



**The Cincinnati State Bethesda School
of Nursing
RN-BSN Completion Program
Student Handbook**

2026-2027

CINCINNATI STATE TECHNICAL & COMMUNITY COLLEGE
3520 CENTRAL PARKWAY, CINCINNATI, OH 45223

Approval and Accreditation

Effective December 9, 2024, this program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires on December 9, 2026.

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE, Suite 1400

Atlanta, GA 30326

(404) 975-5000

<https://www.acenursing.org/acen-programs-05202024/cincinnati-state-technical-and-community-collegebsn>

Note: Upon granting of initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by the ACEN as a candidate program that concluded in the Board of Commissioners granting initial accreditation.

Addendum 10/14/2026:

The baccalaureate nursing program at Cincinnati State Technical and Community College at the Clifton Campus is accredited by the Accreditation Commission for Education in Nursing (ACEN).

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The most recent accreditation decision made by the ACEN Board of Commissioners for the baccalaureate nursing program is initial accreditation.

View the public information disclosed by the ACEN regarding this program on the ACEN website.



Welcome to the RN-BSN Completion Program

Dear RN- BSN Student:

Welcome to the RN-BSN completion program at Cincinnati State! We are glad that you have chosen to expand your educational goals by completing your Bachelor of Science in Nursing (BSN) degree. Earning your BSN can help you move your career forward in today's complex healthcare environment. The RN-BSN program will build upon your foundational nursing knowledge, expand your ability to lead change, positively affect the delivery of healthcare and prepare you for graduate school.

This program is challenging. To do well, you will need the help of family and friends, and you will really need the support of others who are going through the program with you. Take a chance! Reach out and get to know other students. Your classmates will understand precisely what you are going through.

The faculty, staff and advisors are here to help you be successful. We are committed to providing you with quality educational experiences. We stand ready to assist you and to cheer you on. Let us help you! This Handbook is intended to provide information regarding the RN-BSN completion program. You are responsible for this information; please use it as a reference.

Congratulations, and best wishes as you continue your educational journey!

Dean Bonnie Smith, Director of Nursing Beth Chimento, and the Faculty, Staff and Advisors of the Nursing Program, Health and Public Safety Division

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RN-BSN Program Administrator, Faculty and Staff Directory

Faculty/Staff		Phone	Room
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Purpose of the Handbook

This handbook has been prepared to assist students with the policies, procedures, and other information specific to the RN-BSN completion program. It does not replace the Health and Public Safety Division Handbook and the Academic Policies and Student Code of Conduct as published in the College Catalog.

Students will be notified of any program changes impacting students. Changes to policies noted in this handbook will be vetted through the Nursing Faculty and Administration and shared with students by announcement on the Course Learning Management System within 14 workdays.

Nursing Mission Statement

The Cincinnati State Bethesda School of Nursing's RN-BSN Completion Program's mission is to build upon the mission of the Associate Degree Nursing Program while providing a high-touch option for nurses to obtain a Bachelor of Science in Nursing Degree. The faculty is committed to providing a student-centered learning environment, preparing graduates for increased responsibility in the provision of safe, effective nursing care in a complex healthcare system.

Nursing Philosophy

The philosophy of the RN-BSN completion program is consistent with the mission statements of the Cincinnati State Technical and Community College. Nursing education is an interactive process by which the learner, upon successful completion of the program, is prepared to apply nursing knowledge and skills in the care of patients. The teaching and learning process involves joint participation between faculty and students in planned activities which utilize the cognitive, psychomotor, and affective domains.

Students are adult learners with various learning styles. Learning is motivated by the individual's

own needs and goals and are evaluated by both the learner and the teacher. Students and educators bring to the educational experience their own unique knowledge and experiences. A positive exchange of ideas between students and educators is facilitated by mutual respect, which enhances the teaching-learning process. The educational program is responsive to changing health care issues and to the changing needs of the community and students. The program relies upon the use of specific objectives and outcome-based evaluation.

AACN Essentials: Domains, Featured Concepts, and RN–BSN Program Outcomes

The Cincinnati State RN–BSN Completion Program uses specific student learning outcomes and outcome-based evaluation to guide curriculum development and assessment. Program outcomes are aligned with the American Association of Colleges of Nursing (AACN) *The Essentials: Core Competencies for Professional Nursing Education* (2021).

The AACN Essentials provide a competency-based framework for professional nursing education organized into 10 Domains. These Domains represent broad areas of competence expected of professional nurses and provide a foundation for nursing education across academic levels.

AACN Domains for Nursing Education

Domain 1: Knowledge for Nursing Practice

Integration, translation, and application of nursing knowledge and knowledge from other disciplines provide the foundation for professional nursing practice, clinical judgment, and innovation.

Domain 2: Person-Centered Care

Person-centered care is holistic, individualized, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Nursing care considers the person within the context of family, significant others, community, and life circumstances.

Domain 3: Population Health

Population health focuses on improving equitable health outcomes across populations through health promotion, disease prevention, collaboration, advocacy, and partnerships with communities and healthcare and public health organizations.

Domain 4: Scholarship for the Nursing Discipline

Nursing scholarship includes the generation, synthesis, translation, application, and dissemination of knowledge to improve health, advance nursing practice, and transform healthcare.

Domain 5: Quality and Safety

Quality and safety involve applying established and emerging principles of improvement and safety science to enhance healthcare quality and minimize risk of harm to patients, healthcare professionals, and systems.

Domain 6: Interprofessional Partnerships

Interprofessional partnerships involve intentional collaboration with individuals, families, communities, healthcare professionals, and other stakeholders to optimize care, improve healthcare experiences, and strengthen outcomes.

Domain 7: Systems-Based Practice

Systems-based practice involves understanding, responding to, and leading within complex healthcare systems. Nurses coordinate resources and contribute to systems that provide safe, equitable, effective, and high-quality care.

Domain 8: Informatics and Healthcare Technologies

Informatics and healthcare technologies support communication, data collection, information management, clinical decision-making, and the delivery and improvement of safe, efficient, high-quality healthcare.

Domain 9: Professionalism

Professionalism reflects the development of a professional nursing identity characterized by accountability, ethical conduct, integrity, professional values, and responsibility to individuals, communities, society, and the nursing profession.

Domain 10: Personal, Professional, and Leadership Development

Personal, professional, and leadership development includes lifelong learning, reflection, resilience, well-being, professional growth, leadership development, and the continued development of nursing expertise.

Featured Concepts of the AACN Essentials

In addition to the 10 Domains, the AACN Essentials identify concepts that are integrated throughout professional nursing education. These concepts are interconnected and reflected throughout the RN–BSN curriculum.

Clinical Judgment

Clinical judgment is the process nurses use to interpret information, apply nursing and interdisciplinary knowledge, think critically, and make informed decisions that support safe, effective care and positive health outcomes.

Communication

Communication is the exchange of information, ideas, and feelings through verbal, written, nonverbal, and technological methods. Effective communication supports person-centered care, collaboration, teamwork, safety, and positive health outcomes.

Compassion

Compassion involves recognizing and responding to the needs and experiences of others with empathy, respect, and a desire to relieve suffering. Compassion is fundamental to caring relationships and person-centered nursing practice.

Diversity, Equity, and Inclusion

Diversity reflects the broad range of characteristics, experiences, identities, perspectives, and circumstances represented among individuals and populations. Equity promotes fairness and appropriate access to resources and opportunities, while inclusion creates environments in which individuals are respected, valued, and able to participate fully.

Ethics

Ethics encompasses the principles and values that guide professional nursing decisions and behaviors. Ethical nursing practice promotes respect for autonomy, beneficence, nonmaleficence, justice, dignity, integrity, and professional accountability.

Evidence-Based Practice

Evidence-based practice integrates the best available evidence with clinical expertise and the preferences, values, circumstances, and needs of individuals, families, communities, and populations to guide nursing practice and improve outcomes.

Health Policy

Health policy encompasses decisions, laws, regulations, and actions that influence healthcare delivery and health outcomes. Nurses contribute to health policy through advocacy, evaluation, leadership, and participation in policy processes affecting individuals, populations, communities, healthcare systems, and the nursing profession.

Social Determinants of Health

Social determinants of health are the social, economic, and environmental conditions in which people are born, live, learn, work, play, worship, and age. These conditions influence health, access to care, quality of life, and health outcomes. Nurses consider social determinants of health when providing care, promoting health, advocating for individuals and populations, and addressing health disparities.

RN-BSN End-of-Program Student Learning Outcomes (EPSLOs)

The End-of-Program Student Learning Outcomes (EPSLOs) are grounded in the mission, vision, values, and philosophy of Cincinnati State and describe the knowledge, skills, values, and professional competencies expected of graduates of the RN–BSN Completion Program.

The EPSLOs are aligned with the American Association of Colleges of Nursing (AACN) *The Essentials: Core Competencies for Professional Nursing Education* (2021). The AACN Domains and parent competencies associated with each EPSLO demonstrate how program outcomes support the development of professional nursing practice at the baccalaureate level.

EPSLO 1: Integration of Knowledge, Theory, and Evidence

Integrate knowledge from the arts and sciences, nursing theory, and evidence-based practice into the design, implementation, and evaluation of person-centered care for individuals, families, groups, communities, and populations across the continuum of healthcare.

AACN 2021 Alignment

Domain 1: Knowledge for Nursing Practice

- 1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines.
- 1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.

- 1.3 Demonstrate clinical judgment founded on a broad knowledge base.

Domain 2: Person-Centered Care

- 2.3 Integrate assessment skills in practice.
- 2.4 Diagnose actual or potential health problems and needs.
- 2.5 Develop a plan of care.
- 2.6 Demonstrate accountability for care delivery.
- 2.7 Evaluate outcomes of care.
- 2.9 Provide care coordination.

Domain 4: Scholarship for the Nursing Discipline

- 4.1 Advance the scholarship of nursing.
- 4.2 Integrate best evidence into nursing practice.
- 4.3 Promote the ethical conduct of scholarly activities.

EPSLO 2: Communication, Collaboration, and Informatics

Utilize information systems and healthcare technologies in conjunction with written, verbal, and nonverbal communication methods to communicate, collaborate, and improve care decisions and outcomes.

AACN 2021 Alignment

Domain 6: Interprofessional Partnerships

- 6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.
- 6.2 Perform effectively in different team roles, using principles and values of team dynamics.
- 6.3 Use knowledge of nursing and other professions to address healthcare needs.
- 6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values.

Domain 8: Informatics and Healthcare Technologies

- 8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations.

- 8.2 Use information and communication technology to gather data, create information, and generate knowledge.
- 8.3 Use information and communication technologies and informatics processes to deliver safe nursing care to populations served in a variety of settings.
- 8.4 Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels.
- 8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards and workplace policies in the delivery of care.

EPSLO 3: Leadership, Quality, and Systems-Based Practice

Apply collaborative leadership and systems management skills when leading teams and functioning as a member of interprofessional healthcare teams to promote safe, cost-effective care and quality outcomes.

AACN 2021 Alignment

Domain 5: Quality and Safety

- 5.1 Apply quality improvement principles in care delivery.
- 5.2 Contribute to a culture of patient safety.
- 5.3 Contribute to a culture of provider and work environment safety.

Domain 6: Interprofessional Partnerships

- 6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.
- 6.2 Perform effectively in different team roles, using principles and values of team dynamics.
- 6.3 Use knowledge of nursing and other professions to address healthcare needs.
- 6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values.

Domain 7: Systems-Based Practice

- 7.1 Apply knowledge of systems to work effectively across the continuum of care.
- 7.2 Incorporate consideration of cost-effectiveness of care.

- 7.3 Optimize system effectiveness through application of innovation and evidence-based practice.

Domain 10: Personal, Professional, and Leadership Development

- 10.1 Demonstrate a commitment to personal health and well-being.
- 10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.
- 10.3 Develop capacity for leadership.

EPSLO 4: Ethics, Professionalism, Advocacy, and Social Justice

Demonstrate a commitment to ethical and professional nursing practice by promoting the well-being of others, respecting individual rights, upholding dignity and integrity, and advocating for equity and social justice.

AACN 2021 Alignment

Domain 2: Person-Centered Care

- 2.1 Engage with the individual in establishing a caring relationship.
- 2.2 Communicate effectively with individuals.
- 2.8 Promote self-care management.
- 2.9 Provide care coordination.

Domain 7: Systems-Based Practice

- 7.1 Apply knowledge of systems to work effectively across the continuum of care.
- 7.2 Incorporate consideration of cost-effectiveness of care.

Domain 9: Professionalism

- 9.1 Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society.
- 9.2 Employ a participatory approach to nursing care.
- 9.3 Demonstrate accountability to the individual, society, and the profession.
- 9.4 Comply with relevant laws, policies, and regulations.
- 9.5 Demonstrate the professional identity of nursing.
- 9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.

EPSLO 5: Population Health and Health Equity

Integrate concepts of population-based nursing to promote health and wellness, manage alterations in health, and reduce health disparities among individuals, families, groups, communities, and populations.

AACN 2021 Alignment

Domain 2: Person-Centered Care

- 2.5 Develop a plan of care.
- 2.7 Evaluate outcomes of care.
- 2.8 Promote self-care management.
- 2.9 Provide care coordination.

Domain 3: Population Health

- 3.1 Manage population health.
- 3.2 Engage in effective partnerships.
- 3.3 Consider the socioeconomic impact of the delivery of healthcare.
- 3.4 Advance equitable population health policy.
- 3.5 Demonstrate advocacy strategies.
- 3.6 Advance preparedness to protect population health during disasters and public health emergencies.

Domain 7: Systems-Based Practice

- 7.1 Apply knowledge of systems to work effectively across the continuum of care.
- 7.2 Incorporate consideration of cost-effectiveness of care.
- 7.3 Optimize system effectiveness through application of innovation and evidence-based practice.

RN-BSN Completion Program Admission

RN-BSN Program Application is a 2-step process:

- 1. Apply to the College:** New students will apply to the college and choose the NURB.BS major. Current students in their final semester of the NUR program will be asked to add the NURB.BS major.

To be admitted to the College the student will submit:

- Application to Cincinnati State Technical and Community College
- Official transcripts of previous college coursework
- Documented completion of an associate degree or diploma in nursing in preparation for RN licensure with a minimum GPA of 2.0
- Proof of Active unencumbered RN license in the United States of America, upon admission and throughout the program.
- General Courses: may be completed at any time prior to program completion, even prior to applying to the RN-BSN nursing course sequence. Please see an advisor for general course requirements.

- 2. Complete an E-form RN-BSN Completion Program Application:** Applications to join the Fall Cohort open April 1st with a priority deadline of August 1. Sign in to MyCState to complete e-form "RN-BSN Completion Program Application". Here you will again confirm and upload your active unencumbered RN license and select a part time (2 or 3 year) or full-time (1 year) intention.

Upon approval of the E-form application, the program chair will grant students permission to register for the nursing course. An email with registration instructions will be sent to your Cincinnati State account.

PLEASE NOTE: There is limited space in the RN-BSN nursing course sequence. To secure your spot, please register as soon as possible. Your spot is not secure until your registration is complete.

Online Program Requirements

You MUST notify the director of nursing, beth.chimento@cincinnatiastate.edu if your state of residence is outside of Ohio. Each state has unique educational and board of nursing requirements and therefore must be considered **prior** to program admission. Your state requirements may inhibit Cincinnati State's ability to provide instruction.

The RN-BSN nursing courses are primarily asynchronous online. The only in-person requirement is during clinical experiential learning Spring semester NUR 410 Population Health ~45 hours on site. Students must have access to a computer, tablet, or other processing device with a Webcam, microphone and reliable fast internet connection. Students are required to have computer access that will accommodate large amounts of graphics and audio-video materials.

- Desktop or laptop computer (no iPads, tablets or phones are to be used)
- Microphone: any microphone, either internal or external
- Webcam: 320 x 240 VGA resolution (minimum) internal or external
- High-speed reliable internet
- Students may google "check internet speed" if they are curious for their Wi-Fi

Best Practice / Evidenced Based

Faculty will review and update student resources such as journal articles and textbooks to reflect best practices in nursing care. The standard for current citations in evaluating resources will be within 5 years of publication.

Transfer/Military Credit Policy

- Credits from other institutions will transfer based on the policies and procedures documented in the College catalog.
- The transfer of nursing credits will be assessed on a case-by-case basis using student learning outcomes. Course requirements and the curriculum plan to determine eligibility. A course syllabus must be provided to facilitate this assessment. The program reserves the right to determine the acceptability of nursing credit in accordance with its mission and outcomes.

- Military credit will transfer if appropriate to the requirements of the curriculum plan for the program. The Joint Services Transcript will be used to determine transfer credit eligibility.

RN- BSN Credit Transfer

- The RN- BSN Completion Program accepts previously completed general education coursework from regionally accredited institutions approved as transferable by the registrar's office. For questions or concerns about previous general course work substitutions (history, diversity, fine arts, statistics) please reach out to the Lead Nursing Advisor Vicki Groh.
- BSN level nursing courses with comparable credit that meet the course student learning outcomes may be approved for transfer. Course description and syllabi to be submitted for review by the course faculty. Decisions will be made on an individual basis as faculty and program chair must compare Course Student Learning Outcomes from each course. Please submit a written request to the program chair Dr. Buschmeier.
- The RN -BSN completion program does not require RNs to have completed certain courses before they are admitted to the program; however, RNs who have not completed one or more of the general education courses as part of their associate degree must complete the course(s) before taking the Nursing courses in the RN-BSN program.
- Students are required to have transfer credit or complete the following group of 26 credit hours of general education courses at Cincinnati State:

BIO 151	Anatomy and Physiology I
BIO 152	Anatomy and Physiology II
BIO 220	Microbiology
MAT 105	Quantitative Reasoning
PSY 110	Introduction to Psychology
SOC 105	Introduction to Sociology
ENG 101	English Composition I
ENG 102	English Composition II: Contemporary Issues
Or	
ENG 103	English Composition II: Writing about Literature
ENG 104	English Composition II: Technical Communication
ENG 105	English Composition II: Business Communication

- Many of these general education courses are offered in both a face -to- face and online format. Substitutions may be made if a course with similar outcomes was taken but is not a direct transfer equivalent to the above courses, as long as Ohio Department of Higher Education general education requirements for Associates of Applied Science degrees were met.

Credit for Prior Learning

NUR 300 Pre-Licensure Nursing General Education Credit

- Students who complete general education courses in English Composition, Mathematics, Natural and Physical Sciences, and Behavioral and Social Sciences, from an accredited institution, may receive up to 26 credit hours for these courses.

NUR 310 Pre-BSN Nursing Program Technical Coursework

- Students who completed an associate degree from an accredited nursing program with grades of C or higher for each nursing course may receive up to 38 credit hours for these courses.

NUR 350 Nursing RN-BSN Advanced Standing

- Students who successfully passed the NCLEX-RN Licensing Examination receive 13 advanced standing credit hours for demonstrated professional nursing knowledge.

Progression Policy

- A grade point average of at least 2.0 is required to remain in and graduate from the program.
- Students with less than a 2.0 GPA may not register for nursing courses. They cannot register for nursing courses until their GPA is greater than 2.0. A “nursing course” is defined as any course that appears in the catalog beginning with the prefix “NUR”.
- Minimum grades of “C” or “S” are required in all courses.

- Students must complete NUR 400 Transition to BSN role in the first 8 weeks of the first semester of the nursing RN-BSN program and the Capstone courses NUR 435 and NUR 440 in the final semester of the nursing RN-BSN program.
- If a student does not register for nursing courses for 3 or more semesters, they will need to apply for readmission to the program.
- Students in the RN - BSN completion program may be dismissed from the program and the college for not complying with the Academic Policies and Student Code of Conduct of the College and/or Division as published in the College Catalog and Health & Public Safety Division Handbook.

Readmission

- RN-BSN Completion Program students who were admitted to the program but have not enrolled in classes for more than three semesters must complete a readmission application. Depending on the length of time from the last semester of enrollment activity, they may also need to re-apply to the college.
- Students are encouraged to notify the program chair of any intention to pause, defer or withdrawal from the RN-BSN completion program.
- The RN-BSN completion program must be completed within ten (10) years.

Student Files

- Student files are stored in HPB 333 Compliance Office behind lock and key, including Program Applications, RN License, and Community Practice Evaluations. The compliance officer is the keeper of the file cabinet key and the office HPB 333 door.
- Student health records are maintained on a secure, online platform maintained by Castlebranch/DISA. Health records are retained for the duration of the nursing program. Students create and maintain their personal Castlebranch/DISA accounts. The responsibility of maintaining current student health records is on the student however the compliance officer and Castlebranch/DISA will send reminder prompts. The Compliance Officer ensures records are complete and up to date, and meet the requirements of program clinical affiliates.

- Health records must be submitted to Castlebranch/DISA and confirmation of approval must be received prior to participating in any community experience. Castlebranch/DISA will retain online health records for duration of the nursing program. Students create and maintain their own Castlebranch/DISA accounts.
- Students who do not submit the proper verification of immunizations/vaccines, tests, exams, and other required health records will not be allowed to begin their community experience hours in NUR 410 Population-Based Community Healthcare. Experiential learning placements will be denied. Some of the immunizations and tests listed here will require periodic updates while the student is in school. For instance, a Tdap booster is required every ten years. A PPD skin test or a chest X-ray and/or TB questionnaire, and the influenza vaccine are required every year while enrolled in NUR courses. CPR certification must remain current as well.
- Students who do not maintain current health records and who do not follow through with required periodic updates for immunizations or tests, or certifications are not eligible for community site placement. You may NOT participate in community experiences with incomplete health records. Community experiential learning is a required component of NUR 410: Population-Based Community Healthcare.

Student Health Records

- Students will receive directions to upload documents to the health record tracking software through an organization that manages student compliance documents. Students will submit documents to CastleBranch/DISA.
- Community Sites may require the student to have a drug screen completed through CastleBranch/DISA.
- All health records must be uploaded AND approved by CastleBranch/DISA at least 48 hours prior to going to a community site, in order for the student to be considered in compliance. Documents related to health records that are submitted to CastleBranch/DISA can take up to 3-5 business days for approval. Drug tests can take up to 5-7 business days to post once the lab receives the specimen. Approval times for health records and

completion of drug tests can vary depending on the time of year, so plan accordingly and allow ample time.

- Students who do not submit the proper verification of immunizations/vaccines, CPR* certification, and tests will not be allowed to begin or attend community experiences.

Physical

- A written report of a physical exam is required prior to going to a community site in NUR 410. This exam must have been within the past twelve (12) months and submitted on the health form provided by the College.
- The Student Physical Evaluation form must be completed on the Cincinnati State form including signatures and dates.

CPR certification

One of the following is required:

- American Heart Association BLS Provider course OR
- American Red Cross Professional Rescuers or BLS course

Tetanus, Diphtheria, and Pertussis

- Documentation of Tdap after 2005
- Documentation of booster within last 10 years
- A repeat booster will be required if the ten-year expiration date occurs while you are completing your community experience.

Measles, Mumps, Rubella

- Documentation: Proof of 2 doses (dates received) of MMR (measles, mumps, rubella) vaccine. The 1st dose must have been given after the age of 12 months, and at least one dose must have been given after 1967. or titers (blood tests) with a lab report to demonstrate immunity to each specific illness (measles, mumps, and rubella).

Tuberculin (PPD) Test

- Documentation is required of an initial 2-step PPD skin test (two separate injections, 1-2 weeks apart) or a blood test with a lab report and then proof of a yearly one-step PPD skin test every year thereafter. The most recent skin test must be done within 12 months of starting the community experience. If you cannot verify the dates that this has been done, you will need to obtain a new two-step PPD skin test.
- A 1-step PPD skin test must be repeated each year to remain in the program. Written documentation with dates and results is required. All handwritten documents must have a signature from the provider.
- If a student's TB test expires; a 2-step test or a blood test with a lab report is required. A student cannot go to the community site with an expired TB status.
- Individuals with a *positive* PPD skin test result or those who have received the BCG vaccine are required to have a chest X-ray (completed within the past year) to rule out active disease along with a Physician's clearance documented on their letterhead stating the student is symptom-free, has received counseling, or has received and completed treatment.
- Individuals who have submitted a chest x-ray and Physician's Letter must complete the TB symptom questionnaire yearly and renew the chest x-ray every 3 years. The questionnaire can be obtained from Anne Millea at anne.millea@cincinnatiastate.edu

Hepatitis B

- Documentation of the completion of the series of three (3) Hepatitis vaccine injections, given over six months, or (2) Hepatitis vaccine injections given over one month, as recommended by the Center for Disease Control (CDC), or documentation of a Hepatitis titer (blood test) with a lab report to determine the level of antibodies. A lab value of 10 IU indicates the titer is positive.
- For students beginning the injection series, completion of the *first two injections* (given one month apart) is required prior to being allowed to register for NUR 410.

- The third injection must be obtained as recommended (within six months from the first injection), to remain in the program. Written documentation must be submitted that includes the dates of all two or three Hepatitis injections.
- Students who do not complete the Hepatitis injection series correctly (three injections over a six-month period or two injections over a one-month period) will be required to have a titer (blood test) with a lab report completed in order to demonstrate immunity status prior to beginning their community experience. The third dose of the Hepatitis B vaccination series can be uploaded on the day that it is due without penalty to the student.

Chicken Pox/ Varicella

- Proof of two documented vaccinations for chickenpox
- If the individual's immune status is unknown, a titer (blood test) with a lab report is required to demonstrate immunity.
- If the titer does not demonstrate immunity, the chickenpox vaccination series or booster is required.

Influenza Vaccine

- Documentation of annual influenza vaccination is due by October 24, fall semester. Acceptable documentation would be the Cincinnati State Influenza Form or other valid forms from the agency administering the vaccine.
- If the vaccination date and information is handwritten, then a signature from the provider is required.
- Note that seasonal flu vaccination is required by some of our community sites by October 24. The clinical coordinator will notify students of any exceptions.
- Please Note that some facilities may refuse students to attend their community experience without a flu vaccine during flu season despite a program exemption.
- Students seeking a flu exemption should contact the Health Records Compliance officer, Anne Millea, at anne.millea@cincinnatiastate.edu to request a vaccination exemption form. The form requires a signed letter from a healthcare provider. The completed form and

letter are to be scanned and emailed to the Director of Nursing for consideration at beth.chimento@cincinnatiastate.edu.

- Please note that students provided with an exception may still be required to wear additional protective equipment (for example, an N95 or KN95 mask) during their community experience, per the requirements of the community site. Students seeking a vaccine exemption take on these aforementioned risks, as well as the risk of being unvaccinated in the community setting.

Other Vaccinations:

- Students may be required to receive other vaccinations at the discretion of our community partners. Failure to follow facility policy will result in the denial of placement for the community experience and may prevent progression through the nursing program.

COVID Vaccinations

- The Covid-19 vaccinations series is Highly Recommended, not required. Most health insurance plans will cover the COVID-19 vaccine at no cost.
- The community partners reserve the right to require nursing students at their site to be vaccinated, including COVID-19, at any time during the community experience. Failure to follow facility policy will result in the denial of a placement for the community experience and may prevent progression through the nursing program. A community partner may also require students to have regular testing to ensure that they are negative for COVID. This testing would not be optional.

Latent Tuberculosis Infection (LTBI) Policy

The Centers for Disease Control and Prevention and Ohio Department of Health recommend short-course treatment (3–4 months) for LTBI, as latent infection may become active and contagious at any time.

1. Students Diagnosed with LTBI – Treatment Ordered

If a student tests positive for TB, is diagnosed with LTBI, and their healthcare provider orders treatment:

- The student must submit documentation from their healthcare provider confirming completion of treatment.
- Once documentation is received, the student may register for NUR 410 (Spring Semester).

2. Students Diagnosed with LTBI – No Treatment Ordered

If a student tests positive for TB, is diagnosed with LTBI, and their healthcare provider does NOT order treatment:

- The student must provide:
 - A negative chest X-ray (CXR)
 - A negative TB symptom survey
 - A provider letter stating the student is not contagious and may participate in the community setting

3. Students with Active or Symptomatic TB

If a student:

- Exhibits symptoms of TB **and**
- Receives a positive TB test

Then:

- The student is not permitted to attend the community site
- The student must withdraw from NUR 410 and follow the one-time exception and deferment policy
- The student may not return to NUR 410 until:

- Treatment is completed (typically 6–9 months), and
- A healthcare provider confirms the student is not contagious and cleared to return

4. Ongoing Monitoring Requirements (Applies to All LTBI Cases)

Students with a history of LTBI must:

- Complete an annual TB symptom survey
- Obtain a chest X-ray (CXR) every 3 years (instead of annual TB skin testing)

5. Abnormal Chest X-Ray Findings (Applies to All Scenarios)

If a student's chest X-ray shows abnormalities (e.g., granulomas or scarring from prior infection):

- Documentation must include:
 - Evidence of completed treatment (if applicable)
 - A physician statement confirming no active TB infection

Health Insurance

- Proof of Medical / Health Insurance Coverage is required prior to the community experience in NUR 410 (Spring Semester).

Criminal Background Checks

Successful completion of a criminal background check is required prior to the community experience in NUR 410 Population Health Community Experience.

Disclaimers

- Successful completion of a criminal background check for the Health and Public Safety (HPS) division does not ensure eligibility for licensure or future employment.
- Community agencies can establish more stringent standards, if they so desire, to meet regulatory requirements for their facility.
- Community agencies can conduct additional background checks at their discretion.

- If a student is found to be ineligible for the community experience at any time during the program, the student cannot meet the course learning outcomes for NUR 410 and will be withdrawn pending resolution of the situation.

The use of background checks for individuals working in community settings is one of the means agencies use to help protect their patients. While obtaining background checks is not new for community agencies, The Joint Commission has recently added to their Human Resources standards (HR.1.20) a section related to criminal background checks. The Joint Commission standard requires agencies to include nursing students in criminal background checks when required by state law, regulation, or hospital policy (<http://www.jointcommission.org/>).

Ohio is one of the many states in the country to mandate criminal background checks for employment. In 1993, Senate Bill 38 (SB 38) was passed and codified in Section 3701 of the Ohio Revised Code (ORC). SB 38 requires a criminal record check for potential employees working in positions of responsibility for the care, control, or custody of children. Senate Bill 160 (SB160), effective January 27, 1997, requires entities to request a criminal record check of each applicant under final consideration for a position that involves care to a person age 60 and older. The law requires record checks to be requested from the Bureau of Criminal Identification and Investigation (BCII). The law prohibits hiring an applicant who has been convicted of certain offenses or who fails to provide the information necessary for a records check.

The nursing program requires TWO types of background checks:

1. Castlebranch /DISA will run a database background check online.
2. Bureau of Criminal Investigation (BCI) and Federal Bureaus of Investigation (FBI) will run a report using student's fingerprints. The Fingerprint background check will be sent directly to the college from the Attorney General.
 - Successful completion of an FBI and BCI background check through the Ohio Attorney General's Office is required prior to the community experience in NUR 410 (Spring Semester). PLEASE NOTE: This takes 4-8 weeks to receive results.
 - These background checks are required by our contracts with experiential learning partners.

- This background check should have been completed and within two years prior to the start of NUR 410 Population-Based Community Healthcare course. If a student has completed a background check for another agency within one year of the start of NUR courses, they can contact the Attorney General's office to request copies sent to Cincinnati State.

All background checks should be sent directly from the Ohio Attorney Generals Office to the college at the following address:

HPS Dean Bonnie Smith / RN-BSN Program Admissions
Cincinnati State Technical and Community College
HPB 312
3520 Central Parkway
Cincinnati, OH 45223

Types of Convictions that Would Make the Student Ineligible for the Community Experience

Experiences: Any conviction that would bar you from licensure will exclude you from the nursing program. Refer to Compliance Questions Asked at the time of Licensure Application

Additionally, any of the following may PREVENT you from going to a community site:

- Felony convictions
- Violent offenses
- Domestic Violence Offenses
- Assault offenses
- Drug offenses
- Theft offenses
- More than one conviction of the same classification or type of misdemeanor/felony offense.

The Dean of Health and Public Safety will review the records and the decisions based on Ohio's Criminal Records Check Law. The Dean of the Health & Public Safety Division will review the recommendation to waive admittance to the nursing program.

The community site to which you will be going has the right to require additional background checks and urine drug testing. A felony or a repeated misdemeanor may prevent placement at the site. A positive urine test will prevent community placement. If either or both occur, the student will be dismissed from the program.

Students are required to report any changes in their criminal history while in the program to the Program Director.

Any questions about these requirements should be directed to the Nursing Program Director, Dr. Beth Chimento beth.chimento@cincinnatiastate.edu , and Dean of Health and Public Safety, Dr. Bonnie Smith bonnie.smith@cincinnatiastate.edu

Drug and Alcohol Screening Policy

- Students enrolled in any Health and Public Safety program have placed themselves into a relationship where there is a special concern relative to the possession or use of drugs, alcohol, or controlled substances.
- If a student in a Health and Public Safety program appears to be functioning in an impaired manner, exhibiting inappropriate behavior in the classroom or community setting, or demonstrating any unprofessional conduct or negligence, the faculty or community affiliate representative responsible for that student, using professional judgment, will remove the student, document the circumstances and report the alleged violation immediately to the Dean of Student Enrollment Services and the Dean of the Health and Public Safety Division.
- Community facilities may require Health and Public Safety Division students to undergo drug and alcohol screening prior to placement.
- Refusal to submit to screening when requested will result in dismissal from the Health and Public Safety Division program due to the inability to progress in the curriculum. The screening will be done by a third-party administrator. Instructions regarding when and how to complete a

drug screen will be issued to students by their faculty member. Students will be responsible for the cost of the drug screen. Results of the drug screen will be forwarded directly to the Director.

➤ Confirmation of a positive drug screen will result in the student being immediately withdrawn from NUR 410 (Spring Semester) and may result in dismissal from the program of study.

Medical Marijuana Policy

➤ Even though recreational marijuana use is legal in Ohio, it is still illegal from a federal perspective.

➤ The use of marijuana and/or illicit drugs is not permitted in all healthcare facilities

➤ All community affiliates/partners require a NEGATIVE drug screening. Any result of Negative Dilute must be repeated.

➤ You must have a NEGATIVE drug screening throughout the duration of your community experience.

Fall Full-Time Curriculum Plan: Nursing Courses offered in ~8 -week sessions (EXCEPT NUR 410)

Placement	Course #	Course Title	Credits
Prerequisites/ AAS Credit			
	300	General Education Block from AAS	26
	310	Pre-BSN Nursing Program Technical Credit	38
	350	RN-BSN Advance Standing	13
	FYE	First Year Experience <i>*waived for prior degree</i>	1
First Semester			
FIRST SESSION	NUR 400	Transition to the Role of the Baccalaureate Nurse (must be taken in first semester)	3
SECOND SESSION	NUR 405	Healthcare Informatics for Clinical Decision Making	3
SECOND SESSION	NUR 430	Healthcare Outcome Measures, Quality Improvement Processes & Interdisciplinary Collaboration	3
	MAT 131	Statistics	3
	XXXXXX	Cultural Diversity Elective	3
Second Semester			

FULL 15 WEEK SESSION	NUR 410	Population-Based Community Healthcare: Theory and Concepts	4
FIRST SESSION	NUR 415	Evidence-Based Practice, Research, Scholarship and Clinical Decision Making	3
SECOND SESSION	NUR 420	Health Care Policy and Ethical and Legal Issues	3
	XXXXXX	Humanities/Fine Arts Elective	3
Third Semester			
FIRST SESSION	NUR 425	Nursing Leadership and Management for Professional Practice	4
FIRST SESSION	NUR 435	BSN Capstone Seminar (must be taken in final semester)	3
SECOND SESSION	NUR 440	BSN Capstone Project (must be taken in final semester)	4
	HIST XXX	History Elective	3
Total Credits			120

Part-Time (2 year) Curriculum Plan (suggested plan)

Placement	Course #	Course Title	Credits
Prerequisites/ AAS Credit			
	300	General Education Block from AAS	26
	310	Pre-BSN Nursing Program Technical Credit	38
	350	RN-BSN Advance Standing	13
	FYE	First Year Experience <i>*waived for prior degree</i>	1
First Semester			
FIRST SESSION	NUR 400	Transition to the Role of the Baccalaureate Nurse (must be taken in first semester)	3
	MAT 131	Statistics	3
	XXXXXX	Cultural Diversity Elective	3
Second Semester			
FULL SESSION	NUR 410	Population-Based Community Healthcare: Theory and Concepts	4
	XXXXXX	Humanities/Fine Arts Elective	3
Third Semester			
FIRST SESSION	NUR 425	Nursing Leadership and Management for Professional Nursing Practice	4
	HIST XXX	History Elective	3
Fourth Semester			
SECOND SESSION	NUR 405	Healthcare Informatics for Clinical Decision Making	3
SECOND SESSION	NUR 430	Healthcare Outcome Measures, Quality Improvement Processes & Interdisciplinary Collaboration	3

Fifth Semester			
FIRST SESSION	NUR 415	Evidence-Based Practice, Research, Scholarship and Clinical Decision Making	3
SECOND SESSION	NUR 420	Healthcare Policy and Ethical and Legal Issues	3
Sixth Semester			
FIRST SESSION	NUR 435	BSN Capstone Seminar (must be taken in final semester)	3
SECOND SESSION	NUR 440	BSN Capstone Project (must be taken in final semester)	4
Total Credits			120

Part-Time (3 year) Curriculum Plan (suggested plan)

Placement	Course #	Course Title	Credits
Prerequisites/ AAS Credit			
	300	General Education Block from AAS	26
	310	Pre-BSN Nursing Program Technical Credit	38
	350	RN-BSN Advance Standing	13
	FYE	First Year Experience <i>*waived for prior degree</i>	1
First Semester			
FIRST SESSION	NUR 400	Transition to the Role of the Baccalaureate Nurse (must be taken in first semester)	3
	MAT 131	Statistics	3
Second Semester			
FULL SESSION	NUR 410	Population-Based Community Healthcare: Theory and Concepts	4
Third Semester			
	XXXXXX	Humanities/Fine Arts Elective	3
	HIST XXX	History Elective	3
Fourth Semester			
SECOND SESSION	NUR 405	Healthcare Informatics for Clinical Decision Making	3
Fifth Semester			
SECOND SESSION	NUR 420	Healthcare Policy and Ethical and Legal Issues	3
Sixth Semester			
FIRST SESSION	NUR 425	Nursing Leadership and Management for Professional Nursing Practice	4
	XXXXXX	Cultural Diversity Elective	3
Seventh Semester	NUR		
SECOND SESSION	NUR 430	Healthcare Outcome Measures, Quality Improvement Processes & Interdisciplinary Collaboration	3

Eighth Semester			
FIRST SESSION	NUR 415	Evidence-Based Practice, Research, Scholarship and Clinical Decision Making	3
Ninth Semester			
FIRST SESSION	NUR 435	BSN Capstone Seminar (must be taken in final semester)	3
SECOND SESSION	NUR 440	BSN Capstone Project (must be taken in final semester)	4
Total Credits			120

Spring Full-Time Curriculum Map [4 semesters]

***Electives vary per student – plan to discuss with Advisor**

Spring

1st 8-Weeks		Credits
NUR 400	Transition to RN-BSN Role	3
2nd 8-Weeks		
NUR 405	Healthcare informatics	3
All Semester		
C/D Elective	Cultural Diversity Elective*	3
A/H Elective	Art/Humanities Elective**	3
Math 131	Statistics **	3
	Total	6-12
	Credits	

Summer

1st 8-Weeks		Credits
NUR 425	Nursing Leadership and Management for Healthcare Practice	4
2nd 8-Weeks		
NUR 420	Health Care Policy, Ethical and Legal Issues	3
All Semester		
HST Elective	History Elective***	3
	Total	10-12
	Credits	

Fall

1st 8-Weeks		Credits
NUR 415	Evidence Based Practice, Research, Scholarship and Clinical Decision Making	3
2nd 8-Weeks		
NUR 430	Health Outcome Measures and Quality Improvement Processes	3
All Semester		

Nur 410	<i>Population Based Community Healthcare</i> <i>*includes 45 Clinical Clock Hours</i>	4
	Total	10
	Credits	

Spring 2

1st 8-Weeks		Credits
NUR 435	RN-BSN Capstone Seminar	3
2nd 8-Weeks		
NUR 440	RN-BSN Capstone Project	4
	Total	7
	Credits	

RN-BSN Course Descriptions

NUR 400: Transition to the Bachelor Degree Nursing Role

Asynchronous Online Credit Hours: 3 Lead Faculty: Dr. Connie Rose

A course on essential concepts and theories for the registered nurse transitioning to the baccalaureate-prepared nurse role. Topics include: preparing an academic and professional portfolio using skills and resources such as professional writing style, library services, and computer applications.

NUR 405: Healthcare Informatics for Clinical Decision Making

Asynchronous Online Credit Hours: 3 Lead Faculty: Dr. Connie Rose

A course that examines advances in computer technology and information sciences and their impact on the culture of safety within healthcare environments. Topics include: the impact of technology and information sciences on cost-effectiveness, safety, quality, and outcomes of care.

NUR 410: Population-Based Community Healthcare

Hybrid Lecture Asynchronous Online

Experiential Clinical Lab Hours: 1 credit (45 total hours) Credit Hours: 4

Lead Faculty: Dr. JoAnne Worthington-Groseclose

A course on theory and concepts of community health nursing with an emphasis on social determinants of health. Topics include: the effect of social determinants on health, wellness, and disease management in a community; and strategies for working with special populations. Students plan and complete a community-based health promotion project. The course includes community based experiential learning.

NUR 415: Evidence-Based Practice, Research, Scholarship and Clinical Decision Making
Asynchronous Online Credit Hours: 3

A course on the processes used to translate evidence to practice. Topics include: identifying practice issues; developing an answerable research question; evaluating the evidence for validity, impact, and applicability; and identifying ethical considerations associated with research.

NUR 420: Health Care Policy and Ethical and Legal Issues
Asynchronous Online Credit Hours: 3 Lead Faculty: Dr. Denise Rohr

A course that examines the impact of healthcare policy and legal and ethical issues on healthcare decision making and delivery of care. Topics include: the effect of policies and issues on healthcare disparities in diverse and vulnerable groups, communities, and populations.

NUR 425: Nursing Leadership and Management for Professional Practice
Asynchronous Online Credit Hours: 4 Lead Faculty: Dr. Anne Dean

A course on knowledge and skills needed to effectively lead and manage teams in constantly changing healthcare systems. Topics include: change and innovation, self-knowledge and leader development, communication and conflict skills, resource management, value-based care, and budgeting.

NUR 430: Healthcare Outcome Measures and Quality Improvement Processes
Asynchronous Online Credit Hours: 3 Lead Faculty: Dr. Jennifer Tyler

A course on health outcome measures that enhance patient experiences, improve population health, reduce costs, and improve the work-life balance of health care providers. Topics include: optimizing health outcomes and system performance through quality improvement processes and interdisciplinary collaboration.

NUR 435: Bachelor Degree Nursing Capstone Seminar
Asynchronous Online Credit Hours: 3 Lead Faculty: Dr. Nikki Howard

Students complete their academic and professional portfolios by engaging in reflective activities and describing how their academic learning experiences affected their current and future practice roles, and describing their professional pathway for the next three to five years.

NUR 440: Bachelor Degree Nursing Capstone Project

Asynchronous Online

Credit Hours: 4

Lead Faculty: Dr. Leanne Buschmeier

Students synthesize knowledge and skills acquired throughout the RN-BSN curriculum to develop and present a capstone research or quality improvement project that focuses on community needs, bedside nursing issues, or organizational leadership issues. Project topics must be approved by faculty.

Required General Education Courses

There are four required general courses in the RN-BSN Program

- **MAT 131 (statistics 1) 3 credit is required.** If you have already taken MAT 131, you can take MAT 132 (Statistics 2) **OR** another math course listed on the Ohio transfer 36 page (see link). If you have completed MAT 131 and another three-credit math course, you should not need another math course.
- **Cultural Diversity 3 credit course:** Click on link below for the NURB (RN to BSN completion program) webpage and scroll to the bottom of the page for a full list of courses that satisfy this requirement: <https://www.cincinnatiatstate.edu/academics/degree-certificate/RN-BSN-completion-program-nurb/>
- **History 3 credit course:** You may take any course listed under the history category on the Ohio transfer module (OT36) (see link)
- **Arts/Humanities 3 credit course :** You may take any course listed under “Arts/Humanities” from the Ohio transfer module (OT36) (see link)

Click here for the [Ohio Transfer 36 page](#) to see lists of specific courses.

Completion/Graduation

The following criteria must be met for program completion:

- All required courses within the curriculum must be completed with a minimum grade of “C” or “S”.
- A minimum overall GPA of 2.0

Grading Policy for Nursing (NUR) Courses

Minimum Passing Grades: A minimum grade of “C” or “S” must be earned in all nursing courses.

Grading Scale:

A = 90.00% - 100%

B = 81.00% - 89.99%

C = 75.00% - 80.99%

D = 70.00% - 74.99%

F = below 70.00%

S = at least 75.00% achievement of total course points and 100% achievement of clinical or contract objectives.

U = less than 75.00% achievement of total course points and less than 100% achievement of clinical or contract objectives.

Online Course Attendance Policy:

Students must log in to the course website during the first two weeks of the term and participate in an online activity.

Participation in an online activity includes, but is not limited to, submitting an academic assignment; taking an exam, an interactive tutorial, or computer-assisted instruction; participating in an online discussion about academic matters; and initiating contact with a faculty member to ask a question about the academic subject studied in the course.

A student who is enrolled in the course but does not log into the website during the first two weeks of the term is to be designated a No Show (NS) by the instructor. All other policies described in the catalog section on “Non-Attendance” apply to students in WEB and HYB courses also.

Administrative Withdrawal: Participation in weekly activities is required. Students who fail to participate in course work for more than 3 consecutive weeks (21 days since submission of work) may be subject to an administrative withdrawal by the instructor.

RN-BSN Completion Program: Incomplete Policy

An Incomplete (I) grade may be assigned at the discretion of the instructor when a student is currently passing the course but is unable to complete required coursework due to documented extenuating circumstances.

These circumstances may include, but are not limited to, serious illness, personal or family emergency, military service or orders, or other significant and verifiable events beyond the student's control.

An Incomplete is intended to be a rare and exceptional accommodation, not an encouraged or routine option, and may not be used to address poor academic performance, lack of engagement, or failure to meet deadlines without documented cause.

Where to submit form:

1. First Incomplete form is completed and signed by both faculty and student.
2. The form will be uploaded and sent to the Program Chair for review and record.

Eligibility Criteria

To be eligible for an Incomplete (I), the student must meet all the following requirements:

- Be currently passing the course at the time the Incomplete is requested.
- Have successfully completed the majority of the course, defined for RN-BSN courses as:
 - The student has successfully completed greater than 50% of the course requirements at the time the request is made.
 - Provide *supportive documentation* substantiating the extenuating circumstances (e.g., letter from medical provider or military orders, personal crisis documentation)

- Demonstrate the ability to successfully complete remaining coursework within the designated timeframe

Incomplete Grade Agreement

If an Incomplete is approved, a written Incomplete Grade Agreement must be completed by the student and instructor prior to last 7 days of course end date.

This agreement will clearly outline:

- The specific remaining coursework to be completed
- The method and format of submission
- The final deadline for completion
- The grading consequences if coursework is not completed –i.e. Failure

For example:

Faculty can include a simple rubric such as:

- *Current grade $\geq$ passing*
- *% of course completed $\geq$ 50%*
- *Remaining assignments are limited (e.g., not exceeding 50% of total course points)*
- *No missed critical/clinical or competency-based requirements*

Timeline

In accordance with college policy, all remaining coursework must be completed no later than the end of the following academic term, unless an earlier deadline is established by the instructor.

If the course is a prerequisite for final Capstone courses to graduate (i.e. NUR 435 and NUR 440), they will not be granted access to register, unless provided consent from Program Chair.

If the agreed upon coursework is not completed by the deadline, the Incomplete (I) will convert to a final grade of “F.”

Students are responsible for maintaining regular communication with the instructor and for adhering to all terms outlined in the Incomplete Grade Agreement.

Community Experiential Learning Expectations

In-person community experiences (45 hours flexibly scheduled in the Spring semester) are a required component of the Population-Based Community Healthcare course (NUR 410). You must have an active, unencumbered RN license in the state where you will complete your experience.

Additional in-person experiential learning activities may be required in NUR 425: Nursing Leadership and Management for Professional Practice. These activities (~15 hours) may include in person attendance at a professional meeting and shadowing a nurse leader. The final course, NUR 440: Bachelor's Degree Nursing Capstone Project, involves a professional presentation of the student's research or change project.

See course syllabus for details on satisfactory and unsatisfactory experiential learning attendance requirements

RN-BSN Program Dress Code for Experiential Learning

- Students should be aware that they are representatives of the program at any time they are identifiable as our students; therefore, the dress code applies at any time they appear in the uniform, not only while on at the community site.
- At all times, the student's attire must be clean and pressed. Appropriate clothes are "business casual." Tops or blouses should cover all of the chest area back and shoulders. Dresses, skirts, and split skirts shall be no more than two inches above the knee.
- Students may wear a white lab coat during experiential learning activities. The hem of the lab coat should fall at or just below the level of the hips.

Not permitted:

- Denim jeans of any color
 - knee pants, shorts, capris
 - low cut clothing
 - net or see-through clothing

- tight-fitting clothing
- short skirts or dresses
- tank tops, halter or midriff tops
- sleeveless t-shirts/sundress
- scarves
- clothing with inscribed messages
- leggings unless covered by dress or skirt
- tennis shoes
- baseball caps, skull caps, sun visors or pullover hats, or others that impair vision and hearing.

Name Badge

- The nursing program identification name badge is to be worn, picture upright and visible, at all times while at the community site. Some community sites may require additional ID that must also be worn.

Hair

- Hair is to be clean and neatly groomed at all times. Hair must be pulled back away from the face, and secured in such a way that it does not fall forward.
- Small combs, simple barrettes and elastic bands in neutral colors are acceptable. Hair ornaments/colored scarves are not permitted. Hair must be of a natural color.
- Beards, mustaches, facial hair, and sideburns are to be neatly trimmed.

Nails

- Fingernails are to be short and well-groomed.
- Clear, unchipped nail polish only is permitted. Nail polish may not be worn in certain clinical areas. Please note that many clinical facilities define “short” as 1/4 inch or less.

Jewelry/Tattoos

- A watch is permitted to monitor patient vital signs.
- A single ring/set on one finger may be worn. Rings must be removed in certain clinical areas.
- A thin, simple necklace that remains within the neckline of the uniform is permissible.
- A single pair of small, simple, stud-type earrings may be worn. No other body piercings or tattoos should be visible. If tattoos are visible then lab coat is required.

Make-up/Scents

- Makeup should reflect a natural look and be subtle.
- No perfume, cologne, or after-shave should be worn.
- The scent of tobacco is not permitted.
- Some scents can trigger nausea or asthma attacks in susceptible individuals.

Community Experiential Learning Requirements

Community experiences are a required component of the RN-BSN Nursing curriculum. These experiences may be held in community, public health and clinical settings so that students can be a part of the interdisciplinary team, collaborating, advocating for and interacting with actual clients.

Community sites must be approved by the program faculty. All community sites utilized require a formal written agreement of affiliation with the College. Preceptors must be licensed healthcare workers working in an approved setting. A preceptor contract must be signed by a licensed healthcare preceptor, student and faculty member. The preceptor document and the formal written agreement must be submitted by the student and approved by the Clinical Coordinator in NUR 410 of the RN-BSN completion program prior to any community experience.

The community facility has the right to require proof of certain immunizations, proof of CPR certification, random drug screens, and/or a criminal background check of all students seeking community placement at the site.

Placement may be denied to particular students based on the results of such checks. A placement denial would limit the student's ability to complete the community experience in NUR 410.

Community Experience

This section outlines the policies and procedures governing RN-BSN Community Experiences.

Site Approval Policy

All community experience sites must be approved by the course faculty prior to student placement. Site approval ensures that the setting supports population-focused learning objectives, provides appropriate supervision and learning opportunities, and aligns with the goals of the RN-BSN Community Experience. Sites are reviewed using a standardized vetting process and may include existing affiliation agreements or newly established partnerships.

Preceptor Approval Criteria

Preceptors must hold a current, unencumbered professional license appropriate to their role, possess relevant experience in community or population-based practice, demonstrate willingness to support student learning objectives, and complete required preceptor documentation and orientation materials. Preceptor qualifications are verified by the Clinical Coordinator prior to student participation.

Faculty Oversight Responsibilities

Faculty responsibilities include approving community sites and preceptors, providing students and preceptors with orientation materials, monitoring student progress and logged hours, conducting scheduled faculty–student–preceptor check-ins, evaluating student learning outcomes, and addressing concerns or issues related to the community experience. Faculty

oversight is continuous throughout the semester and documented as part of the course requirements.

Student Scope of Practice Guidelines

Students participating in the community experience function within the scope of practice of a registered nurse. Students do not provide independent patient care and engage in observational, participatory, and educational activities appropriate to the setting, while adhering to all site-specific policies and procedures. The community experience is educational in nature and is not intended to replace employment or clinical practice responsibilities.

Communication and Escalation Process

Clear communication pathways are established to support student success and safety. Students promptly communicate routine questions to faculty. Preceptors may contact faculty directly regarding student progress or concerns. Any issues related to safety, professionalism, or scope of practice are escalated to faculty immediately. Faculty document and address concerns in accordance with program and institutional policies.

Expectations for Student Conduct and Scope of Participation in Community Experiences

Section A

Professional Conduct and Student Responsibilities in Community Experiences

Students participating in community experiences are expected to maintain professional, ethical, and safe behavior at all times and to comply with Cincinnati State RN-BSN Program requirements, agency policies, and applicable nursing standards.

Students are expected to:

1. Maintain professionalism, integrity, and accountability in all interactions with clients, community members, preceptors, faculty, and agency staff.

2. Arrive on time, remain engaged in assigned activities, and follow agency and faculty expectations.
3. Maintain confidentiality and protect all client or patient information in accordance with HIPAA, agency policy, and professional nursing standards.
4. Communicate respectfully and maintain appropriate professional boundaries with clients, families, staff, and community partners.
5. Use social media, texting, emailing, photography, or electronic communication only in accordance with agency policy and never share identifiable client or agency information.
6. Provide accurate and truthful documentation related to community activities, time logs, assignments, observations, and program requirements.
7. Report concerns related to safety, ethical issues, errors, injuries, or unexpected incidents to the preceptor and faculty member promptly.
8. Follow standard safety and infection prevention practices appropriate to the community setting.
9. Seek guidance and assistance appropriately and practice within the role and expectations established for the RN-BSN community experience.
10. Utilize instructor and preceptor feedback to improve performance and professional growth.
11. Meet all required clinical and compliance requirements, including approved placement, orientation, and program documentation.

Section B

Scope of Student Participation in Community Settings

The RN-BSN community experience is an observational, collaborative, and population-focused learning experience. Students participate under faculty oversight and within agency expectations.

Students may participate in activities such as:

- **Community and population health assessment**

- Observation of care coordination and case management activities
- Health promotion and health education activities
- Participation in interdisciplinary meetings or team collaboration
- Community outreach and resource coordination
- Observation of nursing and public health roles
- Development of educational materials or community projects
- Participation in quality improvement, advocacy, or population health initiatives when appropriate to the setting

Unless specifically authorized by faculty and agency policy, students are not permitted to independently provide direct patient care or function in the role of an employee or licensed staff member.

RN-BSN community experience students may not:

- Administer medications or treatments
- Perform invasive procedures
- Accept verbal or telephone orders
- Independently assess, diagnose, or make clinical decisions for patients or clients
- Assume responsibility for patient assignments or staff workloads
- Function outside the role approved by faculty, preceptor, and agency policy
- Perform activities prohibited by agency policy or beyond the student's educational preparation

Students must always work within agency guidelines, faculty expectations, and the approved scope of the RN-BSN community experience.

Violations of Professional Conduct or Scope Expectations

Failure to comply with professional conduct standards, confidentiality requirements, safety expectations, or approved scope of participation may result in:

- Faculty review and remediation
- Health and Public Safety mediation or professional conduct review
- Removal from the community site
- Unsatisfactory clinical evaluation
- Failure of the community experience or dismissal from the nursing program when warranted

Student Illness or Injury During Community Experience

Students who experience illness that interferes with safe participation may be instructed to leave the community setting and seek evaluation from their healthcare provider.

In the event of an injury or exposure:

1. Notify the preceptor and faculty member immediately.
2. Follow agency incident reporting procedures when applicable.
3. Complete required college documentation.
4. Seek medical evaluation as appropriate.

Students are not employees of the clinical or community agency and are not covered under agency Workers' Compensation policies. Personal health insurance is the student's primary source of coverage for medical treatment related to illness or injury.

Title IX

- Cincinnati State is dedicated to the advancement of knowledge and learning and to the development of ethically responsible individuals. Cincinnati State students are expected to uphold appropriate standards of behavior and to respect the rights and privileges of others. Student conduct is expected to be in accordance with all federal, state, and local laws, and Board of Trustees and College rules, regulations, and policies. As a result, Cincinnati State has a Student Code of Conduct for which all students are held accountable.

- Please use this form to report violations of the Student Code of Conduct, Title IX violations, Academic Integrity violations, and general student behavior concerns.
<https://publicdocs.maxient.com/incidentreport.php?CincinnatiState>
- While we want you to feel comfortable coming to us with issues you may be struggling with or concerns you may be having; please be aware that there are some reporting requirements that are part of our job at Cincinnati State. For example, if you inform us of an issue of sexual harassment, sexual violence, and/or other forms of prohibited discrimination, we will keep the information as private as possible, but we are *required* to bring it to the attention of the college's Title IX Coordinator, Falonda Rodgers.
- If you or someone you know has experienced prohibited discrimination, sexual harassment, or violence (including assault, domestic or dating violence, and gender or sex-based bullying and stalking), we encourage you to tell someone promptly. Help and support are available. For more information, please contact Falonda Rodgers directly at 513-569-1759. She can also be reached by email at Falonda.Rodgers@cincinnatiastate.edu.

Absence for Religious Observance

Students are permitted to request up to three days each semester for an excused absence from class for observance of a religious holiday (or to take part in organized activities conducted under the auspices of a religious or spiritual belief system) that is part of the student's sincerely held religious beliefs and practices.

It is the student's responsibility to provide written notice to each faculty member of the specific dates requested for religious observance. The written notice must be provided within fourteen (14) days of the first day of instruction for each course where accommodation is requested.

It is also the student's responsibility to talk to their instructor about making up required work through a process and on a schedule to be determined by the course instructor.

Additional information about this policy is on the College website:

Students with questions about this policy should contact the Provost's Office by email:

www.provostoffice@cincinnatiatstate.edu

Office of Disability Services

- Pursuant to the Americans with Disabilities Act, each testing institution must provide reasonable accommodations to individuals with a documented disability that hinders their ability to take any assessment under standard conditions. It is the responsibility of each administering institution to determine how the disability will be reasonably accommodated in the testing process and for the proctor to ensure that the approved accommodation is in place.
- Please contact the office of disability services (see course syllabus) when ADA accommodations are indicated. The office of disability services will notify faculty of required online testing accommodations. Faculty are unable to make any accommodations to online testing unless instructions are received from the office of disability services.
- Examples of requests for testing accommodations that may be provided include, but are not limited to, the following:
 - Use of an electronic reader.
 - Providing for a reasonable extension of testing time. Please note that, while time extensions may be permitted, the total allocated time must never be split over more than one day. No accommodation should be provided that would compromise the security or integrity of the exam or require the testing institution or proctor to violate any of the test administration requirements.

Prohibited Accommodations

The following accommodations are prohibited:

- Use of a camera or any other recording device.
- Providing verbal or other clues or prompts.
- Permitting the use of any electronic device (no phones, iPads, etc.).

Note: The exam is written and administered in the English language, and a lack of facility with the English language is not considered a disability. Interpreters should not be permitted inside the exam room for purposes of translating the test text from English into another language for an examinee.

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The Bethesda Heritage

In 1896 seven German speaking Methodist Deaconesses separated from the Elizabeth Gambel Deaconess Home associated with the Christ Hospital, to form the German Deaconess Association under the direction of Dr. Christian Golder. His sister, Louise Golder, became the Superintendent of the Deaconesses and the Founder of the Nursing School. The name Bethesda Hospital and Deaconess Association was adapted in 1898. These changes came about in response to a need created in Cincinnati by the influx of German immigrants whose health needs were not being adequately addressed.

At first, the deaconess nurses moved into the homes of those needing care and did the things that were necessary to care for the family and the sick. Resources were stretched to the limit.

Eventually, Dr. Golder was able to arrange the purchase of a private hospital at the corner of Oak Street and Reading Road that was to become the beginnings of Bethesda Hospital, a name honored in Cincinnati as an example of an institution devoted to pursuit of excellence and commitment to community service.

By 1908, non-deaconess applicants were being admitted to the nursing school and by 1914 the graduates formed an association that had the title “The Nightingale Club”, later changed to the “Alumni Association”. The objectives of the group, as originally adopted, were “To promote Nursing Education” and “To promote fellowship among the members.” While the methods of achieving them have changed through the years, the objectives have not. The Alumni Association has a rich and colorful history and members are proud to welcome the graduates of Cincinnati State Bethesda School of Nursing to their ranks.

Cincinnati State Bethesda School of Nursing RN-BSN Completion Program

Handbook Review and Acknowledgment

Students are required to review the 2026–2027 RN-BSN Student Handbook and comply with all program policies, expectations, and requirements. Instructors may utilize quizzes, acknowledgments, discussions, or other learning activities within the Learning Management System (LMS) to verify handbook review and understanding.

Students must digitally acknowledge receipt and understanding of the handbook through the Learning Management System as directed in each nursing course, which may include selecting a “Reviewed” status and/or completing a required handbook quiz or other instructor-assigned activity.

Student Acknowledgment Statement

By selecting “Reviewed,” completing the required quiz, or participating in other designated handbook verification activities, you acknowledge that you have received, reviewed, and understand the student expectations, policies, and requirements outlined in the 2026–2027 RN-BSN Student Handbook for the RN to Bachelor of Science in Nursing Completion Program and agree to abide by these requirements.