



Research
College of Nursing



2026
2027

**ACADEMIC CATALOG
& STUDENT HANDBOOK**

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General Information

**2110 East Meyer Boulevard
Kansas City, Missouri 64132
(816) 995-2800**

The programs and degree requirements specified in this publication apply to students who commence their studies at Research College of Nursing (RCoN), “the College”, during the academic year 2026-2027 and who remain in continuous enrollment through graduation. This publication is intended for informational purposes only and does not constitute a contract between the College and any student.

The College reserves the right to make changes to degree requirements, course offerings, academic policies, procedures, and other institutional requirements as educational, regulatory, or financial considerations require. Such changes may be implemented during a student’s course of study and will become effective at the time determined by the College.

Students are responsible for understanding and complying with all policies, procedures, and requirements published in this catalog and in other official College communications. Students may choose to follow the academic requirements in effect at the time of their initial enrollment or, when permitted, adopt revised requirements. Students who withdraw and are subsequently readmitted are subject to the program and degree requirements in effect at the time of readmission.

Information contained in this publication regarding academic programs, policies, tuition, financial aid, and institutional procedures is current as of August 1, 2026. This catalog is subject to revision at any time. The most current version is maintained on the College’s official website. When changes occur, the College will communicate updates through official channels, including College-issued email, the Learning Management System, and other designated platforms. Students are expected to regularly monitor these communication channels.

This catalog outlines academic programs and institutional policies. Additional requirements, policies, and procedures may be published in student handbooks, clinical manuals, and other official College documents, which are incorporated by reference.

As a nursing institution, the College must comply with requirements set by clinical partners, licensing bodies, and regulatory agencies. Clinical placement requirements, health and safety standards, and licensure eligibility criteria may change in response to these external requirements and may impact a student’s progression and program completion.

Research College of Nursing is committed to providing an inclusive and equitable environment for all students and employees. The College does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or any other protected status in its educational programs, activities, or employment practices. The College complies with all applicable federal and state non-discrimination laws and regulations.

Accreditations and Approval

Board of Nursing Approval

The College's baccalaureate degree program has full approval from the Missouri State Board of Nursing (MSBN). Questions about the College's approval can be directed to MSBN (pr.mo.gov/nursing.asp) at P.O. Box 656, Jefferson City, MO 65102, (573) 751-0681.

Completion of the BSN program does not guarantee eligibility to take the licensure exam (Section 335.066, RSMo, of the Missouri Nursing Act). In addition, the College does not allow students to test prior to the release of transcripts.

Programmatic Accreditation

The baccalaureate degree program in nursing at Research College of Nursing is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, (202) 887-6791.

Regional Accreditation

The College is accredited by the Higher Learning Commission (HLC) to award bachelor's degrees. Questions about the accreditation of the College can be directed to HLC (hlcommission.org/) at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604, (800) 621-7440.

Student Learning Outcomes

Bachelor of Science in Nursing (BSN)

- Apply knowledge from nursing and other disciplines as the foundation for professional practice.
- Provide person-centered care across the lifespan to improve health outcomes.
- Support the improvement of equitable population health outcomes.
- Engage in the scholarship of nursing to influence and guide practice decisions.
- Provide safe, quality care across the continuum of healthcare environments.
- Collaborate with professional partners and key stakeholders to optimize healthcare outcomes.
- Support system changes that enhance nursing practice and health outcomes.
- Use information and communication technologies for data supported decision making when planning and providing care.
- Form a professional identity consistent with nursing values and standards.
- Engage in activities that promote personal, professional and leadership development.

History of Research College of Nursing

Research College of Nursing (RCoN) traces its roots to the founding of Research Medical Center, which began in 1886 as the German Hospital. In June 1905, the German Hospital Training School for Nurses was established, enrolling five students in its inaugural class, with five additional students transferring from other nursing schools. The first class of diploma-prepared nurses graduated in 1906. In the early 20th century, both the hospital and the school underwent name changes, becoming Research Medical Center and Research School of Nursing, respectively.

As a regional leader in quality nursing education, the College played a pivotal role in transitioning from a diploma-based program to an academic curriculum. This evolution led to the establishment of a Bachelor of Science in Nursing (BSN) degree, jointly awarded with Rockhurst College (now Rockhurst University). The first BSN class was admitted in 1980.

To meet the growing needs of the community and the nursing profession, RCoN expanded its offerings:

- In 1984, the RN-BSN track was introduced for diploma or associate degree nurses seeking a BSN.
- In 1991, the Accelerated BSN track was launched for individuals with a bachelor's degree in another field—one of the first 30 such programs in the nation.
- The RN-BSN program was phased out in 1998.
- The partnership with Rockhurst University concluded in May 2022.

In 1995, RCoN introduced a Master of Science in Nursing (MSN) program, beginning with the Family Nurse Practitioner track. Additional tracks followed:

- Executive Practice and Healthcare Leadership (originally Executive Nurse Practice) in 2003
- Nurse Educator in 2004
- Adult Gerontology Nurse Practitioner (2011-2022)
- Clinical Nurse Leader (2011-2017)

The MSN program closed in December 2024.

Corporate oversight of the College has also evolved. In April 2003, HCA Healthcare acquired both Research Medical Center and Research College of Nursing, bringing new opportunities and support to the institution.

In recent years, RCoN has continued to evolve in response to changing workforce needs, accreditation expectations, and opportunities to strengthen student access and success. Following the conclusion of the Rockhurst University partnership in 2022 and the planned closure of the MSN program in December 2024, the College reaffirmed its focus on high-quality baccalaureate nursing education while positioning for future mission-aligned growth.

In 2025, the College revised its mission to empower people by educating healthcare professionals, developing leaders, and caring for communities. This revised mission reflects RCoN's continued foundation in nursing education while creating a framework for future academic growth in healthcare-related fields. During this period, RCoN also received approval to offer General Education coursework, expanded program entry points, and approved new academic pathways designed to increase access, support student progression, and respond to regional healthcare workforce needs.

The College also strengthened its administrative and academic infrastructure through revised governance structures, implementation of new academic councils and committees, and expanded institutional planning processes. These changes support faculty engagement, academic oversight, assessment, and continuous improvement across the College.

In 2026, RCoN, in partnership with HCA Healthcare, opened a new 78,000-square-foot education and

clinical training facility on the Research Medical Center campus. The facility includes high-fidelity simulation laboratories, interactive classrooms, and clinical training environments designed to mirror real-world practice settings. Co-location with the HCA Healthcare Center for Clinical Advancement strengthens the continuum from academic preparation to professional practice and supports students, new graduates, and practicing nurses.

Since its founding in 1905, RCoN has graduated more than 6,500 professional nurses. Through more than a century of change and innovation, the College remains committed to preparing healthcare professionals, developing leaders, and caring for communities

Mission, Vision, Values

Mission

Above all else, we are committed to empowering people by educating healthcare professionals, developing leaders, and caring for our communities

Vision

The college of choice for healthcare education—empowering professionals through compassion, accountability, and excellence.

Values

Excellence ALWAYS

- **Academic Excellence:** *We uphold the highest standards of scholarship, clinical practice, and innovation to prepare students for careers in healthcare.*
- **Lifelong Learning:** *We foster a culture of continuous growth, encouraging curiosity, adaptability, and professional development throughout every stage of life.*
- **Wellness:** *We embrace holistic well-being through supportive resources and a caring campus culture*
- **Accountability:** *We promote responsibility, transparency, and ethical conduct in all aspects of education, service, and clinical practice*
- **You Belong:** *We believe in a culture of inclusion where every individual is valued, supported, and empowered to thrive*
- **Student Centered:** *We prioritize student success by listening to their voices, supporting their goals, and providing educational opportunities to meet their needs*

Learning Environment

Respect for individuality, freedom of expression, the open and respectful exchange of ideas, shared decision-making, and mutual trust promote reciprocal relationships and create an optimal learning environment. Students are encouraged to express viewpoints, engage in respectful dialogue, and consider diverse perspectives as part of their intellectual and professional development. Faculty accept responsibility for serving as role models, stimulating intellectual curiosity and critical thinking, fostering self-awareness, and promoting lifelong learning.

Diversity Statement

Research College of Nursing is committed to fostering a welcoming and inclusive community where every individual is valued, respected, and supported. We believe that diversity of backgrounds, experiences, perspectives, and identities enriches learning and strengthens our community. Through mutual respect, personal responsibility, and meaningful engagement, we strive to create an environment where all members can thrive and contribute to the success of others.

Anti-Discrimination

Non-Title IX Discrimination, Harassment, and Retaliation Policy

The College fosters an environment free from discrimination, harassment, and retaliation. This section outlines the process for addressing serious allegations not covered by the College's Title IX Policy (e.g., discrimination or harassment based on race, religion, national origin, disability, age, veteran status, or any other characteristics protected by applicable law).

Definitions

- **Discrimination:** Unfair or unequal treatment of an individual or group based on a protected characteristic rather than on individual merit. Discrimination may be intentional or may result from policies or practices that have a disproportionate, adverse impact on individuals because of their protected characteristics.
- **Harassment:** Unwelcome conduct, verbal or physical, that is based on a protected characteristic and is sufficiently severe, pervasive, or objectively offensive that it effectively denies or limits an individual's ability to participate in or benefit from the College's educational programs or activities. Examples of harassment include, but are not limited to, offensive jokes, slurs, epithets or name-calling, physical assaults or threats, intimidation, ridicule or mockery, insults or put-downs, offensive objects or pictures, and interference with work performance.
- **Retaliation:** Any adverse action taken against an individual because they reported discrimination or harassment, assisted in an investigation, or opposed any practice forbidden under this policy. Retaliation can include, but is not limited to, adverse changes in academic standing, employment, or any form of intimidation or harassment. The College strictly prohibits retaliation.

Reporting Allegations

Students should report concerns about discrimination, harassment, or retaliation to their advisor, Program Chair, or any other trusted College employee.

The College will ensure that reports are directed to the appropriate official based on the nature of the concern.

Mandatory Employee Reporting

Any College employee who receives such an allegation (whether directly from a student, another employee, or through other means) must immediately report it to the appropriate College official based on the nature of the concern.

- Academic-related allegations (e.g., faculty interactions, academic decisions, or classroom/clinical environments) must be reported to the Vice President of Academic Operations or designee.
- Non-academic allegations (e.g., student services, campus interactions, or administrative processes) must be reported to the Vice President of Campus Operations or designee.

General Bias Reporting (HCA Ethics Line)

Students may also report incidents of discrimination or bias anonymously to the HCA Ethics Line:

- **Phone:** 1-800-455-1996 (24 hours a day, 365 days a year)
- **Web Portal:** <https://hcahealthcareethicsline.ethix360.com/#myvoice>

Allegations Against College Employees and Non-College Personnel

For allegations concerning a College employee, the Vice President of Academic Operation's Office will conduct an administrative investigation. For allegations involving individuals not employed by the College (e.g., Clinical Site Staff, Patients, Visitors), the Vice President of Academic Operation's Office will review the concern, provide appropriate student support.

Where applicable, engage with the relevant external entity (e.g., clinical site management) for resolution. Keep in mind that the College's direct disciplinary authority over non-employees is limited to actions related to their presence on College property or affiliation with College activities.

ADMISSIONS

Admissions

Bachelor of Science in Nursing (BSN) Program Research College of Nursing offers a Bachelor of Science in Nursing (BSN) degree through three distinct tracks:

- **Accelerated BSN (ABSN):** Designed for students who already hold a bachelor's degree in another field. This intensive, full-time program can be completed in one calendar year.
- **Fast Track BSN:** Designed for high-achieving students without a prior degree who are academically prepared for an accelerated pace. This intensive, full-time program can be completed in one calendar year.
- **Traditional BSN (TBSN):** Designed for transfer students. This full-time program is completed over the course of four semesters.

Research College of Nursing does not provide sponsorship for student visas. Applicants must be legally authorized to study in the United States and must meet all College, clinical agency, and regulatory requirements necessary for enrollment and participation in clinical experiences.

BSN Admissions Testing Requirements

As part of the admissions process, the College requires applicants to complete the ATI Test of Essential Academic Skills (ATI TEAS®) for Nursing Students. This standardized exam assesses academic readiness in the following areas: Reading, Mathematics, Science, English and Language Usage. The TEAS exam must be taken within 24 months of the applicant's intended start date. To register for the ATI TEAS® for Nursing Students, visit: www.atitesting.com

TBSN Admissions

TBSN Admissions Requirements (includes LPN/BSN)

- Minimum GPA of 3.0 or higher, calculated based on required program prerequisite coursework*.
- Applicants with a GPA of 2.8-2.99 may be considered if they demonstrate strong performance (average of B- or higher) in all Anatomy & Physiology coursework.
- Completion of all prerequisite coursework with a grade of C or better
- ATI TEAS® score at the Proficient level or higher

LPN-BSN Additional Admissions Requirements

The LPN-BSN Pathway is scheduled to begin in January 2027. Applicants seeking admission through the LPN-BSN pathway must meet all admission requirements established for the Traditional BSN program, including minimum GPA, prerequisite coursework, ATI TEAS® requirements, and general education requirements, in addition, applicants must:

- Hold a current, active, unencumbered Licensed Practical Nurse (LPN) license in the United States.
- Complete all BSN prerequisite coursework required for admission to the nursing major.
- Meet the established minimum of 60 semester credit hours of prerequisite coursework required for BSN admission.
- Have completed practical nursing coursework from a state-approved practical nursing program that aligns with College's approved block-credit awards for designated foundational BSN courses.
- Successfully complete the required Role Transition Seminar before progressing to Term B nursing coursework.

Recognition of Prior Learning and Block Credit

Students admitted through the LPN-BSN pathway receive seven semester credit hours of block credit for the following foundational nursing courses after RCoN verifies the student's LPN licensure, official transcripts, completion of a state-approved practical nursing program, and satisfaction of applicable admission requirements:

- NUR 3150 Health Assessment with Lab – 3 credits
- NUR 3010 Fundamentals of Nursing with Lab – 4 credits

Block credit recognizes foundational learning completed through practical nursing education and validated through LPN licensure. The award of block credit does not reduce or replace required BSN-level clinical hours, simulation experiences, advanced nursing theory, or other nursing coursework required in the approved BSN curriculum.

LPN-BSN Transition and Progression Requirement

Students admitted through the LPN-BSN pathway must successfully complete the required Role Transition Seminar during Semester 1, Term A before progressing to Term B nursing coursework. The two-credit Role Transition Seminar fulfills the BSN nursing elective requirement normally completed in Semester 4.

TBSN Pre-Nursing/Pre-Requisite Course Requirements

- English Composition I – 3 semester credit hours
- English Composition II – 3 semester credit hours
- Social Science Elective – 3 semester credit hours
- Communication Elective – 3 semester credit hours
- Developmental Psychology – 3 semester credit hours
- Humanities, Philosophy, or Theology – 9 semester credit hours
- Statistics – 3 semester credit hours
- Human Nutrition – 3 semester credit hours
- College Algebra – 3 semester credit hours
- Anatomy & Physiology I with Lab – 4 semester credit hours
- Anatomy & Physiology II with Lab – 4 semester credit hours
- (or a combined Anatomy & Physiology I/II with lab that includes both human anatomy and human physiology content with lab equivalent to a two-course sequence)
- Microbiology with Lab – 4 semester credit hours
- Pathophysiology – 3 semester credit hours
- General Electives – Additional elective credits required to meet the 60-credit pre-nursing benchmark.
- TOTAL – 60 semester credit hours

A prior conferred associate's degree satisfies 34 semester credit hours course through block credit.

**Anatomy and Physiology and Pathophysiology credits must have been earned within five (5) years of applying to the program.*

Application Requirements (TBSN/LPN-BSN)

At the time of application, applicants must have:

- Successfully completed a minimum of 45 semester credit hours from the required program pre-requisite coursework.
- Completed the following prerequisite courses:
- Anatomy & Physiology I and II with labs (or combined A&P I/II)

Additional Admissions Provisions

GPA used for admission decisions will be calculated based solely on required program prerequisite coursework

Admission is conditional upon successful completion of all 60 credit hours of prerequisite coursework

Final GPA will be recalculated based on completed coursework

Applicants must meet all admission requirements at final review. Proof of successful completion of any remaining courses must be submitted within 7 calendar days following the course start date in the form of an unofficial transcript or a letter from the college registrar. All remaining official transcripts must be received within 30 calendar days of the course start date. Failure to meet these deadlines may result in administrative withdrawal.

ABSN Admissions

ABSN Admissions Requirements

- Minimum GPA of 3.0 or higher, calculated based on required program prerequisite coursework*
- Applicants with a GPA of 2.8-2.99 may be considered if they demonstrate strong performance (average of B- or higher) in all Anatomy & Physiology coursework or equivalent foundational anatomy and physiology content.
- Completion of all prerequisite coursework with a grade of C or better
- ATI TEAS® score at the Proficient level or higher
- Conferred non-nursing baccalaureate degree

Application Requirements (ABSN)

At the time of application, applicants must have completed the following prerequisite courses:

- Anatomy and Physiology I and II with labs (or combined A& I/II)

ABSN Pre-Nursing Course Requirements

- Anatomy and Physiology I and II (with labs)
- Microbiology (with lab)
- Pathophysiology
- Statistics
- Developmental Psychology
- Human Nutrition

A prior non-nursing baccalaureate degree satisfies the remaining pre-nursing course requirements through block credit.

**Anatomy and Physiology and Pathophysiology courses must have been earned within five (5) years of applying to the program.*

Additional Admissions Provisions

- GPA used for admission decisions will be calculated based solely on required program prerequisite coursework
- Admission is conditional upon successful completion of all 60 credit hours of prerequisite coursework
- Final GPA will be recalculated based on completed coursework

Applicants must meet all admission requirements at final review. Proof of successful completion of any remaining courses must be submitted within 7 calendar days following the course start date in the form of an unofficial transcript or a letter from the college registrar. All remaining official transcripts must be

received within 30 calendar days of the course start date. Failure to meet these deadlines may result in administrative withdrawal.

Fast Track Admissions Requirements

- Minimum GPA of 3.25 or higher, calculated based on required program prerequisite coursework*
- Completion of all prerequisite coursework with a grade of C or better
- Minimum "B" (3.0) in: Anatomy & Physiology I and II; Microbiology; College Algebra
- ATI TEAS® score of 70% or higher

Fast Track Pre-Nursing/Pre-Requisite Course Requirements

- English Composition I – 3 semester credit hours
- English Composition II – 3 semester credit hours
- Social Science Elective – 3 semester credit hours
- Communication Elective – 3 semester credit hours
- Developmental Psychology – 3 semester credit hours
- Humanities, Philosophy, or Theology – 9 semester credit hours
- Statistics – 3 semester credit hours
- Human Nutrition – 3 semester credit hours
- College Algebra – 3 semester credit hours
- Anatomy & Physiology I with Lab – 4 semester credit hours
- Anatomy & Physiology II with Lab – 4 semester credit hours
- (or a combined Anatomy & Physiology I/II with lab that includes both human anatomy and human physiology content with lab equivalent to a two-course sequence)
- Microbiology with Lab – 4 semester credit hours
- Pathophysiology – 3 semester credit hours
- General Electives – Additional elective credits required to meet the 60-credit pre-nursing benchmark.
- TOTAL – 60 semester credit hours

A prior conferred associate's degree satisfies 34 semester credit hours course through block credit.

**Anatomy and Physiology and Pathophysiology credits must have been earned within five (5) years of applying to the program.*

Additional Admissions Provisions

- GPA used for admission decisions will be calculated based solely on required program prerequisite coursework
- Admission is conditional upon successful completion of all 60 credit hours of prerequisite coursework
- Final GPA will be recalculated based on completed coursework
- Applicants must meet all admission requirements at final review. Proof of successful completion of any remaining courses must be submitted within 7 calendar days following the course start date in the form of an unofficial transcript or a letter from the college registrar. All remaining official transcripts must be received within 30 calendar days of the course start date. Failure to meet these deadlines may result in administrative withdrawal.

Conditional Application Eligibility

At the time of application, applicants must meet all admission requirements that can be evaluated based on completed coursework, including the minimum cumulative GPA requirement. To be eligible for enrollment, applicants must successfully complete all outstanding prerequisite courses, achieve the

required prerequisite GPA, and satisfy all other admission requirements prior to the start of the nursing program. Failure to complete required coursework or meet admission requirements before program entry will result in the withdrawal of the admission offer.

Research College of Nursing - General Admissions Policy

1. General Admission Requirements

To be admitted to Research College of Nursing, applicants must:

Hold a High School Diploma or GED.

Applicants must provide official documentation verifying completion of a secondary education credential.

Submit a Completed Application.

All applicants must complete and submit the Research College of Nursing general application prior to being considered for admittance.

Upon meeting these requirements, an applicant may be admitted to Research College of Nursing as a pre-program student.

2. Program-Specific Admission Requirements

Certain programs within Research College of Nursing may have additional admission criteria beyond the general college requirements.

Applicants wishing to pursue a program with specific requirements must:

- Apply separately to the desired program following admission to Research College of Nursing.
- Meet all program-specific admission standards as outlined by that program.

Admission to Research College of Nursing does not guarantee admission to any specific program.

3. Nondiscrimination Statement

Research College of Nursing does not discriminate in admission, access, treatment, or employment on the basis of race, color, national origin, religion, sex, gender identity or expression, sexual orientation, age, disability, veteran status, or any other characteristic protected by law. All admissions decisions are made in accordance with federal, state, and institutional nondiscrimination policies.

Student Start Date Deferral Policy

Once a student has been accepted to the program for a specific start date, they may request to defer their start date one time to a future term. This one-time deferral must be approved and confirmed by the institution, and a Deferment Form will be completed for record.

If a student requests to change their start date again after a deferral has already been granted, their original acceptance will be withdrawn. In such cases, the student must submit a new application and meet all current admission requirements in order to be considered for a future start date.

Admission Policy for Students with Previous Nursing Program Enrollment

Applicants who have been enrolled in a prior nursing program will undergo an additional review process to determine eligibility for admission to RCoN.

Required Documentation

Applicants with prior nursing program experience should submit the following:

1. Official Transcripts

Transcripts from all previously attended nursing programs.

2. Prior Institution - Letter of Good Standing

- a. A letter from the previous nursing program's administrator (Dean, Chair, or Director) that indicates the student is "in good standing" and eligible to return to the nursing program or explains why the student is not eligible to return.

3. Student Statement

A personal statement from the applicant addressing the following areas:

- a. **Circumstances Surrounding Prior Nursing Program Enrollment:**
Explanation of the factors that contributed to the applicant's dismissal or inability to complete in the previous program.
- b. **Changes Since Prior Enrollment:**
Description of steps taken to address previous challenges, including personal growth, skill development, or improvements in time management, resource utilization, or life circumstances.
- c. **Rationale for Potential Success at RCoN:**
Identification of specific strategies, supports, and commitments the applicant believes will contribute to their future success in the RCoN nursing program.

Review Process

The submitted materials will be evaluated by a committee composed of the:

- Admissions Manager
- BSN Program Chair
- Vice President of Academic Operations
- College Registrar
- Vice President of Campus Operations

This committee will review all documentation to determine the applicant's readiness and suitability for admission into the program.

Notification of Decision

Following committee review, the Admissions Manager will formally notify the applicant of the admission decision.

Criminal Background Check and Drug Screen

Upon admission, students must complete a criminal background check and drug screen. The College reserves the right to revoke admission based on an adverse criminal background check and/or drug screen. If a student has an interruption in enrollment, they are required to submit a new criminal background check and drug screen upon return.

It is the applicant's responsibility to inform the College of any legal issues that may be revealed in the criminal background check.

The following are included in the criminal background check:

- Name, Social Security Number and Address Verification
- Felony/misdemeanor criminal record search in all jurisdictions of residence within the past 7 years
- National Sex Offender Registry
- Missouri Family Care Safety Registry (MO FCSR) which includes following:
 - State criminal history records maintained by the Missouri State Highway Patrol
 - Child abuse/neglect records maintained by the Missouri Department of Social Services
 - Missouri Department of Health and Senior Services Employee Disqualification List
 - Missouri Department of Mental Health Disqualification Registry Report
 - Missouri Sex Offender Registry
 - Child-care facility licensure records maintained by the Missouri Department of Elementary and Secondary Education
 - Foster parent licensure records maintained by the Missouri Department of Social Services
 - Kansas Department of Health and Environment
 - Kansas Department of Aging and Disability Services
 - Office of the Inspector General (OIG)
 - General Services Administration (GSA)/Excluded Parties List System (aka SAM-System for Award Management)
 - United States Treasury - SDN and Blocked Persons List
 - Office of Foreign Assets Control (OFAC)

The drugs included in the drug screen include:

- Amphetamines
- Barbiturates
- Benzodiazepines
- Cocaine Metabolites
- Marijuana Metabolites
- Methadone
- MDA (Sass)
- MDMA (Ecstasy)
- Opiates
- Phencyclidine
- Propoxyphene
- Methaqualone
- Oxycodone
- Oxymorphone

Students are required to pass the drug screen in order to meet College and clinical agency requirements. Marijuana metabolites are included in the drug screen. A positive result for marijuana metabolites will be considered a failed drug screen, regardless of whether marijuana use is legal under state law or whether the student has a medical marijuana authorization because clinical partners may prohibit participation.

Transfer Credits

The College accepts transfer credits under the following guidelines:

1. Grade of straight C or better
2. Pass/fail credit accepted if pass is defined as straight C or better in the institution's academic

catalog or other official documentation

3. Practicum, cooperative education, field experience, internships, etc., are not accepted
4. Credit by assessment from another institution will not be accepted
5. Single course transfer will not satisfy multiple course prerequisites
6. Correspondence work is accepted only under special circumstances, and with prior approval
7. Credits earned outside of the United States require a course-by-course evaluation by a member of the National Association of Credential Evaluation Services (NACES)
8. Transcripts must be sent to RCoN directly from the school to be considered official. Hand delivered transcripts will be accepted for advising purposes only.

Transfer institutions must be accredited by one of the following higher education accreditors:

1. Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges
2. Higher Learning Commission
3. Middle States Commission on Higher Education
4. New England Commission on Higher Education
5. Northwest Commission on Colleges and Universities
6. Southern Association of Colleges and Schools Commission on Colleges
7. Western Association for Schools and Colleges Senior College and University Commission

If the evaluated course meets credit hour requirements and is substantially similar, the course may be accepted as a substitution. If similarity of a course is unable to be determined by the course title and description alone, a syllabus will be required for review. If substantial similarity is unable to be determined from the review of the syllabus, the College will use publicly available online transfer credit tools to determine similarity.

If a course has been previously evaluated, the course substitution is stored in a transfer credit database and credit is assigned based upon those prior decisions. Courses that have not been previously evaluated are reviewed on a case-by-case basis.

The College will award transfer credit in the following ways for courses completed at institutions not operating on a semester calendar:

- Credit from schools operating on a quarter calendar will be awarded at a 0.67 (two-thirds) conversion
- Credit from schools operating on a trimester calendar will be awarded at a 0.83 conversion.

For institutional accreditation reasons, the College is required to retain official transcripts from all institutions of higher education a degree-seeking student has attended, whether or not the credit is applied to their RCoN degree program. The College reserves the right to reject course work from unaccredited institutions as determined by the Registrar's Office. Such course work is not accepted for transfer or satisfaction of degree requirements at the College. Undergraduate nursing courses are not accepted for transfer except as a completed degree.

Evaluation of Nontraditional Learning Credit

College Level Examinations

Students who wish to take Subject Level Examinations in various areas of the College Level Examination Program (CLEP) may submit official score reports to the Registrar's Office. Contact the Educational Testing Service to request an official report of your test score. A score of 50 is considered the minimum qualifying score for college credit. The College will accept a maximum of 30 credit hours from CLEP exams. Credit is awarded based upon recommendations by the American Council on Education.

Advanced Placement Tests

Students who received a score of 3 or above on an Advanced Placement Test administered by the College Entrance Examination board can receive college credit. Official score reports must be submitted to the Registrar's Office.

International Baccalaureate Credit

Students who completed the International Baccalaureate program are eligible to receive college credit for the courses completed as long as those courses have been evaluated by the American Council on Education (ACE). A score of 5-7 on the higher-level examinations will result in the granting of college credit as recommended by ACE. Official score reports must be submitted to the Registrar's Office directly from the International Baccalaureate Organization.

Change from ABSN to TBSN Track

BSN students in good standing wishing to change from the ABSN track to the TBSN track must request the Change of Track form from the Registrar's Office. This may be done once.

The request to make the change is based on available space in the track as well as the student's ability to be successful. The ability to switch tracks is not guaranteed. Changing from the TBSN track to the ABSN track is not permitted unless the student meets the ABSN admissions requirements.

Readmission after Dismissal from the BSN program

A student who has been dismissed from the College may apply for readmission to the track and program in which the student was previously enrolled, if eligible under this policy. Dismissal from the College is a serious academic or professional action, and readmission is **not guaranteed**. A request for readmission will be considered only after review of the circumstances leading to dismissal, the student's academic and/or professional history, applicable course expiration requirements, and evidence of the student's readiness to successfully resume progression in the program.

The College reserves the right to deny readmission based on academic performance, professional conduct, clinical readiness, compliance history, course availability, program capacity, or other factors relevant to student success and program requirements.

1. Eligibility for Readmission

- Students dismissed due to failing two nursing courses are not eligible for readmission until the timeframe for expiration of the most recent failed course has passed, as outlined in the Course Expiration section below.
- Students dismissed for reasons other than failing two nursing courses may be considered for readmission after meeting all requirements outlined in this policy.
- Students dismissed for conduct, safety, clinical performance, or professional behavior concerns may be required to provide additional documentation demonstrating readiness to return and ability to meet academic, clinical, and professional expectations.

2. Course Expiration

- Any previously completed nursing coursework that included a laboratory or clinical component will expire one calendar year from the last day of attendance in that course.
- Expired courses must be retaken in full to meet program requirements.
- Readmitted students are subject to the curriculum, policies, degree requirements, and progression standards in effect at the time of readmission.

3. Readmission Application Requirements

A student seeking readmission must submit all required materials to the Admissions Manager for processing and review. Required materials include:

- A formal written request for readmission.
- A personal statement addressing:
 - The circumstances leading to dismissal.
 - Actions taken since dismissal to address the factors that contributed to dismissal.
 - A detailed plan for achieving academic, clinical, and/or professional success if readmitted.
- Any additional documentation requested by the College based on the reason for dismissal.

4. Review Process

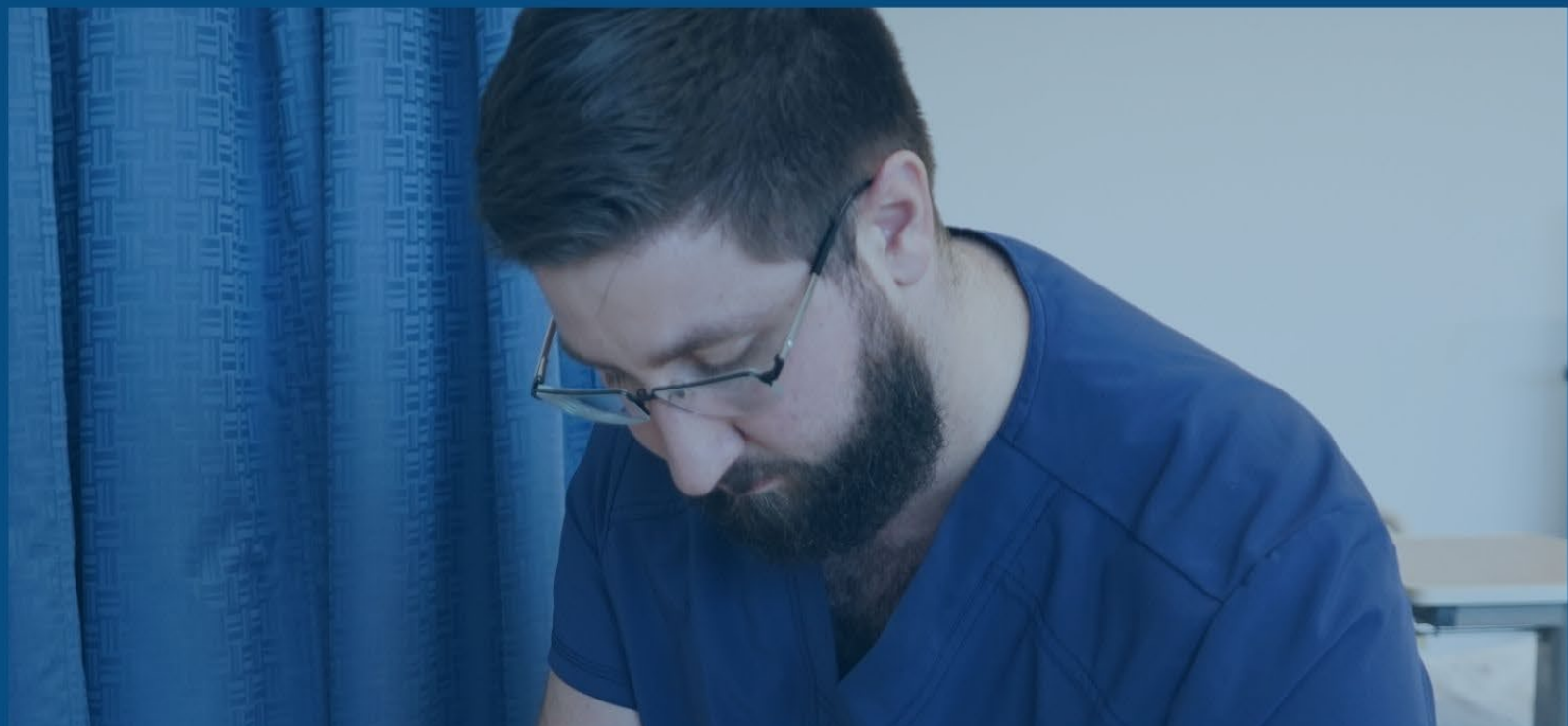
- All readmission requests will be reviewed by the College's nursing leadership team.
- Decisions will be based on academic history, reason for dismissal, compliance with course expiration requirements, professional conduct, clinical readiness, program capacity, and the student's demonstrated readiness to succeed.
- The College may approve readmission, deny readmission, or approve readmission with conditions.
- Conditions of readmission may include, but are not limited to, repeating expired coursework, completing academic success activities, meeting with designated support personnel, maintaining specified academic performance expectations, or complying with progression requirements established at the time of readmission.

5. Readmission Decision

Readmission decisions are final unless otherwise specified by College policy. If readmission is granted, the student must comply with all current admission, progression, clinical, health, background check, drug screen, and program requirements before returning to coursework or clinical experiences.

Readmission Following Leave of Absence

Students returning from a leave of absence must contact the BSN Program Chair to schedule a meeting to discuss their return to the program and any requirements for re-entry. A College administrator will determine whether previously completed courses must be repeated and/or whether additional requirements are necessary. As a condition of returning to the program, students must submit a new criminal background check and drug screen and meet all current program requirements.



FINANCIAL INFORMATION



The image shows a man in blue scrubs and glasses, with a beard, looking down at a medical device on a patient's arm. The device is a large, light-colored, cylindrical component with a red band around it. The man is wearing a watch and a lanyard with a badge that says "STUDENT NURSE". The background is a clinical setting with a blue curtain.

Financial Information

Tuition and Fees

The tuition and fee schedules are published each spring for the following year. A tuition and fee schedule for the current academic year is available from the Business Office.

TBSN Students (graduating May 2027)

Tuition per term/semester	\$10,111.50
Educational/Technology Fee per term/semester	\$ 1,025.00

ABSN Students (graduating December 2026 and May 2027)

Tuition per term/semester	\$13,482.00
Educational/Technology Fee per term/semester	\$ 1,366.00

ABSN and TBSN Students (graduating after May 2027)

Program	Cost per Credit Hour	Per Course Tech/Resource Fee	*Estimated Total Program Cost
ABSN	\$ 675.00	\$ 250.00	\$49,670.00
TBSN	\$ 675.00	\$ 250.00	\$50,630.00
Pre-Nursing	\$ 675.00	\$ 250.00	

*Additional fees (included in estimated total program cost_

ATI Fee - TBSN	\$960 per semester
Ati Fee - ABSN	\$960 per semester
Clinical Exchange Fee	\$40 one-term
Graduation/Pinning fee	\$250 one-time

Optional fees

Late Registration Fee	\$150 per occurrence
Syllabus Copying Fee	\$ 10 flat
Payment Plan Fee	\$ 75 per semester
Transcript Fee	\$ 15
Additional Diploma Fee	\$ 50 for each

Late Registration Fee - Charged to students who register for courses after registration has ended.

Syllabus Copying Fee - Fee for providing copy of course syllabus.

Educational/Technology Fee - Provides access to computers and other technology resources.

Transcript Fee - Fee for official transcripts.

Business Office

Payment Policy

Full tuition and fees are due by the first day of class. A student who is unable to pay the full amount at the time of registration may be eligible for a payment plan. In order to qualify for a plan, the student cannot have a history of account delinquency and must sign a payment agreement. This agreement must be fulfilled in order to register for the following semester. If eligible for a refund check, these are not available until seven (7) calendar days after the first day of class.

Delinquent Accounts

A delinquent account occurs when a balance remains following dismissal, withdraw, or graduation. A hold will be placed on the account until a payment agreement has been signed. A hold can result in incomplete transcripts, non-conferral of degrees, and/or collection processes.

Students receiving Veterans Administration (VA) funds will not be imposed any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

Refunds

Students withdrawing or dismissed after the first week of class are eligible for refunds in accordance with the [fee schedule](#). Students receiving federal financial aid will also have a refund calculated based on Department of Education requirements. Students receiving financial aid which exceeds the cost of tuition, fees, room and board will be required to repay the appropriate fund as stipulated in federal regulations.

No refunds, either for withdrawal from single classes or for entire withdrawal from the College, are made unless the student has withdrawn properly in writing through the Registrar's Office. Notification of the individual teacher does not constitute an official withdrawal. Until the Financial Aid Office is informed by an official withdrawal notice, the student is billed as though they were still attending classes.

Return of Federal Funds

The return of federal funds formula provides for the return of Title IV aid if the student received federal financial assistance and withdrew on or before completing 60% of the semester/term. Funds are returned as follows:

1. Direct Unsubsidized Loan
2. Direct Subsidized Loan
3. Federal PLUS Loan
4. Federal Pell Grant
5. Federal Supplemental Educational Opportunity Grant (FSEOG)
6. Other Title IV funds
7. Other federal, state, private, or institutional sources of aid
8. Student

If funds were released to a student because of a credit balance on the student's account, then the student may be required to repay some of the federal grants or loans released to the student. Students receiving federal financial aid who withdraw from anything less than 100% of their courses will have tuition refunded using the schedule below. All other students not receiving federal financial aid who withdraw from one or all of their courses (both officially and administratively) will also have tuition refunded according to the schedule below. Students will receive the following refund if proper written withdrawal is made before the following weeks:

8 Week Course Refund	
1 st week	100%
2 nd week	50%

16 Week Course Refund	
1 st week	100%
2 nd week	75%
3 rd week	50%
4 th week	25%
5 th week and after	0%

Financial Aid

The College subscribes to the principle that financial aid programs exist primarily to provide financial assistance to students who, without such aid, would be unable to attend the college of their choice. The Free Application for Federal Student Aid (FAFSA) is the application used to determine eligibility for federal student aid programs.

Application for Financial Aid

Students who wish to apply for financial aid must be admitted to the College. The application can be made through the free Federal [application](#). The Title IV code for Research College of Nursing is 006392.

1. Both dependent and independent students must file a FAFSA.
2. Students can apply for all types of federal aid by completing the FAFSA.

An undergraduate student who qualifies for financial aid typically receives any one or a combination of various types of aid. Financial aid awards are for one (1) year only, so the student must reapply each year. The aid offered may vary from year to year due to changes in funding, statutory provisions, or student circumstances. Undergraduate students completing a second degree and graduate students are eligible to participate in financial aid programs. The types of aid are limited due to federal regulations.

Hours Required to Receive Financial Aid

Full-time undergraduate students (minimum of 12 credit hours) are eligible for institutional aid, federal aid, and outside sources. Half-time students (6-11 credit hours) are only eligible for federal aid. Eligibility for federal aid varies by program and enrollment status. Some Title IV programs may be available to students enrolled less than half-time, while others require at least half-time enrollment.

Government Aid

Students without a prior degree are eligible to receive all the following sources of financial aid. Students with a prior degree are limited to the Stafford and Federal Nursing Loan.

Federal Pell Grant

This federal grant is administered by the Department of Education to undergraduate students demonstrating a high level of financial need. The amount of these grants varies and is determined by the Department of Education.

Federal Supplemental Education Opportunity Grants (FSEOG)

These federal grants are awarded through the College to students demonstrating a high financial need. The amount of these grants varies and awards are limited.

Federal Direct Loan Programs

The Federal Direct Loan Program provides low-interest educational loans to eligible students. Undergraduate students who demonstrate financial need may qualify for a Direct Subsidized Loan, for which the federal government pays the interest while the student is enrolled at least half-time, during the grace period, and during certain authorized deferment periods. Undergraduate and graduate students may qualify for a Direct Unsubsidized Loan, for which interest begins to accrue when the loan is disbursed.

Annual and aggregate loan limits are determined by federal regulations and may vary based on the student's grade level, dependency status, demonstrated financial need, cost of attendance, and prior borrowing history. Interest rates and loan fees are established annually under federal law. Students should consult StudentAid.gov for current interest rates, loan limits, and repayment information.

Graduate students are not eligible for Direct Subsidized Loans but may be eligible for Direct Unsubsidized Loans and Direct Graduate PLUS Loans.

Federal Parent Loan for Undergraduate Students (PLUS)

These loans are not based on demonstrated financial need. Parents may borrow up to the cost of attending college less any other financial assistance their son or daughter is receiving. Credit history is considered by the lender when determining eligibility for a PLUS Loan.

Entrance and Exit Interviews

As required by federal regulations, the College requires that both entrance and exit interviews are completed by students receiving financial aid in the form of loans. Students are informed of all relevant information regarding their loans such as interest rates, amount of indebtedness, length of repayment period and the amount of expected monthly payment. Federal regulations require the College to maintain signed documentation of the interviews. The Financial Aid Office will provide documents to sign for verification of these interviews.

Standards of Satisfactory Academic Progress (SAP) to Maintain Financial Aid Eligibility

The U.S. Department of Education requires students to maintain certain academic standards to obtain or retain eligibility for federally sponsored student aid programs. In accordance with these standards, Research College of Nursing has established the following standards to measure whether a student has achieved "satisfactory academic progress" (SAP). These standards will be applied uniformly to all undergraduate students when determining their eligibility for federal and college funding.

SAP Definitions

- **Attempted credits** include successfully completed courses, courses dropped after the drop/add period, failed or not passed courses, repeated courses, course withdrawals and transfer credits that have been accepted by the Research College of Nursing and apply to the student's current program of study. Courses in which a student receives delayed/incomplete grades will be counted as hours attempted but will not be counted as successfully completed until a final passing grade is officially posted to the student's permanent record.
- **Successful completion** is defined as credit hours completed with a minimum grade of "D" resulting in GPA credits being awarded, or with a passing grade of "P."
- **Payment period** is defined as either the fall semester, or the spring semester, or the summer term.

Maximum Attempted Enrollment Credit Hours

Students receiving federal financial aid must complete their educational programs within a timeframe no longer than 150% of the published length of the educational program. For example, the maximum attempted credit hours in which students may enroll to complete their university degree of study must not exceed 192 attempted credit hours for the completion of a 128 credit-hour degree program. For academic programs requiring less than 128 credit hours for degree completion, the maximum attempted enrollment credit hours for program completion is 150% of the total required credit hours for the program.

Pace of Completion

Students must successfully complete 67% of attempted credit hours for each payment period.

Cumulative GPA Requirement

Students must maintain a Research College of Nursing cumulative GPA of 2.0 in order to achieve SAP. The cumulative GPA requirement applies to all federal, state, and college aid.

Monitoring SAP Requirements for Federal Title IV

At the end of each payment period, the student's academic record will be reviewed for SAP, including Maximum Attempted Enrollment Credit Hours, Pace of Completion, and Cumulative GPA Requirement.

If the student does not successfully complete 67% of attempted credit hours or has not met the 2.0 cumulative GPA requirement, the student shall be placed on academic progress warning. Students remain eligible to receive aid during the warning period, and their record will be reviewed for compliance again following their next payment period. Students will have one payment period to achieve a 2.0 cumulative GPA and to have completed 67% of attempted credit hours. If at the end of the warning payment period the student has not done so, then the student's eligibility for Federal Title IV/state aid will be terminated. Once the student has achieved SAP, Federal Title IV/state aid will be fully reinstated for future semesters.

Where the review shows that it is no longer mathematically possible for a student to complete within 150% of the published length of his or her educational program, or the student failed to complete within 150% of the published length of the educational program, the student's eligibility for Federal Title IV/state aid will be terminated.

Notification

The college will notify students of academic progress deficiencies by sending a letter to the permanent mailing address on file with Research College of Nursing. Students are responsible for ensuring the accuracy of their permanent mailing address at all times. Students are responsible for being aware of Research College of Nursing's Satisfactory Academic Progress policies and will remain ineligible, even if the College's notification is not received.

Appeal Process for Federal Title IV

A student who becomes ineligible for failure to meet the requirements stated above may appeal based on mitigating circumstances that are supported by documentation. Appeals must be made in writing within 30 days of the issuance date of the financial aid ineligibility notification letter to:

Director of Financial Aid, stacie.withers@researchcollege.edu

After 30 days, no appeals will be considered.

If the appeal is approved, students will be placed on financial aid probation for one payment period and may continue to receive aid as otherwise eligible. At the end of the appealed probation period, the student's GPA and pace of completion will be reviewed to determine if the student has met the 2.0 cumulative GPA requirement and completed 67% of the attempted credit hours, or has otherwise completed the requirements of a probationary academic plan.

At the end of the appealed probation period, students who have, for the probationary period, a completion rate of 67% and a GPA of 2.0 or have otherwise completed the requirements of a probationary academic plan, remain eligible for Title IV/state aid and are removed from financial aid probation. Students who do not meet those requirements for the probationary period will become ineligible for Title IV/state aid.

Repeat Coursework, Incompletes and Withdrawals, and Second Degree Coursework

Any non-credit coursework, repeat coursework or coursework for which a grade of incomplete or withdraw is given count toward both 150% credit hour maximum and the 2.0 cumulative GPA requirement.

Maintenance of Financial Aid Records

The College maintains all individual financial aid records in accordance with applicable Federal laws.

Billing Appeals Process

A completed Request for Billing Appeal Form must be submitted to the College Business Office to contest paid or outstanding billing charges due to the college no later than ninety (90) days after the end of the semester/term that is being contested. Any student who fails to submit a billing appeal within the ninety (90) day timeframe, by default may waive all rights to an appeal. Serious consideration will only be given to those with extenuating circumstances outside the control of the student. Non-attendance of classes and/or not competing an official withdrawal from the college does not constitute extenuating circumstances.

HCA Midwest Division Loan Program

This program offers loan funding to BSN students in both the ABSN and TBSN programs. Students will receive application information from the Admissions staff after they are admitted into the program. Students will receive funding towards their tuition while in the program for a work commitment as an RN following graduation.



ACADEMIC POLICIES



Academic Policies

Disability Accommodations Policy

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act prohibit discrimination against individuals with disabilities. These laws require the College to provide reasonable accommodations for otherwise qualified students with disabilities. Generally, the term “disability” means a physical or mental impairment that substantially limits one or more major life activities. This policy guides the student disability accommodation process once a request for an academic accommodation has been made.

Students, prospective students, or applicants with questions about this policy, including individuals who may need a disability accommodation during the admissions process, should contact the College’s Student Services Specialist/ADA Coordinator:

Nikki Flagler

Student Services Specialist, ADA Coordinator
nikki.flagler@researchcollege.edu
(816) 276-3147

Interactive Process Between the College and the Student

At the postsecondary level, students are responsible for self-identifying as individuals with disabilities and affirmatively requesting accommodations from the College. Once a request has been made, the College will engage in an interactive process with the student to determine what, if any, reasonable accommodations are appropriate.

A student requesting an accommodation must have a disability covered by applicable law and be otherwise qualified to participate in the program, with or without reasonable accommodation. The College will provide reasonable accommodations when appropriate, however it is not required to fundamentally alter its academic programs, technical standards, clinical requirements, or essential program expectations. Accordingly, not all requested accommodation requests can be granted.

Accommodation requests and supporting documentation are reviewed on an individualized, case-by-case basis. Approved accommodations may vary from student to student and from environment to environment, even for students with the same disability diagnosis. Documentation of a specific disability does not automatically result in approval of specific accommodations.

During the interactive process, appropriate College officials may be consulted to determine the appropriateness of requested accommodations and how best to implement approved accommodations.

Temporary accommodations may be provided while the College engages in the interactive process to determine whether ongoing accommodations are appropriate. However, temporary accommodations do not constitute a determination that ongoing accommodations will be granted, nor do they create an obligation for the College to continue the accommodation.

Requesting Accommodations and Documentation

Students must contact the ADA Coordinator to request accommodation. Students should not make accommodation requests directly to faculty members. If this occurs, faculty members will refer students to the ADA Coordinator.

To be considered for accommodation, students must complete the Disability Accommodations Application and provide appropriate documentation. Requests should be submitted at least five

business days prior to implementation whenever possible. Late requests will be considered through the interactive process but may delay implementation.

Late submissions or incomplete documentation may delay review or result in denial of accommodation.

Approved accommodations are not retroactive. Students may not resubmit assignments, retake examinations, or request modification of academic activities that occurred before accommodations were approved. This underscores the importance of timely submission of accommodation requests and all required supporting documentation.

Appropriate documentation from a qualified professional is required and should include:

1. A description of the qualified professional's credentials;
2. A description of the disability-related impairments as they relate to the student's ability to learn and participate in the academic program;
3. A description of the tests, assessments, observations, records, evaluations, or other materials relied upon in making the diagnosis; and
4. A list of suggested accommodations and an explanation of how the accommodations would support the student's full and equal participation in the educational program.
 - a. Common accommodation requests may include, but are not limited to, extended testing time, reduced-distraction testing environments, readers, recorded lectures, note-taking support, magnified text, or specific classroom seating.
 - b. The College may provide accommodations different from those recommended by a professional. Prior accommodation history may be considered but is not determinative. The College reserves the right to request additional documentation if the initial documentation is incomplete or does not meet the requirements outlined in this policy.

Implementation of Approved Accommodations

If accommodations are approved, the ADA Coordinator will provide the student and appropriate faculty with documentation outlining the approved accommodations. Students are responsible for following established procedures for using approved accommodations.

A student who believes an approved accommodation is not being appropriately implemented, or who is having difficulty related to accommodations, should promptly contact the ADA Coordinator. The ADA Coordinator may act as a liaison to assist in resolving concerns between the student and faculty member when appropriate. If the issue cannot be resolved informally, the student may file a grievance as outlined below.

Modifications to Approved Accommodations

Students who wish to request changes to approved accommodations must contact the ADA Coordinator. Students should not contact faculty members directly to request new accommodations or modifications to approved accommodations.

If a student does not contact the ADA Coordinator to request changes, the College will presume that the approved accommodations remain appropriate.

Grievance Procedure Related to Disability Accommodations

A student who believes the ADA Coordinator has denied an accommodation to which the student believes they are entitled may submit additional information and request further review of the denial decision. If the student is not satisfied with the ADA Coordinator's final decision, the student may file a written grievance with the College President within 10 days of the denial. The President will review the

matter, consult with appropriate personnel, and make a final determination.

A student with any other grievance related to disability accommodations, such as concern that an approved accommodation is not being implemented appropriately, may file a written grievance with the ADA Coordinator. The ADA Coordinator will review the matter, consult with appropriate personnel, and make a final determination.

Academic Adjustments for English as an Additional Language

BSN students who consider English as an additional language (EAL) may request academic adjustments, such as:

1. Extended testing time for College faculty-made exams (includes ATI Customized Assessments, but excludes ATI Content Mastery Series exams)
2. Use College provided dictionary.
3. Adjustments are designed to decrease over time and cease prior to Capstone theory course.

The College encourages the timely request of adjustments prior to the start of a semester; however, requests will be considered at any time. Approved academic adjustments are not retroactive.

Procedure:

1. Students self-identify as an EAL learner.
2. Students contact the BSN Program Chair to request testing adjustments. Students should not make requests directly to faculty members.
3. If a student has been approved for adjustments, the BSN Program Chair will provide the student's name to the Registrar's Office who will then send letters to appropriate course faculty.

During testing:

1. Students will be provided a dictionary by the faculty.
2. All other testing policies apply.
3. Extended testing time will be as follows:
 - a. ABSN Term 1 and TBSN Semester 1 students receive two times (2x) the allotted testing time.
 - b. ABSN Term 2 & 3A and TBSN Semesters 2 & 3 students receive one and a half.

Artificial Intelligence

Artificial Intelligence (AI) may be used only when explicitly permitted by the instructor, and students must complete all academic, clinical, and assessment work using their own independent critical thinking, clinical judgment, and professional judgment.

Assignment of Credit Hours

Student enrollment status (full-time, half-time, or less) is determined by total credit hours taken per semester.

The schedule of section offerings is reviewed to ensure that the duration and frequency of each class meet instructional standards appropriate to course type and credit hours earned. The Registrar's Office conducts an audit of scheduled contact hours prior to publishing the class schedule each term.

Each credit hour corresponds to specific weekly clock hour requirements:

- **Theory Credit:** 1 clock hour per week per credit hour
- **Clinical Credit:** 3 clock hours per week per credit hour
- **Lab Credit:** 2 clock hours per week per credit hour
- **Out-of-Class Work:** Minimum of 2 hours per credit hour per week

For courses offered in 8-week formats, weekly clock hours increase to match those of a traditional 15-week semester. Total clock hours are calculated using the ratios above and divided by the number of instructional weeks assigned to each course.

Hybrid and Online Equivalency

For hybrid or online courses, the content and assignments should equal the same number of expected hours per week. Calculating student engagement and time on task for assignments such as discussion posts, readings, team assignments, quizzes, etc. will be determined using an approved equivalency guide that was adapted from Ferrum College.

Assignment of Grades - BSN

Course requirements and the methodology for assigning grades are the prerogatives of the faculty. One letter grade is recorded on the transcript for each course. All grades are part of the student's academic record and are computed in the student's cumulative GPA. Failing grades are not calculated in a student's cumulative GPA after the course is successfully repeated with a passing grade; however, the failing course remains part of the academic record and is subject to the dismissal policy.

Letter	Percentage	Quality Point	Description
A	93-100%	4.00	Indicates the highest level of achievement
A-	90-92%	3.67	Indicates high achievement
B+	88-89%	3.33	Indicates a good level of achievement that approaches the level of high achievement
B	84-87%	3.00	Indicates a good level of achievement
B-	80-83%	2.67	Indicates well above average level of achievement
C+	78-79%	2.33	Indicates somewhat above average level of achievement
C	75-77%	2.00	Indicates average or satisfactory level of achievement
C-	70-74%	1.67	Indicates below average level of achievement; unsatisfactory
D+	68-69%	1.33	Indicates unacceptable level of achievement; unsatisfactory
D	65-67%	1.00	Indicates inferior level of achievement; unsatisfactory
F	0-64%	0.00	Indicates work which lacks even the minimum level of understanding; unsatisfactory
I			Indicates course is incomplete
NP		0.00	Indicates No Pass.
P			Indicates Pass.
UW			Unofficial withdrawal with penalty. Used for when a student enrolls but does not attend, or stops attending class without withdrawing.
W			Withdraw from course without penalty.
WF		0.00	Withdraw from course with penalty.

Grades determined by percentages involving decimals will be rounded up to the next whole number when equal to 0.5 or greater. When the decimal is less than 0.5, the grade will be rounded down.

Assignment of Grades - Pre-Nursing

Letter Grade	GPA
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

Note: Final grades earned in general education courses delivered by Drury University are recorded on the RCoN transcript as letter grades and included in the RCoN cumulative grade point average using Drury University's grade-point system. Course-specific grading requirements and expectations are established by Drury University and published in the applicable course syllabus and Drury University policies.

75% Rule

Students must achieve at least a 75% of exam points to successfully complete the course. The final course grade for students who earn at least 75% will be determined by the total course points. See course syllabi for details.

Attendance Policy

All absences carry inherent academic risk. Students are fully responsible for any material covered, assignments due, announcements made, and participation opportunities missed during their absence. Faculty are not required to re-teach missed content or provide make-up opportunities.

Students should contact faculty promptly to discuss possible options for making up missed content or activities. There is no set number of "allowable" absences—refer to individual course syllabi for specific attendance expectations. Students are responsible for:

- Attending and actively participating in all scheduled learning activities.
- Promptly notifying faculty of anticipated or actual absences, following established procedures.
- Understanding and adhering to all attendance and make-up policies.
- Taking initiative to obtain missed content from peers or faculty.

- Being aware of how their attendance and engagement impact academic progression and financial aid eligibility.

Faculty members are responsible for:

- Accurately tracking and documenting student attendance and academic engagement in all assigned learning activities (didactic, lab, simulation, clinical).
- Engaging with students to understand absence causes and offer support.
- Reporting student non-attendance or cessation of academic engagement to the designated College office (e.g., Early Alert, Registrar, Financial Aid, Student Success) per established procedures, particularly for unofficial withdrawals*.
- Communicating and overseeing the make-up process for missed clinical or lab hours.

Attendance at all assigned clinical and lab sessions, including related activities, is mandatory. These hours are essential for meeting the minimum clinical/lab requirements for course completion and eligibility for nursing licensure. Clinical hours may include simulation, labs, and online activities as outlined in the course syllabus.

All missed clinical hours must be made up; however, availability of make-up opportunities is not guaranteed. Students should consult their course syllabus for specific make-up policies and procedures.

In rare and exceptional circumstances where a student is unable to complete required clinical hours within the designated timeframe due to serious and unavoidable events, a formal request for a Course Incomplete may be submitted. Pregnancy-related accommodations are coordinated through the Title IX office.

- **Appeals:** Decisions related to attendance and academic progression based on this policy may be appealed through the College's formal complaint and grade resolution process as outlined in the Student Handbook. However, the ability to make up required clinical hours is finite, and failure to meet these hours will impact progression and may not be appealable.
- ***Unofficial Withdrawal:** For Financial Aid purposes, if a student misses any class for 15 consecutive working days (or three consecutive weeks), the faculty will report to the Registrar who will administratively withdraw the student from the course.

Communication

The College communicates using U.S. Postal Service, College email, Learning Management Systems, and electronic signature software. In the event of an emergency, urgent communications will be disseminated through these same channels, as well as HCA Alert (RAVE), the approved platform for emergency communications to ensure timely and reliable delivery of critical information. Students should sign up for this service: <https://hcaregistration.sendwordnow.com/LoginPage.aspx>

Community Service

Students are encouraged to provide service to their community. Students who submit documentation of volunteer service of 25 hours or more are eligible to receive community service cords to be worn at commencement. Students will record hours electronically using their cohort's submission link in the Learning Management System. To be considered for the Community Service Award, hours must be submitted no later than three weeks prior to graduation date.

Computers

All students are required to provide their own Windows or Mac compatible laptop computer. iPads and mobile devices do not meet the minimum requirement for software operation. Students assume liability for all functions of personal computers, including all costs of damages, loss of data, or any other

consequential, incidental, indirect, or punitive damages, however caused. At a minimum, a student computer configuration should include Microsoft Office software suite and audio/video capabilities.

Students are responsible for:

- knowing how to operate the computer system they choose, and the software packages required,
- making all repairs, updates, and configurations to their computer,
- completing assignments in a timely manner regardless of the state of repair of their individual computer system, and
- acquiring any specialized software necessary to complete specific course requirements.

Technology Requirements for Students

All students are required to provide their own Windows or Mac-compatible laptop computer. iPads, Chromebooks, and other mobile devices do not meet the minimum requirements for required software operation.

Students are fully responsible for the functionality, maintenance, and security of their personal computers, including any costs associated with damage, data loss, or other incidental or consequential issues.

At a minimum, student computers must include:

- The Microsoft Office software suite (Word, PowerPoint)
- Audio and video capabilities (microphone, speakers, webcam)

In addition, students are required to install and maintain access to all required testing and learning software programs, including but not limited to:

- ExamSoft, Respondus, ATI Testing, etc.

Students are responsible for:

- Knowing how to operate their chosen computer system and all required software
- Performing all necessary updates, repairs, and configurations
- Completing assignments and assessments on time, regardless of technical issues
- Acquiring and maintaining any specialized software needed for specific course requirements

Multi-Factor Authentication

Multi-factor authentication (MFA) is an additional security method that protects and helps prevent unauthorized access across all your applications and accounts. HCA Healthcare mandated all external-facing apps must be secured by MFA, as of May 1, 2025. Research College of Nursing (RCoN) is utilizing this extra layer of security for our Learning Management System, Student Information System and other select systems used by the college. MFA requires a second layer of identification, often delivered to a student's mobile device, before a user can access the systems.

Windows Minimum Requirements

- Operating System: 64-bit versions of Windows 10 /11
- CPU Processor: Non-ARM-based processor supported by your operating system
- RAM: 4GB of usable RAM or higher
- Hard drive: 4GB or higher of available space
- Administrator-level account permissions
- Screen resolution should be at least 1280 x 768

Mac Minimum Requirements

- Operating System: macOS, Sonoma, Sequoia, or Tahoe
- CPU: Intel or M series processor. Devices using Apple's M series and Apple Rosetta 2 are acceptable
- RAM: 4GB or higher
- Hard Drive: 4GB or higher available space
- Administrator-level account permissions
- Screen resolution should be at least 1280 x 768

Copy Machines

Copy machines are free for student use on the third floor of the College building in the Student Success Center.

Counseling Services

RCoN is committed to supporting students as they navigate the academic and personal challenges that may arise throughout their nursing education. Students have access to confidential counseling services at no cost, providing a safe space to discuss a wide range of concerns, including test anxiety, earning difficulties, interpersonal conflict, family stress, depression, and anxiety.

To further support student well-being, the College partners with WellConnect, a comprehensive mental health and student assistance program. WellConnect offers 24/7 access to licensed professionals who can assist with counseling, stress management, and referrals for additional resources.

Students may seek counseling services at <https://WellConnectForYou.com> or 866-640-4777, code = RCON.

Course Progress

Students may view their progress and grades using the grade book feature of the Learning Management System at any time during the academic term. It is the student's responsibility to remain aware of progress in courses and consult with course faculty if additional assistance is needed. Students may view their midterm and final semester grades in the SONIS database, a secure environment, after grades have been entered. Final grades are available for viewing after the close of the academic session or semester.

Distance Education

Programs offered via distance education shall be consistent with the role and mission of the College. Only courses and programs approved by the appropriate curriculum councils shall be offered via distance education. Distance education students shall receive clear, accurate, complete, and timely advisement and information on the curriculum, course and degree requirements, nature of faculty/student interaction, required technological competence and skills, technical equipment requirements, availability of academic resources, availability of student services, program/course costs and payment policies, dates, time frames and deadlines, and academic policies.

Distance education students shall have reasonable and adequate access to the range of student services and student rights appropriate to support their learning. These will be comparable to those offered to on-ground students. The institution shall provide reasonable accommodation and support services for students with disabilities according to policy. Instructors shall provide distance students with information about library services through the learning management system. Information regarding access to College email, courses, and the College website should be included as well as technical assistance

information.

Distance Education and Online Coursework

Programs and courses offered via distance education shall be consistent with the role and mission of the College. Only courses and programs approved by the appropriate curriculum councils or academic governance bodies shall be offered via distance education.

Research College of Nursing does not currently offer a fully online degree program. However, selected coursework, including General Education coursework, may be offered online through approved institutional processes or academic partnerships.

Because the College is not a member of NC-SARA, enrollment in online coursework by students physically located outside Missouri may be subject to state authorization requirements. The College reserves the right to determine whether a student located outside Missouri may enroll in online coursework based on applicable state authorization requirements.

Students enrolled in distance education or online coursework shall receive clear, accurate, complete, and timely advisement and information regarding curriculum requirements, course and degree requirements, faculty/student interaction, required technological competence and skills, technical equipment requirements, availability of academic resources, availability of student services, program/course costs and payment policies, dates, time frames and deadlines, and academic policies.

Distance education students shall have reasonable and adequate access to student services and student rights appropriate to support their learning. These services shall be comparable to those offered to on-ground students, as appropriate to the course, program, and delivery format. The College provides reasonable accommodations and support services for students with disabilities according to College policy. Instructors shall provide distance education students with information about library services, access to College email, learning management system access, course access, College website resources, and technical assistance information.

Distance Education Verification

In accordance with the Higher Education Opportunity Act (Public Law 110-315), Federal Requirement 34 DFR-602.17(g), and HLC Policy Number FDCR.A.100505, institutions offering distance or correspondence education must have a process to establish that the student who registers in such courses is the same student who participates in and receives academic credit.

The College requires distance education students to upload a valid, unexpired photo identification document as part of the application process. Acceptable forms of identification may include a driver's license, passport, or state-issued identification card. Students must redact or black out numeric identification information before submission. U.S. government and military identification cards are not accepted.

Once the student's identification has been verified, the student will create and use secure login credentials for access to College systems and online coursework. Secure login and password credentials serve as the College's method for ongoing identity verification in distance education coursework.

Dress Code

Students are expected to maintain a professional appearance in all academic, laboratory, simulation, clinical, practicum, and College-related settings. Students must comply with both College dress code

expectations and the requirements of the assigned clinical or practicum site. **Clinical site requirements may be more restrictive than College requirements, and students are responsible for meeting all site-specific expectations. A student who does not meet clinical site requirements may be denied access to the clinical setting and may be unable to complete required clinical or practicum experiences.**

1. Students must meet the dress code requirements for each individual clinical or practicum site. Clinical site requirements supersede College dress code provisions when the site has more restrictive standards.
2. Students should be neat and clean while on campus and when participating in College or academic activities. Lounge pants and pajamas may not be worn while attending class.
3. Students should not emanate offensive body odor, including smoker's (or Vape) odor, or wear strong perfumes, colognes, or body oils.
4. Student ID badges are to be worn at all times. Badges must be displayed in an upright and readable position in the upper chest area. The picture may not be covered.
5. Attire for clinical/practicum settings: The official uniform is Research College of Nursing embroidered navy-blue scrubs. Shoes must be closed-toe and without holes. Unless specifically approved by course faculty, the official College uniform should be worn while in the student role, including clinical, laboratory, or simulation experiences. College t-shirts should not be worn while in the student role. Students are not to wear the College uniform while working as an intern, extern, PCT, MHT, or in another employment role. Students must also comply with any additional or more restrictive attire, grooming, identification, jewelry, infection prevention, or personal appearance requirements of the assigned clinical or practicum site.
6. Artificial nails shall not be worn by students when providing direct patient care. Natural nails shall be kept clean, and nail polish must be in good repair. Students must follow any more restrictive nail or infection-prevention requirements of the clinical site.
7. Hair must be kept from falling forward onto clients or bedside equipment. Students must have neatly groomed facial hair, including beards, mustaches, and sideburns. Students must follow any more restrictive hair or facial hair requirements of the clinical site.
8. Tattoos and other body art must be appropriate for a professional environment. Examples of inappropriate tattoos include, but are not limited to, nudity, profanity, and offensive gestures. Clinical sites may require tattoos or body art to be covered.
9. Simple rings, watches, and stud earrings are the only jewelry permitted unless otherwise allowed or restricted by the clinical site.
10. Religious attire and head coverings are permitted as long as they do not obstruct the student's face or interfere with safety, infection-prevention requirements, or patient care.
11. Students should contact the appropriate College official if they believe a clinical site requirement conflicts with a sincerely held religious practice or approved accommodation.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, is a federal law that regulates the maintenance and release of student records at educational institutions and related agencies. The purpose of the FERPA is to protect the privacy of student education records and affords students certain rights concerning their education records. The College annually informs students of their FERPA rights.

The primary rights afforded to students include: (1) the right to inspect and review education records, (2) the right to request to have the education records amended, (3) the right to consent to or prohibit the

disclosure of certain information retained by the College, and (4) the right to file a complaint with the United States Department of Education if the student believes their FERPA rights have been violated.

Education Records

FERPA regulations governing the College apply to the education records of current and former students. Records of an individual who applied for admission to the College, but never attended, are not education records under FERPA.

Education records are any records maintained by the College which are directly related to the student. An education record may include, but is not limited to: academic records, files, biographical data, course information, grade reports, results of certain examinations, student papers, test scores, advisory information, letters of evaluation, transcripts, admissions information, financial aid information, billing information, disciplinary records, housing records, promissory notes and copies of correspondence. Education records may be maintained in any way, including handwritten notes, print, computer media, video or audio tape, film, microfilm, and microfiche.

The following documents are not education records for purposes of FERPA and this policy:

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
2. Employment records exclusively related to a student's capacity as an employee of the College and not available for use for any other purpose, except where a currently enrolled student is employed as a result of their status as a student (e.g., work study, graduate assistantship or fellowship with the College);
3. Records maintained by the Research Medical Center Security Department solely for law enforcement purposes;
4. Medical and mental health records made, maintained, or used by professionals in connection with the treatment of a student that are available only to persons providing treatment; and
5. Records that only contain information about an individual after they are no longer a student at that agency or institution.

Student Access

Every student has the right to inspect and review their own education record(s), subject to the College's procedures on the time, place and supervision of the inspection. To request education records from the College, a student must submit a written request to the Registrar's Office.

The College will respond to a student's valid request to inspect their education records within 45 days of the date the request is received. If the records that the student requests to inspect and review may not be disclosed under FERPA, the College will provide the student with a written explanation.

If the records that the student requests to inspect and review are to be disclosed under FERPA, the College will make arrangements for access and notify the student of the time and place where the records may be inspected. At the time of inspection, the student must present identification and will generally be required to review the record in the presence of a College official. If the education records of a student contain information on more than one student, the student may inspect and review or be informed of only the specific information about that student. The student is entitled to a hard copy of the education records, if requested.

Confidential letters and statements (e.g., letters of recommendations) will be used only for the purpose for which they were specifically intended. In some instances, a student may waive their right of access to confidential letters and statements contained in their education records. A valid waiver must be in writing

and signed by the student. The College does not require such waivers as a condition for admission or receipt of any service or benefit provided to students. If a student chooses to waive their right of access to confidential letters or statements, the College will not permit the student to inspect and review such letters and statements. Instead, the student will be notified, upon request, of the names of all persons making such letters or statements. A student's waiver may be revoked in writing at any time and the revocation will apply only to subsequent letters or statements.

Third Party Access to Education Records

The College restricts third-party access to education records and will disclose personally identifiable information contained in the student's education records only with the written consent of the student, except to the extent that FERPA authorizes disclosure without consent. "Personally identifiable information" is information that is linked or linkable to a specific student that would allow a reasonable person in the school or its community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. Restrictions on third-party access do not include the release or return of personally identifiable information from an education record to the party who provided or created the record.

Unless disclosure is to the actual student, the student's consent for disclosure to a third party must be written, signed and dated, and must specify the records to be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made.

General FERPA Release for Disclosure of Student Education Records forms are available from the Registrar's Office and online. Upon request, the College will provide the student with a copy of any education records disclosed.

With limited exceptions, the College will not disclose personally identifiable information from an education record unless that party to whom the information is to be disclosed agrees to not disclose the information to any other party without the student's consent.

Disclosure without Student Consent

Records may be disclosed without the student's consent in the following circumstances:

1. Education records may be disclosed to a College official who has a legitimate educational interest in the information contained in the education record. For purposes of this exception, a College official is a person employed by the College in an administrative, supervisory, academic, research, or support staff position. A College official also includes members of the Governing Board, contractors, consultants, volunteers, and other outside parties to whom the College has outsourced institutional services or functions that it would otherwise use employees to perform. A legitimate educational interest exists if the College official needs to review an education record to fulfill his or her duties to the College.
2. Education records may be disclosed to officials of another school, upon request, in which a student seeks or intends to enroll or is enrolled.
3. Education records may be disclosed to authorized representatives of the Comptroller General of the U.S., the Attorney General of the U.S., the U.S. Department of Education and State and Local educational authorities, but only in connection with the audit or evaluation of a Federal or State supported education program or in connection with the enforcement of or compliance with legal requirements relating to these programs,
4. Education records may be disclosed in connection with a student's application for or receipt of financial aid, but only to the extent necessary for such purposes as determining eligibility, amount,

conditions and enforcement of terms or conditions of the financial aid,

5. Education records may be disclosed to State and local officials to whom such information is specifically allowed to be reported or disclosure pursuant to State law,
6. Education records may be disclosed to organizations conducting educational studies for the purpose of developing, validating, or administering predictive tests; administering student aid programs; and improving instruction, provided the College enters into a written agreement with the organization that specifies the purpose, scope, and duration of the study and the information to be disclosed; requires the organization to destroy or return all personally identifiable information when it is no longer needed for the purpose of the study; states the time period during which the organization must either destroy or return the information to the College; and provides that the study must be conducted so as not to permit personal identification of students by third-parties,
7. Education records may be disclosed to accrediting organizations for purposes necessary to carry out their accrediting functions.
8. Education records may be disclosed to a parent of a student if the student is a dependent of the parent for income tax purposes.
9. Education records may be disclosed in response to a judicial order or subpoena. When not prohibited by the court order or subpoena, the College will make reasonable efforts to notify the student before complying with the court order,
10. Education records may be disclosed to a court in response to a legal action between the College and a parent or student. In a health or safety emergency, where there is an articulable and significant threat to a student or other individuals, education records may be disclosed to any person whose knowledge of the information is necessary to protect the health and safety of the student or other individuals, if the College records the threat that was the basis of the disclosure and the parties to whom the information was disclosed.
11. Final results of disciplinary proceedings conducted by the College may be disclosed to the victim of an alleged crime of violence or a nonforcible sexual offense.
12. Education records may be disclosed in connection with certain College disciplinary proceedings.
13. The College may disclose to a parent of a student under the age of 21 the student's violation of any Federal, State, or Local law or any rule or policy of the College governing the use or possession of alcohol or a controlled substance if the College determines that the student has committed a disciplinary violation with respect to such use or possession.
14. Personally identifiable information that Research College of Nursing has classified as "Directory Information" (as detailed below) may be disclosed to the public unless a hold has been placed upon the release of the information by the student, and
15. Education records may be disclosed if received under a State community notification program about a student who is required to register as a sex offender in the State.

In all other instances, personally identifiable information in education records will not be disclosed without the prior consent of the student.

Directory Information

At the discretion of the College, information designated as “directory information” may be disclosed without prior consent of the student. Directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the following:

- Student’s name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Enrollment status (e.g., undergraduate or graduate; fulltime or part-time)
- Participation in officially recognized activities and sports
- Degrees
- Honors and awards received
- Most recent educational agency or institution attended

FERPA permits the College to limit the disclosure of directory information to specific parties, for specific purposes, or both. In the exercise of that authority, the College may release all directory information to members of the College family, defined as administrators, faculty, employees and trustees. Other releases will be limited to those situations in which the College, in its discretion, believes the release would recognize a student for academic or extracurricular achievement or otherwise advance the student’s career interests or when the College believes the release would serve to advance the interests and image of the College. Examples of such releases would be the disclosure of directory information to prospective employers, financial aid and scholarship agencies or registry, licensure or certification services. Another example would be the release of directory information in connection with College sanctioned alumni affairs.

The College will provide public notice of disclosure of directory information to students in attendance. The College may disclose directory information about former students without providing such notice.

Directory information may appear in public documents and may otherwise be disclosed without student consent unless the student places a hold on the release of such information. To opt out of the disclosure of director information, a student must provide written notice to the Office of Student Affairs during the first week of each academic term. A student may not use their right to opt out of directory information disclosures to prevent the College disclosing the student’s name, electronic identifier, or institutional e-mail address in a class in which the student is enrolled.

Upon receipt of notice to opt out, the student’s directory information will not be released without the student’s consent. The College will honor all requests to withhold directory information and cannot assume any responsibility to contact a student for subsequent permission to release such information. Regardless of the effect on the student, nondisclosure will be enforced until the student rescinds the decision to opt out of directory information disclosures.

Information Disclosed for Timely Warnings of Crimes

In addition to the exceptions above, the College may provide timely warnings of crimes that represent a

threat to the safety of students or employees. FERPA does not preclude the institution's compliance with the timely warning provision of the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act*—a federal law intended to provide students and their families with accurate, complete, and timely information about safety on campuses so that they can make informed decisions. Information can, in case of an emergency, be released without consent when needed to protect the health and safety of others. In addition, Research College of Nursing can utilize information from the records of a campus law enforcement unit to issue a timely warning.

Recording Disclosures of Education Records

The College will use reasonable methods to authenticate the identity of any party to whom the College discloses personally identifiable information from education records. All personnel of the College handling requests for disclosure or access to information contained in an education record will maintain a record for each request for and each disclosure of the student's record, except recordkeeping of a request or disclosure is not required if the request was from or the disclosure was to:

1. The student;
2. A College official with a legitimate educational interest;
3. A third-party with written consent from the student;
4. A party seeking only directory information; or
5. A party seeking or receiving the records as directed by a Federal grand jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed.

The record of disclosure should be kept on the Report of Request for Disclosure of Education Records Form, which indicates the name of the party making the request and what records, if any, were received; the legitimate interest in the records; any additional party to whom the records may be redisclosed; and the legitimate interest the additional party had in requesting or obtaining the information. This form should be kept with the record(s) that are disclosed. The form may be inspected by the student and the College official who has custody of the education record disclosed. Forms are available in the Registrar's Office.

Amendments to Education Records

In accordance with the Family Educational Rights and Privacy Act (FERPA), students have the right to request corrections to their education records if they believe the information is inaccurate or misleading. These amendment procedures, however, may not be used to challenge a grade, opinion, or decision made by the College. To initiate a request, the student must submit a written explanation clearly identifying the proposed change and the reason for it to the College official responsible for maintaining the record.

Within a reasonable timeframe, the College will respond in writing, either approving the change or denying the request. If the request is denied, the student is notified of the right to a formal hearing. Students have thirty (30) days to submit a written hearing request to the Registrar's Office. Upon receipt, the College will notify the student in writing of the hearing's date, time, and location. The hearing will be conducted by a College official who has no direct interest in its outcome. During the hearing, the student will have the opportunity to present relevant evidence and may be assisted or represented by individuals of their choosing.

Following the hearing, the College will issue a written decision within a reasonable time. This decision will include a summary of the evidence presented and the rationale for the outcome. If the College determines the record is inaccurate, misleading, or in violation of the student's privacy rights, the record

will be amended accordingly, and the student will be informed in writing. If no changes are made, the student has the right to include a written statement explaining their disagreement. This statement becomes a permanent part of the education record and will be disclosed whenever the contested information is shared.

Complaints of Alleged Violation of FERPA Rights

Students have the right to file a complaint with the United States Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

If you have questions about FERPA, you may visit the U.S. Department of Education at:
<https://studentprivacy.ed.gov/file-a-complaint> or contact the Registrar's Office.

Graduation Awards

Award for Academic Achievement

This award is given to the student(s) in the BSN programs who have achieved the highest academic average for their entire graduating cohort. This does not include transfer credits.

Barbara A. Clemence Award

This award is given in memory and remembrance of Barbara A. Clemence, President and Dean of Research College of Nursing from 1985-1992. The recipient of this award is a servant leader, someone who exhibits insightfulness and a team player mentality, and presents a willingness to be a risk taker. The award is given to one (1) student per graduating cohort.

Community Service Award

This award is given to the student who completes the most community service hours during their time at the College. The award is given to one (1) student per graduating cohort.

DAISY Award for Extraordinary Nursing

This award celebrates the student's commitment to compassionate patient care and outstanding clinical skills. The award is given to one (1) student per graduating cohort.

Longmoor Values Award

This award is given in honor and remembrance of Mr. William V. Longmoor, a hospital board member and one of the founders of the baccalaureate degree program at Research College of Nursing. This award is given to the student who best exemplifies the values, standards, and missions of Research College of Nursing and Research Medical Center. The award is given to one (1) student per graduating cohort.

Theresa Chang Award

In honor of longtime faculty member Theresa Chang, who served the Research community with distinction for decades and was recognized with the DAISY Award for Extraordinary Nursing Faculty in 2022. This award is given to celebrate one (1) student per graduating cohort who exemplifies excellence in clinical practice, values mentorship, and demonstrates selflessness and compassion in patient care.

Graduation Honors - BSN

Graduation honors are awarded based upon cumulative RCoN grade point average.

1. Summa Cum Laude 3.85 or greater
2. Magna Cum Laude 3.7 - 3.84
3. Cum Laude 3.5 - 3.69

Note: Latin honors will be determined after the following semesters:

- Term 3A for all ABSN students
- Term 3 for TBSN students graduating prior to December 2027 (on prior curriculum)
- Term 4A for TBSN students graduating December 2027 and after (on new curriculum)

Honors are not considered final until after semester grades have been posted. This may result in a difference in honors awarded at Commencement and those that appear on the student's diploma and transcript.

Student Complaint, Grievance, and Academic Appeal Policy

Research College of Nursing (RCoN) is committed to providing a fair, equitable, and timely process for addressing student concerns and complaints. This policy establishes a framework to ensure due process, consistency, and resolution of student grievances related to academic and non-academic matters.

I. Student Complaint and Grievance Policy

Scope

This policy applies to student complaints regarding College policies, procedures, services, faculty or staff interactions, clinical experiences, and other aspects of the student experience.

This policy applies to all student complaints except those governed by separate processes, including:

- Allegations of discrimination, harassment, or Title IX concerns
- Financial or billing disputes
- Academic misconduct or disciplinary actions resulting in dismissal
- Grade appeals (see Section II below)

Definition of a Complaint

A complaint is a concern or allegation by a student that a College decision, action, or condition has adversely affected the student's experience, rights, or academic progression.

Examples include, but are not limited to:

- Inconsistent or unfair application of College policies
- Concerns regarding faculty, staff, or administrative actions
- Clinical placement or supervision issues
- Student services (advising, financial aid, support services)
- Learning environment or facilities concerns

Time Limit for Filing

Students must initiate a complaint within **three (3) business days** of the event, condition, or notification giving rise to the concern, unless extenuating circumstances are approved by the College.

Business days are defined as days when the College is open for normal operations (Monday-Friday, excluding holidays).

Complaint Resolution Process

a. Informal Resolution

Students are encouraged to first attempt to resolve concerns directly with the individual(s) involved.

- This may include faculty members, staff, or supervisors.
- If direct communication is not appropriate (e.g., power differential, safety concerns), the student may proceed directly to formal resolution.

If unresolved, the student may escalate to the formal process.

b. Formal Complaint - Level One Review

If informal resolution is unsuccessful, the student may request a formal review by submitting a written complaint to the appropriate Designated Administrator based on the nature of the concern:

- Academic concerns (e.g., faculty decisions, grading practices, course-related issues) are submitted to the Vice President of Academic Operations or designee.
- Non-academic concerns (e.g., student services, facilities, administrative processes) are submitted to the Vice President of Campus Operations or designee.

The complaint must include:

- Description of the concern or decision
- Summary of informal resolution attempts, if applicable
- Relevant dates, facts, and supporting documentation
- Desired outcome

Response Timeline:

The Vice President of Campus Operations or VP of Academic Operations will issue a written response within seven (7) business days.

c. Level Two Review - Committee or Administrative Appeal

If the student is not satisfied, the student may appeal within seven (7) business days.

- The College may appoint a review committee (e.g., faculty, staff and administrators)
- The committee reviews documentation and may request additional information
- This is an internal review; legal representation is not permitted

Outcome: Written decision within seven (7) business days

d. Final Appeal - President

If the student remains dissatisfied, a final appeal may be submitted to the President of the College within seven (7) business days.

Outcome:

- Decision issued within seven (7) business days
- This decision is final at the institutional level

Outcomes of Complaints

Resolutions may include:

- Complaint upheld or denied
- Policy clarification
- Corrective action or administrative adjustment

- Referral to another institutional process

Student Rights and Responsibilities

- The student bears the responsibility of providing sufficient documentation
- Students are expected to participate in good faith
- Failure to follow procedures or timelines may result in dismissal of the complaint

Confidentiality and non-retaliation

The College will make reasonable efforts to protect the privacy of all parties involved, consistent with the need to investigate and resolve complaints. Complaint records are maintained according to institutional record retention schedules.

Retaliation against any individual who files a complaint or participates in the resolution process is strictly prohibited.

External Complaint Options

After exhausting internal processes, students may file complaints with:

- Missouri Department of Higher Education (MDHE)
- Missouri State Board of Nursing
- Institutional Accreditor (e.g., Higher Learning Commission)
- Programmatic Accreditor (e.g., CCNE)

Contact information is available on the College's website.

II. Academic and Grade Appeal Policy

Purpose

Grade appeals are a specific type of academic complaint and apply to the appeal of a **final course grade**. Grade appeals follow the additional criteria outlined below.

Concerns about individual assignments, exams, quizzes, clinical evaluations, or other course activities should first be addressed with the course faculty through normal course communication processes. A concern about an individual course activity may be considered as part of a final grade appeal only if the student demonstrates that the issue affected the final course grade and meets one or more grounds for appeal.

Grounds for Grade Appeal

A final course grade may be appealed only if the student demonstrates that the grade was assigned in an arbitrary, capricious, or procedurally unfair manner, including:

- Use of criteria not outlined in the course syllabus;
- Consideration of factors unrelated to academic performance;
- Inconsistent application of grading standards;
- Failure to follow stated grading policies.

Not valid grounds:

- Desire to improve a grade, obtain additional points, or receive extra credit.
- Disagreement with faculty academic judgment alone.

Burden of Proof

The student must demonstrate that one or more established grounds for appeal have been met.

Grade Appeal Process

Step 1: Informal Resolution

The student must first discuss the concern with the faculty member within three (3) business days of grade posting.

Step 2: Formal Appeal - Level One

If unresolved, the student submits a written appeal to the Program Chair, including:

- Basis for appeal
- Supporting evidence
- Documentation of informal attempt

Response: within seven (7) business days

Step 3: Level Two Appeal

If the student is not satisfied with the Level One decision, they may submit a written appeal within seven (7) business days to the Vice President of Academic Operations or designee.

The Vice President of Academic Operations may review the appeal directly or appoint a committee to review the matter and provide a recommendation.

- Committee review, if utilized, is an internal College process and is closed to individuals not directly involved
- Students may not bring legal counsel or external representation

A written decision will be provided within seven (7) business days of receipt of the appeal.

The decision at this level represents the College's final academic review prior to appeal to the President.

Step 4: Final Appeal - President

Final appeal to the President of the College within seven (7) business days

- Decision is final

Important Considerations

- Grade changes will be made only if a procedural or fairness issue is substantiated.
- Faculty maintain primary responsibility and authority for academic evaluation.

Identification/Access Badges

All students are required to have an access card for entry into the Research College of Nursing building. The badge is required to be worn at all times by students while at the College and at clinical sites. Students should contact the Student Services Specialist for replacement badges.

Incomplete Grades

Under unusual circumstances, when a small portion of a course cannot be completed by the last day of class, students may request, in writing, an incomplete grade, or 'I'. If approved, the student will be given up to 6 weeks to complete the coursework, or the 'I' grade will be changed to an 'F'. Incomplete grades may not be extended beyond 6 weeks without the approval of the appropriate College administrator. For students at risk of dismissal, coursework and the grade change must be completed and submitted by the 6-week deadline or the drop/add deadline of the next semester, whichever comes first. The Incomplete Grade Completion Contract and Request for Extension of Incomplete Grade forms can be obtained from the Registrar's Office through the Electronic signature software. Students are expected to initiate contact with their instructors to arrange for timely completion of outstanding work. Instructors may require periodic progress reports.

Lactation and Mothers' Rooms

Research College of Nursing is committed to providing a supportive, family-friendly environment for members of our community. To ensure comfort and privacy for breastfeeding individuals, the College offers dedicated Mothers' Rooms on each floor of the building. Mothers' Rooms are available to students, employees, and visitors during normal business hours.

Leave of Absence

A leave of absence is defined as a temporary suspension in studies for up to one (1) calendar year. Students who are unable to proceed with the full-time plan of study and wish to return are considered out-of-sync and should request the Leave of Absence Request form from the Registrar's Office. A leave of absence will be considered on an individual basis. Students who are granted a leave of absence must apply for readmission.

Impact of Leave of Absence (LOA) on Student Loans

Students must be aware that the Leave of Absence (LOA) from the department, program, or college does not refer to the Title IV financial aid conditions. "A school may grant a student an LOA that does not meet the conditions to be approved LOA for Title IV purposes." *An LOA must be reported to the Student Loan Clearinghouse as a student having withdrawn from the college, effective from the last date of attendance and is subject to all loan repayment deadlines.*

An LOA may cause a student to fail financial aid satisfactory academic progress standards which would require a student to use the financial aid appeal process to regain financial aid eligibility for future semesters. All LOA's granted to students eligible for federal financial aid must comply with federal regulations.

Liability Insurance

The College carries general and professional liability coverage for students through Health Care Indemnity, Inc. This coverage ensures students in their capacity as student nurses.

Loss of Personal Property

Research College of Nursing does not assume responsibility for loss of personal property.

Nursing Student Emergency Funds

The Nursing Student Emergency Fund is available through The Research Foundation for BSN students at Research College of Nursing. If approved, applicants are eligible to receive up to \$350 each calendar year. Acceptable emergency situations include (but are not limited to):

- Housing insecurity
- Lack of transportation to class or clinical sites
- Utility shut off notices
- Food insufficiency
- Other emergency needs identified by students

To learn more and apply: <https://www.theresarhfoundationkc.org/scholarships/emergency-fund-school.html>

Opening and Closing Courses in Learning Management System

Students have access to courses in the Learning Management System five (5) calendar days before the term begins. Access to courses will end three (3) calendar days after grades are due, unless there are unforeseen exceptions, such as an incomplete or a grade appeal.

Pregnant and Parenting

The College affords reasonable accommodations to pregnant students, including leaves of absence and accommodations related to course work. The College recommends that pregnant students inform the [Title IX Coordinator](#) of their pregnancy status as soon as it is known to initiate the process of identifying necessary accommodations and identifying a plan for the student.

If a student discloses a pregnancy to a faculty member and requests accommodations, the faculty member should refer the student to the Title IX Coordinator. A leave of absence due to pregnancy or related condition may be for various amounts of time depending on a student's particular circumstances and the period deemed medically necessary by the student's licensed healthcare provider. To the extent that a student qualifies for leave under a leave policy maintained by a recipient that allows a greater period of time than the medically necessary period, the recipient must permit the student to take voluntary leave under that policy instead if the student so chooses.

The specifics of each course vary, and some clinical rotations are offered at limited times. As such, course and/or degree progression will vary based on each particular circumstance and program.

Nevertheless, the College is aware of its nondiscrimination obligation with respect to pregnant and parenting students and will address each situation accordingly. The College prohibits discrimination based on pregnancy or related conditions and will provide reasonable accommodations consistent with federal law. As with other temporary conditions, the specifics of leave and return will vary on a case-by-case basis, and students will be required to provide medical documentation as necessary to make determinations about leaves and returns. All disclosures regarding and related medical conditions will be kept confidential to the extent possible and in accordance with FERPA.

Pregnant students are advised that some clinical areas may present health risks to the student and the developing baby. Concerns about potential health risks and the need for related accommodations should be discussed with the Title IX Coordinator.

Requirements for BSN Progression

Students must maintain ≥ 2.0 cumulative GPA to progress in the nursing curriculum.

1. A grade less than C (C-, D+, D, F, WF) is not satisfactory for progression. A student who receives a grade of C- or below in any nursing course must repeat the course and achieve a grade of C or better.
2. A student who receives two (2) course grades below C (including C-, D+, D, F, NP, WF), whether in the same course or another nursing course, will be dismissed from the nursing program.

Transcripts

Requests for transcripts can be made through the [National Student Clearinghouse](#).

Withdrawal

Students wishing to withdraw from a course must notify their Academic Advisor or Registrar's Office by email and then a Withdrawal form will be sent through the electronic signature software. Courses dropped

during the Drop/Add period (first 7 days of a term) are not recorded on the student's academic record.

Courses dropped after the Drop/Add period are recorded with grade notations of W (withdrawal) or WF (withdrawal failing). The assignment of the grade when withdrawing is determined by the student's academic performance at the time of withdrawal. The last date of attendance will be used as the withdrawal date for any refund considerations.

The last date for withdrawal (2/3 of the scheduled term) is the date established by the Registrar's Office and published on the Academic Calendar unless otherwise noted in the course syllabus and calendar. Following the 2/3 date, course withdrawal will not be allowed. Students may change their enrollment during this time but need to be aware that withdrawal from coursework may affect their ability to meet Financial Aid Satisfactory Academic Progress requirements. In order to maintain eligibility for financial assistance full-time students are required to earn 12 hours per semester or 24 hours a year. Part-time students are required to earn 80% of the hours they attempt. Financial Aid Satisfactory Academic Progress is outlined in the Financial Aid section.

Tuition and fees paid by a student authorized to withdraw are refundable only as indicated under Refunds from the "Tuition and Fees" section of the College Catalog. Failure to process withdrawals prior to the last date of withdrawal will result in a grade of F.



NURSING PROGRAMS

Pre-Nursing

Curriculum Learning Outcomes

The Pre-Nursing curriculum at RCoN is organized around four institutionally defined learning outcomes. Each outcome reflects foundational intellectual skills essential for academic success, professional preparation, and civic engagement.

The pre-nursing curriculum provides comprehensive course offerings for students to complete their pre-requisite coursework for the Bachelor of Science in Nursing program. Upon completion of the pre-nursing curriculum, students will be able to demonstrate:

- **Critical Thinking:** Students identify and evaluate sources of information, applying contextual evidence, knowledge, and multiple perspectives within the construction of their reasoning.
- **Quantitative Reasoning:** Students utilize analytical and scientific methodologies to identify, calculate, interpret, and analyze quantitative information.
- **Self and Society:** Students examine societal structures, concepts, and cultural perspectives to develop a deeper understanding of both the self and society.
- **Multimodal Communication:** Students effectively express meaningful questions, ideas and arguments through written, oral, and digital modes of communication.

Pre-requisite and General Education Requirements

Below you will find the equivalent course offerings for each pre-requisite that is required for students to have completed prior to the start of their BSN program. Students should refer to BSN Program Requirements to verify required pre-requisites for their respective program.

Pre-Requisite Requirements
English Composition I
EN 1503 Composition (3)
English Composition II
EN 2073 Expository Writing: Art of the Essay (3)
Communications
CT 2203 Business Communication and Writing (3)
Social Science
SS 1203 Principles of Sociology (3)
College Algebra
MT 1093 College Algebra (3)
Statistics
MT 2273 Introduction to Statistics (3)
General Psychology
PY 1203 Principles of Psychology (3)
Developmental Psychology
PY 2353 Applied Human Development (3)

Anatomy and Physiology with Lab
BL 2073 Anatomy and Physiology (4)
BL 2173 Anatomy and Physiology II (3)
Microbiology with Lab
BL 2083 Microbiology (5)
Nutrition
BL 3023 Human Nutrition (3)
Pathophysiology
BL 3823 Pathophysiology (3)
Humanities, Philosophy, Theology
CT 2013 Interpersonal Communication (3)
EN 2003 Literature Matters
HS 1013 United States History to 1865 (3)
HS 1023 United States History 1865 to Present (3)
MU 1153 Introduction to Music (3)
PL 3053 Ethical Issues in Health Care (3)
TH 2033 Introduction to the Bible (3)
<i>*Students who have met their Humanities requirements may use their courses to fulfill remaining general elective requirements.</i>

Attendance and Participation for General Education Curriculum

As the pre-nursing/general education coursework is online and asynchronous, attendance is measured through participation and submission of coursework. Courses run from Monday to Sunday each week.

Enrollment is verified in the third week of each semester and second week for block terms. Students that have not recorded attendance by that timeframe will be administratively dropped from the course.

Absences occurring for any reason are an individual matter between student and instructor.

Academic Standing, Probation, and Readmission After Dismissal

As this curriculum serves to prepare students for their upcoming academic program, the following policies regarding academic standing.

Academic Standing

Students must maintain a 2.00 cumulative grade point average to progress in the pre-nursing program and be considered within good academic standing. Cumulative grade point average is evaluated at the end of each term after submission of final grades.

Probation

If a student completes a term with a cumulative grade point average less than 2.00, the student is considered no longer in good academic standing, and their status will be updated to Probation.

Students under probation will have two terms following the receipt of their probation notice to improve their grade point average to the minimum 2.00 cumulative requirement in order to proceed with their curriculum. Students who have reached the minimum requirement will have their probation status removed and will be considered in good standing.

Students who are unable to improve their grade point average to the minimum 2.00 cumulative requirement after the following term will be dismissed from the College. Students dismissed from probation status must wait one term before seeking readmittance to the College.

Readmission After Dismissal

Dismissal from the College is a serious action. Students seeking readmission into the College must complete the following steps to be considered:

- Application for Readmission
- Student Success Plan
 - Created when student meets with Student Learning Specialist prior to readmission
- An essay describing
 - Actions that have been taken to warrant consideration for readmission
 - Evidence to support probability of future academic success, and
 - Goals or the first term upon returning.

ADA Accommodations for Pre-Nursing Students

For ADA accommodation requests outside of the College, such as pre-nursing students participating in coursework offered through an external institution, the student must first complete all required documentation with the College as detailed under the Academic Policies section, Academic Accommodations. Once the student has been cleared for any accommodations with the College's ADA Coordinator, the coordinator will connect the student with the external institution's ADA Coordinator. All necessary documentation will be provided to the external institution's ADA Coordinator for their records. The student will meet with the external institution's ADA Coordinator, after which the external institution's ADA Coordinator will determine their approval of all necessary accommodations for the student in relation to their coursework. If approved, the external institution's ADA Coordinator will communicate all requirements for student accommodations to all necessary parties.

Nursing Programs

BSN Program Requirements

The BSN degree requires completion of the equivalent of 120 semester hours. ABSN students are considered to have met the general education requirements (liberal arts and sciences) with their previously earned baccalaureate degree. TBSN students complete general education requirements prior to beginning the nursing program.

ABSN General Education (Liberal Arts and Sciences) Requirements

Statistics	3
Nutrition	3
Pathophysiology	3
Anatomy & Physiology with lab*	6
Microbiology with lab	4
Developmental Psychology	3
**Electives	38
Total	60

*Anatomy & Physiology and Pathophysiology credits must be earned within five (5) years of applying to the program.

**Block credit will be awarded for the remaining liberal arts course requirements.

TBSN/LPN-BSN/Fast Track General Education (Liberal Arts and Sciences) Requirements

Statistics	3
Nutrition	3
College Algebra	3
Pathophysiology	4
Anatomy & Physiology with lab*	6
Microbiology with lab	4
English Composition I	3
English Composition II	3
Social Science elective	3
Communication elective	3
Introduction or General Psychology	3
Developmental Psychology	3
Humanities, Philosophy, or Theology	9
Electives	10
Total	60

*Anatomy & Physiology and Pathophysiology credits must be earned within five (5) years of applying to the program.

BSN Nursing Requirements for students starting August 2026 and later

Course #	Course Title	Credits
NUR3010/1	Fundamentals of Nursing	4
NUR3080/1	Population Based Health	2
NUR3080C/1C	Scholarship for Practice I	2
NUR3150/1	Health Assessment	3
NUR3190/1	Professional Nursing Identity	2
NUR3330/1	Pharmacology I	3
NUR3350/1	Pharmacology II	3
NUR3470/1	Adult Health I	3
NUR3470C/1C	Intermediate Practicum	2
NUR3490/1	Mental Health	2
NUR3590/1	Scholarship for Practice I	2
NUR3690/1	Quality and Safety	3
NUR3790/1	Scholarship for Practice II	3
NUR4080/1	Informatics	2
NUR4160/1	Pediatric Nursing	2
NUR4170/1	Perinatal and Reproductive	2
NUR4170C/1C	Specialty Practicum	2
NUR4190/1	Leadership Development	2
NUR4270/1	Adult Health II	3
NUR4270C/1C	Advanced Practicum	2
NURXXXX	Nursing Elective	2
NUR4390/1	Navigating Healthcare Systems	3
NUR4500/1	Capstone	3
NUR4500C/1C	Capstone Practicum	3
Total		60

BSN Nursing Requirements for students who started before August 2026

Course #	Course Title	Credits
NU 3000/1	Med. Term and Dosage Calc.	1
NU 3030/1	Pathophysiology	3
NU 3010/1	Fundamentals of Nursing	5
NU 3080/1	Population Based Health Care	4
NU 3150/1	Health Assessment	3
NU 3190/1	Professional Development I	2
NU 3330/1	Pharmacology I	2
NU 3350/1	Pharmacology II	2
NU 3470/1	Adult Health I	6
NU 3490/1	Mental Health	3
NU 3590/1	Evidence Based Practice	3
NU 3690/1	Professional Development II	2
NU 4170/1	Maternal-Child, Family & Women's	6
NU 4190/1	Professional Development III	2
NU 4270/1	Adult Health II	6

NU XXXX	Nursing Elective	3
NU 4390/1	Professional Development IV	2
NU 4500/1	Capstone	5
Total		60

General Education Plan of Study

SAMPLE PLAN OF STUDY	
Year One Fall Semester 1	Credits
BIOL207: Anatomy and Physiology I**	4
ENGL150: Composition	3
MATH109: College Algebra	3
PSYC120: Principles of Psychology	3
Semester Total	13
Year One Spring Semester 2	Credits
ENGL207: Expository Writing: Art of the Essay	3
SOCI120: Principles of Sociology	3
BIOL208: Microbiology**	4
MUSC115: Introduction to Music	3
Semester Total	13
Year One Summer Semester 3	Credits
MATH227: Introduction to Statistics	3
COMM201: Interpersonal Communication	3
Semester Total	6
Year Two Fall Semester 4	Credits
PSYC235: Applied Human Development	3
BIOL217: Anatomy and Physiology II**	4
PHIL305: Ethical Issues in Health Care	3
HIST101: United States History to 1865	3
Semester Total	13
Year Two Spring Semester 5	Credits
BIOL382: Pathophysiology	3
COMM220: Business Communication and Writing	3
HIST102: United States History, 1865 to Present	3
ENGL200: Literature Matters	3
Semester Total	12
Year Two Summer Semester 6	Credits
BIOL302: Human Nutrition	3
Semester Total	3

LPN-BSN Plan of Study

The LPN-BSN pathway is scheduled to begin in January 2027. LPN-BSN students follow the Traditional BSN plan of study with limited modifications during the first semester. Eligible students receive seven semester credit hours of block credit for NUR 3150 Health Assessment with Lab and NUR 3010 Fundamentals of Nursing with Lab and complete the required two-credit Role Transition Seminar during Semester 1, Term A. The seminar must be successfully completed before progression to Term B and fulfills the nursing elective requirement shown in Semester 4. Beginning with Semester 2, LPN-BSN students follow the Traditional BSN plan of study without further modification

TBSN Sample Plan of Study (for students starting the BSN program August 2026 or later)

First Semester			
Course #	Course Title	Credits	Prerequisites
	TERM A		
NUR3190	Professional Nursing Identity	2	
NUR3150	Health Assessment	3	
NUR3590	Scholarship for Practice I	2	
	TOTAL CREDITS	7	
	TERM B		
NUR3010	Fundamentals of Nursing	4	NUR3150
NUR3080	Population Based Health	2	
NUR3080C	Foundational Practicum	2	NUR3150
	TOTAL CREDITS	8	
	Total Semester Credits	15	
Second Semester			
Course #	Course Title	Credits	Prerequisites
	TERM A		
NUR3470	Adult Health I	3	Semester 1
NUR3330	Pharmacology I	3	Semester 1
NUR3470	Intermediate Practicum	2	Semester 1
	TOTAL CREDITS	8	
	TERM B		
NUR4160	Pediatric Nursing	2	Semester 1
NUR4170	Perinatal and Reproductive	2	Semester 1
NUR3490	Mental Health	2	Semester 1
NUR4170C	Specialty Practicum	2	Semester 1
	TOTAL CREDITS	8	
	Total Semester Credits	16	

Third Semester			
Course #	Course Title	Credits	Prerequisites
	TERM A		
NUR3690	Quality and Safety	3	Semesters 1 & 2
NUR3790	Scholarship for Practice II	3	NUR 3590
NUR4190	Leadership Development	2	Semesters 1 & 2
	TOTAL CREDITS	8	
	TERM B		
NUR4270	Adult Health II	3	Semesters 1 & 2
NUR3350	Pharmacology II	3	Semesters 1 & 2
NUR4270C	Advanced Practicum	2	Semesters 1 & 2
	TOTAL CREDITS	8	
Fourth Semester			
Course #	Course Title	Credits	Prerequisites
	TERM A		
NUR4390	Navigating HC Systems	3	Semesters 1, 2, & 3
NUR4080	Informatics	2	Semesters 1, 2, & 3
NUXXXX	Nursing Elective	2	Semesters 1, 2, & 3
	TOTAL CREDITS	7	
	TERM B		
	Capstone		Semesters 1, 2, & 3
	Capstone Practicum		Semesters 1, 2, & 3
	TOTAL CREDITS	6	
	Total Semester Credits	13	

TBSN Sample Plan of Study (for students who started before August 2026)

First Semester			
Course #	Course Title	Credits	Prerequisites
NU 3000	Med Term & Dosage Calc	1	NA
NU 3030	Pathophysiology	3	NU3000 Med Term
NU 3010	Fundamentals of Nursing (Term B)	5	NU3000 Med Term & NU3150
NU 3080	Population Based Health Care	4	NU3000 Med Term
NU 3150	Health Assessment (Term A)	3	NU3000 Med Term
Total Credits		16	
Second Semester			
Course #	Course Title	Credits	Prerequisites
NU 3190	Professional Development I (Term A)	2	Semester 1
NU 3330	Pharmacology I	2	Semester 1
NU 3470	Adult Health Nursing I	6	Semester 1
NU 3490	Mental Health Nursing	3	Semester 1
NU 3690	Professional Development II (Term B)	2	Semester 1 & NU 3190
Total Credits		15	
Third Semester			
Course #	Course Title	Credits	Prerequisites
NU 3350	Pharmacology II	2	Semesters 1 & 2
NU 4170	Maternal-Child/Family/Women's	6	Semesters 1 & 2
NU 4190	Professional Development III	2	Semesters 1 & 2
NU 4270	Adult Health Nursing II	6	Semesters 1 & 2
Total Credits		16	
Fourth Semester			
Course #	Course Title	Credits	Prerequisites
NU XXXX	Nursing Elective	3	
NU 3590	Evidence-Based Practice	3	Semesters 1, 2, & 3
NU 4390	Professional Development IV	2	Semesters 1, 2, & 3
NU 4500	Capstone	5	Semesters 1, 2, & 3
Total Credits		13	

ABSN Sample Plan of Study (for students who start August 2026 or later)

First Semester			
Term 1A			
Course #	Course Title	Credits	Prerequisites
NUR3191	Professional Nursing Identity	2	
NUR3151	Health Assessment	3	
NUR4081	Informatics	2	
NUR3591	Scholarship for Practice I	2	
TOTAL CREDITS		9	
Term 1B			
Course #	Course Title	Credits	Prerequisites
NUR3011	Fundamentals of Nursing	4	Term 1A
NUR3081	Population Based Health	2	Term 1A
NUR3081C	Foundational Practicum	2	Term 1A
NUR3791	Scholarship for Practice II	3	Term 1A
TOTAL CREDITS		20	
Total Semester Credits		20	
Second Semester			
Term 2A			
Course #	Course Title	Credits	Prerequisites
NUR3471	Adult Health I	3	Term 1
NUR3331	Pharmacology I	3	Term 1
NUR3471C	Intermediate Practicum	2	Term 1
NUR4191	Leadership Development	2	Term 1
TOTAL CREDITS		10	
Term 2B			
Course #	Course Title	Credits	Prerequisites
NUR4161	Pediatric Nursing	2	Terms 1 & 2A
NUR4171	Perinatal and Reproductive	2	Terms 1 & 2A
NUR3491	Mental Health	2	Terms 1 & 2A
NUR4171C	Specialty Practicum	2	
TOTAL CREDITS		8	
Total Semester Credits		18	

Third Semester			
Term 3A			
Course #	Course Title	Credits	Prerequisites
NUR4271	Adult Health II	3	Terms 1 & 2
NUR3351	Pharmacology II	3	Terms 1 & 2
NUR4271C	Advanced Practicum	2	Terms 1 & 2
NUR2691	Quality and Safety	3	Terms 1 & 2
TOTAL CREDITS		11	
Term 3B			
Course #	Course Title	Credits	Prerequisites
NUR4391	Navigating Healthcare Systems	3	Terms 1, 2 & 3A
NURXXXX	Nursing Elective	2	Terms 1, 2 & 3A
NUR4501	Capstone	3	Terms 1, 2 & 3A
NUR4501C	Capstone Practicum	3	Terms 1, 2 & 3A
TOTAL CREDITS		11	
Total Semester Credits		22	

ABSN Sample Plan of Study (for students who started before August 2026)

Term 1A			
Course #	Course Title	Credits	Prerequisites
NU 3001	Med Term & Dosage Calc	1	NA
NU 3031	Pathophysiology	3	NU 3001 Med Term
NU 3151	Health Assessment	3	NU 3001 Med Term
NU 3191	Professional Development I	2	NU 3001 Med Term
Total Credits		9	
Term 1B			
Course #	Course Title	Credits	Prerequisites
NU 3011	Fundamentals of Nursing	5	Term 1A
NU 3081	Population Based Health Care	4	Term 1A
NU 3331	Pharmacology I	2	Term 1A
Total Credits		11	
Term 2A			
Course #	Course Title	Credits	Prerequisites
NU 3351	Pharmacology II	2	Term 1
NU 3471	Adult Health I	6	Term 1
NU 3691	Professional Development II	2	Term 1
Total Credits		10	
Term 2B			
Course #	Course Title	Credits	Prerequisites
NU 3591	Evidence Based Practice	3	Term 1
NU 4171	Maternal-Child, Family & Women's	6	Terms 1 & 2A
NU 4191	Professional Development III	2	Terms 1 & NU 3691
Total Credits		11	
Term 3A			
Course #	Course Title	Credits	Prerequisites
NU 3491	Mental Health	3	Terms 1 & 2
NU 4271	Adult Health II	6	Terms 1 & 2
NU XXXX	Nursing Elective	3	
Total Credits		12	
Term 3B			
Course #	Course Title	Credits	Prerequisites
NU 4391	Professional Development IV	2	Terms 1, 2 & 3A
NU 4501	Capstone	5	Terms 1, 2 & 3A
Total Credits		7	

The BSN degree requires completion of the equivalent of 120 semester hours. ABSN students are considered to have met the general education requirements (liberal arts and sciences) with their previously earned baccalaureate degree. TBSN (including LPN-BSN) students complete general education requirements prior to beginning the nursing program.

Learning Outcomes

Student Learning Outcomes Effective for Students entering August 2026:

AACN Domain	The student will:
Knowledge for Nursing Practice	1. Apply knowledge from nursing and other disciplines as the foundation for professional practice
Person-Center Care	2. Provide person-centered care across the lifespan to improve health outcomes
Population Health	3. Support the improvement of equitable population health outcomes
Scholarship for the Nursing Discipline	4. Engage in the scholarship of nursing to influence and guide practice decisions.
Quality and Safety	5. Provide safe, quality care across the continuum of healthcare environments.
Interprofessional Partnerships	6. Collaborate with professional partners and key stake holders to optimize healthcare outcomes.
Systems-Based Practice	7. Support system changes that enhance nursing practice and health outcomes.
Informatics and Healthcare Technologies	8. Use information and communication technologies for data supported decision making when planning and providing care.
Professionalism	9. Form a professional identity consistent with nursing values and standards.
Personal, Professional, and Leadership Development	10. Engage in activities that promote personal, professional and leadership development.

Student Learning Outcomes (for students entering prior to August 2025; including ABSN May 2026 Cohort)

BSN Program Student Learning Outcomes
1. Students will provide safe, quality care across the lifespan and in the continuum of healthcare environments
2. Students will demonstrate professional nursing values and standards.
3. Students will integrate leadership concepts into clinical practice.

Cardiovascular
disorders:

COURSE DESCRIPTIONS

Research College of Nursing

Course Descriptions

Nursing Course Descriptions

Courses are offered in different formats. When registering for the course in the student portal, the course delivery format of each course is provided. Course formats are defined below:

Classroom-based Course (CBC) – A face-to-face course with use of the campus Learning Management System for functions that may include document/resource repository, posting of student grades, or activities that complement class sessions without reducing the number and length of required class meetings.

Classroom Hybrid Course (CHC) – A course in which the majority of instructional times occurs face-to-face. Online learning activities, which reduce the number and length of required face-to-face meetings, may occur asynchronously or synchronously during the assigned course meeting time.

Online Hybrid Course (OHC) – A course in which the majority of instructional time occurs through online learning activities that may occur asynchronously or synchronously during the assigned course meeting time. Face-to-face learning activities will occur during the assigned course meeting time.

Online Synchronous Course (OSC) – All course activity is completed online, with specific dates and times assigned during the semester for students to complete assignments and to engage in online course sessions with the instructor and other students. The online elements include essential interactions with course content, the faculty member, and other students. There are no required physical face-to-face meetings at the College or a college-affiliated location.

Online Asynchronous Course (OAC) – All course activity is completed online, and there are no scheduled real-time (synchronous) online sessions required. The online elements include essential interactions with course content, the faculty member, and other students, with specific deadlines for students to complete assignments. There are no required physical face-to-face meetings at the College or a college-affiliated location.

Nursing course numbers ending in 0 are for the TBSN and those ending in 1 are for the ABSN. The number in parentheses following the course number and title indicates the semester credit hours for that course. A "C" indicates clinical; "L" indicates lab; "T" indicates theory.

NU 3000/3001 Introduction to Medical Terminology and Dosage Calculation (1T)

This course introduces nursing students to the basics of medical terminology and provides foundational math skills and an introduction to dosage calculation for safe medication administration. Students will build a working vocabulary of the most commonly used terms in healthcare and a working knowledge of the methods of dosage calculation. Medical terms are introduced in the context of human anatomy and physiology. Total clock hours equal 15.

NU 3030/3031 Pathophysiology (3T)

This course focuses on alterations in biologic processes that affect the body's internal homeostasis. General principles of pathophysiology are emphasized including etiology, pathogenesis, clinical manifestations, and sequelae of various alterations of human structure and function. Knowledge from prerequisite science courses will be integrated. Total clock hours equal 45.

NU 3010/3011 Fundamentals of Nursing (4T, 1L)

This course focuses on the fundamental principles and psychomotor skills for the provision of safe, quality care for clients across the lifespan. Classroom and clinical/laboratory experiences provide a basis for beginning nursing practice. NU3150/3151 is a prerequisite. Total clock hours equal 90 (60 theory, 30 lab).

NU 3080/3081 Population Based Health Care (2T, 2C)

This course focuses on the nurse's role in the health of populations and the global society. Factors impacting the health of populations including health promotion and risk reduction are introduced. Areas of study include population/community assessment, epidemiology, environment, vulnerable populations, disaster management, global health and the impact of public policy on the health of populations. The practicum incorporates concepts and theories related to the health of populations in a variety of community settings. Total clock hours equal 120 (30 theory, 90 clinical).

NU 3150/3151 Health Assessment Across the Lifespan (2T, 1L)

This course prepares students to perform comprehensive and focused physical health assessments for clients across the lifespan. This course includes assessments of health and illness parameters in clients using developmentally and culturally responsive approaches. Learning experiences occur in the classroom and clinical/laboratory. Total clock hours equal 60 (30 theory, 30 lab).

NU 3190/3191 Professional Development I - Forming a Professional Identity (2T)

Professional Development I-IV is a series of four (4) courses that explore professional nursing. This course explores the history of the profession, the roles of the baccalaureate nurse, and legal/ethical issues. Total clock hours equal 30.

NU 3330/3331 Pharmacology I (2T)

This course focuses on the basic drug classifications, concepts, and principles of pharmacology with special consideration for the nursing role in developing a comprehensive approach to the clinical application of drug therapy through the use of the nursing process. Total clock hours equal 30.

NU 3350/3351 Pharmacology II (2T)

This course expands on the basic principles and content presented in Pharmacology I. Drugs specific to disease processes and the nurse's role in safe medication administration and therapy are included. Total clock hours equal 30.

NU 3470/3471 Adult Health I (3T, 3C)

This combined theory and practicum course expands upon foundational concepts and the nursing process to guide the care of adult medical-surgical clients. Disease management and health promotion strategies for commonly occurring conditions are explored. The practicum focuses on an introduction to nursing care in the acute care environment and application of safety principles and therapeutic interventions. Total clock hours equal 180 (45 theory, 135 clinical).

NU 3490/3491 Mental Health (2T, 1C)

This combined theory and practicum course focuses on the care of clients with mental health alterations across the lifespan. The theory component is organized around the major categories of the Diagnostic and Statistical Manual of Mental Health Disorders (DSM-5). Health promotion, disease management and the nursing process provide the framework. Emphasis is on establishing and maintaining therapeutic nurse-client relationships and promoting the dignity of each individual. Total clock hours equal 75 (30 theory, 45 clinical).

NU 3590/3591 Evidence-Based Practice (3T)

This course utilizes the basic elements of the research process as a foundation for understanding the role of evidence-based practice and quality improvement in clinical decision making. Total clock hours equal 45.

NU 3690/3691 Professional Development II - Becoming a Member of the Interprofessional Team (2T)

Professional Development I-IV is a series of four (4) courses that explore professional nursing. This course explores conflict resolution, the profession's inherent values, and the interprofessional team. Total clock hours equal 30.

NU 4170/4171 Maternal-Child, Family, and Women's Health Nursing (4T, 2C)

This combined theory and practicum course utilizes a family-centered approach to the care of women, newborns, and children. Emphasis is placed on childbearing, normal growth and development, common pediatric disorders, family dynamics, and women's health care. The practicum focuses on the nursing care of clients in pediatric and obstetrical settings. NU3470/3471 is a prerequisite. Total clock hours equal 150 (60 theory, 90 clinical).

NU 4190/4191 Professional Development III - Navigating the Healthcare Environment (2T)

Professional Development I-IV is a series of four (4) courses that explore professional nursing. This course explores theories and models of change and healthcare environments. Total clock hours equal 30.

NU 4270/4271 Adult Health II (3T, 3C)

This combined theory and practicum course expands upon previously introduced concepts and utilizes the nursing process to manage the care of adult clients experiencing complex conditions. The practicum focuses on the management of nursing care in the acute care environment. Principles of management, collaboration, and delegation are introduced. Total clock hours equal 180 (45 theory, 135 clinical).

NU 4390/4391 Professional Development IV - Pursuing Practice Excellence (2T)

Professional Development I-IV is a series of four (4) courses that explore professional nursing. This course explores leadership styles and theories, contemporary issues in nursing, and plans for personal and professional development. Total clock hours equal 30.

NU 4500/4501 Capstone (1T, 4C)

This combined theory and practicum course provides the opportunity to synthesize knowledge and skills into the role of the baccalaureate generalist nurse. The theory component prepares students for membership in the nursing profession. The practicum is a clinical immersion experience providing opportunities to further develop clinical reasoning, management and evaluation skills.

Principles of management, collaboration and delegation are utilized. Total clock hours equal 195 (15 theory, 180 clinical).

NU 4990/4991 Independent Study in Nursing (0.5 - 6)

Guided study or research on some aspect of nursing. Prerequisite: Dean and Instructor Approval.

NU 3520/3521 Environmental Health (3T)

This course explores the relationship between the environment and how it affects physical well-being. Students will explore the history of and current issues surrounding environmental health with a particular focus on the nursing role. Health promotion and risk reduction strategies are applied to areas including air, water, food, agriculture, chemical use, climate change and the built environment. Focus on vulnerable populations through the examination of environmental justice is included. Total clock hours equal 45.

NU 3540/3541 Survey of Forensic Nursing (3T)

This course is designed to introduce students to the role of the forensic nurse. Students will expand their awareness and appreciation of the multifaceted role of the registered nurse in forensic practice.

Students will explore select contemporary issues that impact the forensic nursing specialty: trauma-informed care, sexual assault and preservation of biological evidence, intimate partner violence, and human trafficking. Total clock hours equal 45.

NU 3580/3581 Spanish for Health Care Providers (3T)

This course focuses on conversational Spanish, medical terminology in Spanish, and reading Spanish. This course will provide the student with basic knowledge that will allow communication with clients who speak/read/write Spanish. This is a fast-paced course and will require practice of the language outside of the classroom in order to master the material presented. Note: this course does not prepare you to be a medical interpreter nor prepare you to become certified as a medical interpreter. Total clock hours equal 45.

NU 3710/3711 End of Life Transitions (3T)

This course is designed to introduce students to palliative care and end of life transitions. The unique role of the nurse will be explored. Communication skills with the patient, family, and interdisciplinary team will be identified. Evidence-based pain and symptom management along with pharmacological interventions will be reviewed. Loss, grief, and bereavement will be discussed. Students will develop an awareness of their own perspective on grief and loss and identify healthy coping strategies. Total clock hours equal 45.

NUR3010 Fundamentals of Nursing (3T, 1L)

This course focuses on the fundamental principles and psychomotor skills for the provision of safe, quality care for clients across their lifespan.

NUR3080 Population Based Healthcare (2T)

This course focuses on the nurse's role in the health of populations and the global society with an introduction to health promotion and risk reduction.

NUR3080C Foundational Practicum (2C)

This practicum course introduces students to nursing care of individuals and populations in a variety of settings.

NUR3150 Health Assessment (2T, 1L)

This course prepares students to perform comprehensive and focused physical health assessments for clients across their lifespan.

NUR3190 Professional Nursing Identity (2T)

This course introduces students to the nursing profession, helping to develop their nursing identity through foundational knowledge and skills.

NUR3330 Pharmacology I (3T)

This course provides a foundation of pharmacological therapies for common disease processes.

NUR3350 Pharmacology II (3T)

This course builds upon concepts introduced in Pharmacology I. Pharmacological therapies for complex disease processes are presented.

NUR3470 Adult Health I (3T)

This course builds upon foundational concepts utilizing clinical judgment to guide person-centered care of adults with common conditions. The course explores the role of the nurse in promoting, maintaining, and restoring health in adult clients across diverse settings.

NUR3490 Mental Health (2T)

This course explores the mental health continuum and the care of clients with mental health disorders. The course focuses on developing a foundational knowledge in physiological processes, health promotion, illness prevention, and care management.

NUR3590 Scholarship for Practice I (2T)

This course provides an introduction to scholarly inquiry in nursing. The course is designed to build a foundation for evidence-based decision-making and prepare students to engage with published research.

NUR3690 Quality and Safety (3T)

This course explores foundational principles of quality and safety to enhance nursing practice. Emphasis is placed on process improvement, effective teamwork, and navigating complex systems to promote continuity of care.

NUR3790 Scholarship for Practice II (3T)

This course builds upon concepts introduced in Scholarship for Practice I. The course focuses on the integration and application of evidence-based practice (EBP) principles to nursing care.

NUR4080 Informatics (2T)

This course provides an overview of nursing informatics and data management in nursing. Examination of the technological, utility, and leadership competencies in nursing informatics will be included.

NUR4160 Pediatric Nursing (2T)

This course focuses on the care of infants, children and adolescents. The course builds a foundational knowledge in developmentally appropriate pediatric care and promoting, maintaining, and restoring health in pediatric clients.

NUR4170 Perinatal and Reproductive Health (2T)

This course focuses on the reproductive system including the care of pregnant, antepartum, postpartum, and newborn clients; and health promotion and alterations in the reproductive system.

NUR4190 Leadership Development (2T)

This course focuses on developing skills, self-awareness, and personal growth in nursing to develop a capacity for leadership.

NUR4270 Adult Health II (3T)

This course builds on previously introduced concepts in Adult Health I, utilizing clinical judgment to guide person-centered care of adults with complex conditions. The course examines the role of the nurse in promoting, maintaining, and restoring health in adult clients across diverse settings.

NUR4390 Navigating Healthcare Systems (3T)

This course addresses system-level challenges in clinical practice. Emphasis is placed on using quality, safety, evidence-based practice, and system knowledge to solve system level challenges.

NUR4500 Capstone (3T)

This course supports students in their transition to professional nursing practice through licensure preparation, self-care strategies, and ongoing personal reflection.

General Education

Pre-Nursing Course Descriptions

BIOLOGY

BL 2073 Anatomy and Physiology (4)

An introduction to basic anatomy and physiology of the human body from a single cell to the coordinated whole. Special emphasis is placed on conditions that may upset the delicate balance of each system and produce disease. Medical terminology will be integrated into the course to expand the student's medical vocabulary. *Lecture and laboratory*

BL 2083 Microbiology (5)

A study of bacterial diversity, physiology, biochemistry and genetics as they relate to the environment and to human warfare. Fungi and viruses are discussed. Laboratory methods for the identification of bacteria are introduced. *Lecture and laboratory*

BL 2173 Anatomy and Physiology II (3)

This course continues the study of the Anatomy and Physiology of the human body (a continuation of BL 2073: Anatomy and Physiology). Topics include the structure, function and interrelationship between the endocrine, cardiovascular, lymphatic, immune, respiratory, urinary and digestive systems. *Lecture and laboratory. PRQ; BL 2073*

BL 3023 Human Nutrition (3)

A study of food as it functions to meet body needs with emphasis on utilization, food sources, selection of adequate diets, individual, community, and world health problems and diet therapy.

BL 3823 Pathophysiology (3)

Human physiological responses to disease, stress and the environment are studied. Pathophysiological processes are analyzed in view of current research.

COMMUNICATIONS

CT 2013 Interpersonal Communication (3)

An introduction to the frameworks, concepts, theories, processes, and effects of communication in interpersonal and social relationships. Students will gain the essential knowledge and skills for forming and maintaining dynamic human relationships.

CT 2203 Business Communication and Writing (3)

Topics considered in this course include basic principles of effective oral and written communication, a brief survey of standard English grammar and usage, and the forms and styles of business

COMPOSITION

EN 1503 Composition (3)

Writing course designed to develop students' abilities to write in a variety of modes for a wide range of purposes.

EN 2003 Literature Matters (3)

Literature matters introduces students to a central set of problems in contemporary literary studies (for example, Identity and Empire, Shakespeare to Ondaatje). The course includes important canonical

works as well as neglected or emerging writers. There is a focus on how to read and understand literature; how reading and writing literature influence identity, meaning, and value; and how to develop strategies for reading, discussing, and writing about literary works. Attention is also given to narrative structure.

EN 2073 Expository Writing: Art of the Essay (3)

Expository writing provides the students with valuable opportunities to write in a wide variety of modes of nonfiction, including narrative essays, film and book reviews, cultural analyses and journalistic essays. Students read and discuss published nonfiction and participate in workshops where they respond to one another's writing in small groups. The workshop format allows students to respond to issues of form, purpose, voice, and audience.

HISTORY

HS 1013 United States History to 1865 (3)

A broad survey of the major political and social developments from the time of Columbus to the Civil War.

HS 1023 United States History 1865 to Present (3)

A broad survey of the major political and social developments from the Civil War to the present.

MATHEMATICS

MT 1093 College Algebra (3)

A study of functions and graphs, solutions of equations and inequalities and the properties of polynomial, rational, exponential and logarithmic functions.

MT 2273 Introduction to Statistics (3)

A course to acquaint the student with the basic ideas and language of statistics including such topics as descriptive statistics, correlation and regression, basic experimental design, elementary probability, binomial and normal distributions, estimations, test of hypotheses, and analysis of variance.

MUSIC

MU 1153 Introduction to Music (3)

This is an introductory course in the music of western culture for non-music majors, designed to help students listen to music in greater depth and to acquire a basic knowledge of the musician's technique and vocabulary. Although the material emphasized in the course will be western art music, the listening and evaluation skills developed during the course can be applied to any musical genre.

PHILOSOPHY

PL 3053 Ethical Issues in Health Care (3)

This course explores the ethical dilemmas confronting contemporary medicine. It both inquires into a broad range of topics (abortion, euthanasia, health care costs, organ transplantation, etc.) and provides a thorough study of ethical theories that may be applied to address the dilemmas of modern medicine.

PY 1203 Principles of Psychology (3)

This introductory survey course provides a broad-based overview of the field of psychology as a scientific discipline. Topics include theoretical perspectives, research methodologies, biological bases of behavior, developmental milestones, learning and memory, motivation and emotion, personality, social psychology, and psychological disorders.

PSYCHOLOGY

PY 2353 Applied Human Development (3)

This course provides an overview of physical, cognitive, social, and emotional milestones from conception through death. Emphasis is given to the ways in which biological, familial, sociocultural, and diversity factors interact to influence developmental trajectories.

RELIGION

TH 2033 Introduction to the Bible (3)

An introductory study of the Hebrew scriptures and the Christian New Testament with attention to the literature of these sacred texts, the historical circumstances of their development and the methods of textual interpretation.

SOCIOLOGY

SO 1203 Principles of Sociology (3)

This introductory course provides a broad-based overview of the field of sociology. Attention is given to the ways in which social factors affect how institutions and organizations operate, to include race, ethnicity, gender, age, education, social class, and geographical space.



The image shows three male nursing students in a warehouse or storage room. They are all wearing dark blue t-shirts. The student on the right is wearing a name tag and a watch. They are standing behind a table with several clear plastic bags and black crates filled with supplies. An 'EXIT' sign is visible in the background.

STUDENT CONDUCT

Student Conduct

At Research College of Nursing (RCoN), students are expected to uphold the highest standards of professionalism at all times. This includes demonstrating respect, integrity, ethical behavior, and effective communication in academic, clinical, and interpersonal settings. Students are expected to engage respectfully with peers, faculty, staff, and clinical partners, and to act with compassion and professionalism toward patients and the public.

Respect for individuality, freedom of expression, shared decision-making, and mutual trust promote reciprocal relationships and create an optimal learning environment. Faculty accept responsibility for acting as role models and stimulating intellectual curiosity, critical thinking, self-awareness, and promoting lifelong learning.

Violations of these standards may impact student progression and may result in disciplinary action, up to and including dismissal.

Roles and Responsibilities in the Conduct Process

Maintaining professional standards is a shared responsibility of faculty and staff.

- All faculty and staff are expected to address inappropriate behavior in the moment when appropriate, particularly when it affects safety, professionalism, or the learning environment.
- Staff play a critical role in identifying and reporting misconduct concerns and are expected to communicate concerns promptly to faculty for course-related matters or to the Program-Chair for concerns outside of a specific course.
- Formal evaluation, documentation, and disciplinary action are the responsibility of faculty and/or the Program Chair, who initiate and manage the Student Conduct Review process.

Personal Conduct Expectations

Examples that do not meet expectations include, but are not limited to:

- Commission of a crime; engaging in illegal or violent activity. Students must report any arrests or pending criminal or Human Services-related charges to the Vice President of Academic Operations within 48 hours. Failure to report is a separate violation.
- Serious professional misconduct impacting patient safety or licensure eligibility
- Behavior—on or off campus—that compromises patient safety, violates ethical standards, or may affect a student's ability to obtain or maintain licensure or employment. Dismissals from healthcare-related roles must be reported to the Program Chair within 48 hours.
- Sexual misconduct or harassment (see Title IX Policy)
- Incivility or bullying, including online behavior
- Disruptive Behavior in academic or clinical environments
- Lack of accountability (attendance, preparation, or time management) Failing to manage personal schedules around academic obligations or disregarding attendance and assignment policies.
- Impairment from drugs or alcohol during College activities
- Obstruction of an investigation: Destroying or altering documents, refusing to participate, or otherwise interfering with an RCoN investigation.
- Inappropriate Use of social or electronic media: Posting false, harmful, or confidential content about peers, faculty, clinical sites, or the College; sharing HIPAA-protected information; or posting content involving nudity, illegal activity, substance use, hazing, or academic dishonesty.

Behaviors that pose a significant risk to student safety, the safety of others, or the integrity of the College community, or that represent a severe breach of professional or ethical standards. These behaviors may result in immediate dismissal.

Academic Conduct Expectations

Examples that do not meet expectations include, but are not limited to:

- Plagiarism: Presenting another person's work, ideas, results, or methods as your own, without proper citation.
- Cheating or unauthorized assistance Using or attempting to use unauthorized aids, technology, or information in any evaluative context. This includes, but is not limited to: unauthorized notes/texts for online exams; unauthorized collaboration; internet searches for test answers; providing/accepting unauthorized online testing codes; submitting work completed by others; submitting AI-Generated work without proper acknowledgment or explicit faculty permission; unauthorized use or altering of graded work for re-grading; recycling one's own work without permission; or using/possessing any unapproved electronic device during an examination or assessment.
- Fabrication or falsification of data: Making up data/results (fabrication, e.g., charting an unperformed assessment) or manipulating research materials/data, or dishonest reporting of results (falsification, e.g., improper adjustment, gross negligence in data collection/analysis, or selective reporting for deception).
- Aiding or facilitating dishonesty: Providing material, information, or assistance with knowledge or reasonable expectation of its use for a prohibited act.
- Falsification of academic records and Official Documents: Altering academic records without authorization, forging signatures, or falsifying information on any official academic document.
- Copyright Infringement or misuse of course materials Using online platforms to access or share course materials may constitute copyright infringement or academic misconduct, depending on how they are used. Uploading or downloading copyrighted content—such as exams, assignments, or lecture materials—without proper authorization can violate U.S. copyright law. Additionally, using such platforms to gain an unfair academic advantage may breach the College's academic integrity policy and could result in disciplinary action.
- Violations of course Artificial Intelligence policy

Clinical Conduct Expectations

Examples that do not meet expectations include, but are not limited to:

- Failure to prepare for clinical experience: Arriving unprepared for clinical or simulation sessions, including lacking necessary knowledge, incomplete pre-clinical assignments, or not having required equipment.
- Unsafe or irresponsible practice not resulting in serious harm
- Failure to report: Not reporting an error, incident, or omission to appropriate personnel (e.g., nursing staff on unit, clinical instructor), when this failure does not directly contribute to or conceal patient harm.
- Inaccurate or incomplete documentation (non-intentional Documenting care inaccurately or incompletely due to oversight or unintentional error, not intentional falsification or fabrication.
- Fabrication or falsification of data: Making up data (e.g., charting an unperformed assessment).
- Ineffective communication or failure to collaborate
- Unexcused absences or Multiple Incidents of Tardiness: Unjustified absences from, or habitual tardiness to, assigned clinical or simulation sessions, impacting continuity of care or team function.

Behaviors that pose immediate risk to patient safety or represent significant ethical or professional violations. These may result in immediate dismissal.

Student Conduct Review Process

1. Initial Review and Student Meeting

When a misconduct concern is reported by faculty, staff, or clinical partners, faculty or Program Chair will attempt to meet with the student within three (3) business days.

If the student declines to participate, the process will proceed without their input.

The purpose of this meeting is to:

- Review of the reported behavior and supporting information
- Provide the student with an opportunity to respond
- Determine an appropriate course of action

2. Determination and Response

If no violation is found or no corrective action is required, the matter is considered resolved.

If a violation is confirmed:

- Faculty or the Program Chair will consult as appropriate and issue a written report (e.g., Student Success Plan) outlining the violation and required corrective actions or expectations. In general, faculty manage course- or clinical-related concerns, while the Program Chair manages concerns that occur outside of specific course contexts or involve broader program expectations.
- The report will be provided to the student and filed with the Program Chair.
- The student may submit a written response within three (3) business days; this response will be included in the official record.

Students who wish to contest the outcome should refer to the College's Grievance, Grade Appeal, and Complaint Resolution Policy.

Immediate Action

Any behavior that unreasonably interferes with patient, student safety, or the safety of others, may result in immediate dismissal. Decisions regarding immediate dismissal are made in consultation with the Vice President of Academic Operations.



CLINICAL POLICIES

Clinical Policies

Clinical Requirements

Research College of Nursing collaborates with clinical partners throughout the region to provide students with valuable clinical learning experiences. Completion of all academic requirements does not guarantee clinical placement. Students must comply with all College and clinical agency requirements as a condition of participation in clinical experiences.

All students are required to review and comply with the Clinical Orientation Manual and successfully complete the associated annual Clinical Orientation Exam. The Clinical Orientation Manual provides foundational information applicable to clinical learning experiences; however, students are responsible for following the policies, procedures, and expectations of each assigned clinical agency.

Clinical placement and onboarding requirements are managed through designated clinical compliance systems, including My Clinical Exchange and Clinical Student. Students must establish and maintain active accounts in these systems as required by the College and participating clinical agencies.

Many clinical agencies require additional onboarding activities, training modules, background information, acknowledgements, or documentation beyond the requirements outlined in the Clinical Orientation Manual. Students are responsible for completing all site-specific requirements by established deadlines. Failure to meet clinical compliance requirements may result in delayed placement, inability to participate in clinical experiences, course failure, or progression delays.

Required health documentation, certifications, immunizations, and other compliance materials must be submitted and maintained through Clinical Student and/or My Clinical Exchange in accordance with College and clinical agency requirements. Students are responsible for ensuring that all required documentation remains current throughout their enrollment in the nursing program.

Every nursing student should maintain a personal record of TB, vaccination and immunity status. Documentation of this status will be required for every employer and every position in health care. Good records may prevent unnecessary blood tests and vaccinations. A facility's obligation to their employees is different than their obligation to a student. They are not required to make any accommodations to students in regard to vaccinations. These guidelines are required by clinical sites for patient safety, regardless of personal thoughts or spiritual conviction.

Clinical/Practicum Requirements

Students should have independent means to travel to and from clinical assignments. Students traveling in private vehicles to and from clinical assignments assume all related risks and liability. The College is not responsible for injuries or damage that may result.

All students must complete the following clinical/practicum requirements prior to participating in clinical/practicum experiences. Failure to meet these requirements may result in suspension from classroom, clinical/practicum and lab sessions, or course failure, which could result in dismissal from the program.

1. Criminal Background Check and MO Family Care Safety Registry
2. Drug Screen*
3. Tuberculin (TB) Testing: A baseline TB skin test (TST) or blood test (IGRA) will be required to have been done within one (1) year of starting the nursing program and may be required annually thereafter, depending on the facility to which the student is assigned for clinical activities. If

submitting baseline screening with a skin test (TST), two (2) readings will be required. Two (2) TSTs within a three-week timeframe is ideal; however, having one within 12 months prior to admission is acceptable as the 1st step, with a second test being done just prior to the start of clinical activities (2 TSTs within 12 months) is acceptable as a "2-Step."

4. Measles (Rubeola), Mumps, Rubella (MMR): Provide documentation of two (2) MMR vaccinations at least 28 days apart, OR serological proof of immunity (+) positive IgG titers for measles (rubeola), mumps, and rubella.
5. Varicella (Chicken Pox): Provide documentation of two (2) varicella (chicken pox vaccine) immunizations at least 28 days apart, OR serological proof of immunity (+) positive IgG for varicella.
6. Hepatitis B: Provide documentation of two (2) (Heplisav-B) or three (3) (Engerix or Recombivax) vaccines followed by a post-series surface antibody titer at least 4-8 weeks after the last vaccine is given. If documentation of an initial Hepatitis B immunization series is not available, documentation of a (+) titer is acceptable. Though not recommended, this vaccine can be waived; a signed waiver is required to be kept on file.
7. Tetanus-Diphtheria-Acellular Pertussis (Tdap): Provide documentation of one (1) dose of Tdap (usually given around age 11-12 years). A Td or Tdap is required every 10 years or, if wound injury occurs after five (5) years.
8. Influenza (Flu Vaccine): Provide documentation of seasonal flu vaccine per annual CDC announced date.
9. COVID-19 Vaccine: Provide documentation of vaccination. A student may request an exemption. Clinical partners may not honor the accommodation.
10. Personal Health Insurance: Provide annual proof of personal health insurance.
11. BLS (Basic Life Support) Must be kept current throughout the program. BSN students must attend the Basic Life Support (BLS) course through the American Heart Association.
12. Color Blindness Screening: The Ishihara Test is administered via Clinical Student. If a student is identified as being color blind, the College must notify clinical agencies so appropriate accommodations can be made.

* A student may not use alcohol or drugs that can impair their ability to perform the work of the profession. A student may be tested if impairment is suspected and/or when involved in a clinical site incident. A positive drug screen is subject to the Student Conduct Process and may be disqualifying for applicants.

Fit for Duty

In order to comply with clinical agency agreements and ensure the safety of students and patients, students must be able to meet the physical and mental demands listed below, with or without reasonable accommodation. These essential functions are necessary for participation in clinical and practicum experiences. The activities generally fall within the "medium duty" category as defined by the U.S. Department of Labor.

There is no "light duty" in clinical rotations - students and faculty must be fully fit for duty according to clinical partner policy. Students unable to meet these demands are not "fit for duty" and unable to participate in clinical/practicum experiences. If a student is not "fit for duty" due to a temporary physical or mental health issue, they must contact the course faculty to request an incomplete grade, withdrawal from coursework, and/or leave of absence until "fit for duty". Such requests will be considered on a case-by-case basis. Documentation from a licensed health care provider indicating the student is "fit for duty" is required prior to returning to clinical activities.

Walking/Standing

Extended periods of walking/standing may occur while in the clinical area. Stairs must be negotiated. Clinical shifts in each clinical course vary and can be up to 12 hours.

Lifting/Carrying

Average lifting requirement is 50 pounds. Nursing requires lifting of patients and carrying of medical equipment, charts, supplies, and medications. In the clinical area and clinical lab experiences, students are required to lift, move, and transfer patients. Requesting assistance when lifting or positioning patients is expected; however, the exertion can be up to 50 pounds.

Pushing/Pulling

Required in positioning and moving of patients and medical equipment. Pushing on a patient's chest with considerable force is required in performance of cardiopulmonary resuscitation (CPR). Able to pull or push a Code Blue cart.

Stooping/Kneeling/Reaching/Climbing

Considerable twisting, bending, stooping, kneeling, and reaching are required during many aspects of patient care (moving patients, bathing patients, making beds, setting up and monitoring medical equipment). Able to climb on to patient's bed for CPR.

Eyesight/Vision

Utilized in assessment of patient's health status when inspecting and observing for changes in color, physical appearance, and non-verbal behavior. Able to accurately read medication labels and prepare medications. Reads written communication and monitors medical equipment findings.

Depth Perception

Required for the ability to recognize that objects have depth as well as height and width. Assists in description of wounds, lesions, etc. Required for fine task performance when using medical supplies for insertion into the body or medication administration by injection.

Fine Motor Skills

Needs manual dexterity and coordination to write clearly and precisely to perform various nursing procedures and grasp and control medical equipment as necessary.

Tactile Sensation

The ability to utilize the hands and fingers as a means of "hands-on" during physical assessment and medication administration. The individual must be able to feel vibrations, temperature changes, and pulses.

Temperament

The skills vital in nursing include the ability to adapt to continually changing environments and critical thinking abilities. Must demonstrate professional behavior at all times, especially while caring for patients. Must be able to accept constructive criticism and accept own limits. Must be aware that they will be exposed to communicable diseases and body fluids. Students will be provided with knowledge on how to handle their own protection as well as the protection of others. Emotional stability is needed to maintain a therapeutic relationship with patients, families, and healthcare team members.



STUDENT ENGAGEMENT



Student Engagement

Academic Success and Tutoring Services

Research College of Nursing is committed to supporting students in achieving academic excellence. Academic Success and Tutoring Services provide individualized and group-based support designed to strengthen learning, build confidence, and promote long-term academic success.

Academic Support

Students seeking additional academic assistance may schedule appointments with faculty members or the Student Learning Specialist (SLS). The SLS offers guidance on study strategies, course content, test preparation, and overall academic skill development. Students are encouraged to seek support early and often to enhance their learning experience.

Tutoring Services

RCoN provides access to peer tutors, graduate tutors, and faculty who offer academic support across all content areas. Tutoring is designed to help students become independent, confident learners and is available at no cost. Tutoring services may include:

- Individualized learning support to deepen understanding of course material
- Time management and study skills coaching
- Group review sessions to prepare for exams
- Writing support, including grammar, APA formatting, structure, and clarity

Undergraduate Tutoring

Undergraduate tutoring is available for all courses. Peer tutors are students who have successfully completed the courses they support and are trained to assist with content review, study strategies, and exam preparation. Tutoring is free and available throughout the academic year.

For students enrolled in RCoN pre-nursing/General Education courses, online tutoring services are available directly through their course page to provide accessible academic support at no additional cost.

Writing Support

The Student Center for Success offers writing support for undergraduate students, including those taking general education courses. Writing tutors collaborate with students to strengthen their writing skills, enhance clarity, and meet assignment expectations. Tutors do not edit papers; instead, they guide students in improving their own work.

Writing support is available synchronously (via WebEx or on campus) or asynchronously. For asynchronous appointments, students submit:

- A Word document (.doc only)
- Assignment guidelines
- Rubric (if applicable)

The tutor will confirm the appointment and provide feedback within the agreed-upon timeframe.

Library

The online [HCA Healthcare Library](#) contains:

- Over 7400 full-text e-journals and 2200 e-books
- A customized HCA PubMed portal
- Quick links to popular clinical resources like Up-To-Date
- Advanced search and save features

For off-network access, simply use the same link and enter your 3-4 ID and network password.

Learning Skills Lab

The Learning Skills Lab (LSL) provides an environment for students to gain hands-on experience and refine their clinical skills. While in the LSL, the following policies must be followed:

1. All used needles and glass are to be deposited in clearly marked red sharp contamination boxes available in the LSL.
2. Needles are not permitted to leave the LSL.
3. Children are not permitted to be in the LSL, unless part of a planned educational event.
4. Only manufacturers recommended lubricants (labeled bottle) should be used on mannequins.
5. Equipment is available for practicing nursing procedures. Contact the LSL Coordinator for use of additional supplies or equipment.
6. Invasive procedures (IV start, injections) can only be performed on designated practice equipment (IV practice arms, injection pads). Students cannot practice on themselves and/or each other.

Simulation Center

The Simulation Center features debriefing rooms, a home setting, a point-of-use (POU) room, and simulation labs that mimic patient hospital rooms. The Simulation Center utilizes high-fidelity nursing mannequins and standardized patients to create scenarios that allow students to practice nursing skills, clinical decision making, teamwork, and communication in a controlled environment. Students will utilize this space for nursing practice through their clinical courses; individual or small-group remediation may be scheduled on a case-by-case basis.

Student Engagement

The Student Engagement team at RCoN is committed to cultivating a vibrant inclusive campus community. Through leadership development, co-curricular involvement, wellness initiatives, and individualized support, these offices help students build meaningful connections and enhance their overall educational experience. The following policies outline expectations, procedures, and opportunities available to all students.

Academic Advising

Academic advising is an essential part of the educational experience at Research College of Nursing. Advising supports students throughout their academic journey by helping them understand program requirements, make informed decisions, overcome barriers, and stay on track toward graduation.

Academic advisors assist students by:

- Building supportive relationships that encourage open communication
- Listening to concerns and helping identify appropriate solutions
- Providing accurate information about academic requirements, policies, and processes
- Monitoring academic progress and connecting students with support resources when needed
- Guiding students to appropriate campus offices, services, and specialists
- Encouraging students to take ownership of their learning and professional development
- Serving as a consistent resource throughout the program

Faculty are the primary resource for course-related matters. Advisors help students navigate college processes and connect with the resources, services, and personnel needed to support their success.

Note: Academic advisors provide guidance and support but do not replace the roles of faculty, counselors, disability services, or academic administrators in matters requiring specialized expertise or

institutional authority.

Support for Out-of-Sync Students

Research College of Nursing recognizes that students may encounter academic or personal circumstances that affect progression in the curriculum. Students who become Out-of-Sync are encouraged to connect with their Academic Advisor to discuss available options, resources, and strategies for moving forward.

The College offers a variety of support services, including tutoring, study skills assistance, academic coaching, faculty consultation, and student success resources. Advisors are available to provide guidance, answer questions, and connect students with appropriate resources based on their individual circumstances and goals.

Student Use of Course Materials and Recording in the Learning Environment Policy.

The College prohibits students from creating a recording in the learning environment unless that student has obtained prior written permission from the instructor. The College also prohibits students from using course materials in a way that violates this policy.

In keeping with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, a student with a disability may be preapproved by the ADA Coordinator for reasonable accommodations involving recording in the classroom and/or use of course materials in a particular manner. In such situations, a faculty member does not have discretion to prevent a student from utilizing the accommodations.

Student Organizations

Student organizations enrich the academic environment by promoting leadership, service, professional growth, and community engagement. Participation is voluntary and open to all enrolled students. Current student organizations include:

Earth Lovers

Earth Lovers is an eco-friendly student group dedicated to promoting sustainability on campus. The club leads green initiatives, supports environmental awareness, and partners with the college to create a cleaner, more sustainable community.

Nurses of Faith

Nurses of Faith explore the intersection of faith and nursing through open, thoughtful discussions. The group welcomes individuals from all backgrounds of faith, as well as those without a faith tradition, who are interested in these conversations. Nurses of Faith is led by a faculty advisor.

Research Student Governing Board (RSGB)

The Research Student Governing Board (RSGB) is the student leadership organization at RCoN, focused on advancing student life, professional growth, and nursing education. It promotes opportunities for involvement, service, and leadership. The RSGB operates through a shared governance model consisting of:

- The Governing Board, which provides leadership, coordination, and strategic direction.
- The General body, which engages in programming, leadership development, and community participation.

To ensure equitable representation across all student cohorts, the number of Governing Board representatives shall be determined by cohort size at the start of each academic year:

- 55 students or fewer: 2 representatives
- 56-75 students: 3 representatives
- 76 students or more: 4 representatives

Sigma Theta Tau International (STTI)

Sigma Theta Tau International (STTI) is the nursing honor society honoring academic excellence and leadership. Student membership to the Upsilon Tau chapter is by invitation based on completion of one half of the nursing curriculum, cumulative RCoN GPA of at least 3.0, rank in the top 35% of the cohort, and academic integrity.

Student Ambassadors

Student Ambassadors represent the College at internal and external events, support recruitment and marketing efforts, and foster opportunities for student engagement, leadership and campus pride

Forming a New Student Organization

Students interested in starting a new organization begin with a conversation with the Student Services Specialist. After this meeting, students must:

- Complete the New Student Organization Request form
- Identify a faculty or staff advisor
- Demonstrate genuine interest

The Student Services Specialist and Student Engagement Team review all proposals and communicate approval decisions.

Student Orientation

Research College of Nursing provides a comprehensive New Student Orientation designed to prepare students for academic success and introduce them to the resources, expectations, and community of RCoN. Orientation is mandatory for all incoming students.

Orientation familiarizes students with the nursing program, campus services, and the support systems available throughout their academic journey. Students have the opportunity to meet key members of the RCoN community, including program leadership, faculty, staff, and fellow classmates. Students are required to attend the scheduled orientation session or make arrangements for an approved alternative session prior to the start of classes.

Student Success Center

The Student Success Center provides resources for academic success including academic skills coaching, subject-based tutoring, writing assistance, and access to printers.

Goods and Scrubs Bank

Research College of Nursing provides a Goods Bank for all students. It is located on the first floor, across from the TV in the foyer.

Typical items include:

- Non-perishable foods
- Hygiene products
- Cleaning supplies
- Diapers

The Scrubs Bank provides gently used nursing uniforms and gear to students who need them. Whether you're prepping for clinicals or just need a backup set, this resource helps ensure all students feel equipped and supported. Donations are always welcome



HEALTH AND SAFETY

Health and Safety

Campus Safety and Security Operations Campus Security can be reached at (816) 276-4411.

A security officer is present on campus at all times when the campus is open and is typically stationed at the front desk to provide assistance and monitor access.

All employees and students are personally responsible for campus safety and are expected to comply with all security policies and procedures. Individuals are required to promptly report unusual incidents, criminal activity, or suspicious behavior to the Safety and Security Department.

Clery Act and Annual Security Reporting

The College complies with the requirements of the Jeanne Clery Campus Security Act. The Annual Security Report (ASR) includes:

- Crime statistics for the previous three (3) years
- Reported incidents occurring:
 - On campus
 - In certain off-campus buildings or property owned or controlled by the College
 - On public property adjacent to campus
- Institutional policies related to campus safety, including sexual assault and other safety procedures.

Copies of the Annual Security Report may be obtained by contacting the College's Student Services Specialist.

Recording Disclosures of Crimes

The College encourages accurate and prompt reporting of all criminal incidents. Reports of crimes may be made to Campus Security, designated College officials, or local law enforcement.

All reported incidents that fall within Clery Act reporting requirements are:

- Documented and maintained by the College in accordance with federal law
- Included in the College's Annual Security Report (ASR)
- Used to compile campus crime statistics

The College maintains records of:

- The nature, date, time, and general location of each reported incident
- The disposition of the complaint, if known

Reports may be made confidentially or anonymously, where permitted. However, anonymous reports may limit the College's ability to respond fully.

The College does not require victims to file a police report but encourages doing so when appropriate. Institutional reporting does not replace the right to file a report with local law enforcement.

Security Precautions and Guidelines

Students are encouraged to take an active role in maintaining their own safety and the safety of others by following these guidelines:

1. Stay in groups on campus as much as possible; request a security escort if you feel uncomfortable
2. Always lock your doors and windows when you leave your vehicle
3. Don't leave valuables unattended in common areas or vehicles
4. Notify Security of any stranger or unaccompanied guests on campus
5. Do not prop open exterior doors
6. Report thefts or security threats to Security immediately
7. Do not leave valuables visible in vehicles

Complaints

The College is committed to addressing student, employee, and public concerns in a fair, timely, and equitable manner.

General Complaints

Individuals who have concerns related to College policies, procedures, services, or personnel are encouraged to first attempt resolution at the department level. If resolution is not achieved, complaints may be submitted through the College's formal complaint process.

Formal complaints should include:

- Name and contact information (unless submitted anonymously)
- Description of the issue or concern
- Relevant dates, times, and parties involved
- Any supporting documentation

Complaints are reviewed by the appropriate College office, and a response will be provided within a reasonable timeframe.

External Complaints

If a complaint cannot be resolved internally, students may file complaints with appropriate external agencies, including:

- State higher education regulatory agencies
- Accreditation bodies

Information regarding external complaint processes is available on the College website or by contacting the appropriate administrative office.

Non-Retaliation

The College prohibits retaliation against any individual who files a complaint or participates in an investigation. Concerns regarding retaliation should be reported immediately.

Emergencies

Research College of Nursing maintains emergency preparedness and response procedures for the campus and coordinates with local emergency responders and affiliated organizations as appropriate. The plan contains information about preparing for, responding to, and following up after crisis situations on campus. All students, faculty, and staff should sign up for HCA Alert (RAVE) to stay alert for important event updates, disasters, and other emergency communications. Sign up: <https://hcaregistration.sendwordnow.com/LoginPage.aspx>

The Kansas City metropolitan area uses the 911 emergency system. Students should call 911 for appropriate assistance from the Kansas City Police Department, Fire Department, or ambulance services. Calls to 911 should be followed immediately with a call to Research Security at (816) 276-4411.

Illness, Injury, or Exposure

If an illness, injury, or exposure to blood and/or body fluid occurs during an academic experience, the faculty or preceptor should be notified immediately. An incident report should be submitted according to the agency policy. In addition, the faculty of record should complete an RCoN Student Injury/Exposure report and submit to the Registrar's Office.

Students will be referred to the Emergency Department if the situation requires immediate attention, or to their personal health care provider for treatment if needed. Students are responsible for expenses incurred. If a student defers treatment following an injury, it should be noted on the form.

Exposure to Blood or Body Fluid

To assure adequate follow-up, nursing students sustaining an accidental percutaneous puncture, wound, and/or mucous membrane exposure to blood or body fluids shall comply with the following guidelines (immediate treatment must be carried out):

1. Stop the current activity
2. Thoroughly clean the wound with soap and water
3. Flush mucous membranes with large amount of water
4. Report the occurrence immediately to faculty or preceptor so that evaluation of risk and need for treatment can occur promptly

After exposure to blood or body fluids, the policy for that agency should be followed. The clinical instructor must be notified of the incident immediately or as soon as possible. An incident report should be completed according to the agency policy. The student should adhere to the clinical agency policy for students regarding treatment. If baseline and/or follow-up testing are required, students should contact their personal health care provider within 72 hours of the event. The Emergency Department should be used only when the source is known to be HIV positive or active Hepatitis B, as prophylaxis should begin within hours of exposure.

If the exposure occurs in a facility with no policy regarding exposures, the student should consult their personal health care provider within 72 hours of the event. If exposed to a known or suspected HIV or active Hepatitis B source patient, the student should be sent to the nearest Emergency Department immediately, as prophylaxis should begin within hours of exposure.

Inclement Weather

Decisions to cancel classes/clinicals (or move to the virtual learning environment) due to inclement weather are communicated via College email, Learning Management System, social media, and RAVE alert system.

The expectation is that students and faculty will use good judgment in determining whether they are able to safely travel to the College and/or their clinical site.

Title IX: Gender Discrimination & Sexual Harassment

The College does not discriminate on the basis of sex in its education program or activity and the College is required by Title IX and PART 106 of title 34 of the Code of Federal Regulations not to discriminate in such a manner. This requirement not to discriminate in the education program or activity extends to admission and employment. Inquiries about the application of Title IX and PART 106 to the College should be made to the Title IX Coordinator below, to the Assistant Secretary of the US Department of Education or both. The College's grievance procedures and grievance process, including how to report or file a complaint of sex discrimination, how to file or report a formal complaint of sexual harassment and how the College will respond it can be found at [Title IX](#).

Any member of the College community should report sex discrimination, including sexual harassment, in person, by mail, by telephone or by electronic mail to:

Nikki Flagler, Student Services Specialist/Title IX Coordinator

2110 East Meyer Blvd

Kansas City, MO 64132

Email: nikki.flagler@researchcollege.edu

A person may file a complaint of sex discrimination with the [U.S. Department of Education Office for Civil Rights](#) regarding and alleged violation of Title IX by visiting the website, emailing OCR@ed.gov, and/or by calling 1-(800)-421-3481.

Smoking/Vaping

Research College of Nursing and Research Medical Center are smoke-free campuses. Tobacco, marijuana, and e-cigarettes are prohibited on all property. Violation of this policy is subject to the Student Conduct Process.

Weapons

Possession of weapons, firearms, or explosives on the College premises, including parking lots, or at a College event is strictly prohibited. Students who possess an active state license to carry a concealed firearm or fulfill the requirements under state law to carry a concealed firearm may properly store a legal weapon in their own vehicle on the College premises, including parking lots, or at a College event. Students at a clinical site must follow all facility policies. Violation of this policy is subject to the Student Conduct Process.

ACADEMIC CALENDAR

Academic Calendar

Fall 2026

Calendar for courses offered through RCoN	16-Week Classes August 31-December 18	1 st 8-Week Classes August 31-October 21	2 nd 8-Week Classes October 26-December 18
Canvas Opens for Fall Classes	August 26, Wednesday	August 26, Wednesday	October 21, Wednesday
Fall Classes Begin	August 31, Monday	August 31, Monday	October 26, Monday
Last Day 100% Tuition & Fees Refund	September 8, Tuesday	September 8, Tuesday	November 2, Monday
Last Day to Add or Drop Class(es)	September 8, Tuesday	September 8, Tuesday	November 2, Monday
Last Day 75% Tuition & Fees Refund	September 14, Monday	N/A	N/A
Last Day 50% Tuition & Fees Refund	September 21, Monday	September 14, Monday	November 9, Monday
Last Day 25% Tuition & Fees Refund	September 28, Monday	N/A	N/A
Census Dates	September 8, Tuesday	September 8, Tuesday	October 26, Monday
Mid-Term Grades Due	October 27, Tuesday	N/A	N/A
Last Day to Withdraw with a W; WF or WU Grade	November 11, Wednesday	October 5, Monday	December 2, Wednesday
Finals Week	December 14-18 Monday-Friday	October 19-21 Monday-Wednesday	December 14-18 Monday-Friday
Classes End	December 18, Friday	October 21, Wednesday	December 18, Friday
Final Grades Due	December 22, Tuesday	October 27, Tuesday	December 22, Tuesday
Canvas Closes for Fall Classes	December 26, Saturday	October 31, Saturday	December 26, Saturday
Fall Commencement	December 18, Friday		

Calendar for courses offered through Drury University	Full Semester Classes August 17-December 11	1st 8-Week Classes August 17-October 9	2nd 8-Week Classes October 19-December 11
Fall Classes Begin	August 17, Monday	August 17, Monday	October 19, Monday
Last Day 100% Tuition & Fees Refund	August 24, Monday	August 24, Monday	October 26, Monday
Last Day to Add or Drop Class(es)	August 28, Friday	August 21, Friday	October 23, Monday
Last Day 75% Tuition & Fees Refund	August 31, Monday	N/A	N/A
Last Day 50% Tuition & Fees Refund	September 8, Tuesday	September 8, Tuesday	November 2, Monday
Last Day 25% Tuition & Fees Refund	September 14, Monday	N/A	N/A
Census Dates	August 24, Monday	August 24, Monday	October 26, Monday
Last Day to Withdraw with a W; WF or WU Grade	November 6, Friday	September 25, Friday	November 30, Monday
Classes End	December 11, Friday	October 9, Friday	December 11, Friday

Holidays During Fall 2026 Semester	
Labor Day (No Classes & College is Closed)	September 7, Monday
Fall Break (No Classes) - Drury Fall Break (No Classes) - RCoN	October 15-18, Thursday-Friday October 22-23, Thursday-Friday
Thanksgiving Break (College is Closed)	November 25-27, Wed.-Friday
Thanksgiving Holiday (College is Closed)	November 26, Thursday
Winter Break (No Classes)	December 21-January 1

Spring 2027

Calendar for courses offered through RCoN	16-Week Classes January 11-May 7	1 st 8-Week Classes January 11-March 5	2 nd 8-Week Classes March 15-May 7
Canvas Opens for Spring Classes	January 6, Wednesday	January 6, Wednesday	March 10, Wednesday
Spring Classes Begin	January 11, Monday	January 11, Monday	March 15, Monday
Last Day 100% Tuition & Fees Refund	January 19, Tuesday	January 19, Tuesday	March 22, Monday
Last Day to Add or Drop Class(es)	January 19, Tuesday	January 19, Tuesday	March 22, Monday
Last Day 75% Tuition & Fees Refund	January 25, Monday	N/A	
Last Day 50% Tuition & Fees Refund	February 1, Monday	January 25, Monday	March 29, Monday
Last Day 25% Tuition & Fees Refund	February 8, Monday	N/A	N/A
Census Dates	January 19, Tuesday	January 19, Tuesday	March 22, Monday
Mid-Term Grades Due	March 9, Tuesday	N/A	N/A
Last Day to Withdraw with a W; WF or WU Grade	April 2, Friday	February 17, Wednesday	April 20, Tuesday
Finals Week	May 3-7, Monday-Friday	March 1-6, Monday-Friday	May 3-7, Monday-Friday
Classes End	May 7, Friday	March 5, Friday	May 7, Friday
Final Grades Due	May 11, Tuesday	March 9, Tuesday	May 11, Tuesday
Canvas Closes for Fall Classes	May 15, Saturday	March 14, Saturday	May 15, Saturday
Spring Commencement	May 7, Friday		

Calendar for courses offered through Drury University	Full Semester Classes January 11 - May 7	1 st 8-Week Classes January 11 - March 5	2 nd 8-Week Classes March 15 - May 7
Spring Classes Begin	January 11, Monday	January 11, Monday	March 15, Monday
Last Day 100% Tuition & Fees Refund	January 22, Friday	January 22, Friday	March 19, Friday
Last Day to Add or Drop Class(es)	January 22, Friday	January 15, Friday	March 19, Friday
Last Day 75% Tuition & Fees Refund	January 25, Monday	N/A	N/A
Last Day 50% Tuition & Fees Refund	February 1, Monday	January 25, Monday	March 29, Monday
Last Day 25% Tuition & Fees Refund	February 8, Monday	N/A	N/A
Census Dates	January 19, Tuesday	January 19, Tuesday	March 23, Tuesday
Last Day to Withdraw with a W; WF or WU Grade	April 2, Friday	February 19, Friday	April 23, Friday
Classes End	May 7, Friday	March 5, Friday	May 7, Friday

Holidays During Spring 2027 Semester	
Dr. Martin Luther King Jr. Day (No Classes)	January 18
Spring Break (No Classes) RCoN	March 8-12
Spring Break (No Classes) Drury	March 6-14
Good Friday - RCoN Open Drury Closed (No Classes)	March 26

Summer 2027

Calendar for courses offered through RCoN

	1st 8-Week Classes May 10-July 2	2nd 8-Week Classes July 5-August 27
Canvas Opens for Spring Classes	May 5, Wednesday	June 30, Wednesday
Summer Classes Begin	May 10, Monday	July 6, Tuesday
Last Day 100% Tuition & Fees Refund	May 17, Monday	July 12, Monday
Last Day to Add or Drop Class(es)	May 17, Monday	July 12, Monday
Last Day 50% Tuition & Fees Refund	May 24, Monday	July 19, Monday
Census Dates	May 18, Tuesday	July 13, Tuesday
Last Day to Withdraw with a grade of W, WF or WU Grade	June 15, Tuesday	August 10, Tuesday
Finals Week	June 28-July 2 Monday-Friday	August 23-27 Monday-Friday
Classes End	July 2, Friday	August 27, Friday
Final Grades Due	July 6, Tuesday	August 31, Tuesday
Canvas Closes for Fall Classes	July 10, Saturday	September 4, Saturday

Summer 2027

Calendar for courses offered through Drury University

	Full Semester Classes June 1 - July 30	1 st 8 Week Classes June 1 - July 2	2 nd 8 Week Classes July 6 - August 6
Summer Classes Begin	June 1, Tuesday	June 1, Tuesday	July 6, Tuesday
Last Day 100% Tuition & Fees Refund	June 4, Friday	June 4, Friday	July 9, Friday
Last Day to Add or Drop Class(es)	June 4, Friday	June 4, Friday	July 9, Friday
Last Day 75% Tuition & Fees Refund	June 14, Monday	N/A	N/A
Last Day 50% Tuition & Fees Refund	June 21, Monday	June 14, Monday	July 19, Monday
Last Day 25% Tuition & Fees Refund	June 28, Monday	N/A	N/A
Census Dates	June 8, Tuesday	June 8, Tuesday	July 13, Tuesday
Last Day to Withdraw with a W; WF or WU Grade	July 9, Friday	June 25, Friday	July 30, Friday
Classes End	July 30, Friday	July 2, Friday	August 6, Friday

Holidays During Summer 2027 Semester

Juneteenth (No Classes)	June 18, Friday
Full Term Summer Break (Drury Courses)	June 26, Saturday - July 4, Sunday
Independence Day - Observed (No Classes)	July 5, Monday

Governing Board and Faculty

Governing Board

Connie Campbell
Lowell Ebersole, DO
Sheryl Feutz-Harter
Julie Filbeck, MSN, RN
Christopher Harris
Sam Maxfield
Kirk McCarty, MSN, RN
Eve McGee, PhD, MSW
Cynthia Randazzo Steve
Schafer (Chair)
Anne Sly, MD (Vice Chair) Amy
Townsend, EdD, RN

Faculty

Leslie Bachar (2006)
Assistant Professor
BSN, Wichita State University, 1986; MSN, University of Phoenix, 2007; PhD, University of Phoenix, 2017.

Anne Batchelder (2022)
Assistant Professor
BS Education in Exercise Science, University of Kansas, 2006; BSN, Research College of Nursing, 2008; MSN, Western Governors University, 2018.

Ashley Bearkheimer (2026)
Assistant Professor
BSN, Research College of Nursing/Rockhurst University, 2010; MSN, Research College of Nursing 2017.

Pamelia Bertrand (2018)
Assistant Professor
BSN, Avila College, 1997; MSN, Research College of Nursing, 2017; PhD, University of Missouri, 2025.

Margaret A. Bjelica (2004)
Associate Professor
BSN, Webster University, 1991; MSN, University of Missouri – Kansas City, 1998; DNP, University of Missouri – Kansas City, 2016.

Rebecca Cahill (2016)
Professor
BSN, University of Missouri – Columbia, 1988; MSN, University of Missouri – Kansas City, 2002; DNP, Samford University, 2009.

Wende Cassabaum (2026)
Assistant Professor,
BSN, Research College of Nursing/Rockhurst University, 2020; MSN, Galen College of Nursing

Jennifer Charlton (2026)
Assistant Professor
BSN, Research College of Nursing, 1996; MSN, University of Missouri Kansas City, 2016

Lauren Chun (2019)
Assistant Professor
B.S. Biology, Missouri State University, 2007; BSN, Cox College of Nursing, 2009; MSN, MidAmerica Nazarene University, 2013.

Charla Clark (2022)
Assistant Professor
BSN, Research College of Nursing, 2012; MSN, Research College of Nursing, 2015.

Jo Ellen Collette (2014)
Associate Professor
BSN, California State University Northridge, 2001; MSN, University of California Los Angeles, 2003; DNP, University of Missouri - Kansas City, 2016.

Tori Delana (2026)
Assistant Professor
BSN, University of Central Missouri, 2014; University of Central Missouri, MSN, 2021

Zadi Gillman (2022)
Associate Professor
BFA, University of Central Missouri, 2008; BSN, Research College of Nursing, 2013; DNP, University of Missouri - Columbia, 2018.

Christy Hammond (2012)
Associate Professor
BSN Program Chair
BSN, Avila College, 1998; MSN, Research College of Nursing, 2012; EdD, Baker University, 2021.

Nicole Kreimer (2013)
Associate Professor
BSN, Seattle Pacific University, 1999; MSN, University of Kansas, 2008. DNP, University of Kansas, 2025.

Heather Lewis (2012)
Associate Professor
B.S., Secondary Education, Southeast Missouri State University, 1995; M.A., Theatre, Southwest Missouri State University, 2000; BSN, Research College of Nursing, 2009; MSN, Research College of Nursing, 2012; PhD, University of Kansas, 2021.

Glenna Mahoney (2014)
Professor
VP of Academic Operations
BSN, Graceland University, 2005; MSN, Research College of Nursing, 2006; DNP, Carlow University, 2012.

Rachel Milnark (2026)
Nursing Instructor
BSN, University of St. Mary, 2016; MSN, Fort Hayes State University, 2022

Jill Morsbach (2023)

Assistant Professor

BSN, Fort Hays State University, 1997; MSN, University of Missouri – Kansas City, 2003.

Erin Newton (2011)

Assistant Professor

BSN, St. Luke's College of Nursing, 2003; MSN, Walden University, 2011.

Julia Payne (2015)

Associate Professor

BSN, Research College of Nursing, 2002; MSN, Research College of Nursing, 2013. EdD, A.T. Still University, 2024.

Patton Rainey (2021)

Assistant Professor

BSN, Research College of Nursing, 2014; MSN, Research College of Nursing, 2018.

Jordon Shrack (2026)

Assistant Professor

BSN, Research College of Nursing, 2020; DNP/FNP, University of Cincinnati, 2025

Ashlye Speer (2022)

Assistant Professor

ASN, National American University, 2014; BSN, MidAmerica Nazarene University, 2016; MSN, MidAmerica Nazarene University, 2018.

Tobey Stosberg (2008)

Associate Professor

BS Biology, Northeast Missouri State University (Truman State), 1996; MS, Education, Northeast Missouri State University (Truman State), 1997; BSN, Research College of Nursing, 2001; MSN, Research College of Nursing, 2010; PhD, University of Missouri, 2024.

Faye Vandendaele (1999)

Assistant Professor

BSN, William Jewell College, 1979; MSN, University of Missouri – Kansas City, 1997.

M. Lynn Warmbrodt (1982)

Professor

BSN, University of Missouri – Columbia, 1979; MSN, University of Missouri – Kansas City, 1981; PsyD, Forest Institute, 1992.

Cynthia Worthley (2021)

Assistant Professor

BSN, Research College of Nursing, 2014; MSN, Research College of Nursing, 2019.

Faculty - Emeritus

Barbara A. Clemence (1985) (in memoriam)

Professor Emeritus

BS, University of Minnesota, 1959; MA, New York University, 1964; DNSc, Boston University 1973.

Nancy O. DeBasio (1988)

President Emeritus

BSN, Wagner College, 1968; MA, New York University, 1970; PhD, University of Pennsylvania, 1987.

Norma L. Lewis (1987) (in memoriam) Professor

Emeritus

BSN, Avila College, 1958; MSN, University of Colorado, 1964; PhD, Kansas State University, 1983.



Research

College of Nursing

You Belong at *RCoN.*