BECKFIELD COLLEGE

ACADEMIC CATALOG 2026

VERSION 2

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16 Spiral Drive
Florence, Kentucky 41042
(859) 371.9393

Contents

WELCOME TO BECKFIELD COLLEGE **6**
MISSION STATEMENT AND OBJECTIVES **7**
HISTORY OF THE COLLEGE **7**
ACCREDITATION, STATE LICENSURES, AND APPROVALS **9**
ACADEMIC CALENDAR **10**
Academic Calendar 2025 10
Academic Calendar 2026 11
Academic Calendar 2027: (ADDED 8/28/2026) 12
Academic Calendar 2028: (ADDED 8/28/2026) 13
ACADEMIC PROGRAMS **14**
Diplomas 14
Associate Level Degrees 14
Baccalaureate Degrees 14
General Education Curriculum 15
SCHOOL OF ALLIED HEALTH **16**
Diagnostic Medical Sonography 17
Magnetic Resonance Imaging (MRI) 18
Medical Massage Therapy 20
SCHOOL OF BUSINESS **21**
Associate of Applied Science in Business Administration 22
Bachelor in Business Administration 23
SCHOOL OF NURSING **25**
Diploma in Practical Nursing 26
Associate of Applied Science in Nursing 27
Bachelor of Science in Nursing 28
Bachelor of Science in Nursing (RN-BSN) 30
ADMISSION TO THE COLLEGE **31**
General Admissions Requirements 31
Notice of Arbitration Agreement and Class Action Waiver 38
Essential Functional Abilities for Success in Medical Programs 40
Program-Specific Admissions Requirements 41

Residency Requirements 45
Supplementary Admissions Policies 45
State Educational Requirements for Licensure Programs 48
General Disclosure Statement....49
Student Location and Determination of Student Location....52
Transfer of Credits and Transcripts 52
FINANCIAL INFORMATION 56
Cost of Attendance - Tuition, Fees, and Other Costs....56
Financial Assistance Programs 59
General Conditions - Institutional Grants & Scholarships 60
Grant Programs....60
Loan Programs 61
Part-time Employment Program - Federal Work-Study 61
Scholarships and Other Awards 62
Financial Aid Grade Level Progression 68
Satisfactory Academic Progress for Financial Aid 68
Unusual Enrollment History....69
Terms and Conditions Under Which Student Receive Student Aid Loans 69
Financial Aid Loan Management 70
Methods of Aid Distribution and Student Notifications....73
Student Notifications and Authorizations 74
Refund Policies 75
GRIEVANCE PROCEDURES 77
Complaint Policy 77
POLICIES - GENERAL INFORMATION AND ACADEMIC 80
Credit Hour Definition 80
Clock Hour Program Policies....81
Academic Policies – Clock Hour Programs....81
Financial Aid - Clock Hour Programs 82
Institutional Refund Policy - Clock Hour Programs....82
Academic Policies 83
Course Scheduling, Sequencing and Substitution Information 85
Enrollment Information 86
Grade / Attendance Disputes....89

Grading Policies....90
Grading System....91
Graduation and Other Distinctions....94
Graduation Information....95
Graduation Eligibility....95
Online Programs....96
Standards of Academic Progress (SAP)....99
Re-Entry After Extended Absence in Nursing Programs....106
Policy on Financial Aid and Repetition of Nursing Courses....107
Clinical Attendance....107
Notification of Program Policy Changes or Policy Exceptions....110
Anti-Hazing Statement....110
Student Military Policies....110
Transcripts....112
POLICIES - NON-ACADEMIC....113
Alcohol and Drug Policy....113
(ADDED 3/3/2026) Student Drug Screening....113
Student Conduct Policy....114
ADDED: Student and Exchange Visitors Program (SEVP)....116
SEVP Approved Programs For F-1 International Students....116
International Student Policies (ISP)....119
PRIVACY AND SAFETY....122
Privacy and Security of Student Records....122
Safety and Security....125
RULES AND REGULATIONS....129
STUDENT RESOURCES AND SERVICES....130
Career Services....130
College Communication System....131
Student Success Center (SSC)....131
Library Facility and Library Support Services....132
School Building - Closings and Delays....134
Student Organizations....135
Students Requesting Accommodations/Disability Services....135
Students Who Speak English as a Second Language (ESL)....136

Textbooks....137
Title IX of the Education Amendments of 1972....137
Scope of Policy....137
Prohibited Conduct Under Title IX (2020 Definitions)....137
Sex Discrimination....137
Sexual Harassment (2020 Title IX Definition)....137
Retaliation....137
Title IX Supporting the Academic Success of Pregnant and Parenting Students....140
Student Loan Debt Management and Financial Literacy Assistance....141
COURSE DESCRIPTIONS....143
Administration....163
Academic Administration and Faculty....164

WELCOME TO BECKFIELD COLLEGE

At Beckfield College, we believe in the power of education to open doors and create opportunities. Whether you are a first-time student, returning to college or transitioning from a different field, you bring unique experiences and perspectives that will enrich our campus community.

Our dedicated faculty and staff are committed to providing you with the guidance, resources, and encouragement you need to succeed. From academic advising to student and career services, as well as student organizations and employment networking events, we offer a wide range of support to help you achieve your goals.

We encourage you to take full advantage of the opportunities available to you. Engage with your teachers, connect with your peers, and immerse yourself in the learning experience.

Remember, every challenge you face is a steppingstone toward your future success. We are confident that your time at Beckfield College will be rewarding. Together, we will work towards your academic and professional aspirations. We look forward to celebrating your achievements along the way.

Warm regards,



Dr. Diana Lawrence
President, Beckfield College

MISSION STATEMENT AND OBJECTIVES

Beckfield College is a degree-granting institution of higher learning dedicated to preparing learners for relevant allied health, nursing, and business careers in a diverse, ethical, student-centered environment.

In support of this mission, the College pursues the following principal objectives:

- To provide, in all programs, a substantial concentration of courses designed specifically to prepare students for careers in the professions they have chosen.
- To provide, in degree programs, appropriate general education courses that promote effective communication, sound reasoning and judgment, analytical skills, responsible and ethical behavior, and enlightened accommodation of behavioral and cultural diversity.
- To provide faculty qualified by academic credentials and professional and/or teaching experience with a commitment to students' academic and professional success.
- To provide services for assisting students in resolving issues and difficulties that might obstruct their pursuit of their education.
- To provide library services that support the curriculum and enhance students' effectiveness in academic and professional research.
- To provide career services that assist students and graduates in pursuing employment in careers appropriate to the objectives of their academic programs.

The College has committed itself to preparing students for successful professional careers and providing them with a sound basis for understanding and engaging in an ever-changing world.

HISTORY OF THE COLLEGE

Beckfield College, founded by Dr. Harry L. Beck, was originally established in 1984 under the licensure of the Kentucky State Board for Proprietary Education. The College opened its doors to its first students in September 1984, with its first commencement in November 1986. Initially, the College was established as Educational Services Center dba Kentucky Career Institute.

Beckfield College was incorporated in the Commonwealth of Kentucky in May 1989. In 2001, the name was changed to Educational Services Center dba Beckfield College. Its purpose was to provide higher education and technical training to those who demonstrated the ability to benefit from such education and training. With the inclusion of its first baccalaureate degree in 2004, the College came under the licensure of the Kentucky Council on Postsecondary Education.

In September 2006, Beckfield College was acquired by Quad Partners and became a limited liability company, Beckfield College, LLC. In 2006, upon Dr. Beck's retirement, Dr. Ronald A. Swanson was named President of the College. Upon Dr. Swanson's retirement in 2009, Diane G. Wolfer was appointed President. Her presidency spanned many years. In 2022, Beckfield College was acquired by MCC Holdings Group, LLC.

With Diane Wolfer's pending retirement, a national search was conducted to find her successor. In April 2024, Dr. Diana Lawrence was appointed President. Under her leadership, the College continues with the same purpose established in 1984: the education and training of students for successful, productive lives in the workplace and in society.

In addition to the Beckfield College programs, Beckfield College, LLC, acquired a new brand in 2013, adding more selections to its education options: Larock Healthcare Academy with locations in locations in Florence, Kentucky; and Canton, Columbus, and Middleburg Heights (Cleveland), Ohio.

During its 40 years of educating students, Beckfield College has offered programs in allied health, business, nursing, and other areas.

Campus Facilities

The Florence campus occupies two buildings at 10 and 16 Spiral Drive in Florence, Kentucky. The campus is on a bus line and is easily accessible by two expressways, I-71/75 and I-275. The address is 16 Spiral Drive, Florence, KY 41042. The buildings are well-maintained, wheelchair-accessible, one-floor facilities that include lecture classrooms, science, nursing, and allied health laboratories, an academic library, administrative and faculty offices, lounges for staff and faculty, and multiple Student Lounge/common areas for students. Parking lots are adjacent to the buildings. Smoking and consumption of other tobacco products are restricted to designated areas outside the buildings.

ACCREDITATION, STATE LICENSURES, AND APPROVALS

Statement on Accreditation

Beckfield College is a senior college accredited by the Accrediting Bureau of Health Education Schools (ABHES) to award baccalaureate degrees, associate degrees, diplomas, and certificates. The Accrediting Bureau of Health Education Schools is recognized by the U.S. Department of Education.

State Licenses and Approvals

Kentucky: The institution is licensed by the Kentucky Council on Postsecondary Education, 100 Airport Road, Second Floor, Frankfort, Kentucky 40601, (502) 573-1535.

Ohio: The institution is approved by the Ohio State Board of Career Colleges and Schools (Registration Number 2158), 30 East Broad Street, Suite 2481, Columbus, OH 43215, (614) 466-2752.

Program Approvals

Beckfield College Florence campus' diploma program in Medical Massage Therapy, is approved by the Kentucky Board of Licensure for Massage Therapy, P.O. Box 1360, Frankfort, Kentucky 40602.

Beckfield College Florence campus' Practical Nursing diploma program, the Associate of Applied Science in Nursing degree program and the Bachelor of Science in Nursing degree program are all approved by the Kentucky Board of Nursing, 312 Whittington Parkway, Louisville, Kentucky 40222, (502) 429-3300.

Other Approvals

Beckfield College participates in the State Authorization Reciprocity Agreements.

Programmatic Accreditation

Beckfield College's Florence campus' Practical Nursing program, holds accreditation status from the National League for Nursing Commission for Nursing Education Accreditation, located at 2600 Virginia Avenue, NW, Washington, DC, 20032, (202) 909-2526.

Beckfield College's Associate of Applied Science in Nursing program at Florence, KY holds accreditation status from the National League for Nursing Commission for Nursing Education Accreditation, located at 2600 Virginia Avenue, NW, Washington, DC, 20032, (202) 909-2526.

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

ACADEMIC CALENDAR

Academic Calendar 2025

WINTER ACADEMIC TERM	
STANDARD TERM Most Programs	**January 13, 2025 – March 31, 2025** ▪ Add/ Drop Period: January 13, 2025 – January 17, 2025 ▪ Holiday(s): January 20, 2025 (Martin Luther King, Jr. Day) ▪ Final examinations: Tuesday, March 25th – Monday, March 31st
MODULAR TERM A Massage Therapy	**January 13, 2025 – February 21, 2025** ▪ Add/Drop Period: January 13, 2025 ▪ Holiday(s): January 20, 2025 (Martin Luther King, Jr. Day – Alternates w/Presidents Day) ▪ Final examinations: Week of February 17th
MODULAR TERM B Massage Therapy	**February 24, 2025 – April 4, 2025** ▪ Add/Drop Period: February 24, 2025 ▪ Final examinations: Week of March 31st
SPRING ACADEMIC TERM	
STANDARD TERM Most Programs	**April 7, 2025 – June 27, 2025** ▪ Add/ Drop Period: April 7, 2025 – April 11, 2025 ▪ Holiday(s): May 26, 2025 (Memorial Day); June 19, 2025 (Juneteenth) ▪ Final examinations: Tuesday, June 17th – Monday, June 23rd
MODULAR TERM A Massage Therapy	**April 7, 2025 – May 16, 2025** ▪ Add/Drop Period: May 17, 2024 ▪ Final examinations: Week of May 12th
MODULAR TERM B Massage Therapy	**May 19, 2025 – June 27, 2025** ▪ Add/Drop Period: May 19, 2025 ▪ Holiday(s): May 26, 2025 (Memorial Day); June 19, 2025 (Juneteenth) ▪ Final examinations: Week of June 23rd
SUMMER ACADEMIC TERM	
STANDARD TERM Most Programs	**June 30, 2025 – September 15, 2025** ▪ Add/ Drop Period: June 30, 2025 – July 7, 2025 ▪ Holiday(s): July 4, 2025-July 6, 2025 (Independence Day); August 30, 2025 - September 1, 2025 (Labor Day)
MODULAR TERM A Massage Therapy	**June 30, 2025 – August 8, 2025** ▪ Add/Drop Period: June 30, 2025 ▪ Holiday: July 4, 2025-July 6, 2025 (Independence Day) ▪ Final examinations: Week of August 4th
MODULAR TERM B Massage Therapy	**August 11, 2025 – September 19, 2025** ▪ Add/Drop Period: August 11, 2025 ▪ Holiday: August 30, 2025 - September 1, 2025 (Labor Day) ▪ Final examinations: Week of September 15th
FALL ACADEMIC TERM	
STANDARD TERM Most Programs	**September 29, 2025 – December 19, 2025** ▪ Add/ Drop Period: September 29, 2025 – October 23, 2025 ▪ Holiday: November 24, 2025 – November 30, 2025 (Student Thanksgiving Break) ▪ Final examinations: Week of December 15th
MODULAR TERM A Massage Therapy	**September 29, 2025 – November 7, 2025** ▪ Add/Drop Period: September 29, 2025 ▪ Final examinations: Week of November 3rd
MODULAR TERM B Massage Therapy	**November 10, 2025 – December 23, 2025** ▪ Add/Drop Period: November 10, 2025 ▪ Holiday: November 27, 2025 – November 30, 2025 (MMT Student Thanksgiving Break) ▪ Final examinations: December 22nd & December 23rd

***Registration period generally occurs between Weeks 6 – 8 of a standard term.**

Academic Calendar 2026

WINTER ACADEMIC TERM	
STANDARD TERM Most Programs	**January 5, 2026 – March 23, 2026** ▪ Add/ Drop Period: January 5, 2026 – January 9, 2026 ▪ Holiday(s): February 14th – Monday February 16th (Presidents Day; alternates w/MLK Jr) ▪ Final examinations: Tuesday, March 17th – Monday, March 23rd
MODULAR TERM A Massage Therapy	**January 5, 2026 – February 13, 2026** ▪ Add/Drop Period: January 5, 2026 ▪ Holiday(s): February 14th – Monday February 16th (Presidents Day) ▪ Final examinations: Week of February 9th
MODULAR TERM B Massage Therapy	**February 17, 2026 – March 27, 2026** ▪ Add/Drop Period: February 17, 2026 ▪ Final examinations: Week of March 23rd
SPRING ACADEMIC TERM	
STANDARD TERM Most Programs	**April 6, 2026 – June 22, 2026** ▪ Add/ Drop Period: April 6, 2026 – April 10, 2026 ▪ Holiday(s): Saturday May 23rd – Monday May 25th (Memorial Day) Friday June 19th – Sunday June21st (Juneteenth) ▪ Final examinations: Tuesday, June 16th – Monday June 22nd
MODULAR TERM A Massage Therapy	**April 6, 2026 – Friday May 15, 2026** ▪ Add/Drop Period: April 6th, 2026 ▪ Final examinations: Week of May 11th
MODULAR TERM B Massage Therapy	**May 18, 2026 – June 26, 2026** ▪ Add/Drop Period: May 18, 2026 ▪ Holiday(s): May 23rd – May 25th (Memorial Day) Friday June 19th – Sunday June 21st (Juneteenth) ▪ Final examinations: Week of June 22nd
SUMMER ACADEMIC TERM	
STANDARD TERM Most Programs	**June 29, 2026- September 14, 2026** ▪ Add/ Drop Period: June 29th – Thursday July 2nd ▪ Holiday(s): July 3, 2026 – July 5, 2026, Observed July 3rd (Independence Day); September 5th 2026 - September 7th, 2026 (Labor Day)
MODULAR TERM A Massage Therapy	**June 29, 2026 – August 7, 2026** ▪ Add/Drop Period: June 29, 2026 ▪ Holiday: July 3rd -July 5, 2026 (Independence Day) ▪ Final examinations: Week of August 3rd
MODULAR TERM B Massage Therapy	**August 10, 2026 – Friday September 18, 2026** ▪ Add/Drop Period: August 10, 2026 ▪ Holiday(s): July 3, 2026 – July 5, 2026, Observed July 3rd (Independence Day); September 5th 2026 - September 7th, 2026 (Labor Day) ▪ Final examinations: Week of September 14th
FALL ACADEMIC TERM	
STANDARD TERM Most Programs	**September 28, 2026 – December 18, 2026** ▪ Add/ Drop Period: September 28, 2026 – October 2, 2026 ▪ Holiday: November 23, 2026 – November 29, 2026 (Student Thanksgiving Break) ▪ Final examinations: Week of December 14th
MODULAR TERM A Massage Therapy	**September 28, 2026 – November 6, 2026** ▪ Add/Drop Period: September 28, 2026 ▪ Final examinations: Week of November 2nd
MODULAR TERM B Massage Therapy	**November 9, 2026 – December 23, 2026** ▪ Add/Drop Period: November 9, 2026 ▪ Holiday: November 26, 2026 – November 29, 2026 (Student Thanksgiving Break) ▪ Final examinations: December 21st

Academic Calendar 2027: (ADDED 8/28/2026)

WINTER ACADEMIC TERM	
STANDARD TERM All Programs - Except MMT	**January 11, 2027 – March 29, 2027^** ▪ Add/Drop Period: Monday, January 11, 2027 – Friday, January 15, 2027 ▪ Holiday(s): Martin Luther King, Jr. Day - Monday, January 18, 2027 ▪ Final examinations planned for: Monday, March 22 – Friday, March 26, 2027 (^Monday, March 29, 2027, if necessary, due to holidays, snow days, etc.)
MODULAR TERM A Medical Massage Therapy (MMT)	**January 11, 2027 – February 19, 2027** ▪ Add/Drop Period: Monday, January 11, 2027 ▪ Holiday(s): Martin Luther King, Jr. Day - Monday, January 18, 2027 ▪ Final examinations planned for: Monday, February 15 – Friday, February 19, 2027
MODULAR TERM B Medical Massage Therapy (MMT)	**February 22, 2027 – April 2, 2027** ▪ Add/Drop Period: Monday, February 22, 2027 ▪ Final examinations planned for: Monday, March 29 – Friday, April 2, 2027
SPRING ACADEMIC TERM	
STANDARD TERM All Programs - Except MMT	**April 5, 2027 – June 21, 2027^** ▪ Add/Drop Period: Monday, April 5, 2027 – Friday, April 9, 2027 ▪ Holiday(s): Memorial Day - Monday, May 31, 2027, and Juneteenth - observed on Friday, June 18, 2027 ▪ Final examinations planned for: Monday, June 14 – Friday, June 18, 2027 (^Monday, June 21, if necessary)
MODULAR TERM A Medical Massage Therapy (MMT)	**April 5, 2027 – May 14, 2027** ▪ Add/Drop Period: Monday, April 5, 2027 ▪ Final examinations planned for: Monday, May 10 – Friday, May 14, 2027
MODULAR TERM B Medical Massage Therapy (MMT)	**May 17, 2027 – June 25, 2027** ▪ Add/Drop Period: Monday, May 17, 2027 ▪ Holiday(s): Memorial Day - Monday, May 31, 2027, and Juneteenth - observed on Friday, June 18, 2027 ▪ Final examinations planned for: Monday, June 21 – Friday, June 25, 2027
SUMMER ACADEMIC TERM	
STANDARD TERM All Programs - Except MMT	**June 28, 2027 – September 13, 2027^** ▪ Add/Drop Period: Monday, June 28, 2027 – Friday, July 2, 2027 ▪ Holiday(s): Independence Day - observed on Monday, July 5, 2027, and Labor Day - Monday, September 6, 2027 ▪ Final examinations planned for: Tuesday, September 7 – Friday, September 10, 2027 (^Monday, September 13, if necessary)
MODULAR TERM A Medical Massage Therapy (MMT)	**June 28, 2027 – August 6, 2027** ▪ Add/Drop Period: Monday, June 28, 2027 ▪ Holiday(s): Independence Day - observed on Monday, July 5, 2027 ▪ Final examinations planned for: Monday, August 2 – Friday, August 6, 2027
MODULAR TERM B Medical Massage Therapy (MMT)	**August 9, 2027– September 24, 2027** ▪ Add/Drop Period: Monday, August 9, 2027 ▪ Holiday(s): Labor Day - Monday, September 6, 2027 ▪ Final examinations planned for: Monday, September 20 – Friday, Sept. 24, 2027
FALL ACADEMIC TERM	
STANDARD TERM All Programs - Except MMT	**September 27, 2027 – December 20, 2027^** ▪ Add/Drop Period: Monday, September 27, 2027 – Friday, October 1, 2027 ▪ Holiday(s): Standard Student & Faculty Thanksgiving Break (Saturday, November 20 – Sunday, November 28, 2027) ▪ Final examinations planned for: Monday, December 13 – Friday, December 17, 2027 (^Monday, December 20, if necessary)
MODULAR TERM A Medical Massage Therapy (MMT)	**September 27, 2027 – November 5, 2027** ▪ Add/Drop Period: Monday, September 27, 2027 ▪ Final examinations planned for: Monday, November 1 – Friday, November 5, 2027
MODULAR TERM B Medical Massage Therapy (MMT)	**November 8, 2027 – December 21, 2027** ▪ Add/Drop Period: Monday, November 8, 2027 ▪ Holiday(s): MMT Student & Faculty Thanksgiving Break (Wednesday, November 24 – Sunday, November 28, 2027). MMT has class Monday, November 22-Tuesday, November 23, 2027 ▪ Final examinations planned for: Monday, December 20 – Tues. December 21, 2027

^Subject to change. Standard quarters generally start on Monday and end on Friday, but due to holidays and make-up days, they may end on the following Monday. *Registration period generally occurs between Weeks 6 – 8 of a standard term.

Academic Calendar 2028: (ADDED 8/28/2026)

WINTER ACADEMIC TERM	
STANDARD TERM All Programs - Except MMT	**January 10, 2028 – March 27, 2028^** ▪ Add/Drop Period: January 10, 2028 – January 14, 2028 ▪ Holiday(s): Presidents' Day – Monday, February 21, 2028 ▪ Final examinations planned for: Monday, March 20 – Friday, March 24, 2028 (^Monday, March 27, 2028, if necessary, due to snow days, etc.)
MODULAR TERM A Medical Massage Therapy (MMT)	**January 10, 2028 – February 18, 2028** ▪ Add/Drop Period: January 11, 2028 ▪ Holiday(s): None ▪ Final examinations planned for: Monday, February 14 – Friday, February 18, 2028
MODULAR TERM B Medical Massage Therapy (MMT)	**February 22, 2028 - March 31, 2028** ▪ Add/Drop Period: February 22, 2028 ▪ Holiday(s): Presidents' Day – Monday, February 21, 2028 ▪ Final examinations planned for: Monday, March 27 – Friday, March 31, 2028
SPRING ACADEMIC TERM	
STANDARD TERM All Programs - Except MMT	**April 3, 2028 – June 16, 2028^** ▪ Add/Drop Period: Monday, April 3, 2028 – Friday, April 7, 2028 ▪ Holiday(s): Memorial Day – Monday, May 29, 2028 ▪ Final examinations planned for: Monday, June 12 – Friday, June 16, 2028
MODULAR TERM A Medical Massage Therapy (MMT)	**April 3, 2028 – May 12, 2028** ▪ Add/Drop Period: Monday, April 3, 2028 ▪ Holiday(s): None ▪ Final examinations planned for: Monday, May 8 – Friday, May 12, 2028
MODULAR TERM B Medical Massage Therapy (MMT)	**May 15, 2028 – June 23, 2028** ▪ Add/Drop Period: Monday, May 15, 2028 ▪ Holiday(s): Memorial Day – Monday, May 29, 2028, and Juneteenth – Monday, June 19, 2028 ▪ Final examinations planned for: Tuesday, June 20 – Friday, June 23, 2028
SUMMER ACADEMIC TERM	
STANDARD TERM All Programs - Except MMT	**June 26, 2028 – September 11, 2028^** ▪ Add/Drop Period: Monday, June 26, 2028 – Friday, June 30, 2028 ▪ Holiday(s): Independence Day – Tuesday, July 4, 2028; Labor Day – Monday, September 4, 2028 ▪ Final examinations planned for: Tuesday, September 5 – Friday, September 8, 2028 (^Monday, September 11, 2028, if necessary)
MODULAR TERM A Medical Massage Therapy (MMT)	**June 26, 2028 – July 28, 2028** ▪ Add/Drop Period: June 26, 2028 ▪ Holiday(s): Independence Day – Tuesday, July 4, 2028 ▪ Final examinations planned for: Monday, July 24 – Friday, July 28, 2028
MODULAR TERM B Medical Massage Therapy (MMT)	**July 31, 2028 – September 15, 2028** ▪ Add/Drop Period: July 31, 2028 ▪ Holiday(s): Labor Day – Monday, September 4, 2028 ▪ Final examinations planned for: Monday, September 11 – Friday, Sept. 15, 2028
FALL ACADEMIC TERM	
STANDARD TERM All Programs - Except MMT	**September 25, 2028 – December 15, 2028^** ▪ Add/Drop Period: Monday, September 25 – Friday, September 29, 2028 ▪ Holiday(s): Standard Term Student & Faculty Thanksgiving Break (Monday, November 20 – Sunday, November 26, 2028) ▪ Final examinations planned for: Monday, December 11 – Friday, December 15, 2028
MODULAR TERM A Medical Massage Therapy (MMT)	**September 25, 2028 – November 3, 2028** ▪ Add/Drop Period: September 25, 2028 ▪ Holiday(s): None ▪ Final examinations planned for: Monday, October 30 – Friday, November 3, 2028
MODULAR TERM B Medical Massage Therapy (MMT)	**November 6, 2028 – December 19, 2028** ▪ Add/Drop Period: November 6, 2028 ▪ Holiday(s): MMT Student & Faculty Thanksgiving Break (Wednesday, November 22 – Sunday, November 26, 2028 MMT has class Monday, November 20 – Tuesday, November 21, 2028 ▪ Final examinations planned for: Monday, December 18 – Tues. December 19, 2028

^Subject to change. Standard quarters generally start on Monday and end on Friday, but due to holidays and make-up days, they may end on the following Monday. *Registration period generally occurs between Weeks 6 – 8 of a standard term.

ACADEMIC PROGRAMS

Diplomas

- Medical Massage Therapy
- Practical Nursing

Associate Level Degrees

- Associate of Applied Science in Business Administration
- Associate of Applied Science in Diagnostic Medical Sonography
- Associate of Applied Science in Magnetic Resonance Imaging
- Associate of Applied Science in Nursing

Baccalaureate Degrees

- Bachelor of Business Administration
- Bachelor of Science in Nursing
- Bachelor of Science in Nursing (RN-BSN)

Normal Program Completion

A continuously enrolled full-time student, who successfully completes all courses attempted, will typically complete his or her program within the period indicated below:

Credential, Program Name	Quarter Credits/Clock Hours	Weeks
Diploma in Medical Massage Therapy	900 Clock Hours	48 Weeks
Diploma in Practical Nursing	64.5 Course Credits	55 Weeks
Associate of Applied Science in Business Administration	96 Course Credits	88 Weeks
Associate of Applied Science in Diagnostic Medical Sonography	106 Course Credits	88 Weeks
Associate of Applied Science in Nursing	109.5 Course Credits	88 Weeks
Associate of Applied Science in Magnetic Resonance Imaging (MRI)	98 Course Credits	88 Weeks
Bachelor of Business Administration	180 Course Credits	165 Weeks
Bachelor of Science in Nursing	180 Course Credits	132 Weeks
Bachelor of Science in Nursing (RN-BSN)	76 Course Credits	66 Weeks

The time typically required for program completion may be reduced through courses credited by transfer or proof of proficiency or extended by course failures and withdrawals, institutional withdrawals, leaves of absence, developmental courses, extended externships, part-time enrollment status, and change of program or change of an elective option within a program. At its discretion, the College may modify its programs or individual courses. Any modifications will be become effective upon their approval by the appropriate agencies and will be published in the issue of the Catalog or Addendum following the quarter in which the modifications have been approved. The Florence campus offers selected programs and/or courses in an online format each quarter. Please note that not all courses are available online. Dates and times of all course and program offerings are subject to change without notice.

General Education Curriculum

The college's accrediting agency, the Accrediting Bureau of Health Education Schools, defines general education as courses that develop basic essential knowledge, skills, and abilities for continued learning and career development. These courses are distributed from offerings in the humanities, social sciences, or natural sciences. Courses in communications, mathematics, humanities, social sciences, and the arts are examples of courses in general education. Legitimate college and university degrees require a substantial component of general education. Associate degrees must include at least 24 quarter credit hours of general education courses, and baccalaureate degrees must include a minimum of 48 quarter credit hours.

General education includes collegiate coursework in the principles of the:

- **Arts and Humanities:** art, music, literature, composition, speech, logic, philosophy, etc.
- **Mathematical Disciplines:** algebra, geometry, trigonometry, calculus, statistics, etc.
- **Natural and Physical Sciences:** chemistry, biology, ecology, physics, physical anthropology, geology, physical geography, astronomy, etc.
- **Social and Behavioral Sciences:** sociology, psychology, political science, history, economics, cultural anthropology, cultural geography, etc.

A general education course exposes students to the principles of a subject in one of the areas listed above. General education courses do not focus on the specific skills and knowledge required for a particular occupation because such a focus is not their purpose. The purpose of general education is to assist students in becoming citizens who are informed, inquisitive, independent, discerning, discriminating, analytical, reflective, and personally and socially responsible, and therefore less likely to be influenced by prejudice, propaganda, and unexamined opinions and conclusions.

The College's current general education curriculum comprises the following courses:

Arts and Humanities
COM105 Speech Communication
COM300 Professional Communication
ENG111 Composition I
ENG112 Composition II
ENG 250 Rhetorical Persuasion
ENG301 American Literature
HUM101 Ethics
HUM315 Critical Thinking

Mathematics
MTH100 Introduction to Statistics
MTH115 Mathematics for Healthcare Professionals
MTH120 Quantitative Reasoning
MTH140 Algebra
MTH305 Statistics

Natural and Physical Sciences
BIO105 Nutrition

Natural and Physical Sciences (cont.)
BIO151 Anatomy and Physiology I
BIO152 Anatomy and Physiology II
BIO163 Anatomy and Physiology I
BIO164 Anatomy and Physiology II
BIO200 Medical Microbiology
BIO200L Medical Microbiology Lab
BIO300 Nutrient Metabolism
CHM105 Chemistry with Lab
PHY150 General Physics

Social and Behavioral Sciences
ECN101 Macroeconomics
ECN201 Microeconomics
HIS215 American History: Society, Culture, And Law
PSY101 Principles of Psychology
PSY211 Developmental Psychology
PSY230 Abnormal Psychology
SOC105 Interpersonal Communication
SOC300 Diversity in Society
SOC101 Principles of Sociology

SCHOOL OF ALLIED HEALTH

Welcome to the School of Allied Health, where innovation meets compassion. Our mission is to empower the next generation of healthcare professionals with the knowledge, skills, and ethical grounding needed to excel in a dynamic and ever-evolving field. Beckfield College community is dedicated to excellence in education, and clinical practice, all aimed at improving patient care and advancing the health of our communities.









Note: All programs within the School of Allied Health adhere to the licensing and certification standards of the Commonwealth of Kentucky. If a student intends to work in a state other than Kentucky, it is the student's responsibility to verify that state's permit, license, or certification requirements. These requirements may include specialized training not mandated in Kentucky and, consequently, may not be fully covered in the college's curriculum. The College disclaims responsibility for any student's failure to meet the educational requirements for a permit, license, or certification in jurisdictions outside of Kentucky. See State Educational Requirements for Licensure Programs section in this catalog for more information.

Diagnostic Medical Sonography

The **Associate of Applied Science in Diagnostic Medical Sonography** degree program is a highly specialized, comprehensive training course for ultrasound that includes an in-depth analysis of the anatomy, physiology, pathology, and pathophysiology of the human body and the application of ultrasound to prepare graduates to accurately and efficiently aid physicians in the diagnosis of disease. Beckfield College aims to create job opportunities and promote the use of ultrasound by offering advanced Sonography training to employ very well qualified Ultrasound Technologists with the highest standards in ultrasound and patient care.

Program Length: 88 weeks Contact Hours: 1,860 Delivery Method: Blended

Credits: 106 Quarter Hours is equivalent to 70.67 Semester Hours

Course Prefix	Course Number	Course Title	Course Quarter Credit Hours
BIO	151	Anatomy & Physiology I*	4
BIO	152	Anatomy & Physiology II*	4
DMS	1016	Sonographic Principles I	4
DMS	1021	Introduction to Sonography	4
DMS	1026	Abdominal Sonography I	5
DMS	1031	Sonographic Principles II	4
DMS	1036	Gynecology Sonography	4
DMS	1041	Ultrasound Guided Procedures	2
DMS	1046	Obstetrics Sonography I	5
DMS	1050	Obstetrics Sonography II	5
DMS	1060	Abdominal Sonography II	5
DMS	1100	Clinical I	5
DMS	1105	Clinical II	8
DMS	1110	Clinical III	10
DMS	1115	Clinical IV	10
DMS	1121	Abdominal Review	2
DMS	1122	Obstetrics Review	2
HUM	102	Ethics in Allied Health*	2
MOA	111	Medical Terminology	4
MTH	140	Algebra*	4
NUR	100	Nursing Assistant Skills	5
PHY	150	General Physics*	4
SOC	105	Interpersonal Communications*	4
*General Education Course		**Total Quarter Credit Hours**	**106**

Magnetic Resonance Imaging (MRI)

The **Associate of Applied Science in Magnetic Resonance Imaging (MRI)** program prepares students with the general education, applied knowledge, technical skills, and work habits required for entry-level positions in the Magnetic Resonance Imaging (MRI) Technology field. The Magnetic Resonance Imaging Technologist utilizes the resonant frequency properties of atoms within a magnetic field to image anatomic and/or physiological conditions of the body to assist physicians in the diagnosis and treatment of disease. This program is designed to prepare competent entry-level Magnetic Resonance Imaging technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. While Kentucky, Indiana, and Ohio do not require state licensure for this profession, professional certification is highly encouraged to meet employer qualification standards. This program is designed to prepare students to sit for the Magnetic Resonance Imaging (MRI) Certification offered by The American Registry of Radiologic Technologists (ARRT).

Program Length: 88 weeks Contact Hours: 1540 Delivery Method: Blended
Credits: 98 Quarter Credit Hours is equivalent to 65 Semester Hours

Course Prefix	Course Number	Course Title	Course Quarter Credit Hours
ALH	110	Venipuncture for Imaging Professionals	4
BIO	151	Anatomy and Physiology I*	4
BIO	152	Anatomy and Physiology II*	4
ENG	111	Composition I*	4
MOA	111	Medical Terminology	4
MRI	110	MRI Physics and Instrumentation I	4
MRI	120	MRI Physics and Instrumentation II	4
MRI	130	Sectional Anatomy I	4
MRI	140	Sectional Anatomy II	4
MRI	150	Clinical SIM Positioning Procedures I	4
MRI	160	Clinical SIM Positioning Procedures II	4
MRI	170	Clinical SIM Positioning Procedures III	4
MRI	180	Patient Care and Safety in MRI	4
MRI	190	Advanced Imaging Techniques	4
MRI	200	Medical Imaging Pathology	2
MRI	210	MRI Clinical I	8
MRI	220	MRI Clinical II	8
MRI	230	MRI Clinical III	8
MRI	240	Ethics and Healthcare Laws in Imaging Sciences	2
MRI	250	Registry Review	2
MTH	115	Mathematics for Healthcare Professionals*	4
PSY	101	Principles of Psychology*	4
SOC	105	Interpersonal Communications*	4
*General Education Course		**Total Quarter Credit Hours**	**98**

Magnetic Resonance Imaging (MRI) Technology CIP code: 51.0920

For employment information related to the Classification of Instructional Programs (CIP Code) visit https://www.onetonline.org/crosswalk/CIP/

For information about employment and occupational related items published by the U.S. Bureau of Labor Statistics visit https://www.bls.gov.

Program Outcomes

The Associate of Applied Science in Magnetic Resonance Imaging (MRI) program prepares students to:

- Demonstrate knowledge and clinical competency to perform the duties of an entry-level MRI technologist;
- Communicate effectively and professionally as a member of the healthcare team;
- Demonstrate problem-solving and critical thinking skills; and
- Demonstrate professional and ethical conduct.

The Associates of Applied Science in Magnetic Resonance Imaging (MRI) Technology Program prepares competent entry-level Magnetic Resonance Imaging technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Cognitive

- Recognize the difference between normal anatomy and pathology;
- Demonstrate an understanding of how to adjust protocols per exam; and
- Develop critical thinking in a high paced MRI setting.

Psychomotor

- Demonstrate knowledge and skill level to select appropriate protocols and parameters needed to perform successful MRI exams;
- Demonstrate proper patient positioning procedures.

Affective

- Recognize the importance of proper patient care and safety in a challenging environment;
- Identify the value of patient understanding, empathy, and sympathy; and
- Provide patient care and instructions specific to exam procedures.

Medical Massage Therapy

The **Diploma in Medical Massage Therapy** program provides instruction in anatomy, physiology, myology, kinesiology and pathophysiology as the theoretical foundation for training in specific therapeutic techniques. Students will learn hands-on massage techniques, such as Swedish, deep tissue and neuromuscular massage. In addition, students will gain experience with specialized modalities, including hot stone massage, sports massage, and body wraps and exfoliation. Students will put their training into practice during the supervised student clinic. Courses in professional development, business and marketing, and ethical and professional standards further prepare the graduate for employment in the field. The curriculum meets or exceeds the standards set by Kentucky, Ohio, and Indiana, and graduates are eligible to sit for the Federation of State Massage Therapy Boards' (FSMTB) Massage and Bodywork Licensing Examination (MBLEx) certification exam.

Program Length: 48 weeks Contact/Clock Hours: 900 Delivery Method: Residential

Course Prefix	Course Number	Course Title	Course Clock Hours
MMT	102	Anatomy and Physiology for Massage – Chemistry & Function	60
MMT	104	Anatomy and Physiology for Massage – System & Structure	60
MMT	106	Anatomy and Physiology for Massage – Neurology	60
MMT	108	Anatomy and Physiology for Massage – Circulatory	60
MMT	120	Swedish Massage for the Therapist	60
MMT	125	Palpation for Massage Therapist	60
MMT	130	History, Ethics and Professional Practice	60
MMT	145	Myology and Kinesiology for Massage	60
MMT	170	Deep Tissue and Sport Massage	60
MMT	175	Client Assessment and Treatments	60
MMT	180	Pathology for Massage Therapist	60
MMT	190	Special Applications	60
MMT	291	Capstone Science & Clinical Massage Practice	90
MMT	293	Capstone Practical & Clinical Massage Practice	90
		Total Clock Hours	**900**

Medical Massage Therapy Cip Code: 51.3501

For employment information related to the Classification of Instructional Programs (CIP Code) visit https://www.onetonline.org/crosswalk/CIP/

For information about employment and occupational related items published by the U.S. Bureau of Labor Statistics visit https://www.bls.gov

Massage Therapy Program Rules: Student(s) must conduct themselves in an ethical manner, observing all guidelines of massage and the school program at all times. I also understand that the school, the clinic, and the student(s) reserve the right to terminate any massage treatment due to any improper conduct, behavior, or improper language. Practicing massage student(s) DO NOT diagnose, prescribe, give medical advice, or treat medical conditions. The practicing massage student is an apprentice and is not permitted to perform his or her massage techniques unsupervised or outside of the school clinic. I understand that ONLY the school can accept money as payment for clinic massages. The student cannot accept or exchange monies. The clinic does not accept payment from insurance for massage sessions and is cash only at this time.

SCHOOL OF BUSINESS

Notice: ***Beckfield College has discontinued the AASBA and BBA programs and is no longer enrolling students. All currently enrolled students have been notified, and the college has established a formal teach out plan.***

Welcome to the School of Business, where ambition meets opportunity. Our mission is to cultivate future leaders who are equipped with the knowledge, skills, and ethical foundation to thrive in the global marketplace. Here, you'll engage with a dynamic curriculum, research, and real-world experiences that prepare you to navigate and shape the business world. Join us in driving economic growth, fostering entrepreneurship, and making a positive impact on society. Together, we can build a brighter future, one business leader at a time.

The world of online education, where learning knows no boundaries. Online education offers unparalleled flexibility, allowing you to balance your studies with personal and professional commitments. It provides access to a diverse range of courses and expert instructors from around the globe, all from the comfort of your home. With interactive platforms and innovative technologies, online education fosters a collaborative and engaging learning environment. Embrace the opportunity to advance your knowledge, skills, and career on your own terms.

Most of our business students prefer online education, but many will come to campus to enjoy our career fairs with students from other programs.



Associate of Applied Science in Business Administration

The **Associate of Applied Science in Business Administration** degree program is designed for students who seek the skills and knowledge necessary for entry-level employment in industry or government careers. Graduates will be prepared to think critically, logically, and ethically while applying specialized business knowledge and skills to be able to respond effectively to the rapidly evolving demands of local businesses within the community and in the global economy. This program is fully transferable into the corresponding Bachelor of Business Administration (BBA) degree program.

Program Length: 88 weeks Contact Hours: 980 Delivery Methods: Online
Credits: 96 Quarter Hours/Equivalent to 64 Semester Hours

Course Prefix	Course Number	Course Title	Course Quarter Credit Hours
ACC	140	Accounting I	4
ACC	141	Accounting II	4
BUS	101	Introduction to Business	4
BUS	115	Business Communications	4
BUS	120	E-Commerce	4
BUS	130	Marketing	4
BUS	140	Project Management	4
BUS	170	Business Law	4
BUS	175	International Business	4
BUS	180	Stock, Money and Risk I	4
BUS	185	Introduction to Quantitative Analysis	4
BUS	204	Integrated Business Simulation	4
CAP	101	Introduction to Business Applications	4
COM	105	Speech Communication*	4
ECN	101	Macroeconomics*	4
ENG	111	Composition I*	4
ENG	112	Composition II*	4
HUM	101	Ethics*	4
MGT	102	Management Principles	4
MGT	105	Strategic Planning and Operations	4
MGT	203	Human Resource Management	4
MTH	120	Quantitative Reasoning*	4
PSY	101	Principles of Psychology*	4
SOC	101	Principles of Sociology*	4
*General Education Course		**Total Quarter Credit Hours**	**96**

Associate of Applied Science in Business Administration CIP Code: 52.0201
For employment information related to the Classification of Instructional Programs (CIP Code) visit https://www.onetonline.org/crosswalk/CIP/

For information about employment and occupational related items published by the U.S. Bureau of Labor Statistics visit https://www.bls.gov

Bachelor in Business Administration

The **Bachelor in Business Administration** degree program is designed for students who seek employment opportunities in business and industry beyond the entry-level objectives of the corresponding associate degree program. The BBA program prepares graduates to plan, organize, and manage the functions and processes of a firm or organization. The graduate will have an understanding of management techniques and theories, accounting principles, professional ethics, marketing concepts and strategies, business law, and economics, as well as an understanding of the importance of professionalism, effective communication, cultural sensitivity, and analytical skills in today's professional environment. The Beckfield College Associate of Applied Science in Business Administration degree program (96 quarter credit hours) is fully transferable into the Bachelor of Business Administration (BBA) degree program^.

Program Length: 165 weeks Contact Hours: 1,840 Delivery Methods: Online
Credits: 180 Quarter Hours/Equivalent to 120 Semester Hours

Course Prefix	Course Number	Course Title	Course Quarter Credit Hours
ACC	140	Accounting I	4
ACC	141	Accounting II	4
ACC	300	Managerial Accounting	4
BUS	101	Introduction to Business	4
BUS	115	Business Communications	4
BUS	120	E-Commerce	4
BUS	130	Marketing	4
BUS	140	Project Management	4
BUS	170	Business Law	4
BUS	185	Introduction to Quantitative Analysis	4
BUS	204	Integrated Business Simulation	4
BUS	310	Entrepreneurship	4
BUS	370	Business Ethics	4
BUS	380	International Business and Trade	4
BUS	415	Stock Market, Money, and Risk	4
CAP	101	Introduction to Business Applications	4
COM	105	Speech Communication*	4
ECN	101	Macroeconomics*	4
ECN	102	Microeconomics*	4
ENG	111	Composition I*	4
ENG	112	Composition II*	4
ENG	301	American Literature*	4
HIS	215	American History: Society, Culture, and Law*	4
HRA	220	Human Relations	4

Bachelor in Business Administration (cont.)			
Course Prefix	**Course Number**	**Course Title**	**Course Quarter Credit Hours**
HUM	101	Ethics*	4
HUM	315	Critical Thinking*	4
MGT	102	Management Principles	4
MGT	203	Human Resources Management	4
MGT	205	Small Business Management	4
MGT	305	Leadership	4
MGT	350	Strategic Planning	4
MGT	405	Organizational Behavior	4
MGT	425	Labor and Employment Law	4
MGT	450	Purchasing, Logistics, and Supply Chain Mgmt.	4
MGT	455	Operations Management	4
MGT	470	Senior Seminar: Issues in Management	4
MKT	111	Digital Marketing	4
MKT	121	Marketing Research	4
MTH	120	Quantitative Reasoning*	4
MTH	305	Statistics*	4
POL	101	The American Political System*	4
PSY	101	Principles of Psychology*	4
PSY	211	Developmental Psychology*	4
SOC	101	Principles of Sociology*	4
SOC	105	Interpersonal Communication*	4
*General Education Courses		**Total Quarter Credit Hours**	**180**

Bachelor of Business Administration CIP Code: 52.0201

For employment information related to the Classification of Instructional Programs (CIP Code) visit https://www.onetonline.org/crosswalk/CIP/

For information about employment and occupational related items published by the U.S. Bureau of Labor Statistics visit https://www.bls.gov



AASBA Spotlight Graduate

SCHOOL OF NURSING

Welcome to the School of Nursing, where compassion meets excellence. Our mission is to prepare dedicated and skilled nursing professionals who are ready to make a difference in the lives of patients and communities. Through a rigorous curriculum, hands-on clinical experiences, and a supportive learning environment, we equip our students with the knowledge, empathy, and resilience needed to excel in the healthcare field. Join us in shaping the future of nursing, one compassionate caregiver at a time. Together, we can improve health outcomes and transform lives.







Note: All programs within the School of Nursing adhere to the licensing and certification standards of the Commonwealth of Kentucky. If a student intends to work in a state other than Kentucky, it is the student's responsibility to verify that state's permit, license, or certification requirements. These requirements may include specialized training not mandated in Kentucky and, consequently, may not be fully covered in the college's curriculum. The college disclaims responsibility for any student's failure to meet the educational requirements for a permit, license, or certification in jurisdictions outside of Kentucky. See State Educational Requirements for Licensure Programs section in this catalog for more information.

Diploma in Practical Nursing

By employing student-centered learning, the **Practical Nursing diploma** program prepares graduates to provide nursing care and health-promotion activities utilizing the nursing core values under the direction of the registered nurse, physician, and other healthcare professionals. Graduates are prepared to function within legal and professional standards of practice and are accountable, adaptable generalists, who are eligible to apply to a state board of nursing for practical nurse licensure by examination after successful program completion of all program requirements.

Graduates of the program must pass the National Council Licensure Examination for Practical Nurses (NCLEX-PN) in order to be eligible for licensure and employment as nurses.

Program Length: 55 weeks Contact Hours: 1,100 Delivery Method: Blended
Credits: 64.5 Quarter Hours/Equivalent to 43 Semester Hours

Course Prefix	Course Number	Course Title	Course Quarter Credit Hours
BIO	105	Nutrition*	2
BIO	151	Anatomy & Physiology I	4
BIO	152	Anatomy & Physiology II	4
ENG	111	Composition I*	4
MOA	112	Medical Terminology for Practical Nurses I	2
MOA	113	Medical Terminology for Practical Nurses II	2
MTH	115	Mathematics for Health Care Professionals	4
NUR	100	Nursing Assistant Skills	5
PNR	100	Practical Nurse Medical-Surgical Nursing I	7
PNR	101	Practical Nurse Maternal-Child Nursing	5.5
PNR	102	Practical Nurse Pharmacology	5
PNR	103	Practical Nurse Medical-Surgical Nursing II	8
PNR	104	Practical Nurse Medical-Surgical Nursing Role Transition	8
PSY	101	Principles of Psychology*	4
*General Education Course		**Total Quarter Credit Hours**	**64.5**

Practical Nursing Cip Code: 51.3901

For employment information related to the Classification of Instructional Programs (CIP Code) visit https://www.onetonline.org/crosswalk/CIP/

For information about employment and occupational related items published by the U.S. Bureau of Labor Statistics visit https://www.bls.go



Associate of Applied Science in Nursing

By employing student-centered learning, the **Associate of Applied Science in Nursing** degree program prepares graduates to provide nursing care and health-promotion activities utilizing the nursing core values under the direction of the registered nurse, physician, and other healthcare professionals. Graduates are prepared to function within legal and professional standards of practice and are accountable, adaptable generalists, who are eligible to apply to a state board of nursing for registered nurse licensure by examination after successful program completion of all program requirements. Graduates of the program must pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN) in order to be eligible for licensure and employment as nurses.

Program Length: 88 weeks Contact Hours: 1,522 Delivery Method: Blended
Credits: 109.5 Quarter Hours/Equivalent to 73 Semester Hours

Course Prefix	Course Number	Course Title	Course Quarter Credit Hours
BIO	163	Anatomy & Physiology I	6
BIO	164	Anatomy & Physiology II	6
BIO	105	Nutrition*	2
BIO	200	Medical Microbiology	4
ENG	111	Composition I *	4
ENG	112	Composition II*	4
ENG	250	Rhetorical Persuasion*	2
MTH	100	Introduction to Statistics*	2
MTH	115	Mathematics for Health Care Professionals	4
NUR	100	Nursing Assistant Skills	5
NUR	201	Fundamentals of Nursing+	6.5
NUR	212	Introduction to Medical-Surgical Nursing	6
NUR	213	Essentials of Medical Surgical Nursing	8
NUR	214	Maternal Reproduction Nursing	4
NUR	215	Mental Health & Nursing	4
NUR	216	Nursing Care of Children	4
NUR	217	Critical Needs, Leadership, & Community Nursing	8
NUR	218	Nursing Pharmacology I	5
NUR	219	Nursing Pharmacology II	5
NUR	299	Dimensions in Nursing	8
PSY	101	Principles of Psychology*	4
PSY	211	Developmental Psychology*	4
SOC	101	Principles of Sociology*	4
*General Education Course		**Total Quarter Credit Hours**	**109.5**

Bachelor of Science in Nursing

The **Bachelor of Science in Nursing** traditional/direct-entry degree program will prepare graduates through student-centered learning to practice as a registered nurse generalist and as a member of a healthcare team in a variety of settings. Student–centered learning will be founded on the core values of the Quality and Safety Education for Nurses and The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) for the graduates to utilize throughout their professional nursing practice.

Our graduates will possess the theoretical and practical knowledge and skills of their profession, as well as effective communication, sound reasoning and judgment, evidenced based practice, analytical skills, responsible and ethical behavior, and awareness of human behavioral and cultural diversity across the lifespan. Graduates of this program will be well positioned to play a significant role in shaping the future of nursing and healthcare delivery systems. Graduates will be prepared to function within legal and professional standards of practice and will be accountable, adaptable generalist who will be eligible to apply to a state board of nursing for registered nurse licensure by examination after successful program completion of all program requirements. This program has specific academic requirements for admission (see ADMISSION).

Graduates of the program must pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN) in order to be eligible for licensure and employment as nurses.

Program Length: 132 weeks Contact Hours: 2,372 Delivery Method: Blended
Credits: 180 Quarter Hours/Equivalent to 120 Semester Hours

Course Prefix	Course Number	Course Title	Course Quarter Credits Hours
BIO	163	Anatomy & Physiology I*	6
BIO	164	Anatomy & Physiology II*	6
BIO	200	Medical Microbiology*	4
BIO	300	Nutrient Metabolism*	4
CHM	105	Chemistry With Lab*	5
COM	300	Professional Communication*	4
ENG	111	Composition I*	4
ENG	112	Composition II*	4
ENG	301	American Literature*	4
HUM	315	Critical Thinking*	4
MTH	115	Mathematics for Health Care Professionals *	4
MTH	305	Statistics*	4
NUR	100	Nursing Assistant Skills	5
NUR	102	Introduction to Nursing Resources	4
NUR	202	Fundamentals of Nursing	8
NUR	205	Introduction to Medical-Surgical Nursing	7
NUR	213	Essentials of Medical-Surgical Nursing	8

Bachelor of Science in Nursing (cont.)			
Course Prefix	**Course Number**	**Course Title**	**Course Quarter Credit Hours**
NUR	214	Maternal Reproductive Nursing	4
NUR	215	Mental Health and Nursing	4
NUR	216	Nursing Care of Children	4
NUR	218	Nursing Pharmacology I	5
NUR	219	Nursing Pharmacology II	5
NUR	300	Nursing in the Contemporary US Healthcare System	4
NUR	314	Nursing Informatics and Technology	4
NUR	316	Nursing Gerontology	6
NUR	322	Advanced Assessment and Wellness	6
NUR	325	Improving Quality and Safety in Nursing	4
NUR	337	Population Focused Nursing	6
NUR	412	Evidence-Based Practice Research Methods in Nursing	5
NUR	428	Leadership and the BSN	5
NUR	431	Disaster Management Nursing	5
NUR	450	Legal & Ethical Issues in Nursing	4
NUR	495	Critical Strategies in Nursing	8
PSY	101	Introduction to Psychology*	4
PSY	211	Developmental Psychology*	4
PSY	230	Abnormal Psychology*	4
SOC	300	Diversity in Society*	4
*General Education Course		**Total Quarter Credit Hours**	**180**

Bachelor of Degree in Nursing Cip Code: 51.3899

For employment information related to the Classification of Instructional Programs (CIP Code) visit https://www.onetonline.org/crosswalk/CIP/

For information about employment and occupational related items published by the U.S. Bureau of Labor Statistics visit https://www.bls.gov



Bachelor of Science in Nursing (RN-BSN)

The Bachelor of Science in Nursing (RN-BSN) is a degree completion program. Candidates must have completed an accredited associate degree program (review Admissions section of this catalog for more details). The program prepares graduates, who are thoroughly competent in the theoretical and practical knowledge and skills of their chosen profession, as well as in effective communication, sound reasoning and judgment, analytical skills, responsible and ethical behavior, and awareness of human behavioral and cultural diversity.

All RN-BSN students complete a faculty-supervised immersion experience designed to integrate evidence-based practice, leadership development, and population-focused care across diverse settings. Each designated immersion course (NUR312, NUR335, and NUR491) includes 12 hours of practice experience in an external setting under the guidance of an approved Faculty Nurse Leader. The 12 hours of practice experience includes: Shadowing and Practice Observation (4 hours), Evidence-Based Proposal Development Consultation (4 hours), and the Implementation of Faculty Nurse Leader-Approved Practice Application (4 hours). The program has been designed to provide the nursing profession with candidates who will find employment compatible with their education and training, who will succeed in their careers, continue their educational development, and move into positions of greater service and responsibility.

Program Length: 66 weeks Contact Hours: 760 Delivery Methods: Online

Credits: An associate degree and 76 Quarter Hours/Equivalent to 50.67 Semester Hours

Course Prefix	Course Number	Course Title	Course Quarter Credits Hours
BIO	300	Nutrient Metabolism	4
COM	300	Professional Communication*	4
ENG	301	American Literature*	4
HUM	315	Critical Thinking	4
MTH	305	Statistics	4
NUR	300	Nursing in the Contemporary US Healthcare System	4
NUR	312	Nursing in Gerontology	4
NUR	314	Nursing Informatics and Technology	4
NUR	320	Health and Wellness Assessment	4
NUR	325	Improving Quality and Safety in Nursing	4
NUR	335	Population Focused Nursing	4
NUR	410	Research in Nursing	5
NUR	425	Leadership and Management in Nursing	5
NUR	432	Disaster Management Nursing	5
NUR	450	Legal and Ethical Issues in Nursing	4
NUR	491	Critical Issues and Strategies in Nursing	5
PSY	230	Abnormal Psychology*	4
SOC	300	Diversity in Society*	4
*General Education Course		**Total Quarter Credit Hours**	**76**

Bachelor of Science in Nursing (RN-BSN) CIP Code: 51.3899

For employment information related to the Classification of Instructional Programs (CIP Code) visit https://www.onetonline.org/crosswalk/CIP/For information about employment and occupational related items published by the U.S. Bureau of Labor Statistics visit https://www.bls.gov

ADMISSION TO THE COLLEGE

General Admissions Requirements

Meet with Admissions Representative

The applicant must meet with an admissions representative before enrolling in the College. Admissions representatives advise applicants on available programs, admission requirements, assist them in completing the application for admission, and in understanding the enrollment agreement necessary for acceptance into a program. Artificial intelligence (AI) may not be used in any academic assignment, including the Admissions Essay.

The College admits as regular students only persons who have a high school diploma or the recognized equivalent of a high school diploma. The College requires the high school or program to be approved by the applicable governing or state approval agency. **Any post-secondary credits or credentials must be awarded by institutions with accreditation recognized by the US Department of Education or the Council for Higher Education Accreditation (CHEA).**

Completion of High School or Equivalent

Applicants are considered qualified for post-secondary education by having met one of the following criteria:

- Have a high school diploma (this can be from a foreign school if it is equivalent to a U.S. high school diploma);
- Have the recognized equivalent of a high school diploma, such as a General Educational Development (GED), HiSET, or other state-sanctioned test or diploma-equivalency certificate;
- Have completed homeschooling at the secondary level as defined by state law;
- Have completed secondary school education in a homeschool setting which qualifies for an exemption from compulsory attendance requirements under state law, if state law does not require a homeschooled student to receive a credential for their education.*
- The US Department of Education recognizes the following equivalents to a high school diploma:
- A GED certificate.
- A certificate or other official completion documentation demonstrating that the student has passed a state-authorized examination (such as the Test Assessing Secondary Completion (TASC) the High School Equivalency Test (HiSET) that the state recognizes as the equivalent of a high school diploma (certificates of attendance and/or completion are not included in this qualifying category).
- An associate's degree or higher (e.g., bachelor's, master's).
- The successful completion of at least 60 semester or trimester credit hours or 72 quarter credit hours that does not result in the awarding of an associate's degree, but that is acceptable for full credit toward a bachelor's degree at any institution.
- Enrollment in a bachelor's degree program where at least 60 semester or trimester credit hours or 72 quarter credit hours have been successfully completed, including credit hours transferred into the bachelor's degree program.

Please note: Though homeschooled students are not considered to have a high school diploma or equivalent, they are eligible to receive Title IV funds if their secondary school education was in a homeschool that state law treats as a home or private school (see https://hslda.org/legal for requirements for each state).

In Kentucky, the Department of Education does not officially recognize homeschool diplomas. This means that while homeschooling is legal and parents can issue diplomas, these diplomas are not recognized by the state. According to the Kentucky Department of Education, "Students from non-accredited/non-certified private schools or homeschools do not receive a diploma recognized by the Kentucky Department of Education (KDE)." However, this does not prevent homeschooled students from pursuing higher education or career opportunities.

In accordance with the requirements of its institutional accreditor (ABHES), Beckfield College requires proof of graduation or its equivalent to be provided prior to the first day of attendance for the term of initial enrollment. To initially document this proof, Beckfield College will accept a copy of the high school diploma or unofficial high school or college transcripts for initial admissions purposes; however, the student must provide official transcripts no later than thirty (30 days) after the start of the term. If the student fails to provide the required documentation timely, the student's enrollment will be cancelled.

English Proficiency Requirements

Applicants, whose first language is not English, must demonstrate their English proficiency. This can be done by submitting a current, official transcript from the IELTS, TOEFL or a Certificate of Completion (with transcript from level 6 or higher) from an accredited English as a Second Language (ESL) institution.

- **International English Language Testing System (IELTS).** With IELTS, an overall score of 7.0 or higher and a speaking score of 7.0 or higher is required. IELTS assessment scores are valid for two years from the test date.
- **Test of English as a Foreign Language (TOEFL).** The TOEFL iBT (internet-based test) measures reading, listening, speaking and writing skills. The College utilizes recommendations from the NCLEX® Examination Committee (NEC) Deliberation. The National Council of State Boards of Nursing (NCSBN) "Board of Directors charged the NEC with developing a recommended minimum TOEFL iBT passing standard for entry-level nurses." An applicant for admission into a Beckfield College medical program must demonstrate English proficiency with a TOEFL iBT score of 84 or higher. The areas are reading, writing and listening (total points, 60 or higher) and speaking (total points, 24 or higher). TOEFL assessment scores are valid for two years from the test date.
- **Certificate of Completion** and transcript (level 6 or higher) from an accredited English as a Second Language (ESL) institution. Certificates of Completion and transcripts are valid for two years from the date of completion.

Applicants are responsible for obtaining the necessary information and application forms, scheduling, and taking the test in time to ensure the College receives the results by the required deadlines.

The English Language Proficiency requirement may be waived if the applicant meets the following criteria:

- Completed an undergraduate or graduate degree from an accredited institution in a country where English is the primary language (e.g., Australia, New Zealand, Trinidad and Tobago, United Kingdom). Achieved GPA of 3.0 on a 4-point scale in biological sciences. The official transcript must be sent to and evaluated by a member of NACES (see Foreign College/Post-Secondary Transcripts section of the catalog).

Foreign High School Diploma

The College accepts foreign high school diplomas as proof of graduation. However, the College does not have the expertise to make that determination itself; therefore, the student must use a foreign diploma evaluation service. The evaluation service determines whether the foreign school credentials are evidence of completing the equivalent of high school education in the United States. Students are required to provide official or certified copies of academic records. Records in any language other than English must be accompanied by a certified English translation and statement of equivalency to U.S. by the Educational Credential Evaluators (www.ece.org) a member of the NACES accreditation organization (www.naces.org).

Any costs associated with having the diploma/transcript evaluated are at the student's expense.

Foreign College/Post-Secondary Transcripts

An employment applicant or a student who wishes to submit a foreign transcript for consideration by the College, must first have the transcript evaluated by an agency that has the expertise to evaluate foreign transcripts. The agency must determine the equivalency of the degree to degrees or diplomas awarded by institutions in the United States. The College will not accept foreign transcripts that are hand-delivered by the student.

For college course credit, the evaluation must provide a course-by-course analysis of the transcript, including grade and credit hour equivalencies for each course. If the transcript represents an earned credential, the analysis must indicate an equivalent credential. The applicant or student is responsible for any fee/s or other charges related to obtainment of these documents by the credential evaluation service.

Students are required to provide official or certified copies of academic records. Records in any language other than English must be accompanied by a certified English translation and statement of equivalency to
U.S. credits, diplomas, or degrees by the Educational Credential Evaluators (www.ece.org) a member of the NACES accreditation organization (www.naces.org). As of June 1, 2024, this is the only service provider approved for evaluation accepted at Beckfield College. For high school diplomas, please review the Foreign High School Diploma section of this catalog.

Any costs associated with having the diploma/transcript evaluated are at the student's expense.

Other Proof May Be Required

Where doubt exists as to the legitimacy of a high school or the quality of the curriculum, the applicant will be required to provide reliable documentation as requested by the College, pursuant to federal regulations. If such documentation is not provided, the applicant will be ineligible for admission and will not be permitted to attend classes until such proof is provided.

Summary of Ohio, Kentucky, and Indiana Board of Nursing Criminal Background Check and Licensure Restrictions

For nursing programs and clinical placement planning, the three states take different approaches to criminal history review. None of the states automatically permit licensure simply because a student graduates and passes NCLEX; each Board of Nursing independently reviews criminal history and may deny, restrict, or condition licensure. However, the degree of restriction varies significantly among the states.

Executive Summary

State	Automatic Bars to Licensure	Case-by-Case Review	Special Features
Ohio	Yes. Specific violent and sexual offenses result in mandatory denial.	Yes, for most other offenses.	Most restrictive of the three states.
Kentucky	No rigid list of automatic permanent bars.	Yes, for all criminal convictions.	Individualized review process.
Indiana	No automatic exclusion list, but numerous "Convictions of Concern" may justify denial.	Yes. Applicants may still be licensed despite listed convictions.	Pre-licensure determination process available.

Ohio

Background Check Requirements

The Ohio Board of Nursing requires criminal background checks and has statutory authority to deny or restrict licensure based upon criminal history.

Automatic Permanent Disqualifiers

Ohio law prohibits the Board from issuing a nursing license to individuals convicted of certain serious offenses, including:

- Aggravated murder
- Murder
- Voluntary manslaughter
- Felonious assault
- Kidnapping
- Rape
- Sexual battery
- Gross sexual imposition
- Aggravated robbery
- Aggravated burglary
- Aggravated arson

In addition, individuals required to register as sex offenders are automatically disqualified from licensure.

Case-by-Case Review Offenses

Other offenses are reviewed individually, including:

- Other felony convictions
- Drug-related offenses
- DUI/OVI convictions
- Theft, fraud, and dishonesty crimes
- Crimes involving moral turpitude
- Practice-related misdemeanors

The Board considers rehabilitation, age at offense, repetition of offenses, compliance with court orders, and risk to public safety.

Practical Impact

Ohio presents the highest risk that a graduate may be permanently unable to obtain a nursing license due to

criminal history. Certain violent and sexual offenses create an absolute legal bar.

Kentucky

Background Check Requirements

The Kentucky Board of Nursing conducts criminal history reviews but does not maintain a statutory list of offenses that automatically and permanently prohibit nursing licensure.

Criminal Histories Receiving Heightened Scrutiny

The Board closely evaluates:

- Any felony conviction
- Drug or alcohol-related offenses
- DUI convictions
- Fraud or falsification offenses
- Crimes involving dishonesty or breach of trust
- Violent offenses
- Patient abuse or neglect
- Sexual offenses under Kentucky law (KRS Chapter 510)

Review Factors

Kentucky evaluates:

- Nature and seriousness of the offense
- Time elapsed since conviction
- Evidence of rehabilitation
- Compliance with court requirements
- Relationship of the offense to nursing practice

Applicants must disclose convictions and provide court records and explanatory statements.

Practical Impact

Kentucky is generally more flexible than Ohio. Even serious convictions are reviewed individually, although certain offenses, especially violent, sexual, or fraud-related crimes, create substantial barriers to licensure and employment.

Indiana

Background Check Requirements

The Indiana State Board of Nursing adopted **848 IAC Article 8 ("Convictions of Concern")** in 2024, creating an explicit list of criminal convictions that may disqualify an applicant from licensure. However, the rule specifically states that an applicant with a conviction of concern may still be granted a license based on statutory review criteria.

Convictions of Concern

Indiana identifies a broad range of offenses, including:

Sexual Crimes

- Rape
- Child molesting
- Child seduction

- Incest
- Sexual misconduct with a minor
- Child exploitation and child pornography offenses
- Child sexual trafficking

Violent Crimes

- Murder
- Attempted murder
- Voluntary manslaughter
- Involuntary manslaughter
- Kidnapping
- Aggravated battery
- Robbery
- Burglary
- OWI causing death or serious bodily injury

Other Significant Crimes

- Battery
- Exploitation of endangered adults
- Bribery
- Forgery and fraud offenses
- Drug dealing by a practitioner
- Controlled substance offenses
- Criminal confinement
- Stalking
- Arson
- Auto theft
- Numerous firearm-related offenses

Unique Indiana Features

Indiana's regulations expressly provide:

1. **Licensure may still be granted despite a conviction of concern.**
2. The Board may issue a **probationary license** when appropriate.
3. Applicants may request a **pre-licensure determination** before entering a nursing program to determine if their criminal history is likely to preclude licensure.

Practical Impact

Indiana falls between Kentucky and Ohio. The state provides a detailed list of concerning offenses, but unlike Ohio, these offenses are not necessarily automatic bars. The Board retains discretion to grant licensure based on rehabilitation and other statutory factors.

Key Implications for Nursing Programs

For admissions and clinical-placement decisions:

- **Ohio** presents the greatest risk for students with serious violent or sexual felony convictions because some offenses create a permanent licensure prohibition.
- **Kentucky** is the most individualized and generally allows consideration of rehabilitation for all applicants.

- **Indiana** provides a middle-ground approach, identifying extensive "convictions of concern" while preserving Board discretion and offering pre-enrollment determinations. https://iar.iga.in.gov/code/current/848/8

Bottom Line

A student with a criminal history faces the highest licensure risk in **Ohio**, moderate risk in **Indiana**, and generally the most individualized review in **Kentucky**. For applicants with significant criminal histories, Indiana's pre-licensure determination process and Kentucky's case-by-case review framework may provide pathways unavailable under Ohio's mandatory disqualification provisions.

Summary of Ohio, Kentucky, and Indiana Massage Therapy Board Criminal Background Check and Licensure Restrictions

This policy informs applicants and enrolled students of how criminal history may affect eligibility for massage therapy licensure in Kentucky, Ohio, and Indiana. State licensing boards require fingerprint-based background checks and evaluate criminal history to determine whether an applicant meets standards of **good moral character**, **public safety**, and **fitness for practice**.

State Background-Check Requirements

State	Background Check Type	Disclosure Standard
Kentucky (KBLMT)	State + FBI fingerprinting	Full criminal history disclosure required
Ohio (State Medical Board)	BCI + FBI fingerprinting	**All** criminal history must be disclosed, including sealed or expunged records
Indiana (IPLA)	State + FBI fingerprinting	Full criminal history disclosure required

Criminal History Review Standards

Licensing boards in Kentucky, Ohio, and Indiana do **not** publish fixed lists of automatic disqualifying offenses. Instead, each board conducts a **case-by-case review** based on:

- Nature and severity of the offense
- Recency of the conduct
- Evidence of rehabilitation
- Relevance to client safety
- Accuracy and completeness of disclosures

Failure to disclose criminal history is universally considered grounds for denial.

Examples of Criminal History That May Affect Licensure

While no state provides an exhaustive list, the following categories of offenses commonly result in heightened review or potential denial:

- **Violent offenses** (assault, domestic violence, physical harm)
- **Sexual offenses** or crimes involving exploitation
- **Fraud, theft, or financial-related crimes**
- **Substance-related offenses** indicating current impairment (e.g., DUI)
- **Crimes involving deception or falsification of records**

- **Any offense suggesting risk to client safety or professional integrity**

Ohio specifically requires disclosure of **all** criminal history, including sealed, expunged, pardoned, or diverted cases.

Institutional Disclosure Requirement

Applicants must disclose any criminal history during the admissions process. Disclosure does **not** automatically prevent enrollment; however, students must understand that state boards make independent licensure decisions.

The institution cannot override or guarantee board determinations.

Disclaimer Regarding Background Checks and Placement Decisions
Applicants/students/graduates must understand that a criminal history may prevent them from becoming licensed, certified, or employable in a chosen career. Applicants/students/graduates are very likely to be asked to submit to a background check and/or drug testing as a condition of employment or placement on a clinical due to this prevalent requirement in many health and public service positions. The College strives to support students in achieving their academic and professional goals; however, it is important to understand that **the College cannot guarantee placement or favorable outcomes** related to clinical site assignments, employment opportunities, or licensure decisions. All determinations regarding background check results are **evaluated solely by the clinical site, employer, or relevant board of nursing**. These external organizations operate independently and apply their own criteria and discretion in making such decisions. Accordingly, the College does **not hold authority or influence** over those outcomes and must fully defer to the judgment of the respective external parties.

The College proactively monitors for any barriers, as the staff conducts background checks for the purpose of admissions to the programs and to determine any potential barriers to clinical placement, certification, or subsequent employment in the field. However, the College is not responsible for any relevant information that does not appear in these routine checks. **All applicants are required to disclose any and all felony convictions during the matriculation process**, as well as any other convictions that have occurred or are pending within the past seven (7) years. Failure to disclose this information in full may result in **dismissal from the College at any time, without the opportunity for appeal or recourse**. Falsification or omission of relevant details during the application process can lead to denial of admission or dismissal. Additionally, all continuing students must disclose any, and all, new felony convictions that occur during the enrollment period. These convictions may also result in dismissal with the opportunity for appeal. The background check may include verification of academic records, criminal history, sex offender registry, or any other relevant information depending on the program of study. The results of any background check are evaluated according to any potential barriers to clinical placement or future employment in the field of study. Negative findings could result in denial of admission, removal from a program, or inability to obtain certification and/or licensing.

All background checks are obtained with the student's consent, and the information will be kept confidential and used solely for purposes of admissions to the program and progression through program activities such as clinicals and job shadowing. However, failure to authorize these required checks can result in disciplinary action. The College complies with the Fair Credit Reporting Act requirements. A summary of the rights under this act can be found here:
https://files.consumerfinance.gov/f/201504_cfpb_summary_your-rights-under-fcra.pdf

Notice of Arbitration Agreement and Class Action Waiver

As a condition for enrollment in Beckfield College (BC), students enter into an enrollment agreement which provides that all disputes between a student and BC, including any claim relating to COVID-19, will be resolved by BINDING ARBITRATION.

Students thus GIVE UP THEIR RIGHT TO GO TO COURT to assert or defend their rights under their enrollment agreement (EXCEPT for matters that may be taken to SMALL CLAIMS COURT).

- A student's rights will be determined by a NEUTRAL ARBITRATOR and NOT a judge or jury.
- Students are entitled to a FAIR HEARING, BUT the arbitration procedures are SIMPLER AND MORE LIMITED THAN RULES APPLICABLE IN COURT.
- Arbitrator decisions are as enforceable as any court order and are subject to VERY LIMITED REVIEW BY A COURT.

As a further condition for enrollment, students also agree that any dispute or claim that they may bring will be brought solely in the student's individual capacity, and not as a plaintiff or class member in any purported class action, representative proceeding, mass action or consolidated action.

Notwithstanding the student's agreement to resolve any disputes with BC by binding arbitration:

- BC does not require a Federal student loan borrower to participate in arbitration or any internal dispute resolution process offered by the institution prior to filing a borrower defense to repayment application with the U.S. Department of Education pursuant to 34 CFR § 685.206(e);
- BC does not, in any way, require students to limit, relinquish, or waive their ability to pursue filing a borrower defense claim, pursuant to 34 CFR § 685.206(e) at any time; and
- Any arbitration required by the pre-dispute arbitration agreement contained within a student's enrollment agreement with BC tolls (or suspends) the limitations period for filing a borrower defense to repayment application pursuant to 34 CFR § 685.206(e)(6)(ii).

Binding arbitration pursuant to a student's enrollment agreement with BC will be conducted by the American Arbitration Association (the "AAA"), under its Supplementary Rules for Consumer Related Disputes ("Consumer Rules").

You may begin the arbitration process by getting together the following documents:

- Notice of Arbitration and/or a Statement of Claim explaining the nature of the dispute and the relief requested
- The enrollment agreement with the arbitration clause that refers to the AAA
- Any supporting documents or exhibits
- Appropriate filing fee
-

When you have all the above documents ready, you can file your case in any one of the following ways

- Online: https://apps.adr.org/webfile
- Email box: casefiling@adr.org
- Facsimile: 1 877-304-8457 or +1 212-484-4178 (fax number outside the US)
- Mail: American Arbitration Association—Case Filing Services, 1101 Laurel Oak Road, Suite 100, Voorhees, NJ 08043, USA
-

More information about the AAA arbitration process and the AAA Consumer Rules can be obtained at

www.adr.org or 1-800-778-7879.

The hearing on any arbitration initiated by either a student or MCC will be held at an AAA office in Chicago or another location in the Chicago area that is mutually agreeable to the student and BC.

For more information about MCC's arbitration process please contact the Office of the CEO at 100 S. Wacker Dr. Suite LL1-50, Chicago, IL 60606 or email legal@mccollege.edu.

Essential Functional Abilities for Success in Medical Programs

The Essential Functional Abilities Standards provide a framework to balance several competing interests, including:

- The rights of students
- The safety of students, their peers and faculty, and patients
- The significant clinical component of the medical curricula
- The requirements by clinical agency agreements allowing the program to place students in various healthcare organizations and facilities for clinical education.

These competing interests and the nature of prelicensure medical program educational activities may prevent some students with disabilities from qualifying for enrollment, continued enrollment and/or may limit access to certain academic program(s). Temporary disabilities that may impact continued enrollment should be addressed through the College's accommodations process.
. Students and graduates of medical programs (e.g., practical nursing) are required to perform tasks that demand physical stamina, coordination, and sensory acuity.

- **Hearing:** Hear normal speaking levels; faint voices, faint body sounds such as blood pressure sounds; assessment placement of tubes; hear when not able to lip-read (masks); auditory alarms.
- **Mobility:** Twist, bend, stoop/squat, move quickly in an emergency; climb ladders, stools, chairs; and walk, balance, and assist others with mobility issues.
- **Physical Strength and Endurance:** stand for prolonged periods; sustain repetitive movements; maintain physical tolerance to work a whole shift; push/pull 50+ pounds; support an ambulant client; pick up a child or transfer a client; move light objects and use upper body strength and squeeze hands/grip.
- **Smell:** Detect odors from client; smoke, and gases or noxious fumes.
- **Tactile:** Be able to detect vibrations, differences in sizes and shapes; temperature, surface characteristics, environmental temperature.
- **Visual:** See objects up to 20 inches away (i.e., computer monitors, skin conditions); see objects over 20 feet away; use depth perception; good peripheral vision, distinguish color such as color coding; distinguish color intensity (i.e., flushed skin or paleness).

We recommend that every applicant carefully consider these essential abilities. By enrolling in a prelicensure medical program, you are essentially attesting that you are aware of these demands and are capable of meeting these requirements. Because clinical sites have the final decision-making authority in determining the readiness of the individual for the clinical environment, the College is not liable for any clinical site that determines a student does not meet the essential functional abilities

required of that facility.

The medical programs will make appropriate academic accommodations to facilitate enrollment and participation of qualified individuals with temporary or permanent disabilities. If a student or potential student would like to explore reasonable accommodations in a particular situation, the student should contact the Director of International and Student Services regarding the accommodations request process.

Program-Specific Admissions Requirements

The following programs have admission requirements in addition to the general requirements above.

Business Administration Programs

Associate of Applied Science in Business Administration; Bachelor of Business Administration

To qualify for admission into these programs, applicants must have one of the following:

- An associate or bachelor's degree with a minimum CGPA of 2.0 on a 4-point scale.
- ACT: Composite score of 16 (dating from within the last 5 years).
- SAT: Score of 930 (dating from within the last 5 years).
- TEAS: Score of 56
- Wonderlic: Score of 17 on the Wonderlic Scholastic Level Exam (SLE) administered by Beckfield College.
    - Only three (3) attempts of the test are permitted to achieve a qualifying score.
    - Applicants are required to take a refresher/boot camp course provided by the College prior to a third, and final, attempt.
    - Test - Free practice test available (**www.wonderlictestprep.com**)

Diagnostic Medical Sonography

Associate of Applied Science in Diagnostic Medical Sonography

(REVISED 6/24/2026)

To qualify for admission into this program, applicants must meet one of the following criteria:

- Hold an associate or bachelor's degree in a STEM-related field with a minimum GPA (CGPA) of 2.0 on a 4.0 scale; or have completed at least 18 semester credits (minor) of STEM coursework with a minimum GPA of 3.0 in those courses and maintain an overall cumulative GPA of at least 2.0 on a 4.0 scale.
- Wonderlic: Score of 18 for Spring 2026 on the Wonderlic Scholastic Level Exam (SLE) administered by Beckfield College. A score of 22 will be required on all cohorts enrolling after Spring 2026.
- Only three (3) attempts of the test are permitted to achieve a qualifying score.
- Applicants are required to take a refresher/boot camp course provided by the College prior to a third, and final, attempt.
- Test - Free practice test available (www.wonderlictestprep.com)

Background/Background Checks

Applicants/Students are required to undergo background checks during enrollment process, at reentry,

and a minimum of once each year while enrolled. Due to clinical site restrictions, applicants with certain charges or convictions may be disqualified. Additionally, some clinical sites may request drug and/or alcohol screenings, and a positive result could also lead to disqualification or termination.

Medical Massage Therapy

Diploma in Medical Massage Therapy

To qualify for admission into this program, applicants must have one of the following:

- An associate or bachelor's degree with a minimum CGPA of 2.0 on a 4-point scale.
- ACT: Composite score of 16 (dating from within the last 5 years).
- SAT: Score of 930 (dating from within the last 5 years).
- TEAS: Score of 56
- Wonderlic: Score of 17 on the Wonderlic Scholastic Level Exam (SLE) administered by Beckfield College.
    - Only three (3) attempts of the test are permitted to achieve a qualifying score.
    - Applicants are required to take a refresher/boot camp course provided by the College prior to a third attempt.
    - Test - Free practice test available (www.wonderlictestprep.com)

Background/Background Checks

Applicants/Students are required to undergo background checks during enrollment process, at reentry, and a minimum of once each year while enrolled. Due to clinical site restrictions, applicants with certain charges or convictions may be disqualified. Additionally, some clinical sites may request drug and/or alcohol screenings, and a positive result could also lead to disqualification or termination.

Nursing – Diploma (PN), Associate (AASN), & Bachelor (BSN)

Diploma in Practical Nursing (PN), Associate of Applied Science in Nursing (AASN) and the traditional Bachelor of Science in Nursing (BSN). This section does not apply to the Bachelor of Science in Nursing (RN-BSN) completion program.

Before being permitted to attend nursing concentration courses, students enrolled in a program that leads to licensure/Registered Nurse (RN) must possess and provide documentation of:

- a Practical Nursing license;
- a Certified Nurse Assistant (CNA) certificate;
- a certificate of completion/proof of completion of a Nurse Assistant program (e.g., KCTCS) approved by the appropriate state agency (e.g., Kentucky Cabinet for Health and Family Services) and be no more than a year old, or
- they must have successfully completed the NUR100 pre-nursing course at Beckfield College.

Background/Background Checks

Applicants/Students are required to undergo background checks during enrollment process, at reentry, and a minimum of once each year while enrolled. Due to clinical site restrictions, applicants with certain charges or convictions may be disqualified. Additionally, some clinical sites may request drug and/or alcohol screenings, and a positive result could also lead to disqualification or termination.

Applicants must have one of the following:

- ACT score from within last 5 years**.**
    - 18 for Diploma in Practical Nursing
    - 19 for Associate of Applied Science in Nursing
    - 20 for Bachelor of Science in Nursing
- SAT score from within last 5 years.
    - 930 for Diploma in Practical Nursing
    - 1000 for Associate of Applied Science in Nursing
    - 1060 for Bachelor of Science in Nursing
- TEAS composite score of 60% within the last twelve months.
    - TEAS can only be taken twice per application.
- Wonderlic Scholastic Level Exam (SLE)*
    - 18 for Diploma in Practical Nursing
    - 19 for Associate of Applied Science in Nursing
    - 22 for Bachelor of Science in Nursing (except RN-BSN) effective 1/16/2026
    - Test - Free practice test available (**www.wonderlictestprep.com**)

* A Wonderlic test may be attempted up to three times. An applicant is required to take a refresher course prior to the third attempt.

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

To enroll for completion of the baccalaureate degree, the applicant must meet all three of the following requirements:

- A.A.S. / A.D.N. Degree – An earned associate degree from an institution recognized by the U.S. Department of Education. An unofficial transcript may be presented for conditional enrollment, but Beckfield College must receive an official transcript of the associate degree from the student's prior institution within thirty (30) days of enrollment to be permitted to begin the BSN completion program.
- Registered Nurse (RN) License – A current, unrestricted licensure as a Registered Nurse. (Official documentation of licensure is required for enrollment.)
- Completion of at least 32 quarter credit hours, or the equivalent, in collegiate general education courses, which must include:
    - Eight (8) quarter credit hours of Communications
    - Eight (8) quarter credit hours of Psychology
    - Twelve (12) quarter credit hours of science with at least two (2) quarter credit hours in lab
    - Four (4) quarter credit hours of mathematics
- Registered Nurses who are graduates of Beckfield College's Associate of Applied Science in Nursing are deemed to have met course and degree requirements for admission into the baccalaureate degree program.

Magnetic Resonance Imaging (MRI)

Associate of Applied Science in Magnetic Resonance Imaging (MRI)

To qualify for admission into this program, applicants must meet one of the following criteria:

- Hold an associate or bachelor's degree in a STEM-related field with a minimum GPA (CGPA) of 2.0 on a 4.0 scale; or have completed at least 18 semester credits (minor) of STEM coursework with a minimum GPA of 3.0 in those courses and maintain an overall cumulative GPA of at least 2.0 on a 4.0 scale.
- Hold a diploma or degree in radiologic technology with a minimum GPA (CGPA) of 2.0 on a 4.0 scale.
- Wonderlic: Score of 22 on the Wonderlic Scholastic Level Exam (SLE) administered by Beckfield College.
- Only three (3) attempts of the test are permitted to achieve a qualifying score.
- Applicants are required to take a refresher/boot camp course provided by the College prior to a third, and final, attempt.
- Test - Free practice test available (www.wonderlictestprep.com)

Background/Background Check Requirements

Applicants/Students are required to undergo background checks during enrollment process, at reentry, and a minimum of once each year while enrolled. Due to restrictions at experiential sites, applicants with certain charges or convictions may be disqualified. Additionally, some clinical sites may require drug and/or alcohol screenings, and a positive result could also lead to disqualification or termination.

(ADDED: 9/15/2026)

Because professional licensure decisions are made by state regulatory boards and licensing authorities, and not by the institution/Beckfield College, we cannot guarantee eligibility for licensure, certification, employment, or clinical placement. As a result, we must exercise a conservative approach when evaluating applicants for all healthcare-related programs, particularly those leading to professional licensure.

All Beckfield College applicants for pre-licensure programs are required to disclose criminal history and provide supporting documentation. Admission decisions are made in accordance with institutional policies and applicable laws. The College reserves the right to deny admission when an applicant's *criminal history may reasonably affect eligibility* for clinical experiences, professional licensure, certification, or employment in the healthcare field. As such, effective with Fall 2026 applicants, the College **should not accept applicants*** who have been convicted of, pleaded guilty to, pleaded nolo contendere to, or are currently facing charges involving any of the following offenses, as they will most likely prevent licensure or lead to denial. It is the applicant's responsibility to contact the state of Kentucky licensing board or the state that they wish to practice determining if they should attempt a prelicensure healthcare program (e.g., diagnostic medical sonography, medical massage therapy, MRI, nursing) with any of the following:

- Felony conviction
- Misdemeanor or felony convictions involving abuse, cruelty, neglect, exploitation, endangerment, moral turpitude, or violence
- Certain DUI/DWI convictions that may affect clinical placement, licensure eligibility, or employment opportunities

Should the charges be expunged or should the appropriate state agency provide the Beckfield College with written clearance documentation for the applicant and the offense(s), then the applicant may be considered for entry. These exception requests and documentation must be submitted to the program director/dean, CAO, and President for review.

Please Note

All programs within the School of Allied Health and School of Nursing adhere to the licensing and certification standards of the Commonwealth of Kentucky. If a student intends to work in a state other

than Kentucky, it is the student's responsibility to verify that state's permit, license, or certification requirements. These requirements may include specialized training not mandated in Kentucky and, consequently, may not be fully covered in the college's curriculum. The college disclaims responsibility for any student's failure to meet the educational requirements for a permit, license, or certification in jurisdictions outside of Kentucky.

For employment information related to the Classification of Instructional Programs (CIP Code) visit https://www. onetonline.org/crosswalk/CIP/

For information about employment and occupational related items published by the U.S. Bureau of Labor Statistics visit https://www.bls.gov

Residency Requirements

With the exclusions noted below, the number of credits applied to a student's program through transfer and proof of proficiency may not exceed 50% of the credit hours required by the student's program, and a student must complete the final quarter (or at least the final 12 credit hours) of his or her program while enrolled at Beckfield College.

Exclusion One

Because the residency requirement applies only to individual courses, it may be set aside when a credential earned at another institution is fully accepted as a component of a degree program offered by the College. However, such acceptance may not result in a violation of a program's general education and concentration requirements as these have been determined by the College's accrediting and licensing agencies or its program-approving agencies.

Exclusion Two

A distinct, active-duty service-member exception can be applied in lieu of the standard residency requirement. Beckfield College limits academic residency to no more than 25% of the degree requirements for all undergraduate degrees for active-duty service members. Academic residency can be completed at any time while active-duty service members are enrolled in their degree program. Active-duty personnel seeking an exception to the standard residency requirement must meet with their program director/dean and submit a written request for a waiver. Reservists and National Guardsmen on active duty are covered in this same manner.

Supplementary Admissions Policies

Applicant Expectations

Meeting the admission requirements described here does not assure admission to the College, nor does admission to the College assure success in any specific program. Each applicant must be prepared with a serious commitment to learning and must also demonstrate an understanding of the requirements and demands of his or her program, an awareness of the professional objectives of the program, a commitment to completing the program, and the ability to successfully complete the professional and academic coursework required.

Background Checks

Many employers conduct background checks as part of their employment process, and any criminal activity discovered might affect an applicant's eligibility for future clinical or externship assignments, as well as career employment. Applicants with criminal records are strongly urged to discuss their history with the program director of the program into which they plan to enroll. Some programs deny admission to applicants with criminal records. As noted previously, most programs require a background check for enrollment eligibility.

Cancellation of Enrollment Agreement

An applicant may cancel his or her enrollment agreement by giving notice in writing to the Admissions Department within five calendar days after signing the agreement. In the case of cancellation, the College will refund in full all monies collected within forty-five days after notification of cancellation. This policy will not apply, however, if the student has already attended a class.

JumpStart Program

High school students who have completed their junior year may enroll in one course per quarter at the College for up to three quarters during their senior year under a Non-Degree Seeking (NDS) status. Students participating in the JumpStart Program are responsible only for the cost of textbooks and other required instructional materials during their enrollment.

The JumpStart Program is available only to High School students interested in a nursing degree-level program (AASN or BSN). JumpStart courses are not nursing core courses and include:

- ENG111 Composition I
- MTH115 Mathematics for Healthcare Professionals
- PSY101 Principles of Psychology

To participate in the JumpStart Program, applicants must achieve the minimum required AASN score on the entrance examination. At the conclusion of the JumpStart program, the applicant must meet all AASN or BSN program admission requirements. Credits earned through the JumpStart Program will be applied to the student's degree-level nursing program upon matriculation to the College. All College policies and procedures related to curriculum, instruction, evaluation, attendance, and student conduct apply to courses taken through JumpStart enrollment.

Misrepresentation

Applicants or students found to have misrepresented their qualifications for admission will be subject to cancellation of their enrollment agreement or once enrolled, cancellation of their enrollment in the College. Applicable refund of tuition and/or fees will be determined according to the appropriate refund policy (see Refund Policies section of this Catalog).

Orientation

Newly enrolled students are required to attend an orientation program designed to introduce them to college programs, personnel, resources, policies, and procedures. Orientation is scheduled prior to the start of each quarter. New students are notified of the dates and times of orientation.

Online Enrollments

In addition to the above, enrollment for online programs have the following admissions requirements:

- Confirmation that the technology requirements for online courses have been met

- Submission of writing samples by participating in the orientation forum discussions
- Waiver from or completion of all required developmental reading, writing, or keyboarding courses

Other Documentation

Official copies of applicable transcripts, test scores, licensures, certifications, and other documentation must be received by the College before the applicant may begin courses. The College will not accept transcripts that are hand-delivered by the student. All collegiate credits and credentials submitted for admission must have been earned at institutions accredited by agencies recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. It is the applicant's responsibility to ensure that the College receives all necessary documentation and that all documentation is in English. The College is not responsible for verifying or evaluating foreign transcripts (see Foreign Transcripts section of the Catalog). All documents submitted for admission become the property of the College

Vaccination Policy – Disclaimer for Clinical Facilities and Vaccines

The College arranges clinical experience sites at various medical facilities, which are not owned or operated by the College. Due to ongoing changes in the facilities' requirements, it is possible that these facilities may not accept student vaccine waivers. Therefore, the College cannot guarantee that a student who requests a waiver for the COVID-19 or any other vaccination will be able to complete a medical program requiring clinical experiences for course completion and/or graduation purposes. Ask to speak with a Clinical Coordinator for a list of all current immunization/vaccine requirements.

Vaccination Policy - Nursing and Allied Health Faculty and Students

Students and faculty must submit evidence of CDC-compliant immunizations before they are permitted to attend clinical courses, clinical assignments, or other health-related externship placements. Required vaccinations may include any or all the following:

- COVID-19 (required for nursing students; if a student would seek an exemption, please request a form from the School of Nursing for review by a committee.)
- Flu shot may be required
- Hepatitis B: vaccination or positive antibody titer (Anti-HBs)
- Mumps
- Rubella (German Measles)
- Rubeola (Red Measles)
- TB Screening
- Tetanus/Diphtheria and/or Varicella

State Educational Requirements for Licensure Programs

In compliance with the Department of Education and the Accrediting Bureau of Health Education Schools (ABHES), Beckfield College has listed several programs below that are designed to meet the educational requirements for specific professional licenses and employment. The College has also developed procedures to determine the location of all of its prospective and current students. Please see the policy below related to each level of education from lowest to highest.

Diploma in Medical Massage Therapy

In alignment with the U.S. Department of Education regulation 34 CFR 668.43 (a) (5) (v) for Massage Education, the Diploma in Medical Massage Therapy program at Beckfield College provides a comprehensive curriculum which prepares students to sit for the MBLex examination. Students seeking licensure in states other than Kentucky, Indiana and Ohio should refer to https://ncbtmb.org/ for additional licensure requirements.

Diploma in Practical Nursing

In alignment with the U.S. Department of Education regulation 34 CFR 668.43 (a) (5) (v) for Nursing Education, the Diploma in Practical Nursing program at Beckfield College provides a comprehensive curriculum which prepares students to sit for the NCLEX-PN examination. Students seeking licensure in states other than Kentucky, Indiana and Ohio should refer to https://www.ncsbn.org/14730.htm for additional licensure requirements.

Associate of Applied Science in Nursing

In alignment with the U.S. Department of Education regulation 34 CFR 668.43 (a) (5) (v) for Nursing Education, the Associate of Applied Science Degree program at Beckfield College provides a comprehensive curriculum which prepares students to sit for the NCLEX-RN examination. Students seeking licensure in states other than Kentucky, Indiana and Ohio should refer to https://www.ncsbn.org/14730.htm for additional licensure requirements.

Bachelor of Science in Nursing

In alignment with the U.S. Department of Education regulation 34 CFR 668.43 (a) (5) (v) for Nursing Education, the Bachelor of Science Degree program at Beckfield College provides a comprehensive curriculum which prepares students to sit for the NCLEX-RN examination. Students seeking licensure in states other than Kentucky, Indiana and Ohio should refer to https://www.ncsbn.org/14730.htm for additional licensure requirements.

General Disclosure Statement

Through this general disclosure, Beckfield College provides information regarding whether completion of the program(s) would be sufficient to meet licensure or credentialing requirements where the student is physically located. Physical location refers to the state where students are located at the time of enrollment. This is determined by the official address on file with the registrar as listed in the student information system. If the location changes, students must post an official student status form with the registrar.

Beckfield College offers programs designed to meet educational requirements for specific licensure or credentialing required for employment in the field in the states where students are physically located.

- Diploma in Practical Nursing
- AAS in Nursing
- BS in Nursing
- Diploma in Medical Massage Therapy

Additionally, Beckfield offers programs that are advertised to meet the educational requirements for specific licensure or credentialing for the following programs though licensure and/or certification is not required by the state, but is encouraged for optimal employment opportunities:

- AAS in Magnetic Resonance Imaging (MRI)
- AAS in Diagnostic Medical Sonography

PROGRAM NAME	METHOD(S) OF DELIVERY	CREDENTIAL AWARDED	NAME OF LICENSE OR CREDENTIAL REQUIRED FOR EMPLOYMENT IN FIELD	NAME OF LICENSE OR CREDENTIAL ADVERTISED
Magnetic Resonance Imaging (MRI)	Blended	Associate	ARRT-MRI	ARRT-MRI
Practical Nursing	Blended	Diploma	NCLEX-PN	NCLEX-PN
Nursing	Blended	Associate	NCLEX-RN	NCLEX-RN

Nursing	Blended	Bachelor	NCLEX-RN	NCLEX-RN
Diagnostic Medical Sonography	Blended	Associate	ARRT-Sonography	ARRT-Sonography
Medical Massage Therapy	Residential	Diploma	FSMTB; MBLEx	FSMTB; MBLEx

PROGRAM NAME and CREDENTIAL AWARDED	**States where enrolled students are physically located:**	**States where Beckfield has determined the program curriculum DOES NOT meet requirements for licensure or credential.**	**States where Beckfield has determined the program curriculum DOES meet requirements for licensure or credential.**	**States where Beckfield has not determined whether its curriculum meets the state educational requirements for licensure or credential.**
AAS Magnetic Resonance Imaging	IN, KY, OH	NA	IN, KY, OH	AL, AK, American Samoa, AZ, AR, CO, CT, DE, FL, GA, Guam, HI, ID, IL IA, KS, LA,ME, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, N. Marianas Island, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VT, Virgin Islands, WA, WV, WI, WY
Diploma Practical Nursing	IN, KY, OH	NA	IN, KY, OH	AL, AK, American Samoa, AZ, AR, CO, CT, DE, FL, GA, Guam, HI, ID, IL IA, KS, LA,ME, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, N. Marianas Island, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VT, Virgin Islands, WA, WV, WI, WY
AAS Nursing	IN, KY, OH	NA	IN, KY, OH	AL, AK, American Samoa, AZ, AR, CO, CT, DE, FL, GA, Guam, HI, ID, IL IA, KS, LA,ME, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, N.

				Marianas Island, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VT, Virgin Islands, WA, WV, WI, WY
BS in Nursing	AZ, IN, KY, OH	NA	AZ, IN, KY, OH	AL, AK, American Samoa, AR, CO, CT, DE, FL, GA, Guam, HI, ID, IL IA, KS, LA,ME, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, N. Marianas Island, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VT, Virgin Islands, WA, WV, WI, WY
AAS Diagnostic Medical Sonography	IN, KY, OH	NA	IN, KY, OH	AL, AK, American Samoa, AZ, AR, CO, CT, DE, FL, GA, Guam, HI, ID, IL IA, KS, LA,ME, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, N. Marianas Island, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VT, Virgin Islands, WA, WV, WI, WY
Diploma Medical Massage Therapy	IN, KY, OH	NA	IN, KY, OH	AL, AK, American Samoa, AZ, AR, CO, CT, DE, FL, GA, Guam, HI, ID, IL IA, KS, LA,ME, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, N. Marianas Island, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VT, Virgin Islands, WA, WV, WI, WY

Direct Notice: If a student provides the registrar with notice that their location has changed to another state or if the College has determined that there has been a change in the program's sufficiency for a state's licensure or certification requirements, the College will generate a letter to be sent to the student's campus email address within 14 days of the determination.

Student Location and Determination of Student Location

Student Location and Determination of Student Location

The purpose of this policy is to ensure institutional compliance with the Department of Education's regulations regarding Student Location and Determinations of a Student's Location and ABHES standards. The College requires all employees to adhere to the following policy and procedures.

- The College must determine in which state a student is located while enrolled in a distance education or correspondence course and make such determinations consistently and apply them to all students.
- The College will, upon request, provide the Secretary of Education with written documentation of its determination of a student's location, including the basis for such determination.
- The College will make a determination of the state in which a student is located both at the time of the student's initial enrollment in an educational program and upon formal receipt of information from the student that their location has changed.
- The College is required to make public whether a program will fulfill educational requirements for a specific professional licensure or certification required for employment in an occupation if the program is designed to or advertised as meeting such requirements.
- The College will be required to make public, for each state, whether the program did or did not meet such requirements, or whether the institution had not made such a determination.
- The College will provide direct disclosure to individual students in circumstances where an offered program has been determined not to meet or where the institution has not made a determination as to whether the program meets the education requirements for licensure in a state where a prospective student was located, as well as to students currently enrolled in a program that ceased to meet such requirements.

The following items outline the basic procedures to be followed when determining a student's location while enrolled in the College's distance education programs.

- Students will receive an email at random times through CampusVue requesting to update to their home address while they are an active student.
- Students should respond to the email acknowledging their current home address.
- The confirmation will be saved in the student's e-file.
- If the student indicates there has been an update to their home address, the College will determine if the student's program of study still meets state licensure requirements in the student's new location (state of residence).

Transfer of Credits and Transcripts

Articulation Agreements

An Articulation Agreement is a specific agreement between another institution and Beckfield College regarding specific degree programs. This agreement is designed to provide a list of courses that can be taken at the other institution to satisfy some specific course requirements at Beckfield College. Articulation Agreements are used to help students complete two programs in a timely manner without a loss of credit in the transfer process. Visit the Office of the Registrar or contact compliance@beckfield.edu for more information.

Credits Earned in Previous Enrollments

If a student has interrupted his or her enrollment or is returning for an additional credential, credits earned in previous enrollments at Beckfield College remain applicable, with the following provisions:
Courses earned under a previous catalog must be compatible with the program requirements of the catalog in effect upon the student's return.

- Older credits, especially in technical areas, may be denied, regardless of the grade, if the content of the course has changed significantly since the course was originally completed.
- Older credits may be denied if the grade originally earned was below a C.
- Final determinations of applicability are at the discretion of the program director/dean of the department offering the course(s) in question.

If a student wishes to resume enrollment in a program and the program has been modified during the student's absence, some credits previously earned may no longer be accepted.

Credits Earned at Other Institutions During Enrollment

Once enrolled, a student who wishes to enroll in a course at another institution to transfer the course to his or her program at Beckfield College must first have the course approved by the program director/dean of the Beckfield College department offering the comparable course. The following conditions apply:

- The College will evaluate courses for transfer if those courses have been earned at post-secondary institutions accredited by agencies recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.
- The request must include sufficient course information provided by the other institution.
- The student must be in good academic standing when the request is submitted and when the course is entered into the student's Beckfield College transcript.
- The student must have satisfied all prerequisites to the course, as prescribed by Beckfield College.
- The student must not have attempted the equivalent course at Beckfield College.
- The student must submit a written request for the course, which must be approved by the program director/dean of the department offering the course in question.
- The transfer of the course must not violate Beckfield College's residency requirement (see Residency Requirement section of this catalog).
- All other requirements pertaining to credit transfer must be met (see Transfer of Credits from Other Institutions section of this catalog).

Foreign College/Post-secondary Transcripts

An employment applicant or a student, who wishes to submit a foreign transcript for credits consideration by the College, must first have the transcript evaluated by an agency that has the expertise to evaluate foreign transcripts. The agency must determine the equivalency of the degree to degrees awarded by institutions in the United States. Transcripts in languages other than English must be translated into English. The College will not accept foreign transcripts that are hand-delivered by the student. The evaluation must provide a course-by-course analysis of the transcript, including grade and credit hour equivalencies for each course. If the transcript represents an earned credential, the analysis must indicate an equivalent credential. The applicant or student is responsible for any fee charged by a credential evaluation service. Further information about credential evaluation services is available from the Office of

Admissions. This policy does not apply to foreign high school transcripts sent to the College for enrollment and admissions requirements.

Proficiency Credit

Students may have credits applied to their programs through professional certification or training, education provided by the military services, and such sources as the College Level Examination Program (CLEP). Advanced Placement Exam results from the College Board may also be considered. Crediting of a course through proof of proficiency is indicated in the student's transcript by a grade of PC (proficiency credit), which is not computed in determining the student's grade-point average. It is the student's responsibility to ensure that the College receives acceptable documentation of proficiency. Students may receive credit for certain courses through examinations administered by the College. A student who has attempted a Beckfield College course is no longer eligible to have that course credited by proof of proficiency.

Transcripts

The student's academic transcript records every course for which the student has registered, as well as any credentials awarded by the College. A sealed, dated, and signed copy of this record constitutes an official transcript. An official transcript will not be provided to or for any student who has unresolved obligations to the College and will not be released to third parties without the student's or graduate's written authorization. A transcript request form is available in the Registrar's office or online at www.beckfield.edu. No fee is charged for a transcript provided to a student upon his or her graduation. Otherwise, a fee is charged for each official transcript issued (see Tuition and Fees section of this catalog). Transcripts are normally processed within five business days of the student's or graduate's written request.

> **Records Retention:** For students who have transferred credits or have supplied an official transcript to Beckfield College for any reason, the official transcript from the other institution will be discarded after five years following the student's last date of attendance or as indicated in the Document Management and Retention Policy (See Office of Compliance for more information).

Transcripts – Accepting Electronic Transcripts

Beckfield College will accept electronic transmission of transcripts in the following manner ONLY:

- Potential Students wishing to submit electronic transcripts must have official clearing-house electronic transcripts sent to the College at transcripts@beckfield.edu.
- Potential Employees wishing to submit electronic transcripts must have official clearing-house electronic transcripts sent to the College at compliance@beckfield.edu.

Transfer of Credits from Other Institutions

Beckfield College applies two principles in its evaluation of credits earned at other institutions:

- A student should not be put under an unnecessary academic or financial burden by having to repeat courses which the student has substantially and successfully completed at another appropriately accredited institution;
- A student should not be put in an academic or financial risk by placement into courses for which the student is not academically prepared.

- The College will evaluate courses for transfer if those courses have been earned at post-secondary institutions accredited by agencies recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. Only courses that can be applied to the student's program are accepted. In evaluating credits for transfer, the College must consider:
- The age of the credits earned;
- The compatibility of the course with a comparable course in the student's program at Beckfield College, the grade earned in the course, which must be at least a C (at least 70%, or 2.00 on a 4.00 scale);
- The number of credit hours awarded by each eligible course, a semester credit hour converting as 1.5 quarter credit hours; and
- The number of credit hours eligible for transfer is a proportion of the number of credit hours required by the student's program (see Residency Requirement in the Admission to the College section of this catalog).

The transfer of technical or program-specific courses may be restricted, and applicants or students may be required to qualify by testing in order to transfer certain other courses, as determined by the appropriate academic department.

All transcripts submitted for transfer credit evaluation must be received by Beckfield College before the end of the student's first term. Students applying for nursing programs MUST submit any/all transcripts for transfer credit evaluation before the Nursing Admission Committee reviews their initial application.

Evaluation of a collegiate transcript is conducted only after an official transcript has been received directly from the institution at which the courses under consideration were originally earned. Unofficial or hand-delivered transcripts will be evaluated under the following exception:

- The College must receive the transcript in an official, sealed envelope that has not been opened or tampered with in any way and dated no more than 30 days before submission.
- The registrar of the prior institution must have signed or marked the envelope across the closure seal.
- The envelope is opened by the proper, designated officer at Beckfield College.
- Transcripts marked "Issued to Student" are acceptable only if all of the above criteria are met.
- Transcripts marked "Unofficial" are NOT acceptable even if all of the above criteria are met.

Transferred courses are applied to the student's program with a grade of TC (transfer credit), which is not computed in determining the student's grade-point average. Only graded courses taken for collegiate credit will be evaluated for transfer. Courses ineligible for transfer include:

- Courses taken for personal development or non-academic skills
- Courses graded under a pass/fail system
- Courses for which credit was not awarded
- Remedial or developmental courses
- Courses for which non-evaluative grades were assigned
- Courses indicated on only one institution's transcript as transferred from another institution
- English courses completed at institutions in which the curriculum is not delivered in English

It is the responsibility of the applicant or student to ensure that the College receives all necessary transcripts. If transfer of a course is denied and the applicant or student wishes to appeal the denial, the

student will be asked to provide further information about the course. In most cases, this will consist of at least the published course description and/or the course syllabus. All course information submitted must have been in effect when the student completed the course. Appeals must be submitted to the program director/dean of the department offering the course in question. The program director/dean will make the final determination and advise the Registrar of that determination.

Once it has been determined through placement testing that a student requires a developmental course, no transfer credit will be accepted for any course for which that developmental course is a prerequisite. A student who has attempted a Beckfield College course for credit is no longer eligible to have that course credited by transfer from another institution.

Transfer of Credits to Other Institutions

Beckfield College is a nationally accredited professional college whose mission and objectives are directed to educating students for careers in the professions they have chosen and providing services that assist students and graduates in obtaining careers appropriate to the objectives of their academic programs (see Mission and Objectives section of this catalog).

The College has no transfer mission and can therefore make no assurances regarding the transfer of its courses to any other institution. Students should never assume that credits earned at one institution will transfer to another, and no institution can guarantee that its credits will transfer to other institutions. Colleges and universities apply their own policies for evaluating and accepting credits, and many regionally accredited institutions do not accept credits from nationally accredited institutions. Applicants who may wish to transfer Beckfield College credits to another institution must contact that institution to inquire about its transfer policies and should do so before signing any enrollment agreement. Transferring credits earned at Beckfield College is done at the discretion of the receiving institution.

FINANCIAL INFORMATION

Cost of Attendance - Tuition, Fees, and Other Costs

Tuition charges for each program are determined quarterly and may differ based on the number of credit hours in which a student is enrolled for that term. In addition to tuition and fees, students may encounter other non-institutional expenses, such as costs for uniforms, vaccinations, background checks, insurance, and required licensing or certification exams. These expenses depend on program requirements and may vary; students will be informed if such costs apply to their program.

If there is a change to the published tuition, fees, or costs, the College will make every effort to notify students at least 30 days before the new rates take effect. Changes typically become effective at the start of the quarter following the announcement, provided at least 30 days have passed since notification.

Some items—such as textbooks, netbooks, laptops, course materials, equipment, and supplies—are subject to price fluctuations by publishers and vendors. As these costs are beyond the College's control and may change unexpectedly, a 30-day advance notice may not be feasible. Students can obtain current estimates for such items from the Office of Student Financial Services. The enrollment agreement serves as the official record of tuition, fees, and costs in effect for each student.

Any tuition, fee, or cost included in the enrollment agreement cannot be modified unless both the student and Beckfield College agree in writing. The College may issue addenda to enrollment agreements if changes are necessary within or around the standard 30-day notification period and signing an addendum expedites notification, as outlined above.

Estimated Tuition and Fees

Program	Total Program Tuition
Bachelor's Business Administration (BBA)	$63,900 (unless AABA was completed 1st)
Bachelor of Science in Nursing (BSN)	$63,900
Bachelor of Science in Nursing (RN-BSN)	$9,900* (flat rate, $1650 per term)
Associate of Applied Science in Business Administration (AASBA)	$34,080
Associate of Applied Science in Diagnostic Medical Sonography (AASDMS)	$39,130
Associate of Applied Science in Magnetic Resonance Imaging (MRI) (AASMRIT)	$36,110
Associate of Applied Science in Nursing (AASN)	$38,872.50
Diploma in Practical Nursing (DPN)	$15,750
Diploma in Medical Massage Therapy (DMMT)	$14,640 (effective 26Q3 starts)

*Students may only take those courses that are scheduled and offered during the academic term.

Tuition (Per Credit Hour)

$355	Standard
$375	DMS, MRI
$244.19 per credit hour/$375 FA hour	DPN

Standard Fees

Item	Fee
Audit Fee-Program Graduate	$0 per course (plus required text, etc.)
Audit Fee – Student/Previous Student	$375 per course (plus required text, etc.)
Background Check Fee (at entry, medical programs)	$100 per applicant
Background Check Fee (annually, medical programs)	$100 per applicant
Clinical Absence Fee	$100 per incident
Clinical Drug Screen (as required)	$40 per screen
Course Challenge Testing Fee	$100 per assessment
Graduation/Graduation Administrative Fee*	$150 per credential
Graduation - Diploma Replacement Fee	$25 per item
Laboratory Fee (e.g., biology, microbiology)	$30 or $289 per applicable course
Professional Liability Insurance (all medical programs)	$20-$65 per year, per student
Registration Fee - First Quarter	$150 upon initial enrollment
Registration Fee - Reentry	$200 each occurrence
Remediation Course Fee	$355 per credit hour course
Replaced ID Badge Fee	$10 per replacement
Student Resource and Technology Fee (e.g., Canvas, Student Portal)	$250 per quarter

Transcript Fee (Official copies only)	$15 per transcript issued

*Responsible for the fee, even if not participating in the commencement ceremony.

Program -Specific Fees

Fee Description – Program Specific	Fee
Diagnostic Medical Sonography	
First Quarter Fee (Sonography/DMS)	$245 upon enrollment
Quarterly DMS Activity Fee	$500 per quarter
Program Specific Technology Fee (e.g., Ultra LINQ, MedTrackeR)	$250 per quarter
SPI Exam Fee	$250 per item
ARRT Examination Fee	$400 per item
Program Completion Fee	$140 per credential
Magnetic Resonance Imaging (MRI)	
First Quarter Fee (MRI)	$245 upon enrollment
Quarterly MRI Activity Fee	$500 per quarter
Quarterly Program Specific Technology Fee (e.g., ScanLab, MedtrackeR)	$250 per quarter
ARRT Exam Fee	$250 per item (maximum one)
Program Completion Fee	$140 per credential
Medical Massage Therapy	
First Quarter Registration Fee	$150 upon enrollment
First Quarter MMT Fee	$212 upon enrollment
Quarterly MMT Activity Fee	$250 per quarter
Massage Table Kit	$605 (Optional)
MBLEx Certification Test Fee	$265
ABMP Exam Coach Test Prep Program (includes Student Liability Insurance)	$65
State Licensure Application Fee-KY	$200 per license
State Licensure Fee-OH	$153.50 per application
Nursing-All	
First Quarter Fee (All nursing programs)	$290 upon enrollment
Quarterly Nursing Activity Fee (All nursing programs)	$340 per quarter
ATI Assessment Fee (Associate degree Preparatory Program)	$578 per quarter
ATI Assessment Fee (BSN Preparatory Program)	$385 per quarter
ATI Assessment Fee (Practical Nursing Preparatory Program)	$616 per quarter
Pinning and Photo Fee (All nursing programs)	$140 per credential
Remediation—Additional Remedial Courses/s, if required	$355 per credit hour course
Nursing-DPN (ADDED 6/24/2026)	
DPN Program Specific Technology Fee	$25 per quarter

Estimated Textbook/Book Costs

These estimates include eBooks and electronic resources and may not reflect the cost of bound textbooks. If a student opts to purchase optional printed books, the total cost of materials may increase significantly. Estimates by program: Business: AAS $2,238, BBA $5,139; Diagnostic Medical Sonography: $2,723; Magnetic Resonance Imaging (MRI) $1,375; Nursing: DPN $1,037, AAS $1,752.78, BSN $3,205, and RN-BSN $1,879. MMT $1058.74.

Additional out-of-pocket program costs

Students may incur additional out-of-pocket expenses throughout their program that are not paid directly to Beckfield College. These costs are estimated and subject to change without prior notice or the College's knowledge. Examples include, but are not limited to, fees for vaccinations, drug screenings, physical examinations, personal health insurance, CPR training, malpractice insurance, professional memberships, and various assessments required for licensure or certification. Additional costs may also arise from site-specific requirements such as uniforms, travel, parking, and clinical site-imposed fees. These estimates do not include expenses related to travel to and from the College or clinical education sites, nor do they account for site-specific vaccination and drug screening requirements. At this time, medical massage therapy clinical hours are on campus, and no external sites are required. The state licensure board for massage therapy requires a background check for those applying at the end of the program for licensure. This fee is paid by the Student. Students should consult their Enrollment Agreement, College Catalog, or Catalog Addendum for more detailed information regarding program-specific and administrative fees.

Estimated additional fees include: physical exam (varies), immunizations (varies), personal health insurance (varies), CPR training (approximately $65), assessment for licensure: $250-$500 (e.g., American Registry of Magnetic Resonance Imaging Technologists ARMRIT, NCLEX, MBLEX), specialty licensure assessment ($275–$500), malpractice insurance (varies), and professional memberships ($30–$500). These ranges reflect the diversity of program industries offered at Beckfield College.

Except for one-time or annual fees, all tuition and fees are charged only by each quarter the student is enrolled. When a change in tuition or fees occurs, students will be notified at least 30 days in advance. A change becomes effective upon the start of the quarter following the announcement of the change, provided that 30 days have elapsed since the announcement. Costs of required textbooks, equipment, and supplies will vary according to price adjustments made by publishers and vendors. These costs can only be estimated, and, since these are not within the College's control, timely notification to students is normally not possible.

Indirect Costs of Attendance Expenses

In addition to tuition and fees for the academic year, indirect costs are also included in a student's cost of attendance calculation. The amounts of indirect costs are multiplied by the number of months in the student's academic year or period of enrollment. Tuition and fees (which include books, supplies, and uniforms) for the program of interest are added to these indirect costs to comprise the total Cost of Attendance (COA).

Financial Assistance Programs

The available student financial aid programs are designed to assist students in meeting their educational expenses. Financial aid is awarded on the basis of a standardized application and on demonstrated financial need. All financial aid is awarded for one academic year only (three consecutive quarters). Students must reapply for subsequent academic years and must maintain satisfactory academic progress in order to remain eligible for financial assistance (see Standards of Academic Progress section of the Catalog). Assistance in applying for financial aid programs, as well as information about institutional and

Title IV financial assistance programs, is provided through the Office of Student Financial Services.

General Conditions - Institutional Grants & Scholarships

The following information outlines the eligibility requirements and conditions for all Beckfield College Institutional Grants & Scholarships. All requirements are student driven and not subjective to a committee. The funding will be applied directly to tuition, fees, and books.

Eligibility Requirements:

- Must complete and earn a minimum of 12 credits at the college each academic term.
- If receiving federal student loan funds and/or non-federal student loan funds, the student must have an Acknowledge to Credit Account on file authorizing the return of loan funds to the federal government.
- The student must not be an employee or immediate family member of an employee Beckfield College and currently participating in the Tuition Voucher Program.

Institutional Grants & Scholarships Expectations:

- These awards were created by Beckfield College to assist its students to reach graduation while following responsible borrowing practices.
- The Institutional Grants & Scholarships will be disbursed to a student's account after successful completion of at least 12 earned credits for the academic term and maintenance of Satisfactory Academic Progress in accordance with the Satisfactory Academic Progress policy.
- If a student is eligible for and elects to receive a loan(s), the student's loan(s), in combination with all other aid/benefits and the Institutional Grants & Scholarships, cannot create a credit balance during the student's loan period or academic year.
- The Institutional Grants & Scholarships have no cash value. The amount of the grant or scholarship is applied upon award as follows: (i) against any amounts owed by the student to the school, with the oldest amounts paid off first, and (ii) after any past due amounts owed to the school are repaid, against tuition owed for the current academic term.

General Conditions:

- Beckfield College reserves the right to determine student eligibility, and to cancel, suspend and/or modify The Institutional Grants & Scholarships. If Institutional Grants & Scholarships is terminated, Beckfield College may, in its sole discretion, determine the final recipients from among applications received from eligible students up to the time of such termination action using the eligibility procedures outlined above.
- Beckfield College, in its sole discretion, reserves the right to disqualify any otherwise eligible students who are in violation of student responsibilities as outlined in the institution's Academic Catalogs and Addenda and Student Handbooks.

Grant Programs

Pell Grant: Students admitted to the College are eligible to apply for a Federal Pell Grant to help pay for their educational costs. These awards are based on financial need and do not have to be repaid. Interested students should contact the Office of Student Financial Services for assistance in obtaining the necessary documents and in completing the application process, including a Free Application for Federal Student Aid (FAFSA). The Pell Grant is not available to students who have earned a baccalaureate or higher degree. The

Pell Grant is limited to lifetime maximums.

Go Higher Grant Program for Adult Students (Florence campus only): The Go Higher Grant provides up to $1,000 to help cover tuition and book costs for Kentucky residents who are financially needy adult students, age 24 or older, who have not previously attended college and enroll in fewer than six credit hours in a Kentucky college or university. The student must complete the Free Application for Federal Student Aid (FAFSA) as part of the Go Higher Grant application process. The Go Higher Grant Program application form is available in the Office of Student Financial Services.

Kentucky College Access Program Grant (Florence campus only): This grant is available to students who are enrolled in a program of study leading to a degree. Eligible students must establish financial need by completing a Free Application for Federal Student Aid (FAFSA). Grant recipients must also be U.S. citizens and Kentucky residents. Students who have already received a bachelor's degree are not eligible. Specific enrollment requirements and award amounts are available through the Office of Student Financial Services.

Loan Programs

Direct PLUS Loans: The Direct PLUS Program allows parents of eligible dependent undergraduates to borrow money to help pay the cost of education of students. Credit-worthy parents may borrow an amount not to exceed the student's estimated cost of attendance minus any other financial aid the student has been or will be awarded during the enrollment period. PLUS loans may be used in conjunction with other loan programs. Eligibility is not based on financial need. PLUS loans have a variable interest rate that is capped at nine percent. Repayment of principal and interest begins no later than sixty days after the loan is fully disbursed.

Direct Subsidized Loan: A Federal Subsidized Stafford Loan is available to students who demonstrate financial need. Eligible students can borrow a Direct Subsidized Loan to cover some or all of their need. For a subsidized loan, the U.S. Department of Education pays the interest while the student is in school at least half-time. The amount of the variable, low-interest rate loan cannot exceed financial need. The Office of Student Financial Services will determine eligibility for and assist students in completing the required paperwork for student loans. Maximum and annual loan limits apply.

Direct Unsubsidized Loan: Students are not required to demonstrate financial need to qualify for an Unsubsidized Stafford Loan. Independent students may be able to borrow loan funds beyond the subsidized loan limit. The U.S. Department of Education does not pay interest on unsubsidized loans. The student is responsible for interest that accrues on the loan from the time the loan is disbursed until it is paid in full. Maximum loan limits apply.

Private Loans: Several varieties of alternative private loans are available. Because the terms and conditions of these loans vary, students should inquire about such loans in the Office of Student Financial Services.

Other: All students must be 18 or older before they can sign a monthly payment plan or take out student loans.

Part-time Employment Program - Federal Work-Study

Federal Work Study (FWS) (Eligibility Begins 7/1/2025)

The Federal Work-Study (FWS) program offers part-time employment opportunities to undergraduate students who demonstrate financial need. This initiative enables students to earn income to support their educational expenses. The program emphasizes community service and positions related to the student's

field of study on and off campus.

Eligibility for FWS is determined by completing the Free Application for Federal Student Aid (FAFSA) and indicating interest in work-study on the application. Typically, recipients are assigned work positions for up to 20 hours per week, with compensation at or above the minimum wage. In addition to institutional needs. the availability of positions and eligibility criteria are contingent upon the applicant's submission, and availability of funds.

Scholarships and Other Awards

Scholarships - External

Kentucky Educational Excellence Scholarship (Florence campus only)

To be eligible for the Kentucky Educational Excellence Scholarship (KEES), a student must:

- Be a Kentucky resident,
- Attend a participating Kentucky institution of higher education, and
- Not have been convicted of a felony.
- Must maintain a G.P.A. of 2.5 and "on track" to graduate within normal completion time.

The KEES scholarship is available to Kentucky high school graduates who are residents of the Commonwealth of Kentucky. KEES awards can be used for a maximum of eight academic terms and must be used within the earlier of receiving a baccalaureate degree or 5 years from high school graduation. KEES awards can be used for fall and spring terms only. The KEES scholarship does not require an application. High schools will send information on all eligible students to the Kentucky Department of Education, which will forward the information to the Kentucky Higher Education Assistance Authority for processing. Award estimates are based on full-time enrollment (12 credit hours per quarter). Awards for students enrolled for 6 to 11 credit hours are prorated. Further information about the KEES scholarship is available from the College's Office of Student Financial Services.

Kentucky National Guard Tuition Award Program (Florence campus only)

Beckfield College is approved for tuition assistance under the state of Kentucky's Higher Education Assistance Authority (KHEAA). This award program is available only to those who enlisted in military service. For more information, students should contact the Veteran's Certifying Official in the Office of Student Financial Services.

Nursing Incentive Scholarship Fund (Florence campus only)

The Nursing Incentive Scholarship Fund (NISF) provides scholarships to Kentucky residents who will be attending approved pre-licensure nursing programs (registered nurse or practical nurse) or graduate nursing programs. NISF recipients are selected individually by the Board, using specified criteria. The amount of each scholarship is $3,000 per year. NISF scholarships may be used for cost-of-living expenses, as well as school expenses.

An applicant for a NISF award must be a Kentucky resident and have been admitted to a nursing program (whether located in Kentucky or not) completing core nursing courses. Students completing prerequisite classes are not eligible to apply. Preference for awards is given to applicants with financial needs, LPNs pursuing RN education, and RNs pursuing graduate nursing education. You may submit an application even if you do not qualify for financial aid. Scholarship recipients may be eligible to receive continued awards if

successful academic progression is maintained throughout the nursing program and you have submitted an application for continuation.

To meet the financial need preference category, remember to apply early for financial aid through the school you are attending. It takes several weeks to process and receive a Student Aid Report (SAR) that is required for financial need consideration. Submit the SAR (all pages 1-8 or less; 1-3 or less if filed on the web; the SAR must include both EFC# and a statement of Pell eligibility) along with the application form. You may submit an application even if you do not qualify for financial aid. Application forms received by the June 1 deadline will be given the same consideration as those received earlier.

Requirements: Students in pre-licensure (DPN & AASN) and BSN completion nursing programs must complete a minimum of 15 credit hours of published requirements for the nursing program per academic year for each $3,000 NISF scholarship awarded. Graduate nursing programs require the completion of 9 credit hours per academic year. The required number of credit hours per year can be divided between the fall, spring, and summer sessions. Most online courses, including Excelsior, are accepted. Students must maintain a minimum grade point average that will allow continuation in a nursing program. The scholarship requires that a recipient must work full-time as a nurse in Kentucky for one year for each academic year funded. The work obligation begins after graduation from the program in which you are funded. If a recipient does not complete the nursing program within the time frame specified by the program, or if a recipient does not complete the required employment, then the recipient will be required to repay any NISF monies awarded, plus accrued interest.

Private Scholarships

Many foundations, corporations, churches, and service organizations provide funds for student financial aid. Students generally apply directly to the potential donor.

Veteran's Education Assistance

Individual programs at Beckfield College are approved for education and training under the G.I. Bill®. The eligibility of each student and program of study is determined by the U.S. Veterans Administration. Application forms are available through the College's Office of Student Financial Services. Veterans who believe they may qualify for educational benefits should contact the College for an appointment for assistance well in advance of their intended date of enrollment.

Scholarships – Internal / Institutional

Beckfield College offers numerous scholarships and is committed to helping make education more affordable. Information regarding any current scholarship opportunity is readily available on the Beckfield College website. All scholarships are subject to availability of funding. Please refer to the Beckfield College Academic Catalog / Catalog Addendum for detailed information regarding the current scholarship opportunities. Further information about any institutional scholarship is available from the College's Office of Student Financial Services. No stipend payments related to institutional scholarships will be issued to a student. All institutional scholarships/awards may only be applied toward Beckfield College tuition, books, and/or fees. A Beckfield College, LLC employee or immediate family member participating in the Education Benefits Policy program may not participate in any institutional scholarship programs.

General Eligibility Requirements:

- Must complete and earn a minimum of 12 credits at the college each academic term (sans Quarterly Excellence in Education award).

- If receiving federal student loan funds and/or non-federal student loan funds, the student must have an Acknowledge to Credit Account on file authorizing the return of loan funds to the federal government.
- The student must not be an employee or immediate family member of an employee Beckfield College and currently participating in the Tuition Voucher Program.

Institutional Grants & Scholarships Expectations:

- These awards were created by Beckfield College to assist its students to reach graduation while following responsible borrowing practices.
- he Institutional Grants & Scholarships will be disbursed to a student's account after successful completion of at least 12 earned credits for the academic term (sans Quarterly Excellence in Education award) and maintenance of Satisfactory Academic Progress in accordance with the Satisfactory Academic Progress policy.
- If a student is eligible for and elects to receive a loan(s), the student's loan(s), in combination with all other aid/benefits and the Institutional Grants & Scholarships, cannot create a credit balance during the student's loan period or academic year.
- The Institutional Grants & Scholarships have no cash value. The amount of the grant or scholarship is applied upon award as follows: (i) against any amounts owed by the student to the school, with the oldest amounts paid off first, and (ii) after any past due amounts owed to the school are repaid, against tuition owed for the current academic term.

General Conditions:

- Beckfield College reserves the right to determine student eligibility, and to cancel, suspend and/or modify The Institutional Grants & Scholarships. If Institutional Grants & Scholarships is terminated, Beckfield College may, in its sole discretion, determine the final recipients from among applications received from eligible students up to the time of such termination action using the eligibility procedures outlined above.
- Beckfield College, in its sole discretion, reserves the right to disqualify any otherwise eligible students who are in violation of student responsibilities as outlined in the institution's Academic Catalogs and Addenda and Student Handbooks.

Beckfield College Institutional Grants & Scholarships

- Excellence In Education Scholarship
- Florence Nightingale Scholarship
- Future Focus Grant
- Healing Touch Scholarship
- Healthcare Opportunity Grant
- High School Scholarship
- Reentry Scholarship
- Student Ambassador Program

Students interested in more information about these institutional scholarships should meet with their financial aid coordinator or more information about each may be found below.

Excellence In Education Scholarship (Active Beckfield Students Only)

Beckfield College offers a $150 full-time (12+ credits) and $100 less than full-time (8-11 credits) award at the end of each term/quarter - except no award given in for the graduation term. To qualify, a student must have perfect attendance and complete 8 or more credits with a term GPA of 4.0. The award may only be applied toward Beckfield College tuition, books, and/or fees.

Florence Nightingale Scholarship (Bachelor of Science in Nursing (BSN) Program Only)

Beckfield College is offering a $5,000 scholarship to new domestic students and $10,000 scholarship to new international (F-1) students who meet certain criteria. If the student has met all other obligations (e.g., continuous enrollment, CGPA 2.90, remain in good academic standing, adhere to the Beckfield College Catalog - and Student Handbook, no student conduct issues that result in disciplinary action taken by the College or any clinical site. The award may only be applied toward Beckfield College tuition, books, and/or fees. This scholarship may not be combined with any other institutional scholarships or grants (sans quarterly Excellence in Education award). The award will be applied in the student's final, graduating term of the program.

Eligibility Requirements:

- Meet the general admission requirements
- Must be a new Beckfield College student

Continued Eligibility: Recipients of the scholarship are expected to adhere to the requirements below for continued eligibility. Scholarship recipients who fail to meet any of the following requirements may be subject to dismissal from the scholarship program. Any student who is dismissed from the scholarship program will be charged tuition for any remaining academic terms, at the published tuition rate listed in the Beckfield College Catalog.

- Adhere to the Beckfield College Catalog and Nursing Student Handbook
- Continuous enrollment
- Maintain a cumulative GPA of 2.9 on a 4-point scale
- No student conduct issues that result in disciplinary action taken by the College or any clinical site.
- Remain in good academic standing

Future Focus Grant (Associate of Applied Science in Nursing (AASN) Program Only)

The Future Focus Grant was created by Beckfield College to assist its students to reach graduation while following responsible student loan borrowing practices. The amount of the grant is up to $5000 and is applied as follows: (i) against any amounts owed by the student to the school, with the oldest amounts paid off first, and (ii) after any past due amounts owed to the school are repaid, against student loans used while in school to help reduce overall student loan debt upon graduation. The award may only be applied toward Beckfield College tuition, books, and/or fees, as it has no cash value, and is not eligible to be stipend to the student. This scholarship may not be combined with any other institutional scholarships or grants (except quarterly Excellence in Education award). The award will be applied in the student's final, graduating term of the program. The award will be applied in the student's final, graduating term of the program.

Healing Touch Scholarship (Beckfield Graduates Only)

Beckfield College offers a $2,000 scholarship to any graduate of Beckfield College who wishes to enroll in the Diploma in Medical Massage Therapy program. The award may only be applied toward Beckfield College tuition, books, and/or fees, as it is not eligible to be stipend to the student. This scholarship may not be combined with any other institutional scholarships or grants (except the quarterly Excellence in Education award). The award will be applied in the student's final, graduating term of the program.

Eligibility Requirements:

- Graduate of Beckfield College's Allied Health programs (Diploma or Associate)
- Meet the general admission requirements

Continued Eligibility: Recipients of the grant are expected to adhere to the requirements below for continued eligibility. Tuition is billed on a term-by-term basis; therefore, each student's continued eligibility will be verified prior to the beginning of each academic term and/or the awarding of grant proceeds to a student's account ledger. Grant recipients who fail to meet any of the following requirements may be subject to dismissal from the scholarship program. Any student who is dismissed from the grant program will be charged tuition for any remaining academic terms, at the published tuition rate listed in the Beckfield College Catalog.

- Adhere to the Beckfield College Catalog and Nursing Student Handbook
- Continuous enrollment
- Maintain a cumulative GPA of 2.9 on a 4-point scale
- No student conduct issues that result in disciplinary action taken by the College or any clinical site
- Remain in good academic standing

Further information about the Healing Touch Scholarship is available from the College's Office of Student Financial Services.

Healthcare Opportunity Grant (Beckfield Graduates Only)

Beckfield College is offering a grant to any student who has graduated from any diploma or degree program at Beckfield College. Any graduate applying for admission into one of the applicable College's nursing programs must meet the admission requirements as stated in the Beckfield College Catalog. The College created this grant to assist graduates who want to transition into the nursing field by enrolling in the College's nursing degree programs. A $3,000 grant will be given to Beckfield Graduates enrolling in the Associate of Applied Science in Nursing program. A $5,000 grant will be given to students enrolling in the 3-year Bachelor of Science in Nursing program. These awards will be applied to the student's final, graduating term of the program. The grant may only be applied toward Beckfield College tuition, books, and/or fees, as it is not eligible to be stipend to the student. This scholarship may not be combined with any other institutional scholarships or grants (except the quarterly Excellence in Education award). The award will be applied in the student's final, graduating term of the program.

To be eligible for the Healthcare Opportunity Grant, a student must:

- Graduate of a Beckfield College program (diploma or associate)
- Meet the general program admission requirements

Continued Eligibility: Recipients of the grant are expected to adhere to the requirements below for continued eligibility. Tuition is billed on a term-by-term basis; therefore, each student's continued eligibility will be verified prior to the beginning of each academic term and/or the awarding of grant proceeds to a student's account ledger. Grant recipients who fail to meet any of the following requirements may be subject to dismissal from the scholarship program. Any student who is dismissed from the grant program will be charged tuition for any remaining academic terms, at the published tuition rate listed in the Beckfield College Catalog.

- Continuous enrollment
- Maintain a cumulative G.P.A. of 2.9
- Remain in good academic standing
- Adhere to the Beckfield College Catalog and Nursing Student Handbook
- No student conduct issues that result in disciplinary action taken by the College or any clinical site

High School Scholarship (High School Seniors Only)

Beckfield College offers up to two half-tuition scholarships each calendar year to high school seniors who will be enrolling in a Beckfield College diploma or associate degree program. To be eligible for consideration, the applicant must meet the admission requirements for the desired program of study. The scholarship does not apply to all programs (i.e., Associate of Applied Science in Diagnostic Medical Sonography or MRI and Bachelor of Science in Nursing). Applications must be submitted to the Beckfield College Admissions Office by April 1 of the student/applicant's senior year. The award may only be applied toward Beckfield College tuition and/or fees, as it is not eligible to be a stipend to the student.

This scholarship may not be combined with the JumpStart Program or with any other institutional scholarships or grants (except the quarterly Excellence in Education award).

Application must be accompanied by:

- A high school transcript indicating a cumulative grade-point average of at least 3.0 on a 4.0 scale.
- Three letters of recommendation from teachers, counselors, and/or employers (non-family members), and
- A typed essay of at least 500 words explaining in detail why the student wants a career in the field indicated on the application and why the student would be successful in this field. The selection process also requires an interview with the College's Scholarship Committee, which will select the scholarship recipients. Scholarship winners and their high schools will be notified when the awards are made. An awarded scholarship will be withdrawn if the student fails to graduate from high school.

To retain the High School Scholarship, the student must:

- Enroll in the College no later than the fall quarter following his or her application,
- Maintain a cumulative grade-point average of at least 2.75,
- Pursue his or her program uninterrupted,
- Comply with policies and procedures published in the College catalog, and
- Perform on-campus service at the College as determined by the Director of Community Relations and Career Coach. Further information about the High School Scholarship is available from the College's Office of Student Financial Services.

Reentry Scholarship (Previous Degree-seeking Beckfield Students Only)

Beckfield College is offering a reentry scholarship of up to a maximum of $2700. This is a one-time award. To qualify, the student will need to have completed at least 75% of their program of study and during the reentry process pay 10% of any prior balance owed to the College as a down payment. While enrolled, the student will be required to make consistent, agreed upon payments. When the student reaches their final, graduating term, up to $2700 will be awarded if the student has met all other obligations (e.g., Continuous enrollment after reentry, remain in good academic standing, adhere to the Beckfield College Catalog - and Student Handbook, if applicable, no student conduct issues that result in disciplinary action taken by the College or any clinical site). The award may only be applied toward Beckfield College tuition, books, and/or fees, as it is not eligible to be stipend to the student. This scholarship may not be combined with any other institutional scholarships or grants (except quarterly Excellence in Education award). The award will be applied in the student's final, graduating term of the program.

Student Ambassador Program & Scholarship

Student Ambassadors help new students acclimate, current students locate resources, assist at events and expand their communication skills by sharing their experiences at Beckfield College.

This program is for students who are passionate about their educational journey and helping others. Student Ambassadors must be role models, have good communication, organizational, and study skills. They must be comfortable representing Beckfield College in social media campaigns and provide testimonials (online and in-person), maintain a friendly and positive attitude, and a minimum GPA of 3.0 or higher. Those selected who complete their of 6-month term (if all requirements have been met) will receive a professional headshot photo, a potential professional endorsement from the Director of Marketing and a $500 scholarship, which must be applied to tuition, fees or books. There is a maximum of two (2) student ambassadors at any given time.

Students interested in more information about these institutional scholarships should meet with their financial aid coordinator.

Financial Aid Grade Level Progression

Beckfield College requires successful completion of the credit hours listed below in order to advance from one grade level to the next:

- Grade level one: Up to 35 credit hours
- Grade level two: 36 to 71 credit hours
- Grade level three: 72 to 107 credit hours
- Grade level four: 108 or more credit hours

Satisfactory Academic Progress for Financial Aid

The federal government requires that all students receiving federal financial aid maintain satisfactory academic progress in order to continue to receive financial aid. For more information, see the Standards of Academic Progress (Academic Policies section of this catalog), which apply to all students, regardless of their source of funding.

Unusual Enrollment History

Starting in 2014, the U.S. Department of Education (USDOE) has amended their regulations to prevent fraud and abuse in the Federal Pell Grant and Federal Direct Student Loan programs by identifying students with unusual enrollment histories. Some students who have an unusual enrollment history have legitimate reasons for their enrollment at multiple institutions. However, such an enrollment history requires our office to review students' files in order to determine future federal financial aid eligibility. If selected by the USDOE, this must be resolved before a student can receive financial aid. "Unusual Enrollment History" is the specific pattern the USDOE uses to select students; it includes those students who have received a Federal Pell Grant or Federal Direct Student Loans at multiple institutions during the past four award years. Once the USDOE indicates that a student has an unusual enrollment history, the Office of Student Financial Services must then take action to review the academic history prior to determining federal financial aid eligibility for that student.

What Actions Must Students Take?

If selected as a student with an unusual enrollment history, Beckfield College's Office of Student Financial Services will notify a student what action is required. The College will check financial aid history at previous institutions that the student attended during the past four (4) school years, i.e., 2017-2018, 2016-2017, 2015-2016, and 2014-2015. Students are required to have received academic credit at any institution where they received the Federal Pell Grant or Federal Student Loans while attending in those relevant academic years. The College will notify the student as to which institutions must provide transcripts for our office to review.

Once all transcripts have been received, the College will verify that academic credit was received at each institution during the relevant year. If this can be verified, the College will notify the student that the student has satisfied this requirement. If the student failed to receive academic credit at any institution where a Federal Pell Grant or Federal Student Loans were received during the relevant award years, federal financial aid will be denied, and the student will be notified.

Appeal Process

If you are denied federal financial aid because it is determined that you did not earn academic credit, you may appeal by submitting a completed UEH Appeal form with an acceptable explanation describing why you were unable to successfully complete the credits, as well as corresponding documentation. This appeal will be reviewed by Beckfield College's Corporate Financial Aid Office, and the College will notify you of the decision. These decisions are final and are not appealable to the USDOE.

Terms and Conditions Under Which Student Receive Student Aid Loans

Students who receive loans have terms and conditions associated with these loans. These terms and conditions explain the rules of the loan, including interest rates, eligible amounts based on the student's grade level in school, and at what point the student has earned the right to keep the full amount of the loan based on enrollment, etc. The borrowers' rights and responsibilities regarding the loan are also included. The student receives information on the types of available loans, rights and responsibilities, and the terms and conditions of their loan during entrance and exit counseling.

Federal Direct Loan (FDL)

The student must be enrolled at least half-time during the period of enrollment to retain their eligibility for

FDL program funds. Students whose enrollment status is below half-time are not eligible for FDL program funds. If eligibility is lost due to being enrolled less than half-time, a student can regain eligibility if enrolled at least half-time during a subsequent period of enrollment.

A student who is borrowing a loan for the first time is required to participate in loan entrance counseling prior to the first disbursement of the loan. The first disbursement of a loan cannot be made earlier than thirty (30) days after the start of the term or period of enrollment. A student borrower who is in default on a Federal Student Aid loan is not eligible for additional FDL loan funds unless eligibility is regained.

Financial Aid Loan Management

Federal Direct Loan - Entrance Counseling

The following information is included in the Federal Direct Loan Entrance Counseling, which will be presented to a first-time student borrower prior to the first disbursement of loan funds and is available online at https://studentaid.ed.gov/fafsa/next-steps/entrance-counseling.

- Explanation and use of the Master Promissory Note (MPN)
- Effect of accepting the loan on eligibility for other aid
- Seriousness and importance of the repayment obligation
- Option of the borrower to pay interest on Unsubsidized Stafford and Graduate PLUS loans while in school
- Interest accrual process and interest capitalization when a borrower elects not to pay interest or if the interest is not paid by the U.S. Department of Education
- Definition of half-time enrollment
- Consequences of not maintaining half-time enrollment
- Importance of contacting the appropriate office at the school if the student plans to withdraw before completing the academic program to allow the school to provide exit counseling to the borrower
- Obligation to repay the loans even if the borrower does not complete the program or does not complete the program within the regular completion time for that program, is unable to find employment, or is dissatisfied with the school or program
- The importance of repayment and the consequences of default, including adverse credit reports, federal offset, and other federal delinquent debt collection procedures and litigation
- Sample monthly repayment amounts based on a range of levels of indebtedness, or the average cumulative indebtedness of other loan borrows within the same academic program as the borrower
- Information regarding the National Student Loan Data System (NSLDS) and how a borrower can access and monitor his or her loan records
- Name and contact information of the person the student may contact with questions regarding rights and responsibilities or loan terms and conditions

Federal Direct Loan - Exit Counseling

Students are required to attend a Financial Aid Loan Exit Counseling session prior to graduating or shortly before the student ceases enrollment of at least half-time study. Students who seek to withdraw from the school should see the financial aid office to obtain exit counseling. Several topics presented at the entrance counseling session are again presented at the exit counseling. Exit counseling is required for all graduated, withdrawn, or dismissed students prior to exiting the institution, as well when a student ceases to attend at least half-time. If a student leaves school or chooses to postpone their education, the student should meet

with a Financial Aid Administrator to understand the financial impact of this decision and complete loan exit counseling. Exit counseling includes the following information:

- Explanation of all repayment plans available
- Comparative analysis of the features of each type of repayment plan, including average projected monthly payments and the difference in interest and total payments
- Explanation of the terms and conditions to obtain full or partial loan forgiveness or discharge
- Explanation of the terms and conditions the borrower may obtain a deferment or forbearance
- Debt management strategies to assist the student in successful loan repayment
- Information regarding the average anticipated monthly repayment amount based on the student loan borrower's actual indebtedness or the average indebtedness of student borrowers in the same academic program receiving the same types of loans
- A review of the use of the Master Promissory Note (MPN) and the student's obligation to repay the loan
- Explanation of the student's responsibility to repay the loan even if the student did not complete the program or did not complete the program within the regular completion time for that program, is unable to obtain employment, or is dissatisfied with the school or education received
- Explanation regarding the consequences of default, including adverse credit reports, federal offset, other federal delinquent debt collection procedures and litigation under federal law
- Effects of loan consolidation, including the effect on total interest and fees to be paid, length of the repayment term, effect on borrower benefits on underlying loans (grace periods, deferment,
- Loan forgiveness, and loan discharge), option to prepay or change repayment plans, and how borrower benefits may differ among lenders
- Explanation of the tax benefits available to the student
- Information concerning the National Student Loan Data System (NSLDS) and how the student can utilize NSLDS to access his or her records
- Information regarding the availability of the Student Loan Ombudsman's Office

In addition, the Student Financial Services office is responsible to collect the following information as part of the exit counseling and provide the information to the Secretary of Education within sixty (60) days of receipt:

- Name
- Address
- Social Security Number
- References
- Driver's License Number and State
- Expected Permanent Address
- Name and address of next of kin
- Name and address of the student's employer or expected employer

Federal Direct Loan - Payment Obligations and Options

Students who receive Federal Student Loans sign a Master Promissory Agreement (MPN) which states the student is obligated to repay the student loan funds regardless of the student's graduation, withdrawal from school, or the student's inability to obtain employment.

The Federal Student Loan program offers students many different repayment options. Students are

responsible for selecting the appropriate payment plan to suit their needs. The school's financial aid office and lender (Federal Direct Loan) are available to review the different repayment options. This information also available at https://studentaid.ed.gov/repay-loans/understand/plans. If, at any time, a student becomes delinquent on a loan, it is the student's responsibility to contact the school or the lender to determine what options are available to the student.

Student Loan - Borrower Rights and Responsibilities

Student Loan Borrower Rights and Responsibilities for education loans can lead to a brighter future, but they need to be used carefully. Never borrow more than you need and be aware of your rights and responsibilities.

Additional information and questions will be addressed during your financial aid appointment at your school during the enrollment process.

As a borrower, you have the right to know:

- School policy on enrollment, attendance and good academic standing
- School policy on when you must pay tuition, fees and other costs
- Students' average indebtedness, default rate, and graduation rate at your school
- The consequences of defaulting on your loan
- How financial aid is determined
- The financial aid programs available at the school and how to qualify for them
- The type and amount of fees deducted from the loan amount
- When loan proceeds will be available and the number and timing of the disbursements
- When repayment will begin and your average monthly payment
- Information on deferment (postponement of repayment), cancellations and forbearances
- If and when your loan is sold or otherwise transferred
- That your loan(s) will not automatically be discharged if you file for bankruptcy

Students also have responsibilities. It is up to them to:

- Complete all applications and forms accurately and on time.
- Provide additional information or documentation, such as income tax forms, if requested.
- Inform the financial aid office of any change in your family's financial circumstances.
- Attend pre-loan counseling sessions before you receive your first loan disbursement.
- Keep track of all your loans and know the terms and conditions regarding repayment and deferment.
- Notify your lender of any changes in your address, name, telephone number or Social Security number.
- Inform the lender if your expected graduation date changes, if you drop out of school, or if you drop below half-time attendance.
- Inform the lender if you transfer to another school or if your employer's address changes.
- Attend an exit interview before graduating or leaving school.
  Repay the loan regardless of whether you have completed your education, are satisfied with it, or are able to find a job.

Student Loan - Deferment for Borrowers

Students should visit the Student Financial Services office or meet with their Financial Aid Coordinator for the terms and conditions under which students receiving federal education loans may obtain a deferment for repaying student loan debt.

Student Loan - Deferment for Certain Individuals

Loan deferment terms and conditions are further defined for those serving in the Peace Corps, under the Domestic Volunteer Service Act, and as a volunteer for a tax-exempt organization of demonstrated effectiveness in the field of community service. These individuals should visit the financial aid office for additional information.

Additional information is also available on the Direct Loan web page at http://www.direct.ed.gov/student.html or at https://studentaid.ed.gov/repay-loans/deferment-forbearance.

Student Loan - Repayment

Students are required to begin repaying their Federal Student Loan six months after they graduate, leave school or drop below half-time attendance. Borrowers generally have 10 years to repay these loans.

Methods of Aid Distribution and Student Notifications

Federal Aid is distributed to eligible students who complete the Free Application for Federal Student Aid (FAFSA) and meet all required eligibility criteria as further described within the application instructions. Students should go to www.FAFSA.ed.gov to complete the application or visit the financial aid office for any questions regarding the FAFSA.

Students are also encouraged to visit their library or research on the Internet as a source for additional scholarship programs not administered or awarded by the institution.

Disbursing Federal Student Aid - General

Funds received as financial assistance for a student are electronically credited to the student's account. The student (and parent in the case of PLUS loans) is sent a notification when loan funds have been disbursed or credited to his/her account. Paper copies of these notifications are available upon request from the financial aid office.

Students should visit the financial aid office to determine which of the two (2) methods described below is used at their school, for the program enrolled in.

Programs Using Credit Hours in Standard or Non-Standard Academic Terms (Quarter = Term) Financial aid is awarded based on an academic year as defined on a program-by-program basis at the institution. Disbursement of aid varies depending on the type of assistance. For programs using standard or non-standard academic terms, a portion of the Federal Pell Grant and Federal Supplemental Educational Opportunity Grant (SEOG), for those who qualify, will be paid to the student's account during each payment period or term. Federal Work Study is paid to employed students through the Dorsey payroll system in the form of direct deposit or paper checks.

To receive Federal Student Loan proceeds, the student (parent in the case of PLUS loans) must complete and sign a valid promissory note. The loan proceeds are used to satisfy the student's tuition and fees for the academic year and are disbursed once per term, for the standard term programs. For non-standard programs, loan funds are disbursed when the student has successfully completed half the weeks of instructional time and half the credits in each academic year. Once tuition and fees charged by the institution have been met, the student may receive the excess amount of federal student aid that creates a credit on the account. A borrower's account will not be credited with Federal Direct loans until 30 days after their first day of class and once they have completed a loan entrance counseling.

Disbursing Federal Student Aid – Programs Using Non-Term Academic Calendar (Clock-hour Programs)

Financial aid is awarded based on an academic year as defined on a program-by-program basis at the institution. Disbursement of aid varies depending on the type of assistance. A student can receive the first disbursement of Pell and Federal Supplemental Educational Opportunity Grant (SEOG), when the student begins the program or academic year. A student is eligible to receive the second disbursement upon successful completion of half the weeks of instructional time and half the clock hours in the academic year or program, or the remaining portion of a program that is more than one-half of an academic year but less than a full academic year.

In order to receive Federal Student Loan proceeds the student (parent in the case of PLUS loans) must complete and sign a valid promissory note. The loan proceeds are used to satisfy the student's tuition and fees for the payment period. Once tuition and fees charged by the institution have been met, the student may receive the excess amount of federal student aid that creates a credit on the account. A borrower's account will not be credited with Federal Direct loans until 30 days after their first day of class and once they have completed a loan entrance counseling.

Student Notifications and Authorizations

Authorizations Regarding Credit Balances

An 'Authorization to Hold – T4 Student' and/or an 'Authorization to Hold – T4 Parent' form is provided to students by the financial aid office soon after enrollment. Students and parents (of a dependent student applying for PLUS loans) review the statements, select the appropriate authorization category, and provide the signed form to the financial aid office. For continuing students who previously signed this statement, the initial authorization will continue to be valid for subsequent award years or enrollment periods. The authorization categories available for student/parent selection are as follows:

- Based on student's authorization, the institution will retain any existing credit balance on the account to be applied to allowable future charges to assist students in managing those funds or to be disbursed at their request.
- Based on the student's authorization, in the event that funds are not requested prior to leaving the institution, the institution will return the credit balance to the lender as prepayment of the student loan.
- Students also are informed of their option to rescind either authorization at any time.
- Title IV credit balances, also known as "stipends," are paid in the form of a check and mailed to students within 14 days of the date the credit is created on the student account.

Notice of Right to Cancel

When loan disbursements for the Federal Stafford loan funds are received at the school, a receipt is generated and mailed to the student and/or parent. The Notice of Right to Cancel the loan is also included on this receipt; it gives the borrower information on how and when the loan can be cancelled.

Parent PLUS Master Promissory Note (PLUS MPN)

For Parent PLUS loans made under the multi-year feature of the MPN, the regulations that govern the loan programs require the financial aid office at the school to document an active confirmation of Parent PLUS loan funds via an estimated award letter. The confirmation process is to provide a means for the parent borrower to accept or decline a PLUS loan made for a student's subsequent academic year. This assists in providing the parent borrower with greater control and understanding of PLUS loan debt. The active confirmation is documented when the parent signs an award letter.

Subsidized and Unsubsidized Master Promissory Note (MPN)

Students have the ability to obtain loan funds not exceeding the established loan limits through the Subsidized and Unsubsidized Federal Stafford Loan program without having to sign a new Master Promissory Note for each academic year.

The institution utilizes a passive notification system (except for parents using a PLUS loan). The borrower requests the requested loan amounts during their packaging appointment in the financial aid office, and this is documented on the Tuition Proposal worksheet. An Award Letter will also be provided to the borrower indicating each award amount, disbursement amounts and estimated dates the disbursements are expected at the school. If the borrower decides to decline or make adjustment to the type or the amount of the loan, they must contact the financial aid office.

National Student Loan Data System (NSLDS)

When a borrower receives a Federal loan or a Pell grant, the information must be submitted to the National Student Loan Data System (NSLDS). Information in NSLDS is accessible to schools, lenders, and guarantors that are authorized users of the data system. Students are also able to log in and access all of their federal loan and Pell grant information. Students will need to have their FSA ID in order to access their information.

A student can access this website at http://www.nslds.ed.gov to view their information at any time.

Refund Policies

The refund policy applies to all students who withdraw, or are dismissed, from all courses after the beginning of the quarter. All refunds are based on the charges for the particular quarter, not on charges for the program. Refunds will be made within 45 days of the date of determination of a student's withdrawal or dismissal. The refund policy applies only to tuition. Fees are non-refundable except in the case of written notice of cancellation of the enrollment agreement.

Withdrawal Date	Percentage of Tuition Refunded
Week 1	75%
Weeks 2-3	50%
Weeks 4-6	25%
Weeks 7-11; 7-12*	None

Standard 11-week terms. *Medical Massage Therapy program is on a 12-week term.

The refund policy applies to all students who withdraw, or are dismissed, from all courses after the beginning of the quarter. All refunds are based on the charges for the particular quarter, not on charges for the program. Refunds will be made within 45 days of the date of determination of a student's withdrawal or dismissal.

Appeals of refund determinations must be addressed in writing to the Director of Student Financial Services.

Return of Federal Title IV Student Funds

When a student withdraws from the College, a tuition percentage will be determined based on the return of Title IV funds regulations. The Office of Student Financial Services determines the return of Title IV funds percentage and informs the Registrar. Institutions are required to determine the percentage of Title IV aid "earned" by the student and to return the unearned portion to the appropriate aid program. This percentage is determined by the percentage of the enrollment period completed by the student. In determining the percentage, the College will:

Determine the percentage the enrollment period completed by the student (Days Attended ÷ Days in Enrollment Period = Percentage Completed). If the calculated percentage exceeds 60%, then the student has "earned" all Title IV aid for the enrollment period.

Apply the percentage completed to the Title IV aid awarded to determine the student's eligibility for aid prior to the withdrawal (Total Aid Disbursed X Percentage Completed = Earned Aid).

Determine the amount of unearned aid to be returned to the appropriate Title IV aid program (Total Disbursed Aid – Earned Aid = Unearned Aid to be Returned). If the aid already disbursed equals the earned aid, no further action is required. If the aid already disbursed is less than the earned aid, a late disbursement will be made to the student. If the aid already disbursed is greater than the earned aid, the difference must be returned to the appropriate Title IV aid program.

Distribute the responsibility to return funds between the institution and the student. If the type of aid that the student is responsible for returning is a loan, the student is not required to immediately repay the amount, as the grace period for the loan, generally six months, is invoked. The Office of Student Financial Services will determine if any grants must be repaid by the student. Any refund or repayment obligation will be clearly outlined for the student in writing.

Return the Title IV aid, based on the type of aid disbursed, in the following order:

- Direct Unsubsidized Stafford Loan
- Direct Subsidized Stafford Loan
- Direct PLUS (Parent) Loan
- Federal Pell Grant

Examples regarding the application of the Return of Title IV Funds policy are available in the Office of Student Financial Services.

The return of funds required under this policy is made to the Title IV aid programs within 30 calendar days after the date of determination of withdrawal or dismissal. Students will receive a written notice of any federal funds returned by the College and an invoice for any balance owed to the College. Additional information on the return of federal funds, calculation procedures, and requirements, including examples, may be obtained by contacting the Office of Student Financial Services.

GRIEVANCE PROCEDURES

Complaint Policy

A complaint refers to a student's report of a perceived injustice or adverse impact resulting from a decision or action taken by a faculty or staff member. The student believes this action may have violated or misapplied an institutional policy, procedure, or a relevant local, state, or federal law or regulation. The College's grievance procedure is designed to secure, at the lowest level possible, equitable and timely solutions in response to grievances brought in accordance with this policy. This policy serves to

- Provide students with redress and due process;
- Protect faculty integrity in instruction;
- Provide a mechanism for problem-solving; and
- Achieve an equitable resolution of the grievance as quickly as possible.

A complaint may be withdrawn by the student at any time during the process. Please note that this process does not encompass any procedures or hearings related to Title IX-related issues; however, issues related to the application of ADA/504 Accommodations issues may be addressed via this process.

The College's complaint policy and procedure aim to efficiently resolve both academic and non-academic issues as fairly and efficiently as possible. As the first step, students are asked to engage in an **informal resolution process** with those involved. Any student who has not been able to resolve the issue informally may enter into the **formal resolution process**. For suspension appeals, students should refer to the Satisfactory Academic Progress Appeal policy.

GRIEVANCE TYPES--ACADEMIC VS. NON-ACADEMIC: An academic grievance is complaint regarding an issues or action that has or will materially affect a student's grade or standing in a course or program. A non-academic grievance is one related to conduct, harassment, or perceived infractions of non-academic policies such as admissions, financial aid, etc.

INFORMAL RESOLUTION PROCESS: Prior to filing a formal grievance, students are asked to resolve concerns by engaging in an existing process or communicating with the parties concerned. A student with a complaint relating to course requirements, instruction, or other academic issues should first address the issue with the instructor of the course involved. A student with an issue relating to non-instructional matters should first address the issue with the individual employee involved. This communication may include, but is not limited to, emails and/or scheduling an appointment to meet with the faculty or staff member to discuss the issue in a clear and professional manner.

Please be prepared to articulate the following at any stage of the process:

- The nature of the issue, including any references to polices, processes, or regulations in question,

- The outcomes of all previous attempts to resolve the issue, and
- What further action the complainant considers appropriate or necessary for the resolution of the issue.

If the meeting with faculty or staff member does not result in resolution, the student should contact the supervisor of the faculty or staff member regarding the issue. For academic issues, this is the Program Director for the area of study. For all programs except Nursing, this is the last step in the informal resolution process. If the student is in a nursing program and the issue relates to academics, the student should address the issue with the Dean of Nursing if the issue cannot be resolved with the faculty member or Program Director. The College encourages all students to address their issues through the informal resolution process as fully as possible before moving to the formal resolution process.

Formal Complaint Resolution Process and Procedure

FORMAL RESOLUTION PROCESS: If a student's concern cannot be resolved informally, the student may engage in the formal resolution process. In order to engage in a formal complaint process, the student must fill out the Beckfield Complaint form. All complaints must contain the student's name and contact information for appropriate follow-up by the College. The College cannot process anonymous complaints.

Step 1: The formal resolution process requires the student to submit a written complaint using the appropriate **Beckfield College Complaint Form**.



This form must be complete and contain the student's name. The College reserves the right to disregard anonymous complaints, as well as those containing language that violates the Conduct Policy. ***The formal resolution process should be initiated no later than thirty (30) calendar days after the initial incident.*** The timeframes for the individual steps below are measured in business days, which exclude weekends, and holidays.

The complaint submission should give as much detail as possible regarding:

- The nature of the issue, including any references to polices, processes, or regulations in question,
- The outcomes of all previous attempts to resolve the issue, and
- What further action the complainant considers appropriate or necessary for the resolution of the issue.

After submitting the form, the student can expect to be contacted by the Director of Student and International Services (DSIS) to discuss the situation. The student will be asked whether he or she has engaged in the informal process prior to completing the form. Engaging in the informal process is not mandatory, but highly encouraged for faster, more direct resolution. If the student has not followed the

informal process and would like to, the DSIS will pause the formal complaint process to give the student time to discuss the matter with the appropriate program personnel.

If the student would like to continue with the formal process, the DSIS will discuss the complaint with the student and review the complaint against policy and procedure standards, request any further documentation from all parties if necessary, and render a determination in writing within 14 days of receiving the complaint and all supporting documentation. The Director's decision will be documented along with all information, and the student will receive an official email notification of the outcome within the timeframe given.

Step 2: Typically, most issues can be resolved in Step 1 of this procedure; however, if the student feels the issue warrants further examination, the student may request an ad hoc committee to review the issue. **The student has up to five (5) business days to submit the written request for a committee review.** The request for a committee review should be submitted to the Vice President of Accreditation, Compliance and Student Services (VPACSS). To initiate this level of review, a formal request must be submitted in writing directly to the official's email or delivered to the official's office. The VPACSS has up to **fifteen (15) business days** from receipt to

1. Convene a committee of three Beckfield employees that includes
   a) The Vice President is an ex officio, non-voting member of the committee.
   b) Academic Grievances: two (2) faculty and one (1) staff member
   c) Non-academic complaints: two (2) staff members and one (1) faculty.
2. Conduct the review committee meeting, and
3. Inform the student of the outcome of the committee in writing.

Instructors or staff members who are parties to the grievance cannot serve on the committee. The Committee may request additional documentation before rendering a decision. Only the student and instructor/staff member may be present during the committee meeting to answer any questions, but this is optional and is determined by the ad hoc committee. The committee will deliberate in private after all information has been gathered. Committee members should refrain from discussing any aspect of the grievance with anyone not involved in the resolution process.

Step 3: If the student is not satisfied with the outcome of Step 2, the **student has five (5) business days** to request a procedural review from the College President. The student must submit all grievance documentation from the student for review.

The President has up to **fifteen (15) business days** to render a written decision regarding the Committee's adherence to any relevant policies based on the information submitted. The President has the option to remand the Committee's findings to the Committee for further consideration or the President may choose to uphold the Committee's decision. The determination of the President is final.

All Grievances - Academic and Non-Academic

After exhausting the appropriate institutional procedure above, those with complaints which they feel have not been resolved by the College may address these to the appropriate agency or agencies (See Final Grievance Remedies below).

Final Grievance Remedies

After exhausting the appropriate institutional procedures above, a student with complaints that they feel have not been resolved by the College may address these to the appropriate agency or agencies below:

All students: Better Business Bureau (Greater Cincinnati),
1 E. 4th Street, Suite 600
Cincinnati, OH 45202, (513) 421-3015

All students: Accrediting Bureau of Health Education Schools,
7777 Leesburg Pike, Suite 314
North Falls Church, Virginia 22043

State Agencies
Kentucky Students: Kentucky Council on Postsecondary Education,
1024 Capital Center Drive, Suite 320
Frankfort KY 40601, (502) 573-1555
5Ohio Students: Ohio State Board of Career Colleges and Schools,
30 East Broad Street, Suite 2481
Columbus, OH 43215, (614) 466-2752

Programmatic Agencies
Medical Massage Therapy Students: Kentucky Board for Licensure Massage Therapy,
911 Leawood Drive Frankfort, KY 40601, 502-564-3296.

Kentucky Nursing Students: Kentucky Board of Nursing,
312 Whittington Parkway, Suite 300, Louisville, KY 40222
502-429-3300 or 800-305-2042.

Most of these agencies offer, on their websites, specific advice or instructions for filing a complaint. These agencies normally disregard complaints involving grade disputes or personal conflicts and may disregard or defer complaints from students or graduates who have not exhausted the College's complaint procedure. In responding to a complaint addressed to an external agency, the College reserves the right to include student information it deems to be necessary to respond specifically and effectively to the complaint and to do so without the consent of the complainant.

All correspondence and other documentation pertaining to a complaint and its appeals will be maintained by the College for a period of at least five (5) years after the date of the final institutional resolution.

Required consumer information disclosures can be found on the Beckfield College website at https://www.beckfield.edu/about-us/student-consumer-information/

POLICIES - GENERAL INFORMATION AND ACADEMIC

Credit Hour Definition (Added: 2.17.2026)

The College adheres to a standard academic conversion methodology that is applied in calculating and awarding academic credit for all credit hour programs. Clock hour programs do not fall under this requirement. Beckfield utilizes as quarter system and the conversion methodology is as follows:

Quarter: a minimum of 10 weeks in length. One quarter credit is equal to:

a. one hour of lecture per week for a quarter or the equivalent number of hours.
b. two hours of lab per week for a quarter or the equivalent number of hours.
c. three hours of clinical experience per week for a quarter or the equivalent number of hours.

Clock Hour Program Policies

This section provides financial aid, policies, and related information for students enrolled in clock-hour programs only. Some of these policies may differ slightly from those affecting credit-hour programs. Programs that utilize this section are noted in the Programs Offered section of this catalog. Policies located elsewhere in this catalog will govern both credit-hour and clock-hour programs unless an alternate clock-hour policy is stated in this section.

Academic Policies – Clock Hour Programs

Clock-hour programs require documentation of student attendance for every scheduled hour of class time. Students are expected to attend all scheduled classes for the entire class session in order to achieve the learning objectives of their program.

Any absence from a course in the program will require the student to attend a scheduled make-up session with the instructor or program director/dean for the full number of class hours missed. A student may use make-up sessions to compensate for a maximum of three (3) absences per course. After three absences, students are required to submit proper documentation and seek program director/dean approval before attending further make-up sessions.

Evaluation of Outside Work - Clock Hour Programs

Out-of-class hours, used to calculate Title IV funding, is “required” of the student to obtain that funding. Outside work is evaluated by the faculty.

Excused Absence - Clock Hour Programs

No more than 10% of the clock hours per course may be counted as excused absences. Absence from a class period in a clock-hour program may be designated as an excused absence ONLY if:

- Prior approval for the absence is obtained by the instructor AND the program director/dean; or
- Supporting documentation is submitted, and a subsequent approval for the absence is obtained by the instructor AND the program director/dean.

Make-Up Policy - Clock Hour Programs

Students must attend a make-up session within seven (7) days of the original date of absence unless approved by the program director/dean, not to exceed the end of the academic term. Make-up times may be regularly scheduled by the program, or may be agreed upon by the student, instructor, and program director/dean, provided that no other properly scheduled class or examination is affected. Please Note: Not all courses allow for make-up. See course syllabus.

Repeating a Course - Clock Hour Programs

Students may repeat failed courses until they have attained a passing grade. However, a student cannot exceed the 150% maximum time frame allowable for their program (see Maximum Time Frame Policy), and they may not receive financial aid for subsequent attempts of a course. An “Incomplete” grade (I) that

remains on the academic record at the time satisfactory academic progress is reviewed will be treated as not completed, but the attempted hours will be counted. Upon completion of the Incomplete (I) course, the grade and course will be given due credit in future consideration.

Financial Aid - Clock Hour Programs

Payment Periods and Disbursement Procedure for Clock-Hour Programs

Federal Student Aid (Title IV) includes Federal Pell Grants, Federal Direct Stafford Loans, and Federal Direct Parent PLUS Loans. Federal Student Aid will be disbursed to students (or their tuition accounts) in two or more payments, depending on the number of academic terms for their program. The first payment period begins at the start of a program and ends at the halfway point of the program. Unless a student has paid the tuition with the student's own money or other funding, some or all of the federal aid a student is eligible for will first go to reduce the student's tuition bill.

Depending on the program length, there are two to four payment periods. Programs with one academic year or less will have two payment periods, while programs that have a second academic year will have either three or four payment periods. The Office of Student Financial Services sends a notice to students when their accounts are credited with student loan funds, although this does not necessarily mean a student will receive a refund. Students must maintain satisfactory academic progress in order to receive federal aid.

Institutional Refund Policy - Clock Hour Programs

Refunds for clock-hour programs are based on the student's current term and the number of clock-hours that the student is scheduled for each term.

- A student who withdraws before the first class and after the 5-day cancellation period (see Refund Policies above) shall be obligated for the registration fee.
- A student who starts class and withdraws before the academic term is 15% completed will be obligated for 25% of the tuition and refundable fees plus the registration fee.
- A student who starts class and withdraws after the academic term is 15% completed, but before the academic term is 25% completed, will be obligated for 50% of the tuition and refundable fees plus the registration fee.
- A student who starts class and withdraws after the academic term is 25% complete but before the academic term is 40% completed will be obligated for 75% of the tuition and refundable fees plus the registration fee.
- A student who starts class and withdraws after the academic term is 40% completed will not be entitled to a refund of the tuition and fees.

The school shall make the appropriate refund within forty-five days of the date the school is able to determine that a student has withdrawn or has been terminated from a program. Refunds shall be based upon the last date of a student's attendance or participation in an academic school activity. Appeals of refund policy interpretations may be addressed, in writing, to the Director of Student Financial Services.

Leave of Absence – Clock Hour Programs

Beckfield College does not grant any leave of absence at this time. Students are encouraged to work with their advisors for a reduced course load. Students may have to withdraw and re-apply for admission.

Academic Policies

Academic Integrity

As an institution that values learning through academic inquiry, Beckfield College must ensure that its students clearly understand the value, process, and use of research, as well as the consequences of misconduct in presenting or otherwise employing the results of research.
Academic integrity is the ethical principles of fairness, honesty, trust, and responsibility applied to any academic endeavor. Any violation of the principle of academic integrity is referred to as academic misconduct.
Academic misconduct can include, but is not limited to, the following:

- **Plagiarism:** Failing to properly cite someone else's work without permission or proper citation. This can be deliberate or accidental.
- **Cheating:** Using unauthorized information, materials, devices, falsifying data, recycling previous submissions, cheating as a group (collusion), copying work during exams, paying someone else, etc., to complete academic work. Misrepresenting one's identity is also a form of dishonesty.
- **Unacceptable Use of Technology:** Unauthorized computer file-sharing, illegal downloading, uploading or distribution of copyrighted materials. Artificial intelligence is the ability of a computer or other technological device to replicate tasks that are usually accomplished by humans and are characterized by a degree of intelligence and discernment. Usage of technology such as ChatGPT, Bard or any other AI tools must not be utilized in any way that will put institutional, personal, or proprietary information at risk.

Currently, any AI tool cannot use personal, confidential or proprietary information or any other sensitive information. In addition, AI may not be used for any academic assignment, including the Admission Essay. Any user must ensure that their use of AI does not violate any intellectual or copyright property laws. FERPA restrictions also apply.

To ensure proper use of technology, students will be given unique login information to verify personal identity when accessing various electronic resources (see Online Identity Verification and Protection). It is a violation of the Academic Integrity Policy to provide fraudulent information to obtain an account. It is the student's responsibility to keep these credentials confidential. The student's username and password should be used to access the College IT resources for their intended purposes only. These resources include all Beckfield College computers, printers, online course material, servers, websites, email services, network connectivity services, and other online resources and files.

Faculty who assigns research are responsible for instructing their students in how to accurately represent and attribute ideas and expressions belonging to others and how to completely and accurately document all resources in which those ideas or expressions are found. Whether quoted, paraphrased, summarized, or otherwise represented, every idea or expression beyond the realm of common knowledge or the student's own invention must be appropriately attributed and its source carefully documented. In instructing their students in proper attribution and documentation, faculty will normally require the documentation style appropriate to their profession or to the academic discipline of their courses: American Psychological Association, Modern Language Association, Uniform System of Citation, or other.

Process for Documenting Academic Misconduct
Any instructor who discovers any of the above violations in his or her course will provide a written report of the violation to the program director/dean whose course is involved. The report will include at least such details as:
• A description of the violation,
• Action taken by the instructor,

• The date on which the incident occurred or was discovered,
• The instructor's recommendation for further action (if any).
• The name(s) of the student(s) involved, and
• The title of the course involved,

Penalties for Academic Misconduct

Faculty members are able to set reasonable penalties for any form of academic dishonesty, whether plagiarism, cheating in completing examinations or other assignments, or unauthorized computer file-sharing, illegal downloading, uploading or distribution of copyrighted materials. In most cases, the minimum academic penalty is a grade of zero/failure for the assignment pertaining to the violation. In some cases, it may be the failure of the course with notations in the student's academic file. More than one violation by the same student may result in the student's disciplinary dismissal from the College. Faculty who discovers violations will enforce appropriate penalties.

In cases involving inappropriate use of artificial intelligence, the recommended progression of penalties is the first violation will result in a zero for that assignment and the second violation will result in failure of the course. Continued violations will result in the student's removal from the program.

Academic Sessions

Classes are in session year-round, with the exception of scheduled legal holidays and breaks between terms as indicated in the academic calendar. Classes may be scheduled at various periods between 8:00 a.m. and 10:30 p.m. Monday through Thursday and between 8:00 a.m. and 7:00 p.m. on Friday. Some programs or courses may be restricted to certain times of the day (e.g., evening classes only). The online academic week runs from 11:56pm Sunday through 11:55pm the following Sunday.

Change of Program

Because several programs have specific requirements for admission, a student may transfer from one program to another only with the recommendation of the program director/dean of the program to which the student wishes to transfer. Except in extraordinary circumstances, students are restricted to two such changes during their enrollment in the College.

When a student transfers from one program to another, courses that appear in both programs will be applied to the new program, and all grades previously recorded for these courses will be included in determining the student's academic progress in the new program. Transcripts currently on file from other post-secondary institutions the student has attended will be re-evaluated to determine whether additional coursework may be eligible for transfer.

Students' requests for a change of program will not be acted upon until their grades from the most recent quarter have been posted and their academic standing has been determined. Students may not change programs while under academic probation. Students who wish to return to their original program will be subject to the requirements that apply to that program at the time of their return.

Contact Hours and Definition of Credit Hours

Course crediting is based on the number of lecture, laboratory, and externship or clinical hours provided in the contact (instructional) hours of each course. A contact hour is defined as 50 minutes of instruction.

One-quarter credit hour is awarded for each:

- 10 or more contact hours of lecture (instruction in theory and principles). For every contact hour of a lecture class, students should expect to devote at least two hours out of class to such activities as reading, study, review, research, and completing written assignments.
- 20 or more contact hours of laboratory (supervised application of knowledge and skills). For every two contact hours of a laboratory, students should expect to devote at least one hour out of class to such activities as reading, study, review, research, and completing written assignments.
- 30 or more contact hours of externship, practicum, or clinical course work (supervised field experience). In those programs for which Title IV funding requires a clock-hour conversion, the College uses a 25-to-1 clock hour to credit hour conversion rate, which includes a minimum of 20 clock hours of classroom or direct faculty instruction with the remaining 5 clock hours to include documented student work outside of class.

Course Scheduling, Sequencing and Substitution Information

Course Scheduling

It is the College's objective to ensure that appropriate courses are available to those students who remain enrolled from quarter to quarter and successfully complete their courses. The College cannot assure that a specific course will be immediately available for:

- A graduate returning for an additional credential
- A student changing programs or elective options within a program
- A student returning to the College from a withdrawal or dismissal
- A student who has failed or withdrawn from the course or a prerequisite to the course
- A student who has deliberately avoided the course when it has been appropriately scheduled
- A student who has had prerequisites to the course transferred from another institution

Course Sequencing

The College sequences its courses for the academic benefit of students. Students should pursue courses in the recommended sequence for their program in order that the College can best assure that courses will be available when it is in students' best interest to take those courses. Any changes in course sequencing must be approved by the appropriate program director/dean. Classroom availability, course availability, and class enrollment sometimes make it necessary for the College to adjust the sequence of a student's courses, but the integrity of the student's program will not be affected by such adjustments. Students are cautioned that course failures and withdrawals can lead to difficulties in the effective sequencing of their courses.

Course Substitution

In extraordinary circumstances, the appropriate program director/dean may permit a course to be substituted for another course in a student's program. Normally, such substitution will be permitted only to accommodate a student approaching graduation who might otherwise be placed at an unreasonable disadvantage without the substitution. A substituted course must normally be selected from the same academic or technical area as the course replaced but may not be used to replace a course for which the student has received a grade of F (see Grade Replacement section of this catalog). In no circumstance will a course substitution be permitted if the substitution would violate the general education or concentration requirements of the student's program, as these requirements have been determined by the College's accrediting or licensing agencies or program-approving agencies. Some programs do not permit course

substitutions.

Make-Up Policy – Credit Hour Courses

Attendance is very important. Make-up should only occur when extenuating circumstances (e.g., hospitalization, death of a family member) have impacted the student. The eligibility of a student to make up class work, assignments, and tests missed due to absences is at the discretion of the instructor. Students are expected to understand each instructor's policy on make-up work as this is presented in the instructor's syllabus. Some programs have policies regulating make-up work in specific courses. If a final examination is cancelled because of a weather emergency or other unavoidable circumstance (and is unable to be proctored online), the instructor will attempt to administer it during the following week on the same day of the week and at the same time as originally scheduled, or at a time agreed upon by the students and the instructor, provided that no other properly scheduled class or examination is affected. Please Note: Not all courses allow make-up. See course syllabus.

Student Intellectual Property Rights and College Shop Rights

The College affirms that students maintain ownership of intellectual property created and submitted as part of their academic work. This encompasses a wide range of creations, including literary and artistic works, designs, inventions, and other intellectual contributions.

By enrolling at the College, students grant the institution a "shop right" to any intellectual property developed to fulfill academic requirements. This "shop right" allows the College to use, modify, and retain the work indefinitely, without exclusivity or royalty obligations. The College may utilize these works for purposes such as instruction, accreditation, assessment of learning outcomes, institutional licensure, and promotional activities.

Enrollment Information

Adding and Dropping Courses

Students may adjust their schedules by adding or dropping courses only during the first week of classes (see the Academic Calendar section of this catalog). Thereafter, withdrawal from a course results in no tuition adjustment and adding a course is not permitted. The last date on which a student may officially withdraw from a course is the last weekday before the scheduled date of the final exam for that course. Students will not be permitted to withdraw from a course on the scheduled day of the final exam for the course. Before processing the student's withdrawal request, the Registrar has the option to confirm with the instructor of the course that the student wishing to withdraw has not yet completed the course and has not yet taken the final exam. When a student withdraws from a course after the first week of classes, the student will receive a grade of W for that course. The W grade will count towards the student's course completion rate (CCR) but not towards their cumulative grade-point average (CGPA) for calculation of satisfactory academic progress (SAP). A student wishing to add or drop a course must meet first with his or her academic advisor to discuss how the change may affect academic progress. Students who receive financial aid must also meet with a financial aid administrator before any action can be taken.

Attendance

Student learning is improved by regular attendance and participation in all classes. As part of their preparation for a career, students are expected to maintain good attendance. In a professional environment, employees are expected to be regular and punctual in attendance and to report to their employer if they will be absent.

Instructors will record attendance in every class session, and students are expected to attend all scheduled class meetings. Students who expect to be absent from class should contact the instructor as soon as reasonably possible to arrange for any make-up work. Students are strongly encouraged to make use of the Beckfield College email system for communicating with faculty (see College Email System).

A student absent from all of his or her classes for a period of 14 consecutive calendar days with the exception of holidays and breaks as published in the Academic Calendar will be withdrawn from the College and will receive a grade of W for each course in which the student is enrolled (see Explanation of Administrative Grades section of this catalog). The student's last recorded date of attendance will be used to determine any applicable adjustment to the student's funding. A student withdrawn for ceasing attending will not be permitted to re-enroll in any subsequent quarter without discussing academic progress with their program director/dean (or designated academic advisor) and will be subject to a re-entry fee upon re-enrollment. This policy does not apply to a student during an approved leave of absence (see Leave of Absence section of this catalog).

Students returning to the College after being withdrawn for non-attendance must meet the requirements of any program modifications that may be in effect at the time of the student's re-entry.

Cancellation of Course Registration (No Show)

In order to remain enrolled in an on-campus course for which a student is registered, the student must attend at least one class meeting of that course within the first two scheduled class sessions of the academic term. If the student does not attend within the first two scheduled class sessions, their registration for that course will be cancelled. For online courses within 6-week modules, the student must attend within 10 calendar days from the start of the term. In order to remain enrolled in an online course for which the student is registered, a student must demonstrate attendance by actively participating in the course. This is demonstrated by doing at least one of the following: making a substantial and relevant posting in an academic discussion forum; responding constructively to other students' postings in an academic discussion forum; submitting an assignment; completing a quiz, examination, exercise, or other activity during the first two scheduled weeks of the course.

If a student in an online course fails to demonstrate attendance during the first two calendar weeks, his or her registration for that course will be canceled.

Students whose course registration is canceled will receive an administrative grade of NS (No Show) for that course. Because an NS indicates cancellation of registration, the grade does not affect a student's academic progress. Students may enter a course for the first time after the second calendar week only if cancellation of a class meeting prevents their attendance in that course within the first two weeks.

When cancellation of course registration occurs, the student's financial aid awards will be re-evaluated. If the cancellation results in a change in the student's enrollment status (such as from full-time to part-time), the student's eligibility for federal and institutional grants will be immediately affected.

Federal student loan eligibility is determined by a student's enrollment status at the time the loan payment is disbursed. If the student's loan disbursement is received after the first two weeks of the quarter and the student's enrollment has decreased to less than half-time status (fewer than 6 credit hours), the student is no longer eligible for that quarter's loan disbursement.

Course Audit

A graduate of the College may return at any time to audit a course taken previously without any additional

charge other than the cost of the textbooks and applicable fees. A student may audit a course that has previously been attempted, subject to the applicable fee (see fee table). Students should be prepared to purchase any required textbooks or course materials. Auditing is available for those who have left their employment for any reason and wish to review, for those who have changed jobs or assignments, or for those who simply want or need to update or refresh their skills. All audits require approval of the appropriate program director/dean and are arranged on a space-available basis. A student/graduate must register for an audit at the beginning of a term. An audited course receives no credit and cannot be converted to a credited course. Some programs may require a student returning from a dismissal, institutional withdrawal or voluntary withdrawal to audit a course the student has previously passed.

Full-time Status
A full-time student is enrolled in at least 12 credit hours per quarter. Students should be aware that changes in their enrollment status might affect their eligibility for financial assistance, their eligibility for academic recognition, their academic progress, and/or their date of graduation.

Leave of Absence
Currently, the College does not grant a leave of absence. Students are encouraged to work with their advisors around a reduced course load if possible. Otherwise, the student may withdraw and re-apply for admission in order to return.

Course Failure – Nursing Fundamentals
Each nursing program permits a maximum of three (3) unsuccessful nursing course attempts (defined as achieving less than 78%) throughout an entire nursing program.

At two course failures, a student with extenuating circumstances (e.g., hospitalization) may appeal to continue unless the course failed twice is the same foundational nursing course. If a student fails to successfully complete a foundational nursing course (e.g., DPN-PNR100 or PNR101, AASN-NUR201, BSN-NUR202) on their second attempt, the faculty and academic leadership believes that the student should not be allowed to attempt a foundational course for the third time.

The rationale is that if a student lacks the required capacity to successfully complete a foundational course (78% or higher), the student will not be able to successfully complete the remaining nursing program and courses as the rigor increases. Consequently, a student who fails a foundational nursing course (e.g., DPN-PNR100 or PNR101, AASN-NUR201, BSN-NUR202) on their second attempt, will be unable to continue in the nursing program and will also be ineligible to transfer to or enroll in another nursing program (for the same reason).

Restarting into Associate of Applied Science in Nursing (AASN) program after Graduating from Diploma Practical Nursing (PN) program.

Nursing policy explanation:

Students who graduated from the Diploma Practical Nursing (PN) program, who previously attempted the Associate of Applied Science in Nursing (AASN), may be eligible to appeal and reenter into the AASN program. The student/PN graduate must have passed PN-NCLEX on the first attempt.

If the appeal is approved and the student/PN graduate reenters, the following will apply:

- The student must remediate/audit as required by the Nursing Student Handbook.

- If the student has previously failed an NUR course (<78%), the course must be repeated as soon as possible.
- If the student has previously failed two NUR courses (<78%) the student may only attempt/fail one additional NUR course as a reenter into the AASN program, if the student fails any additional courses*, they student will be dismissed from the program with no additional appeal options.
    - *If a student is in a debilitating accident (e.g., hospitalized for multiple weeks, house burns to the ground) and it causes multiple failures in exact same term, a panel of nursing faculty may be created to review the extenuating circumstance/s. Registrar/Academic Record/Transcript explanation:

If a student who originally started the Associate of Applied Science Nursing program, switched to the Diploma Practical Nursing program and graduated, the student's academic record when restarting the AASN program, if approved to do so, will reflect the following:

- All previously attempted courses (passed, failed, and withdrew) will be listed on the transcript.
- Once a previously failed course (<78%) is repeated, the grade will be replaced in the GPA calculation. However, it will remain on the transcript and be calculated as an attempt in course completion rate.
- All academic history will be displayed on official and unofficial transcripts.

Withdrawal From the College

A student who wishes to officially withdraw from the College before completing the student's current quarter of enrollment must first contact program director/dean, since an institutional withdrawal will negatively affect the student's academic progress. The student is also required to complete financial aid exit forms.

Information on tuition refunds for students who withdraw from the College appears in the Refund Policies section of this Catalog. Students should complete all necessary paperwork in a timely manner. Students will be administratively withdrawn from the College if they are no longer enrolled in or registered for any classes at any point in a term.
Students returning to the College after a withdrawal or dismissal must meet the requirements of any program modifications that may have occurred during their absence.

Grade / Attendance Disputes

An instructor's syllabus includes the criteria by which assignments are evaluated, and course grades are determined. Instructors record attendance for every class session and provide the roster to the Registrar for permanent recording. A student who wishes to officially dispute a course grade must do so within 28 days of the beginning of the quarter following that in which the grade was assigned, whether or not the student is enrolled in the following quarter. The following steps are available for disputing a course grade. Only if the instructor is no longer available or is otherwise unresponsive should the student proceed immediately to the next step.

Step 1. To implement Step 1 of the grade/attendance procedure, the student must appeal in writing to the instructor who assigned the grade or marked attendance. If the grade or attendance were merely reported or recorded in error, the instructor will inform the Registrar, and the grade or attendance will be corrected and the student notified.

Step 2. If the instructor concludes that the grade or attendance was properly awarded, the instructor will notify the student of that conclusion within 14 days of receiving the student's appeal.

Step 3. To appeal the instructor's conclusion, the student must, within 14 days of receiving the instructor's conclusion, appeal in writing to the program director/dean of the department offering the course in question. The appeal must provide verifiable information as to the inaccuracy of the grade. The program director/dean will decide the dispute and notify the student in writing of that decision within 14 days of receiving the appeal.

Step 4. To appeal the decision of the departmental program director/dean, the student must, within 14 days of receiving that decision, appeal in writing to the Director Accreditation and Compliance, who will, within 14 days of receiving the student's appeal, consult with an Administrative Review Committee to review the student's appeal and notify the student in writing of the Committee's determination within 14 days of the consultation.

The Committee's decision will be the final institutional resolution of the grade/attendance appeal. No other dispute procedure will be permitted.

This process is available only for disputes pertaining to the accuracy of a reported course grade. Other issues involving a course must be addressed through the College's complaint procedure. In determining whether a student is meeting standards of academic progress, the College must consider the grade currently on record when those standards are applied. Failing grades imposed and upheld as a result of student misconduct are not subject to dispute. Because verifiable evidence is required at each step of the grade dispute process, students should retain their course syllabi and all assignments and examinations that have been returned to them until they have received their course grades.

Grading Policies

Grade Replacement

In order to receive credit for a course in which a failing grade (F) has been assigned, a student must repeat and pass the course. If the grade earned in repeating a course is passing, this grade will replace the failing grade, and the student's cumulative grade-point average will be adjusted accordingly. If a student receives a failing grade in the same course more than once, the passing grade earned in repeating the course will replace only the earliest failing grade. All grades remain recorded in the student's transcript, and all attempts of a course are counted in determining the student's course completion rate (see Standards of Academic Progress section of this catalog). All courses failed must be repeated at Beckfield College. It is necessary to note that, according to the U.S. Department of Education's Federal Student Aid Handbook, Financial Aid will only pay for three attempts of any developmental course. Any attempts necessary after these attempts will be done at the student's expense.

If a student fails or withdraws from a course which subsequently becomes unavailable as a result of a program modification, the student will be scheduled according to the requirements of the modification and will not be permitted to repeat the course.

Incompletes

An Incomplete may be assigned for a course when circumstances beyond the control of the student prevent the completion of coursework. A legitimate illness, necessary absence, or other extenuating circumstance must have occurred, preventing the completion of the required coursework by the due date or the end of the

academic term. Examples of extenuating circumstances include:

- Fire/Flood: Loss of home or significant loss of property
- Medical Condition: extreme illness or injury of student, child, or parent of student (usually involves hospitalization); surgery with extended recovery, etc.
- Military: Involuntary military orders (see Student Military Policies section of this catalog).
- Other: Death in the family, domestic violence, home eviction
- Work Related: Layoff of job/job loss; excessive overtime required by and documented by employer
- Pregnancy -Students are encouraged to declare engage in the Title IX Pregnancy and Parenting protections described in this catalog.

An Incomplete must be requested by the student and will not be granted without the approval of the instructor and the program director/dean of the department offering the course. Instructors are not obligated to issue "Incomplete" grades and must require written documentation from students to justify the issuance of an incomplete grade. An Incomplete indicates that the student has demonstrated commitment to the course (by attendance and coursework submitted) and has done passing work but has been prevented by extenuating circumstances from fulfilling all requirements of the course. Further, the student must have submitted coursework of sufficient quantity and quality for the instructor to determine that the student can complete the course without assistance in the time permitted for completion.

A request for an Incomplete will not be approved for a student who is failing the course at the time of the request or for a student who has violated the attendance policy (see Attendance section of this catalog). Students in withdraw status may not request an Incomplete for a course. With the exclusions noted below, resolution of an Incomplete must occur within 28 days of the date the grade was assigned, whether the student is enrolled during the 28-day period. If the Incomplete has not been resolved within the 28-day period, a grade of zero will be entered for all work not submitted, and the course grade will be determined in accordance with the criteria published in the instructor's syllabus.

Administrative Requirements: Incompletes must be fully processed by the Registrar within 30 calendar days of the close of the previous term as required by the U.S. Department of Education.

Exclusions: A student suspended for failure to meet standards of academic progress must resolve any Incompletes before an academic plan may be developed (see Standards of Academic Progress section of this catalog).

Exclusions: Students who have received an incomplete grade in prerequisite courses must fulfill all requirements to resolve the "Incomplete" grade before the add/drop period concludes for the subsequent quarter or module course. Students will not be allowed to enroll in the next level course until the "Incomplete" grade in the prerequisite course is resolved.

Grading System

Description of Quality Points Per Quarter Credit

Faculty report final course grades to the Registrar at the end of each quarter. After administrative processing, grades are made available to students. Grades for graduating students are mailed to the students' homes. The following system is applied, with exceptions and clarifications noted below:

Description of Quality Points Per Quarter Credit / Grade Application Chart			
Grade		**Definition**	**Quality Points Per Credit Hour**
A	(90-100%)	Superior Achievement	4
B	(80-89%)	Commendable Achievement	3
C	(70-79%)	Satisfactory Achievement	2
D	(60-69%)	Marginally Acceptable Achievement	1
F	(below 60%)**	Unsatisfactory Achievement	0
AU*		Course Audited; No Credit Awarded	Not Computed
I*		Incomplete	Not Computed
K*		Course Enrollment Canceled	Not Computed
LC*		Enrollment In Laboratory or Clinical Section of a Course	Not Computed
LOA*		Leave of Absence	Not Computed
NS*		No Show; Course Registration Canceled	Not Computed
PC*		Credit Granted Through Proof of Proficiency	Not Computed
R*		Course Repeated	Not Computed
W*		Withdrawn Without Grade Penalty	Not Computed
TC*		Credit Granted Through Transfer	Not Computed

(*): Grades marked with an asterisk are not computed in a student's grade-point average (GPA) or course completion rate (CCR).

(**): Please note that the grading scale for nursing programs is as follows:

Grade	Percentages	Quality Points
A	93-100%	4.0
B	85-92%	3.0
C	78-84%	2.0

- A “C (78%)” is the minimum passing grade in any course code designated with DMS, PNR or NUR.
- As indicated in the syllabus for each course, work completed out of class will be accounted for, and the evaluated results of such work will be included in determining the student’s grade for a course.
- A grade of F will be administratively imposed when a student is dismissed from a course, from his or her program, or from the College as a result of misconduct (see Conduct Policy section of this catalog).
- Evaluative grades are not assigned for a laboratory section scheduled separately from the lecture section of a course. Laboratory grades are included in determining the grade for the course as a whole, and the grade of LC indicates only that the student was enrolled in a separately scheduled laboratory section.
- For BIO 151, BIO 152, BIO 153, BIO 163, and BIO 164, C (78%) is the lowest passing score. Where this grading policy applies, it is noted in the appropriate course descriptions. A student who fails the same allied health laboratory course twice must receive the approval of the program director in order to repeat the course.
- For some specialized courses, a grade of C (70%) is the minimum passing grade, and a grade of D does not apply. Please review the course syllabi to determine if this applies.
- For the nursing programs, the grade of D does not apply. The percentage equivalents for the grades of A, B, C, and F in these courses are as follows: A = 93-100%, B = 85-92%, C = 78-84%, F
  = below 78%. A student who fails any two nursing courses or the same nursing course twice is subject to dismissal from the program and must successfully appeal, in writing, to the Nursing Committee in order to continue or resume enrollment.

Explanation of Administrative Grades

AU: Audit, indicating that the student has taken a course for no credit. Current students and graduates are permitted to audit courses on a space-available basis. Audited coursework awards no credit and cannot be converted to credit.

I: Incomplete, indicating that the student has demonstrated commitment to a course through quantity and quality of work and is passing the course, but because of unavoidable circumstances has been prevented from fulfilling all course requirements. An Incomplete must be requested by the student and approved by the instructor and the program director/dean of the department offering the course.
Instructors will not assign an Incomplete simply because a student ceases attending class or submitting work.

K: Cancellation of enrollment, indicating that the student’s enrollment in the College has been canceled for cause, as determined by the College.

LC: Laboratory/Clinical, indicating that the student has been enrolled in a laboratory or clinical section of a course. Transcripts issued before June 2014, may have an “L” in lieu of the “LC” grade.

LOA: Leave of Absence, indicating that the student has interrupted his or her attendance but is considered still enrolled under an approved leave of absence. Currently, this status is inactive.

NS: No Show, indicating that the student's registration for a course has been canceled as a result of his or her failure to attend the course within the first two calendar weeks of the quarter.

PC: Proficiency Credit, indicating that the student has passed an approved examination or has otherwise demonstrated appropriate proficiency in a subject or discipline required in his or her program.

TC: Transfer Credit, indicating that the student has been granted credit for a course by having successfully completed a comparable or equivalent course at another appropriately accredited institution.

W: Withdrawal, indicating that the student has withdrawn from a course in progress.

WF: Withdrawal while failing, indicating that the student has withdrawn from a course after the seventh week of the quarter and was currently failing the course as of the date of withdrawal. Note: The College discontinued awarding this grade effective January 1, 2014. This grade may still be reflected on transcripts if earned in terms prior to January 1, 2014.

Grade-Point Average (GPA)

The final grade assigned by an instructor at the end of a quarter is based on the student's academic achievement during the term. Each course grade is assigned a number of quality points per credit hour. A student's quarterly grade-point average (GPA) is determined by dividing the total number of these quality points by the total number of credits attempted during the quarter. The administrative grades AU, I, K, L, LOA, NS, PC, TC, W and WF do not affect the student's GPA.

Graduation and Other Distinctions

Distinctions/Honors

Academic Honors

The President's List, Deans' List and Director's List are quarterly recognitions of academic achievement.

- **President's List**
  Full-time students who earn a grade-point average of 4.0 in that quarter are named to the President's List. In order to qualify for these honors, a student must have completed at least 12 credit hours in the quarter for which the award is given. Certificate can be printed if desired. No monetary award.

- **Dean's List**
  Full-time students who have earned a grade-point average of at least 3.5 in that quarter are named to the Dean's List. In order to qualify for these honors, a student must have completed at least 12 credit hours in the quarter for with the award is given. Certificate can be printed if desired. No monetary award.

- **Director's List**
  Part-time students who have earned a grade-point average of at least 3.5 in that quarter are named to the Director's List. In order to qualify for this honor, a student must have completed at least 6 but fewer than 12 credit hours in the quarter for which the award is given. Certificate can be printed if desired. No monetary award.

Full-time Defined

- Credit Hour Programs: Student must have been enrolled in and passed at least 12 credit hours of courses during the term.
- Clock Hour Programs: Student must have been enrolled in and passed at least four courses.

Attendance and Academic Honors

Each quarter, students are recognized for their academic achievements, as earned. The recipient may request a certificate of distinction.

Excellence in Education – (previously known as the Academic Achievement Award)

- **Full-time Students**: Full-time students who achieve a 4.0 grade-point average in a quarter, while maintaining perfect attendance* and successfully completing at least 12 credit hours of coursework, in the quarter for which the award is given, will receive an award of $150.
- **Part-time students:** Part-time students who achieve a 4.0 grade-point average in a quarter, while maintaining perfect attendance* and successfully completing at least 8 credit hours of coursework, in the quarter for which the award is given, will receive an award of $100.

  *Perfect attendance requires that the student does not miss any classes and does not arrive late to or leave early from any scheduled classes.

Please Note:

- The monetary award does not apply to students who are in their last quarter or have graduated. However, the recipient can still request a certificate of distinction.
- This is the only Quarterly Academic Achievement Award with monetary value.
- The recipient will not receive a check or cash for this award. The funds, when earned, are credited to the student's Beckfield College student account and must be used for tuition, books or fees. The funds cannot be disbursed as a stipend.
- As an optional award, at the discretion of the College, the monetary award amount may change in amount or be removed.

Full-time Defined

- Credit Hour Programs: Student must have been enrolled in and passed at least 12 credit hours of courses during the term.
- Clock Hour Programs: Student must have been enrolled in and passed at least four courses.

Graduation Information

Graduation Eligibility

To be eligible to graduate, a student must have:

1. Successfully completed all courses required for the credential sought,
   a. Successfully completed each required program course with required minimum grade (e.g., core courses in Diagnostic Medical Sonography require a C (78%) grade).
   b.
2. Met the College's residency requirement,

a. Transfer students must earn at least 25% of the quarter credit hours required for the degree through instruction offered at Beckfield College.

3. Earned all credits required by his or her program within the maximum program length (1.5 times the number of credit hours in the program),
4. Completed program with a cumulative grade-point average (CGPA) of at least 2.00,
5. Completed an exit interview with the Office of Career Services,
6. Completed a loan exit interview with the Office of Student Financial Services, if applicable, and
7. Completed an exit interview with the Office of Career Services, if applicable.

Graduation Honors

Because Beckfield College believes that academic excellence deserves recognition, it awards honors to outstanding graduates in each graduating class. A degree graduate whose cumulative grade-point average (CGPA) meets the following criteria is graduated with the honor indicated below:

Academic Honor Required CGPA

- Cum laude 3.50-3.74
- Magna cum laude 3.75-3.99
- Summa cum laude 4.00

Graduation Honor Society Award

The Alpha Beta Kappa Honor Society Award will be earned by any graduate who has maintained at least a 3.75 cumulative grade-point average and exceptional attendance.

Online Programs

Online Enrollment Requirements – Attendance

Online students are expected to regularly and actively participate in each online course. Though students will normally not be required to connect at specific times or on specific days, they will be expected to participate each week and complete assignments by the due dates, as instructed. Attendance in online courses is recorded as it is on-ground courses.

Activities within each course that constitute active participation typically include:

- Attempting a quiz, examination, exercise, or other activity required by the instructor;
- Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students;
- Making a substantial and relevant initial posting in an academic discussion forum;
- Participating in a study group, group project, or an online discussion that is assigned by the institution; or
- Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;
- Responding to another student's post in an academic discussion forum;
- Submitting an academic assignment; or
- Taking an assessment or an exam.

Online delivery normally includes such methods as online lectures, multimedia presentations, simulations, case studies, threaded discussions, text presentations, collaborative learning, research, and problem solving. These methods will vary from course to course. Online courses demand strong reading, writing, and

reasoning skills.

Students may contact the Dean of Online Learning at the Florence campus by emailing online@beckfield.edu for more information, including additional policies and recommended technology specifications.

All college policies and procedures pertaining to curriculum, instruction, evaluation, attendance, and conduct apply to courses offered in the online format.

Online Enrollment Requirements - General

Access to an online course requires that the student:

- has completed the orientation to online courses
- has reliable access to a computer and the Internet.

Online Enrollment Requirements - Hardware and Software

Students entering any online program will be required to possess a Windows or Mac based laptop that complies with the technical requirements identified below. (For all other students, the items bulleted below are not required but will best support success in coursework at Beckfield.) Laptops unable to meet hardware and software requirements are not acceptable for use. Public computers, Chromebooks, tablets and smartphones will not suffice as a primary device.

- Processor: Intel i3-series (No AMD processors)
- RAM: Minimum 8GB; 16 GB preferred. Memory directly affects computer performance when running multiple applications at once.
- Hard Drive: Minimum 125GB Hard Drive. Free disk space is required for software installation and downloading books. Certain software components require installation for full functionality in online courses.
- Sound – Video Recording: Working speakers are required. Some courses will require a webcam and microphone, additionally. Course-specific technology requirements can be found in course syllabi.
- Microsoft Office: The web-based version of Office 365 will be provided to students, accessible via the College Computer Lab(s).
- Wireless Network, On Campus: When on campus, students have access to the Wi-Fi network Student. For best results in connecting, students should have an 802.11ac Wi-Fi adapter, or an 802.11n adapter with support for the 5 GHz frequency band. Student laptops are not permitted to be used on other Beckfield.
- Wi-Fi networks or the Beckfield wired (Ethernet) network.
- High-Speed Internet Connection, Off Campus: For online learning activities completed off campus, DSL or cable is strongly recommended. A direct connection to a modem/router is also recommended for the best results, when off campus. Dial up, Hot-spot and satellite internet connections will not suffice for all online learning activities.
- Plug-Ins: The most recent versions of the following plug-ins are required for use in Beckfield courses: Adobe Reader, JavaScript, Adobe Flash, and Adobe Shockwave. Mac and Windows users can download Video Lan Client (VLC) to play Windows Media files. Uncheck any additional offers prior to updating or installing the plug-ins listed above.
- Operating System: Windows 10 or macOS 10.12 or newer.

- Virus Protection: Students are required to have current antivirus protection installed and running on their laptops.

For Windows 10 users Windows Defender is already installed. If you feel you need something more robust you can look at Sophos as an alternative.

For Mac users, Sophos is a highly regarded free antivirus program. For malware concerns Malwarebytes is recommended for Windows and Mac users.

It does not run in the background, so a scan should be initiated on a regular basis (e.g., daily/weekly/monthly) or if malware is suspected.

During the enrollment process, each student will be asked to complete the **Acknowledgement of Responsibility for Personal Laptop Computer** form. If the student chooses to provide his or her own computer other than what is arrange by the College, the student must make and keep a verification appointment with the College IT service.

Beckfield provides a means for students to verify that their hardware and software meet the College's technical requirements for bringing your own device. Please contact itsupport@beckfield.edu to set up a verification appointment.

Online - Identity Verification and Protection

Beckfield College is committed to protecting the integrity of all students' education and the security of their identity in the online learning environment. This commitment is demonstrated through careful methods and processes from the application for admission through graduation. These processes include but are not limited to secure transmission of application information and individual logins to our portal and learning management system.

Process for verifying student identity:

1. All new or returning students will receive unique login credentials to access our secure sites, including the portal and virtual classrooms. It is recommended that each student change their password immediately and use one that is both unique and meets minimum length and standard complexity requirements. It is expected that students will keep their login information confidential and not share it with anyone. The transmission of login credentials is secured using appropriate encryption technology when used at any of the College's online resources.
2. Online faculty design courses and activities that employ assignments and evaluations unique to the course and that support academic integrity.
3. Students receive the academic integrity policy at the beginning of every course and are required to acknowledge receipt and acceptance of what constitutes academic integrity and the consequences for violating the policy.
4. Students are not charged additional fees to cover the cost of identity verification.
5. Beckfield College takes the following steps to protect the identity of its students:
    a. Student directory information, financial aid information, and data on academic progress are stored in a system separate from the portal and the virtual classrooms.
    b. The College messaging system provides the means for contacting students and employees by name without accessing any personal information. Students may choose to block messages from other students in the learning management system.

c. Passwords will only be reset for students who present a photo ID in person or, in the case of distance-learning students, identify themselves by providing personally identifiable Information previously collected by the College.

Online – Learning Assistance Services

Beckfield College's Learning Assistance Center (LAC) offers tutoring and study support services to all students, whether on-ground or online. Students with a course average below the passing mark will be referred to the LAC by their instructor or program director/dean for tutoring and academic support. The LAC Coordinator will remain in contact with at-risk students throughout the quarter to ensure that they are receiving the support they need to successfully complete their courses. In cases where the LAC Coordinator is unable to directly provide the necessary support because of specialized subject matter, she will identify an appropriate subject matter expert from among the faculty to assist the student. During the third week of each quarter, the LAC Coordinator will visit introductory and developmental courses to provide guidance on study skills, techniques and strategies.

Additional tutoring for online students is offered through the Learning Assistance Center, specifically the online café, which is available to distance-education students or students who are taking a distance-education class. The online café provides students with a place to complete their coursework and receive any assistance they may need. For technical support issues, students can contact the Canvas Support Hotline (24/7) at 855-466-3991. Students also can access Canvas Help within the Canvas environment by using CHAT to direct message support.

Standards of Academic Progress (SAP)

At the conclusion of each quarter, every student's academic record is evaluated to ensure that the student is making satisfactory progress toward graduation. Two standards apply: the course completion rate (CCR) (quantitative measure) and the cumulative grade-point average (CGPA) (qualitative measure). These standards apply to all students without exception.

Quantitative Standards - Course Completion Rate (CCR)

The course completion rate (CCR) is evaluated at the end of each quarter of enrollment to ensure that the student can successfully complete his or her program within the maximum program length. The course completion rate is determined by dividing the number of credit hours the student has earned by the number of credit hours the student has attempted. Credits earned are those for which the student has received a grade of A, B, C, D, PC, or TC. Credits attempted are those for which the student has received a grade of A, B, C, D, F, I, PC, TC, W or WF. In order to graduate, the student may not exceed the maximum program length; that is, the student may not attempt more than 1.5 times the number of credit hours required by his or her program (rounded down to the nearest whole number).

Qualitative Standards - Cumulative Grade-Point Average (CGPA)

The cumulative grade-point average (CGPA) is evaluated at the end of each quarter of enrollment to ensure that the student can complete their program with the required CGPA of at least 2.00.

To be eligible for graduation, a student must have completed his or her program with a CCR of no less than two- thirds (67%) and a CGPA of no less than 2.00. These two requirements are referred to as the graduation standards.

The Bachelor of Science in Nursing (RN-BSN) degree-completion program requires that the student

complete the junior and senior years within 1.5 times the credit hours required with a CGPA of at least 2.00. Because this is a degree-completion program (associate to baccalaureate), the student's academic progress is determined only by the CCR and CGPA achieved in his or her junior and senior years.

The minimum standards indicated in the chart below apply to all students, regardless of their enrollment status (full-time or part-time) in any quarter. To maintain a good standing, a student must meet or exceed both the CCR and the CGPA standard at each evaluation point.

Satisfactory Academic Progress - Credit Hour Programs

Students in clock-hour programs (e.g., Diploma in Medical Massage Therapy) should consult the policiesin the "Clock-Hour Policies" section of this catalog.

Minimum Standards of Academic Progress Diploma Programs				
End of quarter 1	CCR:	33%	CGPA:	1.25
End of quarter 2	CCR:	50%	CGPA:	1.60
End of quarter 3	CCR:	60%	CGPA:	1.80
End of quarter 4	CCR:	67%	CGPA:	2.00
End of each subsequent quarter	CCR:	67%	CGPA:	2.00

Minimum Standards of Academic Progress Degree Programs				
End of quarter 1	CCR:	33%	CGPA:	1.00
End of quarter 2	CCR:	45%	CGPA:	1.25
End of quarter 3	CCR:	50%	CGPA:	1.50
End of quarter 4	CCR:	55%	CGPA:	1.60
End of quarter 5	CCR:	60%	CGPA:	1.80
End of quarter 6*	CCR:	67%	CGPA:	2.00
End of each subsequent quarter	CCR:	67%	CGPA:	2.00

**A degree student who fails to meet either standard at the conclusion of his or her sixth quarter or any quarter thereafter will be suspended.*

Upon the first failure to meet either of the minimum standards, the student will receive a notification of Academic Warning and will be required to meet with their program director/dean for academic counseling. If the student is receiving federal financial assistance, the student will also be placed under Financial Aid Warning but will remain eligible for financial aid.

After the second consecutive failure to meet either of the minimum standards, the student will be notified that the student is under Academic Suspension. If the student is receiving federal financial assistance, the student will immediately be placed under Financial Aid Suspension and will be notified of this loss of eligibility.

If extenuating circumstances have caused or substantially contributed to the student's failure to maintain academic progress and the student wishes to remain enrolled, the student must submit a written appeal to their program director/dean. This appeal must explain the circumstances that have impeded the student's academic success and what actions the student has taken to overcome those

circumstances.

If the student's appeal is approved, an Academic Improvement Plan must be developed and approved by the student and their program director/dean. This plan will set the requirements that the student must meet in order to remain enrolled and recover good academic standing.

If the student has been receiving federal financial assistance, the student must also submit to the Office of Student Financial Services a written appeal for reinstatement of eligibility. This appeal must include:

- A detailed explanation for the student's failure to meet the Standards of Academic Progress,
- Documentation of the circumstances which have obstructed his or her academic progress,
- The actions the student has taken to correct academic deficiencies, and
- A copy of the student's Academic Improvement Plan.

If all necessary appeals are approved, the student will be placed on Academic Probation for no more than two quarters of enrollment, during which the student must recover good academic standing. Failure to do so will result in the student's academic dismissal from the College. A student who has successfully appealed loss of financial aid eligibility will be notified that the student is under Financial Aid Probation for the term of the Academic Probation.

The following circumstances will result in dismissal from a program for lack of academic progress:

The student has failed to satisfy the terms of his or her Academic Improvement Plan.

- The student cannot achieve good standing within the first two quarters of enrollment following an academic suspension.
- It is determined at any time that it is mathematically impossible for the student to achieve graduation standards within the maximum program length (1.5 times the number of credit hours in the program).
- The student's final appeal of any academic action has been denied.

Appeals – Credit Hour Programs

The appeals process for academic issues, SAP status, and financial aid decisions are the same for students in all programs (clock-hour and credit-hour) as found in the previous sections of this catalog.

Probationary Period – Credit Hour Programs

A student whose appeal is approved will have academic and financial aid eligibility reinstated on a probationary basis for two academic terms. The student may continue to receive financial aid during this Probationary Period but must meet the regular SAP standards or be making progress under an approved Academic Improvement Plan by the end of the Probationary Period. A student who fails to make progress under the approved Academic Improvement Plan will not be allowed to submit another appeal.

Re-establishing Eligibility after being placed on probation – Credit Hour Programs

A student who has met the SAP standards after being placed on probation will be removed from the probation status. A student who has failed to make progress during the Probationary Period may re-establish his/her financial aid eligibility after meeting the following conditions: The student may enroll at the student's own expense until both the Quantitative and Qualitative SAP standards are met, while not exceeding the Maximum Time Frame.

Suspension / Termination – Credit Hour Programs

The following circumstances will result in dismissal from a program for lack of academic progress:

- The student has failed to satisfy the terms of his or her Academic Improvement Plan.
- The student cannot achieve good standing within the first two quarters of enrollment following an academic suspension.
- It is determined at any time that it is mathematically impossible for the student to achieve graduation standards within the maximum program length (1.5 times the number of credit hours in the program.
- The student's final appeal of any academic action has been denied.

A student's financial aid eligibility will be suspended or terminated if either of the following occurs:

- The student fails to meet either or both the Qualitative and Quantitative standards by the end of the Warning Period.

Reinstatement – Credit Hour Programs

Students may submit a SAP appeal. If approved, students may be placed on an Academic Improvement Plan and granted additional time. Terminated students may apply for re-entry/re-enrollment upon the following conditions. A minimum of one grading period must elapse from the end of the grading period in which the date of termination occurred; provide a written plan detailing how the student has addressed the issues that led to the termination.

Maximum Time Frame for Completion (MTFC) – **Credit Hour Programs** - All students must complete their program requirements within 150% of the credits it normally takes to complete the program. For example, a student must successfully complete a total of 90 credit hours in less than 135 total attempted credit hours (90 x 150% = 135).

Notification – Credit Hour Programs

Students will be sent a written notification if their status changes as a result of the SAP evaluation.

Satisfactory Academic Progress – Clock Hour Programs

All Beckfield College students, whether or not they receive federal financial aid, are required to make academic progress toward completion of a degree or certificate. Satisfactory progress for a clock-hour program is evaluated at the end of each academic term in order to determine if the student has successfully completed their scheduled clock hours for that academic term.

To be considered to be making Satisfactory Academic Progress (SAP) and to be eligible for the federal financial aid, a student must be meeting all of the following conditions:

Qualitative - Grade-Point Average - Clock-hour students must maintain a cumulative grade-point average (CGPA) of at least 2.0 to be examined at the end of each academic term.

- Quantitative - Pace of Progress - All students must successfully complete at least 75% of their cumulative attempted clock hours to stay on pace within the Maximum Time Frame requirements.
- Attempted clock hours are the hours a student attends each academic term.
- Transfer clock hours accepted toward the student's program are included in both the attempted

clock hours and completed clock hours.

- Excused absences must be made up.
- Grades of Incomplete are counted as attempted but not completed. If a student subsequently completes the course requirements and wants to request a recalculation of the percentage completed, he/she must notify the Office of Student Financial Services.

Maximum Time Frame for Completion (MTFC) - **Clock-Hour Programs** - All students must complete their program requirements within 150% of the time it normally takes to complete the program (as measured in clock hours and calendar weeks). For example, a student must successfully complete a total of 900 clock hours in less than 1350 total attempted clock hours (900 x 150% = 1350). Also, a 48-week program must be completed in less than 72 weeks.

Minimum Standards of Academic Progress Diploma in Medical Massage Therapy Program				
Academic Term/ Evaluation Point:	**TERM 1**	**TERM 2**	**TERM 3**	**TERM 4**
Scheduled Clock Hours	240	240	240	180
Minimum SAP %	75%	75%	75%	75%
Minimum CGPA	2.0	2.0	2.0	2.0
Minimum Earned Hours	180	360	540	675
Instructional Weeks	12	12	12	12

Program length – 48 weeks. Maximum program length – 72 weeks.

Notification – Clock Hour Programs

Students will be sent a written notification if their status changes as a result of the SAP evaluation.

Warning Period – Clock Hour Programs

A student who fails to meet either or both the Qualitative and Quantitative standards will be given a Warning Period for one academic term. During the Warning Period, a student may continue to receive financial aid for which the student is otherwise eligible.

Appeals – Clock Hour Programs

The appeals process for academic issues, SAP status, and financial aid decisions are the same for students in all programs (clock-hour and credit-hour).

Reinstatement – Clock Hour Programs

Students may submit an SAP appeal. If approved, students may be placed on an Academic Improvement Plan and granted additional time. Terminated students may apply for re-entry/re-enrollment upon the following conditions. A minimum of one grading period must elapse from the end of the grading period in which the date of termination occurred; provide a written plan detailing how the student has addressed the issues that led to the termination.

Probationary Period - Clock Hour Programs

A student whose appeal is approved will have academic and financial aid eligibility reinstated on a probationary basis for one academic term. The student may continue to receive financial aid during this Probationary Period but must meet the regular SAP standards or be making progress under an approved

Academic Improvement Plan by the end of the Probationary Period. A student who fails to make progress under the approved Academic Improvement Plan will not be allowed to submit another appeal.

Re-establishing Eligibility After Being Placed on Probation

A student who has failed to make progress during the Probationary Period may re-establish his/her financial aid eligibility after meeting the following conditions: The student may enroll at the student's own expense until both the Quantitative and Qualitative SAP standards are met, while not exceeding the Maximum Time Frame.

Suspension / Termination - Clock Hour Programs

A student's financial aid eligibility will be suspended or terminated if either of the following occurs:

- The student fails to meet either or Both the Qualitative and Quantitative standards by the end of the Warning Period.
- The student has attempted 150% of the clock hours required for the certificate program.

The following circumstances will result in dismissal from a program for lack of academic progress:

- The student has failed to satisfy the terms of his or her Academic Improvement Plan.
- The student cannot achieve good standing within the first two quarters of enrollment following an academic suspension.
- It is determined at any time that it is mathematically impossible for the student to achieve graduation standards within the maximum program length (1.5 times the number of credit hours in the program).
- The student's final appeal of any academic action has been denied.

A student's financial aid eligibility will be suspended or terminated if either of the following occurs:

- The student fails to meet either or both the Qualitative and Quantitative standards by the end of the Warning Period.
- The student has attempted 150% of the clock hours required for the certificate program.

Effects of Administrative Grades and Other Actions on Students' Academic Progress

Cancellation of Course Registration (NS): A grade of NS (no show) indicates that the student has not attended a course during the first two calendar weeks of a quarter and that the student's registration for that course has been canceled. A grade of NS has no effect on a student's academic progress.

Cancellation of Enrollment (K): A grade of K indicates that the student's enrollment in the College has been canceled for cause, as determined by the College. A grade of K has no effect on a student's academic progress.

Change of Program or Enrollment into a New Program: When a student changes programs or a graduate re- enrolls for an additional credential, completed courses appropriate to the new program are applied to that program, and the outcomes of all previous attempts of these courses affect the student's academic progress in the new program. Attempts of courses that do not apply to the new program remain recorded in the student's transcript but do not affect the student's progress in the new program. When all courses have been applied to the new program, the student must earn the credits remaining in the new program within 1.5 times the number of the credits remaining to complete the program (rounded down to the nearest whole number). A student may not change programs or enroll in a new program while under academic probation. A change of program does not affect a student's quarter of enrollment.

The student will therefore be subject to the standards of progress applying to his or her current quarter of enrollment regardless of any change of program.

Credits Transferred from Other Institutions (TC): Transferred credits are treated as credit hours attempted and earned. Therefore, when transferred credits are applied to a student's program, the student's course completion rate is increased. A student's quarter of enrollment is not affected by transferred credits. The student is subject to those standards of progress applying to his or her actual quarter of enrollment in the College.

Developmental Course: Because developmental courses are provided as academic preparation in addition to the courses required by a student's program, grades received in these courses are not computed in determining a student's grade-point average, and the outcomes of the courses do not affect the student's academic progress. If a student is enrolled only in developmental courses in a quarter, that quarter will not be included in determining the student's academic progress. However, a student who has not passed a developmental course within three attempts of that course (one academic year) will no longer be eligible to receive federal financial assistance for the course.

Disputed Grade: In determining whether a student is meeting standards of academic progress, the College must consider the course grade currently on record when the standards are applied (see Grade Disputes above). If the student is currently under an Academic Plan and a change of grade results from the dispute, the student's Academic Plan may be revised to accommodate the amended grade.

Incomplete (I): An Incomplete indicates credit hours attempted but not yet earned. An unresolved Incomplete has no effect upon the student's grade-point average, but will negatively affect the student's course completion rate until the incomplete is resolved to a passing grade. A student suspended for failure to meet standards of academic progress must resolve any Incompletes before an academic plan may be developed.

Leave of Absence (LOA): An approved leave of absence does not affect a student's academic progress. If the leave commences during a quarter, that quarter will not be included in determining the student's academic progress, provided that the student fulfills the terms of the leave. However, a student who does not return by the conclusion of a leave will receive a grade of W in all courses in which the student was enrolled when the leave was granted, and the student's course completion rate will then be negatively affected.

Proficiency Credit (PC): Credits granted to a student through proof of proficiency count as credits attempted and earned in determining course completion but do not affect the student's grade-point average.

Remediation Course: Remediation plays a pivotal role in ensuring the success of students who may require additional time and support. By providing targeted assistance, remediation helps bridge gaps in knowledge and skills, fostering a more competent and confident workforce. This approach not only benefits the individual students but also enhances the overall quality of their profession. Therefore, it is crucial to support and invest in remediation efforts to cultivate future professionals. The new formal Beckfield College Student Success Remediation Program began in Winter term 2025. Each student who qualifies will be enrolled in the appropriate remediation course/s. The value of these remedial options is twofold: 1) Students receive additional support in a challenging area and this helps bridge existing knowledge gaps; and 2) a student who qualifies to participate in a 1 credit hour remedial course will not need to be withdrawn/dropped from school for a term/s and then go through the time-consuming reentry process.

Repeated Course (R): Any course not passed remains recorded in a student's transcript and is charged to the student as credit hours attempted but not earned, whether or not the student has subsequently repeated and passed the course.

Withdrawal from a Course (W): A grade of W indicates that a course was attempted but not completed as the result of a student's voluntary withdrawal or administrative withdrawal by the College (see ATTENDANCE and ADDING AND DROPPING COURSES). A grade of W carries no grade penalty and thus affects only the course completion rate.

Re-Entry After Extended Absence in Nursing Programs

Due to the rigorous and cumulative nature of nursing education, students who are absent from the program for more than **365 consecutive days** may experience significant loss of foundational knowledge critical to success in subsequent coursework. To ensure academic readiness and uphold patient safety standards, the following reentry policy applies.

Policy Statement:
Former students returning to the nursing program after an absence exceeding one calendar year (365 days) must meet the following academic requirements:

1. **Repetition of Nursing Courses:**
    - The student must **repeat all NUR/PNR courses** completed during the last term of enrollment to reestablish foundational competencies and clinical readiness.
    - The new grade will replace the previous attempt in the CGPA.
    - Both attempts will count toward the student's completion rate.
    - If the reentering student has only attempted the course/s in question once, the student may be able to qualify for funding via Student Financial Services. The re-entering student would need to discuss with their Financial Aid Coordinator.
    - If the reentering student has attempted the course/s in question more than once, the student would need to pay for the course/s out of pocket or through private loans. The re-entering student would need to discuss with their Financial Aid Coordinator.
    - Please Note: REM/Remediation one (1) credit courses are only an option for students who re-enter within one to three terms (less than 365 days of absence).
2. **General Education and Program Sequence Placement:**
    - If the student had **not taken any NUR/PNR courses** before the absence, they will be scheduled for:
        - Required general education courses, and
        - NUR/PNR courses as outlined in the current program planner sequence.

Rationale:
This policy ensures that returning students are adequately prepared to continue in the nursing curriculum and maintain the standards of clinical competence, academic integrity, and patient safety.

Policy on Financial Aid and Repetition of Nursing Courses

Federal regulations allow financial aid for one repeat of a previously passed course. After that one repeat, the student is no longer eligible for federal financial aid for that specific course. Under special circumstances, the College may allow a repeat at the student's own expense. This repeat must be approved and documented by the Registrar, financial aid and the Dean of Nursing. When Academics creates the Restart paperwork for the Financial Aid Department, Financial Aid will identify any course that has been passed twice already and notify the student of this standing.
For a previously failed course: A student may repeat a course if he or she has failed (with an 'F' grade) and receive financial aid until the course is passed, provided that the student meets satisfactory academic progress standards
After the second passing grade: If a student repeats a course a second time with a passing grade, passing grade ('D' or higher) one additional time. the student will not be eligible for financial aid for any further attempts of that course.

Clinical Attendance

I. Standard Operating Procedure

Clinical practicum hours are a programmatic and regulatory, Kentucky Board of Nursing (KBN), requirement for graduation requirements and authorization to participate in licensure examination (NCLEX).

A. Students must complete all clinical practicum hours in the quarter in which the hours are offered.
B. Students who fail to meet the requirements for lab practicum hours will be unsuccessful in the associated nursing course.
C. Excused absence is considered: Illness with medical documentation on the date of the absence, death in the family, family emergency, religious observance, and mandatory court appearances. All documentation must be provided to the clinical coordinator prior to clinical makeup.
    a. Excused absences will complete makeup time as assigned by the clinical coordinator pending clinical space.
D. Un-excused absence is considered: Weather, vacations/pre-planned events, work schedule, illness without medical documentation, documentation that occurs after the clinical dates, late arrival/early dismissal from clinical time, and no-call/no-show occurrences.

II. Policy/Procedure:

Beckfield College nursing students participating in clinical will adhere to the following:

A. Student will notify the Clinical Coordinator and Clinical Faculty regarding tardiness or clinical absence.
    a) Communication will occur through approved communication channels; email, phone.
    b) If the communication is not prior to the start of the clinical, the absence will be un-excused.
    c) Failure to communicate the late or missed clinical will be

considered a no-call, no-show, and will result in failure of the clinical.

d) It is not the Clinical Coordinator or the Clinical Faculty's responsibility to contact you.

B. Students should be prepared to begin their clinical practicum at the clinical start time. Students who are not prepared or are more than 15 minutes late will **not** be allowed to participate in the clinical practicum and the absence will be unexcused. Students will follow up with the Clinical Coordinator prior to leaving the clinical facility.

a) Tardiness is considered and un-excused absence.

b) If a student is more than 15 minutes late to two (2) clinical practicum dates, the student will automatically fail the clinical practicum for the associated course.

C. Unexcused Absences

a) Unexcused absences are NOT GUARANTEED clinical makeup time or guarantee to will move forward in the program.

b) One unexcused absence will require the student to complete Academic Counseling with the Program Director or Clinical Coordinator.

c) More than one unexcused absence in one clinical practicum will result in failure of the associated clinical.

I. If the student has 1 unexcused absence and then 1 tardy, the student will **FAIL** clinical.

II. If the student has 1 tardy and then an unexcused absence, the student will **FAIL** clinical.

d) Failure to complete all required hours will result in failure of the clinical course.

e) Due to excessive unexcused absences, additional faculty hours and payments required for makeup clinicals, a $100 charge will be applied to each unexcused clinical absence. The Clinical Coordinator will not schedule clinical makeup hours until payment arrangements have been made by the student with the Business Office Associate.

D. Excused absences will complete clinical makeup prior to the unexcused absences.

a. More than one excused absence will require Academic Counseling with the Program Director and Clinical Coordinator.

E. Only the Clinical Coordinator will schedule makeup clinical hours.

F. If a student is sent home from clinical for unsafe clinical practice or unprofessional behavior, conduct counseling and up to dismissal, will occur. Clinical makeup hours are not guaranteed, as the student has the potential to be dismissed from the clinical site. See *Unsafe Clinical Practices and Professional Conduct.*

III. Clinical Assignment Guidelines

Clinical and lab assignments are a very important part of the nursing curriculum. All clinical assignments regardless of where they are, will be arranged by Beckfield College.

A. Placements

The Clinical Coordinators will assign students to clinical assignments according to their educational needs and availability. In order to facilitate learning experiences, clinical assignments may be scheduled at a variety of times. Twelve-hour shifts, evening shifts, and weekends may be necessary. **Students must notify (via email or phone) the Clinical Faculty and Clinical Coordinator prior to the start if unable to attend the assigned clinical. No show and no call will not be tolerated and may result in disciplinary action up to dismissal from the program.**

B. Preparation/Name Badges

Students are expected to be prepared for their clinical assignments. Preparation may include preclinical assignments that are due at the start of the clinical practicum. Students are expected to wear appropriate attire (see Clinical Uniform) including a Beckfield photo identification tag for every clinical session. Students will be charged for replacement of lost or stolen name tags. Students must wear any temporary identification tags that the agency/institution requires to be worn. In addition, students should identify themselves and their purpose, to staff in the area.

C. Clinical Absences

If a student arrives at a clinical site without a name badge and/or preparation, the student will be sent home by the clinical instructor and be required to make up the clinical (if scheduling allows).

Students are expected to contact the Clinical Faculty and the Clinical Coordinator prior to the start of clinical, if they are unable to be at the clinical assignment. **Missing one clinical day may result in a student failing the course for the quarter**. **It is the student's responsibility to contact the Clinical Coordinator to schedule for make-up clinical. Please refer to Clinical Attendance Policy in the Student Handbook.**

D. **Special Circumstances**

If the student is needed for jury duty or subpoenas, appropriate documentation is required to validate the absence. Prior arrangements must be made with each faculty for make-up work.

In the event of death of an immediate family member*, absence may be approved by the Dean of Nursing/designee. (*Significant other/spouse, children, father, mother, siblings, and grandparents). Appropriate documentation is required. Arrangements must be made with the faculty for make-up work.

Illness or surgical procedure prohibiting the student from attending class or clinical requires a meeting with the clinical coordinator to plan make up clinical time. Appropriate documentation is required by a healthcare provider stating the student is able to return to a full level of functioning in order to attend all lab and clinical components.

Concerning specific religious holidays, the student must provide a written statement including the date of the holiday and a reason why class attendance is impossible.

Prior arrangements must be made with each faculty for make-up work.

Notification of Program Policy Changes or Policy Exceptions

Program-level policies are routinely assessed as a part of the institution's continuous improvement cycle. Based on this activity, the College Administration, in concert with program leadership, reserves the right to initiate changes or exceptions that ensure quality, consistency and equity in education across the institution. The goal is to strengthen programs and improve student learning. Should any policy adjustments or exceptions take place, these changes will be documented and fully communicated to the impacted parties via all appropriate communication channels, including but not limited to, emails, catalog addenda, revision of Nursing Student's Handbook at the beginning of a quarter, and/or any relevant program handbooks.

Anti-Hazing Statement

According to Kentucky Regulatory Statutes, hazing is prohibited. Hazing is any action or situation created by a person or persons against another person or group of people, for the purposes of an initiation or affiliation into group membership, that endangers the mental or physical health of the person. This includes forcing people to violate laws, consume harmful or illegal substances, undergo any kind of physical harm or any activity that is likely to create mental and/or physical injury. First degree hazing is when a person intentionally or wantonly engages in hazing that results in physical harm or death to a minor or student (Class D felony). Second degree hazing involves reckless engagement in hazing (Class A misdemeanor). Beckfield College observes the State's definitions of hazing and its prohibited activities and will handle any incident as is appropriate according to KRS 508.180. Any incidents of hazing should be reported immediately to the Executive Director of Accreditation, Compliance, and Student Services for the purposes of filing an incident report.

Because hazing is a crime in Kentucky, prevention programs and reporting channels for Anti-Hazing follow the same prevention activity and reporting protocols indicated in the Annual Campus Safety and Security Report. The current statistics for hazing for the last three years are also included in this report.

Student Military Policies

The College is committed to supporting our military-connected students in their pursuit of graduation. In alignment with the Principles of Excellence, signed in 2012, the College adheres to policies designed to facilitate timely graduation with minimal debt.

- **Enrollment Approval:** Military and veteran students will not be automatically enrolled in courses or programs. Students must approve their enrollment in each course individually.
- **Financial Aid:** All military and veteran students are encouraged to apply for federal and state financial aid through FAFSA.
- **Military Service Accommodations:** The College recognizes that students serving in the U.S. armed forces may be subject to military orders, including active duty, specialized training, or disaster relief, often with little notice. To support these students, the College has policies

for both short- and long-term military service leaves of absence.

- **Program Approval:** All programs must be approved by our accrediting agency, ABHES, before enrolling students and by the State Approving Agency before student certification.
- **Program Information:** Details regarding required courses, completed credits, and estimated graduation timelines are available in the Program Information Section of the Catalog.
- **Support Contacts:** In addition to the Director of Student Financial Services, a Financial Aid Coordinator, and program director are available for financial and academic guidance. The Director of Student and International Services serves as the ADA coordinator to assist with disability issues if needed.

Short-Term Leaves (<2 weeks)

Members of the Armed Forces and National Guard required to complete short military service may receive accommodation within their courses at the instructor's discretion.

- **Documentation:** Service members with military service lasting two weeks or less during a term should provide documentation of orders to the Director of Student Financial Services prior to the quarter starting or within one week of receipt of orders, whichever is later. The Director will share this information with the Registrar and the student's program director. The Program Director will collaborate with students and instructors to determine if the student can successfully complete the course.
- **Engagement:** To maintain previously agreed-upon accommodation, students must engage in their courses within one week of returning from service, contact the instructor, and make up missed assignments if applicable.

Long-Term Leaves (≥2 weeks)

Members of the Armed Forces and National Guard required to suspend enrollment due to military service may re-enroll in their prior program upon returning, provided their cumulative leave of absence does not exceed five years. Servicemembers wishing to return after five years require permission from the Director of Student Financial Services and the President.

- **Documentation:** Service members with expected military service lasting two weeks or more must provide documentation of orders to the Director of Student Financial Services within one month of receipt (oral or written) or as soon as possible. This notice may be waived for military necessity. If advanced notice is not provided without military necessity, an attestation from an appropriate officer of the Armed Forces or Department of Defense official stating that service was performed will be required.
- **Registration:** Students should not register for an upcoming term if they expect to start service within that term. They must provide a notice of intent to return no later than three years after completing the period of service or two years after recovering from an illness or injury incurred during service. The five-year cumulative leave of absence still applies.
- **Re-enrollment:** Students will be re-enrolled in the next available term based on the date in the notice of intent to return. If the next term starts within 15 days, students may request to postpone returning for one quarter.
- **Communication:** While on leave, students must maintain communication with the Director of

Student Financial Services every six months. The Director will reach out if no contact is made within five and a half months via email, phone, and text. If the military service end date changes, students must provide documentation of the change within one month.

- **Reactivation:** Upon returning, students will work with the Director of Student Financial Services, Registrar, and program director to reactivate enrollment in their previous program at the same academic status as when they left. Re-enrollment into a prior program version and catalog is subject to course and program availability. If a program is no longer available, a similar program will be offered if available. If a leave is taken in the first academic year of a program, the same tuition and fee charges as when the student left will apply unless military benefits cover the increase. For subsequent academic years or different programs, normal tuition and fees will apply.
- **Mid-Term Service:** If service requires leaving in the middle of a term, students should consider earning credit using an incomplete grade or withdrawing from the quarter. Assignment of incomplete grades is subject to the "Incomplete Grades" policy in the Catalog. Should a withdrawal be necessary, tuition charges will be reviewed by the Director of Student Financial Services after all applicable resources are applied. Lab fees and other miscellaneous charges are not subject to review.
- **Eligibility Termination:** A servicemember's eligibility for readmission under this policy terminates if one of the following occurs:
    - Dishonorable or bad conduct discharge
    - Dismissal of a commissioned officer by general court-martial
    - Dropping of a commissioned officer from the rolls due to absence without authority for at least three months, separation by reason of a sentence to confinement adjudged by a court-martial, or a sentence to confinement in a Federal or State penitentiary or correctional institution.

Return of Military Tuition Assistance

Military Tuition Assistance (TA) is awarded under the assumption that the student will attend school for the entire period for which assistance is awarded. When a student withdraws, they may no longer be eligible for the full amount of TA funds originally awarded. To comply with the Department of Defense policy, the College will return any unearned TA funds on a prorated basis through at least the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based on when a student stops attending. These funds are returned to the appropriate military service branch. If tuition is reduced, leaving a credit from TA, all TA over the tuition on the account will be refunded. In instances where a service member stops attending due to a military service obligation, the College will work with the affected service member to identify solutions that will not result in student debt for the returned portion.

Transcripts

The student's academic transcript records every course for which the student has registered, as well as any credentials awarded by the College. A sealed, dated, and signed copy of this record constitutes an official transcript. An official transcript will not be released to third parties without the student's or graduate's written authorization. A transcript request form is available in the Registrar's office or online at www.beckfield.edu. No fee is charged for a transcript provided to a student upon the student's graduation. Otherwise, a fee is charged for each official transcript issued (see Tuition and Fees section of this catalog). Transcripts are normally processed within five business days of the student's or graduate's written request.

Please see the Record Retention Policy below which applies to the Office of the Registrar:

Record Retention Schedule	
Document Type	**Retention Period**
Attendance Records	Permanent/CampusVue
Final Grade Reports	Permanent/CampusVue
Transcripts	Permanent/CampusVue
Student Academic Files	Maintain entire student file for 5 years after the last date of attendance
Official Transcripts from Other College's	Students who have supplied an official transcript to Beckfield College, the official transcript from the other institution will be discarded five years after the students' last day of attendance.
Cancel Files	Files of students who cancel their enrollment prior to starting classes must be kept for five academic years.

Please note retention periods are subject to change based on Federal, State, and ABHES mandates.
Hard copies of attendance rosters will be discarded after one academic term. CampusVue records are permanent records. Hard copies of final grade reports and grade calculations will be discarded after one academic term.

POLICIES - NON-ACADEMIC

Alcohol and Drug Policy

In compliance with the Drug Free Schools and Communities Act Amendments of 1989, Beckfield College requires that no employee or student possess, consume, distribute, or be under the influence of any alcoholic beverage or legally prohibited substance while on college property or while attending any College-sponsored activity.

Persons who request assistance or counseling for a problem of abuse or addiction will be referred to local organizations and agencies through the College's confidential advisory assistance, Student Resource Services. However, the College will take appropriate disciplinary action, up to and including dismissal, against any employee or student found to be in violation of this policy. A student convicted under any federal or state law for possession or sale of illegal drugs while enrolled in the College will immediately lose eligibility for any federal Title IV financial assistance. The College will periodically notify students of its alcohol and drug abuse policies, including the consequences of abuse and the community services available to abusers.

Student Drug Screening

This policy is to ensure fair and equitable treatment of all students. For students to participate in clinical training within certain agencies, a drug screening test may be necessary.

Faculty will advise students of specific requirements and students must comply with drug screening procedures outlined by the specific agencies. Please note that affiliated clinical agencies reserve the right to require drug testing at any time. Pending return of the drug screening results, students may not be permitted to work within a specific agency. Further, if a student delays in testing, the clinical time missed by the student will be considered an unexcused absence. If drug testing is required, the students are responsible for payment of this expense.

In the event of a positive drug test, the student may appeal the findings as outlined by the procedures for the specific health agency. A student with a substantiated positive drug test will be referred to the Program Director for dismissal/progression determination. A failed test may prevent the student from completing the academic

requirements for either graduation or continuation in the program.

Drug Test Failure Policy
The college retains the authority to place a student on probation, suspend, or remove the student from the institution for the prohibited possession, use, sale, or distribution of chemical substances, including alcohol and any form of drugs. The college may also require the student to complete periodic drug testing. In addition, appropriate law-enforcement agencies may be notified, and the student may be referred for legal action. Any student who is found to be under the influence of alcohol or illegal drugs or tests positive will face disciplinary consequences. This policy applies to all college-sponsored events at any time and in any location. Certain programs may also conduct unannounced drug or alcohol testing for students at any point.

Student Conduct Policy

Students are expected to treat faculty, staff, and other students with respect and consideration and to comply with legal statutes and College policies. Students are also expected to respect the atmosphere of orderly conduct and cooperation that is most conducive to a productive and successful learning environment. Students are expected to follow policies and procedures, as well as comply with directives from faculty and staff to support the well-being and safety of all members of our community.

Disorderly conduct is any continuous behavior that hinders faculty, staff, or other students in their ability to learn or conduct their job duties in a timely and efficient manner. The first level of disorderly conduct is to engage in behaviors that intrude, impede, or distract from routine learning and administrative activities. Continuous behaviors as a mitigating factor, however, does not apply if there is reason to suspect alcohol or drug abuse or use of abusive or aggressive language choices including word choice, volume and tone.

The second level of disorderly conduct is any behavior that moves toward more aggressive disruptions including threats or demonstrations of potential violence, such as an angry outburst or an attempt to damage property. Level two also includes the willful refusal to comply with directives from a faculty or staff member intended to restore order to the learning or working environment.

The third level of disorderly conduct is any behavior that involves physical violence or a threat involving a weapon, including objects from the environment that may be used in a such a way as to be considered brandishing.

Misconduct can include a wide variety of behaviors, including, but not limited to:

- Lying to a college official including misrepresenting academic records, financial information, or other information on college applications, to obtain scholarships or financial aid; altering transcripts or any other documentation such as and ID card or any supporting documentation;
- Demonstrating signs of impairment and/or intoxication while on campus;
- Abuse of College email privileges (see also College Email System section of Catalog)
- Not complying with requests related to initial or subsequent background checks or failing to notify the college of any changes to one's criminal record that may impede one's ability to practice in the profession being prepared for
- Kentucky law prohibits any act of hazing, or intentionally engaging in an action or activity that may put a person at risk for serious physical injury.
- Kentucky law also prohibits engaging in any activity defined by state regulations as a hate crime or hate speech.
- Kentucky law also prohibits bullying, which is defined as "any unwanted verbal, physical, or social behavior among students that involves a real or perceived power imbalance and is repeated or has

the potential to be repeated. (158.148). Bullying seeks to harm, intimidate or coerce someone perceived and vulnerable. Bullying includes **physical** damage to person or property; **verbal** insults, teasing or rumors; **relational/social** actions that seek to damage one's reputation; **sexual** aggression through comments or gestures; **cyberbullying** through hurtful messages, images, etc.; and **prejudicial bullying** based on biases or stereotypes.

- Deliberate damage to the College facilities or equipment
- Disruption of classes or College-sponsored activities
- Facilitating cheating and complicity in cheating, including complicity by electronic means (see also Academic Integrity section of this catalog)
- Harassment, threats, intimidation, physical violence and/or inducing or attempting to induce others to participate in any of the actions above
- Insubordination
- Manufacture, alteration, misrepresentation, or fraudulent use of college records, including student coursework or evaluations of coursework
- Possession or distribution of stolen property
- Possession or threatened use of weapons
- Profane, obscene, overtly sexual, disrespectful, vulgar, or insulting language, behavior, or display
- Purchase, possession, consumption, or distribution of prohibited substances
- Sexual harassment or stalking
- Theft or abuse of property
- Unauthorized occupation of facilities provided for the exclusive use of faculty or staff
- Unauthorized solicitation
- Unauthorized use of College facilities, equipment, or other resources
- Violation of any other published departmental or institutional policies
- Violation of copyright laws, including unauthorized downloading, file sharing, or distribution of copyrighted materials

Beyond enforcing its own policies against misconduct, the College will report violations of civil or criminal statutes to authorities of the appropriate jurisdiction and may file charges against violators on its behalf.

Response to Policy Infractions

Temporary Exclusion:

A faculty or staff member may temporarily exclude a student from a college-sponsored activity, function, class or meeting in which the conduct issue has occurred. Any incidents should be documented in the student information system noting the time, date, description of the behavior and policy infraction. A temporary exclusion is meant to de-escalate a conduct situation and should be followed by a minimum of a conference with a student to identify and potentially redirect any problematic behaviors.

Written Warning:

In response to more severe examples of disorderly conduct, it is the responsibility of an academic unit or department to identify the infraction according to policy, as well as to determine the level of impact the behavior has reached. This professional judgement of the supervising faculty, program director, or unit director (Admissions, Financial Aid, Finance, etc.) must be documented in writing in the form of reprimand to the student and must include the following:

1. A specific description of the behavior, including the time and date.
2. A specific statement of how this infraction was a violation of policy.

3. A statement of action that the student is expected to take to address/correct the issue (Level 1 and Level 2 of disorderly conduct) and by when.
4. A statement of the potential disciplinary action in case of recurrence or other infractions.

A written warning is appropriate for pervasive patterns of issues or incidents with a greater impact in terms of disruption or potential harm. This warning is recorded in the student's record, but it is not documented on a student's transcript.

Conduct Probation or Dismissal:

There may be instances where there is a pervasive pattern of conduct infractions and/or an incident that in itself meets the threshold for at least a Level 2 issue. The acuity of a situation is determined by the pervasiveness and/or potential for physical harm to students, staff, and faculty, as well as the reputation of the College. At this point, the unit leader, whether academic or operational, will work with the Director of Student and International Services, to conduct the following:

1. Inquiry into the incident, including any witness accounts or other evidence regarding the incident;
2. Develop a written account of the incident and documentation for presentation to the student during a conference with the initiating official and the Director of Student and International Services.
3. Conduct the conference with the student and document the student's response to the account.
4. Investigate the student's account and review its efficacy in order to determine whether the student should be placed on probation and for what length of time.
5. Document thoroughly any instances where misconduct warrants dismissal from the program for policy violation(s).

In instance of probation, the student will receive a probationary period for at least one term, with the possibility of an extension, based on whether there are any other or additional infractions. This probationary status is documented in writing and a copy will remain in the student file with no notation on the student transcript. For intolerable, persistent, or unlawful misconduct, the only appropriate outcome may be the student's immediate dismissal from a course, from his or her program, or from the College. A pervasive pattern of violations or an egregious incident could result in a conduct dismissal from a course, a program, or the institution, depending on the level of severity of the incident or the potential for harm to the individual, other students, staff and faculty.

Appeal Process for Conduct Dismissal

A student may appeal the institution's decision for dismissal by submitting a written appeal request within 30 calendar days from the dismissal. The written request should include the grounds for the appeal, any documentation or evidence of extenuating circumstances, and a plan of action for preventing any further violations. This plan should be submitted to the Director of Student and International Services for review. The director will assemble a review panel of three faculty and staff members who are not involved with the incident to review the materials. The student will receive a written determination letter within two weeks of the submission of the letter. If the conduct dismissal stands, this will be noted on the student's transcript.

Student and Exchange Visitors Program (SEVP)

Beckfield College is authorized under Federal law to enroll nonimmigrant alien students.

SEVP Approved Programs For F-1 International Students

- Bachelor of Business Administration

- Bachelor of Science in Nursing
- Associate of Applied Science in Business Administration
- Associate of Applied Science in Nursing
- Associate of Applied Science in Diagnostic Medical Sonography

Transfer to Beckfield College as an International Student
If you are an international student currently in the U.S. and wish to transfer from another school, please review and follow the application requirements and checklist below:
Application Checklist for International Students

1. **Complete Beckfield College's Online Application Form.**
   All prospective students must submit an accurate and truthful application for admission. Incomplete or misleading information may delay or jeopardize your application. If additional details are required, an admissions representative will contact you.

2. **Pay the Nonrefundable Application Fee of $100.**

3. **Provide a Copy of the Following Documents:**

   - F-1 Visa
   - Passport
   - I-94 Form

4. **Submit a Completed Transfer Request Form.**
   Request your current school's adviser or DSO to complete the Transfer Request Form and submit it to Beckfield College.

5. **Provide Proof of Financial Support:**
   If you are self-paying:
   Submit an original bank statement issued within 45 days of your application date.

If someone else is sponsoring you:

- **U.S. Citizen or Resident Sponsor:** Provide an original Form I-134 (Affidavit of Support) and their original bank statement issued within 45 days.
- **Non-U.S. Citizen or Resident Sponsor:** Provide a notarized affidavit of support letter and their original bank statement issued within 45 days.

The bank statement must show sufficient funds to cover tuition, fees, and living expenses. Minimum funding requirements may vary depending on your program of interest.

6. **Submit Proof of High School Graduation:**
   Provide a translated and evaluated copy of your high school diploma or complete Beckfield College's High School Attestation Form.

7. **Submit College/University Transcripts (if applicable):**
   Transcripts from non-U.S. institutions must be translated and evaluated by an approved NACES agency. Beckfield College accepts course-by-course or general evaluations depending on your application needs. All associated costs are the responsibility of the student.

8. **Provide Copies of the Following Documents (if applicable):**

   - All previous I-20 forms from U.S. schools
   - Optional Practical Training (OPT) documents

- Social Security Number (SSN) card
- Marriage certificate (if married)
- Birth certificates for child dependents

9. **Complete an Entrance Placement Exam:**
   Once all required documents are submitted and approved, applicants must complete the online or on-campus entrance placement exam.

10. **Admissions Review:**
    After successfully passing the entrance exam, your application profile will be reviewed by Beckfield College's Student and International Services department (DSO) via Admissions Office. If accepted, you will receive an official letter of admission and can begin the enrollment process with your designated international Admissions Representative.

If you have any questions about the transfer process or need additional assistance, please contact the Beckfield College Director of Student and International Services.

Visa Requirements for International Students at Beckfield College

F-1 Visa

The F-1 visa is issued to non-immigrants entering the U.S. to pursue full-time academic studies in approved programs, including colleges, universities, and language training institute. This visa is granted by a U.S. embassy or consulate after a thorough interview process. Current F-1 visa holders may also transfer to Beckfield College. Upon completing the Beckfield College admissions process and paying the international application fee, the college will issue an I-20 form. Students must present the I-20, an acceptance letter from Beckfield College, and proof of financial support (e.g., affidavit of support and original bank statements) to a U.S. embassy or consulate in their home country.

Additionally, students must pay the $350 SEVIS fee through the SEVIS I-901 fee website before their interview. To qualify for an F-1 visa, students must demonstrate sufficient family, social, or economic ties to their home country to ensure their return after completing their studies. **Passport Requirement:** At the time of application, passports must be valid for at six months .

F-2 Visa

Spouses and minor children of F-1 students may be eligible for an F-2 visa. If there are significant changes in the F-1 student's program, such as a new program, school transfer, or program extension, a new I-20 form is required for dependents.

I-20 Form

The I-20, officially titled "Certificate of Eligibility for Non-Immigrant (F-1) Student Status – For Academic and Language Studies," provides detailed information about the student's academic plans, program duration, and financial support. A current I-20 is essential for maintaining F-1 status and serves as proof of legal residency in the U.S.

Proof of Financial Support

Prospective students (applicants) must provide evidence of financial resources to cover tuition, fees, and living expenses while studying at Beckfield College. Proof may be provided as follows:

Self-Paying Students:

- Submit a bank statement in English, issued within 45 days of the application, showing sufficient funds.

Sponsored Students:

- U.S. Citizen/Resident Sponsor: Submit Form I-134 (Affidavit of Support), a bank statement, and an employer's letter verifying salary or prior-year federal tax returns.

- Non-U.S. Sponsor: Submit a notarized affidavit of support le□er and bank statement in English.

Required Minimum Funds
Financial requirements vary by program. Contact the Beckfield College Director of Student and International Services for specific amounts. Additional funds of $4,000 per dependent are required for all programs.

Documentation Requirements
- Affidavit of Support: Declaration of financial support for tuition and living expenses.
- Bank Statements: Must be in English or translated and notarized, showing sufficient balance.
- Transcripts: Official transcripts from high school, college, or university (translated and evaluated if international).

Useful Links
https://www.uscis.gov/
https://www.fmjfee.com/i901fee/index.html
https://www.state.gov/

International Student Policies (ISP)
The Designated School Official (DSO) is the Director of Student and International Services.

International Student Policies – Driver's License
To apply for or renew a driver's license, students should see the DSO.

International Student Policies - Employment Eligibility Verification Form (I-9 Form)
F-1 international students who are authorized for employment and their employers must complete the Employment Eligibility Verification Form (I-9 Form). The employer will retain the form. The I-9 Form must be updated each time a student receives a renewal of work permission. In general, F-1 students who have been in the U.S. less than five years may be exempt from Social Security (FICA) taxes. Student earnings are subject to applicable federal, state, and local taxes. Students must file a tax return on or before April 15th each year, which will determine if any of the withheld taxes can be refunded.

International Student Policies - F-1 Student Status – Maintaining It
To remain in F-1 status, a student is required to:
- Be a full-time student unless authorized otherwise by the DSO. Students enrolled in the degree programs must be enrolled in a minimum of 12 credit hours per term. No more than the equivalent of one online class or three credit hours per term is allowed to be counted towards the full course of study requirement.
- Meet program registration requirements every term.
- Maintain Satisfactory Academic Progress (SAP).
- Obtain proper employment authorization before beginning any work (if applicable).
- Report changes in address, legal name, or program within 10 calendar days of the change to the DSO.
- Obtain the DSO approval before traveling outside of the U.S.
- Report any intention to transfer to another school, leave the country or change status to the DSO.
- Obtain an updated I-20 when a funding source changes.
- Obtain approval from the DSO before starting a leave of absence.
- Keep a valid passport and Form I-94 at all times. Expiring passports can be renewed in the United States. through the Embassy of the student's home country.

- File timely request for practical training and other changes or additions.
- Students who fail to maintain their F-1 student status are considered to be "out of status" and are not eligible for any student status benefits such as on- and off-campus employment, practical training, or registration for future courses. Out-of-status students must apply to USCIS to reinstate their F-1 status.
- Eligibility for student visa benefits can be regained if USCIS approves the reinstatement. For questions regarding the status reinstatement, students should contact the DSO.

International Student Policies - F-1 Student Employment Opportunities

"Employment" is defined as the rendering of services on either a part-time or full-time basis for compensation, financial or otherwise. It is important to remember that the employment of F-1 international students is restricted and controlled by U.S. Citizenship and Immigration Services (USCIS) regulations. Failure to comply with USCIS regulations will result in termination of F-1 student status.

International Student Policies - On-Campus Employment

F-1 international students, who are enrolled full-time, may be eligible to work on campus. According to USCIS regulations, international students may work on campus for up to 20 hours per week while school is in session and up to 40 hours per week during scheduled vacation breaks if on-campus positions are available. On-campus employment is not permitted after graduation.

Students who participate in on-campus employment are eligible to apply for Social Security Number. The DSO can help with the SSN application process.

International Student Policies - Off-Campus Employment Based on Economic Necessity

F-1 international students may not work off-campus unless they receive permission from the U.S. Citizenship and Immigration Services (USCIS). To qualify for work permission due to economic necessity students must have been in the U.S. on an F-1 visa for at least one academic year, be enrolled full-time, and be in good academic standing. In addition, students must prove to USCIS that their financial circumstances have changed unexpectedly and that they no longer have sufficient funds to remain in school. They must also prove that work will not interfere with their studies. When circumstances warrant, USCIS will grant that permission based on severe and unforeseen economic hardship.

International Student Policies - Practical Training

International students cannot engage in internships/externships, including volunteer positions, without approval from the U.S. Citizenship and Immigration Services (USCIS) and the College.

There are two types of Practical Training: Curricular Practical Training and Optional Practical Training.

Curricular Practical Training

F-1 students may engage in curricular practical training under certain conditions and only after receiving DSO approval.

To qualify for CPT, the student must:

- Continually maintain the F-1 student status in the U.S. and be active in SEVIS while applying. Students waiting for reinstatement, applicants wishing to transfer to the college with a terminated or a completed status, or those with a newly approved status change are not eligible for CPT.
- Be lawfully enrolled on a full-time basis for one academic year in the U.S. prior to CPT authorization.

Optional Practical Training

Optional practical training is designed to permit international students to gain practical experience in their major field of study after graduation and for up to 12 months. USCIS permits international students

to gain this experience during the year following their graduation. Students who obtain permission to engage in practical training after graduation remain in F-1 student status and may work legally and earn a salary without attending the school.
USCIS requires international students to work in a position that is directly related to their major.
A job offer is not required to apply for practical training after graduation. USCIS permits students to search for jobs during the one year of practical training, but the students may only be unemployed 90 days out of one year of OPT. USCIS also permits students to work as volunteers or unpaid interns, as long as their work meets OPT requirements and does not violate any local labor laws.
To qualify for OPT, F-1 students must apply for Employment Authorization Document (EAD) within the following time period: no more than 90 days prior to graduation and no more than 60 days after graduation. Applications are completed by DSO, after which the student must send applications to USCIS for adjudication. Approval often takes two to three months, so students are encouraged to apply early.

International Student Policies - CPT Application and Authorization Procedures
Students who meet all eligibility requirements for CPT must submit the following paperwork:

- CPT Request Form.
- Completed externship packet.

If CPT request is approved, the student will receive a new I-20 Form with CPT authorization. Students may engage in CPT employment only after they have received the I-20 Form with CPT authorization from the DSO. Work authorization is valid only for the specific externship site and the time period as approved and recorded by the DSO as evidenced on the I-20 Form. Students can neither begin externship until the CPT has been approved, nor continue externship beyond the date listed on their I-20 Form.

International Student Policies - CPT Maintaining Authorization
To maintain the CPT authorization students must:

- Maintain full-time enrollment at all times while participating in CPT. CPT authorization will be voided if a student falls below the full-time status or is withdrawn from the program. Students authorized to take a leave of absence will not be eligible for CPT during the time of the leave.
- Maintain Satisfactory Academic Progress (SAP).
- Complete all externship requirements as prescribed by their program of study.
- Engage in externship only at the approved externship site and during the time period as authorized by the DSO on the I-20 Form.
- Immediately report any termination of externship to the Director of Clinical Externships and DSO.

International Student Policies - Reduction in Course Load
Students considering dropping below full-time enrollment for any reason must first receive DSO approval. Dropping below full-time course load without the DSO approval will jeopardize student's F-1 student status. Students may be eligible for a reduction in course load in the following situations:

- **Academic Difficulties:** If a student is facing difficulties with the English language or reading requirements; is unfamiliar with the U.S. teaching pedagogy; or has been improperly placed in a course level, the student should meet with the DSO who may authorize a reduction in course load. A reduced course load may not be available in some programs. The Code of Federal Regulations (CFR) states that a student must resume a full course of study at the next available term in order to maintain F-1 student status. According to the CFR, except as otherwise noted, a reduced course load must consist of at least nine clock hours a week.
- **Medical Conditions:** To authorize a reduction in course load due to a medical condition, students must provide medical documentation to the DSO.

International Student Policies - Social Security Number Regulations

Federal regulations prohibit international students with F-1 visas from receiving a valid Social Security Numbers for employment purposes unless the student receives on-campus or off-campus employment, curricular practical training (CPT), or optional practical training (OPT). To apply for a Social Security Number, students must see the DSO who will explain the process based on the student's employment options.
The following documentation will need to be provided to Social Security Office:

- A completed Form SS-5
- An I-20 Form with page 2 completed and signed by DSO
- An I-94 Form
- A valid passport
- Evidence of employment (letter from the employer with employment start and end dates)
- Confirmation letter from the DSO verifying the employment offered.
- Students who receive a Social Security Number must provide the number to the Registrar.

International Student Policies - Transferring Out
Students planning to transfer to another school in the U.S. should first consult with the DSO on their transfer eligibility. To complete the transfer, the student must provide the following documents:

- A transfer form and acceptance letter
- Accepting institution's address and contact information
- Students must update their contact information before transferring out.

In order to be transferred "in-status" students must be in good academic standing with the College. Transferring out requests takes 5 – 10 business days to process. To avoid jeopardizing their F-1 status, students must check that their transfer out was completed upon arrival at the new school.
International Student Policies - Travel
Students who plan to travel outside of U.S. including trips to Canada or Mexico must receive DSO approval and appropriate documentation before leaving the country, otherwise they may be denied re-entry into the U.S. To receive DSO approval, the students must submit the following documents at least two weeks before departure:

- Copy of Passport (must be valid at least six months from the departure date)
- Current I-20
- I-94 card
- Proof of travel documents

End of International Student Policies (ISP) section.

PRIVACY AND SAFETY

Privacy and Security of Student Records

Beckfield College maintains complete education records on each student's admission, funding, academic progress, conduct, and career employment. These records are retained after the student graduates, and each department follows its own policies and procedures governing how long and in what form these records are maintained.

Information not considered part of a student's education records includes, but may not be limited to:

- Confidential letters and recommendations
- Law-enforcement records
- Medical records unrelated to the student's enrollment status or to subsequent action by the College

- Records created and retained by faculty or staff solely as aids to memory, provided that these are not intentionally made accessible to others
- Records that include information about other students
- Records unrelated to the individual's status as a student, former student, or graduate of the College
- Financial information provided by the student's parents or others

Family Educational Rights and Privacy Act (FERPA)

This Act is a federal law protecting student education record privacy. This law is intended to prevent unauthorized disclosure of personally identifiable information (PII) from educational records. The U.S. Department of Education features key resources regarding FERPA for both parents and eligible students at http://studentprivacy.ed.gov/ferpa.

FERPA defines what is and is not directory information. Director information includes, but is not limited to, the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth; major field of study; grade level; enrollment status such as undergraduate or full-time vs. part-time; dates of attendance; participation in officially recognized activities; degrees, honors, and awards received; and the most recent educational agency or institution attended. A student ID number or other unique personal identifier that is displayed on a student ID badge, is defined as directory information, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user. Directory information ***does not*** include the student's social security number.

Education records are available for the student's review in accordance with the Family Educational Rights and Privacy Act (FERPA), a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Students have specific rights regarding the release of such records, and FERPA requires that institutions adhere strictly to these guidelines. In compliance with FERPA, the College guarantees to each student, former student, or graduate the following regarding his or her education records:

The right to demand that education records be disclosed only with the student's written consent. However, institutions are permitted by law to disclose information in education records, without student consent, to the following parties or under the following conditions:

To officials of the College who have a legitimate educational interest in the information. Such officials may include administrative, supervisory, academic, and staff personnel, as well as qualified persons contracted or retained by the College to provide appropriate legal or administrative services not performed by its employees in the normal course of their duties.

- To another institution to which a student is transferring upon the request of that institution
- To appropriate accrediting and licensing agencies in response to their requirements To appropriate institutional and public officials in cases of health and safety emergencies
- To appropriate parties in connection with a student's financial aid or other government benefits
- To comply with a judicial order or lawfully issued subpoena
- To legitimate organizations conducting certain studies for or on behalf of the College
- To specified authorized officials for audit or evaluation purposes
- To state and local authorities, within a juvenile justice system, pursuant to specific state law

The right to examine, within 30 days of a written request, his or her education records maintained by the

College. In order to examine the records, the student, or graduate must submit the request to the Registrar and identify specifically which records the student wishes to examine. The Registrar will arrange a time and place for this examination. The student or graduate must present identification in order to review his or her records. If the student's or graduate's residence is so distant from the College that an on-site examination is not practical, the College will mail copies of the records requested. A fee applies to all copies provided.

The right to request, in writing, that the College correct education records which the student believes to be inaccurate, misleading, or in violation of his or her privacy rights under FERPA. The request must be addressed to the Registrar or Assistant Registrar, must identify the part of the record the student wishes to have amended and must specify why the record should be amended. The Registrar will notify the person responsible for the record. If the College decides not to amend the record, the student will receive written notification of that decision. The notification will include the procedure for a hearing, should the student request one.

The right to file complaints against the College for disclosing records in violation of FERPA.

Complaints and questions regarding the student's rights under FERPA may be addressed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202.

Subject to the exceptions under number 1 above, information which will not be released without the student's written consent includes the student's:

- Academic history or transcript
- Academic standing or progress
- Attendance record
- Course schedule
- Degree audit
- Grade-point average (current or cumulative)
- Grades, in whatever form these are reported or recorded
- Social Security number or College assigned student identification number

Though the College will normally require the written consent of a student in order to release information from the student's education records, the College may disclose, without a student's consent, such "directory information" as the student's:

- Credentials and awards earned
- Dates of attendance
- Most recently attended institution
- Name, address, telephone number, and College-assigned email address
- Participation in recognized organizations and activities
- Program and enrollment status (full-time or part-time)

The College will periodically notify students about directory information and allow students up to 30 days after notification to request that some or all of that information not be disclosed. Students may request that the College not disclose directory information in writing on a form available in the Registrar's Office.

Online - Identity Verification and Protection

Beckfield College is committed to protecting the integrity of all students' education and the security of their

identity in the online learning environment. This commitment is demonstrated through careful methods and processes from the application for admission through graduation. These processes include but are not limited to secure transmission of application information and individual logins to our portal and learning management system (See the Online Programs Section of this catalog for more details).

Safety and Security

Campus Security

The primary objective of the College's security policies and procedures is to promote a partnership among students, faculty, and staff in remaining watchful for threats, and the opportunities for threats, to persons and property. To provide both access and safety, College buildings have more entrances and exits than do most private enterprises. When unoccupied, the many classrooms, laboratories, and offices may appear very inviting to a person ready to seize an opportunity. When unattended, personal property may be stolen, even if others are present but preoccupied. For these and other reasons, all members of the Beckfield College community are asked to remain vigilant for their own security and the security of others.

To ensure their personal security and that of their property, students and employees should:

- avoid leaving personal property unattended
- avoid unlocking or propping open locked exterior doors
- be familiar with and aware of their surroundings while walking to and from class, especially at night
- check their College email daily for alerts and announcements pertaining to safety and security
- comply with requests by College personnel that pertain to security measures
- familiarize themselves with emergency exit routes and evacuation procedures
- follow all published and posted emergency instructions and procedures
- lock their vehicles and conceal those items left in vehicles that could attract theft
- report any suspicious activity to the receptionist, who will notify appropriate personnel

In the event of an injury or a potential or actual criminal act, an incident report must be completed as soon as possible. Report forms are available at the reception desk and should be returned to the receptionist when completed.

Effective summer 2026, the facility is under 24/7 video surveillance. Recorded footage is utilized strictly for campus safety and asset protection. Signage is posted throughout the campus.

General Statement of Liability

The College assumes no responsibility for, and does not offer replacement or indemnification of, personal belongings that are lost or stolen while on college-owned or controlled property. This policy also applies to curricular or extracurricular events sponsored, co-sponsored, or endorsed by the College. Individuals are responsible for taking necessary precautions to safeguard their personal belongings. Additionally, the College is not liable for any loss or damage to personal vehicles parked on property owned or controlled by the College, including incidents of vandalism, theft, or damage resulting from the actions of others.

Imminent Danger

The College acknowledges the potential for emergency situations that may present varying levels of imminent danger. In such circumstances, the College affirms the right of students and staff to protect themselves and others from unreasonable risk and imminent danger.

Should such behavior or situations arise and College employees are unable to manage the situation, civil authority is vested in the administration of the College. If an administrative official is not available, students and staff are advised to contact local authorities to address and report the situation.

Injury/Illness Policy

The College is dedicated to maintaining a safe and secure educational environment. This commitment includes implementing measures to minimize the risk of injury and illness for faculty, staff, students, and guests. However, recognizing that accidents may occasionally occur, this policy outlines the institution's responsibilities and procedures in response to incidents of injury or illness.

Students are strongly encouraged to maintain private health insurance and to carry their health insurance identification card at all times. Additionally, medical programs may require health and/or liability insurance to comply with programmatic regulations. The College does not function as an insurer nor provide medical coverage for illnesses or injuries sustained on College premises or during events and activities.

Student I.D. Cards

Student I.D. cards are issued at the time of matriculation into the College and are mandatory for all students and employees to wear. The Student I.D. card grants access to college-sponsored activities and is required for checking out library materials. Wearing the I.D. card at all times enhances campus security by ensuring that only authorized individuals can access the college facilities and events. This practice helps to maintain a safe and secure environment for all students, faculty, and staff. Please note that there will be a fee for replacing lost or damaged I.D. cards.

Student Rights and Responsibilities

The College encourages each student to actively contribute to the cultivation of a responsible and intellectually vibrant community. Upholding high standards of personal conduct, the College expects students to maintain integrity through self-discipline. The College enforces only those rules and regulations essential for the orderly, harmonious, and beneficial operation of the entire community. Consequently, each student must respect the rights of others and comply with both the spirit and the letter of the College's regulations, as well as the laws of the community, state, and nation.

Outlined below are the rights afforded to every student at the College:

- Every student has the right to a campus environment characterized by safety and order.
- .Every student has the right to a campus environment free from discrimination, harassment, and/or sexual misconduct.
- Every student has the right to a fair and impartial academic evaluation.
- Every student has the right to access the services of faculty, administrative officers, and referral programs of the institution without regard to race, color, national or ethnic origin, sex, sexual orientation, gender identity or expression, religion, age, disability, genetic information, or veteran status.
- Registered student organizations may invite and listen to speakers, provided the speakers align with the stated purpose of the group.

- State and federal laws confer upon each student the right to have the institution maintain and protect the confidential status of certain records.
- Students involved in college-sponsored groups have the right to use campus facilities, provided the facilities are used for a stated purpose on behalf of the organization and in accordance with institutional regulations.

Emergency Evacuation Procedures

Beckfield College details emergency evacuation procedures for the Florence campus in the Emergency Action Plan posted under "Student Consumer Information" section of the College website: http://www.beckfield.edu/about-us/student-consumer-information/. Beckfield College conducts regular drills for the safety of students and staff and to ensure that in the event of an emergency, everyone knows what to do. The Dean of Nursing has the authority and responsibility to determine responsibility for nursing student safety in health-related incidents both on and off campus.

The Jeanne Clery Act

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 USC § 1092(f)) is a mandatory report for U.S. colleges and universities receiving federal funding. The Act is enforced by the United States Department of Education.

The Jeanne Clery Act is the landmark federal law, originally known as the Campus Security Act that requires colleges and universities across the United States to disclose information about crime on and around their campuses. The Clery Act Annual Security Report (ASR) is located on the website at http://www.beckfield.edu/about-us/student-consumer-information/. As required, the College retains reports for the past three years at this location.

Requirements for Colleges

Publish an Annual Security Report (ASR) by October 1, documenting three calendar years of select campus crime statistics, including security policies and procedures and information on the basic rights guaranteed victims of sexual assault. The law requires that schools make the report available to all current students and employees, and prospective students and employees must be notified of its existence and given a copy upon request. Schools may comply with this requirement via the Internet if required recipients are notified and provided exact information regarding the on-line location of the report. Paper copies of the ASR are available upon request. All crime statistics must be provided to the U.S. Department of Education.

Have a public crime log. Institutions with a police or security department are required to maintain a public crime log documenting the "nature, date, time, and general location of each crime" and its disposition, if known. Incidents must be entered into the log within two business days. The log should be accessible to the

public during normal business hours, remain open for 60 days and, subsequently, made available within two business days upon request.

Disclose crime statistics for incidents that occur on campus, in unobstructed public areas immediately adjacent to or running through the campus and at certain non-campus facilities. The statistics must be gathered from campus police or security, local law enforcement and other school officials who have "significant responsibility for student and campus activities." The Clery Act requires reporting of crimes in seven major categories: criminal homicide, sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, and arson.

Schools are also required to report statistics for the following categories of arrests or referrals for campus disciplinary action (if an arrest was not made): liquor law violations, drug law violations, and illegal weapons possession.

Hate crimes must be reported by category of prejudice, including race, gender, religion, sexual orientation, ethnicity, and disability. Statistics are also required for four additional crime categories if the crime committed is classified as a hate crime: larceny / theft, simple assault, intimidation, and destruction / damage / vandalism of property.

Issue timely warnings about Clery Act crimes that pose a serious or ongoing threat to students and employees. Institutions must provide timely warnings in a manner likely to reach all members of the campus community. Timely warnings are limited to those crimes an institution is required to report and include in its ASR. There are differences between what constitutes a timely warning and an emergency notification; however, both systems are in place to safeguard students and campus employees.

Devise an emergency response, notification and testing policy. Institutions are required to inform the campus community about a "significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring on the campus." An emergency response expands the definition of timely warning as it includes both Clery Act crimes and other types of emergencies (e.g., a fire or infectious disease outbreak). Colleges and universities with and without on-campus residential facilities must have emergency response and evacuation procedures in place. Institutions are mandated to disclose a summary of these procedures in their ASR. Additionally, compliance requires one test of the emergency response procedures annually and policies for publicizing those procedures in conjunction with the annual test.

Compile and report fire data to the federal government and publish an annual fire safety report. Similar to the ASR and the current crime log, institutions with on-campus housing must report fires that occur in on-campus housing, generate both an annual fire report and maintain a fire log that is accessible to the public. (Beckfield College does not provide on-campus housing to students.)

Enact policies and procedures to handle reports of missing students. This requirement is intended to minimize delays and confusion during the initial stages of a missing student investigation. Institutions must designate one or more positions or organizations to which reports of a student living in on-campus housing can be filed if it's believed that student has been missing for 24 hours. (Beckfield College does not provide on-campus housing to students).

The Michael Minger Act

The Michael Minger Act is a Kentucky state law mandating that public colleges and universities, as well as private institutions licensed by the Kentucky Council on Postsecondary Education (KCPE), report campus crimes to their employees, students, and the public in a timely manner.

To view Beckfield College's Annual Security Report, visit the Student Consumer Information section of the College website: http://www.beckfield.edu/about-us/student-consumer-information/

Visitors

All Visitors - All visitors to the college campus who are not current students or employees of the College must register at the reception desk (16 Spiral Drive), must enter the name of the person or persons with whom they have business, and must wait at the front desk area until met by that employee. Visitors should be prepared to provide identification (e.g., driver's license or government ID).

Children - Children (anyone under the age of 18) must be registered at the reception desk and must be continuously supervised by a parent or guardian while on college property. Children are not permitted in the library, classrooms, faculty areas, testing areas, or laboratories. They must never be unattended on campus property, which extends to all adjacent parking lots and green space.

Adult Guests - Adult guests (18+) are permitted in classrooms or laboratories only with the instructor's approval and the approval of the appropriate director or dean.

Presence and Purpose - No student will be summoned at any visitor's request except in the case of a genuine emergency requiring the immediate notification of the student. All College employees are authorized to refuse access to the facility to any person who does not provide identification and a sufficient reason for his/her presence, and/or anyone who interferes with the academic or business activities of the College will be required to leave the premises.

Property - The College's computers, copiers, and other educational and business equipment are restricted for use only by current students, faculty, and staff.

Statement on Professionalism: Professional Conduct and Institutional Integrity

All employees, contractors, and affiliates are expected to uphold the highest standards of professionalism in all interactions and communications, both internal and external. Behavior that undermines the reputation, mission, or values of the institution, including but not limited to gossip, disparaging remarks, or the spread of unverified information, is strictly prohibited.

Such conduct not only erodes trust and morale but may also constitute a breach of confidentiality and professional ethics. Any individual found engaging in these behaviors may be subject to disciplinary action, up to and including termination of employment or contract, in accordance with institutional policies.

Maintaining a culture of respect, discretion, and integrity is essential to preserving the institution's credibility and operational effectiveness. All personnel are expected to model and promote these values at every level of the organization.
From the student perspective, it is equally important to emphasize that professionalism and discretion are foundational to career readiness, particularly in healthcare and business environments, where conscientious information management and protection are not only expected but required. These standards are integral to building trust with future employers, clients, and colleagues.

RULES AND REGULATIONS

Beckfield College expects all students, faculty and staff to adhere to all rules that may be applicable to its program offerings. Certain regulatory entities provide specific guidance regarding students performing clinical assignments, lab exercises, externship, and coursework. Students in certain programs such as nursing, allied health and dental assisting may be subject to OSHA, HIPAA, Radiology and other rules/regulations. Please refer to any program-specific handbooks (School of Nursing Handbook) or documents that provide guidance concerning rules/regulations specific to that program. Students in the Medical Assisting program should refer to the NSC Bloodborne & Airborne Pathogens Workbook published by the National Safety Council. This workbook is a required book for specific courses. Any student who needs more information concerning rules applicable to their program of study should contact the program director/dean of the program. Violations may be reported to the program director/dean and/or the Office of Accreditation, Compliance and Student Services at compliance@beckfield.edu.

STUDENT RESOURCES AND SERVICES

Beckfield College offers assistance to students in order that they may be successful in completing their courses, as well as in completing their programs. The services provided include orientation, coordination of academic assistance, and coordination with community resources and counseling services. Students participate in many events celebrating academic success, including Student / Faculty Appreciation Days and commencement ceremonies.

Types of Services and Resources:

- Academic performance
- Alcohol and substance abuse
- Balancing college and life
- Depression
- Managing stress
- Staying focused and motivated
- Time management

Students requiring this assistance may contact the Director of Student and International Services. In addition, students and graduates may contact the Dean of Career Services for employment-related assistance.

Career Services

The success of Beckfield College graduates is our most important objective. From enrollment to graduation, our primary focus is on educating and preparing Beckfield College students for their employability and ultimate success in the professional world.



To ensure that each graduating student has an opportunity to acquire suitable career employment, the Office of Career Services at Beckfield College collaborates with employers in an effort to grow and maintain current employer contact files, which is a key part of student assistance. This ongoing collaboration with targeted employers and a focus on success has led to the ability of Beckfield College Career Services to consistently assist graduates in locating employment opportunities in positions that match their field of study.

The Office of Career Services coordinates or hosts a number of career-related seminars covering topics, such as resume preparation, interviewing skills, and networking. Participation in the seminars is voluntary, but all students are encouraged to attend as many of these sessions as possible. Other scheduled activities that are beneficial to students and graduates include career days, employer visits, and job fairs.

Eligibility for licensure and employment as a Licensed Practical Nurse or Registered Nurse requires that graduates of the diploma and associate degree programs in nursing pass the National Council Licensure Examination (NCLEX-PN or NCLEX-RN). Graduates of the Medical Massage Therapy program must pass the appropriate state licensure examination in order to apply for licensure in therapeutic massage. Graduates from Diagnostic Medical Sonography must pass the recommended certification exam to increase opportunities of employment.

As part of the employment eligibility process, many employers and licensing agencies conduct background checks and/or drug screens on applicants. Depending on the results of these inquiries, students/graduates may be deemed ineligible for clinical courses, career employment, externships, or access to professional licensure or certification required for employment.

Although Beckfield College provides these services through our Career Services Department, the College does not guarantee career placement or eventual salaries to students or graduates. All graduates of Beckfield College have access to Career Services. General information pertaining to graduate employment may be obtained from the Office of Career Services. Students and graduates are expected to take the initiative in pursuing the employment process and to cooperate with the Dean of Career Services.

College Communication System

College Email System

All enrolled students receive a Beckfield College email account. To ensure effective and secure communication, students should only use their Beckfield email in communicating with faculty and staff. The College email system may detect, and filter emails sent from personal accounts, and communications from personal accounts may therefore not be received by employees of the College should check their Beckfield College email at least daily, especially when classes are in session. Students are responsible for the content of all emails sent from their accounts and must take care that these communications do not violate the College's policy on conduct (see Conduct Section of this catalog).
Students may be held legally liable for sending or forwarding emails or attachments that contain:

- Libelous, defamatory, racist, threatening, obscene, or other offensive content
- Confidential or protected information
- Content protected by copyright

SMS Text Messaging

The College communicates with the campus community through various channels, including phone calls, emails, mobile applications, and printed materials such as flyers. To enhance this communication strategy, the College also sends text messages to applicants, enrolled students, graduates, and former students. These messages are intended to provide important updates and facilitate communication from various departments, including but not limited to Admissions, Career Services, Faculty, Registrar, Student Financial Services, and Student Services.

Text messaging/SMS is a key component of the College's communication strategy, ensuring timely and relevant information reaches the intended recipients. Students may opt-out of receiving text messages at any time by replying "STOP" to unsubscribe. This text messaging policy applies to any College-affiliated individual authorized to send text messages to groups of constituents regarding college-related matters.

Student Success Center (SSC)

Beckfield College's Student Success Center offers tutoring and study support services to all students, whether on-ground or online. Students with a course average below the passing mark may be referred to the LAC by their instructor, program director/dean tutoring and academic support. The Student Success Center Coordinator will remain in contact with at-risk students throughout the quarter to ensure that they are receiving the support they need to successfully complete their courses. In cases where the SSC Coordinator is unable to directly provide the necessary support because of specialized subject matter, she will identify an appropriate subject matter expert from among the faculty or student tutors to assist the student. During the first half of each quarter, the SSC Coordinator will visit introductory courses to provide guidance on study skills, techniques and strategies. Additional tutoring for online students is offered through the Student Success . Center

Library Facility and Library Support Services

The purpose of the College library is to support instruction and learning through collaboration with faculty, maintenance of a carefully selected collection that addresses the needs of all programs, and provision of instruction and guidance in the appropriate use of those resources.



The library provides a quiet place for students to study individually or to work in groups. Computers are available with Internet access and Microsoft Office programs, as well as a printer and copier for student use. Faculty members who wish to use the library for instruction should schedule their visit with the Librarian. All library users are expected to conduct their activities with consideration for other users. Because library hours may vary from quarter-to-quarter due to course time offerings, hours are posted.

Borrowing Privileges

Students may check out books for two weeks and audio-visual materials for five (5) days. There is no limit on the number of items that may be checked out or renewed.

Assistance with Research – On campus and Online

A professional librarian at the campus is available to help with research and other assignments Monday through Friday. Research assistance includes help in:

- finding resources online from databases or Internet sites,
- finding print resources, and
- finding resources at other libraries.

The library also provides resources on study, research, and writing skills. Hours of operation are posted quarterly.

The Beckfield College libraries are accessible to distance learners through Beckfield's learning management system and through the library's portal page. Librarians provide research and library

instruction through the learning management system and are available to all distance learners by phone or email.

Borrowing Privileges

Students may check out books for two weeks and audio-visual materials for five days. There is no limit on the number of items that may be checked out or renewed.

Digital Resources

- Business
- Health & Medicine History
- Literature & Language Science & Technology
- Opposing Viewpoints in Context
- ProQuest Central
- Social Sciences
- This resource includes databases in the following areas: The Arts

This database collects news articles, journals, statistical information, and multi-media resources covering recent, popular, and controversial subjects. It includes sections on:

- Business & Economics Health & Medicine Energy & the Environment
- Science, Technology & Ethics Society & Culture
- War & Diplomacy

Ebrary

Ebrary is a database of over 100,000 eBooks. It offers collections in the fields of:

- **Arts and Humanities:** art, music, literature, composition, speech, logic, philosophy, etc.
- **Mathematical Disciplines:** algebra, geometry, trigonometry, calculus, statistics, etc.
- **Natural and Physical Sciences:** chemistry, biology, ecology, physics, physical anthropology, geology, physical geography, astronomy, etc.
- **Social and Behavioral Sciences:** sociology, psychology, political science, history, economics, cultural anthropology, cultural geography, etc.

Gale's Nursing & Allied Health

This database provides nursing students, physician's assistant students, and researchers in the allied health fields with over ten million articles with an emphasis on full text articles cited in CINAHL.

LexisNexis Academic

LexisNexis Academic contains many full-text resources including domestic and foreign newspapers and other news sources covering general topics, companies, industries, government, politics, tax, health, and law.

Nursing Resource Center

Gale's Nursing Resource Center is a comprehensive resource designed to match the nursing process. It provides disease overviews, assessments, diagnostic support, intervention procedures and skills, drug encyclopedias, care plans, illustrations, videos, and more. It indexes more than 1000 nursing and medical journals.

Holdings

The libraries maintain collections of printed resources and a growing selection of audio-visual resources. Students also have access to over 100,000 electronic reference books and access to six major research databases that include millions of articles to assist them in their research. Most of the electronic resources can be accessed off-campus, permitting students to do research from home. The College's membership in the Southwestern Ohio and Neighboring Libraries Consortium permits students to borrow materials and access online resources from more than 70 public and private libraries in the Greater Cincinnati area.

Students and faculty are strongly encouraged to make recommendations to enhance the libraries' collections and online resources.

Archived Periodicals

- American Journal of Nursing (2011 – 2015) Bloomberg Business Week (2011 – 2015)
- Cincinnati Magazine (2013 – 2015)
- CMA Today (2009 – 2012)
- Harvard Business Review (2010 – 2013)
- New England Journal of Medicine (2010 – 2011) Newsweek (2011 – 2012)
- Nursing 2011 – 2013
- Nursing Science Quarterly (2005 – 2010)
- Paralegal Today (2009 – 2015)
- Police (2012 – 2015)
- RDH (2012 – 2013)
- Miscellaneous periodicals in the business and nursing fields

Uncatalogued Holdings

- ATI Nursing Study Materials
- RN Adult Medical Surgical Nursing (1 copy) PN Adult Medical Surgical Nursing (2 copies) RN Pharmacology for Nursing (2 copies)
- PN Pharmacology for Nursing (2 copies) RN Community Health Nursing (12 copies) RN Mental Health Nursing (6 copies)
- PN Mental Health Nursing (9 copies)
- RN Maternal Newborn Nursing (6 copies) PN Maternal Newborn Nursing (2 copies) Fundamentals for Nursing (14 copies)
- Nursing Leadership and Management (10 copies)
- Nutrition for Nursing (16 copies)
- Ready-Set-PN: Preparing for the NCLEX-PN (6 copies)

School Building - Closings and Delays

If severe weather or other emergencies require a cancellation or delay of operations, notification will be provided through the College email system, Facebook, Canvas (learning management system), and local television stations. If possible, announcements will be made no later than two hours before the start of any classes affected. Online classes are not affected by weather-related closings and delays.

Student Organizations



The College encourages and supports student organizations whose activities promote appropriate educational or social objectives. Students who wish to form an organization must first present their proposal to their program director/dean. The proposal must include the name and purpose of the organization, the names and titles of its officers, and the nature and objectives of its planned activities. If approved by the program director/dean, the proposal will be submitted for the approval of the Director of Student and International Services. If the organization is approved, it must be accepted under the voluntary supervision of a faculty or staff advisor, who will approve and monitor each of its activities.

Students Requesting Accommodations/Disability Services

The College complies with the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act and Title IX protections for pregnant and parenting students. It is the College's policy to provide reasonable accommodation to a student who has an identified disability and is otherwise qualified to fulfill the requirements of his or her program. "Otherwise qualified" means that the applicant or student has the ability to meet program requirements regardless of his or her disability. An applicant or student who requests an accommodation will be referred to the Director of Student and International Services, who serves as the Accommodations Coordinator. The College cannot assure that any accommodation will be immediately available for an applicant who fails to disclose an identified disability during the enrollment process or fails to provide reliable documentation of that disability during the accommodations request process. Students are advised to apply for accommodations as early as possible.

Except in the case of a visible or otherwise obvious disability, it is the responsibility of the applicant or student who requires accommodation to identify self as an individual with a disability and to provide current medical, psychological, educational, or other professional verification of the disability that describes the nature of the disability, the resulting functional limitations, and the need for special accommodations, as these would apply in a collegiate educational environment. Verification must be dated within the three years preceding the student's date of enrollment. Information pertaining to an applicant's or student's disability will be shared only among those officials who have an educational interest in that information. An elementary or high school Individualized Education Plan (IEP) is not appropriate as verification of the need for educational accommodation at the collegiate/postsecondary level. Students will be asked to update any health care provide information that is more than one (1) year old.

Accommodations Coordinator:

Cortney Tudor, Director of Student and International Services
Beckfield College, LLC
Main: 859-371-9393 / Fax: 859-746-8111
ctudor@beckfield.edu

Request for Disability Accommodations Procedure

Step 1: Contact the Director of Student and International Services, who is the Accommodations Coordinator.

Step 2: Schedule a meeting with your Accommodations Coordinator to provide documentation of your disability and to complete the appropriate paperwork. (Request for Disability Accommodation Form)

Step 3: The Accommodations Coordinator will guide the student through the appropriate paperwork and validates the sufficiency of the documentation from a medical professional as to the student's disability.

The process of review depends in part on the nature of the student's disability. A determination of eligibility will be made by the Accommodations Coordinator. They may (if necessary) confer with outside professionals including, but not necessarily, the student's instructor/s. If the student is found to be eligible for services, they will decide which, if any, will be granted. Decisions regarding accommodation are made on a case-by-case basis. There is no standard accommodation for any disability. Each category of need has its own documentation standards and, in some cases, forms.

Step 4: If student's request for accommodation is APPROVED, the Accommodations Coordinator generates a Letter of Accommodation which documents what accommodations have been granted. The student is responsible for promptly collecting this letter and presenting it to the faculty. The Letter of Accommodation should be presented to faculty as soon as possible.

If a student has been approved for accommodations and later withdraws from the College, the student must submit another request to the Accommodations Coordinator each time the student re-enters/re-enrolls.

If the student's requested accommodations are not approved, the student is encouraged to meet with the Accommodations Coordinator to discuss the reasons for the denial. The Coordinator may discuss further documentation that is required for review or the student may submit a complaint using the complaint procedure listed in the Beckfield College Catalog.

Students Who Speak English as a Second Language (ESL)

Students for whom English is a recently learned second language may receive additional time with proper documentation. An applicant or student who requests additional time for ESL will be referred to the Director of Student and International Services, who will work in cooperation with the appropriate academic departments of the College to design a reasonable plan. Verification of need for support must be provided to the Director of Student and International Services and will only be shared among those College officials who have an educational interest in that information. ESL students may request additional time for in-class quizzes, tests, and midterm and final examinations. These students should note that the College does not provide English translation assistance from their native language.

Textbooks

Textbooks and other required instructional materials are available for student purchase through the College bookstore. The College Bookstore is fully online and available to all students through our web access. The online bookstore offers new, used, and rental versions of required textbooks. Publishers' information and pricing are available for students who may prefer to purchase their textbooks through sources other than the College bookstore. However, students who obtain textbooks from other sources bear the consequences of acquiring the wrong textbooks or other course materials. Students are responsible for the cost of replacing items lost or damaged after purchase.

Title IX of the Education Amendments of 1972

Title IX Statement (2020 Final Rule Compliant)

Beckfield College prohibits discrimination on the basis of **sex** in its education programs and activities in accordance with **Title IX of the Education Amendments of 1972** and the **2020 Title IX Regulations**. The institution is committed to maintaining an environment free from sex discrimination, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, and retaliation.

The institution will respond promptly, equitably, and in a manner consistent with federal regulations to all reports of conduct that may constitute a Title IX violation.

Scope of Policy

This policy applies to:

- All students, employees, applicants for admission or employment, and authorized visitors
- Conduct occurring **within the United States**
- Conduct occurring **in an education program or activity**, including locations, events, or circumstances over which the institution exercised substantial control over the respondent and the context of the conduct

Conduct outside Title IX jurisdiction may still be addressed under other institutional policies.

Prohibited Conduct Under Title IX (2020 Definitions)

Sex Discrimination
Discrimination based on sex that denies or limits a person's ability to participate in or benefit from an education program or activity.

Sexual Harassment (2020 Title IX Definition)
Sexual harassment is defined as one or more of the following:

- **Quid Pro Quo:** An employee conditioning an educational benefit on participation in unwelcome sexual conduct.
- **Hostile Environment:** Unwelcome conduct that is **so severe, pervasive, and objectively offensive** that it effectively denies a person equal access to an education program or activity.
- **Sexual Assault:** As defined in the Clery Act (includes rape, fondling, incest, statutory rape).
- **Dating Violence, Domestic Violence, or Stalking:** As defined in the Violence Against Women Act (VAWA).

Retaliation
Intimidation, threats, coercion, or discrimination against any individual for reporting, participating in, or refusing to participate in a Title IX process.

Beckfield College complies with Title IX of the Education Amendments of 1972 and the 2020 Title IX Final Rule, which prohibit discrimination on the basis of sex in any education program or activity operated by the institution. Sexual harassment, including sexual assault, dating violence, domestic violence, and stalking, is a form of sex discrimination and is strictly prohibited.

The institution's Title IX process provides a prompt, fair, and impartial response to all reports of sexual harassment. Individuals may report concerns to the Title IX Coordinator at any time, in person, by mail, by telephone, or by email. Upon receiving a report, the institution offers supportive measures to all parties and explains the process for filing a formal complaint. When a formal complaint is filed, the institution follows the grievance procedures required by the 2020 regulations, including written notice of allegations, a neutral investigation, access to relevant evidence, and a live hearing with advisor-conducted cross-examination for postsecondary cases.

Retaliation against any individual for reporting or participating in a Title IX matter is prohibited. The institution maintains all required Title IX records, including reports, investigations, determinations, sanctions, supportive measures, and training materials, for seven years.

The 2020 Title IX regulations clarify what triggers the institution's response obligation, which can include initiating an investigation or offering supportive measures. The triggering event centers on when the College receives actual knowledge of allegations of sexual harassment/discrimination. Actual knowledge means the Title IX Coordinator has received a notice of sexual harassment/discrimination or notice of allegations of sexual harassment/discrimination. The 2020 Title IX Regulations allow post-secondary institutions to decide which of its employees are Officials With Authority (OWA), which means an employee of the College who is explicitly vested with the responsibility to implement corrective measures for sexual harassment on behalf of the College Notice to an Official with Authority conveys actual knowledge to the institution. The College designates this authority to implement corrective action for sexual harassment/discrimination to the Title IX Coordinator, the College President, Academic Dean, Director of Student and International Services, and Director of Human Resources.

Notice results whenever an OWA witnesses sexual harassment; hears about sexual harassment or allegations from a complainant (i.e., person alleged to be the victim) or a third party (e.g., someone associated with the victim); or receives a written or verbal complaint about sexual harassment or sexual harassment allegations.

Title IX Coordinator (Designated Officials With Authority)

Dr. Terri Pullen
Vice President of Accreditation and Compliance
Beckfield College, LLC
Main: 859-371-9393 / Fax: 859-746-8111
tpullen@beckfield.edu

Title IX Training Used by Beckfield College

The Thompson Coburn Title IX Training Series is designed to provide foundational training to those individuals who will help to administer this required process, including Title IX coordinators, investigators, adjudicators, advisors, appeal officers, and individuals responsible for managing informal resolutions. There are a total of six modules available. They may be located at:

https://www.thompsoncoburn.com/insights/thompson-coburn-releases-free-title-ix-training-series-for-institutions-of-higher-education-102jin9/

Module 1 - Introduction to Managing Title IX Sexual Harassment on Campus

"In the Fundamentals of the Law module, Scott Goldschmidt and Aaron Lacey provide an overview of the new Title IX rule. Starting with a background and history of Title IX, the module details key definitions, elements of a sufficient response to "Title IX sexual harassment," interim and supportive measures, and

recordkeeping requirements." The introduction is Module 1. There are a total of six modules available. They may be located at:

https://www.thompsoncoburn.com/insights/thompson-coburn-releases-free-title-ix-training-series-for-institutions-of-higher-education-102jin9/

Module 2 - Title IX Unacceptable Conduct – Formal Complaint

"In the Formal Complaints module, Scott Goldschmidt and Aaron Lacey discuss the new regulation's framework for formal complaints of Title IX sexual harassment. The module details the ten core requirements for a formal complaint process and explains the requirements regarding dismissals and consolidation of complaints." Module 2 may be located at:

https://www.thompsoncoburn.com/insights/thompson-coburn-releases-free-title-ix-training-series-for-institutions-of-higher-education-102jin9/

Module 3 - Title IX Investigations & Informal Resolutions

"In the Investigations and Informal Resolutions module, Susan Lorenc, Scott Goldschmidt, and Aaron Lacey explain the new regulation's requirements for investigations of formal complaints of Title IX sexual harassment. The module explores key concepts, notice requirements, confidentiality, evidence, serving impartially, issues of relevance, interviews, credibility determinations, collection and review of documentation and writing investigative reports. The module also explains the regulation's requirements regarding informal resolutions." Module 3 may be located at:

https://www.thompsoncoburn.com/insights/thompson-coburn-releases-free-title-ix-training-series-for-institutions-of-higher-education-102jin9/

Module 4 – Title IX Hearings

"In the Hearings module, Retired Judge Booker Shaw, Scott Goldschmidt, and Aaron Lacey, discuss the new regulation's hearing requirements for formal complaints of Title IX sexual harassment. The module delves into key concepts, the live hearing requirement, advisors, managing cross-examination, relevance, credibility, burden of proof, evidence and legal privileges." Module 4 may be located at:

https://www.thompsoncoburn.com/insights/thompson-coburn-releases-free-title-ix-training-series-for-institutions-of-higher-education-102jin9/

Module 5 – Title IX Determinations

"In the Determinations module, Susan Lorenc, Scott Goldschmidt, and Aaron Lacey explore the new regulation's requirements for written determinations of responsibility following a hearing. The module covers key concepts, the format and content of determinations, organizing facts and thoughts, excluding facts in evidence, weighing facts under applicable evidentiary standards, types of evidence, effective deliberations and writing a defensible determination." Module 5 may be located at:

https://www.thompsoncoburn.com/insights/thompson-coburn-releases-free-title-ix-training-series-for-institutions-of-higher-education-102jin9/

Module 6 – Title IX Appeals

"In the final module of the series, Retired Judge Booker Shaw, Scott Goldschmidt, and Aaron Lacey explain the new Title IX rule's requirements for appeals. The module details key concepts, bases for appeal, drafting appeal decisions and requirements for appeal officers." Module 6 may be located at:

https://www.thompsoncoburn.com/insights/thompson-coburn-releases-free-title-ix-training-series-for-institutions-of-higher-education-102jin9/

Title IX Supporting the Academic Success of Pregnant and Parenting Students

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex, which includes discrimination based on pregnancy, childbirth, and related conditions, ensuring that students have equal access to education. Under this act, the student is allowed to participate in classes and extracurricular activities. It is a violation of Title IX legislation to encourage a student to leave the program due to pregnancy or parenting.

Institutions of higher education are required to provide reasonable accommodations for pregnant students. Each reasonable modification must be based on the student's individualized needs. However, a reasonable accommodation requested cannot fundamentally alter the nature of the education program, create undue financial/administrative hardship for the institution or program, or create a safety issue for any person involved.

Medically necessary leave: This provision allows for excused absences for medically necessary absences for pregnancy, childbirth, or related medical conditions for as long as a physician deems necessary.

Make-up opportunities for missed work: This provision allows for a student to receive a reasonable amount of time to make up missed exams, assignments, or participation requirements upon their return. Make-up work must be reasonably equivalent to the work missed.

Return to previous enrollment status after a break in enrollment: This provision allows student will be reinstated to their previous academic status.

Reasonable adjustments: As deemed necessary, reasonable adjustments must be made to policies, practices, and procedures as necessary and examples may include the following:

- Changes to physical space: Elevator access, larger desks, foot rests, proximity to restrooms, sitting or standing, keeping water accessible.
- Modifications to schedules, i.e., extended deadlines, remote access to coursework, allowing for more frequent breaks or restroom trips.
- Interim measures to protect the health and safety of the student an or the pregnancy (such as allowing the student to maintain a safe distance from hazardous materials).

Lactation Spaces: A clean, private space (other than a restroom) is provided for students who need to express breast milk. Because pumping requires privacy and a designated lactation space, **a student may *not* pump in class**. Any student attempting to draw breast milk in class will be redirected to the appropriate space and allowed a reasonable break. The designated Private Space is located in the 16 Spiral Drive building, down the hall from the Financial Aid office.

Confidentiality: Information about a student's pregnancy must be kept confidential. Should the student inform a faculty or staff member of pregnancy, the faculty or staff member should direct the student to the Director of Student and International Services, as the Accommodations Coordinator, for specific information on how to request accommodations. The faculty or staff member should document the

advisement by sending the student a follow-up email with the contact information of the Accommodations Coordinator.

Documentation: As with any accommodation, the College will require documentation from a healthcare provider to verify the necessity of absences or need for modifications. Because Beckfield College requires all students seeking an accommodation for any reason to submit physician's documentation, we ask that students seeking pregnancy-related accommodations follow the same process. The Director of Student and International Services oversees the accommodations process and any person seeking an accommodation should contact the Director.

Any employee who is informed of a student's pregnancy must provide the person with the name and contact information of the Director of Student Services and International Students. They must inform the person that the Student Services and International Services can coordinate specific actions to support equal access to the institution's programs. The student has the discretion pursue accommodations or not, as well as to accept or decline the particular reasonable accommodations offered by the institution.

With respect to breaks in enrollment due to accommodations the institution must allow the student to voluntarily take a break from the institution's education program or activity to cover, at minimum, the period of time deemed medically necessary by the student's licensed healthcare provider. When the student returns to the institution's education program or activity, the student must be reinstated to the academic status and, as is practical, to the extracurricular status that the student held when the voluntary break in enrollment began. The program or clinical site may also require medical documentation from a licensed health care provider that a student is cleared to return. Depending on the length of the break, re-enrollment into a prior program version and catalog is subject to course and program availability. If a program is no longer available, a similar program will be offered, if available.

Grievances related to Title IX protections for pregnancy and parenting students should be directed to the Title IX Coordinator for the campus. Please contact the Vice President of Accreditation, Compliance and Student Services. Any grievance in this category will be handled according to the Title IX process indicated above.

Student Loan Debt Management and Financial Literacy Assistance

Beckfield College has partnered with the i3 Group to offer IonTuition, a free, online student loan management system designed to help students who have, or intend to have, a student loan. The IonTuition website and financial planning tools will improve students' financial literacy and keep them apprised of their loan status at all times. The secure website provides the most recent information about students' loans, including loans from other institutions, allowing students to manage all their federal and private education loans in a single location.

Assistance - Staying on Top of Student Loans

IonTuition's interactive dashboard and repayment calculator shows students everything they need to know about managing and paying back their loans, including loan status, total loan balance, current monthly payment, interest accrued and repayment options.

Creating a Free Account

Students can register for their free IonTuition account at iontuition.com. Once registered, students can link their IonTuition account to Beckfield College to manage their education loans.

Mobile and Email Alerts

Students can get loan status alerts and payment reminders through text, app, or email notifications.

Services Offered

IonTuition offers a variety of services to support students, including:

- a rewards program that allows students to save on products and services they use
- expert counselors who are accessible via phone, web chat and email to answer questions
- family access allows students to grant family members permission to view their loans
- web-based budgeting tools to help students better manage monthly bills

COURSE DESCRIPTIONS

Prerequisite/corerequisite may be over-ridden with permission from the program dean/director.

ACC140 ACCOUNTING I
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
An introduction to basic financial accounting principles. Topics covered include balance sheets, accounting techniques and cycles, billings, income statements, and financial statements.
Prerequisite: None

ACC141 ACCOUNTING II
4 credits/40 contact Hours
(40 Lecture, O Lab, O Clinical)
An introduction to managerial accounting concepts. Topics include the use of accounting information for decision-making and planning, cost-volume-profit analysis, operating and capital budgets, and cost variance analysis.
Prerequisite: ACC140

ACC300 MANAGERIAL ACCOUNTING
4 credits/ 40 contact hours
(40 lecture, 0 lab, 0 clinical)
This course provides exposure to a broad range of economic decision problems that arise in a variety of organizations' contexts and with various types of accounting and other information. The course includes recognizing complex accounting issues and achieving solutions.
Prerequisite: ACC141

ALH110 VENIPUNCTURE FOR IMAGING PROFESSIONALS
4 credits/60 contact hours
(20 lecture, 40 lab, 0 clinical)
This course provides the student with comprehensive and relevant coverage of phlebotomy, medical law and ethics and legal concepts. Other topics include patient confidentiality (HIPAA), OSHA and safety, standard precautions, isolation procedures, equipment, venipuncture complications and specimen handling and transport.
Prerequisite: None

BIO105 NUTRITION
2 credits/20 contact hours
(20 lecture, 0 lab, 0 clinical)
A general overview human nutrition will be examined including the functions of proteins, lipids, carbohydrates and the major vitamins and minerals that are determinants of health and diseases in human populations. Topics include dietary sources, intake levels, physiological role, and requirement of major nutrients, the role of nutrition in growth and health through the life cycle and the rationale for the development of dietary guidelines. **Prerequisite: None**

BIO151 ANATOMY AND PHYSIOLOGY I
4 credits/50 contact hours
(30 lecture, 20 lab, 0 clinical)
The basic structure and function of body systems and organs are studied to develop a basic knowledge of human anatomy and physiology. The structure and function of organs, and systems are covered. Among the systems studied are the integumentary, skeletal, muscular, nervous, endocrine and sensory. A grade of C (78%) is the minimum passing grade for this course.
Prerequisite: None

BIO152 ANATOMY AND PHYSIOLOGY II
4 Credits/50 Contact Hours
(30 lecture, 20 lab, 0 clinical)
The basic structure and function of body systems and organs are studied to develop a basic knowledge of human anatomy and physiology. The structure and function of organs, and systems are covered. Among the systems studied are the cardiovascular, respiratory, digestive, urinary and reproductive. A grade of C (78%) is the minimum passing grade for this course.
Prerequisite: BIO151

BIO163 ANATOMY AND PHYSIOLOGY I
6 credits/70 contact Hours
(50 lecture; 20 lab, 0 clinical)
The structure and function of body systems and organs are studied to develop an overall knowledge of human anatomy and physiology. The structure and function of cells, tissues, organs, and systems are covered. Among the systems studied are the integumentary, skeletal, muscular, nervous, endocrine and sensory. Anatomical and basic medical terminology is examined in conjunction with each organ system. A grade of C (78%) is the minimum passing grade for this course.
Prerequisite: None; Corequisite: BIO163L

BIO164 ANATOMY AND PHYSIOLOGY II
6 credits/70 contact Hours
(50 lecture; 20 lab, 0 clinical)
The structure and function of body systems and organs are studied to develop an overall knowledge of human anatomy and physiology. The structure and function of cells, tissues, and organs are covered within each body system. Among the systems studied are the immune, cardiovascular, digestive, respiratory, urinary, and reproductive. Basic genetics and heredity, acid-base imbalances and metabolism are covered. Anatomical and basic medical terminology is examined in conjunction with each organ system. A grade of C (78%) is the minimum passing grade for this course.
Prerequisite: BIO163; Corequisite: BIO164L

BIO200 MEDICAL MICROBIOLOGY
4 credits/50 contact hours
(30 lecture, 20 lab, 0 clinical)
An introduction to the role of microorganisms in human health and disease. Topics covered include the structure, physiology, biochemistry, and genetics of bacteria, fungi, protests, helminths, and viruses. Epidemiology, immunology, and the disease process will also be covered.
Prerequisites: BIO162, BIO164; Corequisite: BIO200L

BIO200L MEDICAL MICROBIOLOGY LAB (See BIO200)
20 contact hours
An introduction to the role of microorganisms in human health and disease. Topics covered include the structure, physiology, biochemistry, and genetics of bacteria, fungi, protests, helminths, and viruses. Epidemiology, immunology, and the disease process will also be covered.
Prerequisite: BIO162, BIO164; Corequisite: BIO200

BIO300 NUTRIENT METABOLISM
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
This course provides an examination of the nutritional biochemistry and the metabolic role of nutrients throughout the human life cycle. Studies recommended intakes of nutrients, along with the complete cycle of nutrient ingestion; absorption, utilization, and excretion are discussed. Examines advanced concepts in physiology and biochemistry in order to explain nutrient function and interdependence.
Prerequisite: None

BUS101 INTRODUCTION TO BUSINESS
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
A current view of the business world, with emphasis on small business management and entrepreneurial skills. Current business trends in the students' career fields are explored.
Prerequisite: None

BUS115 BUSINESS COMMUNICATIONS
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
This course addresses the importance of effective written and oral communication for success in today's business environment. The course includes discussion, memo writing, electronic communication, nonverbal messages, report writing, and letter writing. The technological, ethical, multicultural, and legal aspects of business communications are also addressed.
Prerequisite: ENG111

BUS120 E-COMMERCE
4 credits/ 40 contact hours
(40 lecture, 0 lab, 0 clinical)
This course provides students with a thorough understanding of electronic commerce. The course traces the history of electronic commerce, from Electronic Data Interchange (EDI) to today's Internet marketplace and covers the future of e- commerce. Security, promotion, sales, and customer service are covered. Case studies and practical exercises help to teach students to implement a successful e-commerce site.
Prerequisite: BUS101

BUS130 MARKETING
4 credits/40 contact hours
An analysis of consumer needs, distribution and pricing strategies, positioning, and advertising. Marketing functions, marketing organizations, marketing research, and other key dimensions of marketing are discussed.
Prerequisite: None

BUS140 PROJECT MANAGEMENT
4 credits/50 contact hours
(30 lecture, 20 lab, 0 clinical)
This course instructs students in taking a project from start to finish, including documentation, timelines, allocating resources, and follow-through with update meetings. Designing documentation, assigning necessary resources, and implementing and completing projects are covered.
Prerequisite: ENG111

BUS170 BUSINESS LAW
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
An introduction to business law and the primary principles of law as these apply to business transactions. Topics include employer-employee relationships, consumer protection, negotiable instruments, and special laws.
Prerequisite: BUS101

BUS175 INTERNATIONAL BUSINESS (Equivalent to HRA220)
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
A study of the characteristics of a global economy and their impact on the development of business strategies. The course covers such topics as foreign environments for overseas operations, cultural environments, U.S. government trade policies and programs for international business, importing, exporting, international economic policies, global market expansion, global management decisions and their implementation in international marketing, management, and finance.
Prerequisite: ECN101

BUS180 STOCK MARKET, MONEY AND RISK I
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
An examination of the technical aspects of a structured system for personal investing in addition to illustrating the dynamics and factors that influence the U.S. economy and stock market. The course provides the student with both the economic and accounting fundamentals, as well as the necessary technical investment understanding, to make rational investment decisions with the objective of increasing personal wealth. Investment instruments are explained (stocks, bonds, mutual funds, etc.), as are the financial and technical bases for selecting, evaluating, obtaining, and managing a personal portfolio. Students will have a clear understanding of the financial resource requirements of an organization.
Prerequisite: ECN101, BUS185

BUS185 INTRODUCTION TO QUANTITATIVE ANALYSIS

4 credits/50 contact hours (30 lecture, 20 lab, 0 clinical)
Fundamental techniques for analyzing mathematical data in order to assist or support the decision-making process. Business topics include determining probability and risk, forecasting, and simulation, especially as these apply to project management. Quantitative analysis provides a means of examining problems and suggesting effective solutions.
Prerequisite: CAP 101, MTH 120

BUS204 INTEGRATED BUSINESS SIMULATION
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
This capstone course is designed to bridge the connection between the college experience and the work experience. Students will synthesize material learned in previous courses to demonstrate skills in analyzing, documenting, tabulating and presenting a variety of complex issues in individual and group settings.
Prerequisites: BUS140, BUS175, BUS185, ECN101; students must have completed six (6) quarters of study or the equivalent.

BUS310 ENTREPRENEURSHIP
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
A view of entrepreneurship as an ongoing process, emphasizing such distinct phases as generation of an idea, recognition of an opportunity, launching a new venture, and managing the rewards. The course examines the roles of individual variables, group or interpersonal variables, societal variables, the marketing process in a new company, protecting intellectual property, and the impact of entrepreneurship on family members. **Prerequisite: MGT205**

BUS370 BUSINESS ETHICS
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
This course develops the skills needed to deal with ethical issues. It will provide an understanding of appropriate values, ethical pitfalls, applicable codes of conduct, and sound ethical reasons where codes do not apply.
Prerequisite: HUM101

BUS380 INTERNATIONAL BUSINESS AND TRADE
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
A study of the characteristics of a global economy and its impact in developing various business strategies. The course covers such topics as foreign environment for overseas operations, the cultural environment, U.S. Government trade policies and programs for international business, importing, exporting, international economic policies, global market expansion, global management decisions and their implementation in international marketing, management, and finance.
Prerequisite: ECN201

BUS415 STOCK MARKET, MONEY, AND RISK
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
An examination of the technical aspects of a structured system for personal investing in addition to illustrating the dynamics and factors that influence the U.S. economy and stock market. The course provides the student with both the economic and accounting fundamentals, as well as the technical investment understanding to make rational investment decisions with the objective of increasing personal wealth. Investment instruments are explained (stocks, bonds, mutual funds, etc.), as are the financial and technical bases for selecting, evaluating, obtaining, and managing a personal portfolio.
Prerequisite: ECN201

CAP101 INTRODUCTION TO BUSINESS APPLICATIONS 4 credits/50 contact hours
(30 lecture, 20 lab, 0 clinical)
An introduction to the business uses of microcomputers, providing an overview of computerized business applications, including word processing, spreadsheet, database applications, as well as presentation software. Instruction and hands-on activities provide a basic knowledge of the uses of productivity application software and the role of computers in database and information management.
Prerequisite: None

CHM105 CHEMISTRY WITH LAB
5 credit/60 contact hours
(40 lecture; 20 lab, 0 clinical)
An integration of the basic concepts of inorganic and organic chemistry and biochemistry to explain the components of our universe and the interactions of these components. The course emphasizes the composition, structure, properties and transformation of matter, especially as these affect human lives. **Prerequisite: None**

COM105 SPEECH COMMUNICATION
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
This course is designed to develop an understanding of the oral communication process. The focus is on improving oral communication skills, idea and message development, and the effective presentation of ideas.
Prerequisite: None

COM300 PROFESSIONAL COMMUNICATION
4 credits/40 contact hours
(40 lab, 0 lab, 0 clinical)
This course focuses on effective written and oral communication and critical thinking strategies. Topics covered will include workplace communication, letter and report writing, persuasive communication, creating executive summaries, analyzing and synthesizing data, and presentation skills. Communication in virtual environments will also be discussed.
Prerequisite: None

DMS1016 SONOGRAPHIC PRINCIPLES I
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
This is an introductory course on the fundamental principles of sound, ultrasound and the physical properties of transmission and reflection. Upon completion of this course, students will understand the definition of sound and ultrasound, how ultrasound transmits in soft tissue, how to interpret frequency to select appropriate transducer, and how frequency and velocity of sound through mediums are reflected and absorbed. A grade of C (78%) is the minimum passing grade for this course.
Prerequisites: DMS1021, MTH140

DMS1021 INTRODUCTION TO SONOGRAPHY
4 credits/50 contact hours
(30 lecture, 20 lab, 0 clinical)
Introduction to sonography is an entry level course that will teach students the basics of sonography and what it means to be a sonographer in the profession. Students will learn entry level concepts regarding basic sonographic principles, patient care, and how to prevent potential work-related injuries as well as professional organizations and accrediting bodies within the field. A grade of C (78%) is the minimum passing grade for this course.
Prerequisites: BIO151, MOA111, PPH220

DMS1026 ABDOMINAL SONOGRAPHY I
5 credits/70 contact hours
(30 lecture, 40 lab, 0 clinical)
This is an intermediate-level course directed towards developing principles, techniques, knowledge and skills to function as a qualified diagnostic medical sonographer. The course introduces the diagnostic foundations of abdominal anatomy as it pertains to the abdominal vasculature, liver, gallbladder and pancreas. Students will learn clinical applications within this highly specialized area of sonography including interpretation of normal and abnormal sonographic patterns and scanning techniques using real world abdomen protocols. A grade of C (78%) is the minimum passing grade for this course.
Prerequisite: DMS1041

DMS1031 SONOGRAPHIC PRINCIPLES II
4 credits/40 hours
(40 lecture, 0 lab, 0 clinical)
This is an intermediate course that will outline the foundation for clinical applications necessary for scanning including Doppler effects, quality assurance testing, image artifacts, continuous and pulsed acoustic waves, and the effects of interfaces. This class builds on the material learned in Sonographic Principles I. Students will be eligible to sit for the Sonographic Principles and Instrumentation board exam with the American Registry for Diagnostic Medical Sonography with successful completion of this course. A grade of C (78%) is the minimum passing grade for this course.
Prerequisite: DMS1016

DMS1036 GYNECOLOGY SONOGRAPHY
4 credits/60 contact hours
(20 lecture, 40 lab, 0 clinical)
During this course, students will learn the basic anatomy and pathophysiology of the female pelvis and reproductive system. Students will learn basic principles and real-world protocols for entry level scanning of the transabdominal and transvaginal pelvis including the use of color and pulsed Doppler imaging. A grade of C (78%) is the minimum passing grade for this course.
Prerequisite: BIO152, DMS1021

DMS1041 ULTRASOUND GUIDED PROCEDURES
2 credits/20 contact hours
(20 lecture, 0 lab, 0 clinical)
This is an intermediate course that will dive into the role of the sonographer in procedures that require ultrasound guidance. Students will learn proper sterile techniques and how to dress their equipment for the procedure. A greater understanding of what is expected of the sonographer during procedures and how they assist the physicians in imaging techniques as well as how to clean the equipment properly. A grade of C (78%) is the minimum passing grade for this course.
Prerequisite: DMS 1031

DMS1046 OBSTETRICS SONOGRAPHY I
5 credits/70 contact hours
(30 lecture, 40 lab, 0 clinical)
This course provides a comprehensive introduction to normal obstetric sonography, focusing on the anatomy, measurements, and development of the fetus across the first, second, and third trimesters. Students will learn to perform standard sonographic protocols, evaluate fetal biometry, and identify key anatomical structures associated with normal growth and development. Emphasis is placed on proper imaging techniques and accurate measurements. Through lectures and lab practice, students will build the foundational skills necessary to perform routine obstetric ultrasounds in a clinical setting. A grade of C (78%) is the minimum passing grade for this course.
Prerequisite: DMS1036

DMS1050 OBSTETRICS SONOGRAPHY II
5 credits/70 contact hours
(30 lecture, 40 lab, 0 clinical)
This is an intermediate course focusing on obstetric imaging techniques by building on the foundational skills acquired in Obstetrics Sonography I. This course delves deeper into the complexities of prenatal assessment and evaluation. Students will engage in comprehensive study covering advanced ultrasound techniques for fetal imaging including obstetrics measurements, anomalies and advanced maternal fetal medicine practices. Emphasis will be placed on understanding normal and abnormal fetal development and identifying potential complications during pregnancy. A grade of C (78%) is the minimum passing grade for this course.
Prerequisite: DMS1046

DMS1060 ABDOMINAL SONOGRAPHY II
5 credits/70 contact hours
(30 lecture, 40 lab, 0 clinical)
This is an intermediate-level course that introduces the diagnostic foundations of abdominal anatomy as it pertains to the urinary system, spleen, gastrointestinal tract and retroperitoneum. Students will learn clinical applications within this highly specialized area of sonography including interpretation of normal and abnormal sonographic patterns and scanning techniques using real world abdominal sonography protocols. A grade of C (78%) is the minimum passing grade for this course.
Prerequisite: DMS1026

DMS1100 CLINICAL I
5 credits/150 contact hours
(0 lecture, 0 lab, 150 clinical)
This is an introductory-level course directed towards developing the principles, techniques, knowledge and skills of each student necessary to function as a qualified diagnostic medical sonographer in the everyday clinical practice of Diagnostic Medical Sonography. Clinical I includes exposing the students to observation, participation and hands on training with medical professionals including supervisors, technologists, physicians, support staff and patients in hospitals, outpatient centers, doctor's offices and other facilities where ultrasound is performed. A grade of C (78%) is the minimum passing grade for this course.
Prerequisite: DMS1026, DMS1046, HUM102, SOC105

DMS1105 CLINICAL II
8 credits/240 contact hours
(0 lecture, O lab, 240 clinical)
This is a progressive course directed towards developing the principles, techniques, knowledge and skills of each student necessary to function as a qualified diagnostic medical sonographer in the everyday clinical practice of Diagnostic Medical Sonography. The Diagnostic Medical Sonography externship includes exposing the students to observation, participation and hands on training with medical professionals including supervisors, technologists, physicians, support staff and patients in hospitals, outpatient centers, doctor's offices and other facilities where Diagnostic Medical Sonography is performed. A grade of C (78%) is the minimum passing grade for this course.
Prerequisite: DMS1060, DMS1100 or program director approval.

DMS1110 CLINICAL III
10 credits/300 contact hours
(0 lecture, 0 lab, 300 clinical)
This is an intermediate course directed towards developing the principles, techniques, knowledge and skills of each student necessary to function as a qualified diagnostic medical sonographer in the everyday clinical practice of Diagnostic Medical Sonography. The Diagnostic Medical Sonography externship includes exposing the students to observation, participation and hands on training with medical professionals including supervisors, technologists, physicians, support staff and patients in hospitals, outpatient centers, doctor's offices and other facilities where Diagnostic Medical Sonography is performed. A grade of C (78%) is the minimum passing grade for this course.
Prerequisite: DMS1050, DMS1105 or program director approval.

DMS1115 CLINICAL IV
10 credits/300 contact hours
(0 lecture, 0 lab, 300 clinical)
This is an advanced level course directed towards developing the principles, techniques, knowledge and skills of each student necessary to function as a qualified diagnostic medical sonographer in the everyday clinical practice of Diagnostic Medical Sonography. The Diagnostic Medical Sonography externship includes exposing the students to observation, participation and hands on training with medical professionals including supervisors, technologists, physicians, support staff and patients in hospitals, outpatient centers, doctor's offices and other facilities where Diagnostic Medical Sonography is performed. A grade of C (78%) is the minimum passing grade
for this course.
Prerequisite: DMS1110 or program director approval.

DMS1121 ABDOMINAL REVIEW
2 credits/20 contact hours
(20 lecture, 0 lab, 0 clinical)
This advanced course is designed for diagnostic medical sonography students nearing graduation and preparing to sit for credentialing exams through the American Registry of Radiologic Technologists (ARRT). The course focuses on board preparation for abdominal sonography, emphasizing the practical and didactic knowledge required for success on these exams. Students will receive an overview of the credentialing process, complete ARRT application requirements, and engage in comprehensive reviews of sonographic principles, protocols, and pathologies. Mock board exams in the abdominal specialty will simulate the structure and rigor of the ARRT exam. A minimum grade of C (78%) is required to pass this course.
Prerequisite: DMS1060

DMS1122 OBSTETRICS REVIEW
2 credits/20 contact hours
(20 lecture, 0 lab, 0 clinical)
This advanced course is designed for diagnostic medical sonography students nearing graduation and preparing to sit for credentialing exams through the American Registry of Radiologic Technologists (ARRT) and the American Registry. The course focuses on board preparation for abdominal and obstetrics sonography, emphasizing the practical and didactic knowledge required for success on these exams. Students will receive an overview of the

credentialing process, complete ARRT application requirements, and engage in comprehensive reviews of sonographic principles, protocols, and pathologies. Mock board exams in abdominal and obstetrics specialties will simulate the structure and rigor of the ARRT examination. A minimum grade of C (78%) is required to pass this course.
Prerequisite: DMS1050

ECN101 MACROECONOMICS
4 credit/40 contact hours
(40 lecture, 0 lab, 0 clinical)
Instruction in the principles and procedures required for the understanding of macroeconomics. Topics covered include analysis, income and prices, monetary and fiscal policies, and human wants and scarcity.
Prerequisite: None

ECN201 MICROECONOMICS
4 credit/40 contact hours
(40 lecture, 0 lab, 0 clinical)
Instruction in the principles and procedures required for understanding microeconomics. Topics covered include revenue and cost projections, elasticity, market structure, pricing, supply and demand, income distribution, efficiency and profit.
Prerequisite: ECN101 Macroeconomics

ENG111 COMPOSITION I
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
A course in expository writing, emphasizing those methods which are most frequently used in analysis, evaluation, and argument. Though the course assumes competence in grammar, usage, and mechanics, appropriate review in these skills will be provided as the need arises.
Prerequisite: None

ENG112 COMPOSITION II
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
A continuation of ENG 111, designed to teach students to compose effective argumentative essays, including a researched essay. Emphasis is placed on selection and restriction of topics, thesis statements, organization, development, coherence, clarity, and style. Adherence to the conventions of grammar, usage, and mechanics is required.
Prerequisite: ENG111

ENG 250 RHETORICAL PERSUASION
2 credits/20 contact hours
(20 lecture, 0 lab, 0 clinical)
A study of the methods of persuasion: logical and emotional appeals and trustworthiness, ways of structuring arguments, and persuasive style. Students will learn to create and critique arguments on a variety of subjects.
Prerequisite: ENG 112

ENG301 AMERICAN LITERATURE
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
A survey of American literature during the 19th and the 20th centuries. Literature, speech, and writing are assimilated into course experiences. Students are exposed to a variety of literary genres (novels, short stories, dramas, poetry, and essays). Students learn to interpret selected works and continue to develop their reading and writing skills.
Prerequisite: ENG112 or dean approval

HIS215 AMERICAN HISTORY: SOCIETY, CULTURE, AND LAW
4 credit/40 contact hours
(40 lecture, 0 lab, 0 clinical)
This course provides a broad understanding of U.S. social, cultural, and legal history across the following areas and time periods. European exploration and settlement, the nation's formative years to the Civil War as crossroads, post-Civil War to the early Twentieth Century, the rise of industrial America, two world wars, and the intervening years at home and abroad.
Prerequisite: None

HRA220 HUMAN RELATIONS
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
This course examines the four major issues in human relations: understanding and managing oneself, dealing effectively with others, fostering career success, and managing one's personal life. These issues are presented within the premise that career and personal success are interrelated.
Prerequisite: None

HUM101 ETHICS
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
An introduction to ethical theories, human conscience, and the process of moral decision- making. Morality and immorality, natural law, values, and ideals are addressed. Philosophical views are applied to contemporary settings.
Prerequisite: none

HUM102 ETHICS IN ALLIED HEALTH
2 credits/20 contact hours
(20 lecture, 0 lab, 0 clinical)
This course is an introduction to ethical theories, human conscience, and the process of moral decision-making. Morality and immorality, natural law, values and ideals are addressed. Philosophical views are applied to contemporary settings. Legal responsibilities, professional liability, licensing, contracts, confidentiality, HIPAA, risk management, and other applications of law in medicine are included.
Prerequisite: None

HUM315 CRITICAL THINKING
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
An exploration of the essential characteristics of good arguments. Emphasis is placed on the identification, interpretation, and evaluation of written arguments as well as on the ability to justify interpretative and evaluative judgments. Central to the course is the ability to recognize why a good argument persuades and why a misleading or fallacious argument does not.
Prerequisite: ENG112 or dean approval.

MGT102 MANAGEMENT PRINCIPLES
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
Instruction in general management theories and in the application of those theories to real-world situations. Topics covered include planning and organizing, managing and coordination, and recruiting and staffing. Business-related decisions making processes and problem-solving strategies are addressed.
Prerequisite: None

MGT203 HUMAN RESOURCES MANAGEMENT
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
This course addresses all aspects of personnel management, to include recruiting, advertising, interviewing, selection, training, salary negotiations, emp0loyee performance reviews, and promotion students also receive instruction on labor disputes and the legal aspects of personnel management.
Prerequisite: MGT102

MGT205 SMALL BUSINESS MANAGEMENT (4 credits/40 hrs.)
Instruction on the processes involved in starting and maintaining a small business. Topics covered include market research, finances, organizational planning, controlling inventory, staffing, and legal issues involved in small business management.
Prerequisite: MGT102

MGT305 LEADERSHIP
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
An examination of the qualities and skills that leaders need in a rapidly changing world. The course covers such topics as courage, moral leadership, developing, personal potential (personal leadership qualities), sources of power, building a community of followers, emotional intelligence, leading from the heart and mind, independent thinking, problem solving, personality and leadership styles, comparing management and leadership, valuing change, and collaboration, relationships, and diversity.
Prerequisites: SOC105 or combination of COM105 and SOC101

MGT350 STRATEGIC PLANNING 4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
This course is designed to teach the skills of strategic thinking and analysis. The course will focus on building abilities to apply appropriate strategic theories and models to reach meaningful conclusions along the way, strengthening critical thinking skills and analytical skills, and the ability to make defensible decisions and generate persuasive arguments.
Prerequisites: ACC300, BUS140

MGT405 ORGANIZATIONAL BEHAVIOR 4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
The integration of contemporary thinking about organizational design with classic ideas and theories. Concepts and models from organizational theory will be integrated with the changing events in the real world to provide the most up-to-date view of organization design available. The concept of leading by design is used to focus on the case studies of current companies that are successfully using organization design concepts to compete in today's complex and uncertain business world.
Prerequisite: MGT305

MGT425 LABOR AND EMPLOYMENT LAW
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
The study of the dynamics of the modern employment relationship. The participant should be competent to identify and understand legal and ethical issues well enough to know when to seek professional services, not to presume to perform them. Students will finish the course with a clear understanding of the law in general, agency and contracts of employment, their regulation by the government, and ethical considerations for corporate leaders. The focus of the course will be multidisciplinary and both theoretical and practical.
Prerequisites: MGT203, BUS170

MGT450 PURCHASING, LOGISTICS, AND SUPPLY CHAIN MANAGEMENT
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
This course focuses on an increasingly vital part of today's global business operations: purchasing,
logistics and supply chain management. The course will examine in detail the processes of procurement and managing the issues surrounding the flow of materials from raw material supplier to end-user. The primary focus will be on the processes typically associated with a product-based manufacture; however, commercial retailing will also be included. The integration and use of Just In-Time (JIT), Total Quality Management (TQM) and Enterprise Resource Planning (ERP) technologies will also be introduced.
Prerequisite: MGT350

MGT455 OPERATIONS MANAGEMENT
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
An examination of the various operational elements impacting management, including purchasing, logistics, supply chain processes, and production and inventory controls. The course addresses the need for organizations to continuously improve flexibility, product quality, delivery, and cost.
Prerequisite: ACC141, BUS115, BUS130, BUS140, CAP101

MGT470 SENIOR SEMINAR: ISSUES IN MANAGEMENT
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
This course addresses real management solutions for today's turbulent times, from ethical scandals and continuing layoffs to increased global competition. This course will identify issues faced by today's managers.
Prerequisites: Senior standing and departmental approval.

MKT111 DIGITAL MARKETING
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
This course provides students with an overview of existing and emerging technologies and approaches used by successful digital marketers to acquire, cultivate and measure customer relationships. Students will develop a deeper understanding of social media, search engines, email, internet marketing, content management, emerging media, and key metrics.
Prerequisite: BUS130

MKT121 MARKETING RESEARCH
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
This course provides students with a basic understanding of marketing research methods and how these methods are used in managerial decision-making. Students will develop a deeper understanding of data collection techniques, measurement and scaling, sampling techniques, and data analysis.
Prerequisite: BUS130

MMT102 ANATOMY AND PHYSIOLOGY FOR MASSAGE – CHEMISTRY & FUNCTION
60 contact hours
This course introduces an overview of the organization of the human body and anatomical terms. Anatomical organization of the human body will be taught. This information will include an overview and study of the chemical level and cellular level of organization, the tissue level and the integumentary system. In addition, the basic principles of support and movement for the body will be viewed. A basic overview of the body's structures will be presented. The student will learn proper medical terminology and the use of the terms of basic structures and their functions as it applies to this course. A grade of C (70%) is the minimum passing grade in this course.
Prerequisite: None

MMT104 ANATOMY AND PHYSIOLOGY FOR MASSAGE SYSTEM & STRUCTURE
60 contact hours
This course introduces an overview of the principles of support and movement for the body and Anatomical terms. Anatomical principles of support and movement will be taught. These principles include muscle tissue, the joints, muscular system, skeletal system (bone tissue, axial and appendicular systems). In addition, the basic organization of the body will be presented. An introduction to the basic chemistry necessary to understand life processes, elementary cell anatomy and physiology, basic metabolism, the history of epithelial, connective, and muscle tissue. The student will learn proper medical terminology and the use of the terms for basic structures and their functions as it applies to this course. A grade of C (70%) is the minimum passing grade in this course.
Prerequisite: None

MMT106 ANATOMY AND PHYSIOLOGY FOR MASSAGE – NEUROLOGY
60 contact hours
In this course, the student will explore the internal Workings of the human body in depth. The student will explore the nervous system - its organization and relationship to homeostasis. The function of the brain, spinal cord and nerves will be examined. The brain and cranial nerves, the autonomic and somatic nervous systems, along with the breakdown of the endocrine system will be explored. The student will learn proper medical terminology and the use of the terms of basic structures and their functions as it applies to this course. A grade of C (70%) is the minimum passing grade in this course.
Prerequisites: MMT102, MMT104, MMT120, MMT130, MMT175, MMT180

MMT108 ANATOMY AND PHYSIOLOGY FOR MASSAGE CIRCULATORY
60 contact hours
In this course the student will explore the internal workings of the human body in depth and the cardiovascular system will be examined. The heart and its functions along with conditions like heart murmurs, pericarditis, and congestive heart failure will be examined. Conditions like carbon monoxide poisoning, cigarette smoking, and the effects of asthma will be studied in the respiratory system. The lymphatic and immunity system will be explored and its relationship to the cardiovascular system. The course will cover the organs of the digestive system and how they relate to the urinary system. The reproductive systems will be learned and conditions like eating and prostate disorders. The student will learn proper medical terminology and the use of the terms of basic structures and their functions as it applies to this course. A grade of C (70%) is the minimum passing grade in this course.
Prerequisites: MMT102, MMT104, MMT120, MMT130, MMT175, MMT180

MMT120 SWEDISH MASSAGE FOR THE THERAPIST
60 contact hours
The course introduces the students to the strokes and hands- on skills that are the groundwork for massage techniques used throughout massage therapy. The course presents draping and bolstering techniques as well as the fundamentals of proper body mechanics to perform massage. Students will learn the 7 techniques of massage: touch, vibration, friction, effleurage, tapotement, petrissage and joint movement. Students also study correct wrist and hand alignment, as well as self-care and stretching exercises. Students will learn the effects of mechanical applications when manipulating blood towards or away from the heart. *In order to successfully pass this course each student will provide confirmation that they received a one hour full-body massage from a Licensed Massage Therapist. A grade of C (70%) is the minimum passing grade in this course.
Prerequisite: None

MMT125 PALPATION FOR MASSAGE THERAPIST
60 contact hours
This course includes a series of exercises designed to develop sensitivity in the hands, as well as the detailed palpation of all the bones, muscles and ligaments of the body that a massage therapist would need to be successful in treating clinical client conditions. Students will learn the massage pain scale assessment for clients and assess the characteristics of various structures such as tissue, tendons, ligaments, fascia and muscles and will be able to perform basic palpation of all major muscles of the body. A grade of C (70%) will be the minimum required to pass this course.
Prerequisites: MMT102, MMT104, MMT120, MMT130, MMT175, MMT180

MMT130 HISTORY, ETHICS AND PROFESSIONAL PRACTICE
60 contact hours
This course will introduce the student to the history of massage and bodywork and includes an examination of both the philosophy and theory behind the profession. The student will learn the origins of various modalities. It will also provide an overview of the laws, guidelines and ethics associated with massage and the responsibilities regulating the licensed massage therapist. Students will also be introduced to the fundamentals of developing a successful professional massage practice. Students will develop strategies for networking, building a practice, preparing resumes and performing effectively in job interview situations. Business planning and practices, office management, marketing, sanitation and cleanliness practices will be examined. A grade of C (70%) is the minimum passing grade in this course.
Prerequisite: None

MMT145 MYOLOGY AND KINESIOLOGY FOR MASSAGE
60 contact hours
This course will examine the human muscular system and movements covering the biomechanics of locomotion. Students will explore in detail all of the major muscles of the axial and appendicular Segments, and their locations, origins, insertions and actions. The student will also learn how to place each of the major muscles on the slack and on the stretch. A grade of C (70%) is the minimum passing grade in this course.
Prerequisites: MMT102, MMT104, MMT120, MMT130, MMT175, MMT180

MMT170 DEEP TISSUE AND SPORT MASSAGE
60 contact hours
In this course the student is introduced to deep tissue massage through the practice of deep tissue sculpting methods and practices. Deep tissue sculpting is an effective technique used to release chronic tension, release soft tissue tension, and pain associated with stress, overexertion and some injuries and illnesses. Students will learn to combine stretching, body mobilization techniques, relaxation, and other techniques to create sessions tailored for individual athletes. Some of the additional techniques include reciprocal inhibition and approximation. Students will also learn principles and practices of sports massage, focusing on pre-event and post- event massages. Students will learn about conditions such as sprains, strains, thermal injuries, cramping, and dehydration. A grade of C (70%) will be the minimum required to pass this course.
Prerequisites: MMT102, MMT104, MMT120, MMT130, MMT175, MMT180

MMT175 CLIENT ASSESSMENT AND TREATMENTS
60 contact hours
This course will teach assessment skills. The student will display the ability to assess clients and develop treatment plans. Client consultation and evaluation skills will be taught and practiced. Students will gain understanding and receive experience in documenting client sessions for progress charting and follow-up treatments while focusing on massage therapy decision-making abilities. A grade of C (70%) will be the minimum required to pass this course.
Prerequisite: None

MMT180 PATHOLOGY FOR MASSAGE THERAPIST
60 contact hours
This course will help the student understand the nature and course of human diseases that would hinder massage treatments known as contraindications, as well as which human conditions massage would be a benefit known as indications. The course will also help the students familiarize themselves with conditions reported on client intake forms and assist them in making safe practice decisions when clients present signs and symptoms without a medical diagnosis. Students will learn massage therapy precautions and applications to comply with infection control, universal precautions and OSHA standard. A grade of C (70%) is the minimum passing grade in this course.
Prerequisite: None

MMT190 SPECIAL APPLICATIONS
60 contact hours
This course provides the student with the tools and techniques and reviews the basic principles that might be used in special applications. Hot stone treatment will be introduced along with hot towels, paraffin treatments for hands and feet. Reflexology and exfoliation will be explored for hands and feet as well. Students will be educated about the needs of hospice patients, elderly clients and fibromyalgia clients. A grade of C (70%) will be the minimum required to pass this course.
Prerequisites: MMT 102, MMT 104, MMT 120, MMT 130, MMT 175, MMT 180

MMT291 CAPSTONE SCIENCE AND CLINICAL MASSAGE PRACTICE
90 contact hours
This capstone course provides the student with a comprehensive program review and preparation for certification. Students will review material from the following courses: MMT102, MMT104, MMT106, MMT108, MMT145 and MMT180. The course concludes with comprehensive simulated exams covering this material. Additionally, under the direction of a Licensed Massage Therapist, students will implement the massage techniques and business practices learned during the program. Students will be expected to perform a minimum of 15 full-body massage treatments in a formal massage setting on campus. Students will perform intake interviews and assessments, create treatment plans, maintain records, and communicate in a meaningful way with clients. During the first six weeks of Clinical Massage Practice, students will meet with the instructor to register for and schedule their Massage & Bodywork Licensing Examination (MBLEx). During the second six weeks of Clinical Massage Practice, students will take the MBLEx and submit proof of the attempt for a grade. A grade of C (70%) will be the minimum required to pass this course.
Prerequisites: MMT102, MMT104, MMT106, MMT108, MMT120, MMT125, MMT130, MMT145, MMT170, MMT175, MMT180, MMT190, and program director approval.

MMT293 CAPSTONE PRACTICAL AND CLINICAL MASSAGE PRACTICE
90 contact hours
This capstone course provides the student with a comprehensive program review and preparation for certification. Students will review material from the following courses: MMT120, MMT125, MMT130, MMT145, MMT170, MMT175 and MMT190. The course concludes with comprehensive simulated AMS covering this material. Additionally, under the direction of a Licensed Massage Therapist, students will implement the massage techniques and business practices learned during the program. Students will be expected to perform a minimum of 15 full-body massage treatments in a formal massage setting on campus. Students will perform intake interviews and assessments, create treatment plans, maintain records, and communicate in a meaningful way with clients. *In order to successfully pass this course each student will confirm that they provided a one hour full-body massage on a Licensed Massage Therapist. During the first six weeks of Clinical Massage Practice, students will meet with the instructor to register for and schedule their Massage & Bodywork Licensing Examination (MBLEx). During the second six weeks of Clinical Massage Practice, students will take the MBLEx and submit proof of the attempt for a grade. A grade of C (70%) will be the minimum required to pass this course.
Prerequisites: MMT102, MMT104, MMT106, MMT108, MMT120, MMT125, MMT130, MMT145, MMT170, MMT175, MMT180, MMT190, and program director approval.

MOA111 MEDICAL TERMINOLOGY
4 Credits/40 Clock Hours
(40 Lecture, 0 Lab, 0 Clinical)
This course prepares the student to create medical forms, reports, and letters, and to communicate with medical personnel by the study of basic structure of medical terminology through prefixes, suffixes, word roots, and combining forms. The course includes pronunciation, spelling, definitions of medical terms, and medical abbreviations.
Prerequisite: None

MOA112 MEDICAL TERMINOLOGY FOR PRACTICAL NURSES I
2 Credit Hours
(20 Lecture, 0 Lab, 0 Clinical)
This course prepares the student to create medical forms, reports, and letters, and to communicate with medical personnel by the study of the basic structure of medical terminology through prefixes, suffixes, word roots, and combining forms. The course includes pronunciation, spelling, definitions of medical terms, and medical abbreviations. This course correlates with BIO 151 Anatomy & Physiology I for Practical Nurses. Prerequisite: None Method of Delivery: Blended: 6 lecture residential; 14 lecture full distance delivery)

MOA113 MEDICAL TERMINOLOGY FOR PRACTICAL NURSES II
2 Credits Hours
(20 Lecture, 0 Lab, 0 Clinical)
This course continues the preparation of the student to create medical forms, reports, and letters, and to communicate with medical personnel by the study of the basic structure of medical terminology through prefixes, suffixes, word roots, and combining forms. The course includes pronunciation, spelling, definitions of medical terms, and medical abbreviations. This course correlates with BIO 152 Anatomy & Physiology II for Practical Nurses.
Prerequisite: MOA112

MRI110 MRI PHYSICS AND INSTRUMENTATION I
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
This course provides an in-depth history of magnetic resonance imaging and clinical practice and an understanding of the principles of this technology. Topics include the physical principles of magnetic resonance imaging, its physics include electromagnetism, radio frequency system, gradient system, nuclear magnetism, tissue characteristics, instrumentation, and clinical indicators for utilization of magnetic resonance imaging.
Prerequisite: None

MRI120 MRI PHYSICS AND INSTRUMENTATION II
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
This course builds upon MRI110 to go deeper into magnetic resonance imaging and clinical practice and an understanding of the principles of this technology. Topics include the physical principles of magnetic resonance imaging, its physics include electromagnetism, radio frequency system, gradient system, nuclear magnetism, tissue characteristics, instrumentation, and clinical indicators for utilization of magnetic resonance imaging.
Prerequisite: None

MIR130 SECTIONAL ANATOMY I
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
This course offers the student an introduction to cross-sectional anatomy, anatomic positions, body planes and cavities, terminology, landmarks, and other imaging planes relevant to demonstrating anatomy on MR images. Other topics include the cross-sectional anatomy of the cranium and facial bones, brain, the spine and spinal cord, soft tissue of the neck and the endocrine system.
Prerequisite: BIO151, BIO152

MRI140 SECTIONAL ANATOMY II
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
This is a study of human anatomy as seen in axial, sagittal, and coronal planes. Other imaging planes are studied when relevant for a demonstration of anatomy in specific regions. Correlation to MR images is practiced in this course. A study of normal anatomy and normal variations and its appearance in planes enables the student to better recognize abnormal conditions and thus make the associated changes in imaging requirements to adequately demonstrate the patient's anatomy and pathology. Topics include the thorax-abdomen. Pelvis and the musculoskeletal system will be discussed in this course.
Prerequisite: MRI130

MRI150 MRI CLINICAL SIM POSITIONING PROCEDURES I
4 credits/50 contact hours
(30 lecture, 20 lab, 0 clinical)
This course will provide the student with anatomy, position, imaging techniques and suggested protocols related to the head, spine, spinal cord, and soft tissue structures of the neck. Other topics covered are anatomical structures and the plane that best demonstrates the anatomy, coils, and scan sequencing. **Prerequisite: MRI120**

MRI160 MRI CLINICAL SIM POSITIONING PROCEDURES II
4 credits/50 contact hours
(30 lecture, 20 lab, 0 clinical)
This course provides the student with patient positioning and imaging techniques related to the upper and lower extremities and the pelvic girdle. Other topics include clinical applications such as coils; scan sequencing, protocols, positioning criteria, signal characteristics of normal and abnormal structures and the plane that best demonstrates the anatomy in the production of high-quality images.
Prerequisite: MRI150

MRI180 PATIENT CARE AND SAFETY IN MRI
4 credits/50 contact hours
(30 lecture, 20 lab, 0 clinical)
This course covers the basic concepts of patient care, including personal and physiological needs of the patient, diversity, age specific patient care and communication and communication with family members. Topics include routine and emergency care procedures, patient assessment, medication information and administration, standard and universal precautions, and infection control concepts. Other topics include fire and workplace safety.
Prerequisite: None

MRI190 ADVANCED IMAGING TECHNIQUES
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
This course will provide the student with an update on fundamental and advanced sequence protocols when imaging the different regions of the body. Comprehensive coverage of MRI signal of normal tissue will give the preliminary basis for the diagnosis of diseases within the human anatomy. The student will focus on imaging strategies, recent developments, and specific MRI findings to characterize congenital, inflammatory, benign and malignant diseases. The course will provide a combination of lectures and case-based interactive teaching in a classroom setting.
Prerequisite: MRI110, MRI120

MRI200 MEDICAL IMAGING PATHOLOGY
2 credits/20 contact hours
(20 lecture, 0 lab, 0 clinical)
This course will familiarize the students with the common pathologies as seen in magnetic resonance imaging. Case studies and images of the pathologies will be used to reinforce the lectures. Technologists doing magnetic resonance imaging must be able to recognize the general appearance of pathology and recognize the need for additional sequences, changes in protocols and the need for contrast studies based upon the recognition of pathological changes.
Prerequisite: MRI130, MRI140

MRI210 MRI CLINICAL I
8 credits/240 contact hours
(0 lecture, 0 lab, 240 clinical)
This course provides supervised clinical experience at a clinical site. Included are application of equipment operation, MR safety, medicolegal and ethical protocols, record keeping and patient care. Head and neck techniques and procedures, as well as spine and extremity work, will be performed. Additionally, the student will develop and demonstrate a professional work ethic and at the same time learn the necessary skills needed to function as an MRI Technologist in the clinical environment.
Prerequisite: MRI170

MRI220 MRI CLINICAL II
8 credits/240 contact hours
(0 lecture, 0 lab, 240 clinical)
This course provides supervised clinical experience at a clinical site. Included are application of equipment operation, MR safety, medicolegal and ethical protocols, record keeping and patient care. Head and neck techniques and procedures, as well as spine and extremity work, will be performed. Additionally, the student will develop and demonstrate a professional work ethic and at the same time learn the necessary skills needed to function as an MRI Technologist in the clinical environment.
Prerequisite: MRI210

MRI230 MRI CLINICAL III
8 credits/240 contact hours
(0 lecture, 0 lab, 240 clinical)
This course provides supervised clinical experience at a clinical site. Included are application of equipment operation, MR safety, medicolegal and ethical protocols, record keeping and patient care. Head and neck techniques and procedures, as well as spine and extremity work, will be performed. Additionally, the student will develop and demonstrate a professional work ethic and at the same time learn the necessary skills needed to function as an MRI Technologist in the clinical environment.
Prerequisite: MRI220

MRI240 ETHICS AND HEALTH CARE LAWS IN IMAGING SCIENCES
2 credits/20 contact hours
(20 lecture, 0 lab, 0 clinical)
This course is designed to provide a fundamental background in ethics and healthcare laws in the imaging profession. The course also provides the historical and philosophical basics of ethics, the elements of ethical behavior and ethical issues and dilemmas. Topics include an introduction to legal terminology, concepts and principles, misconduct, malpractice, legal and professional standards, and an emphasis on the importance of proper documentation and informed consent. Other topics include the basic concepts of patient information management, medical records management including privacy and regulatory issues and the role of the technologist in the management of patient information (HIPAA).
Prerequisite: None

MRI250 MRI REGISTRY REVIEW
2 credits/20 contact hours
(20 lecture, 0 lab, 0 clinical)
This course will provide examination preparation and review of the important topics in relation to the American Registry of Radiologic Technologists (ARRT) and/or American Registry of Magnetic Resonance Imaging Technologists (ARMRIT) national certification.
Prerequisite: MRI220 or program director approval.

MTH100 INTRODUCTION TO STATISTICS
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
An introduction to descriptive and inferential statistics, with an emphasis on the collection, analysis and interpretation of data. The student will learn to interpret basic statistical information such as frequency tables and percentages so that they may make more rational decisions when confronted by statistical data.
Prerequisite: None

MTH115 MATHEMATICS FOR HEALTH CARE PROFESSIONALS
4 credits /40 contact hours
(40 lecture, 0 lab, 0 clinical)
Instruction and practice in mathematical concepts relevant to health care professions. Topics include fractional values, calculations, conversions, ratios, and proportions, as well as critical analysis of numerical data and statistical reports. Review and practice of basic mathematical operations is provided as needed. A grade of C (70%) is the minimum passing grade in this course.
Prerequisite: None

MTH120 QUANTITATIVE REASONING
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
Online instruction in mathematical problem-solving skills and concepts. Topics include the use of logic and critical thinking in solving problems, analysis of information suggested by statistical data, determination of probability, solution by means of geometry, and other applications of mathematical analysis.
Prerequisite: None

MTH140 ALGEBRA 4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
This algebra course provides a fundamental understanding of basic algebraic principles including operations with algebraic expressions, linear & quadratic equations, inequalities, polynomials, and classification of the real number system.
Prerequisite: None

MTH305 STATISTICS
4 credits /40 contact hours
(40 lecture, 0 lab, 0 clinical)
An introduction to descriptive and inferential statistics, with an emphasis on the collection, analysis, and interpretation

of data. The student will learn to interpret statistical information, to discriminate between sound and unsound statistical methods and results, and to make more rational decisions when confronted by statistical data.
Prerequisite: MTH115 or MTH120 or dean approval.

NUR100 NURSING ASSISTANT SKILLS I
5 credits/60 contact hours
(40 lecture, 20 lab, 0 clinical)
A pre-nursing course that serves as an introduction to basic nursing knowledge and skills. Students will be taught, and practice competency-based skills performed by nursing assistants that will be utilized in future nursing courses. This course includes lecture and lab. The Practical Nursing and the Associate of Applied Science in nursing programs build on this basic nursing knowledge and skills with expectations that each student can perform in a safe and competent manner related to these functions.
Prerequisite: None

NUR102 INTRODUCTION TO NURSING RESOURCES
4 credits /40 contact hours
(40 lecture, 0 lab, 0 clinical)
This course is designed to continue and explore concepts in nursing, processes in nursing care, and select topics related to promotion of health. Nursing concepts include critical thinking, nursing process, concept maps, ATI testing, ATI tutorials/resources, time management, other college resources (writing center/tutoring), and coping strategies.
Prerequisite: NUR100 OR STNA

NUR201 FUNDAMENTALS OF NURSING
6.5 credits/100 contact hours
(40 lecture, 40 lab, 20 clinical)
An introduction to professional nursing and the development of evidence-based practice and safe patient centered care. The course will focus on holistic health assessments and appropriate nursing skills.
Students will demonstrate safe application of knowledge and skills in nursing lab and clinical areas. Clinical will be conducted at long term care facility along with simulation lab.
Prerequisites: BIO 163 & NUR 100 Corequisite: BIO 164.

NUR202 FUNDAMENTALS OF NURSING
8 credits/150 contact hours
(40 lecture, 20 lab, 90 clinical)
An introduction to professional nursing and the development of evidence-based practice and safe patient centered care. The course will focus on holistic health assessments and appropriate nursing skills. Students will demonstrate safe application of knowledge and skills in nursing labs and clinical areas. Clinical will be conducted at long term care facilities.
Prerequisite: NUR100 or STNA

NUR205 INTRODUCTION TO SURGICAL NURSING
7 credits /120 contact hours
(40 lecture, 20 lab, 60 clinical)
Introduces students to the coordination and integration of evidence-based practice as it relates to medical-surgical nursing practice and patient education. The focus of this course is the immune system and related topics. The clinical will be held at acute and/or chronic healthcare facilities.
Prerequisites: NUR100, NUR102, NUR202

NUR212 Introduction to Medical Surgical Nursing
60 Credits/90 contact hours
(40 lecture, 20 lab, 30 clinical)
Introducing students to the coordination and integration of evidence-based practice as it relates to medical surgical nursing practice and patient education period the focus of this course is the immune system and related topics. The clinical will be held at acute or and or chronic health care facilities.
Prerequisites: BIO 163, BIO 164, NUR 100, NUR 201, co-req. NUR 218.

NUR213 ESSENTIALS OF MEDICAL-SURGICAL NURSING
8 credits/150 contact hours
(40 lecture, 20 lab, 90 clinical)
The continuation of coordination and integration of evidence- based practice as it relates to increasing complexity of body systems in medical surgical nursing practice and patient education. Focuses on musculoskeletal, renal, gastrointestinal, hematology, respiratory, cardiac systems. Clinical will be conducted at long term care facilities along with Simulation lab. ADN
Prerequisites: BIO163, BIO164, NUR 201, NUR 212; BSN Prerequisites: NUR100, NUR102, NUR202, NUR205, NUR218

NUR214 MATERNAL REPRODUCTION NURSING
4 credits /61 contact
(25 lecture, 20 lab, 16 clinical)
This course focuses on the role of the nurse in meeting the physiological, psychosocial, cultural, developmental, and educational needs of the maternal-neonatal patients. Simulation lab and various clinical settings will be utilized.
ADN Prerequisites: BIO163, BIO164, NUR100, NUR201, NUR212, NUR213, NUR218;
Corequisite: NUR215; BSN Prerequisites: NUR100, NUR102, NUR202, NUR205, NUR213, NUR215, NUR218, NUR219, NUR300; Corequisite: NUR216

NUR215 MENTAL HEALTH AND NURSING (4 credits /60 hrs.)
This course explores the learning experiences of fundamental mental health and mental illness concepts. Evidence-based practice will be utilized in the delivery of safe patient and family centered care. Various clinical settings will be utilized.
Prerequisites: BIO163, BIO164, NUR100, NUR201, NUR212, NUR213, NUR218; Corequisite: NUR214; BSN

Prerequisites: NUR100, NUR102, NUR202, NUR205, NUR213, NUR215, NUR218, NUR219

NUR216 NURSING CARE OF CHILDREN
4 credits/61 contact hours
(25 lecture, 20 lab, 16 clinical)
This course focuses on integration of knowledge derived from bio-psycho-social sciences, and nursing evidence-based practice to achieve safe patient centered care for the child and family who are experiencing normal development and alterations of body systems. Simulation lab and various clinical facilities will be utilized.
Prerequisites: BIO163, BIO164, NUR100, NUR201, NUR212, NUR213, NUR214, NUR215, NUR218; Corequisite: NUR219; BSN Prerequisites: NUR100, NUR102, NUR202, NUR205, NUR213, NUR214, NUR215, NUR218, NUR219, NUR300; Corequisite: NUR214

NUR217 CRITICAL NEEDS, LEADERSHIP, AND COMMUNITY NURSING
8 credits /150 contact hours
(40 lecture, 20 lab, 90 clinical)
This course continues to integrate and synthesize the knowledge and evidence-based practice learned in previous nursing courses. Focuses on a higher level of critical care, nursing leadership, and provides an introduction to community health nursing. Simulation lab utilized and various clinical settings.
Prerequisite: NUR 100, NUR 201, BIO 163, BIO 164, NUR 212, NUR 213, NUR 214, NUR 215, NUR 216, NUR 218, NUR 219

NUR218 NURSING PHARMACOLOGY I
5 credits /70 contact hours
(30 lecture, 40 lab, 0 clinical)
An introduction to the study of the use of medicine, classification of drugs, the principle of pain management, and the nurse's role in the safe administration of medications utilizing evidence-based practice. This course includes intravenous therapy.
Prerequisites: BIO 163, BIO 164, NUR 100, NUR 201; Corequisite: NUR 212. BSN Prerequisites: NUR100, NUR102, NUR202; Corequisite: NUR100, NUR102, NUR202; BSN Prerequisites: NUR100, NUR102, NUR202; Corequisite: NUR205

NUR219 NURSING PHARMACOLOGY II
5 credits/70 contact hours
(30 lecture, 40 lab, 0 clinical)
The continuation of the use of medicine, classification of drugs, the principle of pain management, and the nurse's role in the safe administration of medications utilizing evidence- based practice. This course includes safe intravenous administration.
Prerequisites: BIO163, BIO164, NUR100, NUR201, NUR212, NUR213, NUR214, NUR215, NUR218; Corequisite: NUR216. BSN Prerequisites: NUR100, NUR102, NUR202, NUR205, NUR218; Corequisite: NUR213

NUR299 DIMENSIONS OF NURSING
8 credits/160 contact hours
(40 lecture, 0 lab, 120 clinical)
The capstone course explores issues and trends in nursing healthcare. Students analyze current evidence-based practice for discussion of issues related to the provision of quality health care period students develop personal and professional strategies to make the transition from student to graduate nurse. This course offers an NCLEX review and includes clinical hours required for safe practice period competency exam and comprehensive exam are required.
Prerequisites: Satisfactory completion of all other program courses.

NUR300 NURSING IN THE CONTEMPORARY U.S. HEALTHCARE SYSTEM
4 credits /40 contact hours
(40 lecture, 0 lab, 0 clinical)
In this course, students will participate in a review of the basic structure and operations of the US health care system, and the significant role that nursing professionals play as part of the system. Following a brief historical overview, the current status of health care organizations, national health care policies and health care needs of the US population will be covered. Students will examine the impact of health care reform and other legislation. Topics will include the nursing shortage, the Institute of Medicine's report on the Future of Nursing, managed care / case management and health care disparities in the U.S. system.
Prerequisite: None

NUR312 NURSING IN GERONTOLOGY
4 credits /40 contact hours
(40 lecture, 0 lab, 0 clinical)
Applying the principle that healthy aging is an expectation of every elder, this course addresses the human potential possible as people all age. It considers the demographics of, attitudes toward, and politics surrounding the aging person. Students will study the biological, psychological, and social aspects of nursing the elders in our society, considering the diversity of situations that may be encountered. This course includes 12 hours of practice experience in an external setting under the guidance of an approved Faculty Nurse Leader.
Prerequisite: None

NUR3 14 NURSING INFORMATICS AND TECHNOLOGY
4 credits /40 contact hours
(40 lecture, 0 lab, 0 clinical)
Nursing informatics integrates nursing science, computer science and information science in identifying, collecting, processing, and managing data and information to support nursing practice, administration, education, research and the expansion of nursing knowledge (American Nurses Association, 2010). In today's healthcare settings it is critical that nurses are competent as users of informatics and information systems. With this definition as a framework, the course will explore the data sources and technological tools and methods used by nurses to further the quality and effectiveness of care delivery in today's complex healthcare environment.

Prerequisite: None

NUR314 NURSING INFORMATICS AND TECHNOLOGY
4 credits /40 contact hours (40 lecture, 0 lab, 0 clinical)
Nursing informatic integrates nursing science, computer science and information science in identifying, collecting, processing, and managing data and information to support nursing practice, administration, education, research and the expansion of nursing knowledge (American Nurses Association, 2010). In today's healthcare settings it is critical that nurses are competent as users of informatics and information systems. With this definition as a framework, the course will explore the data sources and technological tools and methods used by nurses to further the quality and effectiveness of care delivery in today's complex healthcare environment.
Prerequisite: None

NUR320 HEALTH AND WELLNESS ASSESSMENT
4 credits /40 contact hours
(40 lecture, 0 lecture, 0 clinical)
This course will build upon the student's basic knowledge of patient assessment and physical examination. Content will focus on nursing assessment and interventions aimed at promoting health and wellness and individual risk reduction. Students will complete a health and wellness assessment of a child, an adult and an older adult and incorporate health promotion and disease prevention concepts as well as healthy behaviors. Students will explore the role of complementary and alternative therapies in health and wellness care.
Prerequisite: None

NUR316 NURSING GERONTOLOGY
6 credits/100 contact hours
(40 lecture, 0 lab, 60 clinical)
Applying the principle that healthy aging is an expectation of every elder, this course addresses the human potential possible as people all age. It considers the demographics of, attitudes toward, and politics surrounding the aging person. Students will study the biological, psychological, and social aspects of nursing the elders in our society, considering the diversity of situations that may be encountered.
Prerequisites: NUR100, NUR102, NUR202, NUR205, NUR213, NUR214, NUR215, NUR216.

NUR322 ADVANCED ASSESSMENT AND WELLNESS
6 credits /90 contact hours
(40 lecture, 20 lab, 30 clinical)
Applying the principle that healthy aging is an expectation of every elder, this course addresses the human potential possible as people all age. It considers the demographics of, attitudes toward, and politics surrounding the aging person. Students will study the biological, psychological, and social aspects of nursing the elders in our society, considering the diversity of situations that may be encountered.
Prerequisites: NUR100, NUR102, NUR205, NUR213, NUR214, NUR215, NUR216, NUR218, NUR219, NUR300.

Corequisite: NUR337

NUR335 POPULATION HEALTH
4 Credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
Course Description Models of health promotion, health maintenance, education, disease prevention, and coordination of care for individuals, families, groups, and communities. Epidemiology, identification of populations at risk, exploring rural, suburban, and urban environments, and health evaluation in various community settings provide a foundation for meaningful experiential learning in the practicum. Through application of community and public health theory and principles, students will explore and implement the roles of the nurse as teacher, collaborator, advocate, investigator, researcher, and direct care provider. This course includes 12 hours of practice experience in an external setting under the guidance of an approved Faculty Nurse Leader
Prerequisite: None

NUR337 POPULATION FOCUSED NURSING
6 credits /100 contact hours
(40 lecture, 0 lab, 60 clinical)
Models of health promotion, health maintenance, education, disease prevention, and coordination of care for individuals, families, groups, and communities. Epidemiology, identification of populations at risk, exploring rural, suburban, and urban environments, and health evaluation in various community settings provide a foundation for meaningful experiential learning in the practicum. Through application of community and public health theory and principles, students will explore and implement the roles of the nurse as teacher, collaborator, advocate, investigator, researcher, and direct care provider.
Prerequisites: NUR100, NUR102, NUR205, NUR213, NUR214, NUR215, NUR216, NUR218, NUR219, NUR300

NUR325 IMPROVING QUALITY AND SAFETY IN NURSING
4 credits /40 contact hours
(40 lecture, 0 lab, 0 clinical)
Providing nursing care that leads to quality outcomes and is protective of patient safety are both essential to professional nursing practice. A major initiative within the healthcare industry is to improve patient Safety and reduce errors that impact patient outcomes. This course will focus on the processes and practices of quality assessment and continuous quality improvement in healthcare. Students will examine a variety of health indicators that reflect nursing accountabilities. Students will examine the issue of patient safety, risk appraisal, and medical error reduction. They will create a model safety or quality improvement initiative for a sample group of clients or nursing personnel.
Prerequisite: None

NUR410 RESEARCH IN NURSING
5 credits /50 contact hours
(50 lecture, 0 lab, 0 clinical)
Generating, reading, evaluating, and using nursing research. Students study the systematic process of inquiry,

using established guidelines to produce unbiased and useful answers to questions about nursing practice.
Research will be explored for its various constructs, including synthesis of existing findings into a rational approach to practice, describing phenomena that affect health, exploring solutions to current and emerging problems, and testing approaches to client care to determine their effectiveness. Students will also develop their own research questions and begin a research project.
Prerequisite or Corequisite: MTH305

NUR412 EVIDENCED-BASED PRAC RESEARCH METHODS
5 credits/50 contact hours
(50 lecture, 0 lab, 0 clinical)
Generating, reading, evaluating, and using nursing research. Students study the systematic process of inquiry, using established guidelines to produce unbiased and useful answers to questions about nursing practice. Research will be explored for its various constructs, including synthesis of existing findings into a rational approach to practice, describing phenomena that affect health, exploring solutions to current and emerging problems, and testing approaches to client care. Students will also develop their own research questions and begin a research project.
Prerequisites: NUR100, NUR102, NUR202, NUR205, NUR213, NUR214, NUR215, NUR216, NUR218, NUR219, NUR300, NUR314, NUR322, NUR337; Corequisites: NUR314, NUR428

NUR425 LEADERSHIP AND MANAGEMENT IN NURSING
5 credits /50 contact hours
(50 lecture, 0 lab, 0 clinical)
This course focuses on leadership and management principles that guide professional nursing across practice settings. Leadership theories and concepts are emphasized, including the identification of key organizational structures, mission statements, and developing organizational cultures. Students will examine professional communication and teamwork, collaboration and conflict resolution, delegation and supervision, resource management, workforce motivation, and managing and leading change. Core competencies for nurse leaders will be addressed. The course also introduces the integration of ethical and legal principles in nursing leadership roles.
Prerequisite: None

NUR428 LEADERSHIP AND THE BSN
5 credits/70 contact hours
(40 lecture, 0 lab, 60 clinical)
This course focuses on leadership and management principles that guide professional nursing across practice settings. Leadership theories and concepts are emphasized, including the identification of key organizational structures, mission statements, and developing organizational cultures. Students will examine professional communication and teamwork, collaboration and conflict resolution, delegation and supervision, resource management, workforce motivation, and managing and leading change. Core competencies for nurse leaders will be addressed. The course also introduces the integration of ethical and legal principles in nursing leadership roles.

Prerequisites: NUR100, NUR102, NUR202, NUR205, NUR213, NUR214, NUR215, NUR216, NUR218, NUR219, NUR300, NUR314, NUR322, NUR337; Corequisite: NUR314, NUR412

NUR431 DISASTER MANAGEMENT NURSING
4 credits /45 contact hours
(45 lecture, 0 lab, 0 clinical)
This course focuses on the preparation for, response to, and management of the array of natural and man-made disasters and/or emergencies that may occur at various levels of society. Students will examine the existing and proposed pre- planning measures, the need for well-coordinated responses by appropriate organizations, and the management of ongoing issues as disasters or emergencies evolve. The role of the nurse in a variety of situations, agencies, and levels of government will be explored. Students will have the opportunity to experience the work of the many agencies involved in disaster/emergency management.
Prerequisites: NUR100, NUR102, NUR202, NUR205, NUR213, NUR214, NUR215, NUR216, NUR218, NUR219, NUR300, NUR314, NUR322, NUR337; Corequisites: NUR316, NUR325

NUR432 DISASTER MANAGEMENT AND NURSING
5 credits /50 contact hours
(50 lecture, 0 lab, 0 clinical)
This course focuses on the preparation for, response to, and management of the array of natural and man-made disasters and/or emergencies that may occur at various levels of society. Students will examine the existing and proposed pre- planning measures, the need for well-coordinated responses by appropriate organizations, and the management of ongoing issues as disasters or emergencies evolve. The role of the nurse in a variety of situations, agencies, and levels of government will be explored. Students will have the opportunity to experience the work of the many agencies involved in disaster / emergency management.
Prerequisite: None

NUR450 LEGAL AND ETHICAL ISSUES IN NURSING
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
An exploration of the most significant legal and ethical issues and concerns related to the practice of nursing and the delivery of health care. Ethical theories and dilemmas are discussed and analyzed. The course addresses the sources of law as well as its current application in the health care arena. Standards of care, jurisdiction, and liability are considered as these apply to one's own practice. Emphasis is on negligence, the importance of timely and clear documentation in whatever form required, and managing risk in the health care organization. This

course is designed to assist nurses in taking an active role within institutional settings regarding the resolution of legal and ethical issues that arise.
.**Prerequisite: None**

NUR491 CRITICAL ISSUES AND STRATEGIES IN NURSING
5 credits/50 contact hours
(50 lecture, 0 lab, 0 clinical)
This capstone course focuses on the strategies that nurses can use in career development, understanding professional organizations that influence the individual and the profession, inter-professional relations, and health system issues. Historical perspectives on nursing, other health professions, and organizations are explored in terms of history's influence on current relationships. Nursing theory is explored as a method of explaining visions of reality that describe the complex process of nursing care. Political issues will be addressed in terms of their effect and influence on nursing and health care. This course includes 12 hours of practice experience in an external setting under the guidance of an approved Faculty Nurse Leader
Prerequisite: Senior standing

NUR495 CRITICAL STRATEGIES IN NURSING
8 credits/160 contact hours
(40 lecture, 0 lab, 120 clinical)
This capstone courses focuses on the strategies that nurses can use in career development, understanding professional organizations that influence the individual and the profession, inter-professional relations, and health system issues. Historical perspectives on nursing, other health professions, and organizations are explored in terms of history's influence on current relationships. Nursing theory is explored as a method of explaining visions of reality that describe the complex process of nursing care. Political issues will be addressed in terms of their effect and influence on nursing and health care.
Prerequisite: Senior standing. Satisfactory completion of all coursework except NUR450; Corequisite: NUR450

PHY150 GENERAL PHYSICS
4 Credits; 40 contact hours
(40 lecture, 0 lab, 0 clinical)
General Physics is a lecture-based introductory course covering fundamental physics principles essential for understanding the physical world. Topics include the classification of matter, mechanics of measurement, forces and motion, gravity, temperature and heat, thermodynamics, and the principles of electricity and magnetism. This course provides a strong conceptual and problem-solving foundation for students pursuing further studies in science and technology, including those preparing for advanced physics applications. A grade of C (78%) is the minimum passing grade for this course.
Prerequisite: MTH140

PNR100 PRACTICAL NURSE MEDICAL-SURGICAL NURSING I
7 credits/110 contact hours
(40 lecture, 40 lab, 30 clinical)
An introduction to basic nursing knowledge and skills that will guide the student through the nursing process as it pertains to the scope of practice and safe patient-centered care. Students will be taught competency-based skills utilizing specific body functions in which they will learn the application of evidenced-based practice. This course includes lab and clinical. Clinical will be conducted at long-term care facilities.
Prerequisites: NUR100, BIO151

PNR101 PRACTICAL NURSE MATERNAL-CHILD NURSING
5.5 credits/80 contact hours
(40 lecture, 20 lab, 20 clinical)
An introduction to maternal child nursing that focuses on evidenced-based practice as it relates to family/patient-centered care, the stages of pregnancy and neonatal to adolescent healthcare needs with emphasis on patient education. Presentation of Shaken Baby Syndrome is included. This course includes lab, simulation lab, and clinical. The clinical will be conducted at various agencies in which students can successfully complete their clinical learning objectives. The different stages of labor and care for the neonate will be provided through the simulation lab.
Prerequisite: PNR100

PNR102 PRACTICAL NURSE PHARMACOLOGY
5 credits/70 contact hours
(30 lecture, 40 lab, 0 clinical)
This course introduces the concepts of pharmacotherapeutics and establishes a knowledge base that applies to safe patient-centered care in the practical nursing's scope of practice. The student will gain the necessary knowledge to lead toward the potential of intravenous certification. This course includes a lab.
Prerequisite: PNR100 Corequisite: PNR101

PNR103 PRACTICAL NURSE MEDICAL-SURGICAL NURSING II
8 credits/130 contact hours
(50 lecture, 20 lab, 60 clinical)
This course continues the process of basic nursing knowledge and skills that will progress the student through the nursing process as it pertains to the Practical nursing's scope of practice and safe patient-centered care. Students will be taught competency-based skills utilizing specific body functions in which they will learn the application of evidenced-based practice. Presentations regarding HIV and Domestic Violence will be covered. This course includes lab and clinical. Clinicals will be conducted at various health- care facilities.
Prerequisites: PNR102

PNR104 PRACTICAL NURSE MEDICAL- SURGICAL NURSING ROLE TRANSITION
8 credits/160 contact hours
(40 lecture, 0 lab, 120 clinical)
A capstone course of clinical experience and direct patient-centered care including intravenous therapy. This experience consists of a minimum of 120 hours of clinical and must be completed within seven consecutive weeks during the students' final quarter. Competency exam and comprehensive exam are required. A review of PN-NCLEX will be provided. Clinical will be at various clinical agencies.
Prerequisite: Successful completion of all other courses in the

program

PPH220 PATHOPHYSIOLOGY
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
This course provides the student with the foundation for basic disease concepts including neoplasms, inflammation, and infection. The etiology, treatment, pharmacology, and prognosis of disease associated with the body systems are studied. A grade of C (70%) is the minimum passing grade in this course.
Prerequisite: None

PSY101 PRINCIPLES OF PSYCHOLOGY
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
An introduction to fundamental concepts in psychology. Topics include theoretical bases, perception, learning, motivation, personality, and the relationship of biology to psychological illness and treatment.
Prerequisite: None

PSY211 DEVELOPMENTAL PSYCHOLOGY
4 credits /40 contact hours
(40 lecture, 0 lab, 0 clinical)
An introduction to and survey of theories on the growth and development of the human being from conception to maturity and into old age. Topics include the special problems of the young child, emotional and social adjustment of the adolescent and young adult, marriage and the family, and issues unique to the elderly.
Prerequisite: PSY 101

PSY230 ABNORMAL PSYCHOLOGY
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
A study of behavior disorders to lead to an understanding of prevention, diagnosis, and treatment implemented in psychopathological entities. The symptom etiology of established mental illness classifications is examined to foster a clear understanding of the complexity of the evolution and reversal of abnormal behaviors.
Prerequisite: PSY101 or equivalent

REM201 Fundamentals of Nursing
1 credit/20 contact hours
(0 lecture, 20 lab, 0 clinical)
The primary objective of this course is to provide remediation aimed at enhancing the knowledge and skills pertinent to NUR201 Fundamentals of Nursing. Remediation is a critical component in the educational journey of medical students, as it addresses specific areas of deficiency and reinforces foundational concepts. By participating in this course, students will receive targeted instruction and support, enabling them to achieve the competencies required for success in NUR201 Fundamentals of Nursing and their future careers. This structured approach not only aids in academic improvement but also contributes to the development of a more proficient and confident medical workforce. For this course, a passing grade is a cumulative 78%. Prerequisite: Previous attempt of NUR201 Fundamentals of Nursing.

REM212 INTRODUCTION TO MEDICAL SURGICAL NURSING
1 credit/20 contact hours
(0 lecture, 20 lab, 0 clinical)
The primary objective of this course is to provide remediation aimed at enhancing the knowledge and skills pertinent to NUR212 Introduction to Medical Surgical Nursing. Remediation is a critical component in the educational journey of medical students, as it addresses specific areas of deficiency and reinforces foundational concepts. By participating in this course, students will receive targeted instruction and support, enabling them to achieve the competencies required for success in NUR212 Introduction to Medical Surgical Nursing. and their future careers. This structured approach not only aids in academic improvement but also contributes to the development of a more proficient and confident medical workforce. For this course, a passing grade is a cumulative 78%. Prerequisite: Previous attempt of NUR212 Introduction to Medical Surgical Nursing.

REM213 ESSENTIALS OF MEDICAL-SURGICAL NURSING
1 credit/20 contact hours
(0 lecture, 20 lab, 0 clinical)
The primary objective of this course is to provide remediation aimed at enhancing the knowledge and skills pertinent to NUR213 Essentials of Medical-Surgical Nursing. Remediation is a critical component in the educational journey of medical students, as it addresses specific areas of deficiency and reinforces foundational concepts. By participating in this course, students will receive targeted instruction and support, enabling them to achieve the competencies required for success in NUR213 Essentials of Medical-Surgical Nursing and their future careers. This structured approach not only aids in academic improvement but also contributes to the development of a more proficient and confident medical workforce. For this course, a passing grade is a cumulative 78%. Prerequisite: Previous attempt of NUR213 Essentials of Medical-Surgical Nursing.

REM214 MATERNAL REPRODUCTION NURSING
1 credit/20 contact hours
(0 lecture, 20 lab, 0 clinical)
The primary objective of this course is to provide remediation aimed at enhancing the knowledge and skills pertinent to NUR 214 Maternal Reproduction Nursing. Remediation is a critical component in the educational journey of medical students, as it addresses specific areas of deficiency and reinforces foundational concepts. By participating in this course, students will receive targeted instruction and support, enabling them to achieve the competencies required for success in NUR 214 Maternal Reproduction Nursing and their future careers. This structured approach not only aids in academic improvement but also contributes to the development of a more proficient and confident medical workforce. For this

course, a passing grade is a cumulative 78%. Previous attempt of NUR 214 Maternal Reproduction Nursing.

REM215 MENTAL HEALTH AND NURSING 1 credit/20 contact hours
(0 lecture, 20 lab, 0 clinical)
The primary objective of this course is to provide remediation aimed at enhancing the knowledge and skills pertinent to NUR215 Mental Health and Nursing. Remediation is a critical component in the educational journey of medical students, as it addresses specific areas of deficiency and reinforces foundational concepts. By participating in this course, students will receive targeted instruction and support, enabling them to achieve the competencies required for success in NUR215 Mental Health and Nursing and their future careers. This structured approach not only aids in academic improvement but also contributes to the development of a more proficient and confident medical workforce. For this course, a passing grade is a cumulative 78%. Previous attempt of NUR215 Mental Health and Nursing.

REM216 NURSING CARE OF CHILDREN
1 credit/20 contact hours
(0 lecture, 20 lab, 0 clinical)
The primary objective of this course is to provide remediation aimed at enhancing the knowledge and skills pertinent to NUR216 Nursing Care of Children. Remediation is a critical component in the educational journey of medical students, as it addresses specific areas of deficiency and reinforces foundational concepts. By participating in this course, students will receive targeted instruction and support, enabling them to achieve the competencies required for success in NUR216 Nursing Care of Children and their future careers. This structured approach not only aids in academic improvement but also contributes to the development of a more proficient and confident medical workforce. For this course, a passing grade is a cumulative 78%. Previous attempt of NUR216 Nursing Care of Children.

REM217 CRITICAL NEEDS, LEADERSHIP, AND COMMUNITY NURSING
1 credit/20 contact hours
(0 lecture, 20 lab, 0 clinical)
The primary objective of this course is to provide remediation aimed at enhancing the knowledge and skills pertinent to NUR217 Critical Needs, Leadership, and Community Nursing. Remediation is a critical component in the educational journey of medical students, as it addresses specific areas of deficiency and reinforces foundational concepts. By participating in this course, students will receive targeted instruction and support, enabling them to achieve the competencies required for success in NUR217 Critical Needs, Leadership, and Community Nursing and their future careers. This structured approach not only aids in academic improvement but also contributes to the development of a more proficient and confident medical workforce. For this course, a passing grade is a cumulative 78%. Previous attempt of NUR217 Critical Needs, Leadership, and Community Nursing.

REM218 NURSING PHARMACOLOGY I
1 credit/20 contact hours
(0 lecture, 20 lab, 0 clinical)
The primary objective of this course is to provide remediation aimed at enhancing the knowledge and skills pertinent to NUR218 Nursing Pharmacology I. Remediation is a critical component in the educational journey of medical students, as it addresses specific areas of deficiency and reinforces foundational concepts. By participating in this course, students will receive targeted instruction and support, enabling them to achieve the competencies required for success in NUR218 Nursing Pharmacology I and their future careers. This structured approach not only aids in academic improvement but also contributes to the development of a more proficient and confident medical workforce. For this course, a passing grade is a cumulative 78%. Previous attempt of NUR218 Nursing Pharmacology I.

REM219 NURSING PHARMACOLOGY II
1 credit/20 contact hours
(0 lecture, 20 lab, 0 clinical)
The primary objective of this course is to provide remediation aimed at enhancing the knowledge and skills pertinent to NUR219 Nursing Pharmacology II. Remediation is a critical component in the educational journey of medical students, as it addresses specific areas of deficiency and reinforces foundational concepts. By participating in this course, students will receive targeted instruction and support, enabling them to achieve the competencies required for success in NUR219 Nursing Pharmacology II and their future careers. This structured approach not only aids in academic improvement but also contributes to the development of a more proficient and confident medical workforce. For this course, a passing grade is a cumulative 78%. Previous attempt of NUR219 Nursing Pharmacology II.

REM299 DIMENSIONS IN NURSING
1 credit/20 contact hours
(0 lecture, 20 lab, 0 clinical)
The primary objective of this course is to provide remediation aimed at enhancing the knowledge and skills pertinent to NUR299 Dimensions in Nursing. Remediation is a critical component in the educational journey of medical students, as it addresses specific areas of deficiency and reinforces foundational concepts. By participating in this course, students will receive targeted instruction and support, enabling them to achieve the competencies required for success in NUR299 Dimensions in Nursing and their future careers. This structured approach not only aids

in academic improvement but also contributes to the development of a more proficient and confident medical workforce. For this course, a passing grade is a cumulative 78%. Previous attempt of NUR299 Dimensions in Nursing.

SOC105 Interpersonal Communication
4 credits/40 contact hours
(40 lecture, 0 lab, 0 clinical)
An examination of the practices and principles of interpersonal communication. Emphasis is placed on the communication process, perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships.
Prerequisite: None

SOC300 DIVERSITY IN SOCIETY
4 credits /40 contact hours
(40 lecture, 0 lab, 0 clinical)
This course is designed to provide students with the knowledge, skills and behaviors needed to demonstrate culturally sensitive competence in today's diverse global environment. Emphasis will be placed on the role of gender, race, ethnicity, religion, and economics on behavior of individuals and groups. The goal of the course is to provide students with an appreciation of human diversity and to work effectively with groups and individuals in an increasingly diverse environment.
Prerequisite: None

SOC101 PRINCIPLES OF SOCIOLOGY
4 credits /40 contact hours
(40 lecture, 0 lab, 0 clinical)
An introduction to basic sociological concepts and the principles and methods employed in the scientific study of human societies. Topics include the socialization of individuals and groups, social stratification, social organization, deviant behavior, and the influences leading to social change.
Prerequisite: None

OWNERSHIP, BOARD OF DIRECTORS AND GOVERNANCE

MCC HOLDINGS LLC, Ownership

Beckfield College Board of Directors
Jeremy Oberfeld, Chief Executive Officer (CEO, MCC)
Max Stesel, Chief Operating Officer (COO, MCC)
Diana Lawrence, Beckfield College President

Administration

Diana Lawrence, President
Doctor of Education, Nova Southeastern University
Master of Science in Management, National-Louis University
Bachelor of Arts in Psychology, University of South Carolina

Charles Wilson, Vice President of Information Technology
Bachelor of Science in Management Information Systems with a Minor in Mathematics, Philadelphia College of Textiles and Science

Terri Pullen, Vice President of Accreditation, Compliance and Student Services
Doctor of Arts in Composition Rhetoric, Illinois State University
Master of Arts in English, Western Kentucky University
Bachelor of Arts in English, Western Kentucky University

David Rose, Executive Director of Enrollment Management
Master of Business Administration, Indiana Wesleyan University
Bachelor of Science, Indiana Wesleyan University

Cortney Tudor, Director of Student and International Services
Master of Science in Human Resource Leadership, Sullivan University
Master of Business Administration, Sullivan University
Bachelor of General Studies: Social Sciences, Indiana University

Tanya Townsend, Librarian (Library and Bookstore Services)
Master of Arts in English, Northern Kentucky University
Bachelor of Arts in Secondary Education, Northern Kentucky University

Samantha Dieman, Director of Human Resources
Bachelor of Science in Human Resources Management, Northern Kentucky University

Beth Maley, Sr. Manager / Controller, Finance, and Accounting
Master of Business Administration, Thomas More University
Bachelor of Business Administration, Thomas More University

Bilal Abbasi, Director of Marketing
Master of Business Administration in Marketing, American Intercontinental University
Bachelor of Science in Mechanical Engineering, Mustansiriyah University

Angela Davis-Haynes, Director of Student Financial Services
Bachelor of Arts in General Studies, Kent State University
Associate of Arts in Political Science, Miami University

Johanna Smith Nix, Director of Community Relations
Master of Science in Nursing, Northern Kentucky University
Bachelor of Science in Nursing, Northern Kentucky University
Associate of Science in Nursing, Ivy Tech Community College

Jocelyn Kanatzar Roy, Registrar
Bachelor of Arts, Communications Electronic Media, Morehead State University

Academic Administration and Faculty

All Beckfield College faculty have been determined to be qualified by their academic and professional credentials and experience to teach the courses assigned to them. The College's faculty are classified as full-time or part-time/adjunct instructors. The College maintains a solid foundation of full-time faculty. However, as a career college, this foundation is augmented with part-time/adjunct instructors. In addition to their academic and professional credentials, they are currently working or have worked in the profession/academic discipline directly related to the courses assigned to them. Faculty are assigned to courses according to the availability of courses that they are qualified to teach, as well as their personal availability. Beginning in 2025, all faculty will be listed in the Beckfield College Catalog. Any changes throughout the year will be published in the Catalog Addendum Errata. Members of academic leadership are capitalized and listed at the beginning of each section. Occupational and/or Applied Science faculty members are identified as such in their title (OA). Part-time/adjunct instructors are identified with an asterisk (*).

ALLIED HEALTH

Jena Hernandez, ALLIED HEALTH, DIAGNOSTIC MEDICAL SONOGRAPHY, PROGRAM DIRECTOR
Master of Health Administration, University of Cincinnati
Bachelor of Science in Diagnostic Medical Sonography, Grand Valley State University

Samantha Bobek, Allied Health, Diagnostic Medical Sonography, Faculty*
Bachelor of Science in Medical Diagnostic Imaging, Fort Hays State University
Associate of Science in Radiologic Technology, Fort Hays State University

Jaime Cowan, Allied Health, Diagnostic Medical Sonography, Clinical Coordinator & Faculty
Bachelor of Science in Allied Health Sciences - Advanced Medical Imaging Technology, University of Cincinnati
Associate of Science in Radiography, Indiana University

Paige Morrison, Allied Health, Diagnostic Medical Sonography,

Faculty*
Bachelor of Science in Sonography, Marshall University

Jonna Winkler, ALLIED HEALTH, MEDICAL MASSAGE THERAPY PROGRAM, PROGRAM DIRECTOR
Master of Science in Anatomical Sciences Education, University of Florida
Bachelor of Science in Exercise Science, Ohio State University
Diploma in Massage Therapy, Healing Arts Institute

Alicia Kleid, Allied Health, Medical Massage Therapy, Faculty*
Bachelor of Arts in History, Northern Kentucky University
Certificate in Massage Therapy, Gateway Community and Technical College

Sherrie Kollman, Allied Health, Medical Massage Therapy Faculty*
Diploma in Massage Therapy, Self-Health Institute, Inc.

Jama Britt Dorsey Pollock, Allied Health, Medical Massage Therapy, Faculty*
Bachelor of Science in Communications, University of Southern Indiana
Associate of Science in Occupational Therapy Assistant, University of Southern Indiana
Diploma in Massage Therapy, Cincinnati School of Medical Massage

BUSINESS

Dr. Anisha Daniels, PROGRAM DIRECTOR, BUSINESS
Doctor of Business Administration, Argosy University
Master of Arts in Management, Antioch University McGregor
Bachelor of Science in Communication, Ohio University

Michael Buschur, Business Administration Faculty*
Master of Science in Management, Indiana Wesleyan University
Bachelor of Science in Management, Indiana Wesleyan University

GENERAL EDUCATION

Melinda M. Hodge, DEAN OF GENERAL EDUCATION & ONLINE LEARNING
Master of Arts in Education, Northern Kentucky University
Bachelor of Arts in Education, University of Kentucky

Dr. Jennifer Ashbaugh, General Education Faculty*
Doctor of Philosophy in Anatomical Sciences and Neurobiology, University of Louisville
Bachelor of Science in Forensic Science, Eastern Kentucky University

Kathy Cloud, General Education Faculty*
Master of Arts in Organizational Management and Ethical Leadership, Thomas More University
Bachelor of Business Administration, Thomas More University
Associate of Applied Business in Health Care Administration, Brown Mackie College – Northern Kentucky
Diploma in Medical Assisting, Northern Kentucky Health Occupations Center

Barbara Demoss, General Education Faculty*
Master of Science in Nursing, University of Cincinnati
Bachelor of Science in Biology, Xavier University

Dr. Karen Guenthner, General Education Faculty*
Doctor of Chiropractic, National University of Health Sciences
Master of Science in Human Anatomy and Physiology, Northeast College of Health Sciences
Master of Health Services Administration, Xavier University
Bachelor of Science in Biology, University of Cincinnati

Dr. Pamela Hughes, General Education Faculty*
Doctor of Pharmacy, Ohio State University
Bachelor of Science in Chemistry, Morehead State University

Meghan Curry, General Education Faculty*
Master of Arts in English Literature, Northern Kentucky University
Bachelor of Arts in English Education, Northern Kentucky University

Stephanie Lape, General Education Faculty*
Juris Doctorate, Chase College of Law, Northern Kentucky University
Bachelor of Arts in History with a Minor in Mathematical Sciences, Northern Kentucky University

Laura Laws, STUDENT SUCCESS CENTER COORDINATOR, General Education Faculty*
Master of Arts in Education, Northern Kentucky University
Bachelor of Science in Early Elementary Education, Brescia University
Certification in Instructional Leadership Education Rank I

Andrea Levi, General Education Faculty*
Master of Arts in Education, College of Mount St. Joseph
Bachelor of Arts in Elementary Education, Thomas More College

Abigail Martin, General Education Faculty*
Master of Arts in Social Work, University of Kentucky
Bachelor of Arts in Social Work, University of Kentucky
Graduate Certificate, Trauma Responsive Practice, University of Kentucky

Alicia McEwen, General Education Faculty*
Master of Science in Human Factors/Industrial Psychology, Wright State University
Bachelor of Arts in Psychology, Ball State University

Maria McMain, General Education Faculty*
Master of Arts in College of Professional Studies
Bachelor of Arts in Elementary Education, Northern Kentucky University

Lee Owens, General Education Faculty*
Master of Science in Nutrition Sciences, University of Cincinnati
Bachelor of Arts and Sciences in Psychology, Ohio University

Kathleen Renaker, General Education Faculty*
Master of Arts in Communication, University of Cincinnati
Bachelor of Arts in Speech Communication with a Minor in Journalism, Northern Kentucky University

Harry Sanders, General Education Faculty*
Master of Science in Biology, University of Nebraska
Bachelor of Science in Biology, Pensacola Christian College

Courtney Scheben, General Education Faculty*
Master of Arts in Professional Studies, Northern Kentucky University
Bachelor of Arts in Early Childhood Education, University of Kentucky

Dr. Rachel Severs, General Education Faculty*
Doctor of Applied Psychology, Western Kentucky University
Master of Arts in Clinical Psychology, Western Kentucky University
Bachelor of Arts in Psychology, University of Dayton

Deborah Smalley, General Education Faculty*
Master of Arts & Sciences in Liberal Studies, Northern Kentucky University
Bachelor of Arts in English with a Minor in Women's Studies, Northern Kentucky University

Darrin Swisshelm, General Education Faculty*
Master of Arts in Teaching Secondary Math, Morehead State University
Bachelor of Science in Mathematics, The Ohio State University

Tanya Townsend, General Education Faculty, Director of Library Services
Master of Arts in English, Northern Kentucky University
Bachelor of Arts in English Education, Northern Kentucky University
Associate of Arts in Pre-Secondary Education, University of Cincinnati
Certificate in Creative Writing, Northern Kentucky University
Certificate in Composition and Rhetoric Practicum, Northern Kentucky University

NURSING

Dr. Sara Krzywkowski-Mohn, DEAN OF NURSING
Doctor of Education in Urban Educational Leadership, University of Cincinnati
Post Master's Certificate in Family Nurse Practitioner, Northern Kentucky University
Master of Science in Nursing Administration, University of Cincinnati
Master of Science in Health Care Administration, University of Cincinnati
Bachelor of Science in Nursing and Biology, Marian University

Dr. Mary Anne Schneider, LEAD FACULTY/ PROGRAM DIRECTOR, PRACTICAL NURSING
Doctor of Nursing Practice, Northern Kentucky University
Master of Science in Nursing, Walden University
Bachelor of Science in Nursing, Walden University

Katrina Bond, Nursing Faculty*
Master of Science in Nursing, University of Cincinnati
Bachelor of Arts in Recreation and Fitness, Northern Kentucky University

Audricia Brooks, Nursing Faculty*
Master of Science in Nursing, University of Kentucky
Bachelor of Science in Nursing, University of Cincinnati

Kathern Bunch, Nursing Faculty (Clinical/Lab Only)*
Bachelor of Science in Nursing, Northern Kentucky University
Associate of Applied Science in Nursing, Beckfield College

Dr. Lori Catalano, Nursing Faculty*
Doctor of Philosophy in Nursing Science, Indiana University
Master of Science in Nursing, University of Cincinnati
Bachelor of Science in Nursing, University of Cincinnati

Ashley Cannon, Nursing Faculty*
Master of Science in Nursing, Northern Kentucky University
Bachelor of Science in Nursing, Beckfield College
Associate of Applied Science in Nursing, Beckfield College

Jennifer Cefaratti, Nursing Faculty*
Master of Science in Nursing, Northern Kentucky University
Bachelor of Science in Nursing, Mount St. Joseph University
Associate of Applied Science in Nursing, Northern Kentucky University

Shyla Chapman, Nursing Faculty*
Master of Science in Nursing, Northern Kentucky University
Bachelor of Science in Nursing, Indiana University
Associate of Science in Nursing, Ivy Tech Community College

Leah Dressman, Nursing Faculty (Clinical/Lab Only)*
Bachelor of Science in Nursing, Thomas More University
Associate of Applied Science in Nursing, Beckfield College

Monica Freudenberg, Nursing Faculty (Clinical/Lab Only)*
Bachelor of Science in Nursing, Thomas More University
Associate of Applied Science in Nursing, Beckfield College

Abby Grimme, Nursing Faculty
Master of Science in Nurse Midwifery Program, University of Cincinnati
Master of Science in Nursing, Mount St. Joseph University
Bachelor of Arts in Communication, University of Cincinnati

Denise Harris, Nursing Faculty* (Clinical/Lab Only)
Bachelor of Science in Nursing, Beckfield College
Associate of Applied Science in Nursing, Beckfield College

Vanessa Haywood, Nursing Faculty*
Master of Science in Nursing, Northern Kentucky University
Bachelor of Science in Nursing & Health Professions, Northern Kentucky University
Associate of Applied Science in Nursing, Northern Kentucky University

Misty Herald, Nursing Faculty* (Clinical/Lab Only)
Bachelor of Science in Nursing, Indiana Wesleyan University
Associate of Science in Nursing, University of Arkansas at Little Rock

Linda Higgs, Nursing Faculty*
Master of Science in Nursing, Northern Kentucky University
Bachelor of Science in Nursing, Beckfield College
Associate of Applied Science in Nursing, Beckfield College

Brittany Hudgins, Nursing Faculty (Clinical/Lab Only)
Bachelor of Science in Nursing,

Capella University
Associate of Applied Science in Nursing, Beckfield College

Heidi Kramer, Nursing Faculty*
Master of Science in Nursing, Northern Kentucky University
Bachelor of Science in Nursing, University of Cincinnati
Associate of Applied Science in Nursing, Beckfield College

Carrie Luster, Nursing Faculty* (Clinical/Lab Only)
Bachelor of Science in Nursing, Chamberlain University
Associate of Applied Science in Nursing, Beckfield College

Ashley McFadden, Nursing Faculty*
Master of Science in Nursing, University of Cincinnati
Bachelor of Science in Nursing, University of Cincinnati

Elizabeth Mockbee, Nursing Faculty (Clinical/Lab Only)*
Bachelor of Science in Nursing, Thomas More University
Associate of Applied Science in Nursing, Galen College of Nursing

Jodi Newsome, Nursing Faculty
Master of Science in Nursing, University of Cincinnati
Bachelor of Science in Nursing, Northern Kentucky University
Associate of Applied Science in Nursing, Northern Kentucky University

Johannah Nix, Nursing Faculty, Director of Community Relations
Master of Science in Nursing, Northern Kentucky University
Bachelor of Science in Nursing, Northern Kentucky University
Associate of Science in Nursing, Ivy Tech Community College

Dr. Denise Pattison, Nursing Faculty*
Doctor of Nursing Practice, University of Cincinnati
Master of Science in Nursing, Georgetown University
Bachelor of Science in Nursing, University of Cincinnati

Brandi Phillips, Nursing Faculty* (Clinical/Lab Only)
Bachelor of Science in Nursing, Capella University
Associate of Applied Science in Nursing, Beckfield College

Ashley Powell, Nursing Faculty*
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, Marian University

Dr. Natasha Radic, Nursing Faculty*
Doctor of Nursing Practice, Northern Kentucky University
Master of Science in Nursing, Northern Kentucky University
Bachelor of Science in Nursing, Ohio University
Associate of Applied Science in Nursing, Cincinnati State Technical and Community College

Amber Redwine, Nursing Faculty (Clinical/Lab Only)*
Bachelor of Science in Nursing, Chamberlain University
Associate of Applied Science in Nursing, Beckfield College

Laura Rider, Manager of Nursing Clinical and Lab Operations, Nursing Faculty*
Master of Science in Nursing, Kaplan University
Bachelor of Science in Nursing, Bellarmine University

Nancy Ritzenthaler, Nursing Faculty (Clinical/Lab Only)*

Bachelor of Science in Nursing, Northern Kentucky University

Felicia Rohman, Nursing Faculty (Clinical/Lab Only)*
Bachelor of Science in Nursing, Northern Kentucky University
Associate of Applied Science in Nursing, Beckfield College

Brittany Shinkle, CLINICAL COORDINATOR, Nursing Faculty(Clinical/Lab Only)*
Bachelor of Science in Nursing, Chamberlain University
Associate of Applied Science in Nursing, Beckfield College

Natasha Shipe, Nursing Faculty (Clinical/Lab Only)*
Associate of Applied Science in Nursing, Beckfield College

Stephanie N. Smith, Nursing Faculty
Master of Science in Nursing, Northern Kentucky University
Bachelor of Science in Nursing, Ohio University
Associate of Applied Science in Nursing, Cincinnati State Technical and Community College
Associate of Science in Science, Cincinnati State Technical and Community College

Dr. Elizabeth Tomlinson, Nursing Faculty*
Doctor of Nursing Practice, Northern Kentucky University
Master of Science in Nursing, Northern Kentucky University
Bachelor of Science in Nursing, Northern Kentucky University
Associate of Applied Science in Nursing, Beckfield College

Chukwuemeka Uzoma, Nursing Faculty*
Master of Science in Nursing, Indiana Wesleyan University
Bachelor of Science in Nursing, University of Cincinnati

Jonathan West-Hillerich, Nursing Faculty (Clinical/Lab Only)*
Associate of Applied Science in Nursing, Beckfield College

Sheree Woodall, Nursing Faculty*
Master of Science in Nursing, Northern Kentucky University
Bachelor of Science in Nursing, Thomas More University
Associate of Applied Science in Nursing, Beckfield College

Dr. Amber Wilson, Nursing Faculty*
Doctor of Nursing Practice, Indiana State University
Master of Science in Nursing, Indiana State University
Bachelor of Science in Nursing, University of Southern Indiana
Associate of Science in Nursing, Ivy Tech Community College

Michael Winter, Nursing Faculty*
Master of Science in Nursing, Northern Kentucky University
Bachelor of Science in Nursing, University of Cincinnati

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16 Spiral Drive
Florence, Kentucky 41042
859-371-9393
www.beckfield.edu