ (PNSO).

2. Students must complete the PNSO and any requested documentation. If part of national, international, regional, or professional organization, all requested documentation about those groups must be submitted.

3. Students will submit the completed PNSO to the Dean of College Support Servic 90 days of receipt of the PNSO.

4. The Dean of College Support Services will review the PNSO and consult with the College's administration, if necessary.

5. The Dean of College Support Services will make a decision about the creation of organization and will then communicate the decision to the students who prese proposal.

6. Upon approval, the student may begin to establish the new organization.

Procedures for Health Insurance, Background Checks, Drug Testing, and Student Hea Screenings and Immunization Records

HEALTH INSURANCE

Students enrolled in the College are required to carry health insurance and provide p
current personal health insurance coverage to TCCNHS. A student may not participat
course without meeting these requirements. Students who do not comply will not be
to enroll or continue enrollment at The Christ College of Nursing and Health Sciences

BACKGROUND CHECK POLICY

The Christ College of Nursing and Health Sciences has secured the services of Corpor
Screening, a straightforward, integrated, online process for managing and tracking re
from the background check. The collection of this data is conducted by a third party t
privacy. Students have electronic access to their documents and the ability to provide
to the College of Nursing, practicum clinical agencies and to employers.

The results of prior background checks and drug tests that a student received for rea
unrelated to the College are not acceptable for purposes of these policies.

Background checks are to be initiated 90 days (3 months) prior to the beginning of th
semester.

The purpose of this background check policy is to ensure that TCCNHS is preparing st
who will be qualified to enter the nursing field. All new students entering the College
undergo a criminal background check as a condition of enrollment. All returning stud
must submit and satisfactorily complete an annual background check as a condition
continuing enrollment at the College. Clinical agencies may require additional backgr
checks. Clinical agencies, in their sole discretion, have the authority to disallow a stud
being placed at their site based on negative information in a background check. Not l
placed, for whatever reason, will result in the student being unable to complete the c
component of his/her program and, thus, unable to successfully complete his/her co
study at TCCNHS.

The Ohio Board of Nursing (OBN) is prohibited from issuing a nursing license to peop
have pled guilty to, been convicted of, or have a judicial finding of guilt for one of the
following offenses: aggravated murder, murder, voluntary manslaughter, felonious a
kidnapping, rape, aggravated robbery, aggravated burglary, sexual battery, gross sex
imposition, aggravated arson, or a substantially similar law of another state. Therefor
student will have his/her conditional acceptance to TCCNHS automatically revoked if
these crimes appears on a criminal background check. A continuing student will be

automatically dismissed from TCCNHS if one of these crimes appears on a background Pending charges for one of these crimes will also result in revocation or dismissal.

OBN also has the authority to deny licensure to people who have pled guilty to, been convicted of, have a judicial finding of guilt of, have a judicial finding resulting from a no contest to, or a judicial finding of eligibility for intervention in lieu of conviction for the following: (1) any felony (that is not an absolute bar as described in the previous paragraph); (2) a crime involving gross immortality or moral turpitude; (3) a misdeme drug law violation; or (4) a misdemeanor in the course of practice. As such, if a crime into one of these four categories, or any other crimes or pending charges (excluding infractions or violations such as speeding, not wearing a seatbelt, fishing without a lic appear on a background check, a student may have his/her conditional acceptance re or be dismissed from the program. In these circumstances, the College will have discu with the clinical placement sites that it has affiliation agreements with to determine if student will be able to be placed at those locations notwithstanding the negative info on the background check. If no clinical agency agrees to accept the student for a clini placement, the student will have his/her conditional acceptance revoked or will be di from the College. In some situations, and prior to talking with the clinical placement s College may also ask the student for more information regarding the situation that le negative information appearing on his/her background check.

If a student with negative information on a background check is allowed to enroll or his/her program of study at TCCNHS, he/she must understand that, despite being all enroll or continue, the College cannot make any promises or guarantees regarding th student's ability to obtain licensure from the OBN or employment in the nursing field graduation. College faculty and staff will not provide advice on a student's ability to o licensure or employment notwithstanding an adverse background check, and studen not rely on any general information provided by College personnel in that regard. Stu allowed to enroll or continue despite negative information on a background check wi required to sign an acknowledgement that they understand the information in this paragraph.

New students who are having their conditional acceptance revoked or current studer are being dismissed due to negative information on a background check will be notifi such in writing.

Current students have an ongoing duty to report to the College criminal convictions a pending charges that occur while they are enrolled but did not appear on the most re

background check that was performed. Such crimes or pending charges may result in placement and/or dismissal.

DRUG TESTING

Drug testing is required by the College for all students as a condition of enrollment. F comply or achieve a satisfactory outcome will result in the student's admission offer rescinded, and attempts to re-apply to the College in the future will not be considered Students may be drug tested any time due to "reasonable suspicion". Circumstances constitute reasonable suspicion include, but are not limited to, physiological signs of impairment from drugs or a pattern of abnormal behavior. Clinical agencies may req additional drug tests prior to beginning clinical.

Refusal to permit testing will be an automatic dismissal from the College. If the stude drug screen and cannot produce valid prescription documentation that is reviewed a confirmed by Employee Health, the student will be automatically dismissed from the Two (2) dilute drug tests will constitute a failed drug test. Students who are dismissed the College due to a failed drug test will not be permitted to reapply to the College. St will be notified in writing by the Associate Dean of Nursing of the failed drug test.

STUDENT HEALTH SCREENINGS AND IMMUNIZATIONS

All students who are accepted at The Christ College of Nursing and Health Sciences a required to complete a health screening and provide documented immunity to speci diseases as listed below, prior to starting classes as a condition of enrollment. All stud must be current and compliant with each health requirement at all times throughout enrollment with the College.

The medical assessment will take place in the Employee Health / Disability Managem Department, on the campus of The Christ Hospital, Medical Office Building (MOB), Su

The medical assessment includes:

- Urine drug screen
- Review immunization records or draw blood for MMR, Hepatitis B, and Varicella
- Blood test for TB
- Brief physical health examination
- Vision screening

- Flu vaccination (Required October – March, or provide documentation of flu vac
- Tdap vaccination

The College may be required to share a student's information related to background drug tests, health screenings, and immunizations with clinical agencies in order to pla student at that site for a clinical experience. The College can only discuss these matte clinical agencies if the student provides written consent to disclose such information required by the Family Educational Rights and Privacy Act (FERPA). Therefore, student required to complete and sign a consent form so that the College can discuss these r with a clinical agency. If a student refuses to sign this consent, the College will not be share the information with a clinical agency. Without confirmation that a student has successfully completed a background check and drug test and has necessary immuni it is very unlikely that the clinical agency will allow the student to be placed there. Not placed, for whatever reason, will result in the student being unable to complete the c component of his/her program and, thus, unable to successfully complete his/her cou study at TCCNHS.

For protection of privacy, any hard copies of documents related to the above informa be kept in a file that is separate from a student's normal educational file. This separat be kept in a locked file in the Associate Dean of Nursing's office and will be retained fo years following the end of the student's enrollment at TCCNHS. The records will then destroyed in accordance with the College's records and retention procedures.

There are no exceptions to the health insurance, background check, drug testing, hea screening, and immunization requirements.

DRUG AND ALCOHOL POLICIES

Updated 9/28/15

The following outlines the College's policy regarding not only unlawful drug use, but a situations involving students who are under the influence and/or in possession of cor substances, in accordance with the Drug Free Workplace Act of 1988 and the Drug-Fr Schools and Communities Act of 1989.

1. The Christ College of Nursing and Health Sciences seeks to provide an environm which students may experience intellectual, emotional, physical, social, and per: growth. The development of the capacity to make informed decisions about dru including responsible choices about the consumption of alcohol, is a significant

component of personal growth. The responsibility for making informed choices regarding drugs and the use of alcohol rests with everyone in the College.

2. Drug and alcohol education supports all members of the College program to ma informed and responsible decisions about drugs and alcohol. Education has two primary components: first, to provide education for all students and personnel College community regarding the academic, social, legal, and health-related effe drug and alcohol use and misuse; second, to provide access and referral for the assessment of and treatment for individuals with drug and alcohol-related prob is assumed that our commitment to providing education in addition to health co and ongoing support services will be matched by responsible behavior with res alcohol and other drugs.

3. The college drug and alcohol policy applies to all faculty, staff, students, and stu organizations who conduct activities on or off campus. Adhering to this policy is to the success The Christ College of Nursing and Health Sciences comprehensi and alcohol efforts and college mission statement.

4. The Christ College of Nursing and Health Sciences prohibits the illegal use, poss sale, manufacture, or distribution of drugs and alcohol on the school's property part of any of the school's activities. In addition, the misuse of substances that physical or psychological hazards to individuals is prohibited.

5. Alcohol use and illegal drug use is prohibited on the campus of TCCNHS. This in the use of prescription drugs for purposes other than prescribed, and use of prescription drugs prescribed for someone else.

6. It is at the discretion of the Board of Nursing in each state to determine if a stud history of using drugs or alcohol will prohibit them from obtaining a nursing lic

7. If a student is found in violation of these Drug and Alcohol Policies, sanctions wi determined by college administration. These could include but are not limited to warning, parental notification, educational sanction (a required activity that eng student in a positive learning experience), limitations on activities, restitution, p suspension, or dismissal from the College.

8. Please see The Christ College of Nursing and Health Sciences Department of Nu Program Handbook for policies related to drug and alcohol use in the clinical se under the Student Conduct While Providing Nursing Care Policy.

CHEMICAL DEPENDENCY POLICY

Chemical dependency is recognized as a disease for which there is effective treatmen[t] rehabilitation. It is defined as a disease in which a person's consumption of any moo[d] chemical that definitively and repeatedly interferes with that individual's health and/[or] performance. Students who suspect that they may have a chemical dependency prob[lem] even in its early stages, are encouraged to seek diagnosis and to follow through with treatment that may be prescribed by qualified professionals in order to arrest the dis[ease] soon as possible.

1. The Christ College of Nursing and Health Sciences conducts pre-entry drug scre[ening] for all matriculated students.

2. The decision to request diagnosis and accept treatment for chemical dependen[cy is a] personal responsibility of the individual.

3. A student refusing to accept referral for diagnosis or to follow prescribed treatm[ent will] be referred to administrative personnel for disposition in accordance with the C[ollege] Code of Conduct.

4. It is at the discretion of the Board of Nursing in each state to determine whethe[r a] student's history of chemical dependency will prohibit their ability to obtain a n[ursing] license.

Health Risks Associated with Chemical Dependency

☐ All drugs and alcohol can have side effects. Their influences can affect the safety a[nd] wellbeing of the users as well as those around them.

☐ Illicit drugs can interfere with important brain activities including but not limited to coordination, memory and learning. They can also increase the risk of lung cancer, de[stroy] liver cells, initiate severe weight loss and in some cases weaken the immune system. [Users] may also experience abdominal pain, nausea, vomiting, rapid heartbeat irregular bre[athing,] convulsions, and coma. Combining drugs can be fatal.

☐ Alcohol is a central nervous system depressant that is absorbed into the blood stre[am and] transmitted to all parts of the body. Moderate doses reduce physical coordination an[d mental] alertness while larger doses of alcohol drastically impair an individual's ability to func[tion,] sometimes rendering them unconscious. Long term drinking can increase the risk of developing liver and heart disease, circulatory and stomach problems, various forms [of] cancer and causes irreversible brain damage.

☐ For more information about the health risks associated with chemical dependency see www.drugabuse.gov

Rehabilitation Resources for Students with Chemical Dependency

☐ IMPACT Student Assistance Program—1-866-780-0855.

☐ Center for Chemical Addictions Treatment- www.ccatsober.org

o 24 Hour Detoxification Services: CCAT's detoxification program offers 24 hour nursi with a staff that is sensitive to your individual withdrawal symptoms and needs. The a stay for 24 Hour Detoxification is 3-5 days.

o Suboxone- Medication to assist in opiate addiction treatment and withdrawal.

o Short-term Residential Treatment- Focus on Recovery: CCAT's Short-Term Residenti Treatment Program provides individual attention and education to help you focus on recovery. CCAT's trained professionals will educate you on the effects of drug and alc abuse, relapse prevention, HIV/AIDS education, stress management and other areas by chemical dependency. Other sessions include art and recreation, morning meditat spirituality discussions, and more. Based on your needs and progress, a stay generall averages 28 days.

o Strengthening Families Program: CCAT works to rebuild families affected by addicti program. Families will learn how to best support their loved one on his/her path to so After each group meeting, time is set aside for families to visit with their loved one ar the rebuilding process.

☐ Alcoholics Anonymous Cincinnati- www.aacincinnati.org

o Alcoholics Anonymous (AA) is an international fellowship of men and women who h a drinking problem. It is nonprofessional, self-supporting, multiracial, apolitical, and a almost everywhere. There are no age or education requirements. Membership is ope anyone who wants to do something about his or her drinking problem.

o AA membership features person-to-person ("sponsorship) mentoring and educatio anyone seeking help with an alcohol addiction, a 12-step program, and group meetin

☐ Alcoholism Council of the Cincinnati Area (NCADD)- www.alcoholismcouncil.org

o The Recovery Health Access Center (RHAC): RHAC provides information and service including prevention programs, clinical assessments, and treatment referrals to Ham County (Ohio) residents. Trained professionals conduct a detailed screening for alcoh drug use problems, and, when needed, make an appropriate referral within the Ham County Alcohol/Drug Addiction Services network. Clinicians also offer full chemical dependency assessments that are designed to identify the most appropriate care.

☐ Talbert House- www.talberthouse.org

o Adult Behavioral Health: Mental health and substance abuse assessment and treatm programs for adults throughout Greater Cincinnati and surrounding counties. Behavi health professionals focus on the success of each individual through prevention, case management, and outpatient treatment.

o Youth Behavioral Health: Mental health and substance abuse services include preve case management, outpatient treatment and wraparound delivered in the communit schools and residential facilities

o Housing: The housing service line assists transitional youth, adults and families who housing and other support services in scattered sites and designated apartment buil throughout the community. Talbert House offers permanent supportive housing, trai housing and rent vouchers/subsidies. To determine if you are eligible and/or space is available, contact 513-221-HELP (4357)

Legal Sanctions Related to Drugs and Alcohol

The Christ College of Nursing and Health Sciences supports the full enforcement of fe state, and local legal sanctions described in the following pages.

Federal Law

☐ Federal law prohibits, among other things, the manufacturing, distributing, selling a possession of controlled substances as outlined in 21 United States Code, Sections 8(through 971. Depending on the amount, first offense maximum penalties for trafficki marijuana range from up to five years' imprisonment and a fine of up to $250,000 to imprisonment for life and a fine of $4 million. Depending on the amount, first offense maximum penalties for trafficking other controlled substances (e.g., methamphetam heroin, cocaine, cocaine base, PCP, LSD, fentanyl and fentanyl analogue) range from t to life imprisonment and fines range from $2 to $4 million. First offense penalties and

sanctions for the illegal possession of small amounts of controlled substances, includ
marijuana, range from up to one year in prison or a fine of at least $1,000. Penalties a
severe for subsequent offenses.

☐ Convictions for federal drug offenses can also result in the loss of eligibility for fede
financial aid.

State Law, Alcohol

☐ Ohio Revised Code ("O.R.C.") Section 4301.63 provides that no person under the ag
years shall purchase beer or intoxicating liquor. The penalty for a violation may inclu
of not less than $25, but no more than $100 may be imposed. The court may order th
fine be paid by the performance of public work at a reasonable hourly rate establishe
court and shall designate the time within which the public work shall be completed.

☐ O.R.C. Section 4301.631 provides that no underage person can purchase low alcoh
beverages, that no person may furnish low alcohol beverages to an underage person
that no person shall allow underage persons to consume low alcohol beverages on h
property. Punishments for violating O.R.C. Section 4301.631 range from fines of $25 t
and imprisonment up to 30 days.

☐ O.R.C. Section 4301.633 provides that no person shall knowingly furnish any false
information as to the name, age, or other identification of any person under 21 years
for the purpose of obtaining beer or intoxicating liquor for a person under 21 years o
purchase or as a gift. Violation of this law is a misdemeanor of the first degree. The m
penalty is imprisonment for not more than 6 months and a$1,000 fine.

☐ O.R.C. Section 4301.634 provides that no person under the age of 21 years shall kn
show or give false information concerning his name, age, or other identification for th
purpose of purchasing or otherwise obtaining beer or intoxicating liquor in any place
state where beer or intoxicating liquor is sold under a permit issued by the departme
liquor control. Violation of this law is a misdemeanor of the first degree. The maximu
penalty is imprisonment for not more than 6 months and a$1,000 fine.

☐ O.R.C. Section 4301.64 prohibits the consumption of any beer or intoxicating liquor
motor vehicle. Violation of this law is a misdemeanor of the fourth degree. The maxir
penalty is imprisonment for not more than 30 days and a $250 fine.

☐ O.R.C. Section 4301.69(A) prohibits selling beer or intoxicating liquor to a person ur
age of 21 years, or buying it for or furnishing it to such a person. Violation of this law
misdemeanor. The maximum penalty is imprisonment for not more than 6 months a
of not less than $500 and no more than $1,000.

☐ O.R.C. Section 4301.69(E) provides that no underage person shall knowingly posses
consume any beer or intoxicating liquor, in any public or private place, unless he is
accompanied by a parent, spouse, or legal guardian, who is not an underage person,
unless the beer or intoxicating liquor is given for medical or religious purposes. Violat
this law is a misdemeanor of the first degree. The maximum penalty is imprisonment
more than 6 months and a $1,000 fine.

☐ O.R.C. Section 4511.19 prohibits any person from driving a motor vehicle while und
influence of alcohol and/or any drug of abuse. Violation of this law is a misdemeanor
first degree. The maximum penalty is imprisonment for not more than 6 months and
fine, in addition to license suspension and attendance satisfactory completion of a tre
or education program. Penalties for repeat offenders can result in up to 5 years in pr
an increase in fines.

State Law, Drugs

☐ O.R.C. Section 2925.03 provides that no person shall knowingly "traffic" in controlle
substances, including marijuana. Trafficking includes selling, offering to sell, deliverin
distributing, preparing, cultivating, and manufacturing of controlled substances. The
is mandatory fines ranging from $100 to $20,000, depending on offense and drug inv
and mandatory jail sentences ranging from 6 months to 10 years.

☐ O.R.C. Section 2925.11 provides that no person shall knowingly obtain, possess, or
controlled substance. Drug abuse offenses involving amounts of marijuana less than
grams carries a penalty of not more than $150. Possessing larger amounts of marijua
result in more severe penalties up to a mandatory jail term of not more than 8 years
fine of up to $15,000. Drug abuse offenses involving other drugs may result in jail ter
to 11 years and fines of $20,000.

☐ O.R.C. Section 2925.12 provides that no person shall make obtain, possess, or use (
abuse instruments. A first offense can carry a jail term of up to 90 days and fines of $
driver's license suspension for a period of six months to five years.

☐ O.R.C. Section 2925.14 provides that no person shall knowingly use, possess with p
to use, sell, manufacture or advertise drug paraphernalia. Depending upon the facts,
penalty is imprisonment up to 6 months and fines up to $1,000.

☐ O.R.C. Section 2925.31 provides, except for lawful research, clinical, medical, dental
veterinary purposes, no person with intent to induce intoxication or similar effect, sh
obtain, possess, or use a harmful intoxicant. The penalty is fines up to $1,000 and 6 n
jail, plus driver's license suspension for a period of six months to five years.

☐ O.R.C. Section 2925.37 provides that no person shall knowingly possess, make, sell,
deliver counterfeit controlled substances. Depending upon the facts, the penalty can
180 days in jail and a $1,000 fine, and result in a driver's license suspension for a peri
months to five years. Aggravating circumstances can also cause the offense to becom
felony of the fourth degree with prison terms between 6-18 months and a fine up to

Local Law

☐ The City of Cincinnati enforces all the state criminal statutes cited above. In additio
Cincinnati lists some additional sanctions for alcohol and other drug use, including w
limitation, prohibitions against: driving under the influence of alcohol or drugs; posse
and consumption of alcohol while underage; providing alcohol to underage persons;
an open container of alcohol in public places; possession of a controlled substance;
purchasing and consuming low-alcohol beverages by underage persons; using false
representations by underage persons to obtain alcohol; permitting the consumption
alcohol by underage persons at a person's property (including hotel rooms); and host
party where alcohol or drug abuse occurs. Penalties for violation of these local laws i
fines not to exceed $1,000 (plus court costs) and imprisonment for up to six months.

Students Convicted of Possession or Sale of Drugs

A federal or state drug conviction (but not a local or municipal conviction) can disqua
student for Federal Student Aid (FSA) funds. The student self-certifies in applying for a
s/he is eligible; the institution is not required to confirm the reported information unl
has conflicting information.

Convictions only count against a student for aid eligibility purposes (FAFSA question 2
they were for an offense that occurred during a period of enrollment for which the st
was receiving federal student aid—they do not count if the offense was not during su
period, unless the student was denied federal benefits for drug trafficking by a federa

state judge (see drug abuse hold sidebar). Also, a conviction that was reversed, set as removed from the student's record does not count, nor does one received when she juvenile, unless she was tried as an adult.

The chart below illustrates the period of ineligibility for FSA funds, depending on whe conviction was for sale or possession and whether the student had previous offenses conviction for sale of drugs includes convictions for conspiring to sell drugs.)

Possession of Illegal Drugs

Sale of Illegal Drugs

1st Offense

1 year from date of conviction

2 years from date of conviction

2nd Offense

2 years from date of conviction

Indefinite period

3rd Offense

Indefinite Period

Indefinite Period

If the student was convicted of both possessing and selling illegal drugs, and the peri ineligibility are different, the student will be ineligible for the longer period. Schools n provide each student who becomes ineligible for FSA funds due to a drug conviction and conspicuous written notice of his loss of eligibility and the methods whereby he become eligible again.

A student regains eligibility the day after the period of ineligibility ends (i.e., for a 1st offense); or when he or she successfully completes a qualified drug rehabilitation pro that includes passing two unannounced drug tests given by such a program. Further convictions will make him ineligible again.

Students denied eligibility for an indefinite period can regain eligibility after completi[ng]
the following 3 options:

1. Successfully completing a rehabilitation program, as described below, which in[cludes]
   passing two unannounced drug tests from such a program);

2. Having the conviction reversed, set aside, or removed from the student's record [so that]
   fewer than two convictions for sale or three convictions for possession remain [on the]
   record; or

3. Successfully completing two unannounced drug tests which are part of a rehab[ilitation program]
   (the student does not need to complete the rest of the program).

In such cases, the nature and dates of the remaining convictions will determine when [the]
student regains eligibility. It is the student's responsibility to certify that s/he has succ[essfully]
completed the rehabilitation program; as with the conviction question on the FAFSA, [the]
institution is not required to confirm the reported information unless it has conflictin[g]
information.

When a student regains eligibility during the award year, the institution may award Pe[ll,]
TEACH, and Campus-Based aid for the current payment period and Direct Loans for t[he]
period of enrollment.

Standards for a Qualified Drug Rehabilitation Program:

A qualified drug rehabilitation program must include at least two unannounced drug [tests]
and satisfy at least one of the following requirements:

☐ Be qualified to receive funds directly or indirectly from a federal, state, or local gov[ernment]
program.

☐ Be qualified to receive payment directly or indirectly from a federally or state-licens[ed]
insurance company.

☐ Be administered or recognized by a federal, state, or local government agency or c[ourt.]

☐ Be administered or recognized by a federally or state-licensed hospital, health clini[c, or]
medical doctor.

If the institution is counseling a student who will need to enter such a program, the in[stitution]
may advise the student of these requirements. If a student certifies that he has succe[ssfully]

completed a drug rehabilitation program, but the institution has reason to believe th
program does not meet the requirements, the institution must find out if it does befo
paying the student any FSA funds.

TOBACCO POLICY

The Christ Hospital and The Christ College of Nursing and Health Sciences prohibit th
tobacco products (including electronic cigarettes) on its campuses, in its facilities and

Patients, visitors, employees, physicians, students, volunteers, vendors, and contracto
not smoke or use tobacco products (including electronic cigarettes) on the grounds o
Christ Hospital Health Network facilities. This includes all vehicles in parking areas an
hospital vehicles off the property. The Christ Hospital also discourages the use of tob
products (including electronic cigarettes) by employees or visitors on properties adja
hospital properties, to show respect for our neighbors. The administration of the Coll
requests that students refrain from smoking at the foot of driveways and walls in the
surrounding vicinity of the College on Auburn Avenue, as well as smoking near signag
The Christ Hospital or College.

STUDENT TRAVEL POLICY

Updated 1/19/16; Updated 11/15/16; 12/11/17

TCCNHS believes that College-sponsored off campus events involving student transp
and travel ("trips") are a valuable part of a student's learning experience. However, th
raise particular issues and safety concerns, and this policy has been developed to ad
these concerns. This policy applies to following types of College-sanctioned or funded

☐ Curriculum-based/academic trips, including field trips;

☐ Trips sponsored by student organizations;

☐ Service trips; and

☐ Other College-sponsored trips involving student transportation.

For purposes of this policy, "Trip Sponsor" means the faculty member, staff member,
student organization leader responsible for organizing the trip, obtaining approval fo
trip, and supervising the trip. Other faculty/staff members may assist the Trip Sponso
carrying out his or her duties.

This policy does not apply to students driving to outside agencies for clinical experien
Students alone are responsible for this type of transportation. Additionally, this policy
not apply to minor or impromptu activities in the nearby area that may involve stude
transportation (such as a faculty member and small student group traveling to the lo
library), nor does it apply to any type of personal travel to and from the College or un
to the College.

Prior to the Trip

Trip Approval

All trips governed by this policy must be pre-approved by the Dean of College Suppor
Services using the Student Trip Approval Form. The Trip Sponsor should complete the
Trip Approval Form in its entirety and file it at least three (3) weeks in advance of the
the Dean of College Support Services. .

The Student Trip Approval Form may be used for one-time trips or for recurring trips
throughout a semester.

If a trip involves expenses that the Trip Sponsor considers reimbursable by the Colleg
expenses must be described in an attachment to the Student Trip Approval Form.

Trips are approved on the basis of some or all of the following factors: distance, trave
destination, nature of trip, faculty/staff presence, budgetary concerns, and completio
appropriate forms.

Transporting Students

Faculty/Staff Transporting Students

All faculty/staff that provide student transportation on a trip governed by this policy r
authorized by the College to do so. All faculty/staff who anticipate that they may be p
such transportation are encouraged to become authorized drivers at the beginning o
semester, or soon after hire.

Faculty/staff must submit a current driver's license and proof of insurance to the Dea
College Support Services, which will request a Driver Record check on the information
provided. Please allow for processing and review time of approximately three (3) wee
College retains discretion as to whether to grant authorization to transport students.
Driver Record check clears and authorization is granted, the Dean of College Support

and the faculty/staff member should sign the Faculty/Staff Authorization to Transport Students Form.

Faculty/Staff driving authorizations are valid for the duration of employment with TCC unless a violation occurs. Licensure violations must be self-reported to the Dean of C Support Services, within three (3) days of the violation. Driving authorizations are sub revocation at the College's discretion, and failure to self-report violations can result in disciplinary action. The College reserves the right to require additional license checks Driver Record checks.

Completed and signed Faculty/Staff Authorization to Transport Students Forms will b maintained by the Dean of College Support Services until the faculty/staff member is longer employed.

Student Transportation

Student Self-Transportation

In some circumstances, students may be transporting themselves on a trip governed policy. In the event a student travels in any personally owned vehicle or via public transportation for such a trip, the student must complete a Student Self-Transportati Agreement and submit it to the Trip Sponsor prior to the trip. This applies to trips for the student chooses not to use the College-provided transportation as well as trips fc the College does not provide transportation. The Student Self-Transportation Agreem be used for one-time trips or for frequent trips throughout a given semester.

In the event a student is involved in an accident in his/her personal vehicle while tran himself/herself on a trip governed by this policy, the student is responsible for loss or to the vehicle and any bodily injury or property or other liability, and is expected to m appropriate insurance covering damage, liability and medical costs.

Authorized Student Drivers

On some trips governed by this policy, students may be driving other students. TCCN permits student drivers to transport other students on these trips only after a studer authorization as indicated below.

To become an authorized driver a student should initiate the following application pr least three (3) weeks prior to the trip.

☐ Complete the Student Driver Authorization Form and turn it in to the Dean of Colle
Support Services.

☐ Submit a current driver's license and proof of insurance to the Dean of College Sup
Services for copying.

☐ For insurance purposes, the College will obtain a Driver Record check.

The College maintains discretion as to whether to grant approval. If approved, studer
authorizations are valid for the duration of enrollment at TCCNHS unless a violation o
Licensure violations must be self-reported to the Dean of College Support Services wi
three (3) days of the violation. Driving authorizations are subject to revocation at the
discretion, and failure to self-report violations can result in disciplinary action. The Co
reserves the right to require additional license checks and Driver Record checks.

Completed and signed Student Driver Authorization Forms should be maintained by
of College Support Services until the student is no longer enrolled.

Safe and Legal Operation of Vehicles

The following guidelines apply to authorized drivers while on a trip governed by this

☐ Drivers must ensure that they have a valid license to drive.

☐ Under no circumstance will drivers be reimbursed by the College for fines incurred
moving or parking violations.

☐ Under no circumstance will drivers operate a vehicle on trips governed by this polic
the influence of alcohol or other controlled substances.

☐ Drivers must ensure that they are properly insured when operating vehicles.

☐ Personal side trips are not permitted.

☐ In the event of an accident, regardless of the amount of damage or injury, drivers n
contact local law enforcement authorities and an accident report must be obtained. [
must notify the Dean of College Support Services as soon as possible.

Required Forms

All students participating in a trip governed by this policy must complete an Emergen
Contact and Medical Form, sign a Release Form, and give both to the Trip Sponsor pr
trip. For any student under the age of 18, parent/guardian signature(s) will also be re

Prior to departure, the Trip Sponsor should provide the Dean of College Support Serv
a copy of the approved Student Trip Approval Form, completed Emergency Contact a
Medical Forms, and the signed Release Forms. The Trip Sponsor should keep a copy
same documents for the duration of the trip.

Other Pre-Trip Considerations

The following issues must be considered prior to a trip governed by this policy:

☐ Trip Sponsors must meet with those students traveling to discuss the planned itine
behavioral expectations, and transportation details. It should be communicated to st
that the College does not provide medical insurance for any student's participation in
and that students will be responsible for any medical costs they incur during and/or a
result of the trip.

☐ Students will be held to the standards of conduct found in the College Catalog and
College policies while participating in trips governed by this policy and may be discipl
accordingly.

☐ Students who do not turn in the proper forms, or meet other pre-requisites for a tr
not be permitted to go on the trip.

☐ If the trip includes overnight accommodations, students of the same gender shoul
together, and faculty/staff members will not room with students.

☐ College administrators may cancel trips governed by this policy for any reason it de
necessary, including, but not limited to, inclement weather conditions, travel advisori
emergencies, budgetary concerns, etc.

☐ Except with the permission of the Dean of College Support Services obtained in adv
one other than College students and faculty/staff may participate in trips governed b
policy.

During the Trip

Emergencies and Incident Reporting

This section contains guidelines to follow in case an incident or emergency occurs on Reactions to incidents and emergencies will and do vary depending upon the circums Trip Sponsors and other faculty/staff members should use their judgment of how to handle an incident or emergency situation. In addition to these guidelines, Trip Spons want to develop, and communicate to students, trip-specific safety precautions as appropriate.

If someone on the trip requires medical attention:

☐ Taking into consideration the extent of the injury or illness, make certain that the s faculty/staff receives the required medical attention.

☐ For injuries or illnesses that are more than minor in nature, report the situation to of College Support Services.

☐ For injuries or illnesses that are more than minor in nature, complete a Student Tri Incident Report Form and turn into the Dean of College Support Services as soon as reasonably possible.

If a student egregiously violates College policy (as determined by the Trip Sponsor an other faculty/staff member in attendance) or is arrested:

☐ Report the incident to the Dean of College Support Services.

☐ Complete a Student Trip Incident Report Form and turn into the Dean of College Su Services as soon as reasonably possible.

Other serious incidents, where, at the very least, the situation should be reported to of College Support Services. The report should be shared with the Associate Dean of Compliance, as needed, for inclusion in the College's Annual Security Report. A Stude Incident Report Form should be completed and turned in as soon as reasonably poss include:

☐ Crimes committed by or against someone on the trip

☐ Recurring alcohol abuse

☐ Someone on the trip goes missing

☐ Natural disasters affecting those on the trip

☐ Any incident requiring an emergency medical response or involvement of law enfor

☐ Any incident involving a significant violation of College policy

☐ Any incident could require the use of significant College resources to address or re

☐ Any other crises involving the immediate well-being of those on the trip

Other Trip Considerations

The following issues should also be considered during a trip governed by this policy:

☐ If there will be expenses approved for reimbursement by the College, Trip Sponsor
responsible for obtaining and keeping all necessary invoices, receipts, etc. throughou
trip.

☐ Student must attend all scheduled events and activities. Permission to leave the gro
not attend a scheduled event or activity must be received from the Trip Sponsor.

☐ Students are responsible to arrive on time at all scheduled activities and events as
by the Trip Sponsor and/or on a distributed itinerary.

☐ The Trip Sponsor, faculty/staff, and students are responsible for all expenses they
personally incur outside that authorized by the College as a reimbursable expense.

☐ Travelers will be held financially responsible for any damages, liability or losses to
property that result from their misconduct (e.g., damages to hotel rooms, theft of hot
etc.).

☐ If the overnight accommodations are for more than one night or recurrent (i.e. yea
year at the same hotel, even if for one night each time), faculty/staff, and students wi
the following specific information to the Dean of College Support Services by the Trip
Sponsor/Trip Leader: the room number(s), floor number(s), possible access areas (ha
stairs, elevators, lobby, parking lot) and specific dates and times of use. The Dean will
completed document(s) to the Associate Dean of Compliance for use in retrieving info
for required non-campus property crime reporting. Information must be submitted o
Student Travel Non-Campus Property Form.

Documents

The following documents should be maintained by the Trip Sponsor and the Dean of Support Services during the trip:

☐ The approved Student Trip Approval Form

☐ Signed student Release Forms

☐ Signed Student Self-Transportation Agreements, if any

☐ Student Emergency Contact and Medical Forms

☐ This Student Travel Policy

☐ Student Travel Non-Campus Property Form.

Following the Trip

Reimbursement of Expenses

Those seeking reimbursement for approved trip expenses should confer with the Dean College Support Services.

Retention of Documents

The following documents should be maintained by the Dean of College Support Servi three (3) years after completion of the trip:

☐ The approved Student Trip Approval Form

☐ Signed student Release Forms

☐ Signed Student Self-Transportation Agreements, if any

☐ Completed Student Trip Incident Report Forms, if any

SERVICE ANIMAL POLICY

It is the policy of The Christ College of Nursing and Health Sciences that service anima assisting individuals with disabilities are welcomed and generally permitted in all faci on all campuses with the exceptions described below.

The American's with Disabilities Act (ADA) and its amendments define a service anima
dog that is individually trained to do work or perform tasks for an individual with a di
Beginning on March 15, 2011, only dogs are recognized as service animals under Title
III of the ADA. There is a provision regarding miniature horses as services animals, mo
specific assessment factors.

There are instances when a service animal may be restricted. With regards to the coll
there may be possible restrictions of service animals in nursing and health sciences
programs, food services programs, or laboratories that can pose a safety risk. These
exceptions would need to be considered individually to determine whether the dog p
possible danger and if other reasonable accommodations can be provided.

Overall, it is the student's responsibility to ensure the safety and control of the anima
legal access rights are afforded to users of assistance animals, with that comes the
responsibility of ensuring the animal behaves and responds appropriately at all times
public and adheres to the same socially acceptable standards as any individual in the
community.

Types of Service Dogs (Animals):

☐ Guide dog – A carefully trained dog that serves as a travel tool by persons who are
have severe visual impairment.

☐ Hearing dog – A dog who has been trained to alert a person with significant hearing
who is deaf when a sound (e.g., knock on the door) occurs.

☐ Service dog – service dog is a dog that has been trained to assist a person who has
mobility or health impairment. Types of duties the dog may perform include carrying
fetching, opening doors, ringing doorbells, activation elevator buttons, steadying a pe
while walking, helping a person up after the person falls, etc.

☐ Sig dog – A dog trained to assist a person with autism. The dog alerts the partner to
distracting repetitive movements common among those with autism that may have p
with sensory input and needs the same support services from a dog that a dog might
person who is blind or deaf.

☐ Seizure respond dog – A dog trained to assist a person with a seizure disorder; how
serves the person depends on the person's needs. The dog may stand guard over the

during a seizure, or the dog may go for help. A few dogs have somehow learned to p[...]
seizure and warn the person in advance.

☐ Therapy and Companion Animals are not generally covered under the ADA. Howev[...]
animal is specifically trained to perform tasks of the owner, the requests will be eval[...]
a case by case basis.

Documentation Requirements

The owner of the service animal will be required to meet with the Director of Student[...]
Requests are handled through the regular accommodation process. The following[...]
information is required for documentation purposes:

☐ Health records – The animal must have a health statement, including vaccinations [...]
licensed veterinarian dated within the past year. Generally, legitimate assistance anin[...]
well groomed and receive excellent veterinary care, including an annual checkup. A[...]
veterinarian's statement within the past 12 to 15 months as to good health is necessa[...]
Preventative measures should be taken at all times for flea and odor control.

☐ Minimum training standards – Verification that the animal has been individually tra[...]
provide the service/assistance to meet the needs of the student/handler.

☐ Identification – It is recommended that the animal wear some type of commonly re[...]
identification symbol, identifying the animal as a working animal, but not disclosing d[...]

Control Requirements

☐ The animal should be on a leash when not providing a needed service to handler.

☐ The animal should respond to voice commands at all times, and the handler shoulc[...]
full control of the animal.

☐ To the extent possible, the animal should be as unobtrusive to other students and[...]
learning environment as possible.

Consequences for Behavior – When a service animal is determined out of control as [...]
by students, staff, or administration, the infraction will be treated on an individual ba[...]
animal poses a threat to the safety of other students, Christ Hospital Safety and Secu[...]
be part of the collaboration team to determine the outcome of the behavior. Conseq[...]
may include but not be limited to muzzling a barking animal, refresher training for bc[...]

animal and the owner, or exclusion from college facilities. If the service animal is excl
from the college, this does not apply to the owner who is welcome to continue at the
without the service animal.

Pubic Etiquette by Services Animals

To the extent possible, the animal should not:

☐ Sniff people or the personal belongings of others.

☐ Display any behaviors or noises that are disruptive to others unless art of the servi
provided to the owner.

☐ Engage in personal grooming in public settings.

☐ Block an aisle or passageway for fire egress.

Public Etiquette to Student with Animal

General public should avoid:

☐ Petting a service animal as it may distract them from the task at hand.

☐ Feeding the service animal.

☐ Deliberately startling a service animal.

☐ Separating or attempting to separate an owner/handler from his/her service anima

☐ Hesitating to ask a student if she/he would like assistance if there seems to be conf

CONFLICTING DISABILITIES

It is common for a person to have a disability the precipitates an allergic reaction to a
Persons making an asthmatic/allergy/medical complaint are directed to the Student S
Department. The person making the complaint must show medicinal documentation
support the problem as efficiently and expeditiously as possible. In the event the situ
cannot be resolved, the Associate Dean, Compliance/Chief Disability Officer will assis
the grievance procedure.

LEAVE OF ABSENCE

Updated 1/11/16

Leave of absence (LOA) is defined as an absence from the College for a period not ex
one year from the beginning of the last semester in which the student was enrolled. (
For leaves not exceeding one semester, either fall or spring, please see the Non-Cont
Enrollment policy. Leaves of Absence associated with active duty in the US Armed For
addressed by a separate policy, below—Military Leave of Absence.)

Criteria

To be eligible for a Leave of Absence, a student must meet the following criteria:

a. Be a degree-seeking matriculated student having completed one semester at the C

b. Be in good academic standing, as defined in the College Catalog, and passing all co
which you are currently enrolled at the time of the leave. Students on academic prob
not qualify.

c. Be in good financial standing with the College. Students on financial hold do not qu

Process for Obtaining an LOA:

1. Review the LOA policy.
2. Obtain an LOA Form from the Registrar's Office.
3. Schedule an appointment with the following persons to obtain the signatures re
   by the LOA Form:

a. Academic Advisor

b. Director of Admissions and Financial Aid, or designee

c. Bursar, or designee

d. Program Director, where applicable.

1. Make an appointment to meet with the Dean of College Support Services.

a. When meeting with the Dean, the student will submit the completed LOA Form and
the next steps to be taken (including what supporting documentation will need to be
submitted).

Types of LOA:

☐ Compassionate Leave: A student who has experienced a *catastrophic event that significantly impairs completion of a course of study will qualify for a Compassionate catastrophic event may be defined as a one-time extenuating occurrence such as a se illness or injury that requires medical care, or the death of an immediate family mem

☐ Medical Leave: A student who must interrupt enrollment temporarily because of ph psychological illness may request a Medical Leave of Absence from the Dean of Colleg Support Services. The medical or mental health professional who has been providing treatment to the student will, with the student's written consent, confirm in writing th Medical Leave is warranted due to the student's health problem. Students must meet above Leave of Absence criteria and follow the Process for Obtaining a Leave of Abse outlined above. Supporting medical documentation must be dated within 30 days of request for a Medical Leave of Absence.

If LOA is Approved:

☐ The student will be notified in writing by the Dean of College Support Services.

☐ The student should report to the Registrar's Office to drop his/her classes (where applicable) and turn in his/her identification badge and parking card.

☐ All student privileges will be suspended (with the exception of Impact Student Life Assistance), to be reinstated upon the student's return.

☐ Courses taken at other institutions during the student's LOA will not be considered transfer credit.

☐ The appropriate administrative personnel may administratively withdraw the stude his/her coursework, where appropriate. The student will receive a "WA" for Withdraw Administrative on his/her transcript. The student must then repeat the course.

☐ The student should refer to the appropriate program handbook to know and unde what will be expected of him/her upon return from LOA.

☐ The student must plan to meet with his/her Academic Advisor eight (8) weeks prior date of his/her return.

If LOA is Not Approved:

☐ The student will be notified in writing by the Dean of College Support Services.

☐ The student should refer to the College Catalog policy on Withdrawals.

Eight (8) Weeks Prior to Returning from LOA:

1. The student must meet with their Academic Advisor to:

a. Review the revised education plan, degree audit and receive a release to register for classes.

b. Verify that all College and program requirements are satisfied, for example: proof insurance, health records, background checks, etc.

1. The student must communicate with the Registrar to register for classes, as ava (Placement of the returning student will be evaluated by the appropriate admin personnel. The Registrar will notify the appropriate personnel of the change in status.)

Failure to Return from LOA:

☐ Students will receive written notification of an Administrative Withdrawal from the This notification will come from the Dean of College Support Services.

☐ Students who desire to return to the College after the Leave of Absence has expire reapply for admission.

Military Leave of Absence

Any student who is a member of the Armed Forces of the United States and is called duty will be granted a Military Leave of Absence for the period of active duty and one thereafter.

☐ Requests must be accompanied by a copy of military orders indicating the inductio

☐ Upon return from a Military Leave of Absence, the student will be restored to the educational status attained prior to being called to duty without loss of academic cre earned, scholarships or grants awarded, or tuition or other fees paid prior to the commencement of active duty.

☐ Students requiring a Military Leave of Absence should contact the Associate Dean o program in which they are enrolled for additional information.

☐ For additional information regarding Veterans' benefits, contact the Director of Adr and Financial Aid.

PREGNANT AND PARENTING STUDENT POLICY

Added 3/13/2017

A student who foresees any educational issues related to a pregnancy or due to pare responsibilities is strongly encouraged to notify the College as soon as possible. By d the student and College personnel can collaborate and develop an appropriate plan f continuation of the student's education in light of the unique nature of the College's r and health sciences programs and their clinical requirements. Pre-planning can also l particular challenges a student may face while pregnant, when recovering from childl due to parenting obligations (e.g., missed classes, make-up work, etc.). Please note, h that the choice to inform the College of a pregnancy is voluntary, and a student is not required to share this information with the College.

To support the College's commitment to student success, the College clarifies the opt students have when anticipating educational issues related to a pregnancy or due to parenting responsibilities.

If a student voluntarily decides to disclose a pregnancy to the College or is concerned parenting responsibilities may have an impact on class attendance or other education obligations, the student should contact the Chief Compliance Officer. Once contact ha made, the student will have several options, as described below.

1. Continue at the College and Seek Reasonable Adjustments to Educational Oblig.

☐ If a student decides to continue in his/her program and desires to have any adjustr his/her academic program due to pregnancy or parenting responsibilities, the studer through the Chief Compliance Officer will discuss any reasonable adjustments that m implemented with professors, and other needed personnel (program director, acade advisor, etc.). The Chief Compliance Officer may also consult with other College perso determining what, if any, reasonable adjustments are available. Also, while the stude to and encouraged to ask for specific adjustments that are believed to be necessary, College reserves the right to deny specific requests that it determines are not reason

light of the College's programs and the particular circumstances raised by the student situation.

☐ Adjustments that have been agreed upon, if any, will be documented and signed by the student and the Chief Compliance Officer.

☐ The following expectations apply to students who are absent due to pregnancy and issues:

☐ A student will need to provide specific documentation on office letterhead from the student's healthcare provider, including the presence or absence of restrictions, date absence, and release to return to classes after hospitalization due to pregnancy and issues.

☐ Students must communicate any unexpected delays in returning to school to the C Compliance Officer or other key personnel (program director, academic advisor, etc.) possible additional reasonable adjustments can be considered.

1. Request a Leave of Absence

☐ A student may desire to take a leave of absence due to pregnancy or parenting responsibilities, and the Chief Compliance Officer is available to discuss this option w student.

☐ A leave of absence due to pregnancy or parenting responsibilities may be for variou amounts of time depending on a student's particular circumstances. A leave based on pregnancy may be extended if deemed medically necessary by the student's doctor.

☐ Due to the structure of the College's health sciences programs, the timing and/or le a student's leave of absence may result in the student being required to re-take or fir course(s) in a future term.

☐ If taking a leave of absence under this policy, an Education Plan will be discussed ar signed by the student and the Chief Compliance Officer or Dean of College Support S

1. Withdraw from the College

☐ The student may, in his/her sole discretion, determine that he/she must withdraw f College for an indefinite period of time or permanently due to pregnancy or parentin

responsibilities. Normal College withdrawal procedures, and readmission procedures
applicable), apply.

POLICY EXCEPTIONS

The Dean/President may grant policy exceptions based on unusual facts or circumsta
Exceptions must not violate federal, state or local laws or regulations, including gover
rules. In evaluating a request for an exception, the Dean/President will meet the follo
standards:

☐ If there is any question as to whether the exception may implicate federal, state or
laws or regulations, the President and General Counsel must be consulted before the
exception is granted.

☐ Should the facts and circumstances indicate a recurring issue, the Dean/President s
consider revising the policy.

☐ Exceptions to the policies must be documented and maintained by the department
the decision. Policy exception documentation should be maintained for 5 years after
decision is made.

Operations
Last updated: February 11, 2019

The Division of Operations provides leadership, supervision, and budget oversight fo
operational needs of the institution (i.e. building maintenance, space and facilities, sa
security, parking, etc.). The division includes the departments of Institutional Complia
Effectiveness and Constituent Relations.

The purpose of Institutional Compliance and Effectiveness serves to integrate sustai
processes by which the College demonstrates its success in accomplishing its missior
meeting its goals; to serve as the College's stewards by maintaining accountability to
constituents for continuous assessment and quality improvement; and to ensure reg
and compliance obligations are met. The Department of Constituent Relations provid
support to the College community through philanthropic engagement and student, a
and institutional advisory council relations.

Safety and Security

The Christ College of Nursing and Health Sciences is dedicated to the safety of Colleg
students, faculty, and staff. The College works collaborative with the Christ Hospital
department of Safety and Security whose mission is to promote a safe and secure
environment that is conducive to excellence in patient care. The department carries o
mission by deterring and preventing crime, educating the hospital staff/employees in
aspects of crime prevention and survival awareness, enforcing hospital rules, city ord
and State of Ohio laws and investigating complaints, offense reports, auto accidents a
other unusual or suspicious activity on campus.

EMERGENCY PHONE NUMBERS

Updated 8/28/17

Safety and Security 513-585-2222

Cincinnati Police Department (District 4) 513-352-3576

Cincinnati Fire/EMS 513-352-2381

The Christ Hospital Emergency Services 513-585-2235

Rape Crisis Center (24 hours) 513-381-5610

Poison Control 513-558-5111

ABOUT THE SAFETY AND SECURITY DEPARTMENT

The Christ Hospital Department of Safety and Security is responsible for campus safe
College. Its jurisdiction covers all campus property. Its personnel do not have arrest a
However the Safety and Security Department has a close working relationship with lo
enforcement agencies, including the Cincinnati Police Department, which assist the
Department of Safety and Security when necessary. The College does not have a writ
memoranda of agreement pursuant to which local law enforcement investigate alleg
criminal offenses, but the Cincinnati Police Department, District 4, is notified of all cri
committed on The Christ Hospital Health Network property.

The Christ Hospital Department of Safety and Security is located on B-level of the hos[pital] near Pharmacy. The staff of professional officers is available 24 hours a day, 365 days [a] year. _To reach an officer, dial extention **52222 **from any hospital phone, or **513-[__]-2222** from off campus. Officers in the Safety and Security Department have received [__] police and security training. In extreme emergencies, Safety and Security will contact [__] Cincinnati Police Department to assist.

All incidents involving students, staff, faculty, or administration or that occur on colle[ge] property should also be reported to their direct supervisor or instructor and the Chie[f] Academic Officer. If the incident occurred at a non-TCH clinical location, the person re[porting] the incident should report this to their direct supervisor or instructor and the Dean o[f] Operations immediately.

TCH ESCORT SERVICE

Safety and Security offers an escort service anywhere on hospital property to assure [safe] travel. This service is available seven days a week. To reach the escort service, dial **51[3-__]-5222** or extension **52222** from any hospital or college phone.

CRIME LOG

The Christ Hospital Safety and Security Department maintains a log of all crimes repo[rted.] The crime log is available for the most recent sixty days at any time and is available fo[r] view at the Safety and Security office on 7 North within The Christ Hospital. Requests [for] crime logs older than sixty days will require up to two business days to fulfill.

Added 10/20/15

ANNUAL SECURITY REPORT

Annual Security Report and Disclosure of Crime Statistics

TCCNHS is committed to taking the actions necessary to provide a safe and secure [__] working/learning environment for all students and staff. Members of the campus con[munity] can feel safe and comfortable knowing that security procedures are in place that rep[resent] best practices in the field, and are constantly tested and re-evaluated for their effecti[veness.]

An Annual Security Report (ASR) and annual disclosure of crime statistics will be prep[ared by] the Associate Dean of Compliance in cooperation with local law enforcement authori[ties. It] includes information provided by them as well as by the College's campus security au[thorities.]

and various other elements of the College. Each year an e-mail notification is made to enrolled students that provides the web site to access this report. Faculty and staff re similar notifications. Hard copies of the report may also be obtained at no cost by cor the Senior Executive Assistant to the President.

Reporting Crimes

REPORTING A CRIME OR SERIOUS INCIDENT

The College encourages accurate and prompt reporting of all criminal actions, accide injuries, suspicious activities, or other emergencies occurring on campus to the Depa of Safety and Security and appropriate police agencies even when the victim of a crim not to do so or is unable to make such a report. Such reports should be made as follc

Report the incident to the Safety and Security Department by calling **513-585-2222**. It important that the person reporting the emergency or unusual activity be able to sup much of the following information as possible:

- What is the nature of the emergency or unusual activity? (i.e. fire, assault, auto apparent heart attack, bomb threat, personal attack, theft in progress, suspiciou or vehicle, power outage, natural gas leak, burst pipe, water damage, etc.)
- Are there personal injuries? How many people are hurt?
- What is the exact location of the emergency or suspicious activity?
- Name, telephone number and position (student, employee) of the person makir report?

The College has no officially recognized student organizations with off-campus locatic However, if criminal activity occurs while students are attending school sponsored ev training off campus, the reporting procedures are the same as those stated above.

Students are expected to comply and are held accountable to all nursing and student handbook policies. Please review both handbooks for these policies.

Students who report sexual/physical assault crimes to the Confidential Reporters at I Student Life Assistance will be notified that IMPACT does not disclose their identity to College, but that IMPACT will notify the College that the incident occurred. This proce

help to identify problems and take steps to protect the College community. If the stud
wishes for the incident to be reported to the College, IMPACT will then provide the Co
with a Contact Name, Phone Number, and copy of the incident report for additional c

Following an intake call or disclosure of such an incident later in the counseling proce
IMPACT staff will complete a "Non-Identifying Incident Report" and fax it to the Associ
Dean, Compliance.

OTHER OFFICIALS TO WHOM CRIMES MAY BE REPORTED

Updated 10/17/15, 8/28/17, $^7/_{18}$

The College also has designated other officials to serve as additional campus security
authorities. Reports of criminal activity can also be made to these officials. They in tu
ensure that they are reported to the Department of Safety and Security for collection
of the College's annual report of crime statistics. These additional campus security au
are:

Maureen Schwab, Associate Dean, Compliance

513-585-2055 or Maureen.Schwab@thechristcollege.edu

Peggy Nicholas, Secretary, Administrative,

513-585-2433 or Peggy.Nicholas@thechristcollege.edu

Carolyn Hunter, Dean of Operations/Presidential Liaison

513-585-2068 or Carolyn.Hunter@thechristcollege.edu

Meghan Hollowell, Dean of College Support Services,

513-585-4841 or Meghan.Hollowell@thechristcollege.edu

LeeAnn Ballard, Secretary, Administrative,

513-585-2433 or Leeann.Ballard@TheChristCollege.edu

Kelly Simmons, Dean of Academic, Chief Academic Officer,

513-585-1317 or Kelly.Simmons@thechristcollege.edu

Bradley Jackson, Dean of Enrollment Management,

513-585-0116 or Bradley.Jackson@thechristcollege.edu

MANDATORY REPORTING OF CHILD ABUSE OR NEGLECT

Added 1/15/16

The Christ College of Nursing and Health Sciences is committed to the safety of all in[dividuals] within its community, including employees, students, visitors, and particularly minors [who] come to campus or attend College activities. Minors come to The Christ College of Nu[rsing] and Health Sciences ("College") campus for a variety of reasons. They may visit as pro[spective] students or for other occasions. Whatever the reason for their presence, the College'[s] employees are to be particularly vigilant regarding their safety and security.

Definitions: A "minor" or "child" is defined as any person under the age of eighteen ye[ars] and any person with a physical or mental disability under the age of 21. Minor and ch[ild are] used interchangeably in this policy. For purposes of this policy, the term "employee" a[lso] includes students who are working with minors in a clinical environment or other sim[ilar] situations.

Consistent with Ohio law, it is the College's policy that any employee who knows or h[as] reasonable cause to suspect that a minor has been subjected to abuse or neglect, ma[y be] subjected to abuse or neglect, or faces a threat of abuse or neglect shall immediately [make a] report. "Reasonable cause" does not require that the individual making the observati[on] conduct an investigation prior to making the report of his or her suspicion that a chil[d has] been abused or neglected or is at risk of it.

The College will make every reasonable effort to conduct its investigation of reported [child] abuse or neglect in a manner that protects the confidentiality of the person making t[he] report. However, it may be necessary to disclose details in the course of an investigat[ion] when required by law.

Nothing in this policy is intended to prevent non-employees, such as students and vis[itors] from making a report if they have reasonable cause to suspect that child abuse or ne[glect] occurred or may occur. Employees and students in clinical must follow the policy of t[he] clinical site.

PROCEDURE

1. For immediate danger, call local law enforcement.
2. Reports are to be made to one of the following:

In Cincinnati

Hamilton County Children Services Agency

Child Abuse & Neglect Hotline: 513-241-KIDS (513-241-5437)

In person report: 222 East Central Parkway Hours: 7:30-4:30, Mon-Fri

Cincinnati Police Department

Emergency: 911

Non-emergency: 513-765-1212 **In the state of Ohio**

Ohio's Child Abuse Reporting Hotline

1-855-OH-CHILD (1-855-642-4453) **For reporting to agencies outside the state of O**

Child Abuse Hotline

1-800-4-A-CHILD **In the state of Indiana**

800-800-5556 **In the state of Kentucky**

877-KYSAFE1

To the extent possible, the report should include the following information:

- The names and addresses of the child and the child's parents or the person or p having custody of the child.
- The child's age.
- The nature and extent of the child's injuries, abuse, or neglect (or the threat the is known or reasonably suspected or believed to have occurred, including any e of previous injuries, abuse, or neglect.
- Any other information that might be helpful in establishing the cause of the inju abuse, or neglect (or the threat thereof) that is known or reasonably suspected believed to have occurred.

1. After the report has been made pursuant to Section I, the reporter should prom[...] provide relevant information to the following college official:

Maureen Schwab, Compliance Officer

513-585-2055 or Maureen.Schwab@thechristcollege.edu.

CRIMINAL INVESTIGATIONS

All crimes occurring on TCH grounds should be reported immediately to Safety and S[...]

After being notified of an emergency or suspicious condition on campus, the Safety a[...] Security Department will prepare an offense report on the incident and dispatch offic[...] the scene. If the matter warrants or requires further police intervention, the Cincinna[...] Department will be notified and summoned to the scene to assist with the investigati[...]

Students, staff, and visitors should report criminal actions, accidents, injuries, or othe[...] emergency incidents to one of the campus security authorities identified above. Once[...] reported, the individual making the report will be encouraged to also report it to app[...] police agencies. If requested, a member of the College staff will assist a student in ma[...] report to the police. Anonymous incident reports can also be made.

The College will protect the confidentiality of victims. Only those with a need to know[...] identity for purposes of investigating the crime, assisting the victim or disciplining the[...] perpetrator will know the victim's identity. Moreover, the College will withhold the ide[...] victims in publicly available records, to the extent permitted by law.

Any victim of a crime who does not want to pursue action within the College disciplin[...] system or the criminal justice system is nevertheless encouraged to make a confiden[...] report to a campus security authority. With the victim's permission, a report of the de[...] the incident can be filed without revealing the victim's identity. Such a confidential re[...] complies with the victim's wishes, but still helps the College take appropriate steps to[...] the future safety of the victim and others. With such information, the College can kee[...] accurate record of the number of incidents involving students, determine where a pa[...] crime may be developing and alert the community as to any potential danger. These[...] confidential reports are counted and disclosed in the annual crime statistics for the C[...] There are no formal procedures in place that encourage pastoral and professional cc[...] to inform the persons they are counseling of any procedures to report crimes on a vc[...] confidential basis for inclusion in the annual report.

Additionally, upon written request, the College will disclose to the alleged victim of a
violence (as that term is defined in Section 16 of Title 18, United States Code), or a no
forcible sex offense, the report on the results of any disciplinary proceeding conducte
institution against a student who is the alleged perpetrator of such a crime or offense
alleged victim is deceased as a result of such a crime or offense, the next of kin of suc
shall be treated as the alleged victim for purposes of this paragraph.

Threat Assessment and Response

The President, Dean of Operations, Dean of College Support Services, Dean of Acader
Dean of Enrollment Management, and Associate Dean of Compliance comprise the T
Assessment and Response Team. The College's legal counsel serves as an adviser to t
Other College personnel and outside resources with relevant areas of specialization a
responsibility may be called upon to assist the team, including but not limited Associa
Deans, Director of Safety and Security, law enforcement agencies, medical personnel
outside experts.

As appropriate to the circumstances of a particular situation, the Threat Assessment
Response Team may engage in activities that include, but are not limited to, the follov

1. Receiving reports and gathering and analyzing information regarding acts of vio
   behavior of concern or statements and/or potential threats posed by individual

2. Developing, implementing, and monitoring intervention strategies and manager
   plans, with or without the involvement of other College teams or offices as appr
   that are designed to respond appropriately to statements, behavior and/or
   circumstances that generate concern that an individual may pose a risk of harm
   member of the College community, including but not limited to, incidents of vio
   threatening behavior or statements, unwanted pursuit, stalking, and harassmer

3. Coordinating with appropriate authorities, including law enforcement, medical
   personnel, and other outside agencies, as appropriate.

Confidentiality

All reports under this policy will be handled in a sensitive manner. Information will be
with others only to the extent necessary to assess and manage the situation and in
accordance with state and federal law.

Retaliation

Direct or indirect retaliation against a person for bringing a concern of a threat to the attention of the Threat Assessment and Response Team or for cooperating in the tea inquiry and resolution of a situation is prohibited. This prohibition of retaliation is in regardless of the ultimate outcome of the situation. An individual who engages in ret under this policy will be subject to discipline in accordance with the College Catalog o policies applicable to the issue.

PROCEDURE

All students, faculty and staff should be committed to ensuring the safety and securit campus and workplace environment. As such, anyone who believes that an individua committed or may commit an act of violence, is engaging in behavior or making state that generate concern about the potential for violence, or otherwise may pose a thre health or safety of any member of the College community should call the Safety and Department immediately at 513-585-2222. In case of an emergency, please dial 911.

Individuals should also make a report to one member of the Threat Assessment and Response Team:

Gail Kist-Kline, President

513-585-1414, Gail.KistKline@TheChristCollege.edu

Dr. Meghan Hollowell, Dean of College Support Services

513-585-4841, Meghan.Hollowell@TheChristCollege.edu

Dr. Kelly Simmons, Dean of Academics

513-585-1317, Kelly.Simmons@TheChristCollege.edu

Carolyn Hunter, Dean of Operations

513-585-2068, Carolyn.Hunter@TheChristCollege.edu

Brad Jackson, Dean of Enrollment Management

513-585-0116, Bradley.Jackson@TheChristCollege.edu

Maureen Schwab, Associate Dean of Compliance

513-585-2055, Maureen.Schwab@TheChristCollege.edu

The Associate Dean of Compliance (Dean of Operations in the absence of the Associa
of the Associate Dean of Compliance or designee) will serve as the chair of the Threat
Assessment and Response Team and, in consultation with other College officials as
appropriate, will assess the reported information and determine whether to convene
team.

In cases where an appropriate level of assessment indicates that a report involves a p
who poses a threat to self only, the matter will be referred to the appropriate College
(e.g., student matters will be referred to Impact; employee matters will be referred to
Resources, Employee Health, and supervisor). In cases where available information su
that the person may pose a threat to self and others, the team will remain involved a
involve the other officials listed here as appropriate. In cases where a referral is made
team may be re-involved as necessary and appropriate.

In situations where an individual has concerns about someone's behavior but is unsu
whether such behavior constitutes a "threat" to self or others, the individual should re
information to the Department of Safety and Security and to the Associate Dean of
Compliance to allow the College the opportunity to assess the situation and respond
necessary:

A. **Students**: Concerns about statements and/or behavior of students may be reporte
Associate Dean of Compliance, Maureen Schwab, 513-585-2055, or
Maureen.Schwab@TheChristCollege.edu.

B. **Faculty or Staff**: Concerns about the behavior of faculty or staff may be brought t
employee's manager.

Gail Kist-Kline, President

513-585-1414, Gail.KistKline@TheChristCollege.edu

Faculty and Academic Staff: Dr. Kelly Simmons

513-585-1317, Kelly.Simmons@TheChristCollege.edu

College Support Service Personnel: Dr. Meghan Hollowell

513-585-4841, Meghan.Hollowell@TheChristCollege.edu

Enrollment Management Personnel: Bradley Jackson

513-585-0116, Bradley.Jackson@TheChristCollege.edu

Operations Personnel: Carolyn Hunter

513-585-2068, Carolyn.Hunter@TheChristCollege.edu

THREAT ASSESSMENT AND RESPONSE TEAM ACTIVITIES

Outline of Potential Threat Assessment and Response Team Activities

Different threats require different approaches to responding. The following outline o
potential team activities is intended to provide insight into some of the options that r
among other strategies, be utilized by the team when it is assessing and managing po
threats. It is not intended to be and should not be construed as an all-inclusive or exc
list, a mandatory procedure, or a "checklist." The team will assess and manage each s
in accordance with its best judgment and other applicable College policies, and any o
potential activities listed below may or may not be engaged in, depending on the
circumstances of a particular situation.

The Department of Safety and Security and/or other law enforcement agencies will u
coordinate all action in cases of a violent incident or imminent threat of violence on c

Once information of concern is received by the team, the information will be evaluate
appropriate, representatives from the team will be convened (based on the persons i
and team member availability).

The team, or the Team's Chair or designee, will first determine whether there is an im
threat of harm or other emergency situation that requires immediate intervention. If
team Chair or designee will notify the Department of Safety and Security, may notify
enforcement, seek emergency medical assistance, or take other appropriate measure
address the imminent threat or situation. If not, the team or some portion of the tear
usually conduct an initial screening to determine whether a full inquiry is warranted.
may be times when the student or employee making the potential threat will not be
permitted on campus until an investigation has been conducted.

If the team determines that there is not an emergency or imminent threat of harm, b
full inquiry is warranted, the team will conduct a full inquiry to determine whether th
or situation of concern may pose a threat of violence or other harm. As part of its inq
team may obtain information from multiple sources including, but not limited to, facu
students, family members, or others who may have relevant knowledge or informatic
Community members are encouraged to cooperate fully with and provide informatic
team.

The team will evaluate the information obtained in the course of the inquiry to determ
whether the person or situation in question appears to pose a threat of violence or o
harm.

If the team determines that the person or situation poses a threat of violence or othe
it usually will then develop, implement, monitor, and document a management plan
to intervene and reduce the risk of harm that may be posed by the individual. The
management plan may include, but is not limited to, the following (as circumstances
resources may dictate): release of a timely warning; family/parental notification; law
enforcement intervention; disciplinary review and action; a behavioral contract; volur
referral for mental health evaluation or treatment; mandated psychological assessme
other medical treatment; voluntary or involuntary withdrawal or suspension from the
expulsion or dismissal; modification of the environment or other reasonable
accommodations to mitigate risk; collaboration with the identified alleged target(s) tc
decrease vulnerability; engaging with the person of concern to de-escalate the situati
ongoing monitoring.

If the team determines that the person of concern does not pose a threat, the team r
no action or may opt to monitor the person or situation for a period of time and re-e
the case, as necessary.

Cases handled by the team will generally remain open until a management plan is nc
necessary.

The team will participate in periodic training and conduct periodic assessments of ou
of its management plans and actions taken.

TCH Building Access

Updated 6/6/16; Updated 9/12/16

The Christ Hospital and The Christ College are private institutions and reserve the rig
restrict access and movement on their grounds to staff, students, patients, visitors ar
who are conducting business on site. Students and staff are issued I.D. badges. Your
badge serves as your access card to enter parking lots and hospital and College door:
identify you on the campus and while participating in College activities. All students, f
and staff are to wear their badges whenever on TCCNHS property or engaged in Colle
activities. Persons without an identification badge visible may be asked to identify the
and/or to properly display their badge.

- Student and employee access to the College is by badge only.
- Students may gain entrance with their access card seven days a week from 5:00
  11:00 p.m.
- I.D. badges cannot be transferred to anyone else under any circumstance.
- Students who do not have their badge with them and visitors may be granted a
  into the building from 8-4:30 by the receptionist. Upon entering, they must sign
  wear an identification badge provided at the front desk. Upon exiting, they mus
  and return the identification badge.
- Recurrent failure to utilize and wear an identification badge may result in discip
  action for students and employees.
- The College may be closed to access during extended periods over holiday brea
  These periods will be communicated to students, faculty, and staff via College e

WHAT IF I LOSE MY BADGE?

If you lose your I.D. badge, report it immediately to Safety and Security at x52222. Cu
students needing replacement badges should do the following:

1. Provide the $20.00 payment fee to the Bursar in the Student Accounts Office. St
   will be given a notice of payment receipt which they must bring when obtaining
   new badge. If your badge has been stolen the $20.00 replacement fee will be wa
   documentation such as a police report or written statement from security, can t
   provided.

2. Contact the Analyst, College Systems to schedule an appointment for photo (if r
   and badge reissue. Reissue appointments can be scheduled Monday through Th
   from 8am to 4pm.

Visitors in the Classroom

Added 10/21/15

Visitors, including children, are not allowed in classrooms unless they are enrolled participants in the course. An exception is permitted for classes or courses which exp utilize children as a part of the instructional process. Only registered students and au staff/volunteers may participate in field trips, retreats, or other College authorized tra activities.

Weapons Policy

Added 8/24/15

The Christ College of Nursing and Health Science follows the policy of The Christ Hos related to possession of weapons (policy 1.01.123) on on-campus property. Refer to t administrative policy on the http://mytch.tchhn.com website. The possession, use, or distribution of weapons, explosives or incendiaries shall not be permitted unless spe authorized and to do so would constitute a major infraction. Additionally, anything us threaten, harm, or disrupt the College community including but not limited to, firecra compressed air or spring activated guns, pellet guns, BB guns, paintball guns and kni any type or other items which are deemed threatening by the College are not permitt accordance with state law, signs posted on the College building indicate that "Carryin Weapons is Prohibited on this Property".

"State commissioned law enforcement officers are authorized to retain their firearms visiting the facility or conducting investigations on hospital premises (policy 1.01.123)

Penalties for an Infraction:

• Employees incur disciplinary action which may result in a decision-making leave or discharge.

• Student infraction(s) will be addressed by the code of conduct process and may resu[lt] full range of sanctions including dismissal from the College.

• Visitors are subject to sanctions up to and including a permanent no-trespassing ord[er] College property.

Policy Exceptions:

The Dean/President may grant policy exceptions based on unusual facts or circumsta[nces.] Exceptions must not violate federal, state or local laws or regulations, including gover[nmental] rules. In evaluating a request for an exception, the Dean/President will meet the follo[wing] standards:

• If there is any question as to whether the exception may implicate federal, state or l[ocal laws] or regulations, the President and General Counsel must be consulted before the exce[ption is] granted.

• Should the facts and circumstances indicate a recurring issue, the Dean/President s[hould] consider revising the policy.

• Exceptions to the policies must be documented and maintained by the department [making] the decision. Policy exception documentation should be maintained for 5 years after [the] decision is made.

Parking

Updated 10/31/15

Parking is available to students at an off-site designated area. The fee to park is $200 ($100 fall semester, $100 spring semester, and no fee summer session). Authorized v[ehicles] are issued a parking badge to use the facility.

Shuttle Bus Service

- Parking for Christ College students is provided at the Baldwin Building Garage lo[cated] 655 Eden Park Drive, Cincinnati, OH 45202.

- The TCHHN Safety and Security Department provides shuttle service between th
  Baldwin Garage and the College, Monday through Friday. A schedule of pick ups
  drop offs will be communicated to students prior to the start of each semester.
  hours and for emergencies students and staff can directly contact Safety and Se

**NOTE: Location of student parking is subject to change based on contracted ser
and construction.**

Additional Parking

- Limited parking is available on public streets near campus. Vehicles parked in vi
  of the Cincinnati Parking Authority are subject to a motor vehicle infraction and
  at the owner's expense. The Christ College of Nursing and Health Sciences is no
  responsible for the safety or protection of motor vehicles or their contents.

- Students enrolled in *eligible** evening classes and clinicals may be permitted to
  The Christ Hospital employee parking garage (P3), if space is available. Those st
  who park in the Hospital garage(s) without permission will be subject to tickets i
  The Christ Hospital Health Network's Safety and Security Department. These tic
  should be paid to the Bursar by cash or check. Tickets unpaid at the end of the
  will result in a hold on registration.

*Eligible evening classes and clinicals will be defined and communicated to the stude
to the start of each semester.

VEHICLE ASSISTANCE

Safety and Security is available to assist stranded motorists with vehicle problems on
property. For help, call 513-585-2222 or extension x52222 from any hospital phone.

Posting Signs & Notices on Campus

Revised 8/19/15; Updated 8/17/17; 11/9/17

The main goal of posting signs is to communicate information of importance to the s
population, and to communicate information that is relevant to the entire institution.
posting of signs, notices, and paper communications within and upon The Christ Coll
Nursing and Health Sciences premises and building is restricted to those approved a

described in the Policy on Posting Signs/Notices on Campus. Key points of this policy
only approved signs/notices may be posted. Approvals are to be obtained from the D
College Support Services or the Assistant to the President. Any signage without appro
be taken down. For submission procedures please refer to the Policy on Posting Sign:
on Campus, which can be located in the offices of the Dean of Operations and the As
the President.

College Emergency Procedures

The purpose of these procedures is to increase the protection of lives and property t
collaborative effort with The Christ Hospital Department of Safety and Security, the C
and local fire and police departments.

FIRE PLAN

1. If fire or smoke is discovered, pull the nearest pull station. When you activate ar
   device, it will immediately notify the Cincinnati Fire Division and The Christ Hosp
   Safety and Security Base Station. Notification can also be made internally by cal
   If you smell smoke, contact The Christ Hospital Safety and Security Base Station
   2222 to investigate. When the alarm sounds, evacuate the building immediately
   stairwells.

2. Those with accessibility issues who cannot take the stairs and are on the second
   the building should progress to the accessibility safe zone on the landing on the
   floor in the (front) southwest corner of the building to await rescue assistance.

3. The Registrar, Assistant Registrar, and Front Desk personnel will bring a classroo
   assignment list, and map of the building with them upon exiting. This document
   used for verifying presence outside the building, as needed.

4. Once outside, move to the designated area located on the grass median outside
   college on Auburn Avenue. Do not block the entrances to the building.

5. Keep streets, fire lanes, hydrants, and walkways clear for emergency vehicles ar

6. Do not return to an evacuated building unless permitted to do so by a designate
   official.

EMERGENCY COMMUNICATIONS

1. The telephone and email system is powered by an uninterruptible power source function in case of emergency.

2. Fire alarm systems are connected to an uninterruptible power source and emergency backup generators.

3. Building security systems are connected to an uninterruptible power source and emergency backup generators.

MASS COMMUNICATION OF CRITICAL INFORMATION

1. Faculty, staff, and students will be notified of emergency situations via SchoolMessenger text and phone messaging and Outlook email distribution. It is the student's or employee's responsibility to ensure that the College has permission to send email, text and phone messages to the phone number of their choice. The College must have the correct phone number and phone carrier for the alert message to be sent. Students must check (and update as needed) this information with their advisor at least twice yearly during pre-registration appointments and as changes are made. Faculty and staff must maintain this information in their SONISWeb biographic data file. Students must opt-in with SchoolMessenger to be able to receive text messages.

2. Updates to emergent messages will be placed on the college website as available and appropriate.

3. Administrative Team members or their designees may send emergency messages.

4. Students and Faculty in clinical areas will be notified by clinical faculty phone notification. The faculty member is responsible for notifying students within the clinical setting.

5. All students and personnel are expected to follow the directions of the text, phone, and/or email messages for upmost safety.

All announcements related to the College closing as a result of an emergency or major catastrophic event or severe or inclement weather may be announced in the following locations (NOTE: Students, faculty, and staff are asked to check these locations for updates to determine whether or not the College has officially closed):

- Alert messaging through text, email, and phone.

- Blackboard

- College website "*Home Page*" at www.TheChristCollege.edu

- E-mail distribution lists to all students, faculty, and staff

- College Facebook page
- Local television

DISASTER PLAN

After being notified of disaster by normal procedures, the president of the college an appointee shall:

1. Send information and directions through the mass communication of critical information procedures concerning the emergency including:
   a. Considering cancelling all in-house classes immediately.
   b. Required faculty and staff will report to the employee pool (Admitting wait on C-level) in the hospital.
   c. Students on campus may also report to the employee pool to assist, but h option to return home.
   d. Students already working in the hospital will remain in their areas and awa further instruction.
   e. Students who are off-campus will be notified of instructions following the communication of critical information procedure
2. Send out additional information as needed at a later time.

EVACUATION PLAN

1. Leave the room door open as you leave unless it is a confidential space.
2. Check rooms on either side for occupancy.
3. Check the bathroom closest to you for occupancy.
4. If smoke is present in the nearest stairway, use an alternate.
5. Walk – **DO NOT RUN**. Remain calm.
6. Do not use the elevator. Exits-Use the following exits;

a. Primary: northeast stairway, discharging to the rear driveway.

b. Primary: southwest stairway, discharging along west side of building.

c. Secondary: southwest tunnel, discharging to the hospital first level lobby door, unti emergency equipment arrives.

1. Upon evacuation, proceed to the grassy area in front of the hospital on the wes... Auburn Avenue. Remain there until directed otherwise by Safety and Security p...

LOCKDOWN

1. Go to the nearest room or office and follow the direction of professor or admin...

2. Close the door, lock if possible, or barricade the door with tables, chairs, desk, e... the door window and remove any timetable or room schedule if possible.

3. Close all window blinds or curtains, if possible.

4. Turn off the lights to give the impression that the room is empty.

5. Seek cover under desks or tables; remain low to the ground and away from win... and doors.

6. Remain quiet, as if no one is in the room.

7. Do not answer the door.

8. Call Security at 513-585-2222 and be ready to provide as much information as p...

9. Remain in the secure location until the "All Clear" is received. Lockdown will rem... place until the threat is neutralized.

ACTIVE SHOOTER – CODE SILVER

If you are concerned that a violent incident may occur, but immediate action is not re... contact Safety/Security at 513-585-2222, your department manager, or a professor/administrator.

Code Silver is a serious act of violence or potential violence which poses an imm... threat to staff or students of the college in which a weapon may be involved.

1. If possible flee the area quickly and try to avoid danger. Call 911 and then Call Safety/Security at 513-585-2222.

- Give your location, name and reason for calling.

- Be ready to provide a physical description of the individual:

- If the individual is in a vehicle, attempt to get the vehicle make, model and color... as the license plate number, *if possible, but always maintain your own safety*.

1. If unable to flee the area and/or the aggressor is in the building, go to a safe loc... lock all doors and secure yourself in your space. Refer to Lockdown procedure a...

possible barricade the door and put distance between yourself and the aggres
use of shielding if possible, i.e.: desk, filing cabinet, etc. Remain as calm as possi
Attempt to get the word out to others if possible.

2. As a last resort, if the aggressor is in the immediate area and you cannot escape
   countering strategies by distracting the aggressor to help decrease your chance
   being a target or by confrontation i.e. throwing objects, yelling, etc. These strate
   be presented in ALICE trainings. Contact the school's ALICE-trainer for more info

3. All reported incidents or threats of violence will be taken seriously. Reports will
   investigated promptly and appropriate action taken.

BOMB THREAT – CODE BLACK

1. Notification of a bomb in the facility or on the grounds is usually is made by an
   caller. The person receiving the call should record as much data as possible abo
   call, including:

- Exact words of caller

- Time of call

- Sex of caller

- Speech traits of caller e.g. dialect, ethnic origin, slang, slurred, educated, etc.

- Approximate age of caller

- Location of device

- Detonation time and type of device

- Reason for placement

- Background noises, if discernable

1. Repeat all information to your supervisor. Administration will conduct a threat a
   to determine response.

2. If asked to do so by security or police, search your area for a suspicious or out-c
   package, box, or container. **DO NOT TOUCH IF FOUND!** Report any suspicious i
   your supervisor, security, or police, and exit area.

3. Security or police will order an evacuation if a suspicious object is found. Admin
   will arrange and direct the evacuation of students, faculty, staff, and school visit

4. If a suspicious object is found, the Cincinnati Fire Department will carry out rem
   and/or disarmament procedures. If no object is found, security and Administrat

jointly call off the search and instruct those involved to resume normal operatic

EARTHQUAKE

The actual movement of the ground in an earthquake is seldom the direct cause of d
injury. Most casualties result from falling objects and debris because the shocks can s
damage, or demolish buildings. Earthquakes usually strike without warning. In most c
shock occurs and ends within seconds, which precludes any personal protective actic
the tremor. In any event, if you have time, cover your head and shoulders and try to ⵑ
yourself from falling objects or shattered glass.

Immediate Response Measures – All Personnel

1. Upon detection of shock – remain in place, try to remain calm and think through
   consequences of any action you take. Try to remain calm and reassure others a
   you.

2. If indoors, watch for falling plaster, light fixtures and other objects. Watch out fc
   storage areas, shelves and tall equipment which might slide or topple. Stay awa
   windows and mirrors. If in danger, get under table, desk, bed, or in a corner awa
   windows, or in a strong doorway.

3. Do not attempt to move seriously injured persons unless they are in immediate
   of further injury.

4. If telephones are working, contact Safety/Security Communication Center at 51:
   2222 and report condition of injured persons and damage.

5. Check for fire or fire hazards from broken electrical lines or short circuits.

TORNADO – CODE GRAY

Updated 7/27/16

In the event of a tornado warning or watch, the following plan will be activated based
potential or real threat to students, faculty, staff, administration and visitors. In the ev
SEVERE STORM WARNING or TORNADO WATCH the College will not initiate a respons
event of a TORNADO WARNING, the procedure will be as follows:

1. Students, faculty, and staff will be notified through the mass communication
   procedures, and are expected to move away from windows and glass doorways
   immediately.

2. Everyone will use the stairs and go to the innermost part of the building on the possible floor. The designated areas for the TCCNHS are classrooms B11, B12, a or the tunnel. Do NOT use elevators because the power may fail, leaving you tra

3. Once in the designated area, protect your head and make yourself as small a ta possible by crouching down.

4. Listen for instruction from TCCNHS administration, and do NOT leave the area all clear has been given.

WEATHER EMERGENCY PROCEDURE

TCCNHS takes the position that while the education of all students is vital, where and conditions warrant, the safety of our students, faculty and staff is paramount. As such decision whether the College should close or remain open is based on the overall cor the College community.

In general, however, TCCNHS practice will be to remain open and to conduct busines usual during periods of inclement weather, except as noted in this policy statement. Therefore, students should expect to attend class during inclement weather, unless c directed. If a student believes he/she cannot commute safely between his/her home TCCNHS or clinical site, the student is required to notify his/her instructor.

PROCEDURE FOR CANCELLATION AND CLOSURE

The College will generally base its decision to delay and close/cancel classes on variou criteria, including weather forecasts or other media reports, severity of conditions, ar other environmental or other factors. A general framework for determining to cancel

a. The decision for closing the College will be made by the President of the College or designee, who will coordinate all activities associated with all-weather crisis situations relate to the College.

b. A decision to close or cancel day classes will, under most circumstances, be made as possible, preferably by 5:00 AM the day in question to get the announcement out t media in a timely manner.

c. Major road closures (i.e. interstate highways that lead to the College, including but limited to I-71, I-75, I-74, I-275) within a 50 mile radius due to safety concerns.

d. If the decision is made in the middle of the day regarding evening classes, the decis should be made by noon, if at all possible.

e. On-line courses will be held as scheduled during inclement weather despite closure college, unless otherwise directed.

f. If the College does not close/cancel classes, the College will open for business at the times located at the front desk and in the student handbook.

g. All announcements related to the College closing as a result of inclement weather emergencies will be announced in the following locations (Note: Students, faculty, an are asked to check these locations for updates to determine whether or not the Colle officially closed):

- Alert messaging through text, email, and phone.
- Local television and news media outlets
- College Website Home Page
- Blackboard Home Page Announcements
- Outlook E-mail Distribution Lists to all students, faculty, and staff
- The voicemail of the College front desk

CLOSURE OF THE COLLEGE

Should inclement weather arise or be anticipated that would make it inadvisable to o the College on a given day, the president or designee may, at his/her discretion, close institution. In the event that the College is closed, no classes or extracurricular activiti be held on campus. Closure of the college does not constitute closure of off-campus offerings, such as clinical. Note- please see off-campus offerings section below.

In the event that closure of the College disrupts the design of a particular face-to-face the instructor of the course is responsible for determining the need for a "courses me online" approach. The "courses meet online" approach, if used, will be designed to he class outcomes through online course work (i.e. discussion boards, etc.). Faculty will accommodate students by giving soft due dates to give students time to access the ir and complete assignments.

In the event that closure of the College causes a hybrid course to miss one of its pre- scheduled face-to-face meetings, the instructor of the course has the right to reschec

face-to-face meeting another week using the same time and day of the week.

*Note: While the institution recognizes the need for some students to know as early a possible when classes/clinical are canceled, certain weather patterns or emergencies allow for immediate decision-making. Unless the College has formally announced, it i assumed that all classes and clinical rotations will continue as scheduled. Students, fa and staff who live in remote/rural areas or are otherwise impacted may need to make decisions not to attend classes or clinical rotations based on safety concerns. The Col respects this right, but does not guarantee students' relief in terms of absence or gra

REOPENING OF THE COLLEGE

The College will reopen at the beginning of the first complete shift of the workday immediately following the day(s) of closure unless otherwise directed. In the event th weather improves over the course of the day, the president or designee may, at his/h discretion, reopen the College for evening classes, clinical, and/or activities including hybrid courses that may have a scheduled face-to-face meeting. The decision to reop College should be made by noon the day in question, if at all possible.

OFF-CAMPUS OFFERINGS

Courses held at off-campus locations will be subject to the policies and procedures of governing body (i.e. clinical at The Christ Hospital). The following guidelines will be us considering cancellation of off-campus offerings:

• If clinical sites are open (i.e. hospitals) then clinical will be held according to the norr schedule.

• If faculty cannot attend they must attempt to get coverage or arrange another clinic

• The State of Ohio requires the College to offer the number of clinical hours it advert an individual(s) cannot attend, each student will follow the course syllabus.

• In the event of a level 3 snow emergency in the clinical site's respective county, clini canceled.

Cancellation of TCCNHS-Sponsored Activities or Events in the Absence of College Closure

Should inclement weather conditions arise or be anticipated that would make it inadv conduct a TCCNHS-sponsored activity or event on a date when the College otherwise open, the sponsoring department has the option to cancel or postpone the function.

CIVIL DISTURBANCE

A civil disorder may escalate a minor disturbance to a major riot through the actions a group of individuals who are well organized. The first ingredient is a cause or reaso upsetting the normal routine or committing aggressive action against the college, hos personnel, visitors, or patients.

1. When it has been determined that an individual or group of individuals are on t property on other than official or medically related business, Safety/Security Communication Center should be notified at x52222.

2. Safety/Security personnel shall approach individual(s), if safe to do so, and infor that such activities are not permitted on hospital property and that they must d immediately or they will be considered trespassing.

3. If the individuals do not depart or if approaching the parties involved would jeo the safety of individuals. Notify Safety and Security who will notify the Cincinnat Any instances of picketing, demonstrations or civil disturbances shall immediate reported to the Director of Safety/Security, Administration and Public Relations.

Sex Offender Information

Access of information about registered sex offenders: The campus community may o law enforcement agency information provided by the state of Ohio concerning regist offenders through the Associate Dean, Compliance or at: .

Non-Discrimination and Sexual Misconduct
Last updated: February 11, 2019

Updated on 11/21/16; 9/18/17; 12/13/17

Policy

The Christ College of Nursing and Health Sciences (the "College") is committed to prov[...] environment for work and study free from discrimination on the basis of race, color, [...] national origin, citizenship, religion, ethnicity, age, gender, gender identity, genetics, [...] status, sex, pregnancy, sexual orientation, military or veteran status, disability, or any [...] status protected by local, state, or federal law (collectively, "protected statuses"). This [...] prohibition against discrimination also includes harassment. Harassment of any pers[...] groups of persons based on their protected status is prohibited by the College.

Scope

Updated $^6/_{18}$

This policy applies to all College employees, including staff, faculty, and administrator[...] students; applicants for employment; customers; third-party contractors; and all othe[...] persons that participate in the College's educational programs and activities, includin[...] party visitors on campus and minors (the "College Community"). For the purposes of [...] Policy, individuals are considered to be "Employees" when they are currently being pa[...] College. Individuals are considered to be "Students" after their matriculation fee has [...] paid and recorded until graduation or when they have been withdrawn or dismissed [...] College. The College's prohibition on discrimination, harassment, and sexual miscond[...] extends to all aspects of its educational programs and activities, including, but not lin[...] admissions, employment, academics, and student services.

The College has jurisdiction over conduct covered by this policy occurring on campus [...] or at an official College program or activity (regardless of location), or off campus wh[...] conduct could create a hostile environment on campus. The College will investigate a[...] complaints made under this policy and, if necessary, take action to prevent the recur[...] discrimination or harassment and remedy its effects.

Sexual harassment, sexual misconduct or interpersonal violence involving a minor wh[...] student will be processed consistent with this Policy. Anyone witnessing or otherwise

of a violation of this policy that involves a non-student individual under the age of 18, under the age of 21 and physically or mentally impaired, should refer to the College's Mandatory Reporting of Child Abuse or Neglect Policy. Any observed violations of tha should be reported to the Title IX Coordinator and/or to the Safety and Security Depa and the person in charge of the program. Whether involving a student or non-studen College, the Title IX Coordinator, employees, and/or privileged and confidential resou may be required to report sexual misconduct involving a minor to Hamilton County's & Family Services at (513) 241-KIDS (5437). (Adapted from John Carroll University Sext Harassment and Interpersonal Violence Policy).

Title IX Statement

It is the policy of the College to comply with Title IX of the Education Amendments of its implementing regulations, which prohibit discrimination based on sex in the Colleg educational programs and activities. Title IX and its implementing regulations also pro retaliation for asserting claims of sex discrimination.

The College has designated the following Title IX Coordinator to coordinate its compli with Title IX and to receive inquiries regarding Title IX, including complaints of sex discrimination:

> **Maureen Schwab, Associate Dean of Compliance/Title IX Coordinator 513-5 2055 Maureen.Schwab@thechristcollege.edu**
>
> **Medical Office Building, Office 306.**

The College has also designated the following Deputy Title IX Coordinator to assist th Coordinator in carrying out his or her duties under this policy:

> **Dr. Meghan Hollowell, Dean of College Support Services/Deputy Title IX Coordinator, 513-585-4841 or Meghan.Hollowell@thechristcollege.edu, Mai College Building office 121.**

A person may also file a complaint of sex discrimination with the United States Depar Education's Office for Civil Rights regarding an alleged violation of Title IX by visiting www2.ed.gov/about/offices/list/ocr/complaintintro.html or by calling 1-800-421-3481

Prohibited Conduct

DISCRIMINATION

Discrimination occurs when a person is excluded from participation in, or denied the of, any College program or activity because of the person's protected status. The poli provides a more specific definition of sex discrimination below.

HARASSMENT

Harassment is generally defined as verbal, physical, graphic, or written (including thr electronic media) conduct based on or motivated by an individual's protected status unreasonably interferes with an individual's work or academic performance or create hostile work or educational environment by interfering with or limiting a person's abi participate in the College's educational programs and activities. Such words or condu include, but are not limited to, objectionable epithets, demeaning depictions or treatr and threatened or actual abuse or harm. The policy provides a more specific definitic sexual harassment below.

SEXUAL MISCONDUCT

"Sexual misconduct" is an umbrella term covering sex discrimination, sexual harassm sexual violence, domestic violence, dating violence, and stalking. This term will be use throughout the remainder of this policy and the Complaint Resolution Procedures wh collectively referring to these types of conduct.

Sexual misconduct can occur when the complainant and the respondent are membe same or opposite sex, and the College's prohibition of sexual misconduct applies rega of national origin, immigration status, or citizenship status.

SEX DISCRIMINATION

Sex discrimination occurs when persons are excluded from participation in, or denied benefits of, any College program or activity because of their sex. Sex discrimination c include adverse treatment based on one's sex, as well as the other prohibited condu outlined below. Sex discrimination includes discrimination on the basis of pregnancy, identity, and failure to conform to stereotypical notions of femininity and masculinity

SEXUAL HARASSMENT

Definition of Sexual Harassment

Sexual harassment is unwelcome conduct of a sexual nature and includes sexual adv
for sexual favors, and other verbal, physical, graphic, or written conduct of a sexual n
when:

1. Submission to such conduct is made or threatened to be made, either explicitly
   implicitly, a term or condition of an individual's employment or education

2. Submission to or rejection of such conduct by an individual is used or threatene
   used as the basis for academic or employment decisions affecting that individua

3. Such conduct has the purpose or effect of substantially interfering with an indiv
   academic or professional performance or creating what a reasonable person wo
   perceive as an intimidating, hostile, or offensive employment, or education envi

Examples of Sexual Harassment

- Some examples of sexual harassment include:
- Pressure for a dating, romantic, or intimate relationship
- Unwelcome touching, kissing, hugging, rubbing, or massaging
- Pressure for sexual activity
- Unnecessary references to parts of the body
- Sexual innuendos, jokes, humor, or gestures
- Displaying sexual graffiti, pictures, videos or posters
- Using sexually explicit profanity
- Asking about, or telling about, sexual fantasies, sexual preferences, or sexual ac
- Social media use that violates this policy
- Leering or staring at someone in a sexual way, such as staring at a person's brea
  groin
- Sending sexually explicit emails or text messages
- Commenting on a person's dress in a sexual manner
- Giving unwelcome personal gifts such as flowers, chocolates, or lingerie that sug
  desire for a romantic relationship

- Commenting on a person's body, gender, sexual relationships, or sexual activitie
- Sexual violence (as defined below)

SEXUAL VIOLENCE

Definition of Sexual Violence

Sexual violence is a particularly severe form of prohibited sexual harassment. Sexual includes physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent because of his or her temporary or permanent mental or incapacity, because he or she is below the minimum age of consent in the applicable jurisdiction, or because of his or her incapacitation due to the use of drugs and/or alc Other types of conduct may also constitute sexual violence.

Examples of Sexual Violence

Some examples of sexual violence include:

- Rape or sexual assault: sexual intercourse (anal, oral, or vaginal) by a man or wo upon a man or woman without consent
- The use of force or coercion to effect sexual intercourse or some other form of contact with a person who has not given consent
- Unwilling sexual penetration (anal, vaginal, or oral) or other sexual touching with object or body part that is committed by force, threat, intimidation, or otherwise consent
- Having sexual intercourse with a person who is unconscious because of drug or use
- Hazing that involves penetrating a person's vagina or anus with an object
- Sexual exploitation, which includes, but is not limited to, the following:
- Sexual voyeurism
- Use of the "date rape drug" to effect sexual intercourse or some other form of s contact with a person
- Knowingly transmitting a sexually transmitted disease such as HIV to another pe through sexual activity
- Secretly videotaping or photographing sexual activity where the other party has consented

- Disseminating sexual pictures or videos of another person without consent rega[...] the pictures or videos were obtained with consent
- Prostituting another person

Consent

Lack of consent is a critical factor in determining whether sexual violence has occurre[...] Consent is informed, freely given, and mutually understood. Consent requires an affi[...] act or statement by each participant. Consent is not passive.

- If coercion, intimidation, threats, and/or physical force are used, there is no con[...] person's lack of verbal resistance or submission resulting from the use or threa[...] does not constitute consent.
- If a person is mentally or physically incapacitated or impaired by alcohol or dru[...] that the person cannot understand the fact, nature, or extent of the sexual situa[...] there is no consent.
- Warning signs of when a person may be incapacitated due to drug and/or alcoh[...] include: slurred speech, falling down, passing out, and vomiting.
- If a person is asleep or unconscious, there is no consent.
- A person who is under age in the applicable jurisdiction cannot provide consent[...] sexual activity.
- Consent to one form of sexual activity does not imply consent to other forms of[...] activity.
- Consent to past sexual activity does not imply consent to future sexual activity.
- Dressing in a certain manner does not constitute consent.
- Consent to sexual activity with one person does not constitute consent to engag[...] sexual activity with another.
- Consent can be withdrawn. A person who initially consents to sexual activity is c[...] not to have consented to any sexual activity that occurs after he or she withdra[...] consent.
- Being in a romantic relationship with someone does not imply consent to any fo[...] sexual activity.
- Effective consent may not exist when there is a disparity in power between the [...] (e.g., faculty/student, supervisor/employee).

COERCION

When force or intimidation is used to make someone do something they do not want
This includes physical, emotional, psychological, social, or other threat. This also appl
a person is incapacitated.

INCAPACITATION

The state of being impaired or in a physical or mental state where the person lacks th
to knowingly and deliberately make a choice including if asleep or unconscious. A per
is asleep, unconscious, or involuntarily restrained is incapacitated and cannot give ef
consent.

Indicators of incapacitation include, but are not limited to: outrageous/unusual behav
inability or diminished ability to accurately discern one's environment (who, what, wh
when and/or how); slurred speech; vomiting; severe intoxication; loss of voluntary mo
skills; loss of involuntary motor skills; disjointed speech patterns (unable to follow a
conversation or verbalize complete thoughts); and/or sleepiness that demonstrates a
inability to control one's ability to stay awake. Because incapacitation may be difficult
discern, the person seeking the sexual behavior is strongly encouraged to err on the
caution; i.e., when in doubt, assume the other person is incapacitated and therefore
give effective consent (John Carroll University Sexual Harassment and Interpersonal \
Policy).

DOMESTIC VIOLENCE, DATING VIOLENCE, AND STALKING

The crimes of domestic violence, dating violence and stalking can also constitute sexu
misconduct when motivated by a person's sex. These types of conduct, no matter the
motivation behind them, are a violation of this policy and will be addressed pursuant
Complaint Resolution Procedures below.

Domestic Violence

Ohio law provides a definition of "Domestic Violence" at Section 3113.31 of the Ohio I
Code. Under this statute, domestic violence means the occurrence of one or more of
following acts against a family or household member: (a) attempting to cause or reck
causing bodily injury; (b) place another person by the threat of force in fear of immin
serious physical harm...; © committing any act with respect to a child that would resu
child being an abused child...; (d) committing a sexually oriented offense.

"Family or household member" means any of the following:

(a) Any of the following who is residing with or has resided with the respondent:

- A spouse, a person living as a spouse, or a former spouse of the respondent;
- A parent, foster parent, or a child of the respondent, or another person related consanguinity or affinity to the respondent;
- A parent or a child of a spouse, person living as a spouse, or former spouse of the respondent, or another person related by consanguinity or affinity to a spouse, living as a spouse, or former spouse of the respondent.

(b) The natural parent of any child of whom the respondent is the other natural pare the putative other natural parent.

"Person living as a spouse" means a person who is living or has lived with the respon common law marital relationship, who otherwise is cohabiting with the respondent, otherwise has cohabited with the respondent within five years prior to the date of th occurrence of the act in question.

Dating Violence

"Dating Violence", which is not defined under Ohio law, is characterized by violence committed by a person who is or has been in a social relationship of a romantic or in nature with the victim. The existence of such a relationship shall be determined base reporting party's statement and with consideration of the length of the relationship, t of the relationship, and the frequency of interaction between the persons involved in relationship.

Stalking

Stalking is referred to as "Menacing by Stalking" in Section 2903.211 of the Ohio Revis It is defined as follows:

(A)(1) No person by engaging in a pattern of conduct shall knowingly cause another p believe that the offender will cause physical harm to the other person or cause ment distress to the other person.

(2) No person, through the use of any electronic method of remotely transferring info including but not limited to, any computer, computer network, computer program, o

computer system, shall post a message with purpose to urge or incite another to com
violation of division (A)(1) of this section.

(3) No person, with sexual motivation, shall violate division (A)(1) or (2) of this section.

Terms as used in this section:

(1) "Pattern of conduct" means two or more actions or incidents closely related in tim
whether or not there has been a prior conviction based on any of those actions or ind
...[T]he posting of messages or receipt of information or data through the use of an e
method of remotely transferring information, including, but not limited to, a compute
computer network, computer program, computer system, or telecommunications de
constitute a "pattern of conduct."

(2) "Mental distress" means any of the following: (a) any mental illness or condition th
involves some temporary substantial incapacity; (b) any mental illness or condition th
normally require psychiatric treatment, psychological treatment, or other mental hea
services, whether or not any person requested or received psychiatric treatment,
psychological treatment, or other mental health services.

(7) "Post a message" means transferring, sending, posting, publishing, disseminating,
otherwise communicating, or attempting to transfer, send, post, publish, disseminate
otherwise communicate, any message or information, whether truthful or untruthful,
an individual, and whether done under one's own name, under the name of another,
impersonating another.

Roles and Responsibilities

A. TITLE IX COORDINATOR

It is the responsibility of the Title IX Coordinator to: (1) ensure the College's complianc
Title IX; (2) identify and address any patterns or systemic problems of sexual miscond
the College; (3) coordinate dissemination of information and education and training
programs; (4) receive complaints under this policy; (5) assist members of the College
Community in understanding that discrimination, harassment, and sexual misconduc
prohibited by this policy; (6) answer questions about this policy; (7) ensure that emplo
and students are aware of the procedures for reporting and addressing complaints o

discrimination, harassment, and sexual misconduct; and (8) to implement the Compla[...]
Resolution Procedures or to designate appropriate persons for implementing the Co[...]
Resolution Procedures. The Deputy Title IX Coordinator will assist the Title IX Coordin[...]
carrying out these responsibilities.

B. ADMINISTRATORS, DEANS, DEPARTMENT CHAIRS, AND OTHER MAN[...]

It is the responsibility of administrators, deans, department chairs, and other manage[...]
those that formally supervise other employees) to:

- Inform employees under their direction or supervision of this policy
- Work with the Title IX Coordinator to implement education and training progran[...] employees and students
- Implement any corrective actions that are imposed as a result of findings of a vi[...] of this policy

C. EMPLOYEES

Throughout this policy, the term "employees" includes all faculty, staff, and administr[...]
is the responsibility of employees to review this policy and comply with it.

D. STUDENTS

It is the responsibility of students to review this policy and comply with it.

E. THE COLLEGE

When the College is aware that a member of the College Community may have been[...]
subjected to or affected by conduct that violates this policy, the College will take pro[...]
action, including a review of the matter and, if necessary, an investigation and appro[...]
steps to stop and remedy the discrimination, harassment, or sexual misconduct. The[...]
will act in accordance with its Complaint Resolution Procedures.

Reporting Information

REPORTING FOR VICTIMS

For Those Who Have Experienced Discrimination, Harassment, or Sexual Misconduct

The College encourages any member of the College Community who has experienced discrimination, harassment, or sexual misconduct to make a report to the Title IX Coordinator or the Deputy Title IX Coordinator.

Contact information:

Maureen Schwab, Associate Dean of Compliance/Title IX Coordinator,

513-585-2055 or Maureen.Schwab@thechristcollege.edu

Medical Office Building Office 306

Dr. Meghan Hollowell, Dean of College Support Services/Deputy Title IX Coordinator,

513-585-4841 or Meghan.Hollowell@thechristcollege.edu Main College Building Office 121

The College encourages persons to make complaints of discrimination, harassment, and sexual misconduct as soon as possible because late reporting may limit the College's ability to investigate and respond to the conduct complained of.

EMPLOYEES' DUTY TO REPORT

All College employees have a duty to report discrimination, harassment, and sexual misconduct to the Title IX Coordinator within 24 hours when they receive a report of such conduct, witness such conduct, or otherwise obtain information about such conduct. This includes employees who may have a professional license requiring confidentiality if they are not employed by the College in that professional role. An employee not reporting sexual misconduct as required by this policy may be disciplined accordingly, up to and including termination.

This duty to report does not apply to the confidential resources discussed in the next section. College Community members should be aware that disclosing information about discrimination, harassment, or sexual misconduct to any other employee of the College besides the persons noted in the next section will result in that information being shared with the Title IX Coordinator.

CONFIDENTIAL DISCUSSIONS

If a victim desires to talk confidentially about his or her situation, there are resources
available. Students may have confidential conversations by contacting a counselor th
the IMPACT Student Life Assistance Program. Access to the program is available $^{24}/_{7}$ a
780-0855. An IMPACT counselor will not report details regarding the incident to the C
for investigation without your consent, though they will make a non-identifying repor
information about crimes for inclusion in the College's annual disclosure of crime sta
For more information about the IMPACT counseling services, please contact the Title
Coordinator or Deputy Title IX Coordinator.

Students may also have confidential conversations by contacting Women Helping Wo
at 513-381-5610

CONTENT OF A REPORT

So that the College has sufficient information to investigate a complaint, the complair
include: (1) the date(s) and time(s) of the alleged conduct; (2) the names of all person
involved in the alleged conduct, including possible witnesses; (3) all details outlining v
happened; and (4) contact information for the complainant so that the College may fo
appropriately.

INFORMATION PROVIDED TO COMPLAINANT AND RESPONDENT

A complainant who makes a claim of sexual misconduct to the College will be given a
the document titled "Rights and Options Related to Sexual Misconduct." This docume
provides information about this policy and the Complaint Resolution Procedures use
investigate and resolve complaints of sexual misconduct, options for filing complaint:
the local police, resources that are available on campus and in the community, etc. Tl
respondent will also be given similar information about the process and resources.

CONDUCT THAT CONSTITUTES A CRIME

Any person who wishes to make a complaint of conduct falling under this policy that
constitutes a crime—including sexual violence, domestic violence, dating violence, or
—is encouraged to make a complaint to local law enforcement. If requested, the Coll
assist the complainant in notifying the appropriate law enforcement authorities. In th
of an emergency, please contact 911. A victim may decline to notify such authorities.

VENDORS, CONTRACTORS, AND THIRD-PARTIES

This policy applies to the conduct of vendors, contractors, and third parties. Members [of the] College Community who believe they have been subject to discrimination, harassment [or] sexual misconduct in violation of this policy by a vendor, contractor, or other third party [may] make a complaint in the manner set forth in this section. Likewise, vendors, contractors [or] other third parties can also make a complaint under this policy by contacting the Title [IX] Coordinator.

AMNESTY

The College recognizes that an individual who has been drinking alcohol or using drugs [may] be hesitant to report sexual violence. As such, the College has developed an Amnesty [Policy] that encourages students to report in these instances. In certain prescribed situations [as] outlined in the policy, a student will not be charged with a Code of Conduct violation [under] the College's Alcohol and Drug policy when the student is seeking emergency assistance [for] themselves or a fellow student. The full Amnesty Policy can be found at Amnesty Policy.

BAD FAITH COMPLAINTS

While the College encourages all good faith complaints of discrimination, harassment, [or] sexual misconduct, the College has the responsibility to balance the rights of all parties. Therefore, if the College's investigation reveals that a complaint was knowingly false, [the] complaint will be dismissed and the person who filed the knowingly false complaint may [be] subject to discipline.

EXTERNAL REPORTS

Though individuals with a concern or complaint of conduct falling under this policy are encouraged to attempt to resolve the situation pursuant to the College's policy and C[omplaint] Resolution Procedures, some forms of discrimination complaints can also be filed with [the] U.S. Department of Education's Office for Civil Rights and/or the Ohio Civil Rights Com[mission.]

Retaliation Statement

It is a violation of this policy to retaliate against any member of the College Communi[ty who] reports or assists in making a complaint of discrimination, harassment, or sexual misc[onduct] or who participates in the investigation of a complaint in any way. Persons who believ[e]

have been retaliated against in violation of this policy should make a complaint to the Coordinator or Deputy Title IX Coordinator as described above.

Concerning Complaints

Special Guidance Concerning Complaints of Sexual Violence Including Domestic Violence, Dating Violence, or Stalking

If you are the victim of sexual violence, domestic violence, dating violence, or stalking blame yourself. These crimes are never the victim's fault. When a physical crime of vi has been perpetrated against you, the College recommends that you immediately go emergency room of a local hospital and contact local law enforcement, in addition to a prompt complaint under this policy.

If you are the victim of sexual violence, domestic violence, or dating violence, do ever possible to preserve evidence by making certain that the crime scene is not disturbe Preservation of evidence may be necessary for proof of the crime or in obtaining a pr order. As necessary to preserve evidence, victims of sexual violence, domestic violen dating violence should not bathe, urinate, douche, brush teeth, or drink liquids until a are examined and, if necessary, a rape examination is completed. Clothes should not changed. When necessary, seek immediate medical attention at an area hospital and full change of clothing, including shoes, for use after a medical examination. Rape examinations are available at any UC Hospital Emergency Department or St. Elizabetl Hospital Emergency Department.

It is also important to take steps to preserve evidence in cases of stalking, to the exte evidence exists. In cases of stalking, evidence is more likely to be in the form of letter text messages, social media posts, etc., rather than evidence of physical contact and v

After A Complaint is Made

Once a complaint of sexual violence, domestic violence, dating violence, or stalking is the College, the complainant has several options such as, but not limited to:

- Contacting parents or a relative
- Seeking legal advice

- Seeking personal counseling (always recommended)
- Pursuing legal action against the perpetrator
- Pursuing disciplinary action through the College
- Requesting that no further action be taken
- Requesting further information about the College's policy and procedures for a[ ] conduct of this nature
- Requesting further information about available resources

After a Report Has Been Made

A. Protecting the Complainant

Pending final outcome of an investigation in accordance with the Complaint Resolutio[ ] Procedures, the College will take steps to protect the complainant from further discri[ ] or harassment. This may include assisting and allowing the complainant to change hi[ ] academic, transportation, or work situation, to the extent that the College has contro[ ] these environments, if options to do so are reasonably available and upon request o[ ] complainant. Such changes may be available regardless of whether the victim choose[ ] report the crime to local law enforcement. Requests to change an academic, transpor[ ] or work situation, or for any other protective measure, should be made to the Title IX Coordinator or Deputy Title IX Coordinator. The College will maintain as confidential [ ] accommodations or protective measures provided to the complainant to the extent t[ ] maintaining confidentiality will not impair the College's ability to provide them. If nec[ ] disclose personal information to provide an accommodation or protective order, the [ ] will endeavor to notify the complainant before doing so.

If a complainant has obtained an ex parte order of protection, full order of protectio[ ] other temporary restraining order or no contact order against the alleged perpetrato[ ] criminal, civil, or tribal court, the complainant should provide such information to the [ ] Coordinator or Deputy Title IX Coordinator. The College, in conjunction with The Chris[ ] Hospital Department of Safety and Security, will take all reasonable and legal action t[ ] implement the order.

Particular care will be taken to protect complainant's that are minors. In addition to th
protections available to all complainants, this also includes, but is not limited to, the (
fulfilling any reporting obligations required by law when there is reasonable cause to
that a minor has been subject to abuse (including sexual violence, dating violence, an
domestic violence).

B. Investigation and Confidentiality

All complaints of discrimination, harassment, and sexual misconduct will be promptly
thoroughly investigated in accordance with the Complaint Resolution Procedures, an
College will take disciplinary action where appropriate. The College will make reasona
appropriate efforts to preserve an individual's privacy and protect the confidentiality
information when investigating and resolving a complaint. However, because of laws
to reporting and other state and federal laws, the College cannot guarantee confiden
those who make complaints.

In the event a complainant requests confidentiality or asks that a complaint not be
investigated, the College will take all reasonable steps to investigate and respond to t
complaint consistent with the request for confidentiality or request not to pursue an
investigation. If a complainant insists that his or her name not be disclosed to the alle
perpetrator, the College's ability to respond may be limited. The College reserves the
initiate an investigation despite a complainant's request for confidentiality in limited
circumstances involving serious or repeated conduct or where the alleged perpetrato
pose a continuing threat to the College Community.

The Title IX Coordinator is the person responsible for evaluating requests for confide
The Title IX Coordinator may consult with other appropriate College officials and lega
as necessary.

C. Resolution

If a complaint of discrimination, harassment, or sexual misconduct is found to be
substantiated, the College will take appropriate corrective and remedial action to pre
recurrence of the conduct and correct its discriminatory effects. Students and employ
found to be in violation of this policy will be subject to discipline up to and including v
reprimand, probation, suspension, demotion, termination, or expulsion. Affiliates and
program participants may be removed from College programs and/or prevented fror
returning to campus. Remedial steps may also include counseling for the complainar

academic and work accommodations for the complainant, separation of the parties, training for the respondent and other persons.

Complaint Resolution

Discrimination, Harassment, and Sexual Misconduct Complaint Resolution Pro

Updated 8/2/16

GENERAL PRINCIPLES AND PROCEDURE

A. Applicability

With one exception noted in the next paragraph, these Complaint Resolution Proced apply to the resolution of all reports falling under the Discrimination, Harassment, an Misconduct Policy. They apply to the resolution of complaints against students, facult administrators, staff, and third parties, and they are the exclusive means of resolving complaints of discrimination, harassment, and sexual misconduct at the College. To t extent there are any inconsistencies between these Complaint Resolution Procedure other College grievance, complaint, or discipline procedures, these Complaint Resolu Procedures will control the resolution of complaints alleging violations of the Discrim Harassment, and Sexual Misconduct Policy.

Notwithstanding the previous paragraph, if at any point it becomes known or appare the grievance or concern relates to the College's obligations under Section 504 of the Rehabilitation Act (e.g., to provide reasonable accommodations and physical access t students with disabilities), the grievance or concern will be promptly referred to the A Dean, Compliance (Disability Coordinator), pursuant to the College's Disability-Relate Grievance Procedure. In such cases, the College will conduct a single investigation pu the applicable policy and procedures.

B. Procedural Differences Based on Status of Involved Parties

When a student is involved in a complaint under the Discrimination, Harassment, and Misconduct Policy (as a complainant and/or respondent), the investigation and appea procedures outlined below will govern the complaint. This includes situations involvir employee.

However, the following provisions also apply to situations involving employees:

- The Investigating Officer (as defined in the next section) will consult with Human Resources during the investigation.
- In situations that do not involve a student (e.g., the complainant and the respon both employees), there are no appeal rights and the appeal procedures listed in III are inapplicable.

C. Administration

For purposes of these Complaint Resolution Procedures, "Investigating Officer" mean Title IX Coordinator, or individual(s) designated by the Title IX Coordinator, to investig particular complaint. The Investigating Officer shall have responsibility for administer these Complaint Resolution Procedures. During the course of an investigation, the Investigating Officer may consult with other College administrators, the College's atto other parties as needed.

D. Promptness, Fairness and Impartiality

These procedures provide for prompt, fair, and impartial investigations and resolutio College officials involved in the investigation or appeal process shall discharge their obligations under these Complaint Resolution Procedures fairly and impartially. If an College official determines that he or she cannot apply these procedures fairly and in because of the identity of a complainant, respondent, or witness, or due to any other of interest, another appropriate individual will be designated to administer these pro

E. Training

These procedures will be implemented by College officials who receive annual trainin issues related to discrimination, harassment, sexual violence, domestic violence, dati violence, and stalking and how to conduct an investigation that protects the safety of and promotes accountability.

COMPLAINT INVESTIGATION AND RESOLUTION

Preliminary Information

Timing of the Investigation

The College will endeavor to conclude its investigation and resolution of the complaint [within] thirty (30) calendar days of receiving it, though this timeframe may be extended if nee[ded] based on the circumstances surrounding the complaint. Both the complainant and th[e] respondent will be given periodic updates regarding the status of the investigation. If the complainant or respondent needs additional time to prepare or to gather their w[itnesses] or information, they shall notify the Investigating Officer in writing explaining how mu[ch] additional time is needed and why it is needed. The Investigating Officer shall respon[d to] such request within three (3) days.

Informal Resolution

Informal means of resolution, such as mediation, may be used in lieu of the formal investigation and determination procedure. The following standards apply to any info[rmal] resolution method that is utilized:

- The informal process can only be used with both parties' voluntary cooperation [and] appropriate involvement by the institution (e.g., the Title IX Coordinator).
- The complainant will not be required to "work out" the problem directly with the respondent.
- Either party may terminate the informal process at any time and elevate the co[mplaint] to the formal investigation procedures described below.
- Informal resolution in the form of mediation, even on a voluntary basis, will not [be used] to resolve complaints alleging sexual assault.

Interim Measures

At any time during the investigation, the Investigating Officer may determine that inte[rim] remedies or protections for the parties involved or witnesses are appropriate. These remedies may include separating the parties, placing limitations on contact between [the] parties, suspension, or making alternative class-placement or workplace arrangemen[ts.] Failure to comply with the terms of these interim remedies or protections may consti[tute a] separate violation of the Discrimination, Harassment, and Sexual Misconduct Policy.

Support Person/Advisor

During the investigation process, both a complainant and a respondent may ask a su[pport] person/advisor to accompany him or her at all stages of the process. In cases involvi[ng] multiple complainants or respondents, the support person/advisor cannot be anothe[r]

complainant or respondent. The support person/advisor does not serve as an advoca
behalf of the complainant or respondent, may not be actively involved in any procee
and must agree to maintain the confidentiality of the process. A support person/advi
be removed if he or she becomes disruptive or does not abide by the limitations disc
the previous sentence. Additionally, the College is not required to allow a particular s
person/advisor to be involved in the process if it would cause undue delay of any me
with the Investigating Officer. A support person/advisor will be asked to sign an affirm
that he or she understands his or her role in the process.

Pending Criminal Investigation

Some types of conduct falling under the Discrimination, Harassment, and Sexual Misc
Policy may also constitute criminal conduct. In such instances, the complainant is also
encouraged to file a report with the appropriate law enforcement authorities and, if
requested, the College will assist the complainant in doing so. An ongoing criminal
investigation, however, does not relieve the College of its responsibilities under the la
Therefore, to the extent doing so does not interfere with any criminal investigation, tl
College will proceed with its own investigation and resolution of the complaint.

Rights of the Parties

During the investigation and resolution of a complaint, the complainant and respond
have equal rights. They include:

- Equal opportunity to identify and have considered witnesses and other relevant
  evidence.
- Similar access to all information considered by the Investigating Officer.
- Equal opportunity to review any statements or evidence provided by the other |
- Equal access to review and comment upon any information independently deve
  the Investigating Officer should the Investigating Officer share such information
  other party.
- Equal opportunity to appeal determinations pursuant to Section III, below.

Commencement of a Formal Investigation

Once a complaint is made, the Investigating Officer will commence an investigation o
soon as practicable, but not later than five (5) business days after the complaint is ma
purpose of the investigation is to determine whether it is more likely than not that th

behavior occurred and, if so, whether it constitutes a violation of the Discrimination, Harassment, and Sexual Misconduct Policy. The Investigating Officer will seek to com investigation within ten (10) business days, though this timeframe may be extended i necessary based on the circumstances.

In certain narrow circumstances, the Investigating Officer may commence an investig even if the complainant requests that the matter not be pursued. In such a circumsta Investigating Officer will take all reasonable steps to investigate and respond to the n a manner that is informed by the complainant's articulated concerns

Content of the Investigation

During the investigation, the complainant will have the opportunity to describe his or allegations and present supporting witnesses or other evidence. The respondent will opportunity to respond to the allegations and present supporting witnesses or other evidence. The Investigating Officer will review the statements and evidence presented may, depending on the circumstances, interview others with relevant knowledge, rev documentary materials, and take any other appropriate action to gather and conside information relevant to the complaint. All parties and witnesses involved in the invest are expected to cooperate and provide complete and truthful information.

Investigation Report

At the conclusion of the investigation, the Investigating Officer will prepare a written I The written report will explain the scope of the investigation (including witnesses inte and evidence considered), identify findings of fact, and state whether any allegations complaint were found to be substantiated by a preponderance of the evidence.

Sanctions and Remedial Measures

General

If the written report determines that conduct occurred in violation of the Discriminati Harassment, and Sexual Misconduct Policy, sanctions and remedial measures will be in order to maintain an environment free from discrimination and harassment and to the safety and well-being of the complainant and other members of the College Com Such actions will also include reasonable steps to correct the effects of such conduct complainant and others and to prevent the recurrence of discrimination, harassment misconduct, and/or retaliation.

Types of Sanctions and Remedial Measures

Upon finding that a violation of the Discrimination, Harassment, and Sexual Misconduct occurred, the College may impose any combination of the following sanctions depend aggravating or mitigating circumstances of the case:

- For students, possible sanctions are: assessment of financial penalties, alteratio registration timing and process, blockage of certain class section choices, parkin restrictions, protective orders such as no contact orders, environmental restrict suspension, probation or expulsion.
- For employees, possible sanctions are: assessment of financial penalties, restric access to campus facilities, parking restrictions, protective orders such as no co orders, environmental restrictions, corrective actions, or termination.

Examples of other remedial measures include, but are not limited to: providing coun other support services, mandated training, and the provision of additional education programming for the College Community or a segment thereof.

Deciding Sanctions and Remedial Measures

If an employee respondent is found in violation of the Discrimination, Harassment, a Sexual Misconduct Policy, sanctions will be determined by the appropriate administra collaboration with the Human Resources Department. Such decisions are guided by t Standards of Performance and Conduct.

If a student respondent is found in violation of the Discrimination, Harassment, and S Misconduct Policy, sanctions will be determined by the Chief Academic Officer.

If a third-party respondent is found in violation of the Discrimination, Harassment, a Misconduct policy, sanctions will be determined by the Title IX Coordinator, in consul with other College officials as necessary.

In all situations, the individual deciding sanctions may consult with the Title IX Coordi determining what, if any, other remedial measures may be appropriate based on the circumstances.

Notifying Parties of the Outcome

The complainant and respondent will be notified of the outcome of the investigation two (2) business days of the completion of the Investigation Report and decision rega

sanctions. The parties will each be given a copy of the written report and be informed sanctions and remedial measures being imposed. In certain circumstances, the Famil Educational Rights and Privacy Act (FERPA) may prohibit particular information about sanctions or remedial measures from being shared with the other party. In such circumstances, adjustments to the notification letters will occur as necessary.

Finality of the Investigation Report & Sanctions and Remedial Measures

The written report of the Investigating Officer, and the sanctions and remedial measu imposed (if applicable), shall be final subject only to the right of appeal set forth in Se below.

Special Procedure Concerning Complaints against the President, the Title IX Coordinator, or Other Administrators Ranked Higher than the Title IX Coordina

If a complaint involves alleged conduct on the part of the College's President, the Coll Board of Directors ("Board") will designate the Investigating Officer. Based on the info gathered by the investigation, the Board will prepare and issue the written report det the complaint and, as necessary, implementing any sanctions or remedial measures. determination of the Board is final and not subject to appeal.

If a complaint involves alleged conduct on the part of the Title IX Coordinator or any administrator ranked higher than the Title IX Coordinator, the President will designat Investigating Officer. Based on the information gathered by the investigation, the Pre will prepare and issue the written report determining the complaint and, as necessar implementing any sanctions or remedial measures. The determination of the Preside final and not subject to appeal.

APPEALS

As noted in Section I.B. above, these appeal procedures are only applicable when a st involved as a complainant and/or respondent.

Grounds for Appeal

The complainant or respondent may appeal the determination of a complaint only or following grounds:

- The decision was contrary to the substantial weight of the evidence;

- There is a substantial likelihood that newly discovered information, not availabl[e] time evidence was presented to the Investigating Officer, would result in a diffe[rent] outcome;

- Bias or prejudice on the part of the Investigating Officer or the official imposing punishment; or

- The punishment or corrective action imposed is disproportionate to the offense committed.

Method of Appeal

Appeals must be filed with Carolyn Hunter, Dean of Operation/Presidential Liaison ("A[ppellate] Official") within five (5) business days of receipt of written notification of the resolutio[n] complaint. The appeal should be sent via email to Carolyn.Hunter@thechristcollege.e[du] must contain the following:

- Name of the complainant;

- Name of the respondent;

- A statement of the resolution of the complaint, including corrective action if any[;]

- A detailed statement of the basis for the appeal including the specific facts, circumstances, and argument in support of it; and

- Requested action, if any.

When an appeal has been filed, the non-appealing party will be notified of such in wr[iting] appealing party may request a meeting with the Appellate Officer, but the decision to [grant a] meeting is within the Appellate Officer's discretion. However, if a meeting is granted, [the] other party will be granted a similar opportunity.

Resolution of the Appeal

The Appellate Officer will resolve the appeal within ten (10) business days of receiving [it and] may take any and all actions that he/she determines to be in the interest of a fair and [just] decision. The parties will be notified in writing if the Appellate Officer's decision will ta[ke] longer than 10 business days. The decision of the Appellate Officer is final. The Appel[late] Officer shall issue a short and plain, written statement of the resolution of the appea[l] including any changes made to the Investigating Officer's previous written determina[tion] and/or the sanctions and remedial measures imposed. The written statement shall b[e]

provided to the complainant, respondent, and the Title IX Coordinator within three (3
business days of the resolution.

DOCUMENTATION

Throughout all stages of the investigation, resolution, and appeal, the Investigating O
the Title IX Coordinator, the Deputy Title IX Coordinator, and the Appellate Officer, as
may be, are responsible for maintaining documentation of the investigation and appe
including documentation of all proceedings conducted under these Complaint Resolu
Procedures, which may include written findings of fact, transcripts, and audio recordi

Academic Freedom Statement

While the College is committed to the principles of free inquiry and free expression,
discrimination, harassment, and sexual misconduct are neither legally protected exp
nor the proper exercise of academic freedom.

Prevention Education Statement

Because the College recognizes that the prevention of discrimination, harassment, ar
misconduct is important, it offers educational programming to a variety of groups su
campus personnel; incoming students and new employees participating in orientatio
members of student organizations. Among other elements, such training will cover re
definitions, procedures, and sanctions; the role and identity of the Title IX Coordinato
and positive options for bystander intervention; and risk reduction information, inclu
recognizing warning signs of abusive behavior and how to avoid potential attacks. To
more about education resources, please contact the Title IX Coordinator.