The initial edition of the 2016-2017 Hondros College Student Catalog was published January 4, 2016. Addenda to the student catalog may occur throughout the academic year and are posted on the student portal and Hondros College website. This updated information should accompany the student catalog when issued as a hard copy.
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WELCOME

Welcome to Hondros College. You have selected a college designed with the motivated, mature learner in mind. We are committed to providing a high-quality education that serves our communities of interest. As you get to know us, you will have the opportunity to meet and work with our faculty who are experienced, dedicated and passionate nurse educators. Our faculty bring significant hands-on professional experience to the classroom, lab and clinical experiences at Hondros College. This allows us to provide our students education based on sound academic theory and real-world experience.

We appreciate and support your commitment to your future! Best wishes with your educational endeavors.

History of Hondros College

Hondros College was founded in 1981 by John G. Hondros under the name The Ohio Real Estate Preparatory School. Originally offering courses to help candidates pass the Ohio Real Estate exam on the first try, the college grew to offer not only preparatory courses, but also the pre-licensing education required for real estate, insurance, and mortgage professionals. To reflect the expanding curriculum offered, John G. Hondros changed the name to Hondros Career Centers in 1986. In 1991, Hondros Career Centers received initial accreditation from the Accrediting Council for Independent Colleges and Schools (ACICS) and offered its first degree, an Associate Degree in Real Estate Technology.

The name was changed to Hondros College in 1996 to reflect the level of education now offered. Over the next 10 years, the organization expanded to offer a wide variety of certificate and continuing education programs, including appraisal, financial services, and home inspection. In 2006 the College received approval from the Ohio Board of Nursing to offer Practical Nursing diploma and Associate Degree in Nursing programs, which were launched at the Cincinnati campus in January, 2007. In 2008, 2009, 2011 the College expanded the Practical Nursing diploma and Associate Degree in Nursing programs to the Westerville, Fairborn, and Independence campuses, respectively. The main campus of record at the Ohio Board of Nursing for the nursing programs is the suburban Columbus (Westerville) campus.

Hondros College continues to pursue excellence in higher education. In 2011, the College proudly received authority from the Ohio Board of Regents to confer Bachelor’s degrees. The online RN-BSN completion program welcomed its first inaugural class in October, 2011. In May, 2013, the RN-BSN completion program at Hondros College became accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

On November 1, 2013, Hondros College was acquired by American Public Education, Inc. (APEI) providing additional resources to advance the mission of Hondros College.

This catalog provides detailed information about the nursing programs. A copy of the Hondros College Student Catalog is available at the front desk. Students maintaining continuous enrollment should follow the policies in effect at the time of enrollment. Students will be notified via the student portal of any addendums to, or publication of, a new catalog. In accordance with Ohio Administrative Code 4723-5-12(B), Hondros College will not implement changes to policies for student progression or requirements for completion for any students currently enrolled in the nursing programs.
# ACADEMIC CALENDAR 2016-2017

<table>
<thead>
<tr>
<th>Winter Quarter 2016</th>
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<tbody>
<tr>
<td>Winter Quarter Begins</td>
<td>January 4, 2016</td>
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<tr>
<td>College Closed - Martin Luther King, Jr. Day</td>
<td>January 18, 2016</td>
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<tr>
<td>Registration opens for Spring Quarter 2016</td>
<td>February 7, 2016</td>
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<tr>
<td>Registration closes for Spring Quarter 2016</td>
<td>February 19, 2016</td>
</tr>
<tr>
<td>Finals Week</td>
<td>March 14-18, 2016</td>
</tr>
<tr>
<td>Winter Quarter Ends</td>
<td>March 18, 2016</td>
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<tr>
<td>Break</td>
<td>March 19, 2016-April 3, 2016</td>
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<td>April 4, 2016</td>
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<tr>
<td>Registration opens for Summer Quarter 2016</td>
<td>May 8, 2016</td>
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<tr>
<td>Registration closes for Summer Quarter 2016</td>
<td>May 20, 2016</td>
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<tr>
<td>College Closed - Memorial Day</td>
<td>May 30, 2016</td>
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<tr>
<td>Finals Week</td>
<td>June 13-17, 2016</td>
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<tr>
<td>Spring Quarter Ends</td>
<td>June 19, 2015</td>
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<tr>
<td>Break</td>
<td>June 18, 2016 - July 3, 2016</td>
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<tr>
<td>Summer Quarter Begins</td>
<td>July 5, 2016</td>
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<tr>
<td>Registration opens for Fall Quarter 2016</td>
<td>August 7, 2016</td>
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<tr>
<td>Registration closes for Fall Quarter 2016</td>
<td>August 26, 2016</td>
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<tr>
<td>College Closed - Labor Day</td>
<td>September 6, 2016</td>
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<tr>
<td>Finals Week</td>
<td>September 12-15, 2016</td>
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<tr>
<td>Summer Quarter Ends</td>
<td>September 17, 2016</td>
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<tr>
<td>Break</td>
<td>September 18 - October 2, 2016</td>
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<tr>
<td>Commencement (Sprint Qtr. 2016 and Summer Qtr. 2016 Graduates)</td>
<td>September 18, 2016</td>
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<td>Fall Quarter Begins</td>
<td>October 3, 2016</td>
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<tr>
<td>Registration opens for Winter Quarter 2017</td>
<td>November 6, 2016</td>
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<tr>
<td>Registration closes for Winter Quarter 2017</td>
<td>November 25, 2016</td>
</tr>
<tr>
<td>College Closed - Thanksgiving Break</td>
<td>November 24-25, 2016</td>
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<tr>
<td>Finals Week</td>
<td>December 12-15, 2016</td>
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<tr>
<td>Fall Quarter Ends</td>
<td>December 15, 2016</td>
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<tr>
<td>Break</td>
<td>December 18, 2016 - January 1, 2017</td>
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# ACADEMIC CALENDAR 2017-2018

## Winter Quarter 2017
- **Winter Quarter Begins**: January 2, 2017
- **College Closed - Martin Luther King, Jr. Day**: January 16, 2017
- **Registration opens for Spring Quarter 2017**: February 5, 2017
- **Finals Week**: March 13-16, 2017
- **Winter Quarter Ends**: March 16, 2017
- **Break**: March 18, 2017 - April 2, 2017
- **Commencement (Fall Qtr. 2016 and Winter Qtr. 2017 Graduates)**: March 19, 2017

## Spring Quarter 2017
- **Spring Quarter Begins**: April 3, 2017
- **Registration opens for Summer Quarter 2017**: May 7, 2017
- **Registration closes for Summer Quarter 2017**: May 26, 2017
- **College Closed - Memorial Day**: May 29, 2017
- **Finals Week**: June 12-15, 2017
- **Spring Quarter Ends**: June 17, 2017
- **Break**: June 18, 2017 - July 2, 2017
General Information

GENERAL INFORMATION

Accreditation and Approvals

ACCREDITATION

Hondros College is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) to award diplomas, academic associate degrees, and bachelor’s degrees. The Accrediting Council for Independent Colleges and Schools is recognized by the Council for Higher Education Accreditation (CHEA) and the United States Department of Education.

Accrediting Council for Independent Colleges and Schools
750 First Street, NE Suite 980
Washington, DC 20002-4223
Telephone: (202) 336-6780

The baccalaureate in science in nursing degree at Hondros College is accredited by the Commission on Collegiate Nursing Education (CCNE).

Commission on Collegiate Nursing Education
One DuPont Circle NW, Suite 530
Washington, DC 20036
Telephone: (202) 463-6930

APPROVALS

Hondros College is approved by the State Board of Career Colleges and Schools of Ohio.

Westerville main campus 13-09-2024T, West Chester branch campus 13-09-2027T, Fairborn branch campus 13-09-2025T, Independence branch campus 13-09-2024T.

Hondros College is approved to offer the following programs by the Ohio Board of Nursing: Associate Degree in Nursing and Practical Nursing diploma.

Hondros College’s RN-BSN completion program is approved by the Ohio Board of Regents.

For RN-BSN completion program students residing in Indiana, this institution is regulated by:

Indiana Board for Propriety Education
101 West Ohio Street, Suite 670
Indianapolis, IN 46204-1984
Telephone: (317) 464-4400 Ext. 138
or 317-464-4400 Ext. 141

Legal control of the college

National Education Seminars, Inc., d.b.a. Hondros College is a wholly-owned subsidiary of American Public Education, Inc., (APEI) a Delaware Corporation. APEI is a publicly-traded corporation, the common stock of which is listed on NASDAQ. APEI is located at 111 W. Congress Street, Charles Town, WV 25414.
Nursing Program Overview

LOCATIONS AND CONTACT INFORMATION

CORPORATE OFFICE
Hondros College
4140 Executive Parkway
Westerville, OH 43081
General Toll Free: 1-855-90-NURSE (855-906-8773)
Fax (888) 606-7619

ADMISSIONS ................ admissionsdepartment@hondros.edu
FINANCIAL ASSISTANCE ............ financialaid@hondros.edu
LIBRARY ............................ library@hondros.edu
TRANSCRIPTS/GRADES ............ registrar@hondros.edu

LOCATIONS:

WESTERVILLE MAIN CAMPUS
(Suburban Columbus)
4140 Executive Parkway
Westerville, OH 43081

Programs: Bachelors of Science in Nursing (RN-BSN Completion); Associate Degree, Nursing; Diploma, Practical Nursing

FAIRBORN BRANCH CAMPUS
(Suburban Dayton)
1810 Successful Drive
Fairborn, OH 45324

Programs: Associate Degree, Nursing and Diploma, Practical Nursing

WEST CHESTER BRANCH CAMPUS
(Suburban Cincinnati)
7600 Tylers Place Blvd.
West Chester, OH 45069

Programs: Associate Degree, Nursing and Diploma, Practical Nursing

INDEPENDENCE BRANCH CAMPUS
(Suburban Cleveland)
5005 Rockside Road, Suite 130
Independence, Ohio 44131

Programs: Associate Degree, Nursing and Diploma, Practical Nursing
Nursing Program Overview

PURPOSE
Hondros College’s primary purpose is to provide students with quality education in diploma, associate degree, and baccalaureate programs.

MISSION STATEMENT
The mission of Hondros College is to provide education through the baccalaureate level to a diverse and motivated population of students through traditional and non-traditional delivery methods. We will do this through providing high-quality education that is immediately applicable to our students’ career goals and the communities in which they serve, by faculty who have relevant and demonstrated experience.

COLLEGE OBJECTIVES
As an extension of its mission, Hondros College strives to prepare students to meet the following objectives.

1. Demonstrate effective verbal and written communication
2. Apply scientific, legal, and ethical principles to professional practice
3. Integrate critical thinking into decision making
4. Engage in professional life-long learning
5. Demonstrate social responsibility, cultural sensitivity, and service in the community
6. Utilize technology in professional practice

NURSING PROGRAM OVERVIEW
• The PN and ADN programs are full-time programs in class, lab and clinicals. The RN-BSN completion program is an online program, which allows students to complete classes either full-time or part-time.

• Enrollment is 4 times per year (January, April, July, and October).

• The PN and ADN programs require a specific number of hours of clinical practice per week, depending on the course. Clinical shifts are usually 6-12 hours in length, and may be scheduled during the day, evening, or weekends. The college has clinical agreements with long term care facilities, MRDD facilities, daycares, hospitals, hospice, and surgery clinics to provide students with a thorough, hands-on learning experience.

• The RN-BSN completion program requires two practicums arranged by the student, in collaboration with the faculty.

DIPLOMA IN PRACTICAL NURSING:
• Is arranged to be completed in 4 quarters.

• Students who graduate from the PN program will be eligible to apply for the NCLEX®-PN exam.

• After graduation from the PN program and passing the NCLEX®-PN exam, students may choose to begin their career as a Licensed Practical Nurse, and/or they may choose to apply to the Associate Degree in Nursing program.

ASSOCIATE DEGREE IN NURSING:
• Is arranged to be completed in 5 quarters.

• Students who graduate from the ADN program will be eligible to apply for the NCLEX®-RN exam.

• After graduation from the ADN program and passing the NCLEX®-RN, students may choose to begin their career as a registered nurse, and/or they may choose to apply to the RN-BSN completion program.

RN-BSN COMPLETION:
• The RN-BSN completion program is arranged to take full-time students 8 quarters to complete.

• All coursework will be completed online.

• Upon graduation, the RN-BSN completion graduate will have a broader perspective of the entire healthcare spectrum and be prepared for leadership roles.

MISSION AND FRAMEWORK
Hondros College strives to serve society and the community. Our Practical Nursing, Associate Degree in Nursing, and RN-BSN completion programs respond to society’s healthcare needs and specifically to the nursing shortage. These nursing programs will stress the highest standards and values as they provide an educational ladder for Licensed Practical Nurses to become Associate- to Baccalaureate-degreed Registered Nurses.

The curricular design of the programs promotes the opportunity for students to continue their nursing education. The nursing faculty is committed to providing high quality nursing education.

There are four (4) major concepts supporting the framework for education in the nursing programs. They are:

HUMAN BEINGS
Human beings are individuals who are unique and ever-changing as they move toward achieving their own
individual potential. They are accountable for their own actions and decisions, although their behavior is influenced by both internal factors such as state of health, life stage development, and age, as well as external factors such as environmental, socioeconomic status and cultural practices. Human beings are parts of families, groups and communities.

HEALTH
Health is optimal body and mental functioning. It is a process by which an individual uses available resources to achieve his or her maximum potential or health. This requires effective balancing of internal and external systems. The inability to do so results in illness. Health is further defined by one’s perception of his/her own well-being. Everyone has the right to optimal healthcare which is a shared responsibility of health professionals and the individuals for whom they care.

ENVIRONMENT
The environment consists of the interaction between one’s internal and external systems. The internal system includes the individual’s biological, psychological and spiritual components, while the external system is composed of a person’s social network, socio-cultural influences, family, healthcare systems and political and economic policy. One’s external environment can influence health and healing in both positive and negative ways. Nursing strives to optimize the environment to promote health.

NURSING
Nursing is an art and a science that provides a human service. It integrates biological principles, behavioral sciences, technological theories, research, and caring to assist individuals and families to reach their maximum health potential. The nurse/client relationship is collaborative as the goal of health promotion, health maintenance and health restoration is accomplished. Through the use of the nursing process and therapeutic communication skills, nurses provide caring and respectful care to their clients. Nurses collaborate with other healthcare professionals, consumers, and health care policy makers.

CONCEPTUAL FRAMEWORK
An organizing framework for the Program was chosen to reflect not only a contemporary high-quality curriculum, but a curriculum that is also innovative in teaching and learning opportunities, and is relevant to the practice of nursing at the practical nurse and registered nurse levels. To that end, the organizing framework of a concept-based curriculum has been adopted. The evolution from a content-based, medical model curriculum to a concept-based curriculum provides the process of learning for the students. Concepts are a “classification of information” (Giddens, 2013, x iii).

The organizing framework is based on Giddens’s Concepts for Nursing Practice (2013). The Concepts for Nursing Practice framework is organized into 1) specific overarching units; 2) themes; and 3) concepts. Each overarching unit has specific themes. The themes have concepts to further organize knowledge. Concepts are integrated throughout the curriculum and are integrated in order to meet specific course objectives and student learning outcomes. The progression of knowledge occurs as concepts and exemplars (“examples”) are leveled throughout the curriculum. Concepts are leveled from basic to complex throughout the Program curriculum.

The faculty of Hondros College has identified a multitude of concepts that are woven throughout the program offering structure as a conceptual framework for the curriculum. The conceptual framework is built upon the major components of the philosophy: human beings, nursing, environment and health. The supporting concepts of nursing roles, teaching-learning, therapeutic interventions, culture, standards of practice, ethical and legal principles, nursing process, critical thinking, therapeutic communication, caring and client advocacy, professional accountability, and leadership and management help students develop and expand their role as a nurse.

NURSING ROLES
Nurses practice within three (3) specific roles: provider of care, manager of care, and member of the discipline of nursing.

At the practical nursing level, the graduate role, under the direction of a Registered Nurse, includes the following:

A. PROVIDER OF CARE

1. Participates collaboratively in the nursing process by contributing to data collection for assessment, implementation, and evaluation of individualized plans of care.

2. Uses critical thinking, standards of practice and organizational skills in providing individualized nursing care to clients based on developmental, physiological, socio-cultural, religious, and spiritual variations in clients.

3. Performs basic therapeutic nursing interventions using nursing knowledge, skills, and current technologies in a competent and safe manner.

4. Acts as a client advocate showing caring, empathy, and respect for the rights, beliefs, property and dignity of the individual.

5. Manages assignment of clients and delegates within the scope of practice to trained unlicensed personnel.
Nursing Program Overview

6. Practices the principles of effective and therapeutic communication with clients and their families.

7. Communicates pertinent observations related to the client to appropriate members of the health team.

8. Documents observations and care appropriately.

B. MEMBER OF THE DISCIPLINE OF NURSING PRACTICES

Within the profession's ethical and legal framework, being accountable for one's own nursing practice and professional growth.

At the ADN level, the graduate role expands to include the following:

A. PROVIDER OF CARE
   1. Uses the nursing process (assessment, diagnosis, planning, implementation and evaluation) and standards of practice as a basis for clinical decision making in developing individualized plans of care.

   2. Performs complex therapeutic interventions using nursing knowledge, advanced skills, and current technology in a competent and safe manner.

B. MANAGER OF CARE
   1. Demonstrates leadership and accountability.

   2. Delegates tasks appropriately.

   3. Supervises assistive and unlicensed personnel and PNs.

   4. Manages client care within a multi-disciplinary health care system.

   5. Collaborates and communicates effectively with clients, families, and health team members.

C. MEMBER OF THE DISCIPLINE OF NURSING

Demonstrates an awareness of community and world health issues and their impact on individuals and health care.

At the BSN level, the graduate role expands to include the following:

A. PROVIDER OF CARE
   1. Provides advanced clinical reasoning and problem solving skills when working with clients with more complex needs.

   2. Manages advanced technology and applies scientific reasoning skills when applying evidence-based research findings in the clinical setting.

   3. Ability to read and utilize appropriate research findings in the practice arena.

   4. Develop strong humanistic and communication skills when caring for clients who have complex, multiple organ dysfunction, complicated family dynamics, and a need for collaboration with physicians and other departments for referral.

B. MANAGER OF CARE
   1. Provides leadership in both structured and non-structured settings.

   2. Ability to practice in community sites, such as health maintenance organizations, home health, community clinics, and managed care firms.

   3. Applies advanced critical thinking skills to clinical decisions which enhance the quality of care of clients.

C. MEMBER OF THE DISCIPLINE OF NURSING

   1. BSN level nurses are prepared to assume leadership roles in the community, join professional organizations, become an advocate at a legislative level, and complete specialty certification in their area of expertise.

TEACHING – LEARNING

Teaching – learning is a dynamic process by which the teacher promotes active student involvement in the learning process by acting as a facilitator, focusing on individual student learning styles and diverse needs. Effective teachers empower learners to think critically, communicate effectively in speaking, writing, and interaction with others, as well as reflect on their own learning to make it more meaningful.

Learning is a life-long process. Due to the generation of new knowledge that keeps health care content ever changing, learning experiences must focus on developing student abilities to be self-directed in gathering, analyzing and integrating new knowledge into their existing knowledge base. This will enable them to develop creative and innovative solutions to intellectual and clinical problems.

THERAPEUTIC INTERVENTIONS

Therapeutic interventions are the skills and techniques used by nurses to implement the plan of care developed in the nursing process. These skills and techniques help clients achieve the desired outcomes.
CULTURE
Culture refers to one’s values, beliefs, norms, and practices of these systems in one’s life. Cultural awareness or knowing about the similarities and differences among cultures helps to end prejudice and discrimination. Nurses must provide culturally competent care, appreciating the diversity and adapting care to fit the cultural context of the client.

STANDARDS OF PRACTICE
Standards of practice are formal statements by a profession related to quality of care and accountability of its practitioners. Evidence based practice is essential for quality nursing care.

ETHICAL AND LEGAL PRINCIPLES
Nurses routinely practice using the beliefs and values inherent in professional nursing. Ethical decision making is guided by the Nurse’s Code of Ethics, while the Nurse Practice Act and governing laws provide rules of conduct and regulations to guide the nurse legally.

NURSING PROCESS
Nursing process is a specific problem solving method nurses use for decision making. It is comprised of five (5) specific steps:
1. Assessment
2. Diagnosis
3. Planning
4. Implementation using therapeutic interventions
5. Evaluation

CRITICAL THINKING
Critical thinking is a purposeful process that enables a nurse to interpret, clarify and analyze nursing problems, as well as generate multiple therapeutic solutions, evaluating the merits and shortcomings of each. In this process, one monitors and reflects on his/her own thinking and learning.

THERAPEUTIC COMMUNICATION
Therapeutic communication is an art in which nurses use interpersonal skills to help clients communicate their thoughts and feelings while displaying non-judgmental acceptance that promotes trust, an essential element to the therapeutic nurse-client relationship. Communication techniques, self-awareness and collaborative skills are essential components of therapeutic communication.

CARING AND CLIENT ADVOCACY
Caring is an art in which the nurse watches over, attends to, and provides for the needs of clients. Essential to caring is an attitude of respect, empathy and nurturing. Client advocacy is acting in the best interest of the client. Nurses must advocate for clients who are unable to do so for themselves.

LEADERSHIP AND MANAGEMENT
Leadership is a role and a process in which the nurse involves others in their plan for action. The leader must use the skills of facilitation, coordination, communication and mentoring to get others to work more effectively. Management regulates care and resources through planning, organizing, directing, delegating, coordinating and controlling.
ADMISSIONS REQUIREMENTS
Acceptance to Hondros College is based on the following requirements:

1. The applicant must be a U.S. citizen or permanent resident of the United States. Applicants must submit official, unexpired government-issued documentation needed for admission (driver’s license, state ID, passport, or proof of citizenship or permanent residency if not a U.S. citizen).

2. The applicant must be at least 18 years of age or older at the time he or she starts the program.

3. The applicant must complete and sign the Admissions application and pay the applicable application fee.

4. The applicant must be a high school graduate or possess the recognized equivalent of a high school diploma. The applicant must provide documentation of graduation from high school in the form of a valid high school diploma, transcript, or other acceptable documentation that confirms the applicant meets or exceeds the academic achievement equivalent to a high school diploma.

5. The applicant must complete and sign the enrollment agreement.

ADDITIONAL REQUIREMENTS FOR THE PRACTICAL NURSING AND ASSOCIATE DEGREE IN NURSING PROGRAMS:

1. The applicant must complete an interview with an admissions manager or representative.

2. The applicant must complete a criminal background check via electronic fingerprint check with National Background Check, Inc. (NBCI) for an Ohio (BCII) and FBI check, and pay the applicable fee.

ADDITIONAL REQUIREMENTS FOR PRACTICAL NURSING APPLICANTS:

Take the HESI Admission Assessment Exam and score a cumulative score of 70% or higher. The HESI Admission Assessment Exam fee, for each attempt, is paid by the applicant.

ADDITIONAL REQUIREMENTS FOR ASSOCIATE DEGREE IN NURSING APPLICANTS:

1. Applicants who have not graduated from the Hondros College Practical Nursing Program are required to have an active unencumbered PN license and have graduated from an approved practical nursing program, or

2. Hondros College practical nursing program graduates applying to start the Associate Degree in Nursing Program the quarter immediately following their PN graduation may be admitted to the program prior to possessing an active unencumbered PN license, but must obtain an active unencumbered PN license prior to the start of their third quarter of enrollment in the Associate Degree in Nursing Program.

ADDITIONAL REQUIREMENTS FOR RN-BSN COMPLETION APPLICANTS:

1. The applicant must possess an active unencumbered RN license in the state in which they complete their practicum, as approved by Hondros College. Hondros College students applying to start the RN-BSN completion program the quarter immediately following their ADN graduation may be admitted into the program prior to possessing an active unencumbered RN license, but must obtain an active unencumbered RN license prior to the start of their third quarter of enrollment.

2. Applicants are required to have graduated from an approved RN program with a cumulative grade point average of 2.0 or higher, and

3. Applicants must complete an admissions interview with a Hondros College admission representative via the telephone or web-based technology. Candidates within the geographical vicinity of one of the campuses may elect for an in-person admissions interview.
STUDENT RIGHTS & PROFESSIONAL RESPONSIBILITIES
Student Rights and Professional Responsibilities

CODE OF STUDENT CONDUCT
Hondros College expects all students to uphold the highest standards of integrity, professionalism, compassion and respect for fellow human beings. The Hondros College Code of Student Conduct strengthens this philosophy by holding students to the highest standards. Any violation of the Code of Student Conduct may result in disciplinary action, up to and including dismissal from the college.

Examples of behaviors that violate the Code of Student Conduct include:

ACADEMIC MISCONDUCT
Academic misconduct refers to instances in which the student uses, or attempts to use, unacceptable means to avoid the full completion of the academic requirements of the program of study and its coursework; primarily, academic misconduct refers to cheating and plagiarism. The College will immediately address any instances of academic misconduct according to the policy outlined below.

Hondros College considers the severity of the academic misconduct violation in assigning consequences for that action. Tier I violations are less severe; Tier II violations are more severe. Examples of instances of academic misconduct include, but are not limited to, the following:

Tier I:
• Improper direct quotations: Using the exact words of another source, and failing to use quotation marks to indicate that they are a direct quotation from another writer. This is an instance of plagiarism regardless of whether or not citations and references are included in the work.

• Failed paraphrase: Using ideas from another source, but failing to fully rephrase those ideas into the author's own words. This is an instance of plagiarism regardless of whether or not citations and references are included in the work.

• Failure to cite and/or reference: Incorporating the words and ideas of others into a new work, but failing to provide citations and/or references for those words and ideas. Hondros College follows the 6th edition of Publication Manual of the American Psychological Association (APA) for the formatting of citations and references.

• Self-plagiarism: Re-using work, or portions of work, from another class, assignment, or term without receiving the instructor's permission to do so.

Tier II:
• Improper Submission of Others' Work: Submitting the work of another person as one's own. Instances include, but are not limited to, turning in work created by another student, or any other individual; hiring or allowing another individual to complete work for the student, or take a quiz or examination on the student’s behalf; and purchasing and submitting work from another individual or a company that sells completed academic work.

• Copying: Improperly using information copied from another student's examination, homework, papers, or projects, whether inside or outside of class, and regardless of whether the course is delivered in lecture, lab, clinical, or online. This includes collaboration with another student to take an online quiz or exam or complete an assignment without the permission of the instructor.

• Falsifying Information: This includes, but is not limited to:
  • Providing false information to College officials or clinical agencies.
  • Participating in forgery.
  • Knowingly supplying the college false or altered documentation or information.

CONSEQUENCES OF ACADEMIC MISCONDUCT
The consequences below are separate sequential progressions of penalties for academic misconduct violations, and are associated with the severity of the violation.

Tier I:
• First instance: The opportunity to resubmit the assignment, at no penalty that would not have otherwise been assessed, after completing academic advising with the instructor or designee.

• Second instance: A zero on the assignment, project, paper, quiz or exam.

• Third instance: Failure of the course, with a notation of academic misconduct on the transcript. Students will be required to repeat the course.

• Fourth instance: Immediate dismissal from the program, and notation on the student's permanent records of the academic misconduct.

Tier II:
• First instance: A zero on the assignment, project, paper, quiz or exam.

• Second instance: Failure of the course, with a notation of academic misconduct on the transcript. Students will be required to repeat the course.

• Third instance of cheating: Immediate dismissal from the program, and notation on the student's permanent records of the academic misconduct.
If a student is subject to any of the consequences listed above and disagrees with the outcome, he or she may follow the Grievance Procedure, as outlined in the Student Catalog.

**HARASSMENT ACTIVITIES**
1. Physically or verbally abusing, assaulting, threatening, endangering, or harassing any person connected with the College or a clinical agency.
2. Engaging in harassment based on race, ethnicity, gender, sexual orientation, ability, or religious affiliation.
3. Engaging in sexual assault, sexual exploitation, sexual harassment, non-consensual contact, and/or stalking as defined by the Ohio Revised Code.

**DISRUPTIVE ACTIVITIES**
1. Improper verbal or physical conduct in any classroom, lab, clinical location, or while on College property or wearing the College uniform.
2. Threatening or actually physically harming another person or person's property.
3. Intentional disruption while in a classroom, lab, or clinical location.
4. Use of cellular phone while in class, lab, or at clinical locations including texting and Internet usage. Due to patient confidentiality, cellular phones are prohibited in the clinical setting.
5. Sleeping during class, lab, or at clinical locations.
6. Leaving clinical facility before the end of the scheduled shift without faculty permission.
7. Unauthorized entry or use of College facilities.
8. Theft or damage to the College or College property.
9. Possession, use, distribution and/or sale of any illicit/illegal substance.
10. Use of or being under the influence of alcohol or drugs while on College property and/or any clinical location. Students should report any knowledge of such activities to the appropriate College personnel. Whenever anyone with supervisory responsibilities within the College suspects a student has fallen short of performance or behavioral standards due to the use of alcohol or drugs, or is under the influence of alcohol or drugs, the College may require that individual to submit a saliva, blood, or urine sample for alcohol and/or drug testing to stay enrolled in a program.
11. Carrying a firearm, deadly weapon, or dangerous ordinance anywhere on College property or on any clinical campus used by the College.
12. Having children on campus. Children are not permitted to attend classes, including labs and clinicals. Children are not permitted in the Student Resource Center or computer labs.
13. Smoking. Students enrolled in the nursing programs may not smoke at any clinical sites, while in uniform, or while on campus.
14. Students are not permitted to eat or drink in the nursing skills lab or the science lab.
15. Failing to abide by College policies.

**DISCIPLINARY ACTION**
The College has the right to discipline any student whose behavior violates the Code of Student Conduct or Ohio Board of Nursing regulations, as outlined below. Students will receive written notification of any disciplinary actions.

Depending upon the severity of the violation, the College may:
1. Issue a verbal warning to the student.
2. Issue a written warning to the student. The warning will be placed in the student file.
3. Immediately dismiss the student from the College.

Additionally, the College may be required to notify the Ohio Board of Nursing (OBN) of certain behaviors or offenses.

Students who are dismissed due to a violation of the Code of Student Conduct are prohibited from being on College property and are not eligible for reinstatement.

**ADDITIONAL STUDENT CONDUCT REQUIREMENTS FROM THE OHIO BOARD OF NURSING**
1. A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the client, and the client’s response to that care.
2. A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.
3. A student shall not falsify any client record or any other
Student Rights and Professional Responsibilities

document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports or time records, reports, and other documents related to billing for nursing services.

4. A student shall implement measures to promote a safe environment for each client.

5. A student shall delineate, establish, and maintain professional boundaries with each client.

6. At all times when a student is providing direct nursing care to a client the student shall:
   a. Provide privacy during examination or treatment and in the care of personal or bodily needs;
   b. Treat each client with courtesy, respect, and with full recognition of dignity and individuality.

7. A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 and division (B)(20) of section 4723.28 of the Revised Code for a registered nurse and division (F) of section 4723.01 and division (B)(21) of section 4723.28 of the Revised Code for a practical nurse.

8. A student shall use universal blood and body fluid precautions established by Chapter 4723-20 of the Administrative Code.

9. A student shall not:
   a. Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a client
   b. Engage in behavior toward a client that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.

   For the purpose of the following paragraph, the client is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.

10. A student shall not misappropriate a client’s property or:
   a. Engage in behavior to seek or obtain personal gain at the client’s expense;
   b. Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the client’s expense;
   c. Engage in behavior that constitutes inappropriate involvement in the client’s personal relationships; or
   d. Engage in behavior that may reasonably be interpreted as inappropriate involvement in the client’s personal relationships.

For the purpose of the following paragraph, the client is always presumed incapable of giving free, full, or informed consent to sexual activity with the student.

11. A student shall not:
   a. Engage in sexual conduct with a client; Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
   b. Engage in any verbal behavior that is seductive or sexually demeaning to a client;
   c. Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a client.

12. A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:
   a. Sexual contact, as defined in section 2907.01 of the Revised Code;
   b. Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.

13. A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student.

14. A student shall not habitually indulge in the use of controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.

15. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of habitual or excessive use of drugs, alcohol, or other chemical substances that impair the ability to practice.

16. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability.
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17. A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance.

18. A student shall not obtain or attempt to obtain money or anything of value by intentional misrepresentation or material deception in the course of practice.

19. A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.

20. A student shall not aid and abet a person in that person’s practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.

21. A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion.

22. A student shall not assist suicide as defined in section 3795.01 of the Revised Code.

23. A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its faculty or preceptors, or to the board.

24. A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student’s assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student’s assigned clinical responsibilities through social media, texting, emailing or any other form of communication.

25. To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.

26. For purposes of paragraphs (C)(5), (C)(6), (C)(9), (C) (10), (C)(11) and (C)(12) of this rule, a student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student’s assigned clinical responsibilities.

CRITICAL INCIDENT POLICY
A critical incident is defined as any incident that reflects poor performance in providing nursing care, managing care, or performing as a student in a professional manner. This behavior may or may not result in failure. Critical incidents may be given for unsatisfactory behavior in the classroom, lab, and/or clinical. Critical incidents include, but are not limited to, the following: unsafe clinical practice, violation of HIPAA, excessive tardiness, violations of the Code of Student Conduct, and dishonesty.

One critical incident, or a pattern of critical incidents, could result in failure of the course, or dismissal from the College, depending upon the severity of the incident. Violations will be reviewed by the Director of Nursing.

COPYRIGHT POLICY
It is the policy of the College to respect the copyright protections given to authors, owners, and publishers under federal law including the Digital Millennium Copyright Act of 1998.

Copyright is the legal protection for creative intellectual works, which is broadly interpreted to cover almost any expression of an idea. Text [including e-mail and Web information], graphics, arts, photographs, video and other media types, music, and software are examples of types of works protected by copyright. The creator of the work, or sometimes the person who hired the creator, is the initial copyright owner.

It is against College policy for any student, faculty, staff member, consultant, contractor, or other worker at the College to copy, reproduce, share, or distribute any software, music, games, or movies on College computing equipment except as expressly permitted by a software license or with the written consent of the copyright holder or as otherwise permitted under federal law.

TECHNOLOGY REQUIREMENTS AND ACCEPTABLE USE POLICY
Students are required to have personal laptops for class lectures and any other educational activity. Technology requirements for all programs are listed below:

Basic requirements:
- Internet access (cable modem or DSL connection or faster highly recommended)
- A wireless card or built-in wireless networking
- Windows 7 or higher
- Microphone and speakers or headset
- Monitor capable of 1024 x 768 resolution
- 2 GB or RAM or higher
- 20 GB of free hard disk space or more
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Software requirements:
- Internet Explorer 8.0 or higher, or the latest version of FireFox, with pop-up blockers disabled
- Microsoft Office 2007 or higher
- Adobe Flash Player 9 or higher
- Adobe Acrobat Reader 8 or higher
- Java 1.5.0 or higher
- A current anti-virus software regularly updated according to the software manufacturer

Students using adaptive technology are recommended to use one of these screen readers for use with Sakai: JAWS version 10.0 or later; or Window-Eyes version 7.0 or later.

PN and ADN nursing students receive a technology package, which includes a laptop, software, and capabilities for wireless connection. Because of the online nature of the RN-BSN completion program, students are required to already possess a computer to complete their coursework. Having the accessibility of a laptop will allow students to stay connected with their classmates and faculty throughout their courses. All students are responsible for acquiring wireless access off campus. Free wireless access at each College campus is available.

Every student is expected to be proficient and responsible with the technology used at the College; this includes:
- College e-mail - Students enrolled in the Nursing programs are given a College student e-mail address. This e-mail address will be used to communicate with faculty, administration, and fellow students; it is the official e-mail address the College will use to communicate with students. Students are asked to check their Hondros e-mail at least daily.
- CAMS Student Portal - Students will be required to utilize the Student Portal throughout their program. The College will post vital information, including addenda to this catalog, on the Student Portal. It is the responsibility of the student to access the Student Portal to:
  a. read news postings;
  b. stay current on changes/addendums to the College Student Catalog;
  c. receive documentation and communication specific to his or her student record;
  d. access official midterm and final grades;
  e. complete end-of-term evaluations;
  f. access unofficial transcripts;
  g. access the student email system; and,
  h. access the Sakai platform.
- Hondros Sakai – All students taking online classes at Hondros College will utilize the Sakai learning management system as their course classroom. The Sakai platform houses course lessons and documents, assignments and assessments, discussion forums, and the course gradebook. Students should log in to their online courses at least once per day.

During orientation, new students are shown how to access the learning management system utilizing their own personal username and password.

Students attending Hondros College agree to abide by the Acceptable Use Policy (AUP, see below). Failure to follow the College’s AUP can result in disciplinary action and possible prosecution under the mandates of federal and state law.

**ACCEPTABLE USE OF E-MAIL**
Hondros College e-mail services should only be used for academic communications. Students’ use of e-mail should not interfere with others’ use of the systems and network. E-mail use shall comply with all federal and state laws and all College policy.

**ACCEPTABLE USE OF THE INTERNET AND THE WORLD WIDE WEB**
Students are encouraged to use the Internet to further their academic achievements and objectives. Individual Internet use should not interfere with others’ use and enjoyment of the Internet. Internet use shall comply with all federal and state laws and College policies.

**USERNAMEs AND PASSWORDS**
The username and password issued to students for online education and research are critical to network security. Usernames and passwords serve to protect user accounts and verify the identity of student users in courses, and therefore should not be shared.

**MONITORING AND FILTERING**
The College may monitor any Internet activity occurring through College equipment, networks, or accounts.

**USE OF SOCIAL MEDIA**
Personal participation in social media outlets is not objectionable; however, students are reminded that posts on such outlets are not private communications and should be considered to be part of the public domain. Students, faculty, and staff are expected to maintain professional standards of behavior at all times. If students choose to post about student life, best judgment should always be used. Postings and other communications on your personal pages, blogs, journals, Twitter, Facebook, etc., that comment on other students or employees of the College and/or College activities, may become available to the College, and such posts may be held to the professional standards and ethics that are set forth in the Student Catalog.
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Students should not have current or prior faculty as a friend on a social media outlet, even if the relationship existed prior to the student’s enrollment, unless that social media outlet or website is professionally oriented (for example, LinkedIn). Such connections are both permitted and encouraged.

Posts about faculty and/or other students that are derogatory, demeaning, threatening, libelous, or which reveal non-public information about patients, fellow students, college policies, processes, procedures, or private business matters may be used as grounds for discipline up to dismissal. Posting information about patients is illegal, and a violation of existing statutes and administrative regulations, including HIPAA, which may expose the offender to criminal and civil liability.

LOGO USAGE
Student usage of the Hondros College logo and seal is strictly prohibited.

VIDEO RECORDING OF LECTURES POLICY
Hondros College prohibits video recording and transmission of lectures and discussions by students unless express written permission from the class instructor has been obtained, and all students in the class as well as guest speakers, if any, have been informed that video recording may occur.

Video recordings, course materials, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by students enrolled in the class. Public distribution of such materials may constitute copyright infringement in violation of federal and/or state law, and the College’s copyright policy.

DRESS CODE & GENERAL APPEARANCE POLICY
Requirements for grooming and appearance are based on safety, infection control, and the need to present a professional appearance. Grooming standards require that:

1. The skin should be cleansed daily. A deodorant should also be used daily. Makeup should be used in moderation with no heavy application of foundation, rouge, eye makeup or lipstick. Perfumes, colognes, and scented lotions or body sprays are not permitted.

2. The hair should be neatly groomed and of a natural color. Long hair should be arranged back in a ponytail, braids, or bun so that it does not fall into the face, on the back of the collar, or otherwise obstruct vision or interfere with professional patient care. Hair extensions and styles should be conservative. Beards or mustaches should be short, neat and well-trimmed.

3. The hands should be clean and well cared for with fingernails short, not visible beyond the fingertips, and neatly rounded. Due to infection control standards, nail polish and artificial nails are not permitted at any time.

4. All tattoos must be covered at all times while on campus or at a clinical location.

5. Visible body piercings, including, but not limited to nose rings, eyebrow piercings, and/or tongue piercings are not permitted at any time. Additionally, only one small stud earring per lower ear lobe may be worn at any time. Only one plain, stone-less, smooth metal ring is permitted in the clinical and lab settings. Rings with stones are not safe when administering care to patients. A watch with a plain leather (white, brown, or black) or metal band that has a second hand or digital display is required in the clinical and lab settings. Medic Alert jewelry will be permitted at all times. No other jewelry will be allowed.

6. Hats, scarves, and other head coverings are not permitted, unless required by religious guidelines or due to a verifiable medical situation.

UNIFORMS
All admitted students are given information about how to order College uniforms.

1. Students must wear uniforms to all lectures, labs, and clinical assignments, except on Fridays when students are permitted to wear jeans to lecture only; uniforms are always mandatory during labs and clinical assignments. Hondros College shirts are permitted to be worn over the uniforms during lecture only, regardless of the day of the week.

2. Students will be issued a photo ID badge that must be worn and visible at all times while on campus and at off-campus clinical sites. Lost ID badges shall be replaced immediately; there is a $10 replacement cost for each badge.

3. Uniform must be freshly laundered, pressed, and in good condition.

4. Students can wear the approved plain white t-shirt under the uniform.

5. Students must wear white hose or plain white socks. No textured socks, textured or colored hose, footies, or anklets will be allowed.
Student Rights and Professional Responsibilities

6. The student must purchase shoes separately. They must be white, clean, polished, and have clean shoelaces.

7. Nurses duty shoes or athletic shoes are permitted if they are white leather and without decoration or color. Any shoe that exposes heel or toe is not permitted.

DISCIPLINARY ACTION RELATED TO DRESS CODE VIOLATIONS
Students not in uniform or in adherence with the College Dress Code policy during any classroom, lab, or clinical experiences may be asked to leave the facility. The attendance policy will be applied and any absence incurred as a result of being out of dress code will be recorded. Violations of the dress code policy will be handled as follows:

1. First occurrence: Students will be given a warning of the dress code violation. Documentation of the warning will be kept in the student's file on an Opportunity for Growth Form.

2. Second occurrence: Written warning will be issued to the student via a Critical Incident Form.

3. Third Occurrence: Student will meet with the Director of Nursing and Campus Director to address refusal to comply with the dress code. A second and final Critical Incident Form will be issued to the student.

4. Fourth Occurrence - The College reserves the right to dismiss a student for failure to comply with the dress code.

ATTENDANCE & TARDINESS POLICY
Hondros College believes active participation in class, lab, online, and clinical is essential for the development of the professional nurse. Consistent attendance offers an effective opportunity for students to not only gain knowledge of nursing concepts but also to develop the sound clinical decision making skills required of the nurse.

Attendance is expected in all courses. A record will be maintained for each student’s attendance and tardiness patterns in both the classroom, on campus labs, online courses, and clinical settings. Any and all absences puts the student’s ability to be successful at risk.

CLASSROOM AND ON-CAMPUS LAB ATTENDANCE
1. Students are expected to attend classes consistently.

2. Due to the hands-on nature of the nursing and science labs, material presented may be difficult or impossible to replicate. Some lab experiences are not available to be made up.

3. On the day of return from an absence, it is the student’s responsibility to contact the course faculty to discuss the need for make-up work to complete any missed coursework. It is the student’s responsibility to obtain content presented, any written materials provided, and any changes to due dates of assignments and tests.

NCLEX REVIEW ATTENDANCE
Students in their final term of the PN or ADN program will complete a three-day NCLEX review provided by the College. This review is designed to review test taking strategies and curriculum content in order to increase student success on both the comprehensive and predictor examinations, and the NCLEX-PN® and NCLEX-RN® examinations. Due to the beneficial nature of this review, attendance is mandatory. Attendance will be taken daily. Any absences must be approved by the Director of Nursing. If approved, the Director of Nursing will provide a make-up plan. Completion of the three-day NCLEX review or the approved make-up plan must be completed prior to sitting for the Comprehensive HESI Exit Exam in NUR146 or the ATI Comprehensive Predictor Exam in NUR296. Completion of the three-day NCLEX® review or the approved make-up must be approved prior to the administration of the final term HESI and/or ATI assessments.

ONLINE ATTENDANCE
1. An online course is considered as “meeting” at least once a week.

2. Students are required to “attend” an online course through submission of weekly course work in an asynchronous or synchronous format.

3. Students who wish to make up missing online coursework must have a valid, verifiable excuse, and must provide proof of the excuse to their instructor(s) within one week of the due date of the missed coursework. If a student wishes to make up missed coursework due to a situation that causes him or her to be unable to attend any course and/or complete any academic activity for longer than one week after the due date, the student must provide proof of his or her excuse on the first business day after returning to class.

CLINICAL ATTENDANCE
1. Clinical attendance is 100% mandatory. Students are required to make up all missed clinical time resulting from an absence. Make-up clinical time is only available when the absence is due to an unforeseen circumstance, and approved by the Director of Nursing/Assistant Director of Nursing. Supporting documentation may be required for approval. The College cannot guarantee clinical make-up time.
Student Rights and Professional Responsibilities

2. Any student not attending a clinical experience must notify the instructor and/or facility as directed by his/her clinical faculty member prior to the scheduled start time of the clinical experience. A no call/no show is defined as a student who does not call prior to the missed clinical experience. A no call/no show will receive a Critical Incident and may not be eligible for a clinical make up. If a make-up clinical is not granted, the student will earn a failing grade in the course.

3. Students are expected to arrive on the unit in time to begin clinical at the designated start time. Students not present and ready to start the clinical day at the designated start time will be considered tardy. The student will receive an Opportunity for Growth for the first tardy incident. The student will receive a Critical Incident for the second tardy incident. All missed clinical time due to tardiness must be made up at the discretion of the faculty. A pattern of tardiness may result in a failing grade. Students failing to notify their instructor about being late to clinical prior to the official start time of the clinical will be considered a no call/no show.

4. Students who have not completed the clinical eligibility requirements or specific clinical facility requirements will not be permitted to attend and will not be eligible for a clinical make up. If a make-up clinical is not granted, the student will earn a failing grade in the course.

FITNESS FOR DUTY POLICY

Students assigned to clinical rotations shall be deemed “fit for duty” by the student’s health care provider. If the clinical agency wants to verify the health records of any student assigned to the named agency, those records will be provided upon request.

Students prohibited by a health care provider to participate in lecture, lab, clinical due to an illness, accident, or injury must notify the faculty member. A note from the student’s health care provider must be submitted to the Assistant Director or Director of Nursing to verify student’s fitness for duty upon return to classes (lecture, lab, clinical). Students may not be permitted to attend clinical without this verification.

EXAM/QUIZ POLICY (CLASSROOM AND ON-CAMPUS LABS)

If a student arrives for the exam/quiz after more than half of the scheduled testing time, or if any student has left the room, the student will be unable to sit for the exam/quiz and must follow the missed exam/quiz policy. No early exams/quizzes will be given.

1. No electronic communication devices or accessories are allowed on desk or person, including celluar phones, ear buds, Internet-based watches, and the like. All devices must be off and stored in book bags. All students must keep their book bags at the front of the classroom.

2. Nothing but your pencil may be at your desk—no drinks, bottles, etc.

3. If a calculator is permitted, it must be a basic math calculator. Faculty will approve your calculator before testing begins.

4. A space must be between you and the person on either side of you if possible.

5. Students may not leave their seats without permission once the testing has begun.

6. Students may not write on anything except the test booklet and scan sheet.

7. Test answers may be recorded on a paper test and/or a scan card. Written responses to questions will be designated clearly. Students will record their ID number, name, and date on both the scan card and quiz/exam paper test. For test questions that require the use of a scan card, only the responses on the scan card will be used for grading. The scan card and the paper test are to be turned in after completion.

8. Graded exams/quizzes are not returned to students, but may be reviewed individually with a faculty member.

EXAM/QUIZ POLICY (ONLINE)

Quizzes and exams for online courses are delivered through Sakai, unless noted otherwise within the course.

There are two time constraints on the quiz/exam: when the quiz/exam deadline passes (that is, the date and time at which students will no longer be able to access the quiz or exam), and when the time limit on the quiz/exam has ended (that is, when the amount of time allotted for students to take the quiz or exam is up). Students must be careful to leave themselves enough time to complete the quiz/exam before the deadline passes, and must be cognizant of the time limitations of the quiz/exam, as well.

After a quiz or exam has closed, it will only be available for a limited time for review. Once the review period has closed, the quiz or exam can no longer be reviewed by the student.
Student Rights and Professional Responsibilities

EXAM/QUIZ APPEAL POLICY
Students may only appeal test questions in a written format. Students must explain the rationale for their answer with appropriate citation. The faculty member will review submitted appeals and make the final decision about changes in grades. Appeals must be submitted before the next scheduled testing event. Appeals of the final exam must be submitted by the end of the week 11.

Faculty must respond with their decision in writing to the student within one (1) business day and copy the Director of Nursing or designee. If the student is not satisfied with the outcome of the faculty’s decision or if the student does not receive a response within the designated timeframe, the student should contact the Director of Nursing or designee within one (1) business day.

The Director of Nursing or designee will respond with their decision in writing to the student within two (2) business days. If the student is not satisfied with the outcome of the Director of Nursing decision, the student may appeal to the Dean of the Program for a final determination.

This policy also applies to appeals of final grade determination.

MISSED EXAM/QUIZ POLICY (CLASSROOM AND ON-CAMPUS LABS)
Students that miss an exam and have a valid, verifiable excuse may take a make-up exam within two business days after returning to school (lecture, lab or clinical). It is the student’s responsibility to contact the instructor within 24 hours of the test, by phone or in person, to schedule the make-up exam. If the student knows in advance of the exam that they will not be able to take the exam as scheduled, the instructor must be notified of the anticipated absence before the original exam is given.

1. No early exams or tests will be given.

2. The makeup exam may be more difficult and have a different format than the original.

3. Pop quizzes cannot be made up; by their nature, they can’t be a pop quiz after the fact. If there is sufficient reason to excuse the quiz, the other quizzes will count more heavily towards the final grade.

4. Failure to follow these policies will result in a zero for the missed exam/quiz.

MISSED EXAM/QUIZ POLICY (ONLINE)
The only instance in which a student will be allowed to make up a quiz or exam is if there is a technical issue related to the platform upon which the quiz or exam is taken. If the student experiences a technical issue while taking the quiz or exam, he or she must email sakaisupport@hondros.edu while the quiz or exam is still open, and retain any replies from the technical support team as documentation of the issue. No quizzes or exams will be given early.

LATE ASSIGNMENT POLICY (CAMPUS AND ON-CAMPUS LABS)
All assignments should be submitted on time. Late assignments will lose 5% for each calendar day late. Assignments will NOT be accepted once the graded assignments are returned to the class. Due to their nature, in-class assignments (such as laboratories, in-class demonstrations, speeches, etc.) cannot be accepted late. No assignments will be accepted after the last day of class.

LATE ASSIGNMENT POLICY (ONLINE)
All assignments should be submitted on time. For each day late, assignments (including essays, papers, and other homework assignments) will be penalized by 5% of the assignment’s maximum score. Assignments will not be accepted more than 48 hours after the deadline. No assignments will be accepted after the last day of class.

LATE DISCUSSION POSTS AND REPLIES POLICY (ONLINE)
Late discussion forum posts and replies will be assessed according to the discussion forum rubric or grading criteria used for that assignment. Late discussion forum posts and replies submitted after the due date will no longer be accepted for a grade.

STUDENT GRIEVANCE PROCEDURE
The College encourages students to avail themselves of the Campus Director to informally resolve any grievance(s). In the event the student is not satisfied with the outcome, the student must follow the steps outlined below.

1. Submits in writing within five (5) business days, a detail of the grievance and a recommendation of resolution to the Campus Director. The Campus Director will formally respond, in writing, to the student within three (3) business days.

2. If the student feels the grievance has not been satisfactorily resolved, the student may appeal to the Provost within five (5) business days of receiving the Campus Director’s decision. The Provost will convene an unbiased panel to review the request. The Provost will formally respond, in writing, to the student within three (3) business days. This decision is final and no further appeal
Student Rights and Professional Responsibilities

will be considered by the College. Failure to follow the timelines prescribed in the grievance procedure will result in an automatic denial of appeal and forfeiture of future consideration.

3. If the student is not satisfied, the student may contact the Executive Director of the State Board of Career Colleges and Schools, 30 East Broad Street, 24th Floor, Suite 2481, Columbus, OH 43215 or call (614) 466-2752 to state the grievance.

4. The student may also contact the Accrediting Council for Independent Colleges and Schools, 750 First Street NE, Suite 980, Washington, D.C. 20002 or call (202) 336-6780

PATIENTS RIGHTS
Consumers of health care have the right to be respected as individuals. The client has the right to expect confidentiality of communication pertaining to his or her care. No part of the client’s record may be removed from the agency or reproduced. Written material submitted as a required assignment that contains information regarding an actual patient or client is the property of Hondros College. All rules and regulations under the Health Insurance Portability and Accountability Act (HIPAA) of 1996 will be strictly followed. For more information on HIPAA please go to http://www.hhs.gov/ocr/privacy/

NATIONAL PATIENT SAFETY GOALS
The purpose of the National Patient Safety Goals is to improve patient safety. The goals focus on problems in health care safety and how to solve them. Students are required to monitor all aspects of patient safety. The National Patient Safety Goals address specific areas:

1. Identify patients correctly: Use at least two ways to identify patients. For example, use the patient’s name and date of birth. This is done to make sure that each patient gets the medicine and treatment. Make sure that the correct patient gets the correct blood when they get a blood transfusion.

2. Improve staff communication: Get important test results to the right staff person on time.

3. Use medicine safely: Before a procedure, label medicines that are not labeled. For example, medicines in syringes, cups, and basins. Take extra care with patients who take medicines to thin their blood. Record and pass along correct information about a patient’s medicines. Find out what medicines the patient is taking. Compare those medicines to new medicines given to the patient. Make sure the patient knows which medicines to take when they are at home. Tell the patient it is important to bring their up-to-date list of medicines every time they visit a doctor.

4. Use alarms safely: Make improvements to ensure that alarms on medical equipment are heard and responded to on time.

5. Prevent infection – Use the hand cleaning guidelines from the Centers for Disease Control and Prevention or the World Health Organization. Set goals for improving hand cleaning. Use the goals to improve hand cleaning.
   a. Use proven guidelines to prevent infections that are difficulty to treat.
   b. Use proven guidelines to prevent infections of the blood from central lines.
   c. Use proven guidelines to prevent infections after surgery.
   d. Use proven guidelines to prevent infections of the urinary tract that are caused by catheters.

6. Identify patient safety risks – Find out which patients are most likely to try to commit suicide.

7. Prevent mistakes in surgery – Make sure that the correct surgery is done on the correct patient and at the correct place on the patient’s body. Mark the correct place on the patient’s body where the surgery is to be done. Pause before the surgery to make sure that a mistake is not being made.

8. Prevent patients from falling – Find out which patients are most likely to fall. For example, is the patient taking any medicines that might make them weak, dizzy, or sleepy? Take action to prevent falls for these patients.

9. Prevent bed sores – Find out which patients are most likely to have bed sores. Take action to prevent bed sores in these patients. From time to time, re-check patients for bed sores.

Information obtained from http://www.jointcommission.org/standards_information/npsgs.aspx

STUDENT SAFETY
Students must follow established standard precautions for their own safety in clinical settings and on campus laboratory activities. Students must know basic preparedness for emergencies, such as fire or weather related occurrences (refer to Student Safety PowerPoint located on the Student Portal).
STANDARD PRECAUTIONS
Standard precautions will be followed at all times, including in nursing and science laboratories. This method of infection control requires the student to assume that all human blood and specified human body fluids are infectious for HBV, HIV, and other blood borne pathogens. Where differentiation of types of body fluids is difficult or impossible, all body fluids are to be considered as potentially infectious.

BLOOD-BORNE PATHOGENS & EXPOSURE CONTROL PROTOCOL
Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV) Education and Management
1. Prior to any exposure to clients/patients and as a prerequisite to clinical preparation, students will receive instruction on universal precautions for blood and body born infections in accordance with applicable Centers for Disease Control (CDC) guidelines. Information regarding personal health habits, HBV and HIV prevention, and risk behaviors will be given. Exposure control education will be provided in the first quarter nursing courses, and will be continually reinforced. Documentation indicating that each student has been provided this information will be kept on file with the departmental office.

2. All nursing personnel are ethically and professionally obligated to provide client/patient care with compassion and respect for human dignity. No nursing personnel may ethically refuse to treat a patient solely because the patient is at risk of contracting, or has, an infectious disease such as HIV, AIDS, or HBV. Students and faculty must understand and follow rules of confidentiality as stated under Patient Rights and all applicable laws and regulations.

3. Clinical supervision is managed to ensure strict compliance in all clinical learning experiences.

STUDENTS WHO ARE HBV OR HIV POSITIVE
1. Students who are HBV or HIV positive, or who have AIDS, must follow the CDC guidelines and universal precautions.

2. Students who know they are infected are encouraged to voluntarily inform the Director of Nursing. The Director will begin a process to assess the need for necessary modifications/accommodations in a clinical education or job function. Such modifications will be crafted on a case-by-case basis by the Director in consultation with the most expert faculty.

3. Clinical settings that pose additional risk to the personal health of HIV positive students and faculty should be identified. Such persons should be advised of these risks and urged to consult their health care provider to assess the significance of the risks to their own health.

4. Any modification of clinical activity of HBV positive or HIV positive students will take into account the nature of the clinical activity, the technical expertise of the infected person, the risks posed by HBV or HIV carriage, functional disabilities, and the transmissibility of simultaneously carried infectious agents.

TESTING GUIDELINES FOR HBV AND HIV
Nursing students have ethical responsibilities to know their HBV and HIV status and have an obligation to be tested if they believe they may be at risk for HBV or HIV antibody. While the testing decision should be voluntary for the individual, there may be instances in which testing could be required. Students may choose where to receive testing. The College supports the principle of confidentiality and individual rights in conjunction with the CDC guidelines on exposure to blood borne disease.

HEPATITIS B VACCINE IMMUNIZATION
In accordance with College and clinical agency policies, all nursing students are required to present documentation of a completed series of HBV immunizations prior to attending clinical. If the student declines to complete the series due to health, religious, or other reasons, a declination form must be signed.

POST-EXPOSURE PROTOCOL FOR PROPHYLAXIS OF HBV OR HIV
The use of personal protective equipment, appropriate engineering controls, and proper work practices must be continually reinforced among faculty and students to prevent exposure incidents to blood or other potentially infectious materials (OPIM). However, if an incident occurs, faculty and students should report the incident as soon as possible and be fully familiar with the procedures for testing, evaluation, and treatment.

A potential exposure incident can include:
1. Percutaneous inoculation: needle sticks or sharps
2. Non-needle percutaneous injury: open cuts or abrasions
3. Direct mucous membrane contact: accidental splash
4. Non-intact skin contact with blood or OPIM

INITIAL RESPONSE TO EXPOSURE
1. Immediately apply first aid as appropriate
2. Allow to bleed freely (for needle stick/puncture injury)
3. Wash thoroughly with soap and water
4. Mucous membrane; flush copiously with water
5. Eyes: Irrigate and/or flush copiously with water
6. Document the incident, including:
   a. Route of exposure
   b. How and when exposure occurred
   c. Identify the source individual, if known
   d. Report exposure immediately to nursing faculty and appropriate supervisor on campus or at the clinical agency.

POST EXPOSURE RESPONSE BY STUDENTS
In the event a student receives a needle puncture injury or other parenteral contact, the guidelines of the affiliating agency shall be followed. It is the injured/exposed student’s responsibility to report and follow the criteria established by the facility to report the incident to the instructor, and to address any expenses incurred. The College will not accept responsibility for expenses incurred.

1. Student and instructor should determine immediately if the incident involved a clean or used needle.
2. Any student on clinical rotation who has a needle puncture shall be sent to his/her physician, or if they wish, to an emergency room, or other health care agency. Protocols of the facility will be followed.
3. Injuries sustained with needles that have not been used on patients or their blood products require careful cleansing. Ice should be applied to the wound if needle contained a vesicant chemotherapeutic agent. Tetanus prophylaxis should be individualized.
4. If a student reports a potential exposure incident to blood or OPIM, the following CDC guidelines are to be followed. A student should be tested for HIV to establish zero negativity first, followed by a retest at 6 weeks, 3 months, 6 months, and one year. Students are financially responsible for any cost incurred with testing or treatment. A blood borne exposure form should be completed and taken to the health care provider for appropriate testing and possible treatment. A copy will be kept in a confidential file in the Nursing office. If the student elects not to follow the guidelines, she or he must sign the declination statement.
ACADEMIC ADVISING
Academic advising is available to students throughout the student's course of study. Students seeking academic advising should schedule an appointment with a faculty member outside of regular class time.

In addition, students are provided the opportunity to participate in one-on-one, group, student-to-student, faculty-led, and online tutoring sessions. Students are able to participate in tutoring sessions throughout their education and are encouraged to seek assistance from faculty on a regular basis.

The College does not offer counseling services. Students seeking counseling services should speak with the Campus Director for appropriate referrals to community service organizations.

CAREER SERVICES
The College aids alumni in finding employment by assisting with resume preparation, helping with development of interviewing skills, and identifying appropriate job leads. Through career development, including professionalism, motivation, and the maintenance of ethical standards, students and alumni are empowered with the skills necessary to foster a successful and ongoing career.

Obtaining employment is ultimately the alumni's responsibility. Alumni are highly encouraged to pursue their own independent employment opportunities. Recent alumni that have yet to obtain employment in their field of study should contact the College about available job openings in their community.

Pursuant to accreditation requirements, the College will confirm an alumni's employment by contacting both the employer and alumni. The College cannot guarantee employment or salary.

CAREER FAIRS
Hondros College seeks to assist students and alumni in making informed career decisions and partner with employers to maximize recruiting results. To accomplish these goals, the College offers quarterly career fairs hosted at each campus. These events are offered exclusively to the Hondros students/alumni and provide a variety of nursing related career networking opportunities.

ONLINE JOB BOARD
Career partners have the ability to post jobs directly through the Hondros.edu website. These job postings appear in the student portal for all Hondros nursing students. In addition, continued access to current job postings will be available after graduating and becoming an alumnus via the student portal. Therefore, students will have ongoing access to current positions with our career partners.

LAB RESOURCES
The nursing resource lab and the science lab are available for student practice during open lab times. These times will be posted in the laboratory. Students may seek additional help during these times. Students may also seek additional help of the Nursing Laboratory Manager by appointment.

LIBRARY SERVICES
The College provides a completely online library collection. Students are able to research multiple databases and find up-to-date information by accessing the online resources and periodicals. The online library is available through the Student Portal.

TRANSCRIPT REQUEST
Requests for official transcripts must be made in writing and submitted to the Registrar's office, along with applicable processing fees. Transcript request forms can be found at hondros.edu, or on the student portal. There is a $15 fee for each request. Students with outstanding balances will not be issued transcripts.

PRINTING SERVICES
Through the student portal, students have access to a printing service called PaperCut. PaperCut allows students to conveniently print from their laptop to the campus printer. A nominal fee applies.

STUDENT PARKING
Every campus offers free parking to Hondros College students. Students must park in designated school parking spaces and adhere to regulations regarding handicapped and special parking. Violators will be towed at the owner's expense. The College is not responsible for lost or stolen items.

Students attending clinical may be required to obtain an additional parking pass. Students are responsible for any parking expenses and fees incurred while attending the College or any off-campus locations related to their education at the College.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

PRIVACY ACT (FERPA)
- These rights include:
- Pursuant to accreditation requirements, the College will confirm an alumni’s employment by contacting both the employer and alumni. The College cannot guarantee employment or salary.
1. The right to inspect and review the student’s education records within 45 days after the day Hondros College receives a request for access. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The College official will make arrangements and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the student wants to be changed, and specify why it should be changed.

If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the College discloses personally identifiable (PII) information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901


STUDENT DIRECTORY
Directory information is defined as information which would not generally be considered harmful or an invasion of privacy if disclosed. The College has designated the following information to be considered directory information:

1. Name
2. Address
3. Telephone number
4. E-mail (college issued)
5. Dates of attendance
6. Enrollment status
7. Graduation date and anticipated graduation date
8. Diploma/Degrees and awards received

Student may elect to withhold the release of their directory information by contacting the Registrar at registrar@hondros.edu. Students wishing to remove a hold placed on the release of their directory information should contact the Registrar at registrar@hondros.edu.

EQUAL OPPORTUNITY STATEMENT
Hondros College declares and affirms a policy of equal employment opportunity, equal educational opportunity, and non-discrimination, where applicable, in the provisions of educational services to the public. No individual is excluded from participation in or denied benefits of programs and employment-related opportunities at the College on the grounds of race, color, religion, national origin, gender, age, physical or mental handicap, sexual orientation, or veteran or military status. The College will fully comply with all laws and regulations to guarantee equal opportunities.

Persons who believe they have not been afforded equal treatment in accordance with this policy should contact the Campus Director. All complaints of unequal treatment will be fully investigated and corrective action will be taken when necessary.

AMERICANS WITH DISABILITIES ACT (ADA)
Hondros College is committed to providing educational services to students with disabilities as required by the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973 (both as amended). Hondros College will provide reasonable accommodations for qualified students with disabilities.

To be eligible for a reasonable accommodation (or academic adjustment), the student must have:
1. A disability (as defined by applicable law) that substantially limits a major life activity and subsequently necessitates an accommodation;
2. Documentation on file with Hondros College that supports the need for the requested documentation; and
3. Medical documentation that substantiates the disability and how the accommodation will assist the student.

Qualified students with disabilities seeking reasonable accommodations are responsible for initiating contact with the Director of Nursing to request an appropriate reasonable accommodation. Essential program outcomes, course objectives, and/or skill competency achievement
Student Services & Resources

standards cannot be substantially lowered, waived, or otherwise modified as accommodations. Any modifications in the manner in which a course, lab, and/or clinical instruction or evaluation are conducted are restricted to changes in the format of the course, lab, and/or clinical. Such modifications must not substantially lower the essential academic standards or modify basic content of the course, lab, and/or clinical.

No accommodations may be made prior to the notification of disability and the submission of documentation. Students must identify themselves to the Director of Nursing and provide the required documentation at least 30 days in advance of the start of the accommodation being requested. It is the student’s responsibility to ensure that documentation meeting the published requirements is submitted 30 days prior to the start of the accommodation(s).

If the accommodations provided are not meeting the student’s needs, it is the student’s responsibility to notify the Director of Nursing as soon as possible.

SEXUAL AND OTHER HARASSMENT
The College supports the right of all students to attend class in an environment free of sexual and other discriminatory harassment. Sexual harassment and harassment on the basis of race, color, religion, age, gender, disability, national origin, or veteran status, is strictly prohibited and will not be tolerated.

Any student who feels that he or she is a victim of harassment should immediately report the matter to the Campus Director. Hondros College’s policy is to treat any allegations of harassment seriously, and to respond to any legitimate allegation in a timely and confidential manner. Any kind of retaliation is strictly prohibited.

SAFETY & EMERGENCY PROCEDURES
Safety and security of students, faculty, and staff is a top priority. When an emergency situation arises, students are expected to fully cooperate. Please use this information as a guide to emergency best practices:

If a problem appears to be life threatening or could cause immediate damage to the property, please contact the police or fire department immediately by dialing 911 from a cellular phone, or by dialing 9-911 from an on campus phone. Report the incident to the Campus Director or a faculty member immediately.

BUILDING SAFETY:
• If the building requires evacuation, all persons will evacuate the building quickly and orderly. No persons will be allowed re-entry until administrators or emergency personnel give the all clear.
• Outside doors must remain closed and at no time should be propped open.

PERSONAL SAFETY:
• Do not bring valuables to clinical area. Lock belongings in the trunk of your car, out of clear view.
• Do not leave personal belongings in an unsecured place. All unattended belongings will be taken to the Campus Director’s office.
• Notify faculty/campus personnel of any accident, theft, or injury in order to complete an incident report.
• Request an escort to parking after hours or after dark.
• Report suspicious persons to security, faculty, or campus personnel.

WEATHER EMERGENCIES:
In the event of a tornado warning, all persons will proceed to the following areas in a quick and orderly fashion:
• Under stairwells
• Interior Corridors
• Interior rooms of any campus facility

STUDENT INJURY OR ILLNESS
Students are responsible for all expenses that occur due to an injury, accident, or illness at either the campus or the clinical site. The College is not responsible for any medical expenses. If a student becomes ill during class or while in the lab, it is the responsibility of the faculty member to assess the illness, and together with the student, determine an appropriate course of action. In the event that the student does not feel they can remain in class, he or she should seek treatment from a physician. The College reserves the right to request documentation of the doctor’s visit.

If a student becomes ill during an exam or skills check-off, the student shall notify the faculty member proctoring the exam. In case of injury or exposure to infection, the student must follow the agency protocols. If emergency treatment is needed, the student may elect to go to the emergency room for treatment, or to their own healthcare provider.

Students who become ill during clinical experiences must report to the clinical instructor immediately. All agency policies related to student illness, accident, or injury will be followed. Students will be able to see the healthcare provider of their choice, as the College does not provide a Campus health center.

INFESTATION POLICY
Students must be aware of the growing community health concern of infestations. If the student observes any type of parasitic pest in a clinical setting, he or she must immediately notify his or her clinical faculty. Students will remain at the clinical site and follow the facility’s procedure for infestation treatment unless the clinical facility requests the students leave the facility. Students need to notify the Campus Director or the Director of Nurs-
Student Services & Resources

ing if any parasitic pests are observed while on campus. The College will take appropriate measures to treat the infestation. The College is not responsible for any student expenses incurred from any exposure to an infestation outbreak during clinical or on campus.

CRIME AWARENESS
The following information is provided and updated annually as directed by the U. S. Department of Education through Public Law 101-542, the “Criminal Awareness and Campus Security Act of 1990.”

CAMPUS SECURITY

REPORTING OF CRIMINAL INCIDENT
The College strives to provide a safe and secure Campus for all students and staff members. All students and staff members are encouraged to report any and all suspicious activities immediately upon witnessing the occurrence. Any knowledge of a criminal or suspicious nature should be reported to the Campus Director; the College will then take appropriate action based on the information given. When deemed appropriate, local law enforcement authorities will also be notified.

CAMPUS SECURITY PROCEDURES
All students are informed of campus security procedures during orientation. All staff members are briefed on carefully reading the campus security procedures and reporting any incidents when they occur. The Hondros College Emergency Management Guide can be found on the Student Portal, as well as the Hondros College website.

CURRENT CAMPUS CRIME STATISTICS

HONDROS COLLEGE WESTERVILLE, OHIO CAMPUS CRIME STATISTICS REPORT
4140 Executive Parkway, Westerville, OH 43081, Phone 855-90-NURSE (855-906-8773)

<table>
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<tr>
<th>Offense</th>
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<th>Public Property</th>
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<tr>
<td>Sex offenses (Non-Forcible)</td>
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<tr>
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<tr>
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<tr>
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<tr>
<td>Arson</td>
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<tr>
<td>Arrests: Weapons (Carrying, Possessing, etc.)</td>
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<tr>
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<td>Stalking</td>
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</table>

There were no reported hate crimes for the Westerville Campus during 2012, 2013 or 2014.
(For Hate Crimes, categories of prejudice (based on actual or perceived race, gender, religion, sexual orientation, ethnicity, or disability) now includes national origin and gender identity.

Hate crimes may also include larceny-theft, simple assault, intimidation, and destruction, damage or vandalism of property.

There are no residential facilities or non-campus buildings or property on this campus.
## CURRENT CAMPUS CRIME STATISTICS

**HONDROS COLLEGE WEST CHESTER, OHIO CAMPUS CRIME STATISTICS REPORT**

7600 Tylers Place Blvd., West Chester, OH 45069, Phone 855-90-NURSE (855-906-8773)

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<td>0 0 0</td>
<td>0 0 0</td>
</tr>
<tr>
<td>Arrests: Drug Abuse Violations</td>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
<tr>
<td>Disciplinary Referrals: Drug Abuse Violations</td>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
<tr>
<td>Arrests: Liquor Law Violations</td>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
<tr>
<td>Disciplinary Referrals: Liquor Law Violations</td>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
<tr>
<td>Domestic Violence</td>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
<tr>
<td>Dating Violence</td>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
<tr>
<td>Stalking</td>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
</tbody>
</table>

There were no reported hate crimes for the Westerville Campus during 2012, 2013 or 2014. 
(For Hate Crimes, categories of prejudice (based on actual or perceived race, gender, religion, sexual orientation, ethnicity, or disability) now includes national origin and gender identity.

Hate crimes may also include larceny-theft, simple assault, intimidation, and destruction, damage or vandalism of property.

There are no residential facilities or non-campus buildings or property on this campus.
CURRENT CAMPUS CRIME STATISTICS

HONDROS COLLEGE FAIRBORN, OHIO CAMPUS CRIME STATISTICS REPORT
1810 Successful Drive, Fairborn, OH 45324, Phone 855-90-NURSE (855-906-8773)

<table>
<thead>
<tr>
<th>Offense</th>
<th>On-Campus Property</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder/non-negligent manslaughter</td>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
<tr>
<td>Negligent manslaughter</td>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
<tr>
<td>Sex offenses (Forcible)</td>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
<tr>
<td>Sex offenses (Non-Forcible)</td>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
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<td>0 0 0</td>
</tr>
<tr>
<td>Burglary</td>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
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<td>0 0 0</td>
</tr>
<tr>
<td>Arson</td>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
<tr>
<td>Arrests: Weapons (Carrying, Possessing, etc.)</td>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
<tr>
<td>Disciplinary Referrals: Weapons (Carrying, Possessing, etc.)</td>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
<tr>
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<td>0 0 0</td>
</tr>
<tr>
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<td>0 0 0</td>
<td>0 0 0</td>
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<tr>
<td>Stalking</td>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
</tbody>
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There were no reported hate crimes for the Westerville Campus during 2012, 2013 or 2014.
(For Hate Crimes, categories of prejudice (based on actual or perceived race, gender, religion, sexual orientation, ethnicity, or disability) now includes national origin and gender identity.

Hate crimes may also include larceny-theft, simple assault, intimidation, and destruction, damage or vandalism of property.

There are no residential facilities or non-campus buildings or property on this campus.
### CURRENT CAMPUS CRIME STATISTICS

**HONDROS COLLEGE, INDEPENDENCE, OHIO CAMPUS CRIME STATISTICS REPORT**  
5005 Rockside Road, Suite 130, Independence, OH 44131, Phone 855-90-NURSE (855-906-8773)

<table>
<thead>
<tr>
<th>Offense</th>
<th>On-Campus Property</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Negligent manslaughter</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sex offenses (Forcible)</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>1*</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arrests: Weapons (Carrying, Possessing, etc.)</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Stalking</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Occurred at the previous campus location, 4100 Rockside Road, Independence, OH 44131. The campus moved to its current location in July 2014.

There were no reported hate crimes for the Westerville Campus during 2012, 2013 or 2014.  
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There are no residential facilities or non-campus buildings or property on this campus.
FINANCIAL AID
FINANCIAL AID
Eligibility for Federal Financial Aid is determined by the results of the Free Application for Federal Student Aid (FAFSA) and the cost-of-education.

There are several types of financial aid available. Pell/ FSEOG Grants are funds that generally do not have to be repaid. Students will qualify for Pell/FSEOG Grants through the estimated family contribution on the FAFSA. This type of funding is considered need-based. Another type of aid is the Federal Student Loan, which must be repaid. There are three types of student loans. The Subsidized Direct Loan is need-based, and the Unsubsidized Direct Loan and the Parent Plus Loan for undergraduate students are considered non-need-based. The College also participates in the Federal Work-Study (FWS) Program. This program provides funds for part-time jobs, which allows students to earn money needed to pay for educational expenses. Positions are available both on and off campus.

COMPLETING THE FAFSA
Each year, students using federal financial aid must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA serves as the application for all federal, state, and institutional financial aid at the College. The easiest and most efficient way to fill out the FAFSA is online at http://www.fafsa.ed.gov. The application is available beginning January 1st each year, and there are numerous edit checks to help prevent errors. Using the data transfer function easily copies tax information from the IRS website directly onto a FAFSA application.

Electronic signatures are the best way to sign the FAFSA. To sign electronically, the student, and any other individuals involved, will apply for a PIN number with the Department of Education at http://pin.ed.gov.

The College’s Federal school code is 040743, which will be entered on the FAFSA, allowing the school to receive Student Aid Reports specific to each student.

ELIGIBILITY REQUIREMENTS
To be eligible for most federal financial aid programs, a student must meet the following requirements:
• Have financial need, except for some loan programs.
• Have a high school diploma or General Education Development (GED) Certificate, pass a test approved by the U.S. Department of Education, or meet other standards established by your state and approved by the U.S. Department of Education. (Students who have been home schooled should contact the Financial Aid Office for guidance.)
• Be enrolled or accepted for enrollment as a regular student working towards a degree or certificate in an eligible program.
• Be a U.S. citizen or eligible non-citizen.
• Have a valid Social Security Number.
• Make satisfactory academic progress.
• Sign a statement of educational purpose and a certification statement indicating that you are not in default on a student loan nor owe an overpayment on a grant. Both statements are found on the FAFSA.
• Register with the Selective Service, if required.
• Have never been convicted under a federal or state law of possessing or selling illegal drugs during a period of enrollment for which you were receiving federal student aid (grants, loans, and/or work-study).

For more information about Financial Aid, please contact the Manager of Financial Aid at the appropriate campus, or by visiting us on the web at http://nursing.hondros.edu/FinancialAid.aspx

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY
Hondros College has academic standards that a student must achieve to remain in good academic standing. Additionally, to participate in federal financial aid programs (Federal Stafford Student Loans, Federal PLUS Loans, Federal PELL Grants, and Federal Supplemental Educational Opportunity Grants), Hondros College must take steps to fulfill federal requirements to implement and make public the standards for satisfactory academic progress that students must meet to be eligible to receive financial aid. These standards are for financial aid purposes and are a part of the academic policies of Hondros College.

Satisfactory Academic Progress (SAP) is based on three components:

1. SAP Cumulative GPA Requirement
An undergraduate student must achieve a minimum cumulative grade point average of a 2.0 at the end of each quarter.
• Repeated courses and failed courses will also count towards the cumulative GPA.
• Students that do not meet the minimum cumulative GPA of a 2.0 for two consecutive quarters will be academically dismissed from the college and must appeal to be reinstated.

2. Pace of Progression
Students must satisfactorily complete 67% of all attempted credits to accomplish pace of progression and be considered as meeting satisfactory academic progress. Pace of progression is calculated by dividing the cumulative total credit hours earned by the cumulative total credit hours attempted. The Student Financial Services Office will evaluate this criteria at the end of each quarter. Attempted hours will include grades of F, W, I, NP; yet,
these grades will NOT count as earned hours. Transfer credit received will be included in both the attempted and earned credit hours.

- Repeating courses will add to the total number of attempted courses but will only count once as earned hours.
- If a student chooses to retake a course he/she has already passed at some point in the past, he/she can do this one time and receive federal financial aid for the course. Three or more attempts to take a course that has previously been passed cannot be funded with federal financial aid.

3. Maximum Timeframe
Students must be able to complete their program within the maximum timeframe in order to be considered as making satisfactory academic progress. Maximum timeframe is defined as graduating before accumulating 150% of the attempted credit hours required for completion. The Student Financial Services Office will evaluate this criteria at the end of each quarter. Students who are identified as not meeting satisfactory academic progress due to maximum timeframe may be dismissed from the College.

- Maximum time frame by program for 2011 curriculum:
  - PN Program must be completed within 103 attempt-ed credit hours
  - ADN Program must be completed within 154 attempt- ed credit hours
  - RN-BSN Program must be completed within 277 attempt- ed credit hours
- Maximum time frame by program for revised curriculum, 2016:
  - PN Program must be completed within 72 attempt- ed credit hours
  - ADN Program must be completed within 91 attempt- ed credit hours
  - RN-BSN Program must be completed within 270 attempt- ed credit hours
- Transfer credit hours must be included in the maximum time frame calculation.
- Repeated courses, failed courses and withdrawals will also count towards the maximum.

SAP Review
At the end of each quarter, the Registrar’s Office and the Student Financial Services Office will review cumulative GPA, pace of progression, and maximum timeframe for each student enrolled in that quarter. Depending on the student's status relative to these factors, the student’s progress for academic standing and financial aid purposes will be determined as follows:

1. Standing— applies to any student who met the 2.0 cumulative GPA requirement, met pace of progression (67%), and has not exceeded the maximum total attempt-
ed hours allowed for their program.

2. Academic Probation/Financial Aid Warning – applies to any student who fails to meet the requirements of pace of progression cumulative GPA and timeframe listed above for the quarter. A warning letter will be sent at the end of the quarter to the student to indicate why he/she is receiving a warning and what must be done within the next quarter to be back in accordance with the SAP rules. If the student fails to meet these requirements, his/her federal, state and institutional financial aid will be suspended for future quarters. The student must bring his/her hours and/or cumulative GPA back into good standing or appeal to regain financial aid eligibility. A student cannot have two consecutive quarters on warning.

3. Academic Dismissal/Financial Aid Suspension – applies to a student who has not met the requirements for cumulative GPA, pace of progression, or has reached maximum timeframe after the probation/warning period. This student is not eligible for federal, state or institutional financial aid until he/she meets the requirements in each of the three areas listed above or completes and is approved for a SAP Appeal.

4. Financial Aid Probation – applies only to a student who has failed to meet SAP requirements and has had an appeal approved. A student may be on probation for one quarter only. If a student has not met the SAP requirements above, he/she should work with a Student Financial Services Representative to understand what options exist to regain financial aid eligibility.

5. Financial Aid Academic Plan - This status applies to any student who has submitted an academic plan as part of a SAP appeal and has successfully completed the goals for that quarter as outlined by the plan. The student continues to remain eligible for federal and state financial aid, but does not meet the definition of a SAP eligible student.

<table>
<thead>
<tr>
<th>Cumulative GPA (end of quarter)</th>
<th>Academic SAP Status</th>
<th>Financial Aid SAP Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0 or above</td>
<td>Good standing</td>
<td>Good standing</td>
</tr>
<tr>
<td>Below 2.0 first time</td>
<td>Probation</td>
<td>Warning</td>
</tr>
<tr>
<td>Below 2.0 second time</td>
<td>Academic Dismissal</td>
<td>Suspension</td>
</tr>
</tbody>
</table>

SAP Appeal Process
1. A student who wishes to appeal his/her unsatisfactory academic progress determination must submit a SAP Appeal Form to the Student Financial Services office. SAP appeals are reviewed based on the extenuating circumstances such as serious injury or illness involving the student, death of an immediate family member or other
circumstances beyond the student’s control that prevented them from achieving satisfactory progress. Each student’s circumstance is reviewed on an individual basis. Student may be required to submit an academic plan indicating exactly what the student must take to complete their academic program and detail the time frame this can be accomplished. Academic Plans must be completed with a Campus Director and forwarded to Student Financial Services.

2. A Financial Services Representative will review the appeal and determine whether the financial aid termination is justified. The student will be advised by Hondros College via e-mail of the decision and may be asked to meet with a Student Financial Services Representative to plan for future quarters.

3. A student wishing to appeal the SAP decision may do so in writing to the Director of Student Financial Services.

Summary
Students are encouraged to review these standards and to be knowledgeable relative to his/her individual progress and financial assistance. The College recognizes that circumstances and conditions regarding these standards may require the discretionary judgment of the Student Financial Services Office. Examples of such conditions include changing majors or career objectives as well as various personal reasons. Any questions regarding SAP or these conditions should contact Student Financial Services.
TUITION AND FEES
All fees and charges are subject to change without prior notice. The College requires that tuition, textbooks, and fees be covered in full at the time of registration. A student may use financial aid, and/or payment can be made by cash, check, and credit or debit card.

2016 DIPLOMA IN PRACTICAL NURSING RATE SHEET

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee (first term only)</td>
<td>$25</td>
</tr>
<tr>
<td>Standard Examination (Entrance)</td>
<td>$60</td>
</tr>
<tr>
<td>FBI/BCI Fees (Entrance and Exit)</td>
<td>$140</td>
</tr>
<tr>
<td>Tuition</td>
<td>$17,040</td>
</tr>
<tr>
<td>Lab/incidental fees</td>
<td>$750</td>
</tr>
<tr>
<td>Graduation fees</td>
<td>$100</td>
</tr>
<tr>
<td>Textbooks/Materials (estimated, as consumed)</td>
<td>$1,947</td>
</tr>
<tr>
<td>Uniforms/Student Nurse Pak</td>
<td>$210</td>
</tr>
<tr>
<td>Technology Package</td>
<td>$489</td>
</tr>
<tr>
<td>NCLEX Review</td>
<td>$200</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Total Direct Costs</td>
<td>$21,061</td>
</tr>
</tbody>
</table>

Cost of CPR, physical examination and immunizations are not included in the above costs. These costs will vary depending upon the provider. These costs are estimates based on an average student; books and other consumable costs may change. Tuition may be less depending on transferred course work. Tuition and fees are subject to periodic reviews and increases. Estimated costs do not include applicable tax.

RIGHT TO CANCEL POLICY
A student who completes an enrollment agreement or application may cancel their enrollment at any time up through the end of the first calendar week of the students first enrollment quarter. A student that withdraws during the first calendar week of their first enrollment quarter will receive a refund of any tuition paid to the school. Refunds will be processed based on the student’s right to cancel section of the signed enrollment agreement. Books and technology fees are subject to the bookstore policy.

REFUND POLICIES
OHIO STUDENTS:
Hondros College’s refund policy complies with the State Law as follows and is applicable to each term:

1. A student who starts class and withdraws during the first full calendar week of the quarter shall be obligated for twenty-five (25%) of the tuition and refundable fees for that academic term plus the registration fee.

2. A student who withdraws during the second full calendar week of the quarter shall be obligated for fifty (50%) percent of the tuition and refundable fees for that period plus the registration fee.

3. A student who withdraws during the third full calendar week of the quarter shall be obligated for seventy-five (75%) percent of the tuition and refundable fees for that period plus the registration fee.

4. A student who withdraws beginning the fourth full calendar week of the academic term will not be entitled to a refund of any portion of the tuition and fees.

5. Refunds will be issued by check from the Hondros College corporate office within 30 days.

INDIANA STUDENTS:
Hondros College shall cancel and all monies paid, if any, to be fully refunded.

2016 ASSOCIATE DEGREE IN NURSING RATE SHEET

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee (first term only)</td>
<td>$25</td>
</tr>
<tr>
<td>FBI/BCI Fees (Entrance and Exit)</td>
<td>$140</td>
</tr>
<tr>
<td>Tuition*</td>
<td>$25,010</td>
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<tr>
<td>Lab/incidental fees</td>
<td>$1,200</td>
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<td>Graduation fees</td>
<td>$100</td>
</tr>
<tr>
<td>Textbooks/Materials (estimated, as consumed)</td>
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<tr>
<td>Uniforms</td>
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<tr>
<td>Technology Package</td>
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<td>NCLEX Review</td>
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<td>Technology Fee</td>
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</tr>
<tr>
<td>Total Direct Costs</td>
<td>$31,003</td>
</tr>
</tbody>
</table>

*Tuition for PN Alumni is $23,790

2016 RN-BSN COMPLETION RATE SHEET

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Application Fee (first term only)</td>
<td>$25</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$1,300</td>
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<tr>
<td>Tuition*</td>
<td>$25,520</td>
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<tr>
<td>Graduation Fees</td>
<td>$100</td>
</tr>
<tr>
<td>Textbooks/Materials (estimated)</td>
<td>$3,001</td>
</tr>
<tr>
<td>Total direct costs</td>
<td>$29,946</td>
</tr>
</tbody>
</table>

*Tuition for PN or ADN Alumni is $23,780
Tuition & Fees

1. Within six (6) days following the signing of the contract, no obligation and all monies paid, if any, to be fully refunded.

2. After six (6) days, but before the beginning of training, a registration fee of 20% of the total tuition not to exceed $100.00

3. After beginning of training, the registration fee, plus 10% of the total tuition until student completes 10% of the assignment.

4. After completing 10% of the assignments, but prior to completing 25% of the assignments, the registration fee plus 25% of the total tuition.

5. After completing 25% of the assignments, but prior to completing 50% of the assignments, the registration fee plus 50% of the total tuition.

6. After completing 50% of the assignments, but prior to completing 75% of the assignments, the registration fee plus 75% of total tuition.

7. After completing 75% of assignments, the student is responsible for total tuition.

8. The contract shall state a length of time for a student to complete his course of study. If a student does not cancel by the end of such time, he is responsible for his total tuition.

9. The institution will make a proper refund, within thirty-one (31) days of the student’s request for cancellation.

10. If the student has paid tuition extending beyond twelve (12) month all such charges shall be refunded as described in Rule 8.04 through 8.06 of these Rules and Regulations.

RETURNED CHECK FEE
All returned checks are subject to a $30 returned check fee. This fee is in addition to any fees charged by your bank or financial institution.

BOOKSTORE REFUND POLICY
The College does not participate in a buy-back program for textbooks or other required course material, including, but not limited to, the technology package. For products being returned, the item and all included materials must be returned in the original packaging, in original condition, and must be accompanied by an original receipt and returned within 30 days of purchase. No refunds are given for the Technology Package if consumed. Refunds will be issued by check from the Hondros College corporate office within 30 days.

If a nursing student returns his or her books, it is an indication that the student intends to withdraw from the program, as the textbooks are required as part of the curriculum and are built into the total cost of the program.

Policies, tuition, and fees are effective January 1, 2016 and are subject to change.

FINANCIAL CLEARANCE
Tuition and fees for the quarter are due and payable in full at registration. Details of payment options may be obtained from the Financial Services Office.
All students must be financially cleared before final registration. Financial clearance is defined as:
• Payment in full for the current quarter
• A financial plan in place that is estimated to cover current costs in full
• Appropriate paperwork completed as defined by the Financial Services Office

Students choosing to finance part or all of their education through a tuition payment arrangement must maintain a current payment status.

Students who do not comply with the above requirements may not be cleared to begin classes. In extreme circumstances, students may need to temporarily interrupt their education until appropriate payment arrangements are made.

Federal regulations require a refund calculation for all students receiving Title IV funds who withdraw on or prior to the 60% point in the term. The R2T4 calculation will determine if all or a portion of Federal Title IV funds received through the Department of Education must be returned. As a result of the return, students may have a balance due with the school or with the Department of Education.
ACADEMIC & CLINICAL INFORMATION
CLINICAL INFORMATION
The College strives to ensure that each student has excellent clinical learning experiences. This is a challenging goal in today’s competitive health care arena where clinical facilities are being asked to meet the needs of learners from a growing number of educational programs. Therefore, clinical times and locations may change from quarter to quarter.

Clinical assignments are to be treated as employment; professional, responsible behavior is mandatory. Failure to comply with professional standards or the Code of Student Conduct may result in disciplinary action, up to and including, dismissal. Students must remain flexible and be prepared for clinical placement in a variety of settings and at a variety of times.

The College reserves the right to adjust clinical schedules to ensure seamless programming and accommodation of the clinical facilities and the nursing programs.

STUDENTS WILL NEED TO:
1. Have independent car transportation (a valid driver’s license and automobile insurance) on clinical days.
2. Arrange child care, as applicable, that including coverage for days, evenings and/or possible weekends.
3. Plan to travel up to 90 minutes one way to a clinical facility.
4. Arrive at the facility at least 10 minutes prior to the start of the clinical day.

CLINICAL REQUIREMENTS
The following items are required before the first scheduled clinical day. Additional requirements may vary according to clinical agency agreements.

1. CPR card for health care provider (American Heart Association only)
2. Complete Clinical Eligibility Packet: including records of immunization, seasonal flu vaccine, and annual PPD testing (According to Center for Disease Control and Prevention [CDC] guidelines)

PERFORMANCE OF CLINICAL SKILLS IN A CLINICAL SETTING POLICY
In general, skills performed by a student must be checked off in an on-campus lab prior to performing the skill in clinical. Students are not permitted to do any invasive procedures or administer medications without an instructor present. An invasive procedure is defined as entering the skin or body cavity.

1. All skills performed by a student must follow the policy and procedures of the facility and qualify as accepted safe practice.
2. No student is legally permitted to perform IV push medications until licensed as an RN.
3. Students scheduled for observation are not permitted to perform any procedures or administer medications.
4. Failure to comply with these policies will result in a critical incident and failure in the course.

ACADEMIC INFORMATION
Nursing students are expected to progress through the nursing courses in an uninterrupted pattern (Diploma in Practical Nursing should take 4 or 6 quarters depending on the curriculum version; Associate Degree in Nursing should take 5 or 6 quarters depending on the curriculum version; RN-BSN completion should take 8 quarters for full time students).

DEFINITION OF QUARTER CREDIT HOUR
A quarter-credit hour is equivalent to a minimum of ten (10) classroom hours or twenty (20) hours of lab, on a 50 minute hour of instruction, with appropriate homework and study. Thirty (30) hours of clinical experience, on a 60 minute hour, equals one (1) credit hour.

DEFINITION OF ENROLLMENT STATUS

- Full-time: Students are enrolled for 12 or more credit hours per quarter.
- Three-quarters: Students are enrolled for 9-11 credit hours per quarter.
- Half-time: Students are enrolled for 6-8 credit hours per quarter.
- Below Half: Students are enrolled for under 6 credit hours per quarter. Students must be enrolled for at least 6 credit hours per quarter to be eligible to apply for financial aid.

TRANSFER CREDIT POLICY
Official evaluation of transfer credit will be conducted upon receipt of an official transcript. Official transcripts can be mailed or electronically sent from the originating institution, or delivered by the student in a sealed envelope. Official transcripts should be received no later than the end of week one of the program for evaluation. Hondros College cannot guarantee evaluation of transfer credit for transcripts received later than week one of the program. Transcripts will be evaluated from institutions that are accredited by accrediting bodies recognized by the United States Department of Education. Questions regarding the Transfer Credit policy should be directed to the Office of the Registrar.
Academic & Clinical Information

General Policy – Applies to All Programs
1. Transfer credit will be considered for courses with a grade of C- (70%) earned or better. Transfer credit is not awarded for Hondros College nursing courses (courses with the “NUR” prefix).

2. Transfer credits are transcribed on the Hondros College transcript and are counted in the cumulative hours completed, but they are not counted in the credit hours attempted as part of the cumulative grade point average.

3. Transfer credits are awarded in whole numbers and will be converted and rounded to the nearest whole number when earned in non-quarter based units.

4. Transfer credit will be considered for International transcripts evaluated by an organization that is a member of the National Association of Credential Evaluation Services (NACES) or Associate of International Credential Evaluators, Inc. (AICE).

PN/A.D.N. Transfer Credit Policy
1. Transfer credit will be evaluated for course content and credit hour.

2. Credits earned at another institution during the period of enrollment at Hondros College will not be considered for transfer credit.

3. Students may have a total of 25 credit hours transfer into the College.

4. General Education courses must have been completed within the past 10 years. Science courses, as defined in the program curriculum, must have been completed within the past 5 years. Science courses offered in a series at Hondros College must have the complete series transfer in.

5. Transfer credit may be considered outside of the above policy if:
   a. The student has earned an associate degree or higher.
   b. The course was part of a series where at least one of the series components falls within the aforementioned timeframe.

6. CLEP and other methods to test out of a course are not accepted as transfer credit.

7. Upon a student’s formal request, the College will determine whether any of the student’s military education and/or skills training is substantially equivalent to courses in the College’s PN and A.D.N. programs. Students who wish to have their military experience and/or national guard experience and training evaluated for equivalency transfer credit, should submit the appropriate documentation, in the form of official transcripts and forms DD 214 (veterans) and DD 295 (active duty military personnel), to the Registrar for formal evaluation. The College may also accept as transfer credit completion of formal military courses as recommended by the American Council on Education (ACE) when verified through official transcripts (Army/ACE registry Transcript System, Community College of the Air Force, Sailor/Marine/ACE Registry Transcript, Registry of Credit Recommendations, or National Registry for Training Programs). In addition, credit may be awarded through review of a student’s certified Department of Defense (DD) Form 214 (Armed Forces of the United States Report of Transfer or Discharge) in conjunction with the ACE Handbook, Evaluation of Educational Experiences in the Armed Forces.

RN-BSN Transfer Credit Policy
1. There is no maximum transfer credit allowance. Students must meet the residency requirement of 71 nursing credit hours.

2. Transfer credit will be evaluated for course content. Pre-requisite courses can be satisfied through content equivalency transfer credit or evidence of pre-requisite content equivalency through other transfer credit.

ACADEMIC STANDING STATUS POLICY
Student's academic progress will be evaluated at the end of each quarter. A satisfactory progress report indicating progress in the program can be found in the Student Portal in the format of an unofficial transcript, indicating academic standing in the program.

1. Good Standing: Students earning a minimum cumulative grade point average of 2.0 are considered to be in good academic standing. Good standing will be noted on the student’s transcript.

2. Honors: Associate Degree in Nursing and RN-BSN completion students with a quarterly grade point average of 3.7-3.9 are eligible for the Dean’s List honor; students with a quarterly grade point average of 4.0 are eligible for the President’s List honor. The appropriate honors term will be noted on the student’s transcript.

Students’ graduating with an Associate’s Degree in Nursing, or higher, with a cumulative grade point average of 3.7-4.0 will qualify for graduating with honors. “Honors Graduate” will be noted on the student’s transcripts.
3. **Academic Probation:** A student earning a cumulative grade point average below a 2.0 will be placed on academic probation. Academic Probation will be noted on the student’s transcript. Students will receive written notification if placed on academic probation.

Students on academic probation will be required to be advised and/or tutored for assistance prior to registering for future courses. Students on academic probation may still be eligible for financial aid.

Subsequent quarters with a cumulative grade point average below the 2.0 minimum will result in academic dismissal and a loss of all financial aid.

Students will return to an academic status of good standing once the cumulative grade point average is a 2.0 or higher.

4. **Academic Dismissal:** Academic Dismissal results when a student fails to earn a cumulative grade point average of a 2.0 or better for a second quarter. Academic Dismissal is noted on the student’s transcript. Students will receive written notification if academically dismissed.

**INCOMPLETE POLICY**

Students experiencing unforeseen circumstances may request to receive an incomplete grade (I). Permission must be granted from the faculty member teaching the course(s).

Students receiving an “I” will have the following quarter to submit all work required to complete the course(s). Deadlines for missing work will be outlined by the faculty member granting the incomplete. If the student fails to complete the course within the timeline, the “I” will be changed to an “F” or “NP,” as applicable. Failure of a course could result in the student being placed on academic probation or being academically dismissed.

Students receiving an “I” may not progress in the program until they have successfully completed the course(s) by earning a “C” or “P,” as applicable, or better. Students who successfully complete incomplete coursework prior to the end of the current quarter must wait until the start of the next quarter to progress in the program.

**REPEAT POLICY**

Students must repeat and pass any courses in which they receive a failing grade or from which they have withdrawn. Students who need to repeat a course must complete an academic advising session to review scheduling options and registration. Students who need to repeat a course that is no longer offered due to the revised curriculum will have a blended curriculum, which may consist of a revised progression plan. Students cannot repeat a course(s) they have previously passed to simply improve their cumulative grade point average (CGPA).

1. Students are only permitted to repeat a failed course once. If unsuccessful on the second and final attempt, the student may be academically dismissed from the College.

2. All earned grades will become part of the student’s academic record and will be reflected on the academic transcript. Repeated coursework will be marked with an “R” on the academic transcript to indicate the course was repeated.

3. Only the latest earned grade for a repeated course will be used in the calculation of the cumulative grade point average. Withdrawals (W), are not counted as an earned grade when recalcultating the cumulative grade point average.

4. Repeated coursework must be taken at Hondros College.

5. When calculating honors for graduation, all earned grades will be used in the cumulative grade point average calculation.

6. The student is responsible for all costs associated with repeated coursework. In some cases, financial aid may not be available for repeated coursework.

7. The student may not receive Title IV aid for retaking previously passed courses if the student is required to retake those courses because the student failed a different course in a prior term.

8. Students who need to repeat a course will be able to do so only when space is available.

**READMISSION POLICY**

A former student who voluntarily withdrew may apply to the College for readmission to his or her previous program. The applicant must satisfactorily demonstrate that the barriers that prevented him or her from completing the program during the previous enrollment have been resolved, and there is reasonable probability that he or she can complete the program of study the within the maximum allowable timeframe. Applicants seeking readmission should contact the Campus Director prior to the start of the next term. The College will evaluate the readmission applicant’s Satisfactory Academic Progress (SAP) to determine if the applicant is eligible for readmission. Students withdrawn for more than two quarters may be required to restart the program.
Applicants are required to sign a new enrollment agreement which lists the current curriculum requirements, current tuition, fees, term of enrollment, and other required disclosures. An applicant for readmission must meet all admissions requirements of his or her program in effect at the time of re-enrollment. In addition, applicants may be required to complete a new background check in accordance with the policy in effect at the time of readmission. The College reserves the right to deny readmission to any applicant that carries an unpaid balance from his or her previous enrollment. Readmission is not guaranteed and is dependent upon space and availability.

Students previously dismissed pursuant to the College's academic dismissal policy should refer to the Reinstatement Policy.

**REINSTATEMENT POLICY**

Students who have been academically dismissed or administratively withdrawn may seek reinstatement by completing the Request for Reinstatement form, available from the Campus Director. All requests for reinstatement will be reviewed by the College's Reinstatement Committee. Students will be notified in writing of the Committee's decision. The Committee's decision is final and cannot be appealed. Reinstatement is not guaranteed.

Students granted reinstatement after an academic dismissal will be placed on academic probation. Students receiving financial aid will, in addition to academic probation, be placed on financial aid probation. Students granted reinstatement must follow all policies in effect at the time of the reinstatement.

Students who have been dismissed due to a Code of Student Conduct violation are not eligible to be reinstated to Hondros College.

**EXTENDED ENROLLMENT STATUS**

The College does not allow extended enrollment status.

**LEAVE OF ABSENCE POLICY**

A Leave of Absence (LOA) refers to a specific time period when a Hondros College student is not in academic attendance. An approved LOA is necessary for unscheduled breaks in attendance of more than 45 days. A student may be approved by Hondros College for multiple leaves of absence as long as the total number of days for all leaves does not exceed 180 days in a 12 month period. Students are considered to remain in an "in-school" status when on an approved LOA. During the LOA the student is not considered withdrawn, and a federal financial aid Return of Funds Calculation is not required. However, a LOA may impact loan and/or grant disbursement dates and amounts that have been awarded. A student on an approved LOA will not be assessed additional charges.

A Leave of Absence is not available to students enrolled in the PN or ADN programs.

**REQUIRED DOCUMENTATION**

An LOA may be considered an approved Leave of Absence if Hondros College determines that there is a reasonable expectation that the student will return from the LOA. In addition, the student must follow the college's policy in requesting the LOA. If the student receives financial aid, he or she must complete a Leave of Absence Request Form, and submit the form to Student Financial Services. on or before last date of class attendance. The request must include the reason for the leave. Leave of Absence Request Forms are available from Financial Aid. The form may be printed, completed and mailed, e-mailed or faxed to Student Financial Services.

If unforeseen circumstances prevent a student from providing a written request on or before the last date of class attendance, approval may be granted provided the appropriate documentation explaining the unforeseen circumstances is provided. The student must submit the request within 45 days of their last date of attendance. Unforeseen circumstances may include, but are not limited to, medical and family emergencies, business travel, College course cancellation and/or facility closure, and natural disasters.

The request will be reviewed and the student will be notified of the acceptance or denial of the request once a Leave of Absence Request Form has been received by Financial Aid (federal financial aid recipients).

**LENGTH AND NUMBER OF APPROVED LEAVES**

Students may be approved by Hondros College for multiple leaves of absence as long as the total number of days for all leaves does not exceed 180 days in a 12 month period.

The LOA start date will always equal the day after the student's last date of class attendance and will be used to count the number of days in the leave. The count is based on the number of days between the last date of attendance and the re-entry date. The start date of the first approved Leave of Absence is used when determining the start date for the 12-month period.
FAILURE TO RETURN

A student must return on or before their originally approved re-entry date. If the student does not return on or before the originally approved re-entry date, he/she will be administratively withdrawn from the College. The withdrawal date will be the student’s last date of class attendance. For federal financial aid loan borrowers, this date will also be used as the beginning of the student’s grace period for loan repayment purposes. Failure to return will exhaust some of the student’s grace period and a Return of Funds Calculation will be required.

MILITARY DEPLOYMENT

When a student or a spouse has been deployed for military reasons, the student must contact the Campus Director or Registrar and provide official military documentation. The student will be placed on a leave of absence status for a period of one year. Upon return, the student is responsible for adhering to current policies in effect. This applies to all students in all programs.

WITHDRAWAL POLICY

Attendance must be evident by the end of the first week for continuing students, or the student will be administratively withdrawn from the program. A student who has been identified as having vanished prior to week 8 shall be administratively withdrawn from their courses and the program. Students who vanish during or after week 8 will receive the grade earned at the end of the quarter, which may result in academic probation or academic dismissal from the college.

The student gives notice of the intent to withdraw from the college by contacting the Campus Director in person, in writing, by e-mail, or by phone. Withdrawals initiated up through the end of week 7 will earn a grade of “W”; a grade of “W” has no effect on cumulative grade point average. Withdrawals initiated after the end of week 7 will receive the grade earned at the end of the quarter. Failure of a course may result in the student being placed on academic probation or being academically dismissed. The withdrawal will not supersede academic probation or academic dismissal. Withdrawal from the college during the quarter constitutes withdrawal from all courses in which the student is enrolled.

RN-BSN students may withdrawal from a course(s) up through the end of week 7 of the quarter and will receive a grade of “W”. Students should contact their Campus Director, in writing, via e-mail, or by phone to withdraw from a course. A grade of “W” has no effect on cumulative grade point average, but does impact pace of progression and maximum timeframe. Students may voluntarily withdraw from the same course no more than two times.

GRADE SCALE

All grades are awarded in whole letter values only.

GENERAL EDUCATION, SCIENCE, AND RN-BSN COURSES

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<th>Letter Grade</th>
<th>Grade Points Awarded</th>
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<td>90-100</td>
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<td>80-89.99</td>
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<td>70-79.99</td>
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<td>69.99-below</td>
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PRACTICAL NURSING AND ASSOCIATE DEGREE IN NURSING COURSES

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<td>77.99-below</td>
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APPLICABLE TO ALL PROGRAMS

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<td>Incomplete</td>
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<td>Transfer</td>
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<td>Pass</td>
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<tr>
<td>No Pass</td>
<td>NP</td>
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GRADE POINT CALCULATION

Grade point average is determined by dividing the total quality points by total credit hours received. Transferred coursework and withdrawals are not calculated into the grade point average; however, transfer credits are accounted for in the total hours earned.

REGISTRATION INFORMATION

Students are responsible for their own academic planning and scheduling to meet graduation requirements. Students are required to register for courses via the student
portal during open registration. Students who have an outstanding balance or have not submitted all required documentation will not be able to register for upcoming quarters.

PN and ADN students are expected to complete the courses in an uninterrupted pattern as indicated on the curriculum listing page of this catalog. Students not registered for an upcoming quarter will be administratively withdrawn from the college. PN and ADN students who wish to schedule General Education classes outside of the normal quarter of courses must receive approval from the Campus Director.

RN-BSN completion students have the ability to complete their program either full-time or part-time. Students who do not register for two consecutive quarters will be administratively withdrawn from the College.

**GRADUATION REQUIREMENTS**

Commencement ceremonies are held throughout the year. Students assume the ultimate responsibility for meeting all graduation requirements.

The candidate for graduation must:

1. Have successfully completed all program requirements with a minimum of “C” (2.0 GPA) or better in all courses.
2. Achieved the number of credit hours required to graduate.
3. Be free of indebtedness to the College.
4. Pay applicable graduation fee(s).

While the college may allow a student to be an official graduate while owing a balance to the College, the graduate’s program completion letter to the Ohio Board of Nursing may be withheld until such time the balance has been paid. In addition, the College may withhold the graduate’s academic transcripts.

**NCLEX EXAM & LICENSING REQUIREMENTS**

**OHIO BOARD OF NURSING FELONY POLICY**

Section 4723.28 of the Ohio Revised Code, the law regulating the practice of nursing, states that the Board of Nursing may deny a person the privilege of sitting for the licensing examination related to certain past behaviors or legal history. Each applicant for licensure will be required to answer questions on the application related to whether the individual seeking licensure has been convicted of, found guilty of, pled guilty to, pled no contest to, or received treatment in lieu of conviction for 1) any misdemeanor committed in the course of practice in Ohio, 2) any felony, 3) any crime involving gross immorality or moral turpitude, or 4) any violation of a municipal, county, state, or federal law.

**PROOF OF CITIZENSHIP REQUIRED FOR NCLEX CANDIDATES**

The federal law known as Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) limits state licensure to U.S. citizens and other qualified applicants. The State Board of Nursing is required to keep assurance of citizenship on record with applications for licensure. Schools of nursing should provide graduates with the form along with the licensure applications.

**NURSING PROGRAM CURRICULUM**

The College is committed to a continuous evaluation of the outcomes and curriculum of all programs. Beginning July 2011, the curriculum for the PN and ADN programs underwent a revision. The restructuring of the curriculum was a direct result of feedback based on internal and external evaluations and industry demand. This restructuring better prepares students to continue their education beyond the ADN program. Students admitted before July 2011-October 2015 returning to complete their program may have a blended curriculum.

Effective January 2016 (Winter 2016 Term), the College substantially revised all nursing programs. Both community and professional input were both important factors in revising the programs. Feedback from community partners, including clinical sites and employers, indicated a strong need to enhance critical thinking among graduates. In addition, the programs were revised to reflect more contemporary nursing education and educational delivery models to meet the demands of today’s health-
Academic & Clinical Information

care environment and, more specifically, the increased needs and complexity of the modern patient. The revisions also enhance the teaching and learning experience through the use of interactive and effective teaching strategies across all modalities.

2011 PRACTICAL NURSING CURRICULUM (effective October 10, 2011 to December 31, 2015)

Upon successful completion of four (4) quarters (44 weeks) of the Hondros College Practical Nursing curriculum, the graduate will receive a diploma and be certified to the Ohio Board of Nursing, which will determine the student’s eligibility to sit for the National Council Licensure Examination for Practical Nurses (NCLEX®-PN). Within the scope of practice for the licensed practical nurse, and at the direction of a licensed physician, dentist, podiatrist, optometrist, chiropractor or registered nurse, the graduate will meet the client’s needs by:

2011 Practical Nursing Program Outcomes

1. Participating collaboratively in the nursing process by contributing to the data collection for assessment, implementation, and evaluation of individualized plans of care.

2. Practicing within the 3 nursing roles of provider of care, manager of care, and member of the discipline of nursing.

3. Using critical thinking, teaching learning principles. Current standards of practice and organizational skills in providing individualized basic nursing care based on developmental, physiological, sociocultural, religious and spiritual differences in clients.

4. Performing basic nursing therapeutic interventions using nursing knowledge, skills and current technology in a competent and safe manner.

5. Acting as a client advocate showing caring, empathy, and respect for the rights, beliefs, property, and dignity of the individual.

6. Practicing the basic principles of effective therapeutic communication with clients and family, communicating relevant observations related to the client by collaborating with members of the health care team, as well as documenting pertinent observations and care appropriately.

7. Managing assignment of clients and delegating within the scope of practice to trained unlicensed personnel.

8. Practicing within the profession’s ethical and legal framework and being accountable for one’s own nursing practice.
## 2011 PROGRAM CURRICULUM: PRACTICAL NURSING - DIPLOMA

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<th>Course Name</th>
<th>Credits</th>
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<tr>
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<td>Intro. to Anatomy &amp; Physiology I</td>
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<td>MTH 100Δ</td>
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<td>NUR 100*</td>
<td>Nursing Concepts I</td>
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<td>NUR 120*</td>
<td>Medical Surgical Nursing I</td>
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<tr>
<td>NUR 122*</td>
<td>Basics of Pharmacology</td>
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<td>PSY 200Δ</td>
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Legend: † Science Course, ∆ General Education Course, * Nursing Course

## 2011 PROGRAM CURRICULUM: PRACTICAL NURSING - DIPLOMA (EVENING/WEEKEND)

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<td>NUR 132*</td>
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<td>NUR 131*</td>
<td>Comprehensive Tech. &amp; Devel. Lab</td>
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<td>NUR 140*</td>
<td>Medical Surgical Nursing II</td>
<td>8</td>
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<td>NUR 147*</td>
<td>Nursing Concepts II</td>
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<td>NUR 142*</td>
<td>IV Therapy</td>
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<td>NUR 146*</td>
<td>Comprehensive Practical Nursing</td>
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<tr>
<td>ENG 200Δ</td>
<td>English Composition I</td>
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<tr>
<td><strong>TOTAL CREDITS THIS TERM</strong></td>
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<td><strong>Total Quarter Credit Hours Required</strong></td>
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<td>69</td>
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</tbody>
</table>

Legend: † Science Course, ∆ General Education Course, * Nursing Course
2016 PRACTICAL NURSING CURRICULUM (effective January 1, 2016)

Upon successful completion of four (4) quarters (44 weeks) the Hondros College Practical Nursing curriculum, the graduate will receive a diploma and be certified to the Ohio Board of Nursing, which will determine the student’s eligibility to sit for the National Council Licensure Examination for Practical Nurses (NCLEX®-PN). Within the scope of practice for the licensed practical nurse, and at the direction of a licensed physician, dentist, podiatrist, optometrist, chiropractor or registered nurse, the graduate will meet the client’s needs by fulfilling the following program outcomes:

2016 Practical Nursing Diploma Program Objectives/Student Learning Outcomes

1. Provide safe, quality, evidence-based, patient-centered nursing care to diverse patients across the lifespan in a variety of structured healthcare settings within the scope of practice of the Practical Nurse.
   a. Collect data related to physical, behavioral, psychological, and spiritual aspects of health and illness parameters in patients experiencing common health problems, using developmentally and culturally appropriate approaches.
   b. Work with the Registered Nurse or other healthcare provider to identify patient needs based on the data collected.
   c. Contribute to a patient-centered plan of care based on knowledge of evidence and patient information/preferences to meet individual patient needs.
   d. Provide patient-centered care focusing on restoration, promotion, and maintenance of physical and mental health.
   e. Incorporate factors that create a culture of safety when providing patient care.
   f. Provide patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations.
   g. Implement nursing interventions to prevent illness, and restore, promote and maintain physical and mental health of patients across the lifespan.
   h. Analyze collected patient outcome data to determine the effectiveness and impact of nursing care.
   i. Deliver care within expected timeframe.
   j. Communicate information about care provided and evaluation data including appropriate handoff at each transition in care.
   k. Incorporate cultural awareness/sensitivity when providing care to diverse patients in a variety of healthcare settings.
   l. Assist with the revision of the plan of care based on an ongoing collection of patient data including recognition of alterations to previous patient conditions.
   m. Safely perform all psychomotor skills needed for efficient, safe, and compassionate patient care including accurate calculation of dosages.
   n. Accurately document all aspects of patient care.

2. Engage in clinical judgment to make patient-centered care decisions within the scope of practice of the Practical Nurse.
   a. Use clinical judgment to ensure accurate and safe care when implementing all steps of the nursing process.
   b. Anticipate risks, and predict and manage potential complications for patients experiencing common health problems.
   c. Prioritize patient care.
   d. Incorporate knowledge of the healthcare system and how it impacts the nurse’s ability to provide safe, quality care.

3. Incorporate quality improvement activities to improve patient care.
   a. Participate in quality improvement activities.
   b. Use the data from quality improvement activities to plan patient care.
   c. Report identified quality improvement concerns to appropriate personnel (e.g., nurse manager, risk manager, etc.).
   d. Implement National Patient Safety Goals in all applicable patient care settings.

4. Participate in teamwork and collaboration with the inter-professional team, the patient, and the patient’s support persons.
   a. Share pertinent, accurate, and complete information with the inter-professional team.
   b. Work with the Registered Nurse to plan for patient safety and quality improvements within the context of the inter-professional team.
   c. Interpret the impact of team functioning on safety and quality improvement.

5. Use information technology to support and communicate the provision of patient care.
   a. Use patient care technologies, information systems/technologies, and communication devices to support safe nursing practice.
   b. Use high quality electronic sources of healthcare information.
   c. Enter computer documentation accurately, completely, and in a timely manner.

6. Incorporate management, legal, and ethical guidelines within the scope of practice of a Practical Nurse.
   a. Practice within the legal and ethical frameworks of
Practical Nursing.

b. Demonstrate accountability for nursing care given by self and/or delegated to unlicensed personnel.
c. Delegate nursing tasks to unlicensed personnel.
d. Advocate for patient rights and needs.
e. Initiate a plan for ongoing professional development and lifelong learning.

7. Promote a culture of caring to provide support, compassion and culturally-competent, holistic care.
a. Provide support, empowerment, and hope when caring for diverse patients.
b. Reflect on care provided to continue to improve caring relationships.
c. Deliver compassionate, culturally-competent care that respects patient and family preferences.
d. Maintain an environment conducive to well-being.

2016 PROGRAM CURRICULUM:
PRACTICAL NURSING - DIPLOMA (DAY & EVENING/WEEKEND)

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<tr>
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<th>Credits</th>
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<td>TERM 1</td>
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<td>BIO 117+^</td>
<td>Introduction to Anatomy &amp; Physiology</td>
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<td>MTH 101^</td>
<td>Basic Math &amp; Dosage Calculation</td>
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<tr>
<td>NUR 150*</td>
<td>Fundamental Concepts of Practical Nursing I</td>
<td>3</td>
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<tr>
<td>NUR 155*</td>
<td>Critical Thinking for the Practical Nurse</td>
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<tr>
<td>TERM 2</td>
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<tr>
<td>ENG 200^ (ONLINE)</td>
<td>English Composition I</td>
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<tr>
<td>NUR 160*</td>
<td>Fundamental Concepts of Practical Nursing II</td>
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<tr>
<td>NUR 163*</td>
<td>Concepts of Practical Nursing in the Care of Elderly Patients</td>
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<td>TERM 3</td>
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<tr>
<td>NUR 166*</td>
<td>Concepts of Family Centered Nursing for the Practical Nurse</td>
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<td>NUR 172*</td>
<td>Intravenous Therapy for the Practical Nurse</td>
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<td>NUR 176*</td>
<td>Concepts of Adult Health Nursing for the Practical Nurse I</td>
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<td>TERM 4</td>
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<tr>
<td>NUR 180*</td>
<td>Concepts of Mental Health Nursing for the Practical Nurse</td>
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<tr>
<td>NUR 185*</td>
<td>Concepts of Adult Health Nursing for the Practical Nurse II</td>
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<tr>
<td>NUR 190*</td>
<td>Transition to Practical Nursing Practice</td>
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<tr>
<td>NUR 195*</td>
<td>Application of Clinical Judgement in Practical Nursing Practice</td>
<td>3</td>
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</table>

| Total Quarter Credit Hours Required | 48 |

Legend: + Science Course, ^ General Education Course, *Nursing Course
ASSOCIATE DEGREE IN NURSING


Upon successful completion of six (6) quarters (66 weeks) of the Hondros College Associate Degree in Nursing curriculum, the graduate will receive an Associate Degree in Nursing and be certified to the Ohio Board of Nursing, which will determine the graduate’s eligibility to sit for the NCLEX-RN examination. Graduates of the Associate Degree in Nursing Program will be able to meet the client’s needs by:

2011 Associate Degree Program Outcomes:

1. Using critical thinking, the nursing process, and current standards of practice in developing plans of care based on developmental, biological, physiological, socio-cultural, religious and spiritual, and teaching/learning needs of clients.
2. Practicing within the 3 nursing roles of provider of care, manager of care, and member of the discipline of nursing.
3. Performing basic and complex therapeutic interventions using nursing knowledge, advanced skills, and current technology in a competent and safe manner.
4. Acting as a client advocate showing caring, empathy, and respect for the rights, beliefs, property, and dignity of the individual.
5. Applying knowledge of effective therapeutic communication techniques when interacting with clients and their families.
6. Demonstrating leadership and professional accountability, appropriate delegation of tasks, and supervision of assistive and unlicensed personnel, and licensed practical nurses.
7. Managing care within a multidisciplinary healthcare delivery system by collaborating and communicating effectively with members of the health care team.
8. Practicing with the profession’s ethical and legal framework, and being accountable for one’s own nursing practice and professional growth.
9. Demonstrating an awareness of community concepts, current trends in health care, and world health issues and their impact on individuals and healthcare.

2011 PROGRAM CURRICULUM: PROFESSIONAL NURSING–ASSOCIATE DEGREE NURSING

Students will receive advance standing credits from their practical nursing program (14 credit hours for students enrolled prior to July 2011; 10 credit hours for students enrolled July 2011–October 2015). The credit will be awarded after the completion of NUR 260 or NUR 250.

The Associate Degree nursing program consists of courses, on campus laboratories, and clinical experiences that must be taken in sequence, according to the curriculum plan. Material learned in the classroom is practiced in the on-campus lab and applied in the care of clients on the clinical units.

In meeting these outcomes, graduates of the program will be educated in a broad scope of nursing practices to respond to society’s health care needs, and will fill a need realized from the national nursing shortage. The rigorous curriculum will ensure the highest level of training and quality of candidates.
## 2011 PROGRAM CURRICULUM: ASSOCIATE DEGREE IN NURSING

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<thead>
<tr>
<th>Catalog Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tr>
<td><strong>TERM 1</strong></td>
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</tr>
<tr>
<td>BIO 250†∆</td>
<td>Anatomy &amp; Physiology I</td>
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<td>ENG 200Δ</td>
<td>English Composition I</td>
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<tr>
<td>MTH 200Δ</td>
<td>Introduction to College Algebra</td>
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<td>NUR 250*</td>
<td>Intro. to Professional Nursing</td>
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<tr>
<td>NUR 272*</td>
<td>Pharmacology</td>
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<td><strong>TERM 2</strong></td>
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<td>MTH 201Δ</td>
<td>College Algebra I</td>
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<td>NUR 261*</td>
<td>Nursing Physical Assessment</td>
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<td>MTH 202Δ</td>
<td>College Algebra II</td>
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<td>NUR 270*</td>
<td>Medical Surgical Nursing III</td>
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<td>PSY 200Δ</td>
<td>General Psychology</td>
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<td>ENG 205Δ</td>
<td>English Composition II</td>
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<td>NUR 281*</td>
<td>Maternal Child Nursing II</td>
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<td>Psychiatric Nursing</td>
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<td>ETH 200Δ</td>
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<td>NUR 290*</td>
<td>Advanced Med/Surg Nursing</td>
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<td>NUR 292*</td>
<td>The Role of the Nurse as an Educator</td>
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<td>ENG 250Δ</td>
<td>American Literature</td>
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<td>NUR 296*</td>
<td>Comp. Associate Degree Nursing</td>
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<td>NUR 297*</td>
<td>Professional Nursing Issues</td>
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<td>NUR 298*</td>
<td>Role Transition to ADN</td>
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2016 ASSOCIATE DEGREE IN NURSING PROGRAM CURRICULUM (effective January 1, 2016)

Upon successful completion of five (5) quarters (55 weeks) of the Hondros College Associate Degree in Nursing curriculum, the graduate will receive an Associate Degree in Nursing and be certified to the Ohio Board of Nursing, which will determine the graduate’s eligibility to sit for the NCLEX-RN examination. Graduates of the Associate Degree in Nursing Program will be able to meet the client’s needs by:

2016 Associate Degree in Nursing Program Objectives/Student Learning Outcomes

1. Provide safe, quality, evidence-based, patient-centered nursing care to diverse patients across the lifespan in a variety of healthcare settings.
   a. Complete a comprehensive and/or focused physical, behavioral, psychological, and spiritual assessment of health and illness parameters in patients, using developmentally and culturally appropriate approaches.
   b. Use assessment findings to identify patient needs.
   c. Develop a plan of care based on evidence-based practice considering individual patient needs.
   d. Provide patient-centered care based on an understanding of human growth and development, pathophysiology, pharmacology, nutrition, medical management, and nursing management.
   e. Promote factors that create a culture of safety.
   f. Provide teaching that reflects the patient’s developmental stage, age, culture, religion spirituality, patient preferences, and health literacy considerations.
   g. Monitor patient outcomes to evaluate the effectiveness and impact of nursing care.
   h. Deliver care within expected timeframe.
   i. Provide patient-centered transitions of care and hand-off communications.
   j. Revise the plan of care based on an ongoing evaluation of patient outcomes.
   k. Safely perform psychomotor skills.
   l. Accurately document all aspects of patient care.

2. Exercise clinical judgment to make increasingly complex patient-centered care decisions in a safe care environment.
   a. Use clinical judgement to make management decisions to ensure accurate and safe nursing care, including addressing anticipated changes in the patient’s condition.
   b. Anticipate risks, and predict and manage potential complications.
   c. Prioritize patient care.
   d. Examine the clinical microsystem to determine its impact on the nurse’s ability to provide safe, quality care.

3. Participate in quality improvement processes to improve patient care outcomes.
   a. Use quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nursing-sensitive indicators.
   b. Analyze information about quality improvement processes used in a variety of healthcare settings.
   c. Participate in analyzing errors and identifying system improvements.
   d. Implement National Patient Safety Goals in all applicable patient care settings.

4. Participate in teamwork and collaboration with members of the inter-professional team, the patient, and the patient’s support persons.
   a. Effectively communicate with all members of the healthcare team, including the patient and the patient’s support network when making decisions and planning care.
   b. Collaborate with appropriate inter-professional healthcare professionals when developing a plan of care.
   c. Use conflict resolution principles as needed.

5. Use information management systems and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.
   a. Use patient care technologies, information systems/technologies, and communication devices to support safe nursing practice.
   b. Evaluate the role of information technology and information systems in improving patient outcomes and creating a safe care environment.

6. Incorporate leadership, management, legal, and ethical principles to guide practice as a Registered Nurse.
   a. Practice within the legal and ethical frameworks of Registered Nursing practice.
   b. Analyze patient care within the context of the ANA Standards of Practice.
   c. Demonstrate accountability for nursing care given by self and/or delegated to others.
   d. Apply leadership and management skills when working with other healthcare team members.
   e. Serve as a patient advocate.
   f. Evaluate the impact of economic, political, social, and demographic forces on the provision of health care.
   g. Complete a plan for ongoing professional development and lifelong learning.

7. Promote a culture of caring to provide holistic, compassionate patient care.
   a. Provide support, empowerment, and hope when caring for diverse patients in a variety of healthcare systems.
   b. Deliver compassionate, culturally-competent care that respects patient and family preferences.
# 2016 PROGRAM CURRICULUM:
## ASSOCIATE DEGREE IN NURSING

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<thead>
<tr>
<th>Catalog Code</th>
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<th>Credits</th>
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<tr>
<td><strong>TERM 1</strong></td>
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<tr>
<td>BIO 253+^</td>
<td>Anatomy &amp; Physiology I</td>
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<td>NUR 200*</td>
<td>Critical Thinking for the Registered Nurse</td>
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<td>NUR 205*</td>
<td>Transition to Associate Degree Nursing</td>
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<tr>
<td>BIO 254+^</td>
<td>Anatomy &amp; Physiology II</td>
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<tr>
<td>NUR 210*</td>
<td>Concepts of Pediatric Nursing</td>
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<td>PSY 205^ (ONLINE)</td>
<td>Lifespan Development</td>
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<td>NUR 215*</td>
<td>Concepts of Mental Health Nursing</td>
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<td>MTH 205^ (ONLINE)</td>
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<td>NUR 220*</td>
<td>Concepts of Nursing Care of the Reproducing Family</td>
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<td>NUR 225* (ONLINE)</td>
<td>Professional Nursing Issues</td>
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<td>COM 200^</td>
<td>Public Speaking</td>
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<tr>
<td>NUR 230* (ONLINE)</td>
<td>Concepts of Nursing Care of Diverse Populations</td>
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<td>ENG 205^ (ONLINE)</td>
<td>English Composition II</td>
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<td>NUR 235*</td>
<td>Concepts of Nursing Care of the Adult I</td>
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<td>NUR 240*</td>
<td>Transition to Registered Nursing</td>
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<tr>
<td>NUR 243*</td>
<td>Application of Clinical Judgement in RN Practice</td>
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<tr>
<td>NUR 245*</td>
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Legend: † Science Course, ∆ General Education Course, * Nursing Course
2011 RN-BSN COMPLETION PROGRAM
CURRICULUM (EFFECTIVE OCTOBER 10, 2011
THROUGH DECEMBER 31, 2015)
The RN-BSN completion program builds upon the concep-
tual framework of providing education as providers and
managers of care, members of the discipline of nursing,
continuous learners and advocates for clients, and creat-
ing a professional and ethical standard of nursing. This
online program challenges students in advanced reason-
ing and problem-solving, and requires evidence-based
reasoning expected of a progressive nurse leader. Upon
successful completion of four (4) quarters (44 weeks)*, the
RN-BSN completion program graduate will meet the fol-
lowing program outcomes:

RN-BSN Completion Program Outcomes:
Upon completion of the RN-BSN completion curriculum,
the graduate will:

1. Utilize critical thinking, advanced clinical reasoning
   and reflection, as well as the nursing process, current
   standards of practice, evidence based practice and qual-
   ity improvement to develop, implement, and evaluate
   individualized plans of care for individuals, families, and
   communities.

2. Practice within the three roles of provider of care, man-
   ager of care and member of the discipline.

3. Demonstrate effective communication and collabora-
   tion skills with clients and interprofessional teams to
   improve health care outcomes.

4. Utilize theories from the nursing, scientific, and human-
   istic disciplines to make safety focused evidence based
   practice decisions based on caring, empathy, and dignity
   of the individual.

5. Advocate for the health care needs of society in a
   changing economic, demographic, and cultural environ-
   ment.

6. Demonstrate understanding of leadership and manage-
   ment principles and skills, as well as political dynamics in
   analyzing the role of nurse leaders in various health care
   settings.

7. Participate in quality improvement processes to provide
   high quality safe nursing care in a variety of structured
   and unstructured settings.

8. Use information technology and client data in making
   ethical and legal practice decisions.

9. Demonstrate an awareness of global health issues,
   trends in health care, and one's own practice and profes-
   sional growth.

PROGRAM CURRICULUM: PROFESSIONAL NURSING-
BACHELOR’S OF SCIENCE IN NURSING
Students enrolled in the RN-BSN completion program are
required to have earned a total of 185 credit hours to be
awarded a Bachelor’s of Science in Nursing degree. A ma-
jority of the credit hours will be earned through previous
coursework taken while obtaining the diploma/associate
nursing degree. Students will receive advance standing
credits of 63 hours for holding an active, unencumbered
RN license.

All students are required to complete a minimum of 44
credit hours of course work at Hondros College, this will
be satisfied by completing all NUR courses.

All Hondros College associate degree in Nursing gradu-
ates admitted into the RN-BSN program prior to receiving
RN licensure, will be permitted to take general education
courses only.

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RN Licensure</td>
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</tr>
<tr>
<td>RN-BSN Coursework*</td>
<td>72</td>
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<tr>
<td>General Education Coursework**</td>
<td>50</td>
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<tr>
<td>Total Credits Required for Degree</td>
<td>185</td>
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</table>

RN-BSN completion Coursework*
This curriculum design represents an outline of courses
for a full-time student. It is a suggested curriculum plan.
Scheduling is flexible, as long as prerequisites are met.
Part-time students may progress at a different pace.
### 2011 PROGRAM CURRICULUM: RN-BSN COMPLETION PROGRAM*

<table>
<thead>
<tr>
<th>Catalog Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>TERM 1</strong></td>
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<tr>
<td>BIO 300 †∆</td>
<td>Pathophysiology</td>
<td>5</td>
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<tr>
<td>HUM 200 ∆</td>
<td>Diversity</td>
<td>3</td>
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<tr>
<td>MTH 300∆</td>
<td>Intro. to Probability and Statistics</td>
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<tr>
<td>NUR 300*</td>
<td>Transition to Baccalaureate Nursing</td>
<td>5</td>
</tr>
<tr>
<td><strong>TERM 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 360 †∆</td>
<td>Epidemiology</td>
<td>5</td>
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<tr>
<td>COM 300 ∆</td>
<td>Communication</td>
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<td>NUR 330*</td>
<td>Global Health</td>
<td>5</td>
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<tr>
<td>NUR 442*</td>
<td>Chronic Illness</td>
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<tr>
<td><strong>TERM 3</strong></td>
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<tr>
<td>NUR 310*</td>
<td>Evidence Based Practice &amp; Res. Methods</td>
<td>5</td>
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<tr>
<td>NUR 342*</td>
<td>Community Health Nursing</td>
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<tr>
<td>NUR 343*</td>
<td>Community Health Nur. Practicum</td>
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<td>NUR 452*</td>
<td>Geriatrics</td>
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<tr>
<td><strong>TERM 4</strong></td>
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<tr>
<td>BIO 380 †∆</td>
<td>Genetics</td>
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<tr>
<td>ECON 300 ∆</td>
<td>Economics</td>
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<tr>
<td>NUR 320*</td>
<td>Nursing Informatics</td>
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<tr>
<td>NUR 462*</td>
<td>Leadership and Management</td>
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<td>NUR 463*</td>
<td>Leadership and Manage. Practicum</td>
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<td><strong>Total Quarter Credit Hours Required</strong></td>
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<td><strong>72</strong></td>
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</table>

Legend: † Science Course, ∆ General Education Course, * Nursing Course
2016 RN-BSN COMPLETION PROGRAM CURRICULUM
(effective January 1, 2016)

The RN-BSN completion program builds upon the conceptual framework of providing education as providers and managers of care, members of the discipline of nursing, continuous learners and advocates for clients, and creating a professional and ethical standard of nursing. This online program challenges students in advanced reasoning and problem-solving, and requires evidence-based reasoning expected of a progressive nurse leader. The Program ensures flexible learning opportunities to support the working nurse, and includes advanced nursing courses and relevant and applicable practicum experiences. The program prepares the learner for advanced professional and educational opportunities. Upon successful completion of eight (8) quarters (88 weeks)*, the RN-BSN completion program graduate will meet the following program outcomes:

2016 RN-BSN COMPLETION PROGRAM OUTCOMES
Upon completion of the RN-BSN completion curriculum, the graduate will:

1. Use knowledge and values from the arts and sciences of a liberal education to practice safe, quality, evidence-based, patient-centered nursing care to diverse patients across the lifespan in a variety of health care settings.
2. Use critical thinking and clinical judgement to make complex patient-centered care decisions in a safe care environment.
3. Practice quality improvement processes to improve patient outcomes.
4. Demonstrate teamwork and collaboration with members of the inter-professional team, the patient, and the patient’s support persons.
5. Demonstrate the knowledge and skills of information management and patient care technologies to deliver high quality nursing care that addresses legal, ethical, historical, and emerging issues.
6. Apply leadership management, legal, and ethical principles to guide safe, quality nursing care.
7. Demonstrate a culture of caring to ensure holistic, compassionate patient care.

*Applies only to students attending full-time, have an active RN license, and have met all general education requirements.
## 2016 PROGRAM CURRICULUM:
### RN-BSN COMPLETION PROGRAM

<table>
<thead>
<tr>
<th>Catalog Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>TERM 1</strong></td>
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<tr>
<td>HUM 200^</td>
<td>Diversity</td>
<td>3</td>
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<tr>
<td>PSY 305^</td>
<td>Managing Change in Your Life</td>
<td>3</td>
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<tr>
<td>ENG 300^</td>
<td>Effective Professional Writing</td>
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<td>SCI 280+^</td>
<td>Integrated Science and Math</td>
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<tr>
<td><strong>TERM 2</strong></td>
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<tr>
<td>BIO 300+^</td>
<td>Pathophysiology</td>
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<tr>
<td>NUR 300*</td>
<td>Transition to Baccalaureate Nursing</td>
<td>5</td>
</tr>
<tr>
<td>COM 300^</td>
<td>Communications</td>
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<tr>
<td>HUM 300^</td>
<td>Exploring Stories of the Human Experience</td>
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<tr>
<td><strong>TERM 3</strong></td>
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<tr>
<td>MTH 300^</td>
<td>Introduction to Probability and Statistics</td>
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<td>NUR 305*</td>
<td>Health Assessment</td>
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<td>BIO 360+^</td>
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<tr>
<td><strong>TERM 4</strong></td>
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<tr>
<td>BIO 380+^</td>
<td>Genetics</td>
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<tr>
<td>ETH 200^</td>
<td>Ethics</td>
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<td>NUR 310*</td>
<td>Evidence-Based Practice and Research Methods</td>
<td>5</td>
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<tr>
<td><strong>TERM 5</strong></td>
<td></td>
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<tr>
<td>NUR 320*</td>
<td>Nursing Informatics</td>
<td>5</td>
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<td>NUR 315*</td>
<td>Gerontology</td>
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<tr>
<td>NUR 350*</td>
<td>Healthcare of the Underserved Populations</td>
<td>5</td>
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<tr>
<td><strong>TERM 6</strong></td>
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<td>NUR 330*</td>
<td>Global Health</td>
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<tr>
<td>NUR 360*</td>
<td>Hospice &amp; Palliative Care</td>
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<td>NUR 335*</td>
<td>Legal and Ethical Issues in Healthcare</td>
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<td><strong>TERM 7</strong></td>
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<td>NUR 420*</td>
<td>Community Health Nursing with Practicum</td>
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<tr>
<td>NUR 430*</td>
<td>Emergency and Disaster Preparedness in Nursing</td>
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<tr>
<td>NUR 325*</td>
<td>Cultural Competencies in Healthcare</td>
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<td><strong>TERM 8</strong></td>
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<tr>
<td>NUR 440*</td>
<td>Leadership &amp; Management with Practicum</td>
<td>7</td>
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<tr>
<td>ECN 310^</td>
<td>Economics for Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NUR 400*</td>
<td>Quality and Safety for Today’s Nurse Leaders</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Quarter Credit Hours Required</strong></td>
<td><strong>116</strong></td>
<td></td>
</tr>
</tbody>
</table>

Legend: † Science Course, ∆ General Education Course, * Nursing Course
COURSES OFFERED VIA DISTANCE EDUCATION

Online courses are delivered through the Sakai learning management system, and emphasize interaction between students and their faculty, their peers, and the course content.

In their online courses, students will:
- Engage with course content, as presented in slideshows, readings, and other media;
- Interact with other students via discussion forums, peer reviews, and group activities;
- Review instructor feedback on papers, projects, and other assignments;
- Take tests and quizzes through the online classroom;
- Communicate with the instructor using a variety of tools, including email, the Sakai Messages functionality, a course chat room, and/or a synchronous virtual classroom.

While courses in the PN and ADN programs are primarily offered on campus or at a clinical location, select courses are only offered online. Courses in the RN-BSN completion program are only offered online. All students receive information about how to access and use the online classroom as part of an orientation experience.

Online courses are provided by the main campus of Hondros College, located in Westerville, Ohio (Host Institution), to the three branch campuses of Hondros College located in Ohio (Independence, Fairborn, and West Chester). Students enrolled in an online course delivered by the Host Institution must adhere to the Withdrawal Policy in the Hondros College Student Catalog for the program in which they are enrolled. The time that a student should expect to devote to the mastery of course learning objectives does not vary with the instructional delivery method.
Course Descriptions

EXPLANATION OF COURSE NUMBERING SYSTEM
The College utilizes intuitive course prefixes, typically abbreviations or truncations of the actual course subject name, for all credit courses (i.e., Psychology is noted as PSY). It continues to follow the numbering system noted below. The College does not offer remedial courses.

• 100 level: These courses are entry level or first year courses as related to their subject matter. All 100 level nursing and science courses are taught at a vocational school level.

• 200-400 level: These courses are college level as related to their subject matter.

Course Codes:                  Course Subject:
BIO                           Biology
COL                           College Experience
COM                           Communications
ECN                           Economics
ECON                           Economics
ETH                           Ethics
ENG                           English
HUM                           Humanities
NUR                           Nursing
PSY                           Psychology
MTH                           Mathematics
SCI                           Science
SOC                           Sociology

2011 CURRICULUM COURSE DESCRIPTIONS

BIO 115 Introduction to Anatomy & Physiology I ........................................... 3 credit hours
This is the first of two courses that serve as an introduction to the structure and function of the human body, including basic cellular principles for students in the practical nurse program. The course uses a body systems approach, with emphasis on the interrelationships between form and function at the gross and microscopic levels of organization. Introduction to Anatomy & Physiology I includes: basic anatomical and directional terminology; fundamental concepts of chemistry, biochemistry, cell biology and histology. It covers the anatomy and physiology of the integumentary, muscular, skeletal and nervous systems. CtΔ
Prerequisites: None

BIO 116 Introduction to Anatomy & Physiology II ........................................... 3 credit hours
This course is the second course that serves as an introduction to the structure and function of the human body for students in the practical nurse program. The course uses a body systems approach, with emphasis on the interrelationships between form and function at the gross and microscopic levels of organization. Introduction to Anatomy & Physiology II continues the basic anatomical and physiological study of the human body covering the endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary and reproductive systems. CtΔ
Prerequisites: BIO 115

BIO 130 Nutrition .............................................................. 3 credit hours
This course identifies the principles of nutrition and connections to a healthy lifestyle. Recommended dietary requirements and practices that promote food safety are presented. Dietary issues related to selected medical/surgical conditions are discussed. CA
Prerequisites: BIO 116

BIO 250 Anatomy and Physiology I ......................................................... 4 credit hours
This course is a detailed study of the structure and function of the human body, including basic cellular principles. This is the first of a three-part course designed to introduce students to the fundamentals of human anatomy and physiology. The course uses a body systems approach, with emphasis on the interrelationships between form and function at the gross and microscopic levels of organization. Anatomy & Physiology I includes: basic anatomical and directional terminology; fundamental concepts and principles of cell biology; histology; the integumentary, skeletal, and muscular systems.
Laboratory experiences include both hands-on study of anatomical models and simple physiology experiments. £±
Prerequisites: Admission into the Associate Degree in Nursing Program or Administrative Approval

**BIO 251 Anatomy and Physiology II** ................................................... 4 credit hours
This course is a detailed study of the structure and function of the human body. This is the second of a three-part course designed to introduce students to the fundamentals of human anatomy and physiology. The course uses a body systems approach, with emphasis on the interrelationships between form and function at the gross and microscopic levels of organization. Anatomy & Physiology II includes: cellular neurobiology, the nervous, endocrine and cardiovascular systems. Laboratory experiences include both hands-on study of anatomical models and simple physiology experiments. £±
Prerequisites: BIO 250

**BIO 252 Anatomy and Physiology III** ................................................... 4 credit hours
This course is a detailed study of the structure and function of the human body. This is the third of a three-part course designed to introduce students to the fundamentals of human anatomy and physiology. The course uses a body systems approach, with emphasis on the interrelationships between form and function at the gross and microscopic levels of organization. Anatomy & Physiology III includes: lymphatic, respiratory, digestive, urinary and reproductive systems. Laboratory experiences include both hands-on study of anatomical models and simple physiology experiments. £±
Prerequisites: BIO 251

**BIO 260 Microbiology** ....................................................................... 5 credit hours
This course focuses on medical microbiology and explores the understanding of characteristics and activities of microorganisms and their relation to health and disease. Laboratory experiences include growth, isolation, staining, and identification techniques, of aerobic and anaerobic microorganisms. Study of bacterial culturing, safe handling techniques, and procedures. £±
Prerequisites: BIO 250

**BIO 300 Pathophysiology** .............................................................. 5 credit hours
This course is a study of the phenomena that produce alterations in normal human physiological function, causing disease. It covers cellular phenomena and basic concepts of pathophysiology, then applies these principles to examination of common pathologies in the major organ systems. The importance of structure/function relationships and homeostasis in understanding both normal physiology and pathology is emphasized throughout the course. 0±
Prerequisites: BIO252, BIO 260

**BIO 360 Epidemiology** ....................................................................... 5 credit hours
This course introduces the basic concepts and methods used in epidemiology. Some of the objectives of this course include learning the purposes and uses of epidemiology as well as developing an understanding of epidemiological measures, different types of epidemiological studies, and the concept of causation. This course provides information on measuring the health of a community and analysis of control within the framework of environmental and population variables in terms of both infectious and non-infectious diseases. 0±
Prerequisites: BIO 252, BIO 260, MTH 300

**BIO 380 Genetics** ........................................................................... 4 credit hours
This course is intended to be a study of human genetics with some applications in medicine. It begins with a review of the basics of genetics at the cellular and molecular biology level. Typical genetic variation and inheritance including topics of autosomal and sex-linked inheritance are covered. Additional topics include the genetics of disease and disorders, genetic mapping, and genetic testing. 0±
Prerequisites: BIO 252, BIO 260

**COL 100 Introduction to College Experience** ......................................... 1 credit hour
This course will help students become familiar with expectations for academic success at the college level. The learning activities will help students understand their learning style and enhance their study skills to maximize academic success. Students will learn basic computer literacy as well as introduce them to the college's computer system. Students will learn how to access the library and research articles as well as discover how to apply the APA (American Psychological Association) style in writing professional papers. £±
Prerequisites: None
**COM 300 Communications** ................................................................. 3 credit hours
This course is an exploration of common communication and writing scenarios likely to be encountered in the workplace. Students will develop skills to become ethical and confident speakers and presenters, including developing interesting and engaging presentations, as well as identifying and producing common written communication formats often used in workplace settings, including memos, short reports and proposals. Students will demonstrate critical thinking and analytical skills, as well as creativity and the ability to engage others. OΔ
Prerequisites: ENG 200 and ENG 205

**ECON 300 Economics** ........................................................................ 3 credit hours
This course provides an overview of fundamental micro and macroeconomic concepts and their application to healthcare management. This course introduces the theories necessary for understanding how the discipline of economics affects the daily decisions of healthcare professionals. The topics covered in this course include Demand and Supply, Marginal Analysis, Cost Benefit Analysis, Equilibrium, Elasticity, Business Models, Government Intervention, Market Failure, Private and Public Goods, Costs Structures, Income Equality and Income Redistribution. OΔ
Prerequisites: None

**ENG 200 English Composition I** ......................................................... 3 credit hours
This course explores the writing process, critical reading skills, and the composition of analytical and structured prose. Additionally, students develop skills in grammar, punctuation, mechanics, and style; interpreting texts, responding to texts, and integrating texts into essays; plagiarism and proper citations; and writing narrative, argument, and research essays. OΔ
Prerequisites: None

**ENG 205 English Composition II** ....................................................... 3 credit hours
This course continues the development of compositional skills initiated in ENG200, focusing on the development of strong, researched-based academic prose. Concentrations include structuring, organizing, and developing longer essays; understanding and responding to a variety of texts; integrating sources into formal and informal writing; and further development of skills in grammar, punctuation, mechanics, style, research, and citations. OΔ
Prerequisites: ENG 200

**ENG 250 American Literature** ............................................................ 5 credit hours
This course introduces students to the study of American literature, moving from early American writings to modern texts. Students will learn from a broad spectrum of American voices and experiences, and will do so through the practice of critical reading and writing. Through participation, discussion, and analytical papers on a variety of American texts, students will improve their skills for reading and criticizing literature, as well as the themes of American literature. OΔ
Prerequisites: ENG 200 and ENG 205

**ETH 200 Ethics** .................................................................................. 4 credit hours
This course examines the dynamic role of ethics in modern society. Students analyze ethical standards through philosophical beliefs and values in personal and professional settings. OΔ
Prerequisites: None

**HUM 200 Diversity** ............................................................................ 3 credit hours
This course allows students to explore issues, challenges and opportunities of living in a multicultural society. Exploration includes impact of historical and current events on perceptions and acceptance of multiculturalism in the United States. OΔ
Prerequisites: None

**MTH 100 Basic Math and Calculation** ................................................. 2 credit hours
This course is designed to enhance math skills of students. Elementary math skills including percentages, equivalents, and dosage calculations related to oral, parenteral, and special populations will be discussed. CΔ
Prerequisites: None
Course Descriptions

**MTH 200 Introduction to College Algebra** ................................. 3 credit hours
This course is designed to improve a student's mathematics ability and prepare them for college level algebra. Topics covered include a review of mathematic operations with signed numbers, rational and real numbers, solving equations, inequalities, polynomials, factoring rational expressions and equations, graphing, systems of equations and simplification of radicals. OΔ
Prerequisites: None

**MTH 201 College Algebra I** .................................................. 3 credit hours
This is the first of two courses that cover the essentials of College Algebra. Some of the topics include the study of 1) linear equations and inequalities, 2) graphing of equations, 3) properties of exponents, 4) rational expressions and functions. OΔ
Prerequisites: MTH 200

**MTH 202 College Algebra II** .................................................. 3 credit hours
This course is the second of two courses that cover the essentials of College Algebra. Topics include the study of 1) radicals and rational exponents, 2) quadratic functions and inequalities, 3) inverse functions and transforming functions, 4) polynomial and rational functions and 5) exponential and logarithmic functions. OΔ
Prerequisites: MTH 201

**MTH 300 Introduction to Probability and Statistics** .................... 5 credit hours
This course is designed to offer students the skills necessary to interpret and critically evaluate statistics commonly used to describe, predict and evaluate data in an information-driven environment. The focus is on the conceptual understanding of how statistics can be used and on how to evaluate statistical data. OΔ
Prerequisites: College algebra, comparable to MTH 201 and MTH 202 or higher

**NUR 100 Nursing Concepts I** ............................................... 3 credit hours
This course is an introduction to practical nursing and the theoretical frameworks for nursing practice. A variety of basic concepts and how they are integrated and applied to nursing will be discussed. C*
Pre-requisites: None

**NUR 101 Medical Terminology** ............................................. 2 credit hours
This course will teach the meaning and pronunciation of specific medical terms, including prefixes, suffixes, root words, and abbreviations. The course will help students identify and give meaning to selected prefixes, suffixes, and root words that pertain to pathologic conditions, those used in diagnostic and surgical procedures, and those that are used in general. By learning how to analyze, build, spell, and pronounce selected medical words, students will enhance and enrich course and clinical experiences. C*
Prerequisites: None

**NUR 111 Fundamentals of Nursing** ............................................. 7 credit hours
This course introduces basic nursing skills including their conceptual basis. It focuses on the LPN's role in the data collection process, common therapeutic interventions, medical terminology and medication math. The on-campus laboratory will provide the opportunity for students to practice basic psychomotor nursing skills. Clinical laboratory experiences will allow students to practice basic concepts and skills learned. C*
Prerequisites: None

**NUR 120 Medical Surgical Nursing I** ..................................... 8 credit hours
In this course the nursing care of geriatric clients with selected medical and surgical conditions will be presented. The on-campus laboratory and clinical portion of this course will provide opportunities for students to apply knowledge of concepts and skills learned in the theory component of the course. C*
Prerequisites: All Term 1, PN Courses

**NUR 122 Basics of Pharmacology** ......................................... 4 credit hours
The course discusses commonly used medications, pharmacokinetics, and the nursing implications related to medication administration. Major classifications of medications are identified and correlated to the systems of the body. C*
Prerequisites: All Term 1, PN Courses
Course Descriptions

NUR 131 Comprehensive Technical and Development Lab ............................................. 1 credit hour
This course is designed to study the technical skills used in caring for obstetrical, pediatric, adult, and geriatric clients across the lifespan. Intermediate and advanced skills learned will provide students with the ability to build upon and perfect psychomotor skills and increase confidence in technical abilities. C*
Prerequisites: All Term 2, PN Courses

NUR 132 Psychosocial Nursing .............................................................. 3 credit hours
The course will discuss theories of human behavior as a framework for nursing care. Communication techniques essential to therapeutic nurse-client relationship will be presented. Topics related to grief, loss, psychosocial care of the physically ill client, and care of the client with mental health disorders are covered. C*
Prerequisites: All Term 2, PN Courses

NUR 133 Maternal Child Nursing I .............................................................. 4 credit hours
This course discusses normal growth and developmental concepts. It focuses on basic care principles related to the obstetric and pediatric client. Students will practice basic skills common to obstetrical and pediatric clients in on-campus labs and will apply knowledge of concepts learned in maternal and pediatric clinical settings. C*
Prerequisites: All Term 2, PN Courses

NUR 140 Medical Surgical Nursing II ............................................................. 8 credit hours
In this course the nursing care of selected medical surgical conditions is presented. The clinical portion of this course provides opportunities for students to apply knowledge of concepts and skills learned in the theory component of the course. C*
Prerequisites All Term 3, PN Courses

NUR 142 IV Therapy ................................................................. 4 credit hours
The course content is consistent with Ohio law derived from Section 4723-5-14 of the Administrative Code of the Ohio Board of Nursing. This course provides the practical nursing student with the knowledge and skills required to perform specified intravenous therapy procedures on adults under the direction of a licensed physician, dentist, optometrist, podiatrist, or registered nurse. C*
Prerequisites: All Term 3, PN Courses

NUR 146 Comprehensive Practical Nursing .................................................. 2 credit hours
This course is designed to assist the student learning needs associated with passing the licensure examination for practical nurses. This course will provide a comprehensive review of program content using practice NCLEX style questions. Students will critique their answers to these practice tests to ascertain better test taking strategy and/or use their clinical reasoning skills to choose the answer based on the top priority. C*
Prerequisites: All Term 3, PN Courses

NUR 147 Nursing Concepts II ................................................................. 2 credit hours
This course is designed to prepare the student for the role of the licensed practical nurse. The course presents an overview of leadership and managerial skills as well as employment issues and career opportunities. Concepts related to professionalism, joining nursing organizations, and setting professional boundaries will be discussed. Ethical and legal issues related to practice as well as nursing care delivery will be explored as the student transitions to the nursing role. The role of the member of the discipline as it applies to licensure and continuing education will be examined. C*
Prerequisites: All Term 3, PN Courses

NUR 250 Introduction to Professional Nursing ............................................. 1 credit hour
This course introduces the role of the Associate Degree Nurse as well as major concepts related to professional nursing roles. Nursing philosophy, conceptual framework as it relates to theory development will be analyzed. The differences in the role of the licensed practical nurse versus the Associate Degree nurse will be outlined to help student’s transition from being a skilled provider of care to a nurse. Concepts in the legal aspects of nursing practice, ethical issues, spirituality as well as health, caring and advocacy, and wellness, and illness and health care delivery will be explored. C*
Prerequisites: None
NUR 261  Nursing Physical Assessment .................................................... 7 credit hours
This course provides students with the skills in taking a health history and using physical assessment techniques necessary to design a plan of care for clients with complex medical surgical disorders. IV therapy concepts and principles will also be discussed and practiced in the campus laboratory. Students will apply the nursing process using standards of care, developmental, socio-cultural and spiritual/religious attributes when caring for clients in the clinical component of the course. Students will utilize therapeutic communication and therapeutic interventions when managing client care in the clinical setting. Students will demonstrate professional accountability and apply legal and ethical principles when providing client care. C*
Prerequisites: All Term 1, ADN Courses

NUR 270 Medical Surgical Nursing III ...................................................... 8 credit hours
This course focuses on critical thinking and nursing process in the care of adult clients with common medical surgical disorders related to selected body systems. Throughout clinical experiences, students will apply knowledge of nursing concepts related to communicating with clients, teaching and learning, and legal and ethical principles to provide care to adult clients with common medical surgical disorders. Students will practice delegation to members of the health care team in managing a group of clients. C*
Prerequisites: All Term 2, ADN Courses

NUR 272 Pharmacology .................................................................. 4 credit hours
This course discusses nursing principles related to pharmacology and will focus on application of pharmacological principles in selected client situations. In addition, essential elements of advanced math principles, dosage calculation, nutrition, and fluid, electrolyte, and acid base balance will be applied to selected client scenarios. C*
Prerequisites: None

NUR 281 Maternal Child Nursing II ........................................................ 6 credit hours
This course focuses on the role of the Associate Degree nurse in caring or obstetric and pediatric clients. It integrates concepts of growth and development, nutrition, and educational needs. Clinical experience provides practice in applying these concepts to meet the individual needs of maternal and child clients. C*
Prerequisites: All Term 3, ADN Courses

NUR 282 Psychiatric Nursing ................................................................. 4 credit hours
This course focuses on the nurse’s role as communicator and care provider for clients with mental health disorders. Clinical experiences will allow students to apply knowledge of therapeutic communication techniques as they assist clients with mental health disorders and to learn supportive behaviors that promote, maintain, and restore mental health. In addition, the student will examine and reflect on their own experiences and their perceptions of mental illness as well as how their perceptions and thoughts about mental illness impact their own growth as a professional nurse. C*
Prerequisites: All Term 3, ADN Courses

NUR 290 Advanced Medical Surgical Nursing ........................................ 8 credit hours
This course focuses on critical thinking and nursing process in the care of adult clients with common medical surgical disorders related to selected body systems. Throughout clinical experiences, students will apply knowledge of nursing concepts related to communicating with clients, teaching and learning, and legal and ethical principles to provide care to adult clients with common medical surgical disorders. Students will practice delegation to members of the health care team in managing a group of clients. C*
Prerequisites: All Term 4, ADN

NUR 292 The Role of the Nurse as an Educator ........................................ 3 credit hours
This course covers the essential components of the teaching - learning process including foundational theories, assessing the learner, writing behavioral objectives, providing appropriate instructional methods and materials, implementation strategies, and evaluation methods. It focuses on the role of the nurse as a teacher and a facilitator of learning equipped to educate various diverse populations in a variety of settings. In addition, it discusses ethical, legal, and economic foundations of the educational process. C*
Prerequisites: All Term 4, ADN Courses
Course Descriptions

**NUR 296 Comprehensive Associate Degree Nursing** ........................................ 2 credit hours
This course is designed to assist the student learning needs associated with passing the licensure examination for registered nurses. This course will review program content using practice NCLEX style questions. Students will critique their answers to these practice tests to ascertain better test taking strategy and/or use their clinical reasoning skills to choose the answer based on the top priority. C*
Prerequisites: All Term 5, ADN Courses

**NUR 297 Professional Nursing Issues** ...................................................... 2 credit hours
This course is designed to assist the student to understand the scope of professional nursing practice. The course will explore education patterns, professional organizations, leadership and management, legal and ethical theory and decision making, financing and the health care delivery system, nurses and political action, and the future challenges of nurses. C*
Prerequisites: All Term 5, ADN Courses

**NUR 298 Role Transition to ADN** ............................................................. 8 credit hours
This course focuses on critical thinking and nursing process in the care of adult clients with complex medical surgical disorders related to selected body systems. Throughout clinical experiences students will apply knowledge of nursing concepts related to communicating with clients, teaching and learning, and legal and ethical principles to provide care to adult clients with complex medical surgical disorders. Students will practice leadership and management techniques as well as delegation to members of the health care team in clinical experiences. C*
Prerequisites: All Term 5, ADN Courses

**NUR 300 Transition to Baccalaureate Nursing** .............................................. 5 credit hours
This course provides transitional knowledge as registered nurses achieve baccalaureate degrees in nursing. The course addresses areas of knowledge that professional nurses require to be effective in the changing health care environment. It emphasizes foundational knowledge related to professional nursing as well as nursing in the future. O*
Prerequisites: Must have an active, unencumbered RN license.

**NUR 310 Evidence Based Practice and Research Methods** ............................ 5 credit hours
This course provides knowledge for the baccalaureate nurse to translate current evidence into practice. The course emphasizes the identification of practice issues, appraisal and integration of evidence, and evaluation of outcomes. Additionally, the course provides a basic understanding of the research process and the ethical and legal principles guiding research conduct. O*
Prerequisites: NUR 300, MTH 300

**NUR 320 Nursing Informatics** ................................................................. 5 credit hours
This course introduces the nurse to the relationship between informatics and modern patient care delivery. It prepares the nurse with practical and comprehensive information related to computer applications and information systems in health care. It reflects changes that have occurred in the rapidly evolving technology of health. General computer information, health care information systems, and specialty applications are covered. The themes of privacy, confidentiality, ethics, and information security are woven throughout the course. O*
Prerequisites: NUR 300

**NUR 330 Global Health** .................................................................... 5 credit hours
The role of governmental forces to ensure public health has become increasingly essential with the rapid incline in international travel and commerce. Third world countries have faced health challenges as a result of limited financial resources and health infrastructure. Historically, major public health efforts have made a significant impact on one's health. The emergence of new infectious diseases and health threats has forced nations to collaborate and develop programs globally to improve health outcomes for the public's safety. Health policies for education, economic development and the environment ultimately effect public health outcomes. The student will be given an opportunity to become aware of these challenges and explore relationships between public health and globalization. This course is designed to identify and examine current health practices, health issues and policies on a local and global perspective. O*
Prerequisites: NUR 300

**NUR 342 Community Health Nursing** ..................................................... 5 credit hours
This course focused on the professional role of the community/public health nurse working with aggregates, vulnerable populations, and populations with health problems, community partners, and health officials to promote a healthier community. The student will use skills in community health assessment, program planning as well as interventions to help identified populations attain and maintain their optimum level of health. O* Prerequisites: NUR 300, NUR 442, BIO 360 [should be taken concurrently with NUR 343]

NUR 343 Community Health Nursing Practicum ............................................ 2 credit hours
In a practicum experience in the community the student will use skills in community health assessment, program planning as well as interventions to help identified populations attain and maintain their optimum level of health. Students will spend sixty hours in an identified community setting with a preceptor. C* Prerequisites: NUR 300, NUR 442, BIO 360 [should be taken concurrently with NUR 342]

NUR 442 Chronic Illness ................................................................. 5 credit hours
This course examines chronic illnesses and disability across the lifespan. The focus is on how this illness influences both clients and their families. Emphasis is placed on therapeutic nursing interventions that will successfully manipulate environmental factors to promote, maintain, and restore system balance and to prevent further system imbalance. Legal, ethical, economic and cultural considerations associated with the management of clients with chronic illness are investigated. O* Prerequisites: NUR 300, BIO 300

NUR 452 Geriatrics ........................................................................... 5 credit hours
This course gives a further foundation for the Registered Nurse in nursing concepts related to care of the aging adult. The focus is on evidenced-based nursing care related to the unique concepts of aging. Emphasis is placed normal and abnormal age related changes, cultural influences, and health promotion when planning effective nursing care for this population. The course is a module, case-based, on-line course. O* Prerequisites: NUR 300, NUR 442, BIO 300

NUR 462 Leadership and Management ........................................... 5 credit hours
This course applies concepts related to leadership and management skills the professional nurse uses to manage problems in a rapidly changing healthcare environment to improve the quality and safety of nursing care. Cultural, legal, ethical, and political issues contemporary health care organizations are faced with today will be discussed. Approaches to costs, budgets, as well as solving personnel issues will be examined. O* Prerequisites: NUR 300, NUR 330, NUR 342, NUR 343, NUR 442, NUR 452, BIO 300, BIO 360, MTH 300, [should be taken concurrently with NUR 463]

NUR 463 Leadership & Management Practicum ........................................... 2 credit hours
In a practicum experience students will work with an identified nurse leader and utilize leadership and management skills to manage problems in a rapidly changing healthcare environment to improve the quality and safety of nursing care. Students will spend 60 hours shadowing this preceptor. Possible settings: hospitals or long term care facilities, community agencies C* Prerequisites: NUR 300, NUR 330, NUR 342, NUR 343, NUR 442, NUR 452, BIO 300, BIO 360, MTH 300, [should be taken concurrently with NUR 462]

PSY 200 General Psychology ........................................................... 3 credit hours
This course surveys the major theories, principles, and methodologies of psychology with special emphasis on their relations to human behavior. The biological foundations of behavior, sensory processes, learning, perception, memory emotion, motivation, personality, and the social bases of behavior and behavior pathology are examined. O∆ Prerequisites: None

PSY 233 Lifespan Development .................................................... 3 credit hours
Exploration of life span development through the lenses of social, cultural, cognitive, biological, and learning theories and research. Emphasis is on gaining better conceptual understanding of healthy development and better practical understanding of how to help children, adolescents, and adults address the developmental challenges they face across the life span. Particular focus placed on understanding our own developmental processes as well as the role of cultural difference and commonality in the developmental process. O∆ Prerequisites: PSY 200
Course Descriptions

**SOC 250 Sociology** ................................................................. 3 credit hours
This course provides a broad overview of sociology and how it applies to everyday life. Major theoretical perspectives and concepts are presented, including sociological imagination, culture, deviance, inequality, social change, and social structure. Students also explore the influence of social class and social institutions, such as churches, education, health care, government, economy, and environment. The family as a social structure is also examined. OΔ
Prerequisites: None
2016 CURRICULUM COURSE DESCRIPTIONS

BIO 117 Introduction to Anatomy and Physiology ............................................. 4 credit hours
This course serves as an introduction to the structure and function of the human body, including basic chemical physical
and cellular principles for students in the practical nurse program. The course uses a body systems approach, with em-
phasis on the interrelationships between form and function at the gross and microscopic levels of organization. Anatomy
& Physiology for Practical Nursing Students includes: basic anatomical and directional terminology; fundamental con-
cepts of physics, chemistry, biochemistry, cell biology and histology. The course covers the anatomy and physiology of
the integumentary, muscular, skeletal, respiratory, cardiovascular, blood, urinary, reproductive, lymphatic, endocrine, ner-
vous and sensory systems and the fundamental structural and physiological concepts of reproduction, heredity, human
development, fluid-electrolyte balance, microbiology, immunology and nutrition.
O†∆
Prerequisites: None

BIO 253 Anatomy and Physiology I ................................................................. 5 credit hours
This course is a detailed study of the structure and function of the human body. This is the first of a two-part series
designed to introduce students to the fundamentals of human anatomy and physiology. The course uses a body systems
approach, with emphasis on the interrelationships between form and function at the gross and microscopic levels of
organization. Anatomy & Physiology I includes: cellular neurobiology, the nervous, endocrine, cardiovascular, respira-
tory, and urinary systems. Microbiology and pathophysiology will also be discussed, as they relate to the various systems.
Laboratory experiences include both hands-on study of anatomical models and simple physiology experiments.C†∆
Prerequisites: None

BIO 254 Anatomy and Physiology II ................................................................. 3 credit hours
This course is a detailed study of the structure and function of the human body. This is the second of a two-part series
designed to introduce students to the fundamentals of human anatomy and physiology. The course uses a body systems
approach, with emphasis on the interrelationships between form and function at the gross and microscopic levels of
organization. Anatomy & Physiology II includes: the musculoskeletal system, the lymphatic system and immunity, diges-
tion and nutrition, reproduction, development and genetics. Microbiology and pathophysiology will also be discussed,
as they relate to the various systems. Laboratory experiences include both hands-on study of anatomical models and
simple physiology experiments.
C†∆
Prerequisites: BIO 253

BIO 300 Pathophysiology ............................................................................. 5 credit hours
This course is a study of the phenomena that produce alterations in normal human physiological function, causing dis-
dease. It covers cellular phenomena and basic concepts of pathophysiology, then applies these principles to examination
of common pathologies in the major organ systems. The importance of structure/function relationships and homeostasis
in understanding both normal physiology and pathology is emphasized throughout the course. O†∆
Prerequisites: BIO 253 and BIO 254 or equivalent

BIO 360 Epidemiology ................................................................................. 5 credit hours
This course introduces the basic concepts and methods used in epidemiology. Some of the objectives of this course
include learning the purposes and uses of epidemiology as well as developing an understanding of epidemiological
measures, different types of epidemiological studies, and the concept of causation. This course provides information on
measuring the health of a community and analysis of control within the framework of environmental and population
variables in terms of both infectious and non-infectious diseases. O†∆
Prerequisites: BIO 253 and BIO 254 or equivalent, MTH 300

BIO 380 Genetics ....................................................................................... 4 credit hours
This course is intended to be a study of human genetics with some applications in medicine. It begins with a review of
the basics of genetics at the cellular and molecular Biology level. Typical genetic variation and inheritance including top-
ics of autosomal and sex-linked inheritance are covered. Additional topics include the genetics of disease and disorders,
genetic mapping, and genetic testing. O†∆
Prerequisites: BIO 253 and BIO 254 or equivalent
COM 200 Public Speaking ................................................................. 2 credit hours
The course will cover various types of oral presentations. Students will practice and hone verbal and nonverbal presentation and listening skills. In addition to preparing and delivering various forms of speeches, students will also study and analyze the content, structure, and style of oral presentations. CD
Prerequisites: None

COM 300 Communications.............................................................. 3 credit hours
This course explores common communication and writing scenarios likely to be encountered in the workplace. Students will develop as ethical and confident speakers and presenters as they learn to create engaging presentations. Additionally, students will learn to produce common forms of written communication, such as memos, short reports, and proposals. Throughout the course, students will practice critical thinking, analysis, creativity, and the ability to engage others. OD
Prerequisites: ENG 300

ECN 310 Economics for Healthcare ................................................ 3 Credit Hours
This course provides an overview of fundamental micro and macroeconomic concepts and their application to healthcare management. This course introduces the theories necessary for understanding how the discipline of economics affects the daily decisions of healthcare professionals. The topics covered in this course include Demand and Supply, Marginal Analysis, Cost Benefit Analysis, Equilibrium, Elasticity, Business Models, Government Intervention, Market Failure, Private and Public Goods, Costs Structures, Income Equality and Income Redistribution OD
Prerequisites: MTH 205 or equivalent

ENG 200 English Composition I ........................................................ 3 Credit Hours
In this course, students will develop the fundamentals of college-level writing, and produce works of structured written prose. Specific topics include the writing process; mechanics, usage, grammar, and spelling; locating, evaluating, and integrating sources; constructing thesis statements; and proper citing and referencing. OD
Prerequisites: None

ENG 205 English Composition II ..................................................... 3 Credit Hours
In this course, students continue their development as college-level writers, applying the skills learned in English Composition I to the development of longer and more complex written works. Students will focus primarily on research skills and the effective integration of outside sources into essays and papers. Students will engage with additional topics related to writing style, grammar, mechanics, and usage. OD
Prerequisites: ENG 200

ENG 300 Effective Professional Writing .......................................... 3 Credit Hours
In this course, students analyze, research, and write about a topic related to his or her professional experience. Students locate and review a number of resources on the chosen topic, and then use these resources to develop a well refined paper. Topics in the course include professional writing guidelines, the stages of the writing process, and the evaluation of source material. In successfully completing this course, students develop the writing skills required for them to contribute effectively to the professional discourse of their field. OD
Prerequisites: ENG 205 or equivalent

ETH 200 Ethics ............................................................................... 4 Credit Hours
This course examines the dynamic role of ethics in modern society. Students will analyze ethical standards in personal and professional settings. OD
Prerequisites: ENG 300 or equivalent

HUM 200 Diversity ........................................................................ 3 Credit Hours
This course allows students to explore issues, challenges and opportunities related to living in a multicultural society. Topics focus on the impact of historical and current events on perceptions of others, and the acceptance of multiculturalism in the United States. OD
Prerequisites: None

HUM 300 Exploring Stories of the Human Experience ..................... 3 Credit Hours
This course focuses on the human being as a complex creature with a unique story. Each person's range of emotions,
conditions, changes, and life events affect his or her physical, mental, spiritual, and emotional well-being. In this course, students will engage with and reflect upon stories of the human condition, in order to better understand and empathize with the experiences of other human beings. Students will also examine the author’s craft, considering the techniques used to tell stories vividly and effectively. OΔ
Prerequisites: ENG 205 or equivalent

**MTH 101 Basic Math and Dosage Calculation** ................................................................. 3 Credit Hours
This course is designed to enhance the math skills of students essential for the safe administration of medications. This course includes a review of basic mathematics, the metric system, apothecary and household systems, conversions within each system, conversions from one system to another, dosage calculations of oral and parenteral drugs for adult and pediatric patients. The students will also learn basic intravenous calculations and be introduced to principles of pediatric dosage calculations based on weight, and safe dose ranges.

OΔ
Prerequisites: None

**MTH 205 Algebra** ........................................................................................................... 3 Credit Hours
This course covers the essentials of algebra. Topics include the study of real numbers, linear equations and inequalities, graphing of equations, properties of exponents, rational expressions and functions, and quadratic equations and functions. Students will practice mathematical reasoning, develop mathematical vocabulary, and apply problem-solving strategies to real-world scenarios. OΔ
Prerequisites: None

**MTH 300 Introduction to Probability and Statistics** ......................................................... 5 Credit Hours
In this course, students will interpret and critically evaluate statistics commonly used to describe, predict, and evaluate data in an information-driven environment. This course focuses on developing a conceptual understanding of statistics and their applications. OΔ
Prerequisites: SCI 280, ENG 300, MTH 205 or equivalent

**NUR 150 Fundamental Concepts of Practical Nursing I** ........................................... 3 Credits (2 lecture, 1 lab)
This course focuses on fundamental concepts necessary for safe, patient-centered nursing care for a diverse patient population with well-defined healthcare concerns, with an introduction to the legal and ethical responsibilities of the Practical Nurse. This course introduces the use of clinical judgment applied to nursing, the nursing process, cultural diversity, and communication techniques used when interacting with patients, families, other support persons, and members of the inter-professional team. Other program concepts such as evidence-based care, teamwork/collaboration, and information technology are also introduced. Selected nursing skills are taught in the skills laboratory with opportunities to apply fundamental concepts to basic nursing skills. C*
Prerequisites: None

**NUR 155 Critical Thinking for the Practical Nurse** ......................................................... 2 Credits (2 lecture)
This course introduces the learner to critical thinking skills and strategies used in nursing. The student learns to use critical thinking skills and strategies that underscore the clinical judgment represented in the nursing process as well as dealing with aspects of the healthcare system for safe practice in the current healthcare environment. This course forms the basis for the thinking processes applied throughout all nursing courses. C*
Prerequisites: None

**NUR 160 Fundamental Concepts of Practical Nursing, II.** ........................................... 6 Credits (3 lecture, 2 lab, 1 clinical)
This course is a continuation of Fundamental Concepts of Practical Nursing, I, and focuses on fundamental concepts necessary for safe, patient-centered nursing care for a diverse patient population with consideration of the legal and ethical responsibilities of the Practical Nurse. This course applies the thinking learned in Critical Thinking for the Practical Nurse as students learn additional concepts in the classroom and nursing skills in the skills laboratory, and care for patients with common healthcare problems in the clinical setting. C*
Prerequisites: All Term 1 PN Courses

**NUR 163 Concepts of Practical Nursing in the Care of Elderly Patients** ......................... 3 Credits (3 lecture)
This course incorporates and builds on previously learned concepts for the acquisition and application of concepts necessary for safe, patient-centered nursing care of diverse elderly patients considering the legal and ethical responsibilities of the Practical Nurse. Students begin to apply clinical judgment to nursing care of the elderly, the nursing process, cultural
diversity, and communication techniques used when interacting with the elderly, their family, other support persons, and members of the inter-professional team. Other program concepts such as evidence-based care, teamwork/collaboration, and information technology are related to the care of the elderly. C*
Prerequisites: All Term 1 PN Courses

NUR 166 Concepts of Family-Centered Nursing for the Practical Nurse . . . . 4 Credits (2 lecture, 1 lab, 1 clinical)
This course incorporates and builds on previously learned concepts for the acquisition and application of basic nursing theory, communication, collaboration, and clinical judgment necessary for safe, patient-centered nursing care to diverse families during childbearing and to children with a focus on growth and development. The course incorporates the legal and ethical responsibilities of the Practical Nurse in the care of the childbearing family and children. Application of knowledge and skills occurs in the nursing skills laboratory and a variety of clinical settings. C*
Prerequisites: All Term 1 and Term 2 PN Courses

NUR 172 Intravenous Therapy for the Practical Nurse......................... 3 Credits (2 lecture, 1 lab)
This course offers the theoretical basis for intravenous therapy administered by the Practical Nurse. Hands-on learning and practice is accomplished in the skills laboratory. Supervised clinical practice of the skills of intravenous therapy learned in the course is provided in concurrent and subsequent clinical nursing courses. C*
Prerequisites: All Term 1 and Term 2 PN Courses

NUR 176 Concepts of Adult Health Nursing for the Practical Nurse I ........ 5 Credits (3 lecture, 2 clinical)
This course incorporates and builds on the concepts introduced in the first two terms and provides for the acquisition and application of basic nursing theory, communication, collaboration, and clinical judgment necessary for safe, patient-centered nursing care to diverse adult patients experiencing various medical/surgical interventions. The course incorporates the legal and ethical responsibilities of the Practical Nurse in the care of adult patients with common health problems. Application of knowledge and skills occurs in a variety of clinical settings. C*
Prerequisites: All Term 1, Term 2 and Term 3 PN Courses

NUR 180 Concepts of Mental Health Nursing for the Practical Nurse ........... 3 Credits (3 lecture)
This course theory course incorporates and builds on previously learned concepts for the acquisition and application of basic nursing theory, communication, collaboration, and clinical judgment necessary for safe, patient-centered nursing care to diverse patients needing various levels of mental health promotion and mental illness management while integrating legal and ethical responsibilities of the Practical Nurse. Application of knowledge and skills occurs in a variety of clinical settings during the concurrent Adult Health Nursing Course. C*
Prerequisites: All Term 1, Term 2 and Term 3 PN Courses

NUR 185 Concepts of Adult Health Nursing for the Practical Nurse II .......... 3 Credits (1 lecture, 2 clinical)
This course is a continuation of Concepts of Adult Health Nursing for the Practical Nurse, I, and provides for the acquisition and application of basic nursing theory, communication, collaboration, and clinical judgment necessary for safe, patient-centered nursing care to diverse adult patients experiencing various medical/surgical interventions. The course incorporates the legal and ethical responsibilities of the Practical Nurse in the care of adult patients with common health problems. Application of knowledge and skills occurs in a variety of clinical settings. C*
Prerequisites: All Term 1, Term 2 and Term 3 PN Courses

NUR 190 Transition to Practical Nursing Practice ............................. 3 Credits (3 lecture)
This advanced, comprehensive course provides a synthesis of all concepts and nursing content taught throughout the program. This course enables the individual student to recognize areas that need enhancement prior to entering Practical Nursing practice. This course includes a review for the NCLEX-PN® and strategies for success. C*
Prerequisites: All Term 1, Term 2 and Term 3 PN Courses

NUR 195 Application of Clinical Judgment in Practical Nursing Practice ........ 3 Credits (1 lecture, 2 lab)
This course expands on and reinforces previously learned concepts with application of clinical judgment in the care of patients with multiple health issues. The course incorporates the legal and ethical responsibilities of the Practical Nurse in the care of patients with a variety of health concerns. In addition, the course facilitates the transition from student to Practical Nurse through application of all program concepts as students demonstrate achievement of program student learning outcomes in the simulation laboratory. C*
Prerequisites: All Term 1, Term 2 and Term 3 PN Courses
NUR 200 Critical Thinking for the Registered Nurse ................................. 2 Credits (2 Lecture Hours)
This course introduces the learner to critical thinking skills and strategies used by the Registered Nurse. The student applies critical thinking skills and strategies at the RN level that underscore the clinical judgment represented in the nursing process as well as dealing with aspects of the healthcare system for safe practice in the current healthcare environment. This course reinforces the thinking processes applied throughout all nursing courses. C*
Prerequisites: None

NUR 205 Transition to Associate Degree Nursing .............................. 5 Credits (3 lecture, 1 clinical, 1 lab)
The course focuses on the difference between the practice of a Practical Nurse and the practice of a Registered Nurse. Common concepts and content learned in a Practical Nursing program are revisited differentiating the scope of practice for a Registered Nurse. Specific concepts include the nursing process, management of care, delegation, legal aspects, and other common differentiating practices related to the scope of practice between the two levels of nursing. Additional nursing skills that are commonly taught in the first year of a Registered Nursing program are included. Course concepts are applied through the care of patients with common healthcare issues in a variety of healthcare settings. C*
Prerequisites: None

NUR 210 Concepts of Pediatric Nursing ............................................ 4 Credits (2 lecture, 1 clinical, 1 lab)
This course builds on concepts of nursing practice for the acquisition and application of pediatric nursing theory, communication, collaboration, and clinical judgment necessary for safe, patient-centered nursing care of diverse children, their families, and other support persons. The course incorporates the legal and ethical responsibilities of the Registered Nurse in the care of children. Application of knowledge and skills occurs in the nursing skills laboratory and a variety of clinical settings. C*
Prerequisites: All Term 1 ADN Courses

NUR 215 Concepts of Mental Health Nursing ....................................... 3 Credits (3 lecture)
This course builds on concepts of nursing practice for the acquisition and application of mental health nursing theory, communication, collaboration, and clinical judgment necessary for safe, patient-centered nursing care of diverse patients needing various levels of mental health promotion and mental illness management, their families, and other support persons. The course incorporates the legal and ethical responsibilities of the Registered Nurse in mental health nursing. Application of knowledge and skills occurs in a variety of clinical settings in concurrent and subsequent clinical courses. C*
Prerequisites: All Term 1 ADN Courses

NUR 220 Concepts of Nursing Care of the Reproducing Family .......... 4 Credits (2 lecture, 1 lab, 1 clinical)
This course builds on concepts of nursing practice for the acquisition and application of maternal/child nursing theory, communication, collaboration, and clinical judgment necessary for safe, patient-centered nursing care of the reproducing family and other support persons. The course incorporates the legal and ethical responsibilities of the Registered Nurse in the care of reproducing families. Application of knowledge and skills occurs in the nursing skills laboratory and a variety of clinical settings. C*
Prerequisites: All Term 1 and Term 2 ADN Courses

NUR 225 Professional Nursing Issues ............................................... 3 Credits (3 lecture)
This course presents various practice issues related to contemporary nursing practice. Also covered are issues relevant to the healthcare system. A major emphasis is on the provision of a safe healthcare environment to promote improved patient outcomes. Specific topics covered in the course are planned to reflect current nursing practice and healthcare system issues. O*
Prerequisites: All Term 1 and Term 2 ADN Courses

NUR 230 Concepts of Nursing Care of Diverse Populations .................. 2 Credits (2 lecture)
Diversity of populations is a major emphasis in health care. Improved patient outcomes are often dependent on patient-centered care that represents a deep understanding of cultural competence and sensitivity. This course addresses aspects of diversity including, but not limited to, diversity of culture, religion, ethnicity, sexual orientation, and diversity of thought. O*
Prerequisites: All Term 1, Term 2 and Term 3 ADN Courses
NUR 235 Concepts of Nursing Care of the Adult I .......................... 7 Credits (3 lecture, 3 clinical, 1 lab)
This course builds on concepts of nursing practice for the acquisition and application of adult health nursing theory, communication, collaboration, and clinical judgment necessary for safe, patient-centered nursing care of adults. The course incorporates the legal and ethical responsibilities of the Registered Nurse in the care of adults, their families, and other support persons. Application of knowledge and skills occurs in the nursing skills laboratory and a variety of clinical settings. C*
Prerequisites: All Term 1, Term 2 and Term 3 ADN Courses

NUR 240 Transition to Registered Nursing ............................................................. 3 Credits (3 lecture)
This advanced, comprehensive course provides a synthesis of all concepts and nursing content taught throughout the program. This course enables the individual student to recognize areas that need enhancement prior to entering Registered Nursing practice. This course includes a review for the NCLEX-RN® and strategies for success. C*
Prerequisites: All Term 1, Term 2, Term 3 and Term 4 ADN Courses

NUR 243 Application of Clinical Judgment in RN Practice ............................... 3 Credits (1 lecture, 2 lab)
This course expands on and reinforces previously learned concepts with application of clinical judgment in the care of patients across the lifespan with complex health issues. The course incorporates the legal and ethical responsibilities of the Registered Nurse. In addition, the course facilitates the transition from student to Registered Nurse practice through application of all program concepts as students demonstrate achievement of program student learning outcomes in the simulation laboratory. C*
Prerequisites: All Term 1, Term 2, Term 3 and Term 4 ADN Courses

NUR 245 Concepts of Nursing Care of the Adult II .............................. 7 Credits (3 lecture, 3 clinical, 1 lab)
This course is a continuation of Concepts of Nursing Care of the Adult and builds on concepts of nursing practice for the acquisition and application of adult health nursing theory, communication, collaboration, and clinical judgment necessary for safe, patient-centered nursing care of adults with complex healthcare issues. The course incorporates the legal and ethical responsibilities of the Registered Nurse in the care of adults, their families, and other support persons. Application of knowledge and skills occurs in the nursing skills laboratory and a variety of clinical settings. C*
Prerequisites: All Term 1, Term 2, Term 3 and Term 4 ADN Courses

NUR 300 Transition to Baccalaureate Nursing ...................................................... 5 Credit Hours
This course provides transitional knowledge as registered nurses achieve baccalaureate degrees in nursing. The course addresses areas of knowledge that professional nurses require to be effective in the changing health care environment. It emphasizes foundational knowledge related to professional nursing as well as nursing in the future. O*
Prerequisites: Must have an active, unencumbered RN license.

NUR 305 Health Assessment ............................................................... 3 Credit Hours
This course concentrates on enhancing therapeutic communication skills, health assessment techniques, accurate documentation, and critical reasoning that contributes to safe and high quality patient outcomes. Through a transforming learning experience, students will be engaged with a virtual patient while performing a variety of health assessments. This course will provide an opportunity for students to reinforce current knowledge, demonstrate competency, and improve critical thinking skills. O*
Prerequisites: NUR 300

NUR 310 Evidence Based Practice and Research Methods ....................... 5 Credit Hours
This course provides knowledge for the baccalaureate nurse to translate current evidence into practice. The course emphasizes the identification of practice issues, appraisal and integration of evidence, and evaluation of outcomes. Additionally, the course provides a basic understanding of the research process and the ethical and legal principles guiding research conduct. O*
Prerequisites: NUR 300, MTH 300

NUR 315 Gerontology ........................................................................ 5 Credit Hours
This course provides comprehensive understanding of the care of the aging population. The focus is on evidence based nursing care related to the unique concepts of aging. Emphasis is placed on the role of the Gerontological Nurse with a focus on core gerontological competencies applied to health related issues commonly experienced by the aging individual. O*
Prerequisites: BIO 300, ENG 300, NUR 300, NUR 305, PSY 305
NUR 320 Nursing Informatics ................................................................. 5 Credit Hours
This course introduces the nurse to the relationship between informatics and modern patient care delivery. It prepares the nurse with practical and comprehensive information related to computer applications and information systems in health care. It reflects changes that have occurred in the rapidly evolving technology of health. General computer information, health care information systems, and specialty applications are covered. The themes of privacy, confidentiality, ethics, and information security are woven throughout the course. O*
Prerequisites: NUR 300

NUR 325 Cultural Competencies in the Healthcare ............................................. 4 Credit Hours
This course will focus on how culture and health beliefs impact healthcare practices. Theories of cultural competency nursing, impact of diversity on health disparities, various health beliefs, and the importance of patient-centeredness will be discovered. In addition, the student will develop a realization on how social, cultural, and biological factors contribute to the improvement of health outcomes. O*
Prerequisites: ENG 300, HUM 200, NUR 300, PSY 305,

NUR 330 Global Health ................................................................. 5 Credit Hours
The role of governmental forces to ensure public health has become increasingly essential with the rapid incline in international travel and commerce. Third world countries have faced health challenges as a result of limited financial resources and health infrastructure. Historically, major public health efforts have made a significant impact on one’s health. The emergence of new infectious diseases and health threats has forced nations to collaborate and develop programs globally to improve health outcomes for the public’s safety. Health policies for education, economic development and the environment ultimately effect public health outcomes. The student will be given an opportunity to become aware of these challenges and explore relationships between public health and globalization. This course is designed to identify and examine current health practices, health issues and policies on a local and global perspective. O*
Prerequisites: NUR 300

NUR 335 Legal and Ethical Issues in Healthcare ......................................... 5 Credit Hours
This course focuses on the legal and ethical aspects of nursing. The student will explore areas related to professional boundaries, the use of social media, and staffing issues. Additionally, patient privacy and confidentiality, patient safety and quality, environmental health and safety, error reduction, and ethical boundaries will be examined. The student will adhere to the importance of moral, ethical, and legal professional conduct. O*
Prerequisites: ENG 300, ETH 200, NUR 300,

NUR 350: Healthcare of the Underserved Populations .................................. 5 Credit Hours
This course focuses on the professional role of the nurse to provide culturally competent care to vulnerable populations, develop programs to impact communities, and influence health policy. Emphasis is placed on nursing theories, models, and research to promote well-being and plan effective nursing care in vulnerable populations. O*
Prerequisites: ENG 300, NUR 300

NUR 360 Hospice and Palliative Care ...................................................... 5 Credit Hours
This course examines palliative and hospice care across the lifespan. Emphasis is placed on safe, quality, evidence-based, patient-centered nursing care of those individuals and families experiencing end of life conditions and issues. Legal, ethical, spiritual, religious and cultural considerations associated with the management of individuals and families are integrated throughout the course. The course will also examine palliative and hospice care in a variety of settings. O*
Prerequisites: NUR 300

NUR 420 Community Health Nursing with Practicum .................................. 7 credit hours
This course focuses on the professional role of the community/public health nurse working with aggregates, vulnerable populations, populations with health problems, community partners, and health officials to promote a healthier community. The student uses skills in community health assessment, program planning, and interventions to help identified populations attain and maintain their optimum level of health. O*
Prerequisites: BIO 280, BIO 300, BIO 360, BIO 380, COM 300, ENG 300, MTH 300, NUR 300, NUR 305, NUR 310, NUR 315, NUR 350, NUR 360
NUR 430 Emergency and Disaster Preparedness in Nursing ........................................5 Credit Hours
This course is designed to prepare nurses in providing efficient nursing care during emergency & disaster situations for patients to include containment, decontamination, and prehospital care, in the disaster area. The history of disasters, including natural and man-made disasters will be examined. Emphasis is placed on roles and responsibilities of first responders; medical facilities; community agencies; federal, state, and local government during disaster response and recovery periods. Legal and ethical considerations associated emergency crisis are investigated. O
Prerequisites: BIO 300, BIO 360, ENG 300, NUR 300, PSY 305

NUR 440 Leadership and Management with Practicum ............................................7 Credit Hours
This course applies concepts related to leadership and management skills the professional nurse uses to manage problems in a rapidly changing healthcare environment, in order to improve the quality and safety of nursing care. Cultural, legal, ethical, and political issues contemporary health care organizations are faced with today will be discussed. Students examine approaches to costs, budgets, and personnel issues.

In a practicum experience students will work with an identified nurse leader and utilize leadership and management skills to manage problems in a rapidly changing healthcare environment to improve the quality and safety of nursing care. Students will complete 60 practicum hours. Possible settings may include hospitals, long term care facilities, or community agencies. O
Prerequisites: BIO 280, BIO 300, BIO 360, BIO 380, COM 300, ENG 300, MTH 300, NUR 300, NUR 305, NUR 310, NUR 315, NUR 320, NUR 325, NUR 335, NUR 350, NUR 355, NUR 360, NUR 420

PSY 205 Lifespan Development .................................................................2 Credit Hours
This course explores lifespan development through the lenses of social, cultural, cognitive, biological, and learning theories and research. Students will develop a conceptual understanding of healthy development, and a practical understanding of how to help children, adolescents, and adults address the developmental challenges they face across the lifespan. Additional focus is placed on one’s own developmental processes, as well as the role of cultural differences and commonalities in the developmental process.
Prerequisites: None

PSY 305 Managing Change in Your Life .........................................................3 Credit Hours
This course explores topics related to the psychology of adjustment, examining the current psychological views about improving quality of life and adjusting to change, and focusing on personal well-being and good mental health. Key topics include strategies for improving coping skills, handling stress, building self-esteem, enhancing interpersonal communication, and understanding relationships. Influences such as gender, personality, self-esteem, health, communication skills, relationships and social pressure are discussed. Workplace issues, human sexuality, mental health, and physical health are also covered. OΔ
Prerequisites: None

SCI 280 Integrated Science and Math ..........................................................4 Credit Hours
This course investigates the three main disciplines of basic science – physics, chemistry, and biology – and provides an introduction to the applied mathematics used in each field. Students will be introduced to each discipline, including various subfields, at an introductory level. They will also study related mathematical applications, including algebra, exponents, fractions, logarithmic scales, measurement units, and more. O†Δ
Prerequisites: MTH 205 or equivalent
Directory

COLLEGE ADMINISTRATION
Chief Operating Officer ................................................................. Tony Mediate
Provost ....................................................................................... Jeremy Hoshor-Johnson, JD
Associate Provost/Dean, Post-Licensure Programs ............................ Carol Hrusovsky, DNP, RN
Dean, Registered Nursing Program ............................................... Angie Phillips, EdD, RN, CNE
Dean, Practical Nursing Program ................................................... Tawnya Lawson, MS, RN
Director, Academic Operations and Online Learning ........................... Adam Bulizak, MA
Director, Student Financial Services .............................................. Mary Cannon
Registrar ....................................................................................... Michelle Harden
Librarian ........................................................................................ Beth Smith, MSLS

CAMPUS ADMINISTRATION

WESTERVILLE ADMINISTRATION
Campus Director ................................................................. Kelly Cavanagh
Director of Nursing Programs .................................................... Susan Orme, MSN, RN
Admissions Director ................................................................. Tenique Dennis
Manager of Financial Aid ............................................................. Jonathan Oliver

WEST CHESTER ADMINISTRATION
Campus Director ........................................................................ David Kramer
Assistant Director of Nursing Programs .......................................... Katrina Key-Baker MSN, RN
Senior Admissions Representative ................................................ Colleen Hawkins
Manager of Financial Aid ............................................................. Theodore Arnzen

FAIRBORN ADMINISTRATION
Campus Director .......................................................................... Scott Stiver
Director of Nursing Programs ....................................................... Dianna Tabern, MSN, RN
Assistant Director of Nursing Programs ......................................... Michele Jackson, BSN, RN
Manager of Admissions ................................................................. John Summers
Manager of Admissions ................................................................. Vicky Perrin
Manager of Financial Aid ............................................................... Kendel Holloway

INDEPENDENCE ADMINISTRATION
Campus Director ........................................................................ Michelle Harden
Director of Nursing Programs ....................................................... Debra Thomas, MSN, RN
Assistant Director of Nursing Programs ......................................... Andrea Graziano-Lorince, MSN, RN
Senior Admissions Representative .................................................. Jeremy Schwerdt
Manager of Financial Aid ............................................................... Scott Moore
FAIRBORN
FULL-TIME NURSING FACULTY
Tiffany Bryant
MSN, Indiana Wesleyan University
Connie Champ
BSN, Urbana University
Jessica Gerhardt
BSN, University of Cincinnati
Elizabeth D. Jobson
BSN, Indiana Wesleyan University
Delice Jones
BSN, Urbana University
Renee Jones
MSN, University of Phoenix
Sharon Kazee
MSN, Chamberlain College of Nursing

Georgia Lindsey
MSN, Wright State University
Tracey Mastin
MSN, Walden University
Sarah McClurg
MSN, Wright State University
Claudette Ross
MSN, Grand Canyon University
Clifford Williams
BSN, Indiana Wesleyan University

FAIRBORN
FULL-TIME GEN ED FACULTY
Amy Dugan
BS, University of Dayton
Tatyana Ipatova
MS, Kalinin State University
Stephen Michael Lochetto
MS, Villanova University

INDEPENDENCE
FULL-TIME NURSING FACULTY
Daniel Blair
MSN, Ursuline College
Megan Cengic
MSN, Cleveland State University
Donna Choijna
BSN, Kent State University
Ruby Conner
MSN, Western Governor’s University
Judith Dombroski
MSN, Walden University
Wendy Hildebrandt
MSN, Western Governor’s University
April Lockhart
BSN, Ursuline College
Sara Lyons
BSN, Ohio University
Jane McCaskie
MSN, Kent State University

Judith McCoy
BSN, Southern New Hampshire University
Pamela Nutter
MSN, University of Phoenix
Kimberly Spraggins
MSN, Sacred Heart University
Sharita Tedder-Edwards
MSN, University of Phoenix
Joshua Todd
MSN, Ursuline College
Latrice Tolliver
BSN, Kent State University
Richard Zarzour
MSN, University of Phoenix

INDEPENDENCE
FULL-TIME GEN ED FACULTY
Paul Kelner
BS, The Ohio State University
Michael Schlais
MS, Youngstown State University

WESTERVILLE MAIN CAMPUS
FULL-TIME NURSING FACULTY
Henrietta Ampofo
BSN, Capital University
Elizabeth Banjoko
BSN, Hondros College
Julia Kathryn Brodt-Eppley
PhD, University of Cincinnati
Kristi M. Bulkowski
MSN, University of Phoenix
Linda Coates
BSN, The Ohio State University
John R. Coleman
MSN, The Ohio State University
Linda Dybdahl
BSN, Indiana Wesleyan University
Linda Dybdahl
BSN, Indiana Wesleyan University
Lori Ellis
BSN, Indiana Wesleyan University
Kimberly Ferguson
BSN, The Ohio State University
Stephanie Foos
BSN, Mount Carmel College of Nursing
Jeanni Gerwin
BSN, Oklahoma University, BEd University of Toledo
Chaundrea Givens
BSN, Ohio University
Karen Goldhardt
BSN, Capital University
Kathy Hepner
MSN, Indiana Wesleyan University
Linda Layshock
BSN, The Ohio State University
Lynn D. Long  
BSN, Capital University

Pamela Miller  
MSN, Mount Carmel College of Nursing

Lura Ross  
MSN/ED, Wright State University

Camden Seal  
MSN, Walden University

Susan Sommers  
MSN, Chamberlain College of Nursing

Khadie Thomas  
MSN, Ohio University

Gregg Thompson  
MSN, Walden University

Jacquelyn Tullis  
BSN, Chamberlain College of Nursing

Patricia Turner  
BSN, Chamberlain College of Nursing

Lisa Wooten  
BSN, The Ohio State University

Amanda Walker  
MSN/MBA, University of Phoenix

Amy Wright  
BSN, The Ohio State University

**WESTERVILLE MAIN CAMPUS**

**FULL-TIME GEN ED FACULTY**

Joseph Billotte  
MS, University of Phoenix

Julia Brodt-Eppley  
BA, Miami University

Milen Donlin  
MS, Temple University

Kevin Foy  
MSC, UMEA University

Christopher B. Gargoline  
PhD, Capella University

Pal Gooz  
MD, Semmelweis University

Cassie Hewitt  
MA, Binghamton University

Mark Hopkin  
MD, Ohio State University

Theresa Moore  
MS, Youngstown State University

Cynthia Murray  
MS, Capella University

Emily Pucker  
MA, Layola University

Christine Redding-Wagner  
MA, Bellevue University

John M. Remy  
MS, Capella University

Denise Wilson  
MSTAT, University of Florida

**WEST CHESTER**

**FULL-TIME NURSING FACULTY**

Karen Balser  
MSN, University of Cincinnati

Filipina Dabu Beduya-Grant  
BSN, Ortanez

Carol Carhartt  
BSN, Indiana Wesleyan University

Linda Deppen  
BSN, Kettering College of Medical Arts

Noemi Cabrera  
MSN, Xavier University

Linda Deppen  
BSN, Kettering College of Medical Arts

Amanda England  
BSN, University of Cincinnati

Terri Enslein  
BSN, Wright State University

Myrtle Garrison  
MSN, Walden University

Heather Haney  
BSN, Ohio University

Angel Hoch  
BS, SUNY Brockport

James Hubbard  
BS, Grand Canyon University

Michelle Kleinmann  
MSN, Indiana Wesleyan University

Ellen Pasternak  
MSN, University of Cincinnati

Donald Powell  
BSN, Ohio University

Amy Statzer  
BSN, Miami University

Jennifer Tyler  
MSN, University of Phoenix

Jean Yazell  
BSN, Miami University

**WEST CHESTER**

**FULL-TIME GEN ED FACULTY**

Norrenna T. Hubbard  
MS, Jacksonville State University

Keith Hughes  
PhD, LSU University
# Addendum legend:
- **Strikethrough** = deleted information
- **Underline** = new information

## ACADEMIC CALENDAR 2016-2017

<table>
<thead>
<tr>
<th>Winter Quarter 2016</th>
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<tbody>
<tr>
<td>Winter Quarter Begins</td>
<td>January 4, 2016</td>
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<tr>
<td>College Closed – Martin Luther King, Jr., Day</td>
<td>January 18, 2016</td>
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<tr>
<td>Registration opens for Spring Quarter 2016</td>
<td>February 7, 2016</td>
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<tr>
<td>Registration closes for Spring Quarter 2016</td>
<td>February 19, 2016</td>
</tr>
<tr>
<td>Finals Week</td>
<td>March 14 – 18, 2016</td>
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<tr>
<td>Winter Quarter Ends</td>
<td>March 18, 2016</td>
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<tr>
<td>Break</td>
<td>March 19, 2016 – April 3, 2016</td>
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<tr>
<td>Commencement</td>
<td>March 20, 2016</td>
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<tr>
<td>(<strong>Fall Qtr. 2015 and Winter Qtr. 2016 Graduates</strong>)</td>
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<table>
<thead>
<tr>
<th>Spring Quarter 2016</th>
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<tbody>
<tr>
<td>Spring Quarter Begins</td>
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<td>May 8, 2016</td>
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<tr>
<td>Registration closes for Summer Quarter 2016</td>
<td>May 20, 2016</td>
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<tr>
<td>College Closed – Memorial Day</td>
<td>May 30, 2016</td>
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<tr>
<td>Finals Week</td>
<td>June 13 – 17, 2016</td>
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<td>Spring Quarter Ends</td>
<td>June 17, 2016</td>
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<table>
<thead>
<tr>
<th>Summer Quarter 2016</th>
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<tbody>
<tr>
<td>Summer Quarter Begins</td>
<td>July 4 5, 2016 (College Closed on July 4th)</td>
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<tr>
<td>Registration opens for Fall Quarter 2016</td>
<td>August 7, 2016</td>
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<tr>
<td>Registration closes for Fall Quarter 2016</td>
<td>August 26, 2016</td>
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<tr>
<td>College Closed - Labor Day</td>
<td>September 5 6, 2016</td>
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<tr>
<td>Finals Week</td>
<td>September 12-16, 2016</td>
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<td>Summer Quarter Ends</td>
<td>September 16, 2016</td>
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<tr>
<td>Break</td>
<td>September 17 - October 2, 2016</td>
</tr>
<tr>
<td>Event/Date Description</td>
<td>Date</td>
</tr>
<tr>
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<tr>
<td>Commencement (Spring Qtr. 2016 and Summer Qtr. 2016 Graduates)</td>
<td>September 18, 2016</td>
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<tr>
<td><strong>Fall Quarter 2016</strong></td>
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<tr>
<td>Fall Quarter Begins</td>
<td>October 3, 2016</td>
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<tr>
<td>Registration opens for Winter Quarter 2016</td>
<td>November 6, 2016</td>
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<td>Registration closes for Winter Quarter 2016</td>
<td>November 25, 2016</td>
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<td>College Closed - Thanksgiving Break</td>
<td>November 24-25, 2016</td>
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<td>Finals Week</td>
<td>December 12-16, 2016</td>
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<td>Fall Quarter Ends</td>
<td>December 15, 2016</td>
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<td>Break</td>
<td>December 17 – January 1, 2017</td>
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<tr>
<td><strong>Winter Quarter 2017</strong></td>
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<tr>
<td>Winter Quarter Begins</td>
<td>January 2, 2017</td>
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<tr>
<td>College Closed - Martin Luther King, Jr. Day</td>
<td>January 16, 2017</td>
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<tr>
<td>Registration opens for Spring Quarter 2017</td>
<td>February 5, 2017</td>
</tr>
<tr>
<td>Registration closes for Spring Quarter 2017</td>
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</tr>
<tr>
<td>Finals Week</td>
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<tr>
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<tr>
<td>Finals Week</td>
<td>June 12-16, 2017</td>
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<tr>
<td>Spring Quarter Ends</td>
<td>June 16, 2017</td>
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<tr>
<td>Break</td>
<td>June 17, 2017 – July 2, 2017</td>
</tr>
</tbody>
</table>

**LATE DISCUSSION POSTS AND REPLIES POLICY (ONLINE)**

Late discussion forum posts and replies will be assessed according to the discussion forum rubric or grading criteria used for that assignment. Late discussion forum posts and replies submitted after the due date will no longer be accepted for a grade.

Discussion forums posts and replies submitted after the discussion’s final due date will not be accepted for a grade. If an initial or main post is submitted after its due date, but before the discussion’s final due date, it will be assessed according to the grading criteria established for the discussion.
EQUAL OPPORTUNITY STATEMENT

Hondros College declares and affirms a policy of equal employment opportunity, equal education opportunity, and non-discrimination, where applicable, in the provision of educational services to the public. No individual is excluded from participation in, or denied benefits of, programs and employment-related opportunities at the College on the grounds of race, color, religion, national origin, gender, age, physical or mental handicap, sexual orientation, gender identification, gender expression, or veteran or military status. The College will fully comply with all laws and regulations to guarantee equal opportunities.

1. SAP Cumulative Grade Point Average (CGPA)

An undergraduate student must achieve a minimum cumulative grade point average of a 2.0 at the end of each quarter.

- Repeated courses and failed courses will also count towards the cumulative GPA.
- Students that do not meet the minimum cumulative GPA of a 2.0 for a second time two consecutive quarters will be academically dismissed from the College in accordance with the College’s academic dismissal policy, and must appeal formally apply to be reinstated (see “Reinstatement.”)

2. Pace of Progression

Students must satisfactorily complete 67% of all attempted credits to accomplish pace of progression and be considered as meeting this element of satisfactory academic progress. Pace of progression is calculated by dividing the cumulative total credit hours earned by the total credit hours attempted. The Student Financial Services Office will evaluate this criterion at the end of each quarter. Attempted hours will include grades of “F,” “W,” “I,” and “NP;” however, these grades will not count as earned hours. Transfer credit received will be included in both the attempted and earned credit hours.

- Repeating a course will add to the total number of attempted hours but will only count once as earned hours.
- If a student chooses to retake a course he/she has already passed at some point in the past, he/she can do this one time and receive federal financial aid for the course. Three or more attempts to take a course that has been previously passed cannot be funded with federal financial aid. Students cannot repeat a course(s) they have previously passed to simply improve their cumulative grade point average (CGPA).
SAP REVIEW

*****

1. Good Standing - applies to any student who met the 2.0 cumulative GPA requirement, met pace of progression (67%), and has not exceeded the maximum total attempted hours for their program.

2. Academic Probation/Financial Aid Warning - applies to any student who fails to meet the requirements of pace of progression (67%), cumulative GPA, and/or timeframe listed above for the quarter. A warning letter will be sent at the end of the quarter to the student to indicate why she/he is receiving a warning and what must be done within the next quarter to meet SAP be back in accordance with the SAP rules. If the student fails to meet these requirements, his/her federal state and other types of institutional financial aid will be suspended for future quarters. The student must bring his/her hours and/or cumulative GPA back into good standing or appeal to regain financial eligibility. A student cannot have two consecutive quarters on Financial Aid Warning.

3. Academic Dismissal/Financial Aid Suspension - applies to a student who has not met requirements for cumulative GPA, pace of progression, or has reached maximum timeframe after the probation/warning period. This student is not eligible for federal, state, and/or institutional financial aid until he/she meets the requirements in each of the three (3) areas listed above or completes and is approved for a SAP appeal.

Out-of-Class Academic Work

Students should be aware that for every hour of on-campus lecture, they should expect to spend two (2) to three (3) hours outside of class completing assigned work, including, but not limited to, readings, case studies, papers, homework assignments, and preparation for quizzes and exams, per the course's topical outline. As an example, in a three (3) credit hour course, students are expected to spend from six (6) - nine (9) hours outside of class in order to succeed in the lecture portion of the course. Lab and clinical experiences may also require additional hours outside of the scheduled time to be successful in those portions of the course.

REGISTRATION INFORMATION

RN-BSN completion students have the ability to complete their program of study either full-time or part-time. Students who do not register for courses and progress at an uninterrupted pace for two consecutive quarters will be administratively withdrawn from the College.
ASSOCIATE DEGREE IN NURSING

HONDROS COLLEGE
2016-2017 Catalog Addendum
Effective February 12, 2016

Addendum legend:
Strike-through = deleted information
Underline = new information

p. 60

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>RN Licensure</td>
<td>63</td>
</tr>
<tr>
<td>RN-BSN Coursework*</td>
<td>72</td>
</tr>
<tr>
<td>General Education Coursework**</td>
<td>50</td>
</tr>
<tr>
<td>Total Credits Required for Degree</td>
<td>185</td>
</tr>
</tbody>
</table>

For the 2016 RN-BSN Curriculum:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>RN Licensure</td>
<td>43</td>
</tr>
<tr>
<td>RN-BSN Nursing Coursework*</td>
<td>71</td>
</tr>
<tr>
<td>General Education Coursework**</td>
<td>66</td>
</tr>
<tr>
<td>Total Credits Required for Degree</td>
<td>180</td>
</tr>
</tbody>
</table>
ATTENDANCE & TARDINESS POLICY
Hondros College believes active participation in class, lab, online, and clinical is essential for the development of the professional nurse. Consistent attendance offers an effective opportunity for students to not only gain knowledge of nursing concepts but to also develop the sound clinical decision making skills required of the nurse.

Attendance is expected in all courses. A record will be maintained for each student’s attendance and tardiness patterns in both the classroom, on campus labs, online course, and clinical settings. Any and all absences put the student’s ability to be successful at risk. A student will be considered withdrawn from a course or courses when any of the following criteria are met:

- The fourteenth (14th) consecutive calendar day of unexcused absences from all classes; OR
- A student who is absent from consecutive class and/or lab meetings (excluding clinical) as outlined in the following schedule will be withdrawn:

<table>
<thead>
<tr>
<th>Class/Lab Meetings Per Week</th>
<th>Maximum Consecutive Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Lecture and lab meetings for an individual course count as a separate “meeting” for that week.

Because single course withdrawals are not permitted in the pre-licensure programs, withdrawal from a single course due to a violation of the attendance policy will result in withdrawal from all courses and an administrative withdrawal from the College.

CLASSEdROOM AND ON-CAMPUS LAB ATTENDANCE
The following documented absences may be considered excused. If approved the student will be allowed to make up any work missed, however, the make-up time cannot be applied to their course attendance percentage:

- **Court Appearance** – Applicable only when a student is mandated to appear in court for an action in which he/she is a third party or witness. Documentation will be required.
• **Military Duty** – All military personnel requesting a documented absence must submit a copy of their orders to the Campus Director prior to the missed time.

• **Illness** – In the event a student suffers personal illness, either a written doctor’s note excusing participation in school or documentation of the stay in the hospital will be required.

• **Bereavement** – In the event of the death of an immediate or extended family member and not to exceed 4 days or 25% of the scheduled course. Documentation (e.g. newspaper notice, funeral notice, obituary, or church handout) is required.

• **Jury Duty** – Documentation required (stamped jury duty form from court).

Documentation of the above approved excused absences should be presented to the Campus Director upon returning to school or in advance when applicable. Students receiving funds from any state or federal agency may be subject to the additional attendance requirements of that specific agency.

1. Students are expected to attend classes consistently.

2. Students should keep in mind that due to the hands-on nature of the nursing and science labs, material presented may be difficult or impossible to replicate. Some lab experiences are not available to be made up, and the College is under no obligation to do so.

3. On the day of return from an absence, it is the student’s responsibility to contact the course faculty to discuss the need for make-up work to complete any missed coursework. It is the student’s responsibility to obtain content presented, any written materials provided, and any changes to due dates of assignments and tests.

**CLINICAL ATTENDANCE**

1. Clinical attendance is 100% mandatory. Students are required to make up all missed clinical time resulting from an absence. Students may only submit ONE clinical make-up form to the faculty per Term. Make-up clinical time is only available when the absence is due to an unforeseen circumstance, and approved by the Director of Nursing/ Assistant Director of Nursing. Supporting documentation may be required for approval. The College cannot guarantee clinical make-up time.
LEGAL CONTROL OF THE COLLEGE

National Education Seminars, Inc., d.b.a. Hondros College is a wholly-owned subsidiary of American Public Education, Inc., (APEI) a Delaware Corporation. APEI is a publicly-traded corporation, the common stock of which is listed on NASDAQ. APEI is located at 111 W. Congress Street, Charles Town, WV 25414.

Members of the National Education Seminars, Inc., (NES) Board of Directors are:

Major General (Retired) Barbara Fast, Chair
Dr. Wallace S. Boston, President & Chief Executive Officer, American Public Education, Inc., (APEI)
Harry T. Wilkins, CPA, Executive Vice President and Chief Development Officer (APEI), Retired

Executive Officers of American Public Education, Inc., are:

Dr. Wallace S. Boston, President & Chief Executive Officer, American Public Education, Inc., (APEI)
Richard W. Sunderland, CPA, Executive Vice President & Chief Financial Officer

Members of the American Public Education, Inc. Board of Directors are:

Major General (Retired) Barbara Fast, Chair
Dr. Wallace S. Boston, President & Chief Executive Officer, American Public Education, Inc., (APEI)
Eric C. “Ric” Anderson, Director
Jean C. Halle, Director
Dr. Barbara Kurshan, Director
Timothy J. Landon, Director
Wes Moore, Director
Timothy T. Weglicki, Director
SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY
*****
SAP REVIEW

Additional Credential
General education courses and advanced standing credit previously earned at Hondros College are counted as transfer credit, as applicable, in the subsequent program and therefore affect the student’s pace of progression (both attempted and earned credits) and maximum timeframe calculations.

At the end of each quarter, the Registrar’s Office and the Student Financial Services Office will review cumulative GPA, pace of progression, and maximum timeframe for each student enrolled in that quarter. Depending on the student’s status relative to these factors, the student’s progress for academic standing and financial aid purposes will be determined.

GRADUATION REQUIREMENTS

Commencement ceremonies are held throughout the year. Students assume the ultimate responsibility for meeting all graduation requirements. Failure to meet the following graduation requirements will result in a student being deemed ineligible to attend the commencement and pinning ceremonies, as well as having his/her program completion and academic transcripts withheld from release.

The candidate for graduation must:

1. Have successfully completed all program requirements with a minimum of “C” (2.0 GPA) or better in all courses;
2. Achieved the minimum number of credit hours required for the program of enrollment to graduate;
3. Be free of indebtedness to the College; and
4. Pay applicable graduation fee(s).

While the College may allow a student to be an official graduate while owing a balance to the College, the graduate’s program completion letter to the Ohio Board of Nursing may be withheld until such time the balance has been paid. In addition, the College may withhold the graduate’s academic transcripts.
CURRENT CAMPUS CRIME STATISTICS

HONDROS COLLEGE WEST CHESTER, OHIO CAMPUS CRIME STATISTICS REPORT
7600 Tylers Place Boulevard, West Chester, Ohio 45069, (P) 855-90-NURSE

<table>
<thead>
<tr>
<th>Offense</th>
<th>On-Campus Property</th>
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<tr>
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<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>Murder/Non-Negligent Manslaughter</td>
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<tr>
<td>Negligent Manslaughter</td>
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<td>Sex Offenses (Forcible)</td>
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<tr>
<td>Sex Offenses (Non-Forcible)</td>
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</tr>
<tr>
<td>Robbery</td>
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<tr>
<td>Aggravated Assault</td>
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<tr>
<td>Motor Vehicle Theft</td>
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<tr>
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<tr>
<td>Arrests: Weapons (Carrying, Possessing, etc.)</td>
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<tr>
<td>Disciplinary Referrals: Weapons (Carrying, Possessing, etc.)</td>
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<tr>
<td>Arrests: Drug Abuse Violations</td>
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<tr>
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<tr>
<td>Arrests: Liquor Law Violations</td>
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<tr>
<td>Disciplinary Referrals: Liquor Law Violations</td>
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</tr>
<tr>
<td>Domestic Violence</td>
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<tr>
<td>Dating Violence</td>
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<tr>
<td>Stalking</td>
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</table>

There were no reported hate crimes for the West Chester Campus during 2012, 2013, or 2014.

(For Hate Crimes, categories of prejudice (based on actual or perceived race, gender, religion, sexual orientation, ethnicity, or disability) now includes national origin and gender identity. Hate Crimes may also include larceny-theft, simple assault, intimidation, and destruction, damage, or vandalism of property.

There are no residential facilities or non-campus buildings or property on this campus.
NOTES: