Students will be notified of changes in the Hope College of Arts & Sciences Academic Catalog.

Non-Discrimination Policy

This catalog is in compliance with the following: Title IV (the Civil Rights Act), Title IX (Discrimination on the Basis of Sex), the Equal Credit Opportunity Act (Discrimination in Lending), and the Age Discrimination Act. Hope College of Arts & Sciences (“HCAS”) admits students to its courses of study from any national and ethnic origin, color, race, sex, age, or religion. Students are extended all rights, privileges, programs, and activities of the college, which are made available to students. HCAS does not discriminate on the basis of race, color, age, sex, or national and ethnic origin in the administration of its educational policies, admission policies, scholarships and loan programs, and any other institutional program.

LOCATIONS

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| 1200 SW 3rd Street, Suite 110
Pompano Beach, FL 33069
(954) 532-9614 | 3200 Bailey Lane, Suite 140
Naples, Florida 34105
(239) 529-3114 |
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A Message from the Advisory Board

On behalf of the entire Hope College of Arts & Sciences family, welcome! We are pleased that you have chosen Hope College of Arts & Sciences to pursue the education and training necessary to elevate your career to the next level. We are committed to helping you accomplish your goals.

We understand that as an adult learner, you may be anxious about returning to a learning environment and you have responsibilities and demands on your time that differ from traditional students. However, we believe that adult-learners have a key advantage over traditional students. That advantage is FOCUS. You know who you want to be when you grow up. We are here to guide you through the transition.

At Hope College of Arts & Sciences, you’ll find:
- day and evening classes to incorporate into your busy life since we understand that your family and job obligations don’t end when you decide to go back to school,
- like-minded students who share your focus and drive to succeed in your chosen field of study and create an active learning environment,
- a curriculum consisting solely of coursework that is necessary to obtain employment and perform the duties of the role,
- a faculty of educators who have worked in the field and can therefore provide both academic and professional instruction and guidance, and
- an administrative staff providing essential student services to you from orientation through graduation and beyond.

At Hope College of Arts & Sciences, you will find that we are focused on you, the student. We provide students with tutoring, career advisement, and job placement from the beginning of your program through completion.

We wish you success in achieving the ultimate goal you have set for yourself. We are excited to have you at Hope College of Arts & Sciences! See you at graduation!

Advisory Board
### Approvals

License by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at:

325 West Gaines Street, Suite 1414  
Tallahassee, Florida 32399-0400  
Toll Free: 888-224-6684  
License #4548

Approved by the Board of Nursing, Florida Department of Health. Additional information regarding our nursing programs may be obtained by contacting the Florida Board of Nursing at:

4052 Bald Cypress Way, Bin C-02  
Tallahassee, Florida 32399  
Telephone: (850) 488-0595

### Accreditation Disclosure

On December 12, 2016, the United States Department of Education (USDOE) withdrew its recognition of ACICS. As a result, **ACICS is no longer recognized by the USDOE** that term is defined in section 1005.2 Florida Statutes for the purpose of licensure by the commission.

750 First Street NE, Suite 980  
Washington, DC 20002-4223  
Tel: 202-336-6780
Statement of Control
CSBD Nursing, LLC owns Hope College of Arts & Sciences. Chantal Desir, Ed.D, RN, and Joselito Desir own the company.

Advisory Board
Joseph FanFan, MD, Internal Medicine
Paul Henry Telson, MD, Internal Medicine
Francois St. Brice, Retired Accountant
Patricia Williams, RN

Officers
Joselito Desir, Treasurer
Dr. Chantal Desir, Ed.D, MSN, MBA-HC, RN; Chief Executive Officer and President
Dayna Fuller, Secretary

Facilities
The main campus of Hope College of Arts and Sciences (HCAS) is situated in a stand-alone building of nearly 10,000 square feet located at 1200 SW 3rd Street, Pompano Beach, Florida 33069. The school facilities occupy the entire two-story building with no outside tenants. HCAS has 5 classrooms, a fully-dedicated simulation laboratory for independent practice, a separate simulation laboratory for formal laboratory classes, a computer laboratory, a library and learning resource center, two lounges, faculty and administrative offices where students receive counseling and student services, a two-story atrium for relaxation between classes, and a fully-dedicated parking lot with complimentary parking. The campus can be easily accessed from either Interstate 95 (I-95) or Florida’s Turnpike and public transit. Broward County Transit has a stop directly in front of the HCAS building.

In addition to the main campus located on the East Coast of Florida, Hope College of Arts & Sciences maintains an accredited Learning Resource Center (non-campus) located on the West Coast of Florida at 3200 Bailey Lane, Suite 140, Naples, FL 34105.

Mission Statement

Our mission is to prepare qualified entry-level and professional nurses to work in diverse healthcare settings. Partnerships with members of the southeast Florida healthcare community are essential to the mission’s success. The programs accomplish their mission by providing a challenging education that prepares students to think logically, critically, and analytically in order to problem-solve effectively and make sound clinical decisions; communicate effectively; and to integrate knowledge, skills, values, and professionalism in the delivery of high-quality health care.
Vision Statement
Our vision is to reach and equip an underserved population to professionally excel in the competitive healthcare field through the impact of research, educational programs, and professional partnerships. All programs are delivered in English to prepare our students for employment in the United States.

History
Hope College of Arts & Sciences was established in 2011 in Pompano Beach, Florida to prepare individuals seeking a career in nursing with quality, evidenced-based education to practice safely as an entry-level nurse. The candidate who has successfully completed the program will have satisfied the prerequisite for obtaining a Practical Nursing diploma, the Associate of Science in Nursing (ASN) degree or the Bachelor’s of Science in Nursing (BSN) degree and be prepared to sit for the applicable National Council Licensure Examination (NCLEX).

Philosophy
Hope College of Arts & Sciences operates according to the belief that each person is unique, with the ability to think and to do. The college provides an atmosphere of mutual respect, student support, a learning environment, and faculty and staff to assist and encourage students to develop to their maximum potential - intellectually, socially, physically, and spiritually. While emphasizing academic achievement and professional competence, Hope College of Arts & Sciences prepares students to commit to lifelong learning and selfless service. The philosophy serves as the foundation for development of all program curricula, including program outcomes, learning objectives, teaching and learning activities, student assessment, faculty professional development, and selection of learning resources. Student-centered learning forms the foundation of this philosophy.

Goals and Objectives
The goals of Hope College of Arts & Sciences are:

- Quality
  Set standards of quality and plans to accomplish them in teaching and learning, in academic programs including core and general education course, in student services, in all social functions, in facility appearance, and in workmanship

- Respect
  Attract a diverse student population; make professional and career training opportunities available to minorities, international and adult students; and provide an environment of mutual respect for diverse ethnic, religious, economic, and social backgrounds practiced by welcoming and valuing all without regard to race, color or gender.

- Academic Standing
Strive for high standards in teaching, research and instructional presentations, and in the use of technologies commensurate with the scope and requirements of the programs offered.

- **Service**
  Promote service to our campus as well as to local and global communities.

- **Integrity**
  Consciously integrate ethical values, openness, fairness and transparency of actions into all college activities.

- **Safety**
  Create an atmosphere where all within the academic community feel safe physically, socially, philosophically and psychologically.

- **Health**
  Advocate for students, staff and faculty to develop and maintain habits that promote wellness of body, mind, and spirit.

- **Accountability**
  Meticulously implement outcomes-based accountability measures to meet the expectations of the College’s many stakeholders including accrediting, state, and federal agencies.

**Admissions**

Hope College of Arts & Sciences (HCAS) encourages all individuals to further their educational interest. We are committed to a policy of equal opportunity in student admissions, student financial assistance, and student policies and procedures without regard to age, race, sex, color, religious belief, national origin, sexual orientation, or disability. The Admissions Department accepts applications based on requirements set forth by the Board of Education and the Florida Board of Nursing. Our admissions process begins with you.

HCAS ensures that its recruitment policies and procedures are consistent with acceptable recruiting practices. HCAS does not apply pressure tactics to encourage students to enroll nor does HCAS engage in or allow its staff to engage in other banned recruiting practices. The recruiting materials presented to students are the Student Catalog, FAFSA and other financial aid information, including information about scholarship offerings, a campus tour, including an opportunity to speak with any faculty present on the campus at the time of the visit, and a program brochure. Post-graduate credentialing requirements are disclosed to students in the Student Catalog and verbally prior to enrollment.

Consistent with the requirements of the Gainful Employment regulations under Title IV, HCAS does not provide incentive compensation to recruitment personnel. Recruiters are paid a fixed amount determined annually and student outcomes are considered in evaluating recruitment personnel.

The Enrollment Agreement is the contract between the student and the institution. The Enrollment Agreement and any disclosure forms (such as travel disclosure forms) that are attached to and incorporated into the Enrollment Agreement contain the correct address, tuition and fees, program, Student Academic Progress (SAP) requirements, and employment
The student and the institutional representative both sign the Enrollment Agreement and the student is provided with a copy of the agreement and a notification of the student's right to cancel the agreement in exchange for a complete refund within three (3) business days of initial enrollment under Florida law.

**Application Process for All Programs**

- Contact the Admissions Department via telephone, walk in or email for an appointment.
- Complete a Hope College of Arts & Sciences Admissions Application.
  a. A representative will assist applicants in completing the necessary admissions paperwork.
- Submit two letters of recommendation.
- All applicants must provide one of the following:
  ➢ Standard high school diploma (international transcripts are accepted once they have been translated and evaluated by a National Association of Credential Evaluation Services [NACES] approved organization).
  ➢ General Education Diploma (GED)
  ➢ A home school education graduate who completed the requirement in accordance with Florida Statutes.
- Students with prior college experience will be required to submit an official transcript for each college attended in order to receive transfer credits (international transcripts are accepted once they have been translated and evaluated by a National Association of Credential Evaluation Services [NACES] approved organization).
- All applicants must provide a government issued driver’s license or photo identification card (ID);
- All applicants must provide proof of United States’ citizenship or residency status. Acceptable forms of identification are as follows:
  ➢ If a United States citizen, proof as follows:
    ♦ Original or certified copy of the student’s birth certificate;
    ♦ A valid, unexpired US passport;
    ♦ Certificate of Naturalization issued by the DHSMV.
    ♦ Voter’s registration card.
  ➢ Non-US citizens must provide one document (original or certified copy) to establish identity. Examples are as follows:
    ♦ A valid, unexpired Permanent Resident Card (I-551);
    ♦ A valid passport for non-immigrants;
    ♦ Department of Homeland Security document (showing proof of lawful presence).
- All applicants enrolling in nursing programs are required to complete a Florida Department of Law Enforcement (FDLE) Level II background check as required by the Florida Legislature. For further information, you may consult Florida Statutes SS456.013 (3)(a), 456.039(1), 456.072(2), 464.018, and other laws that govern the health care profession in which you are enrolled. Students are also notified verbally and in writing regarding disqualifying factors, such as certain felony convictions, that might make the student ineligible to sit for the credentialing exam.
- Entrance Exam (Wonderlic). Students who possess a degree from an approved accredited school are exempt from taking the Wonderlic Entrance Exam. Minimum Score Requirement: PN=14, ASN=15, and BSN=15
- Core Nursing Program Entrance Exam. If students have taken the Core Nursing Assessment exam at another institution within the past 12 months of enrollment, they may submit proof of documentation to the Admission Representative. Minimum Score Requirement: 65
  - Students have two attempt to pass the Core Nursing Entrance Exam. The first attempt must be before the student starts any core nursing courses. If a student fails the first attempt, the student can receive free tutoring to assist them with materials contained in the exam. (Students are allowed to take Math/Pharmacology Fundamentals of Nursing while studying to retake the Core Nursing Exam.) Students must pass this exam before they can enter Basic Medical Surgical Nursing.
  - If a 65% is not earned on the Core Nursing Exam by the second attempt, the student is academically withdrawn from the program. Students can retake the exam after 4 weeks. If the student passes the exam (this would be the third attempt), he/she will be able to re-enter the Nursing Program the following semester.

<table>
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<th>Program</th>
<th>Degree/Diploma</th>
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<td>N/A</td>
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<td>Nursing</td>
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<td>Yes</td>
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<td>Yes</td>
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* See program description for option details

Acceptance of Credits
The acceptance of any credits earned at this institution is at the discretion of the receiving institution. It is the student’s responsibility to confirm whether or not another institution of the student’s choice will accept credits.

Transfer Credits
Hope College of Arts & Sciences’ transfer credit policy recognizes both traditional college credit and nontraditional learning. Hope College of Arts & Sciences considers the following criteria when determining if transfer credit should be awarded:

- Accreditation of the institution where the credits were originally earned;
- Comparability of the scope, depth, and breadth of the course to be transferred;
- Applicability of the course to be transferred to the student’s desired program. This includes the grade and age of the previously earned credit, and if the learning was obtained outside a formal academic setting; and,
Professional judgment and recommendations for credit issues by the American Council on Education (ACE). Credits will only be considered for transfer through evaluation of an official transcript sent by the original institution where the credit was earned.

**Special Considerations for Transfer of Credits – Science Courses**

Science is an integral part of the core nursing program. Therefore, required science courses (i.e., Anatomy & Physiology, Microbiology, and Pathophysiology) should be current within 10 years in order to be considered for transfer credit. However, if a student/prospect wishes to transfer in credit for one of these science courses, having completed it more than 10 years previously with a grade of “C” or higher, the college may choose to offer a “final exam” to validate the appropriateness of transferring the credit.

The prospect or student wishing to take the “final exam” for one of these courses would make arrangements through the registrar office. A fee of $100 will be assessed for each final exam attempted. Transfer credit will be awarded if the student/prospect scores a minimum of 77% on the final exam. If the student/prospect scores less than 77%, transfer of credit for that course will not be granted, and he/she will need to take the course as scheduled at the college. The student will only be allowed one attempt of the test.

**Special Considerations for Transfer of Credits – Nursing Courses**

Students who attend Hope College of Arts & Sciences are required to take a standardized end-of-course (EOC) exam for the following nursing courses:

- Math/Pharmacology
- Fundamentals of Nursing
- Medical Surgical Nursing
- Maternal & Pediatric Nursing
- Mental Health Nursing

If a student/prospect has already completed one or more of these courses at another school of nursing, he/she may request to have credit transferred pending results of the EOC exam for that course*. A fee of $100 will be assessed for each EOC attempted. Transfer credit will be awarded if the student/prospect scores a minimum of 850 on the HESI EOC (or equivalent if another standardized test is used). If the student/prospect scores less than 850, transfer of credit for that course will not be granted, and he/she will need to take the course as scheduled at the college. The student will only be allowed one attempt of the test.

*The student may waive taking the EOC if he/she can provide adequate documentation that he/she has taken the HESI EOC exam for that course within the last 12 months and scored 850 or higher on the test.

**Maximum Transfer Credits Accepted**

The maximum number of transferred credits allowable for the degree programs is listed below unless otherwise approved by administration.
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</table>

* See program description for option details

**Finance Department**

Upon submission of an official transcript, applicants are provided with a review of their transcript for the courses that are approved and accepted for transfer into the program, including the credited amount of the each course. For courses credited, the credited amount is deducted from the total cost of the program based on the current tuition cost of the course. Upon completion of this review, and once all deductions have been applied, the student’s financial contract will be generated by a Finance Representative. The contract will include: the total amount of the program minus credited deductions for General Education and Experiential Credits, the amount of down payment that is required, and the semester payment amount and due date.

**Tuition Payments**

Hope College of Arts & Sciences’ tuition payment is due on the first day of the semester. If there is any part of tuition that is not covered by Title IV, the student must pay the amount outstanding. Students must abide by the contracted installment payments and the due dates designated by the Finance Department. In the event a payment is not received by the Finance Department within 5 days of the installment date, the student’s account will be assessed a late fee in the amount of $50.00. Monthly late fees will continue to accrue until the student’s account is in good standing. Failure to make a payment by the due date could result in the student being placed on a financial hold, preventing the student from attending classes, until payment is made.

**Financing Options**

For students who need additional help financing their educational costs, there are several alternative financing options which include Financial Aid, Payment Arrangements and Scholarships.

**SCHOLARSHIP PROCESS OF SELECTION**

Students applying for either a scholarship are required to apply by the appointed deadline. Once an application is completed and all required documentation is attached, the application will be presented to the Scholarship Committee. The Scholarship Committee will evaluate each application and meet with the individual before final selection and approval. Students will be
notified in writing of their award and the necessary requirements in order to receive and maintain their scholarships. **Scholarship applications can be picked up in the Student Services office. Applications must be received by the application deadline in order to qualify. Please remit your packets to:**

Student Services Office  
ATT: Scholarship Committee  
1200 SW 3rd Street  
Pompano Beach, FL 33069  
Program Advancement  

**Scholarships**  
HCAS offers need-based scholarships to students who qualify. The Scholarship Committee evaluates all applications and determines the awards. Scholarships currently offered are:

- **Robert St. Brice Scholarship** – Up to four (4) students per academic year will be awarded a scholarship of $500 each toward tuition. To qualify, an applicant must hold an unencumbered occupational license (e.g. LPN, Respiratory Therapist, EMT).

- **Elita Joseph Scholarship** – Up to two (2) nursing students per academic year will be awarded a scholarship of $1,000 each toward their tuition.

- **2017-2018 President Volunteer Service Award** - Up to two (2) students who are enrolled in the Practical Nursing Program, Associate of Science in Nursing or Bachelor’s of Science in Nursing Programs at Hope College of Arts & Sciences will be awarded the full matriculation fee (tuition) for the program in which the student is enrolled. This award does NOT cover additional fees such are books, computer lab fees, or any fees not covered in the tuition cost. (See next section for more details.)

Interested persons should contact the financial aid office for additional information including additional eligibility requirements and the application timing and process (see Scholarship Process of Selection in the previous section of this catalog).

**To apply for any of the above financing options, the following requirements must be met:**

Must be degree seeking  
Demonstrate leadership abilities and commitment to their community  
Exhibit financial need

**Required Documentation for Scholarship Applicants**

Complete and signed a scholarship application  
Submit a 500-word essay stating the reasons for applying for the scholarship.  
Maintain a 3.0 GPA or greater in all course work.  
Student must sign an agreement to complete 40 hours of community service if granted a full scholarship.  
Student granted a partial scholarship is required to complete 20 hours of community service per quarter.  
Two letters of recommendation.  
Copy of last income tax
2017-2018 President Volunteer Service Awards Guidelines

Selection Criteria for Award

- Student must be newly-enrolled in one of the degree or diploma seeking programs at Hope College of Arts & Sciences.
- Student must submit an application demonstrating unusual commitment to learning in academics despite various obstacles.
- Student must be available to volunteer up to 20 hours per week while classes are in session.
- Student must demonstrate financial need (tax return needed as proof)
- Student must submit two letters of recommendation from non-family members (professional relationships preferred)

Requirement

- Student must maintain a volunteer hours log to track required volunteer hours
- Student must maintain Satisfactory Academic Progress (SAP) as outlined in the academic catalog.

Failure to Meet Requirement

- Failure to fulfill the required hours allotted for service may result in termination of full or partial amount of the award.
- If a student fails to maintain SAP, he/she will be notified that he/she will be responsible for paying for all courses failed during the semester and is ineligible to receive the remaining amount of the award until satisfactory progress is met.

Guidelines:

* The deadline to apply for the President Volunteer Service Award is June 2017.

Students who are offered the President Volunteer Service Award are responsible to submit a signed contract to the Finance Department.

The applications will be reviewed and recipients selected by a committee consisting of volunteers from Hope College of Arts & Sciences.

Please submit any questions to: finance@hcas.us

Financial Aid Department

Financial Aid Programs

Federal Pell Grant
The Pell Grant is gift assistance, which does not have to be repaid. Pell is awarded to students who have a financial need as determined by a standard federal formula, which takes into consideration family size, income, and resources.

Effective for the 2012-13 award year, the aggregate limit is 12 semesters (or its equivalent) of the student's total Pell Grant eligibility. The calculation of the duration of a student’s eligibility will include all years of the student’s receipt of Federal Pell Grant funding. This change in the duration of students’ Federal Pell Grant eligibility is not limited only to students who received their first Federal Pell Grant on or after the 2008-2009 award year, as the HEA previously provided when the
duration of eligibility was 18 semesters; students can monitor their aggregate balance on the NSLDS website at http://www.nslds.ed.gov.

Federal Direct Stafford
Federal Direct Stafford loans are low-interest loans that are made available to the student. The loan must be used to pay for direct (tuition, fees, books and supplies) and indirect (room, board, transportation and personal expenses) educational expenses. Subsidized loans are based on family income and student need while unsubsidized loans are not. Students start repayment on their loans beginning six months after graduation, withdrawal from school, or falling below half-time enrollment status.

Federal Direct Parent PLUS Loans
The William D. Ford Federal Direct PLUS Loan is a low-interest loan available to parents of dependent undergraduate students. These loans are not based on need but when combined with other resources, cannot exceed the student’s cost of education. The U.S. Department of Education requires a credit check on the parent borrower. Either or both parents may borrow through this program. Repayment begins within 60 days of final disbursement of the loan within a loan period. Parents may request deferment of payments while the student is attending at least halftime.

The loan programs available at Hope College of Arts and Sciences include the Federal Direct Subsidized Loan Program, the Federal Unsubsidized Loan Program and the Federal Direct PLUS Loan Program. Any awards from the federal loan programs must be repaid in accordance with the terms of the promissory note, which is signed by either the student or the parent.

The Direct Subsidized and Unsubsidized Loans are fixed-rate loans available for eligible students with a limit of $9,500 per academic year (loan amounts may be prorated based on academic program length). A maximum of $3,500 can be subsidized, meaning that the federal government pays the interest on the loan while the student is enrolled and for the six-month period following any student’s graduation, withdrawal, or dropping below half-time attendance. The additional $6,000 unsubsidized loan amount is available only for eligible students. For loans with a first disbursement between July 1, 2015 and June 30, 2016, the fixed-interest rate for the Direct Subsidized Loans is 4.29%, and the fixed-interest rate for Direct Unsubsidized Loans is 4.29%. The Direct PLUS Loan program is available for the parents of dependent students only and has a fixed interest rate of 6.84%.

Financial Clearance
Tuition and fees are due and payable in full at the beginning of each semester. If the student desires a payment plan, the payment plan must be arranged through the Finance Office prior to the start of the semester/term.

Before final registration, all students must obtain financial clearance. Financial clearance is defined as:

1. Payment in full (or as described in the payment plan) for the current semester
2. All required forms on file as requested by the Financial Aid Office

Students with approved payment plans must maintain the payment schedule listed on their payment plan. If the student misses a payment, the student’s entire balance becomes due immediately.
Students enrolled and attending the College agree to pay for tuition, books, and fees as detailed in their Enrollment Agreement. The obligation to pay for tuition, book, and fee charges is solely the responsibility of the student.

Students may apply for financial assistance to assist in paying for their education. Students are encouraged to consider all available options for paying for their education. The following are sources that students have previously utilized to accomplish their educational goals:

1. Savings
2. Employer reimbursement
3. Scholarships
4. Relatives who will help them succeed
5. Credit cards (MasterCard, American Express, Visa, Discover accepted)
6. Personal loans

**Awarding Aid**

Financial aid eligibility is awarded according to federal guidelines. Funds are awarded according to need, making it possible for the greatest number of students, regardless of their financial circumstances, to continue their education. The College uses the federally mandated formula to determine financial need as follows: Cost of Attendance - Expected Family Contribution (EFC) = Financial Need. The Cost of Attendance is determined by the College and includes both direct costs (tuition, fees, and books) and indirect costs (room and board, transportation, and personal expenses). The EFC is determined by the federal government using data from the Free Application for Federal Student Aid (FAFSA). The student’s need for financial aid is the difference between these two numbers, and aid is awarded to students in the following order: Federal Pell Grant, Federal Direct Loans, and Federal Direct PLUS Loan. Assistance from other agencies is considered in determining a student’s eligibility for financial aid and is considered after a student's Pell Grant eligibility is determined.

**Students’ Rights and Responsibilities in Receiving Aid**

All students who apply for financial aid receive a copy of *The Student Guide*, an annual publication of the U.S. Department of Education. This booklet describes the types of federal aid programs, eligibility criteria, and the rights and responsibilities of student financial aid recipients. Any questions about the receipt or disbursement of financial aid should be addressed to the College’s Financial Aid Office (financialaid@hcas.edu).

When applying for loans, students receive all of the details, including the terms of the loan, sample repayment schedules and students’ rights and responsibilities regarding the loan, along with a copy of their promissory note. The obligation to repay is discussed at length, along with the consequences of default. The Education Loan Disclosures, including the Self-Certification form, which is included in the Private Education Loan paperwork, are provided to the student during the financial planning session. Additional information can be accessed through the Direct Loan website at www.direct.ed.gov.

Students wishing to apply for student loans must access the Federal Student Aid website at [www.studentloans.gov](http://www.studentloans.gov) to complete their Loan Entrance Interview and Master Promissory Note. Loan exit counseling will be completed in person during the student's last term on campus. Students who attend exit counseling in person receive a review of the loan programs, a discussion of the rights and responsibilities, the importance of repayment, and what to do if they are unable to repay.
Students then complete the Exit Counseling form and receive information regarding National Student Loan Data Systems (NSLDS) and how to log into the student website to determine who their servicer is and the balance of their outstanding loans. Students are provided the Exit Counseling Guide for Direct Loan Borrowers, published by the U. S. Department of Education. The College will mail this information if the student does not attend in person.

**Verification Policy**
Verification is the process established by the U.S. Department of Education to check the accuracy of financial aid applications. If a student is selected for verification, he/she must submit all required documentation. In compliance with federal regulations, the College will not disburse or deliver any federal loan funds until required verification is complete. It is the student’s responsibility to submit the necessary documentation in a timely manner.

**Disbursements**
All disbursements are made in accordance with federal guidelines. Funds are disbursed at the beginning of each term, and continuously throughout the term as a student becomes eligible. First-year, first-time borrowers’ loan funds are not disbursed until they have been enrolled for at least 30 days.

**Program Changes, Reinstatement & Re-enrollment**
Students who participate in federal financial aid programs and are dismissed from the College for attendance violations will lose their eligibility for financial aid and may be required to reapply for admission to be reinstated.

Students who wish to restate, re-enroll, or change their program of study should submit a request to the registrar (registrar@hcas.edu). Credit may be given for any courses completed that qualify for credit in the new program. Additional tuition may be charged for additional training required to meet the new program’s graduation criteria. Program transfers will be treated as a withdrawal and new start for the purposes of calculating a refund of tuition.

**Tuition and Fees**
A complete list of tuition and fees can be found on pages 118 - 119 of this catalog.

**Cancellation Policy**
All monies paid by an applicant must be refunded if requested within three days of signing an enrollment agreement and making an initial payment. If tuition and fees are collected in advance of the start date of program and the College cancels the class prior to the scheduled start date or the College does not accept the applicant for Admission, the College will refund all monies including the registration.

**Refund Policy**
Students who withdraw will receive a pro-rata refund based on their last day of attendance and within 30 days from the date the institution determines the student has withdrawn. The tuition and student fees refund will be calculated per day, up to the 60% point of the term period. At the 60% point of the term, the entire tuition and student fees for the term is earned. The student fees will receive a pro-rata refund calculated per day, up to the 60% point of each term within the first academic year. At the 60% point of the third term within the first academic year, the entire student fees are earned.
Refunds for Students Enrolled Prior to Visiting the Institution
Students who have not visited the school facility prior to enrollment will have the opportunity to withdraw without penalty within three days following either attendance at a regularly scheduled orientation or following a tour of the facilities and inspection of the equipment where training and services are provided.

Institutional and State Cancellation/Refund Policy
Should a student’s enrollment be terminated or cancelled for any reason, all refunds will be made according to the following refund schedule:

1. Cancellation can be made in person, by electronic mail, by certified mail or by termination.
2. All monies will be refunded if the school does not accept the applicant or if the student cancels within three (3) business days after signing the enrollment agreement and making initial payment.
3. Cancellation after the third (3) business day, but before the first class, will result in a refund of all monies paid, including the registration fee.
4. Cancellation after attendance has begun, but prior to 60% completion of the program, will result in a Pro Rata refund computed on the number of hours completed to the total program hours.
5. Cancellation after completing 60% of the program will result in no refund.
6. Dismissal/Termination Date: When calculating the refund due to a student, the last date of actual attendance by the student is used in the calculation unless earlier written notice was received from the student.
7. Refunds will be made within 30 days of termination of the student’s enrollment or receipt of a Cancellation Notice from the student.

Federal Return to Title IV (R2T4) Policy
The College is required by federal statute to recalculate federal financial aid eligibility for any student who withdraws or is dismissed by the College. The College is required to perform the recalculation for any student who completes less than 60% of the term period. Calculations are based on the following Federal Return of Title IV funds formula:

1. The College will calculate the percentage of the term period that the student has completed up to the time of the student’s withdrawal. The percentage of the term period completed equals:
   a. Credit hour programs:
      i. The number of calendar days completed, based on the student’s last date of attendance, in term divided by the total number of days in the term period.
      ii. Any scheduled break of five consecutive days or more within the term is excluded from this calculation.
   b. If the student completed more than 40% of the term, the student will have earned 100% of the federal financial aid for the term.
   c. If the student completed 40% or less of the term, the College will calculate the amount of aid earned by the student. The amount earned is determined by multiplying the total federal financial aid for the term period times the percentage of aid earned by the student.
2. If a student plans to withdraw from the College, the student should notify the Registrar’s Office. The student should meet with the Financial Aid and Business Office.
Federal funds must be allocated and returned in the following order:

1. Unsubsidized Stafford Loan
2. Subsidized Stafford Loan
3. Federal Perkins Loan
4. Parent PLUS Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant

**Federal Refund Due Dates**
All refunds due will be made within 45 days of the date that the student is determined to be withdrawn, canceled, or terminated from campus. For all students, the date of determination is the date that the College officially determines the student to be withdrawn.

**Financial Aid Websites**
- FSAID.gov – Create an FSAID to be used as an electronic signature on DOE sites
- FAFSA.ed.gov – free application for federal student aid to determine eligibility
- Studentloans.gov – complete entrance/exit counseling; MPN/master promissory note
- NSLDS.gov – keep informed of your financial aid history

**Collections**
HCAS does not sell education debt. The loan servicing and collection function is separate from the financial aid application process. Students who are not eligible for financial aid are offered payment plans that currently bear no interest even though the lack of interest charges may encourage students to pay other debts which carry interest before paying HCAS.

**Office of the Registrar**
The Office of the Registrar (the registrar) assists with the processing of student applications and maintains the academic record of each student from the acceptance into a program through graduation. The registrar distributes course schedules, processes course adds, drops, and withdrawals, maintains grade records, fulfills transcript requests, processes changes of address, and provides information and assistance for international students regarding the maintenance of non-immigrant (F-1) (M-1) student status. After graduation, the student’s records are kept on file and students may continue to request transcripts as needed.

**FERPA Policy**
The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."
Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service. Or you may use the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

(FERPA information quoted from https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)

Withdrawal Policies
A student may officially withdraw from school by notifying the Office of the Registrar in writing. The withdrawal date will be the student’s last date of attendance. The cancellation and refund policies outlined in the academic catalog shall apply in the event that a student withdraws, is
suspended or is terminated from school. Students who wish to withdraw from a program after enrollment must submit a written request to the registrar. Students who withdraw without permission or after the final withdrawal date as indicated in the academic calendar will receive a failing grade in each course dropped.

Involuntary Withdrawal
Registrar must involuntarily withdraw a student from class if the student misses 3 consecutive calendar days unless it is a scheduled holiday or break.

➢ The registrar will send to the student’s address on record a Notice of Involuntary Withdrawal to inform the student of his/her involuntary withdrawal. The registrar will also update the student’s academic record.

Official Withdrawal

➢ Official notification from the student is any official notification that is provided in writing to a designated campus official acting in his or her official capacity in the withdrawal process. Acceptable official notification may be completed through designated school email. Requests for withdrawal should be submitted in writing to registrar@hcas.edu.

Leave of Absence
If a student wants to delay his/her education for one or more terms, he/she should request a Leave of Absence form from the Office of the Registrar via email at registrar@hcas.us. Students must complete the Leave of Absence Form which will proceed to the appropriate Academic Department for approval. The student can only be granted a leave of absence if it will not prolong program completion beyond 150% of the published program length.

Criteria for Program Dismissal
The school may dismiss students from the program for any of the following reasons:

➢ Unsatisfactory academic performance
➢ Unsatisfactory clinical performance
➢ Unsatisfactory behavior
➢ Academic dishonesty
➢ Breach of ethics

The instructor and the academic dean will make a recommendation for dismissal collaboratively.

Transcripts
Official transcripts may be requested by completing an Official Transcript Request Form. Students may request an unofficial transcript, which is delivered via email, or an official transcript which will be sent directly to the third party. There is a fee of $20.00 for official transcripts with standard delivery. Rush delivery is available upon request for a fee indicated in the transcript request. Transcripts are NOT issued unless all outstanding financial obligations to HCAS have been satisfied. Outstanding balances will result in a finance hold being placed on the student’s account. Additionally various other holds such as registrar holds and academic holds may also result in a request for transcript being denied.
Regular transcript requests are processed in 7-10 business days. In accordance with the Federal Educational Rights and Privacy Act of 1974, a signature is required to release any information, including official transcripts

- A separate request is required for each transcript requested.
- Only Hope College of Arts & Sciences’ transcripts will be issued; transcripts from other schools must be requested from the original source.
- Transcripts will not be released to a second party without written permission from the student.

**Auditing of Classes**
As an auditor, the student enrolls in and attends classes, participating in class discussions, but is not required to complete homework assignments or take examinations. The student may complete outside assignments and take exams, if he/she wishes to do so; however, a final grade for the student is not submitted. The student receives no credit for the class, but the class will be placed on his or her transcript with the symbol "NC” (transfer audit) to indicate their special registration status.

Hope College of Arts & Sciences has additional requirements for a student to meet while auditing a class. A student must attend 75% of any course audited. If the mandatory attendance is not met, the student is required to pay the full tuition of the course audited.

**Program Change**
A student may request a program change (ASN and BSN only); however a program change must be approved by administration. Upon approval, all applicable credits may be transferred to the new program. Advanced standing courses will be calculated within the maximum time frame. The student may only transfer HCAS courses where the student has earned a final grade of “C” or higher.

**Change of Personal Information**
Any changes to name, address or other contact information should be reported to the Office of the Registrar as soon as possible. Students can request the Change of Personal information form. Information changes include the following:

- Mailing address
- Home address
- Email address
- Telephone number
- Name change

If the student’s name change is based on a marriage or divorce, the change request must be accompanied by legal documentation that provides authorization of such change (e.g., Social Security card that reflects the new name).
Administrative Office Hours

Office and Class Hours*

Administrative Offices
Monday – Friday 9:00 AM – 5:30 PM

Finance Office
Monday 12:00 PM – 8:00 PM
Tuesday – Friday 9:00 AM – 5:00 PM

Classes Schedules
Monday – Thursday DAY: 9:00 AM – 2:00 PM
EVE: 6:00 PM – 11:00 PM

*Hope College of Arts & Sciences reserves the right to establish and modify the scheduled hours of class meetings and administrative office hours.

Student Services Department
A representative from the Office of Student Services is available during regular business hours. Appointments are available by calling 954-532-9614 or emailing studentservices@hcas.edu

The Student Services Office is committed to enhancing the quality of the Hope College of Arts & Sciences’ experience for every student. The responsibilities of this office include: counseling, academic assistance through tutoring services, career counseling, and provision of job search options, computer lab services, library access, student email access, and student activities.

Communication with Students
Bulletin boards serve the purpose of providing the most current up-to-date information to students. Bulletin boards are the property of the College. If a student wishes to post a notice on a bulletin board, the student must submit the notice to the Assistant Campus Director for approval. Faculty hours are generally by appointment only or as otherwise designated on page one of the class syllabus. Students should interact with faculty members during these times and utilize the proper channels to schedule appointments as needed. The preferred method of requesting an appointment is via school e-mail.

Professional Appearance and Uniform Guidelines
Students are required to be in uniform at all times during theory class meetings, lab meetings and clinical activities, unless otherwise notified. Uniform appearance is expected to be neat and professional at all times. The appearance of nursing students must conform to the highest standards of cleanliness, neatness, good taste, and safety. Adherence to these standards is essential. At any time a student does not meet the standards set forth, the student may be dismissed until the standards are met. Specific information regarding the uniform and grooming guidelines is available in the Student Handbook under the Student Code of Conduct section.
DRESS CODE: The appearance of all nursing students must conform to the highest standards of cleanliness, neatness, good taste and safety. Adherence to these standards is essential. Students who do not comply with dress code policy may be asked to withdraw from the program.

a. **Nursing Laboratory**: For the campus laboratory, students will be required to wear uniforms or scrubs unless specifically directed otherwise by the instructor. Standards of good grooming are expected with hair off the collar.

b. **Clinical Site**: The school uniform for students consists of:
   1) Female
      c. *Turquoise uniform pants* (no jeans)
         a) *White scrub top* with the Hope College of Arts & Sciences’ insignia embroidered on the left chest. No stirrup pants or jeans are permitted. All uniforms must be of ample size and length to adequately cover the student and look professional.
         b) *Clean, plain white shoes* and *white socks* must be worn.
         c) *Name badge* (provided by school) is to be worn on the left side of chest.
         d) *White uniform sweater* (optional) is to be the same length or slightly longer than the scrub top.

   **Clean white shoes without insignia; shoelaces must be clean and white; shoe jewelry is not allowed.**

   2) Male
      a) *Turquoise uniform pants* (no jeans)
      b) *White scrub top* with the Hope College of Arts & Sciences’ insignia embroidered on the left chest.
      c) *Clean, plain white shoes* and *white socks* must be worn.
      d) *Name badge* (provided by school) to be worn on the left side of chest.

   **Clean white shoes without insignia; shoelaces must be clean and white; shoe jewelry is not allowed.**

   3) Plain white full-length or three-quarter-length lab coat with Hope College of Arts & Sciences’ insignia embroidered on the left chest. *(Must be worn if at a school activity and not in uniform; is the only acceptable covering to wear over uniform while in class, lab, or clinical)*

   4) Specific Regulations while in Uniform:
      a) All uniforms and lab coats should be clean and wrinkle free.
      b) Hair must be clean, neat, and above the collar. No large, fancy bows or barrettes, hanging curls, “punk” cuts, or “punk” colors.
      c) The only jewelry permitted is small post-type earrings. No more than two pairs of earrings, no necklaces longer than 17”, no bracelets with stones, no rings with stones (with exception of engagement), no visible body piercing.
      d) Excessive makeup should be avoided.
      e) Nails must be kept short (to the end of the finger) and clean. Clear nail polish without chips may be worn.
      f) Cologne or perfume may not be worn. Avoid body washes that are scented.
      g) While in clinical facilities, smoking, eating, and gum-chewing will not be permitted.

**Classroom Etiquette**

1) **English only**: Classroom conversations are to be in English at all times.

2) **Cell phones are prohibited**: The use of cell phones (calls, texting, photos, etc.) in the classroom or computer lab is strictly prohibited. Cell phones are to remain off at all times.
The school phone number (954-532-9614) may be given out for use in case of an emergency and student will be notified by school staff of any calls. If a student wants to make a phone call, he or she must ask to be excused from the classroom to do so and should be done only if absolutely necessary. **This rule is for all classrooms even when class is not in session.**

3) There will be no gossiping. This behavior is unproductive and hurtful.
4) Aggressive, threatening or violent behavior will not be tolerated
5) Be respectful to staff, faculty and fellow students at all times.

**Ethical Behavior**

Unethical behavior by a student will not be tolerated and will result in disciplinary action up to and including dismissal from the program. Examples of unethical behavior include, but are not limited to:

1) Lying to staff or faculty about anything school-related.
2) Cheating: This includes, but is not limited to, talking during a test (even if the discussion is unrelated to the test), looking at or copying another student’s answers, and providing test information or answers to another student. Helping someone else cheat is still cheating.
3) Under no circumstances should any student in this program impose upon the administrative staff or faculty to:
   a. Duplicate materials related to class or clinical assignments.
   b. Use the phone unless it is an EMERGENCY.
   c. Borrow office supplies (paper, pencils, folders, etc.). Students are to come to class prepared.

Expected ethical behaviors include:

1) Recognize and accept responsibility for individuals’ actions and judgment
2) Refuse to give or imply endorsement to advertising, promotion, or sales for commercial products, services or enterprises
3) Show respect for authority when dealing with instructors and other members of the healthcare team.
4) Abstain from taking prescription medications that have not been prescribed for the individual
5) **Behavior Specific to the Clinical Setting:** Students are expected to behave in a responsible, ethical, and professional manner at all times.
   a. Provide services/patient care with respect for the dignity of man, unrestricted by consideration of nationality, race, creed or status
   b. Safeguard the individual’s right to privacy by judiciously protecting information of a confidential nature
   c. Act to safeguard the patient when his/her care and safety are affected by incompetent, unethical, or illegal conduct of any person (If this is suspected, the student is to go directly to the instructor.)
   d. Use individual competencies as criteria in accepting delegated responsibilities; always seek help from the clinical instructor as needed
   e. Accept no monetary compensation from patients or staff, and do not solicit gifts

**Sexual Harassment**

Hope College of Arts & Sciences is committed to maintaining an environment free of discrimination or forms of harassment that unreasonably interfere with security, well-being, or
academic experience of any member of the community. Sexual harassment on campus or in other school-associated settings related to employment or enrollment, is unlawful, as well as unethical, and will not be tolerated. The College will respond promptly to formal complaints of sexual harassment, and, where it is determined that sexual harassment has occurred, will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

**Disciplinary Action for Breach of Code of Conduct**

1) The staff personnel who first observe unacceptable behavior shall meet and discuss the behavior with the student and inform him/her of the consequences if the behavior continues. A written disciplinary warning is placed in the student’s file.
2) If the unacceptable behavior continues, the student shall be referred to the appropriate director or academic dean for further disciplinary action. A second written disciplinary warning is placed in the student’s file.
3) If the student does not modify his/her behavior, the student may be suspended for up to three days. A third written disciplinary warning is placed in the student’s file.
4) If the student’s unacceptable behavior continues, the student will be dismissed from the program without re-entry.
5) At the discretion of the school, students may be immediately dismissed from the program without proceeding through the first three steps listed above, depending upon the severity and type of violation.

**Note:** A person who has sexually harassed another or retaliated against another may also be subject to civil or criminal liability under state and federal law. Please refer to the Student Handbook for information on identifying and reporting sexual harassment.

**Academic Dishonesty**

Academic dishonesty is any behavior categorized as cheating in relation to academic activities. The behavior may be intentional or unintentional. Forms of academic cheating include, but are not limited to, the following:

1) **Plagiarism** – the use of ideas and/or words, phrases, or statements from another source than one’s own original ideas without giving the source credit (e.g., not using quotation marks, citations, or reference lists)
2) **Fabrication** – giving false information, such as a wrong citation, when completing any academic activity or assignment
3) **Deception** – lying or providing false information about an academic activity or assignment
4) **Cheating** – obtaining or trying to obtain help with an assignment that is not acknowledged or appropriate, e.g., using unapproved sources to take an exam
5) **Sabotage** – behavior that prevents others in the class from completing assignments or disrupts the learning environment. Sabotage may include such as activities as defacing class materials, damaging lab equipment, or preventing others from completing lab simulations or clinical activities.

Hope College of Arts & Sciences recognizes that academic dishonesty has been known to occur within a variety of academic settings and that the college is not immune from students being
academically dishonest. In an effort to thwart academic dishonesty, the College has developed the following policy related to student conduct, discipline and due process rights.

Academic dishonesty on campus or in other school-associated settings related to enrollment is unethical, and in some cases illegal, and will not be tolerated. The College will respond promptly to formal complaints of academic dishonesty, and, where it is determined that academic dishonesty has occurred, will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate. Discipline will not be used for retaliatory purposes, but rather the intended purpose will be to eliminate the behavior and grow the student professionally.

1) For the first offense (other than cheating on a proctored exam\(^1\)), a student will receive both verbal and written counseling from the course instructor. The instructor may deduct points from the assignment affected by cheating, or may give the student a failing grade for that assignment. It is at the instructor’s discretion whether the student will be allowed to re-do the assignment for a new grade.

2) For the second offense (other than cheating on a proctored exam), the student will receive a “0” for the assignment and will not be allowed to re-do the assignment or complete other assignments in its place. Depending on the weight of the assignment’s grade, this may place a student in jeopardy of failing the course. Verbal and written counseling by the instructor and by the Dean of Academics or Dean of Nursing will be completed. The student will be placed on academic warning.

3) For the third offense (other than cheating on a proctored exam), the student will automatically receive an “F” for the course and will need to meet with the Dean of Academics or the Dean of Nursing to determine if the student will be allowed to re-enroll in the course when it is offered again and will be placed on academic probation. If the student is not eligible for re-enrollment in the course, the student will be dismissed from the program and will not be eligible to re-enroll into any of the school’s programs.

4) For the fourth offense, the student will automatically be dismissed from the program in which he/she is enrolled and will not be eligible to re-enroll into any of the college’s programs. The student will meet with the Dean of Academics or the Dean of Nursing for verbal and written counseling as part of the involuntary dismissal process.

\(^1\)In the case of cheating on a proctored exam, the student will be required to meet with the Dean of Academics or the Dean of Nursing to determine if the student will be given an option to remediate the behavior or to dismiss the student from the program in which he/she is enrolled. If the student is dismissed from the program for academic dishonesty, he/she is not eligible to re-enroll in any of the college’s programs.

\(^2\)Subsequent offenses do not mean that the student committed the identical form of academic dishonesty more than once. A subsequent (second, third or fourth) offense includes any form of academic dishonesty, not only the same behavior for which the student was previously counselled.

A student may follow the General Appeals Procedure (see policy in the College Catalog) by submitting a written appeal to the Grievance Committee within 10 business days of receiving counselling. If written communication is not received from the student within these guidelines, the College will assume the student is in agreement with the disciplinary action and no further appeals will be acknowledged.
Textbooks
Students are required to purchase their course resources through the school; however, students purchase required textbooks through the source of their choosing. Many of the course resources used by the College now include the e-book version of the required textbook. In that case, it is optional for the student to purchase a copy of the book. The Library keeps on hand reference materials that are available to facilitate the educational experience.

School Equipment and Property
The College provides students with essential resources and tools to facilitate their academic experience. Equipment and property may not be removed from the building at any time. Students may use the equipment during scheduled lab periods or open lab hours under the supervision of a faculty member.

Drug-Free School and Workplace
In compliance with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989, Hope College of Arts & Sciences has a longstanding commitment to providing a safe, quality-oriented, and productive work environment. Alcohol and drug abuse pose a threat to the health and safety of HCAS staff and students and to the security of our facilities. For these reasons, HCAS is committed to the elimination of drug and/or alcohol abuse in the workplace and College community. HCAS is committed to maintaining an alcohol and drug free workplace and College community.

The College is also committed to rigorous enforcement of applicable laws and policies and to support those trying to cope with alcohol or drug related problems. Individuals who wish to obtain information on drug and alcohol abuse prevention programs may contact the U.S. Department of Health and Human Services, the Substance Abuse & Mental Health Services Administration’s (SAMHSA) National Clearinghouse for Alcohol & Drug Information (toll free: 800-729-6686, and TDD toll free: 800-487-4889) or Hope College of Arts & Sciences Student Services at 954-532-9614. Information and referrals to treatment centers in your local community may be obtained by calling SAMHSA’s National Helpline at 800-662-HELP (4357). HCAS will assist and support employees and students who voluntarily seek help for such problems before becoming subject to discipline and/or termination under this or other HCAS policies.

Drug Abuse Program
In an effort to provide our students with information on drug abuse, the College has materials published by SAMHSA and other organizations. Brochures are available in the Student Services office. In addition, information about local treatment facilities and resources available to assist in treatment, prevention, and education of drug abuse are available in the Student Services office.

Smoke-Free Policy
Hope College of Arts & Sciences is committed to providing a safe and healthy working and learning environment for students, faculty, and staff on its campus; therefore, it hereby adopts a
smoke-free policy which includes prohibition of the use of cigarettes, e-cigarettes, cigars, pipes, and hookah pipes.

**Annual Crime Report/Clery Act**
HCAS tracks criminal incidents on the campus and provides the institution’s annual security report via publication. Notice that this publication has been made available is provided to students and current employees each academic year via direct e-mail.

**Student Email System**
Hope College of Arts & Sciences utilizes an internal email system for students, instructors and staff to effectively communicate with each other. Student email accounts will be set up upon completion of the admission process. Students should request his/her email account information and access the email system immediately to ensure that it is functioning properly. All email communication between faculty and students is done through the college’s internal email system which can be accessed at our website [www.hcas.edu](http://www.hcas.edu). It is not permitted to use personal email accounts. Problems or concerns with access to the email system should be addressed immediately through Student Services for resolution.

**Computer Lab**
The computer lab is open during regular school hours and allows students to access the Internet and other computer programs to facilitate and enhance their educational experience.

**Library Resources & Librarian Assistance**

**Online Library Resources**
Hope College of Arts and Sciences (HCAS) provides students and faculty with online library resources and librarian services through a consortium membership and subscriptions with the Library & Information Resources Network (LIRN).

HCAS subscribes to the research databases listed below to provide students and faculty with access to online books, content from journals, magazines, dissertations, news sources, statistics, and more, in order to provide coverage of topics relevant to courses in general education, psychology, biomedical science, nursing, allied health and more. Students can access the online library resources from any location 24/7 by going to [https://www.lirn.net/databases/](https://www.lirn.net/databases/) and logging in with the school code (provided to all students enrolled in a course). Technical assistance for library access is available by contacting support@lirn.net.

**Librarian Assistance**
HCAS subscribes to LIRN’s Consortium Librarian Services so that students and faculty can collaborate with experienced librarians who have Master’s degrees in Library and Information Science. For research assistance, training, assignment planning, and other help, students and faculty can contact LIRN librarians at librarian@lirn.net. A librarian will respond within 24 hours during the business week. For in-depth assistance, a phone call or screen-share event may be scheduled with a librarian. The LIRN librarians also work with faculty and administration to
schedule webinars to orient students to the library and help them get started on specific assignments.

**Online Resources by Category**

Follow the linked database title for more detailed information and title lists. Databases are updated frequently with the newest issues of publications. The database vendors provide resources as they are released from the journal publishers.

**Digital Books**

Gale Virtual Reference Library includes over 2,000 online reference books covering many subject areas including medicine.

Ebrary Academic Complete (soon to be ProQuest eBook Central) is a growing collection that currently provides over 145,000 scholarly ebooks from leading publishers with coverage in all academic subject areas, including coverage of nursing, health, and medicine. Titles are selected by a team of librarians at ProQuest.

**Nursing & Allied Health Resources**

ProQuest Family Health Database has coverage of a range of health subjects, from sports injuries to women’s health, from food and nutrition to midwifery, from eye care to dentistry.

**Tutoring Services**

Complimentary (free) tutoring services are available by appointment only with faculty or student tutors. If a student needs assistance in any course, he or she should notify Student Services to schedule a session with a tutor. Regular class attendance is a prerequisite for tutoring.

**Liability Insurance**

Registration fees for core nursing courses include student professional liability (malpractice) insurance and student accident insurance. This coverage applies while a student is enrolled in the nursing program courses and is functioning as a student nurse. Upon graduation, the student is responsible for his/her continuing insurance coverage. The student accident insurance is a limited coverage policy. Students are covered during the policy period while participating in the college courses, labs, or clinical training sponsored by the policyholder, on the premises designated and supervised by the policyholder, or while on the premises used for classes, labs or clinical training as designated by these activities and under the direct supervision of the policyholder.

**Career Services**

Student Services personnel also provide career services, assisting students with resume preparation, interviewing, and job search techniques. There are many written materials relating to interviewing, writing resumes, and cover letters that are available to all students in the Student Services Department. In addition, there are job search and company websites, as well as an electronic job board, to which students are referred. A representative of the department is available
to introduce the Student Services staff and their duties, to make short presentations about how the department assists the students, and to relay relevant topics around “job search”. Once students near their graduation dates, Student Services will have a discussion with student(s) about the upcoming graduates’ intentions in looking for a job. This is done so that Student Services can assist them as effectively as possible and to discuss strategies and their responsibilities in locating work. Mock interviews may be held.

Following graduation, students are encouraged to check in with Career Services on a weekly basis. In order for students to be aware of current job leads, job boards are maintained in the hallway near the Career Services Department. In addition, the Career Services Department sends out notification of career opportunities electronically (via email) as they become available. Hope College of Arts & Sciences does not guarantee employment placement to students. HCAS does not promise or imply any specific market or job availability amounts.

Academic Policies

Grading System
Hope College of Arts & Sciences utilizes the following grading criteria in general education courses:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>75-79%</td>
<td>Fair</td>
</tr>
<tr>
<td>F</td>
<td>≤ 74%</td>
<td>Fail</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>NA</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>NA</td>
</tr>
</tbody>
</table>

Hope College of Arts & Sciences utilizes the following grading criteria in nursing theory courses:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>77-79%</td>
<td>Fair</td>
</tr>
<tr>
<td>F</td>
<td>≤ 76%</td>
<td>Fail</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>NA</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>NA</td>
</tr>
</tbody>
</table>

Hope College of Arts & Sciences utilizes the following grading criteria in laboratory simulation courses:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Hope College of Arts & Sciences utilizes the following grading criteria in clinical courses:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

- Transfer credit is coded as (CR), which is given for credit. The transfer credit units are not included in the GPA calculations.
- Experiential learning credit is coded as (EC), which is given for credit. The Experiential learning credit units are not included in the GPA calculations.
- Withdrawn (W) and incomplete (I) are not included in the GPA calculations.

<table>
<thead>
<tr>
<th>Code</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR</td>
<td>Transfer Credit</td>
</tr>
<tr>
<td>EC</td>
<td>Experiential Learning Credit</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>R</td>
<td>Repeated</td>
</tr>
</tbody>
</table>

**HESI End-of-Course Assessments (EOC exams)**

Students who attend Hope College of Arts & Sciences are required to take a standardized end-of-course (EOC) exam for the following nursing courses:

- Math/Pharmacology
- Fundamentals of Nursing
- Medical Surgical Nursing
- Maternal & Pediatric Nursing
- Mental Health Nursing

Each exam must be passed with a score of 850 or higher in order to receive a passing grade in the course. The student will be allowed two attempts, one on the last day of class, in lieu of a final exam, and the second, if needed, within one week of the first attempt. A remediation package is offered to students through HESI (evolve.elsevier.com) after the first attempt.

If a student does not pass the HESI EOC exam, he/she is required to repeat the course. The HESI EOC for Medical Surgical Nursing is administered at the end of Advanced Medical Surgical Nursing. If the student fails this exam, the student is required to repeat Basic, Complex, and Advanced Medical Surgical Nursing.

**Experiential Learning**
HCAS utilizes experiential learning credits to recognize the academic value of what students have learned through experiences prior to attending the College. Experiential learning may result from work experience, employment-related training, other health care programs such as EMTs, licensed practical nursing, respiratory therapy, and military service. The assessment process for assigning experiential learning credit will be done by the Dean of Nursing and the Dean of Academics.

**Incomplete Grades**
Incomplete grades are given at the discretion of the instructor for work not completed because of a serious problem not caused by the student’s own negligence. An “Incomplete” must be made up as quickly as possible, generally within seven (7) days after the last day of class. A copy of the initial “Incomplete” should be placed in the student’s file explaining the work the student must complete. This documentation will provide clarification of the incomplete grade if the faculty member is not available and any question arises. If the Incomplete is not satisfied within the time frame agreed on with the instructor, the grade will automatically become an “F”. Should the student be unable to convert the Incomplete to a passing letter grade, the student is mandated to repeat the course.

**Course Withdrawals**
- Students may add/drop a course without penalty during the specified add/drop period for their course. For courses up to 3 weeks duration, the add/drop period is 3 days. For example, if the course is only 2 weeks, and starts on a Monday, the student may add or drop the course by Wednesday of the first week without penalty. Any request to withdraw after the third day could affect the student’s financial and/or academic status. If the course is 4 weeks or longer in duration, the add/drop period is the first week of class. For example, if the class is 5 weeks long, the student may submit a request to drop the class by Friday of the first week without incurring any penalties. However, if the student requests to withdraw from the class after the first week, the student’s financial and/or academic status could be affected. See table below.
- Students who wish to withdraw from a course after registration must submit a written request for approval to the Office of the Registrar. Students who withdraw without submitting a withdrawal request or who withdraw from a course without approval from the registrar will receive the grade appropriate for the amount of work completed and the level of achievement for that work.
- Students may withdraw from the same HCAS course for a maximum of three times. After the third withdrawal, the student is not allowed to register for the course without seeking permission from an academic advisor.
- A student may receive a maximum of six W grades while attending HCAS. After six W grades, the student will not have the option of withdrawing from another course. The student will receive the grade appropriate for the amount of work completed and the level of achievement for that work.
<table>
<thead>
<tr>
<th>Withdrawal Type</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Withdrawal During Add/Drop Period</strong></td>
<td>If a student requests to withdraw* from a course during the add/drop period (see first paragraph above), the student will not receive any acknowledgement (grade) of having attended the class.</td>
</tr>
<tr>
<td></td>
<td>*The date of withdrawal will be determined by the student’s last date of attendance in the course.</td>
</tr>
<tr>
<td><strong>Withdrawal After Add/Drop Period</strong></td>
<td>If a student withdraws from a course, after the add/drop period, the student will receive a “W” for that course (GPA is not affected). All requests for withdrawals must be submitted to the registrar who will either approve or not approve the withdrawal based on documentation and percentage of course completed.</td>
</tr>
<tr>
<td></td>
<td><em>If the student re-enrolls, all course work with a “W” grade must be repeated and the student will be charged the full price of tuition and fee(s) for the course(s) enrolled.</em></td>
</tr>
<tr>
<td><strong>Withdrawal After Midterm</strong></td>
<td>If a student withdraws from a course, after the midterm, the student will receive a “F” for that course (GPA is affected). All requests for withdrawals must be submitted to the registrar who will either approve or not approve the withdrawal based on documentation and percentage of course completed.</td>
</tr>
<tr>
<td></td>
<td><em>All course work with a “F” grade must be repeated and the student will be charged the full price of tuition and fee(s) for the course(s) enrolled.</em></td>
</tr>
<tr>
<td><strong>Withdrawal Due to Unexcused Absences</strong></td>
<td>A student with 3 unexcused absences is considered withdrawn from the course. An “F” grade will be issued and included in the cumulative grade average.</td>
</tr>
<tr>
<td><strong>Withdrawal Due to Unexcused Tardy</strong></td>
<td>A student with 5 or more unexcused tardies is considered withdrawn from the course. An “F” grade will be issued and included in the cumulative grade average.</td>
</tr>
<tr>
<td><strong>Incomplete</strong></td>
<td>An “I” indicates that the student has failed to complete all required course work due to extenuating circumstances. The instructor, in his/her discretion, may grant an “I” grade, pending the completion of the course work by the student within a specified time arranged by the instructor and told to the student (generally within 7 days). It is the student’s responsibility to follow-up with the instructor to complete the course work. If the course work is not completed by the pre-arranged time, the student will receive a “0%” for the incomplete course work and the final grade will be assigned accordingly.</td>
</tr>
</tbody>
</table>

**Course Numbering**

The course numbering system is an independent system developed by HCAS’s administration. The College uses a combination of alphabet characters representing the school and program name and numerical characters helping to classify the level at which the students normally take the course (e.g. from 1000’s to 2000’s series representing the transition from Junior-Level to Senior-Level). The letter “C” or “L” at the end of a course indicates that it is a clinical or laboratory course.

**Unit of Credit**

HCAS programs are divided into terms. Each term is subdivided into several sessions of varying lengths. The program is divided into the units of credit for terms or semesters. Fifteen clock hours is equivalent to one semester lecture hour, 30 clock hours to one semester laboratory hour, and 45 clock hours to one semester in externship or clinical hour. “Clock Hour” means a period of 60 minutes with a minimum of 50 minutes of instruction in the presence of an instructor.
Course Evaluation
Hope College of Arts & Sciences requests that all students evaluate each course taken and its associated instructor(s). Course evaluations generally take place during the last week of the course. Many of the courses will require that the student complete the course evaluation/survey prior to taking the final exam. Please see the student handbook for testing procedures and requirements.

Attendance Policy
An expectation of professional practice is that students attend 100% of all classes, clinical practice, simulation and laboratory experiences. Responsibility and accountability for meeting course obligations is a fundamental component of professionalism. Hope College of Arts & Sciences recognizes the correlation between attendance and student retention and achievement. Students are expected to attend all scheduled classes regularly and on time to achieve the learning goals in their program of study.

Any class session or activity missed, regardless of the cause, reduces the opportunity for learning and may adversely affect a student’s achievement in the course. It is the responsibility of the student to notify the instructor when an absence will occur, to provide documentation for the absence, and to arrange make up for all course work or clinical hours missed. Students have 24-48 hours upon return to class to make-up any missed exams or quizzes. It is at the instructor’s discretion to administer an alternative exam. Students who do not provide documentation for an absence may not be allowed to reschedule missed exams or quizzes. Students who are “no-call, no-show” for a test or quiz may receive a 0% for that attempt of the test. “No-call, no-show” is defined as “no communication prior to class start time when the student is going to be absent or is going to be late."

Class attendance is required beginning with the first class meeting, and students are expected to attend all class sessions for which they are registered. The instructor determines the effect of attendance/absences on grades. Students who are reported as never attending a course may be withdrawn from the class by the College. Funds may be adjusted or rescinded for students who are receiving financial aid or veterans’ benefits.

In online courses, instructors define expected interaction between themselves, students and the class learning management system (and/or media). Inconsistent interaction or inconsistent use of the learning management system or course materials, regardless of cause, reduces the opportunity for learning.

Instructor-Specific Attendance Policy
Instructors are required to monitor student attendance and report students who are not attending class during designated reporting periods, usually on a weekly basis, each term. Faculty members shall publish and distribute a class syllabus by the first day of each class. The syllabus should include the college’s attendance policy and may include special circumstances under which students’ absences may be excused and stipulations for making up work and exams missed during instructor-excused absences. Instructors may require a more rigorous attendance policy due to
program requirements or state mandates of 100% attendance. Specific course requirements will be noted in their syllabuses.

**Religious Observances**
When the observance of a student's religious holiday(s) interferes with attendance in class, class work assignments, examinations, or class activities, the student must notify the instructor in writing within the first week of class. Students are held responsible for material covered during their absence. The instructor should provide alternative arrangements for students to complete the work for the missed session. Students excused for religious observances will be expected to meet the class requirements for those days without undue delay. Students who believe they have been unreasonably denied educational benefits due to their religious beliefs or practices may seek redress through the student appeal procedure.

**Online Attendance**
Students should sign into the class on the first day of the term and perform an academic activity within the first three days of the course. Online/eLearning students who do not participate in their classes weekly may be withdrawn for non-attendance. Re-instatement is at the College’s discretion.

In online or e-learning courses, instructors define expected interaction between themselves, students, and the class learning management system. Inconsistent interaction or inconsistent use of the learning management system or course materials, regardless of cause, reduces the opportunity for learning. Online or e-learning students who do not participate in classes as defined by the course syllabi may be withdrawn for non-attendance. For further details about online attendance, refer to each class’s syllabus.

**Outside Preparation Hours and Outside Work**
Hope College of Arts & Sciences requires that students in the degree programs (ASN and BSN) complete a minimum of 7.5 outside preparation hours for each credit hour of lecture/laboratory (outside preparation hours for clinical experiences will be reviewed and evaluated on a case-by-case basis). Instructors may elect to include more outside preparation hours than the minimums listed above, and these will be reviewed for their academic quality and rigor for the particular course.

As a general rule, outside work for each course is calculated in the following manner: (a) For one (1) hour of classroom or direct faculty instruction, a minimum of two (2) hours of outside preparation; (b) For one (1) hour of laboratory work and other academic work leading to award of credit hours, a minimum of one (1) hour of outside preparation. Instructors may elect to include more outside hours than the minimums listed above and these will be reviewed for academic quality and rigor by course.

**Clinical Experience**

**Clinical Rotation Placement**
Students will register for clinical rotations associated with didactic courses through the Clinical Coordinator/the online registration system. Students with extenuating circumstances or course conflicts related to clinical or lab options should seek advice from their Academic Advisor.

**Selection of Clinical Sites, Travel Time, and Transportation**

Hope College of Arts & Sciences strives to provide nursing students with appropriate clinical experiences that will promote critical thinking and application of theory to real-life situations. In order to provide these clinical activities, the college is dependent on health care facilities that will open their doors to students; therefore, the college cannot guarantee a specific site nor specific times for a future date. It is important that each student understand the following information related to clinical site locations:

1) According to the Florida Board of Nursing (FBON), up to, but no more than, 50% of clinical experience can be accomplished through simulation, that is, on the college campus and/or through online activities (virtual simulation). This percentage is subject to change based on FBON regulations. A minimum of (no less than) 50% of clinical experience is to be completed at medical facilities or in “live” settings.

2) Hope College currently uses Wolter Klower’s vSim material for virtual (online) simulations. Obtaining and maintaining affiliations with on-site health care facilities is ongoing, with new affiliations being developed to accommodate both residential and distance learners. For this reason, it is important to understand that a clinical site may be located greater than 100 miles from the college’s main campus.

3) Both residential and distance learners will also be expected to complete skills check-offs and some clinical activities on the school campus. This may entail the student travelling more than 100 miles to reach the campus.

4) Any travel and lodging expenses related to reaching a clinical site or the main campus of the college is the sole responsibility of the student. The college will notify students within 30 days of the start of a clinical rotation where and when the experience will take place. However, this schedule may be subject to change at the facility’s discretion.

5) Although the College strives to provide clinical experiences in the same time slot as classes (e.g., PM students have clinical in the evening; AM students have clinical in the morning), there may be times in which clinical is during other time slots or days of the week, e.g. on weekends. Students will be notified of these variances as soon as the College is notified by the clinical site.

**Clinical Practice Attendance and Tardiness Policy (this includes all simulation and laboratory experiences):**

Attendance and punctuality is mandatory for all laboratory and simulation lab sessions. The second and each subsequent lab absence or arriving to sessions 10 minutes late or more will result in a 5-point deduction per occurrence from the final course grade and could result in a course failure.

Attendance (100%) is required for all clinical practice and simulation activities. In the rare
instance where illness or other catastrophic events prohibits attendance at or completion of a clinical practice or simulation, the following process must be followed:

A. On day of clinical experience: Personal contact by telephone to Faculty Instructor (No email or texting)

   AND for agency experiences

B. Personal telephone call to Clinical-Faculty Instructor/Preceptor and/or practice agency when in the Preceptorship Nursing Practicum.

**Clinical Absence**

If a clinical absence occurs, the student will be required to make up the clinical day by the end of the semester on a Nursing Program pre-scheduled make-up day (could occur during finals week). If a second clinical absence occurs, there will be no opportunity for make-up and the student will earn an unsatisfactory grade for clinical. The student may be charged a fee to cover the expense of an instructor.

For the first incidence of clinical tardiness (if report has started) the student will be sent home and this will count as a clinical absence. A written academic warning will be given to the student. The student will be required to make up the clinical time by the end of the semester on the Nursing Program pre-scheduled make-up day (could occur during finals week). The second incidence of tardiness will result in earning an unsatisfactory grade for the clinical course.

If the student has three (3) or more occurrences of absences and or tardies associated with clinical experiences throughout the program, the College may dismiss the student from the nursing program.

**No-Call/No-Show Policy**

“No Call/No Show” is defined as "no communication prior to clinical start time when the student is going to be absent or is going to be late." If the student arrives late to clinical without calling the instructor first, the student will be sent home. The student will then receive a clinical absence which will require the student to make up the clinical day by the end of the semester on a Nursing Program pre-scheduled make-up day (could occur during finals week). If a second clinical absence occurs, there will be no opportunity for make-up and the student will earn an unsatisfactory grade for clinical

Two Academic Success Plans related to No Call/No Shows during the length of the Nursing Program will result in failure and dismissal from the Nursing Program.

Failure to meet clinical practice, simulation, and/or laboratory attendance and punctuality requirements may result in an unsatisfactory grade in the course and could result in dismissal from the nursing program.
Cell Phones
Cell phones are not to be in use and should be either turned off or in silent mode during classes, simulation, laboratory, or clinical practice, unless being used for polling or other faculty-directed activities.

Confidentiality
During the nursing program, students will be taught about the Health Insurance Portability and Accountability Act of 1996 (HIPAA), and about confidentiality as it relates to the medical field. Students will be expected to comply with HIPAA regulations. Nursing students will not, under any circumstances, disclose any patient, hospital, or staff information outside of the classroom, clinical, or post-conference area. If at any time a student has a concern regarding an occurrence in the classroom or clinical setting, the student is to discuss the concern with the nursing faculty, assistant director, or dean. Failure to comply with this confidentiality policy will result in dismissal from the program and possible legal proceedings.

Satisfactory Academic Progress
The Office of Financial Aid is required by federal regulations to monitor the academic progress of financial aid applicants. Financial aid applicants must comply with the Satisfactory Academic Progress (SAP) Policy as a condition of initial and continued eligibility. Please note, that even if a student has not previously received, or is not currently receiving, financial aid, the Satisfactory Academic Progress (SAP) policies still apply. All prior academic progress will be evaluated to determine eligibility for financial aid.

SAP is measured both qualitatively and quantitatively. The qualitative measure requires maintaining a satisfactory grade point average (GPA). The quantitative measure requires successfully completing a required ratio of attempted credits and receiving a degree in a timely manner.

For the purpose of maintaining financial aid eligibility, the following defines attempted credits and successful completion of attempted credits:

Requirements for Satisfactory Academic Progress
The U.S. Department of Education requires the College to establish, define, and apply standards of satisfactory academic progress for all financial aid recipients. SAP standards apply to all students, except those enrolled in professional development courses at the College, whether they receive Federal Student Aid or not.

Maximum Time Frame
All students must complete their program of study in a period not exceeding 1.5 times (150%) the normal duration of the program as measured in credit hours attempted. For example, if a program requires successful completion of 60 credit hours, the student may not attempt more than 90 credit hours (1.5 × 60) in the completion of his or her program. In order to graduate, a student must successfully complete 100% of the required courses and attain a minimum cumulative grade point average (CGPA) of 2.0 within the maximum time frame.
Required Evaluation Schedule (Quantitative and Qualitative)
The evaluation period for determining satisfactory academic progress for all students will be at the end of each term. A quantitative and qualitative evaluation that will occur at the end of each term will be based on all credit hours attempted and earned. The qualitative evaluation is determined by a student’s CGPA. The CGPA is composed of all work attempted at the current academic level. The quantitative measurement is determined by overall completion rate percentage and maximum credits hours attempted.

If, at any time, it is determined that it is impossible for a student to complete the program in the maximum timeframe of 150%, pace of completion or CGPA, the student will be dismissed and will not be permitted to reapply in the same program.

Qualitative Measure of Progress (GPA)
Students must maintain the required GPA necessary to continue as degree/diploma candidates at Hope College of Arts & Sciences. Therefore, they must maintain an academic standing consistent with Hope College of Arts & Sciences Academic Retention Policy as outlined in the college catalog. If a student is dismissed from Hope College of Arts & Sciences, their financial aid will be suspended. SAP is reviewed at the end of each semester.

❖ Financial Aid Warning
Students failing to meet the required SAP minimums will be placed on Financial Aid Warning. While on Financial Aid Warning, students will remain eligible for Title IV Federal Financial Aid. Students will receive academic advisement to assist them in improving their academic progress. Students may only remain on Financial Aid Warning for one term. Students who achieve the required SAP minimums at the end of the term will be placed in good standing. Students who do not achieve the required SAP minimums at the end of the next term will be dismissed or otherwise must follow the appeals procedures stated within this policy to be placed on Financial Aid Probation.

❖ Financial Aid Probation
Students who are granted a satisfactory academic progress appeal will be placed on Financial Aid Probation. Students on Financial Aid Probation will receive an academic advising plan to assist them in improving their academic progress. Students who successfully appeal due to mitigating circumstances and are placed on Financial Aid Probation will remain eligible for Title IV Federal Financial Aid.

❖ Continuation as a Non-Regular Student
If a student is dismissed for not meeting satisfactory academic progress, the student may no longer continue as a regular student and is no longer eligible for Federal Student Aid. However, if approved by the Campus Compliance Director or Dean of Academics, the student may continue as a non-regular student for a period of time not greater than one semester and will not be eligible for Federal Student Aid in order to retake courses or to practice skills at which the student was previously unsuccessful. During this period (not greater than one semester) the student will be charged tuition consistent with stated tuition fees. However, in no case may the student extend beyond one-and-one-half times the normal length of the program in order to complete the program and receive a degree/diploma.

❖ Satisfactory Academic Progress Appeal Determinations
Students who are on Financial Aid Warning and will not successfully meet the standards at the end of the term can appeal to be placed on Financial Aid Probation.

The criteria on which a student may file an appeal include death of a relative, an injury, or illness of the student, or other mitigating circumstances. The student must complete an SAP Probation Appeal Form with specific information regarding why he or she failed to make satisfactory academic progress and what has changed in the student's situation that will allow the student to progress at the next evaluation. The student must include official documentation of the special circumstances with the appeal packet, such as a doctor's note, an obituary for a deceased family member, or other relevant supporting information. The appeal form and all documentation are kept on file.

The appeal will also be reviewed by the Campus Compliance Director, Director of Financial Aid and the Dean of Academics to determine if it is mathematically possible for the student to meet the necessary evaluation period benchmarks to be in good standing in the required amount of time and to complete all remaining coursework within the maximum timeframe.

Students, whose appeal is granted, will be placed on Financial Aid Probation. Students will be notified of the final appeal decision from the Dean of Academics. Students whose appeal is denied will be dismissed.

❖ Academic Plan
If the student’s appeal is granted, he or she will be placed on an academic plan. The academic plan will detail what the student must do in order to regain SAP. The plan must identify a point in time in the future when the student should regain SAP or will successfully complete the academic program. The plan can last for one or more terms. The student is in a probationary status for the first term of the academic plan and remains eligible for Federal Student Aid. The student is considered to be making SAP after the first term as long as the requirements of the plan are met. The student remains eligible for Federal Student Aid as long as the requirements of the academic plan are met.

❖ General Appeals
In accordance with Hope College of Arts & Sciences guidelines, students may appeal the following:
- Grades or other academic action taken by an instructor.
- Grades resulting from an instructor’s:
  - Alleged deviation from established and announced grading policy.
  - Alleged errors in application of grading procedures.
  - Alleged lowering of grades for non-academic reasons.

Should a student disagree with the application of these satisfactory progress standards, he or she must first discuss the problem with the Campus Compliance Director and/or Dean of Academics. If still unsatisfied, the student may then appeal in writing to the President, or his designee. The decision of the President is final and may not be further appealed.

If, at any time, it is determined that it is impossible for a student to complete the program in the maximum timeframe of 150% pace of completion or with the minimum acceptable CGPA, the student will be dismissed and will not be permitted to reapply in the same program. When applicable, students who are not making satisfactory academic progress at the end of the second academic year are dismissed and not eligible to continue into the third academic year.
General Appeals Procedure

Within 10 business days of notification of dismissal, the student may appeal the decision by submitting a written appeal to the Grievance Committee. Reference the Grievance Procedure outlined in the catalog. The appeal should explain the circumstances that the student believes would have a bearing on the reinstatement.

The Committee will review the student's appeal, the student's academic record, and the student's attendance record, and may call upon the student's instructors to determine relevant information. Based on this review, the Committee will determine if the student will be reinstated. The student will be notified in writing within five (5) business days of the Grievance Committee's final decision.

Resolution Of Student Appeals: Program Level Process

All student grade appeals or allegations of specific wrongful academic action(s) by an instructor shall first be brought to the attention of the instructor of the course no greater than 7 days after the alleged wrongful action or grade, or as soon thereafter as the student becomes aware of such action. The parties should attempt to resolve the problem promptly in as satisfactory a manner as possible. If dissatisfied with the instructor’s decision, or if the instructor is not available, the student may then continue to pursue a formal resolution with the academic dean.

The academic dean and the instructor should make every effort with the student to solve the problem at the informal level. This resolution shall take place within ten (10) school days of the complaint being brought to the academic dean. At the time the academic dean notifies the student of the decision, he/she should also inform the student of the formal procedure for appeal. The decision must be in writing.

When the instructor is not available to discuss the problem, if at all possible, the resolution should wait until such time as the instructor can return to the campus, but not longer than one semester. If the academic dean determines that an urgency exists requiring that the problem must be solved prior to the availability of the instructor (e.g. in a case of probable delayed graduation), the academic dean shall submit to the Academic Review Committee to act on behalf of the instructor.

Resolution Of Student Appeals: College Level & Final Appeal

If not satisfied with the resolution of the complaint proposed by the academic dean, the student may proceed within five (5) school days of receipt of the dean’s written decision to file a written appeal with the Academic Review Committee (ARC), which is final. The written appeal to be introduced at the college level only after informal resolution has failed must clearly specify the action that the student perceives as wrong. Please refer to the HCAS formal appeals process included in the HCAS College Catalog.
Graduation Requirements (PN, ASN and BSN)

- Students must satisfactorily complete a minimum of 122 credit hours for BSN
- Students must satisfactorily complete a minimum of 120 credit hours for RN-BSN
- Students must satisfactorily complete a minimum of 77 credit hours for ASN
- Students must satisfactorily complete a minimum of 1350 clock hours for PN
- Successful completion of the required clinical hours with a passing grade
- Successful completion of the Capstone course
- Successfully pass the EXIT exam with a minimum required score
- All course requirements must be completed with a minimum grade of “C” (77%), including passing HESI End-of Course Exams for Fundamentals of Nursing, Math & Pharmacology, Health Assessment, Medical Surgical Nursing, Maternity, Pediatrics and Mental Health with a minimum score of 850
- Complete Board of Nursing and Pearson Vue application after achieving passing score on Exit Exam

Exit Testing Requirement
There is an exit test requirement at the end of each of the pre-licensure nursing programs (PN, ASN, BSN), consisting of a computerized standardized comprehensive nursing exam for RN or PN. This test evaluates students' application of nursing concepts at the conclusion of a program when preparing to take the NCLEX. The college reserves the right to use various testing products, including, but not limited to HESI, ATI, NLN, and college-synthesized. The exam should be scheduled at the end of the nursing program, within 30 days after completing the Capstone course. After completing the exam, each student will receive a coaching report via email from the selected testing company showing an overview of the exam result with the raw test score, conversion score, and comparison scores. Additionally, an individualized remediation and study plan will be provided to help the student prepare for the NCLEX or for a retake of the Exit Exam.

Outlier Graduates who have not sat for the Exit Exam within the 30 days after completing the Capstone course must meet with the Dean of Nursing to determine a plan of action, which may include completing/re-taking the Capstone course, and achieve the “Green Light” before sitting for the Exit Exam

Exit Testing Failure Remediation
A student that fails the exit exam on the first attempt can retake the exam within 15 to 30 days; the student will be charged $100 dollars to retake the exit exam. A student that fails the exam a second time must take a remedial course from NCSBN prior to sitting for the Exit Exam a third time. The student will be charged $100 dollars to retake the exam. A student that fails the exam a third time will be required to return to HCAS for remediation for the following mandatory courses: medical surgical, maternity, pediatrics, pharmacology, mental health. HCAS will charge $355 per class
plus books, supplies and resources. A student that fails the exam the fourth and final attempt will be dismissed from the program.

**Progression Requirements**

Progression through the nursing programs requires:

- Minimum grade of “C” (77%) in all courses
- Fulfillment of all course prerequisites and co-requisites
- Satisfactory level of mental and physical health including current immunizations
- Hepatitis B vaccinations, yearly TB skin testing or survey with chest x-ray every 5 years (if history of a positive skin test), and ability to meet Medical Requirements set forth by Admissions
- Current CPR certification for healthcare providers (must be American Heart Association approved)
- Minimum score of 90% on a dosage calculation examination in each nursing class prior to completion of clinical rotations
- Satisfactory 10-panel urine drug screen and level-two criminal background check prior to starting clinical rotations; may need to be renewed on an annual basis
- Students who do not meet progression requirements must withdraw from the college program and apply for readmission. See Student Handbook for readmission requirements.

**NURSING PINNING CEREMONY**

All students are invited to attend an HCAS Nursing Pinning Ceremony. Graduating students will be eligible to participate in pinning ceremonies when all Nursing Program requirements for graduation have been met. Attendance and participation in the pinning ceremony does not assume graduation requirements for the College are satisfied. Number of guests per students is at the discretion of the College and based on the number of graduates and facility availability.

**Student Grievance Procedure**

Hope College of Arts & Sciences has several avenues of communication for students to express their concerns, problems, or questions. They include the faculty members who are teaching the courses, the program administrators, and the administrators of the school. When a grievance has occurred, the proper procedure is as follows:

1. Consult the faculty member involved in the grievance directly within three (3) days of the occurrence. This faculty member will discuss the situation with the compliance director. If the grievance resolution is in need of an informal conference to determine a viable decision, the student and others involved in the grievance will be contacted via email or by phone within three (3) school days. When the grievance resolution is determined by the Compliance Director, all parties in the grievance are recommended to approve the decision.
2. If the student is not satisfied with the results of the initial informal conference, then
the compliance director should be contacted within three (3) school days after the previous conference. The Compliance Director will contact the administrators and advisory committee to examine the grievance and the initial results to approve the appeal for a final outcome. The administrative and advisory committee along with the compliance director, student and others involved in the grievance will attend this final meeting. The Dean of Academics may be present depending on the urgency of the grievance.

3. Students who are not ultimately satisfied with the outcome of their grievance have the right to appeal to the Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400; toll free 888-224-6684 or 850-245-3200. Request for this appeal must be done within a week’s time after the final outcome of the grievance was made.

**Concern**: A concern is something that relates to, is of importance or interest to or affects a student. If you have a concern, it is an informal method of communicating something to the school. If you have a concern, you simply want someone to know about it, but do not necessarily want someone to follow up with you. A meeting may not be scheduled, although the college may choose to follow up with the student.

**Complaint**: A complaint is initially an oral claim by a student alleging improper, unfair, arbitrary or discriminatory treatment. The College may ask the student to submit the complaint and its details in writing for purposes of follow-up and required College record keeping. In the case of a complaint, the student would like the appropriate person to follow up with those involved. This includes contacting the student and conducting a Fact Finding Inquiry to determine the full intent of the complaint.

**Grievance**: A grievance is a written claim raised by a student, alleging improper, unfair, arbitrary, or discriminatory action by an employee/college action involving the application of a specific provision of a College rule/regulation or a board policy or procedure. The grievance procedure is available to any student who believes a decision or action by the College had adversely affected their status, rights, or privileges as a student. The purpose of the grievance procedure is to provide a prompt and impartial process for resolving student grievances.

A grievance is any situation arising from a college action, which a student deems to cause them academic, financial, or emotional distress. In pursuit of its policy of openness, accountability, and responsiveness to students, the College has established a grievance procedure policy. The Campus Director shall maintain a file on each grievance reported, including ensuring that the proper procedure is followed. The outcome then shall be filed in the complaint log with a resolution to the complaint.

If a student has a grievance, a **written** complaint must be submitted to the College, either on the institution's petition form or in letter format. The written grievance must clearly state the student's name, the nature of the complaint, the name(s) of all parties directly involved in the complaint, and any appropriate documentary evidence.

**Steps toward Resolution**
Based upon the information presented in the grievance, steps toward resolution shall begin with informal discussions headed by the Campus Director. Resolution shall be attempted first at the level of the complaint (instructor, staff member and/or student). If a satisfactory solution cannot
be reached within a reasonable period, the grievance shall be scheduled for presentation to the Student Grievance Committee for hearing and appropriate action. Informal discussion between persons directly involved in a grievance is essential in the early stages of dispute and reconciliation, and mutual resolution shall be encouraged at all stages of the procedure.

**Procedures for Official Hearings**

If informal recourse fails to resolve the grievance within a reasonable time after filing, the Campus Director will schedule a Student Grievance Committee meeting. The voting members of this committee shall be comprised of the Campus Director, Program Director, Student Services, Faculty Member, and Student Representative. Further, a non-voting member will serve as a moderator.

A copy of the grievance shall be given in writing to the person(s) against whom the complaint is brought. The committee shall review and consider documentary records, which relate to the case, including the grievance and its supporting documentation, and any documentary evidence or statement by the person(s) against whom the complaint was filed. Committee members shall arrive at a judgment in consultation among themselves in which the majority vote determines the outcome. Qualified members may also make recommendations related to disciplinary actions and/or modifications in policy to the appropriate administrative officials.

**Recourse after Hearing**

If students have exhausted these procedures and the problem has not been resolved, they have the right to contact the Commission for Independent Education and/or the Florida Board of Nursing.

1. Contact Commission for Independent Education or the Florida Board of Nursing offices by mail. A written follow-up letter must accompany complaints received by phone.

2. Include the following required information in the letter of complaint:
   a. The nature of the problem.
   b. The approximate date(s) that the problem(s) occurred.
   c. The name(s) of the individual(s) involved in the problem(s) (within the college or other students who were involved),
   d. Copies of important information regarding the problem(s) (facts, not rumors, examples of attempts toward solution),
   e. Evidence demonstrating that the institution's complaint procedure was followed prior to contacting the State. The complainant must sign the complaint.

3. Send the complaint to the Commission for Independent Education, 325 West Gaines St., Suite 1414, Tallahassee, FL 32399-0400; 888-224-668; and/or the Florida Board of Nursing, 4052 Bald Cypress Way, Tallahassee, FL 32399, 850-245-4444.

Hope College of Arts & Sciences understands the importance of providing students educational opportunities in multiple modes of delivery. HCAS’s goal in distance-web-enhanced education platform (video-conferencing) is to provide the same quality education the institution provides during traditional delivery courses and to advance the movement of technology and its diverse applications into our global classrooms in the 21st century. The combination of the distance learning/the web-enhanced platform environment offers instruction and supplemental lessons and exercises to this type of classroom environment. Hence, utilizing a technology-Web
enhanced platform allows students access to their classes from multiple remote locations.

**General Education Courses**
HCAS offers General Education courses online and onsite to provide students with an alternative and convenient mode to complete these courses. General Education courses may be completed 100% onsite, 100% online via Moodle and Adobe Connect, or partially onsite and partially online (hybrid format), at the discretion of the College. Course objectives, content, and assessment are typically the same, regardless of the mode of delivery. No additional fees are required. The list of courses that follow this format can be found in our catalog on page 48 under course description.

**Additional Online Course Offerings**
Hope College of Arts & Sciences is committed to educating students in the field of nursing who will enhance the nursing profession. The college is currently offering courses online for the ASN and BSN programs. As the college gains more experience with offering entire curriculums online, it is expected to expand the online offerings.

**Resources for Distance Education Students**
In addition to having access to all campus administrative resources (including the library's full text online databases Library Internet Resource Network), distance learning students have 24-hour Help Desk assistance to resolve any connection or technological issues. At HCAS, the nursing courses for distance learning students is via Skype Business (to access synchronous learning classes) and Evolve Elsevier as the web-learning management system. Prior to taking their first course, students must complete the four day orientation workshop that measures their motivation, discusses the time needed for online learning, introduces them to MOODLE, Evolve Elsevier, Orbund and discusses effective strategies for success online, and describes the hardware and software students are required to have at home.

Moodle is the learning management system (LMS) used for the general education classes; Evolve Elsevier is the primary LMS used for the nursing courses. These LMS systems enable educators to manage course materials and to communicate with students. With EVOLVE and MOODLE students can take surveys, quizzes, and tests; send and receive course mail; post messages to thread discussions and chat rooms; and upload assignments using online drop boxes. They can check their progress and grades at any time during a course and can create groups and teams for project or committee work.

**Grade Posting**
Final course grades are posted by the registrar on each student’s Orbund account. Students enrolled in an online course through Moodle or using Evolve Elsevier course tools may view their ongoing grades for the class throughout course enrollment. The grades on Evolve and Moodle are not considered official and final. Grades submitted by the instructor for the registrar to transfer to
the transcript are the official and final grades. Students’ grades are not available to be viewed by anyone but the student, the instructor, the registrar and nursing administration.

Curriculum and Instructional Delivery
HCAS utilizes Moodle, a Web-Learning or Web-enhanced Learning Management System (LMS) as an immersive geographically limitless live classroom to provide on-demand learning content to the students. The integration of Moodle in conjunction with the Evolve Elsevier LMS platform will provide instructions to enhance learning and measure students’ participation with engagement monitoring. Additionally, these platforms will streamline live session management with intuitive backstage tools, with extensive interactive options to measure students’ participation in the classroom, most importantly improving students learning outcomes, specifically, facilitating the completion of their program successfully and passing the NCLEX the first time.

Skype for Business is used to provide distance learners with a platform for synchronous learning. Students sign into the assigned classroom and participate in class discussions. PowerPoint slides and videos being shown to residential (on-campus) learners are visible for distance learners. Tests can also be proctored through Skype for Business.

Resources and Equipment
Hardware/Software Requirements for Online Platforms

<table>
<thead>
<tr>
<th>HARDWARE</th>
<th>SOFTWARE</th>
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</thead>
<tbody>
<tr>
<td><em><em>SKYPE FOR BUSINESS</em> SYSTEM REQUIREMENTS</em>*</td>
<td><strong>PC Users</strong></td>
</tr>
<tr>
<td><em>SKYPE FOR BUSINESS</em> SYSTEM REQUIREMENTS</td>
<td></td>
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<tr>
<td><strong>Windows Desktop</strong></td>
<td></td>
</tr>
<tr>
<td>• <strong>Versions:</strong> Windows 10, Windows 8.1, Windows 8, Windows 7 (32-bit and 64 bit versions supported)<strong>, Windows Vista, Windows XP SP3 (32-bit and 64 bit versions supported)</strong></td>
<td>• Web Browser Mozilla Firefox 3 or Google Chrome</td>
</tr>
<tr>
<td>• <strong>Processor:</strong> At least 1 GHz</td>
<td>• Microsoft Internet Explorer 8 or later</td>
</tr>
<tr>
<td>• <strong>RAM:</strong> At least 512 MB</td>
<td>• Adobe Flash Player 9 or later</td>
</tr>
<tr>
<td>*Skype for business should be upgraded to newest version, especially if currently using version 7.16 or lower</td>
<td>• Microsoft Office or Open Office</td>
</tr>
<tr>
<td><strong>If using Windows 7 (SP1), upgrade to Internet Explorer v11.</strong></td>
<td><strong>Mac Users</strong></td>
</tr>
<tr>
<td>*<em>If using Windows XP <em>SP3, use Internet Explorer 8 or above.</em></em></td>
<td>• Safari 7-8</td>
</tr>
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<table>
<thead>
<tr>
<th>Skype for Mac*</th>
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</thead>
<tbody>
<tr>
<td>• <strong>Versions:</strong> Mac OS X 10.10 or higher, Mac OS X 10.6 Snow Leopard</td>
<td></td>
</tr>
<tr>
<td>• <strong>Processor:</strong> At least 1 GHz Intel processor (Core 2 Duo)</td>
<td></td>
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<tr>
<td>• <strong>RAM:</strong> At least 1 GB</td>
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</tr>
<tr>
<td>• <strong>Additional Software:</strong> the latest version of QuickTime</td>
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</tbody>
</table>
Other Requirements:
- Video resolution (1024x728)
- Fixed or wireless Internet Access (1MB)
- Microphone and Audio Headphones

EVOLVE-ELSEVIER SYSTEM REQUIREMENTS
Minimum Requirements
INTEL CPU: Core 2 Duo E6600
AMD CPU: Athlon 64 X2 6400
SYSTEM RAM: 4 GB
NVIDIA VIDEO CARD: GeForce GTX 560
ATI VIDEO CARD: Radeon HD 5770
VIDEO MEMORY: 2GB
HARD DRIVE: 50 GB
OS: Windows 7 64-bit

Recommended Requirements
INTEL CPU: Core 2 Duo E6600
AMD CPU: Athlon 64 X2 6400
SYSTEM RAM: 4 GB
NVIDIA VIDEO CARD: GeForce GTX 560
ATI VIDEO CARD: Radeon HD 5770
VIDEO MEMORY: 2GB
HARD DRIVE: 50 GB
OS: Windows 7 64-bit

Minimum System Requirements to use Moodle Platform:
The system requirements for the Moodle user are modest, a reliable Internet connection and a modern web browser. It is recommended to have a 200+Mhz processor on the computer running Windows or MacOS.

Recommended minimum browser: Google Chrome 11, Firefox 4, Safari 5, Internet Explorer 6.0
Your browser should also have both cookies and javascript enabled. These are typically enabled by default, but if you think these settings might need enabling, check the documentation for your particular browser for how to do these. You should also enable pop-ups for your Moodle site. Consult “Help” for your particular browser on how to enable pop-ups.

What else will I need?
- Some courses may have documents in Adobe Acrobat format (.pdf) so you will need a PDF reader. You can download Adobe Reader for free.
• Some courses may have multimedia animations created using Adobe Flash that require you to have the **Flash Plugin installed** on your computer (You probably have it already if you have a modern machine).

• Install JavaScript. Java is a technology used to create interactive or animated web content, such as games or advanced financial applications. Java programs are downloaded automatically to your computer when you use them and don't usually require special installation. To run Java programs in Internet Explorer, however, you must install special Java software. When you install Java, it is enabled by default and configured with safety settings at their highest.

  To install Java, follow these steps:
  
  **Click to open Internet Explorer.** Go to the [Java.com](https://java.com) website. Click the Free Java Download button. This should take you to the Java installation screen.
  
  If you are prompted for an administrator password or confirmation, type the password or provide confirmation.
  
  If a yellow Information bar appears (warning you that the website requires an ActiveX control or add-on from Sun Microsystems), click the yellow bar and then click Install ActiveX Control or Install Add-on. When a Security Warning dialog box appears, click Install.
  
  In the Welcome dialog box, click the View License Agreement button to read about the agreement, and then click Accept if you want to install Java. (Note that you can also change where Java is installed from the default location of C:\Program Files\Java by selecting the Change destination folder check box and by following the instructions.)
  
  When you see the successful completion dialog box, click Finish. Java does not require any additional settings or restarts.

• Update your Internet Browser Settings. Please refer to your browser's Help features to check these settings.
  
  Pop-Up Blocker should be disabled
  
  Java Script should be enabled
  
  Java should be enabled
  
  Cookies should be enabled

• Specific curricula for college courses may require additional software purchases. Any additional software requirements will be provided in the syllabi for your courses.

• A valid email address, which is checked frequently, is required for participation in components of your coursework. All students are provided with a HCAS email address which is our required option. This will help avoid issues with spam blockers and other problems that may prevent you from receiving email from your professors. It will also enable you to participate in special student offers that are available only to students with a ".edu" email address. If you change your email address, you must supply the correct address to HCAS Student Services. You can access your college student email account by logging in on the college’s website [www.hcas.edu](http://www.hcas.edu)
Hope College of Arts & Sciences uses leading trends in technology to give students a good online learning experience. Adequate technology and internet access is required to use the online platform at HCAS. Computer specifications are evaluated and updated annually to accommodate changes in technology. While every effort is made to ensure that these specifications satisfy all curricular needs for students completing courses, HCAS reserves the right to require upgrades in the event of technology changes. Students will be given notice before such changes are implemented.

While tablets, smartphones and other mobile devices may permit for some completion of coursework, they are not guaranteed to work in all areas. Please ensure you have a Windows or Mac-based computer available to complete coursework in the event your selected mobile device does not meet the needs of the course. Students who need assistive technologies will have different computer and technology requirements. Please check with your Student Services counselor to determine the requirements for the specific technologies needed to support your online classes. For questions regarding these requirements, please phone the Help Desk at 855-508-3659.

### Programs of Study

<table>
<thead>
<tr>
<th>Program</th>
<th>Certificate Awarded</th>
<th>Title</th>
<th>Total Hours/ Credit Needed for Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Nursing</td>
<td>Diploma</td>
<td>Practical Nursing Diploma</td>
<td>1350 Clock Hours</td>
</tr>
<tr>
<td>Associate of Science in Nursing Option 1</td>
<td>Associate Degree</td>
<td>Associate of Science in Nursing Degree</td>
<td>77 Credits</td>
</tr>
<tr>
<td>Associate of Science in Nursing (FOR LICENSED PRACTICAL NURSES) Option 2</td>
<td>Associate Degree</td>
<td>Associate of Science in Nursing Degree</td>
<td>77 Credits</td>
</tr>
<tr>
<td>Bachelors of Science in Nursing Option 1</td>
<td>Bachelor Degree</td>
<td>Bachelor of Science in Nursing Degree</td>
<td>122 Credits</td>
</tr>
<tr>
<td>Bachelors of Science in Nursing (ASN to BSN, FOR REGISTERED NURSES) Option 2</td>
<td>Bachelor Degree</td>
<td>Bachelor of Science in Nursing Degree</td>
<td>120 Credits</td>
</tr>
</tbody>
</table>

### Course Delivery Mode

<table>
<thead>
<tr>
<th>General Education and Required Courses</th>
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<tbody>
<tr>
<td>Course Number</td>
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<tr>
<td></td>
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<tr>
<td>Course Code</td>
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<tr>
<td>-------------</td>
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<tr>
<td>HCAS-SLS 1001</td>
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<tr>
<td>HCAS-CIS 1000</td>
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<tr>
<td>HCAS-ENC 1100</td>
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<td>HCAS-ENC 1102</td>
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<td>HCAS-PHI 1104</td>
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<tr>
<td>HCAS-PSY 1106</td>
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<tr>
<td>HCAS-SOC 1108</td>
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<tr>
<td>HCAS-BSC 1110</td>
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<td>HCAS-BSC 1110L</td>
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<td>HCAS-BSC 1116L</td>
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<td>HCAS-MAT 1118</td>
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<td>HCAS-MGF 2100</td>
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**Core Nursing Courses**

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**Associate of Science in Nursing**

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**Bachelor of Science in Nursing**

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*Corequisites Courses- Lab and clinical classes should be taken concurrently with lecture courses. Blended/Traditional: Classes will be held on campus and/or via distance learning.

**COLLEGE PREPARATION COURSES**

**Required Courses**
Students at Hope College of Arts & Sciences are required to possess an understanding of basic computer technology, as well as statistical methods and their applications. Required courses are designed to help students meet the competence requirement necessary to achieve academic success towards their educational goals in life by making personal connections, fostering lifelong learning, and participating in a diverse community to computers.

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<td>HCAS-CIS 1000</td>
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**Required Course Descriptions**

**HCAS-SLS 1001: Introduction to College Learning**
1.0 Credit Hours
Introduction to College Learning is a course designed to help students make a successful transition into college life. This course will cover topics which will be helpful to students in learning how to balance their personal and academic lives. The goal of this course is to improve students’ performances geared towards a more enriched and productive college experience. Ultimately, the purpose of this course is to provide an opportunity for students to establish scholarly connections and offer support in reaching their educational goals, while fostering lifelong, favorable learning possibilities in a multicultural setting.

**HCAS-CIS 1000 Computer Basics**
1.0 Credit Hours
This course is an introduction to computer basics and is designed to disseminate information regarding computers and their applications. It will also highlight the use of computers and technology throughout college and future careers of student. Students will learn fundamental concepts of computer hardware and software and become familiar with a variety of computer applications, including word processing, spreadsheets, databases, and multimedia presentations. Students will also investigate Internet-based applications, working with email and learning how to browse the web. Coursework also includes activities that explore social and ethical issues related

**HCAS-STA 3108: Statistical Methods and Application**
3.0 Credits Hours
This course introduces biostatistical methodology and applications that can be used to draw practical conclusions regarding empirical data pertaining to nursing and patient care. Concepts, techniques, and methods used in the description and analysis of data and statistical inference are presented. Statistical topics studied include frequency distributions, measures of central tendency (descriptive statistics), statistical graphs and charts, binomial and normal distributions, probability, confidence intervals, ANOVA, hypothesis testing and correlation.
General Education Courses

General education courses serve as the foundation for and an integral part of the student’s eventual concentration in his/her program of study. In approaching the general education requirements, we encourage students to keep in mind that these courses cultivate intellectual skills of perception, analysis, interpretation, and expression, which sustain a life of interest, resourcefulness, and openness to the needs of both individuals and communities.

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<td>HCAS-MGF 2100</td>
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General Education Course Descriptions

HCAS-ENC 1100: English Composition I
3.0 Credit Hours
Introduction to the critical thinking and reading skills needed to succeed in writing at the college level are the primary focus of this course. Additional emphasis is on writing as a process and correct usage of English grammar. Critical thinking and reading are stressed through close readings of texts, with discussions to illuminate understanding of the content. College-level writing is introduced in a graduated approach. Assignments focus on the mechanical issues of writing, such as: prewriting, rewriting, editing, proofreading, and journaling. Original compositions that follow the formal structure of essay writing will be produced. An in-depth introduction to the elements of traditional American Standard English will be emphasized in this course, which will culminate in the production of the research paper. The formal research paper is required, and the format will follow the APA 6th edition of style.

HCAS-ENC 1102: English Composition II
3.0 Credit Hours
A composition course stressing structural, analytical writing, including narration and argumentation. Selected readings in prose, drama, and poetry supplement the course and provide topics for discussion and written assignments. Students use a variety of research and investigative techniques to produce a documented paper. Logic will be emphasized (induction, deduction, syllogisms, fallacies); argument (confirmation and refutation); and crediting sources (informal and APA style). Students will also create PowerPoint presentations during the course.

HCAS-PHI 1104: Ethics
3.0 Credit Hours
This course develops skills in critical thinking by examining various topics in ethics. Students will study methods of effective reasoning, develop techniques for writing argumentative essays, critically examine the nature of morality, and reflect upon their values and ethical standards. Students will also critically examine several contemporary ethical issues such as cultural relativism, affirmative action, euthanasia, workplace ethics, and current topics of interest.

HCAS-PSY 1106: Psychology
3.0 Credit hours
This course addresses the basic principles of psychology and the scientific study of mental processes and behavior. Among the topics surveyed are research methodology, biological bases of behavior, sensation and perception, learning, consciousness, memory, thought, and language. Throughout the course there is an emphasis on developing an understanding of psychology as the science of human thought and behavior and to critically evaluate “common sense” knowledge about how people function.

HCAS-SOC 1108: Sociology
3.0 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, healthcare, government, economy, and environment. The family as a social structure is also examined.

HCAS-BSC 1110: Anatomy and Physiology I
3.0 Credit Hours
This class focuses on the structure and function of the human body and mechanisms for maintaining homeostasis within it. Topics include the study of cells, tissues, and the integumentary, skeletal, muscular and nervous systems. Emphasis is placed on the integration of systems as they relate to normal health.

**HCAS-BSC 1110L: Anatomy and Physiology I Lab**
**1.0 Credit Hours**
Laboratory exercises provide first-hand experience with the structures and processes. Emphasis will be on location, recognition, and description of anatomical structure and relation to function. Content includes human body orientation and language of anatomy, histology, and regulation of various organ systems. Evaluation based on attendance, one lab practicum, and lab writing assignments.

**HCAS-BSC 1112: Anatomy and Physiology II**
**3.0 Credit Hours**
This class is a continuation of Anatomy and Physiology I. This class will continue to focus on the structure and function of the human body and mechanisms for maintaining homeostasis within it. Topics include the study of cells, tissues, and the integumentary skeletal, muscular and nervous systems. Emphasis is placed on the integration of systems as they relate to normal health.

**HCAS-BSC 1112L: Anatomy and Physiology II Lab**
**1.0 Credit Hours**
This class is a continuation of the Anatomy and Physiology I Lab class. Laboratory exercises provide first-hand experience with the structures and processes. Emphasis will be on location, recognition, and description of anatomical structure and relation to function. Content includes human body orientation and language of anatomy, histology, and regulation of various organ systems. Evaluation based on attendance, one lab practicum and lab writing assignments.

**HCAS-BSC 1116: Microbiology**
**2.0 Credit Hours**
The microbiology course is designed to convey general concepts, methods, and applications of microbiology. Topics include immunology, bacteriology, virology, and mycology; the morphology, biochemistry, and physiology of microorganisms including bacteria, viruses, and fungi; the diseases caused by these microorganisms and their treatments, and the immunologic, pathologic, and epidemiological factors associated with diseases.

**HCAS-BSC 1116L: Microbiology Lab**
**1.0 Credit Hours**
Laboratory exercises designed to familiarize students with basic skills required for working with bacteria in the lab. Topics will include aseptic technique, microscopy, differential media, and identification of unknown bacteria by both phenotype and genotype. Students will isolate their own *E. coli* and then test them for antibiotic resistance. They will also isolate, identify, and characterize a bacterial species isolated from their choice of natural resources.

**HCAS-MAT 1118: College Algebra**
**3.0 Credit Hours**
A College Algebra course covering topics such as solving, graphing, and applying linear and quadratic equations and inequalities; exponential and logarithmic properties; linear, quadratic,
rational, absolute value and square root functions; function operations, compositions and inverses; and system of equations and inequalities; all topics will have applications throughout the course.

**HCAS-MGF 2100: Finite Mathematics**  
4.0 Credit Hours  
This is an introductory level course covering mathematical ideas needed by students of business management, social science, or biology. The topics include sets and counting, functions, introduction to probability and statistics, interest and annuities, matrix theory, linear systems, and linear programming.

**HCAS-COM 2200: Transcultural Communication**  
4.0 Credit Hours  
This course examines the varied challenges posed by globalization on citizenship, diasporas, ethnic and cultural minorities, human rights and cultural property, the structuring and stratification of information flows and social policy. This course also includes topics such as cross cultural and non-verbal communication.

**HCAS-PSY 3102: Human Growth and Development**  
4.0 Credit hours  
This course examines the relationship of the physical, emotional, social, and mental factors of growth and development throughout life.

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**Practical Nursing Diploma**

Hope College of Arts & Sciences’ Practical Nursing (PN) program prepares students to pass the National Licensing Exams for Practical Nurses (NCLEX-PN©), and to be well-prepared to serve patients entrusted in their care. The knowledge and skills taught are consistent with the role and scope of PN practice as defined by the Florida Board of Nursing and are to be performed under the direction and guidance of a registered nurse, a licensed physician, a licensed osteopathic physician, a licensed podiatrist, or a licensed dentist. This program is offered utilizing an integrated curriculum designed to enhance students’ understanding and practical application of knowledge from the less complex and building to more complex concepts. It includes education in the areas of medical-surgical nursing, obstetrics, pediatrics, mental health, families and community, and geriatric nursing.

**Objectives for Practical Nursing Diploma**

- Students will be educated and trained to function in a variety of settings;
- Clinical settings will include acute, long term, and care in the home;
- Topics of study for the role and function of the practical nurse will include:
  - foundations and fundamentals of nursing care
  - infection control
  - body structure and function
  - human growth and development
  - individual and family care in a variety of environments
  - mental health concepts
  - nutrition
  - pharmacology and medication administration
• ethical and legal aspects of practice
• interpersonal relationships
• critical thinking skills
• current issues
• organizational and employability skills.

• Critical thinking skills will be utilized throughout the course work via the SCAN model (Stop [and think things through] Clarify [the key issues] Ask [yourself what’s most important] Now [what’s your next step]) will be emphasized.

• Students will take responsibility for their learning, in collaboration with their instructors, throughout the program.

• Students will utilize the college resources and remediation opportunities available in order to meet their educational goals and claim success. The state of Florida approved curriculum framework and performance standards for practical nurses are applied throughout.

PN Graduate Program Outcomes

At the completion of the PN program, the graduate will:

• Use the nursing process and critical thinking to meet multiple health needs for clients across the lifespan in a variety of healthcare settings.
• Integrate theories, evidence based practice and clinical judgment when providing care for groups of clients with multiple physiological and/or psychosocial needs in a caring and compassionate manner.
• Communicate therapeutically with individuals, groups and their families and significant others.
• Communicate relevant data, verbally, in writing and through information technology to effectively collaborate with the health care team.
• Integrate holistic health teaching into the care of the individual and groups.
• Integrate ethical values and legal principles into the delivery of nursing care.
• Assume the role of the practical nurse as care provider & advocate.
• Assume accountability and responsibility for his/her own actions and education as a contributing and competent member of the health care team, the nursing profession and society.

Program Outcomes

The Practical Nursing Program will obtain an NCLEX passage rate of 10% below or above the national average. The PN program will obtain an overall 70% or better of the Program Completion, Job Placement, Graduate Satisfaction, and Employer Satisfaction.

<table>
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PRACTICAL NURSING DIPLOMA PROGRAM
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<td>HCAS-NUR 1006</td>
<td>Pharmacology and Medication Administration</td>
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<td>Medical-Surgical Nursing Concepts Clinical/Simulation</td>
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<td>Current Issues, Health Care Concepts, Computer, and Employability</td>
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<td>HCAS-NUR 1230</td>
<td>Directed Practical Nursing/Integration</td>
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**TOTAL CLOCK HOURS** 1350

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**Practical Nursing Course Descriptions**

**HCAS-NUR 1000: Introduction to Healthcare**  
Clock Hours: 80  
Prerequisite(s): None; Co-requisite(s): HCAS-NUR 1000L  
This course is an introduction to healthcare and the healthcare environment. It includes vocational roles and functions, healthcare systems and networks, and the beginning student’s adaptation to this environment. Students are introduced to concepts and procedures necessary to begin to care for patients, to include subjects such as, safety, promotion of wellness and health, prevention of
diseases and illnesses, infection control and precautions, interpersonal skills, employability skills, computer literacy, legal ethical accountability and responsibility, and applying basic math and science. In providing care to patients with infectious diseases, the fundamentals of microbiology, medical terminology, infectious diseases, and biohazard control will be discussed. Utilizing nursing principles, the course demonstrates how healthcare workers must protect others and self from infection. Areas of focus include patient isolation and obtaining lab specimens from infected patients/clients.

**HCAS-NUR 1000L: Introduction to Healthcare Lab**  
*Clock Hours: 20*  
**Prerequisite(s): None; Co-requisite(s): HCAS-NUR 1000**  
This course introduces a grouping of fundamental principles, practices, and issues common in the health care profession in a laboratory format. In addition to the essential skills, students explore various delivery systems and related issues. Topics include basic life support/CPR, basic emergency care/first aid and triage, vital signs, infection control/blood and air-borne pathogens.

**HCAS-NUR 1002: Body Structure and Function**  
*Clock Hours: 95*  
**Prerequisite(s): None; Co-requisite(s): HCAS-NUR 1002L**  
This course will provide students with knowledge of the total human body structure, systems, functions, growth and development spanning the life stages. It includes laboratory hours to assist students to assimilate and synthesize knowledge and understand relationships of systems and functions. This is an important foundational course, which provides students a foundation upon which to understand the effect illness, disease, and dysfunction have on the human body and the resultant inter-relatedness of each part and system.

**HCAS-NUR 1002L: Body Structure and Function Lab**  
*Clock Hours: 10*  
**Prerequisite(s): None; Co-requisite(s): HCAS-NUR 1002**  
Introduction to human anatomy and physiology as it relates to the body in health and disease in a laboratory format. The relationship between the structure and function in each body system is emphasized. Students explore the interrelationships among all body systems for the maintenance of homeostasis.

**HCAS-NUR 1004: Fundamentals of Nursing Practice**  
*Clock Hours: 43.5*  
**Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L; Co-requisite(s): HCAS-NUR 1004L, HCAS-NUR 1004C**  
This course will explain the process and the delivery of nursing care. It will introduce to the students the nursing care practices, procedures, clinical settings, and basic care of patients to promote a basic understanding of nursing principles. It provides students with the basic fundamentals needed to provide care to patients through classes, lab practices, and clinical experiences. Basic concepts of personal health and wellness will be discussed along with identifying obstacles to attain optimal health. It includes physical comfort and safety, personal patient care, basic nursing procedures and skills, infection control practices, documentation and communication to provide the student with the ability to establish rapport with patients/families and members of the health team that is essential in providing nursing care and legal and ethical responsibilities. A background of nursing theory and the practical nurse’s role and function is taught. The practical nursing student will demonstrate competencies in performing the
fundamentals of nursing practice. The role and function of the practical nurse as described in the Practice Act of the Rules of the Florida State Board of Nursing is taught. The role of the practical nurse in relation to the registered nurse is explained.

**HCAS-NUR 1004L: Fundamentals of Nursing Practice Lab**
Clock Hours: 20
Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L; Co-requisite(s): HCAS-NUR 1004, HCAS-NUR 1004C
The course offers an orientation to the practical nursing program including objectives and requirements, responsibilities of the student nurse, communication skills, basic nursing knowledge, legal and ethical aspects for nursing and skills common to all areas of nursing practice in a laboratory.

**HCAS-NUR 1004C: Fundamentals of Nursing Practice Clinical**
Clock Hours: 100
Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L; Co-requisite(s): HCAS-NUR 1004, HCAS-NUR 1004L
The course offers an orientation to the practical nursing program including objectives and requirements, responsibilities of the student nurse, communication skills, basic nursing knowledge, legal and ethical aspects for nursing and skills common to all areas of nursing practice in a clinical setting.

**HCAS-NUR 1006: Pharmacology and Medication Administration**
Clock Hours: 50
Prerequisite(s): None; Co-requisite(s): HCAS-NUR 1006L
This course is geared at teaching the administration of medications. Students are instructed on the importance of the medications’ effects, both adverse effects and side effects. It stresses the students’ need to be accurate and precise in procedures, observations, and documentation. Various medication distribution systems and record-keeping systems are taught. Students are taught how to use resources for vital information about medication administration, their uses, side effects, adverse effects, availability, dosages, interactions, and desired responses. The seven rights of medication administration are also emphasized.

**HCAS-NUR 1006L: Pharmacology and Medication Administration Lab**
Clock Hours: 10
Prerequisite(s): None; Co-requisite(s): HCAS-NUR 1006
This laboratory course is geared at teaching concepts and application of pharmacological principles. Focuses on drug classifications, principles and procedures of medication administration, mathematical systems and conversions, calculation of drug problems, and medico-legal responsibilities of the medical assistant.

**HCAS-NUR 1008: Nutrition**
Clock Hours: 6
Prerequisite(s): None; Co-requisite(s): HCAS-NUR 1008L
This course introduces current nutritional concepts, application to health promotion and disease prevention. Therapeutic diets, resources, cultural diversity, and key elements to consider for food serving preparation and storage are taught. The importance of nutrition to the human body and its functions throughout the life cycle is taught.
HCAS-NUR 1008L: Nutrition Lab
Clock Hours: 1.5
Prerequisite(s): None; Co-requisite(s): HCAS-NUR 1008
The basic principles of human nutrition are investigated, emphasizing the nutrients, food sources, and their utilization in the body for growth and health throughout life. This lab also assesses contemporary nutrition issues.

HCAS-NUR 1010: Medical-Surgical Nursing Concepts
Clock Hours: 85
Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L, HCAS-NUR 1004, HCAS-NUR 1004L, HCAS-NUR 1004C; Co-requisite(s): HCAS-NUR 1010C
This course teaches the appropriate skills and tasks necessary for practical nurses to care for medical and surgical patients within their role and scope of practice. It will cover subjects such as asepsis, diagnostics, common diseases and conditions, medical-surgical procedures, documenting, reporting and assisting with care planning. Various illness states, data collection, discharge, pre- and post-operative procedures and care, as well as the complexity of the entire patient and family needs, are considered and taught.

HCAS-NUR 1010C: Medical-Surgical Nursing Concepts Clinical
Clock Hours: 279
Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L, HCAS-NUR 1004, HCAS-NUR 1004L, HCAS-NUR 1004C; Co-requisite(s): HCAS-NUR 1010
This course offers clinical experience in order to teach the appropriate skills and tasks necessary for practical nurses to care for medical and surgical patients within their role and scope of practice in a clinical setting.

HCAS-NUR 1020: Pediatric Nursing
Clock Hours: 41
Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L, HCAS-NUR 1004, HCAS-NUR 1004L, HCAS-NUR 1004C; Co-requisite(s): HCAS-NUR 1020L, HCAS-NUR 1020C
This course teaches the nursing care and specialized needs of children and their families to include such areas as divisional, recreational, nutritional, and safety needs. It includes discussion of common child health problems, illnesses, diseases, and rehabilitation. Grief and loss are also reviewed.

HCAS-NUR 1020L: Pediatric Nursing Lab
Clock Hours: 10
Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L, HCAS-NUR 1004, HCAS-NUR 1004L, HCAS-NUR 1004C; Co-requisite(s): HCAS-NUR 1020, HCAS-NUR 1020C
This laboratory course accompany Pediatric Nursing course to provide simulated experience to teach the nursing care and specialized needs of children and their families.

HCAS-NUR 1020C: Pediatric Nursing Clinical
Clock Hours: 79
Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L, HCAS-NUR 1004, HCAS-NUR 1004L, HCAS-NUR 1004C; Co-requisite(s): HCAS-NUR 1020L, HCAS-NUR 1020C

This course offers clinical experience in an effort to teach the nursing care and specialized needs of children and their families. It includes experiences with common child health problems, illnesses, diseases, and rehabilitation.

HCAS-NUR 1030: Maternal Child Health Nursing
Clock Hours: 49
Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L, HCAS-NUR 1004, HCAS-NUR 1004L, HCAS-NUR 1004C; Co-requisite(s): HCAS-NUR 1030L, HCAS-NUR 1030C

This course includes a theoretical component that teaches the nursing care appropriate for maternity care and the care of the newborn within the role and scope of function for practical nurses. It emphasizes the care of the mother from conception through involution and the care of the newborn from birth through discharge. It teaches the nursing care appropriate for maternity needs and the care of the newborn within the role and scope of function for practical nurses. Nursing care in the home and in the hospital are taught, as well as contemporary trends, health promotion and legal and ethical considerations. Other topics include the importance of the family, special-needs pregnancies, disease prevention, and the importance of patient knowledge. Overall care of the patient within the cultural and ethnic context is discussed and emphasized. Contemporary trends, health promotion, and legal and ethical considerations are discussed.

HCAS-NUR 1030L: Maternal Child Health Nursing Lab
Clock Hours: 10
Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L, HCAS-NUR 1004, HCAS-NUR 1004L, HCAS-NUR 1004C; Co-requisite(s): HCAS-NUR 1030L, HCAS-NUR 1030C

This laboratory course includes simulated experiences that teach the nursing care appropriate for maternity care and the care of the newborn within the role and scope of function for practical nurses.

HCAS-NUR 1030C: Maternal Child Health Nursing Clinical
Clock Hours: 71
Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L, HCAS-NUR 1004, HCAS-NUR 1004L, HCAS-NUR 1004C; Co-requisite(s) HCAS-NUR 1030, HCAS-NUR 1030L

This clinical course includes clinical experiences obtained in obstetrical departments, and pre- and post-natal clinics, well-baby clinics and physicians’ offices, and up to 50% of clinical hours completing virtual simulation activities. A minimum of 50% of the clinical hours may be completed by doing independent clinical activities that will give the student an opportunity to apply theory to actual practice.

HCAS-NUR 1050: Mental Health Concepts
Clock Hours: 41
Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L, HCAS-NUR 1004, HCAS-NUR 1004L, HCAS-NUR 1004C; Co-requisite(s) HCAS-NUR 1050C

This course is designed to provide instruction on the specialized nursing care needs required for mental illness and associated disorders. Course content includes psychological responses to illness,
types of psychiatric disorders, pharmaceutical and other forms of treatment, substance-related
disorders, domestic and family violence, causative factors and influences on client behaviors.

HCAS-NUR 1050C: Mental Health Concepts Clinical
Clock Hours: 39
Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L, HCAS-NUR 1004, HCAS-NUR 1004L, HCAS-NUR 1004C; Co-requisite(s) HCAS-NUR 1050
This clinical experience course is designed to provide instruction on the specialized nursing care
needs required for mental illness and associated disorders in the hospital and home care settings.

HCAS-NUR 1200: Personal and Family Nursing in the Context of Community
Clock Hours: 20
Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L, HCAS-NUR 1004, HCAS-NUR 1004L, HCAS-NUR 1004C; Co-requisite(s): HCAS-NUR 1200C
This course teaches the practical nursing student the uniqueness of nursing care for the individuals and families in the context of community. Content areas include the challenges facing all members of the healthcare team, cultural diversity, health promotion and disease prevention measures, and basic epidemiological factors affecting the environment.

HCAS-NUR 1200C: Personal and Family Nursing in the Context of Community Clinical
Clock Hours: 10
Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L, HCAS-NUR 1004, HCAS-NUR 1004L, HCAS-NUR 1004C; Co-requisite(s): HCAS-NUR 1200
This clinical course is designed to provide students with practical nursing experiences in the nursing care for the individuals and families in the context of community. This course is a co-requisite to Personal and Family Nursing in the Context of Community.

HCAS-NUR 1210: Geriatric Nursing Care
Clock Hours: 21.5
Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L, HCAS-NUR 1004, HCAS-NUR 1004L, HCAS-NUR 1004C; Co-requisite(s): HCAS-NUR 1210C
This course includes theoretical knowledge in the care of the older adult. It provides the practical nursing student the skills needed to provide care for the complex and unique needs of the older adult. Other content areas include multiple diagnoses; geriatric illnesses; dementia and delirium; loss, death and end-of-life care; treatments, modalities and medications; and medication administration for this population.

HCAS-NUR 1210C: Geriatric Nursing Care Clinical
Clock Hours: 87
Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L, HCAS-NUR 1004, HCAS-NUR 1004L, HCAS-NUR 1004C; Co-requisite(s): HCAS-NUR 1210
This course is designed to provide students with clinical experiences in the care of the older adult. It provides the practical nursing student the skills needed to provide care for the complex and
unique needs of the older adult. It includes nursing care in long-term-care facilities and in the home.

**HCAS-NUR 1220: Current Issues, Health Care Concepts, Computer and Employability Skills**  
*Clock Hours: 21.5*  
**Prerequisite(s): None; Co-requisite(s) None**  
This course includes contemporary nursing issues. It describes the healthcare environment and addresses overall healthcare issues that will impact their employment and the settings of healthcare delivery. Interpersonal and communication skills are reviewed; human resource skills are taught to promote successful employment, and alternative employment opportunities are discussed. Finally, students are given instructions on NCLEX-PN® examinations, licensure endorsement, and reciprocity rules and guidelines.

**HCAS-NUR 1230: Directed Practical Nursing/Integration**  
*Clock Hours: 50*  
**Prerequisite(s): All required courses for PN program**  
**Co-requisite(s): None**  
This course is offered each day during the last three weeks of the practical nursing program. It is designed to offer a comprehensive review of all previous program objectives and coursework so that students can assimilate and integrate all the principles and vital information they will need to safely, efficiently and effectively provide quality nursing care. Areas of strengths and weaknesses will be identified to assist the students in directing their continued learning. At the conclusion of this course, the student is qualified to practice practical nursing consistent with entry-level expectations. Each final exam in fundamentals, pharmacology, medical-surgical nursing, maternal child nursing, mental health, and gerontology must be passed with a 77 percent or above to satisfactorily complete the program and to be eligible to apply to the Florida Board of Nursing for licensure by examination.

**Associate of Science in Nursing**

The Associate of Science in Nursing Program is designed to prepare the individual student for a career as a professional nurse. The mission of Hope College of Arts & Sciences is to prepare qualified entry-level professional nurses to work in diverse healthcare settings. Partnerships with members of the southeast Florida healthcare community are essential to the mission’s success.

**Objectives of the Associate of Science in Nursing Degree**

The program accomplishes the mission by providing a challenging education that prepares students:

- to think logically, critically, and analytically to problem-solve effectively
- to make sound clinical decisions
- to communicate effectively
- to integrate knowledge, skills, and values in the delivery of high-quality health care
- to bring professionalism to the delivery of high-quality health care
- to apply scientific principles to patient care
- to practice holistic nursing incorporating biophysical, psychosocial, spiritual, cultural, and wellness concepts.
ASN Program Outcomes Student Learning Outcomes

- Integrated reasoning to apply principles of critical thinking, creativity, and innovation to formulate clinical and other nursing judgments.
- Professionalism and leadership to assume responsibility and accountability for pursuing professional growth, acting as a leader and an agent for change while upholding high standards of ethical practice.
- Focus on patient-centered care and health education based on respect for patient/family values and preferences, while engaging the patient as a partner in the process.
- Quality and safety to monitor individual performance and system effectiveness to improve the safety and quality of care.
- Communication and teamwork to actively collaborate as a member of the healthcare team, promoting mutual respect, open communication, and shared decision making.
- Systems-based practice to utilize a variety of systems to manage nursing care, including technological and information systems.

ASN Graduate Program Outcomes

- Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.
- Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context.
- Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.
- Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

Program Outcomes

The ASN Nursing Program will obtain an NCLEX passage rate of 10% below or above the national average. The ASN program will obtain an overall 70% or better of the Program Completion, Job Placement, Graduate Satisfaction, and Employer Satisfaction.

Associate Degree Curriculum Options
Hope College of Arts & Sciences offers the Associate in Science Degree in Nursing in two modalities: A Traditional Option 1 and the LPN to RN Option 2.

➢ Option 1 Traditional Associate of Science Degree in Nursing
The Traditional Program Option is a curriculum for student applicants who have no previous nursing education. Coursework is offered in a hybrid format: the traditional
classroom setting and online method. Currently there are 4 courses being offered through the online method: HCAS-SOC 1108 Sociology, HCAS-PSY 1106 Psychology, HCAS-PHI 1104 Ethic, and HCAS-ENC 1100 English Composition I.

➢ **Option 2 Associate of Science Degree in Nursing LPN to RN**

Coursework is offered in a hybrid format: the traditional classroom setting and online method. Currently there are 4 courses being offered through the online method: HCAS-SOC 1108 Sociology, HCAS-PSY 1106 Psychology, HCAS-PHI 1104 Ethic, and HCAS-ENC 1100 English Composition I. The LPN to RN option is a curriculum for those students who already hold a current state Practical Nursing License without restrictions or public complaint. The LPN to RN Associate degree program mirrors much of the coursework reflected in the traditional option. However, Hope College of Arts & Sciences recognizes the Licensed Practical Nurse’s knowledge and skill level, and provides him/her the opportunity to receive up to 7 experiential learning credits for HCAS-NUR 1080L Fundamentals of Nursing Lab, HCAS-NUR 1080C Fundamentals of Nursing Clinical, HCAS-NUR 2010C Basic Medical Surgical Nursing Clinical, and NUR 2040C Complex Medical Surgical Nursing Clinical courses offered in the traditional option 1.

### Option 1 Traditional Associate of Science in Nursing

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<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits Awarded</th>
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<tbody>
<tr>
<td><strong>General Education and Required Courses</strong></td>
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<tr>
<td>HCAS-CIS 1000</td>
<td>Computer Basics</td>
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<tr>
<td>HCAS-SLS 1001</td>
<td>Introduction to College Learning</td>
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<tr>
<td>HCAS-ENC 1100</td>
<td>English Composition I</td>
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<tr>
<td>HCAS-PHI 1104</td>
<td>Ethics</td>
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<tr>
<td>HCAS-PSY 1106</td>
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<tr>
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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td><strong>Core Nursing Courses</strong></td>
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<tr>
<td>HCAS-NUR 1080</td>
<td>Fundamentals of Nursing</td>
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<td>HCAS-NUR 1080L</td>
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<tr>
<td>HCAS-NUR 1080C</td>
<td>Fundamentals of Nursing Clinical*</td>
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<tr>
<td>HCAS-NUR 1088</td>
<td>Health Assessment</td>
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<tr>
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<td>Health Assessment Lab*</td>
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<tr>
<td>HCAS-NUR 1150</td>
<td>Math &amp; Pharmacology for Nurses</td>
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<tr>
<td>HCAS-NUR 1150L</td>
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<td>HCAS-NUR 2010</td>
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HCAS-NUR 2010L  Basic Medical-Surgical Nursing Lab*  1.0
HCAS-NUR 2010C  Basic Medical-Surgical Nursing Clinical*  3.0
HCAS-NUR 2020  Pediatric Nursing  2.0
HCAS-NUR 2020L  Pediatric Nursing Lab*  1.0
HCAS-NUR 2020C  Pediatric Nursing Clinical*  2.0
HCAS-NUR 2030  Maternity & Newborn Nursing  2.0
HCAS-NUR 2030L  Maternity & Newborn Nursing Lab*  1.0
HCAS-NUR 2030C  Maternity & Newborn Nursing Clinical*  1.0
HCAS-NUR 2040  Complex Medical-Surgical Nursing  2.0
HCAS-NUR 2040L  Complex Medical-Surgical Nursing Lab*  1.0
HCAS-NUR 2040C  Complex Medical-Surgical Nursing Clinical*  2.0
HCAS-NUR 2050  Mental Health Nursing  2.0
HCAS-NUR 2050C  Mental Health Nursing Clinical*  2.0
HCAS-NUR 2200  Community Nursing  2.0
HCAS-NUR 2200C  Community Nursing Clinical*  1.0
HCAS-NUR 3020  Pathophysiological Basics for Nursing Practice I  1.0
HCAS-NUR 3021  Pathophysiological Basics for Nursing Practice II  1.5
HCAS-NUR 3022  Pathophysiological Basics for Nursing Practice III  1.5
HCAS-NUR 4220  Advanced Medical Surgical Nursing  2.0
HCAS-NUR 4220L  Advanced Medical Surgical Nursing Lab*  1.0
HCAS-NUR 4220C  Advanced Medical Surgical Nursing Clinical*  2.0
HCAS-NUR 4240  Nursing Leadership & Practicum  1.0
Total Credit Hours  77

*Corequisites Courses- Lab and clinical classes should be taken concurrently with lecture courses.

General Education Course Descriptions

HCAS-CIS 1000: Computer Basics
Prerequisite: None
Co-Requisite: None
1.0 Credit Hours  15 Contact Hours

This course is an introduction to computer basics and is designed to disseminate information regarding computers and their applications. It will also highlight the use of computers and technology throughout college and future careers of student. Students will learn fundamental concepts of computer hardware and software and become familiar with a variety of computer applications, including word processing, spreadsheets, databases, and multimedia presentations. Students will also investigate Internet-based applications, working with email and learning how to browse the web. Coursework also includes activities that explore social and ethical issues related to computers.

HCAS-SLS 1001: Introduction to College Learning
Prerequisite: None
Co-Requisite: None
1.0 Credit Hours  15 Contact Hours

Introduction to College Learning is a course designed to help students make a successful transition into college life. This course will cover topics which will be helpful to students in learning how to
balance their personal and academic lives. The goal of this course is to improve students’ performances geared towards a more enriched and productive college experience. Ultimately, the purpose of this course is to provide an opportunity for students to establish scholarly connections and offer support in reaching their educational goals, while fostering lifelong, favorable learning possibilities in a multicultural setting.

**HCAS-ENC 1100: English Composition I**
**Prerequisite:** None
**Co-Requisite:** None
**3.0 Credit Hours**
Introduction to the critical thinking and reading skills needed to succeed in writing at the college level are the primary focus of this course. Additional emphasis is on writing as a process and correct usage of English grammar. Critical thinking and reading are stressed through close readings of texts, with discussions to illuminate understanding of the content. College-level writing is introduced in a graduated approach. Assignments focus on the mechanical issues of writing, such as: prewriting, rewriting, editing, proofreading, and journaling. Original compositions that follow the formal structure of essay writing will be produced. An in-depth introduction to the elements of traditional American Standard English will be emphasized in this course, which will culminate in the production of the research paper. The formal research paper is required, and the format will follow the APA 6th edition of style.

**HCAS-PHI 1104: Ethics**
**Prerequisite:** None
**Co-Requisite:** None
**3.0 Credit Hours**
This course develops skills in critical thinking by examining various topics in ethics. Students will study methods of effective reasoning, develop techniques for writing argumentative essays, critically examine the nature of morality, and reflect upon their values and ethical standards. Students will also critically examine several contemporary ethical issues such as cultural relativism, affirmative action, euthanasia, workplace ethics, and current topics of interest.

**HCAS-PSY 1106: Psychology**
**Prerequisite:** None
**Co-Requisite:** None
**3.0 Credit hours**
This course addresses the basic principles of psychology and the scientific study of mental processes and behavior. Among the topics surveyed are research methodology, biological bases of behavior, sensation and perception, learning, consciousness, memory, thought, and language. Throughout the course there is an emphasis on developing an understanding of psychology as the science of human thought and behavior and to critically evaluate “common sense” knowledge about how people function.

**HCAS-SOC 1108: Sociology**
**Prerequisite:** None
**Co-Requisite:** None
**3.0 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, healthcare, government, economy, and environment. The family as a social structure is also examined.

HCAS-BSC 1110: Anatomy and Physiology I
Prerequisite: None
Co-Requisite: HCAS-BSC 1110L Anatomy and Physiology I Lab
3.0 Credit Hours
This class focuses on the structure and function of the human body and mechanisms for maintaining homeostasis within it. Topics include the study of cells, tissues, and the integumentary, skeletal, muscular and nervous systems. Emphasis is placed on the integration of systems as they relate to normal health.

HCAS-BSC 1110L: Anatomy and Physiology I Lab
Prerequisite: None
Co-Requisite: HCAS-BSC 1110 Anatomy and Physiology I
1.0 Credit Hours
Laboratory exercises provide first-hand experience with the structures and processes. Emphasis will be on location, recognition, and description of anatomical structure and relation to function. Content includes human body orientation and language of anatomy, histology, and regulation of various organ systems. Evaluation based on attendance, one lab practicum, and lab writing assignments.

HCAS-BSC 1112: Anatomy and Physiology II
Prerequisite: HCAS-BSC 1110 Anatomy and Physiology I, HCAS-BSC 1110L Anatomy and Physiology I Lab
Co-Requisite: HCAS-BSC1112L Anatomy and Physiology II Lab
3.0 Credit Hours
This class is a continuation of Anatomy and Physiology I. This class will continue to focus on the structure and function of the human body and mechanisms for maintaining homeostasis within it. Topics include the study of cells, tissues, and the integumentary skeletal, muscular and nervous systems. Emphasis is placed on the integration of systems as they relate to normal health.

HCAS-BSC1112L: Anatomy and Physiology II Lab
Prerequisite: HCAS-BSC 1110 Anatomy and Physiology I, HCAS-BSC 1110L Anatomy and Physiology I Lab
Co-Requisite: HCAS-BSC1112 Anatomy and Physiology II
1.0 Credit Hours
This class is a continuation of the Anatomy and Physiology I Lab class. Laboratory exercises provide first-hand experience with the structures and processes. Emphasis will be on location, recognition, and description of anatomical structure and relation to function. Content includes
human body orientation and language of anatomy, histology, and regulation of various organ systems. Evaluation based on attendance, one lab practicum and lab writing assignments.

**HCAS-BSC 1116: Microbiology**
**Prerequisite:** None  
**Co-Requisite:** HCAS-BSC1116L Microbiology Lab  
**2.0 Credit Hours**
The microbiology course is designed to convey general concepts, methods, and applications of microbiology. Topics include immunology, bacteriology, virology, and mycology; the morphology, biochemistry, and physiology of microorganisms including bacteria, viruses, and fungi; the diseases caused by these microorganisms and their treatments, and the immunologic, pathologic, and epidemiological factors associated with diseases.

**HCAS-BSC1116L: Microbiology Lab**  
**Prerequisite:** None  
**Co-Requisite:** HCAS-BSC1116 Microbiology  
**1.0 Credit Hours**
Laboratory exercises designed to familiarize students with basic skills required for working with bacteria in the lab. Topics will include aseptic technique, microscopy, differential media, and identification of unknown bacteria by both phenotype and genotype. Students will isolate their own *E. coli* and then test them for antibiotic resistance. They will also isolate, identify, and characterize a bacterial species isolated from their choice of natural resources.

**HCAS-MAT1118: College Algebra**  
**Prerequisite:** None  
**Co-Requisite:** None  
**3.0 Credit Hours**
A College Algebra course covering topics such as solving, graphing, and applying linear and quadratic equations and inequalities; exponential and logarithmic properties; linear, quadratic, rational, absolute value and square root functions; function operations, compositions and inverses; and system of equations and inequalities; all topics will have applications throughout the course.

**Core Nursing Course Descriptions**

**HCAS-NUR 1150: Math and Pharmacology for Nurses**  
**Prerequisite:** None  
**Co-Requisite:** HCAS-NUR 1150L Math and Pharmacology for Nurses Lab  
**2.0 Credit Hours**
This course focuses on nursing pharmacology and therapeutics. The course reviews general principles, theories, and facts about drugs and their administration. Principles of action, uses, side effects, and client education are discussed to facilitate the student's learning in the clinical environment. Information is presented by integrating pharmacology into the nursing process. Specific drug information is discussed in relation to assessment, nursing diagnosis, client monitoring, interventions, client education and evaluation of safe and effective drug therapy. This course also focuses on preparing students to read medication documents and accurately calculates medication dosages and solutions. The content includes math review and systems of measurement; passing the dosage calculations test is required to continue in the nursing program. This course involves reading medication documents and accurate calculation of medical dosages.
and solutions. The content includes math review, systems of measurements, medication administrations and dosage calculations. Students are expected to be proficient in basic math including addition, subtraction, fractions, decimals, ratio and proportion, percentages and Roman numerals prior to the first class.

**HCAS-NUR 1150L:  Math and Pharmacology for Nurses Lab**  
**Prerequisite:** None  
**Co-Requisite:** HCAS-NUR 1150 Math and Pharmacology for Nurses  
**1.0 Credit Hours**  
This course involves assisting students in becoming proficient in basic math including addition, subtraction, fractions, decimals, ratio and proportion, percentages and Roman numerals prior to the first class. This course will also assist students in reading medication documents and accurate calculation of medication dosages and solutions. The content includes math review, systems of measurements, medication administrations and dosage calculations.

**HCAS-NUR 1080:  Fundamentals of Nursing**  
**Prerequisite:** None  
**Co-Requisite:** HCAS-NUR 1080L Fundamentals of Nursing Lab, HCAS-NUR 1080C  
**Fundamentals of Nursing Clinical**  
**3.0 Credit Hours**  
This course provides the students with the overview of nursing as a science, an art, and a profession and the introduction to the fundamental concepts and knowledge needed to meet the basic needs of all patients. The nursing process is used as a framework for care delivery, as well as concepts from the social, psychological, and physical sciences. It deals with the concept of man as a holistic being comprised of biopsychosocial and spiritual dimensions. It includes a discussion on the different roles of a nurse emphasizing health promotion, maintenance of health, as well as prevention of illness utilizing the nursing process. Furthermore, the following topics are also given attention: communication skills, health and illness, levels of care, and meeting needs related to death, dying/grief, and grieving.

**HCAS-NUR 1080L:  Fundamentals of Nursing Lab**  
**Prerequisite:** None  
**Co-Requisite:** HCAS-NUR 1080 Fundamentals of Nursing, HCAS-NUR 1080C  
**Fundamentals of Nursing Clinical**  
**1.0 Credit Hour**  
This course will introduce to the students the nursing care practices and procedures needed to provide care to patients to attain optimal health. It includes physical comfort and safety, personal patient care, basic nursing procedures and skills, infection control practices, documentation and communication, and the processes used to deliver care. The following nursing procedures/topics are discussed and practiced: asepsis, hand washing, bag technique, urine examination for glucose and sugar, TPR and BP taking, bed making (occupied, unoccupied), shampoo in bed, traditional medicine/therapies (herbal medicine making, ventusa, and shiatsu/acupressure)

**HCAS-NUR 1080C:  Fundamentals of Nursing Clinical**  
**Prerequisite:** None  
**Co-Requisite:** HCAS-NUR 1080 Fundamentals of Nursing, HCAS-NUR 1080L  
**Fundamentals of Nursing Lab**  
**3.0 Credit Hours**  

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This course introduces nursing care practices at various clinical settings. The nursing process is utilized as a framework for care delivery. Students will provide direct care to patients/clients and will be under the supervision of a faculty member.

**HCAS-NUR 1088: Health Assessment**

**Prerequisite:** None  
**Co-Requisite:** HCAS-NUR 1088L Health Assessment Lab  
**2.0 Credit Hours**

This course is designed to introduce health assessment to the students, which is the first step in understanding the nursing process. This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease in clients across the lifespan. This course will introduce concepts, principles, and techniques of health history taking using various tools, physical examination (head-to-toe), psychosocial assessment, and interpretation of common laboratory findings to arrive at nursing diagnoses for patients across the lifespan in varied settings. This course will also introduce processes of health assessment: interviewing, history-taking, and physical assessment. Dominant models, theories, and perspectives used to explain health behaviors are considered in relation to evidence-based health promotion and health education strategies. Students are also expected to identify and apply pathophysiological principles to selected health issues across the lifespan.

**HCAS-NUR 1088L: Health Assessment Lab**

**Prerequisite:** None  
**Co-Requisite:** HCAS-NUR 1088 Health Assessment  
**1.0 Credit Hours**

This course utilizes concepts, knowledge and skills necessary to complete a health assessment for patients in all age groups, emphasizing the major elements, sequence and methodology of health assessments. The laboratory component will be complemented by self-directed computer assisted instruction. Incorporated throughout the course is the importance of communication and collaboration across culturally diverse populations.

**HCAS-NUR 2010: Basic Medical-Surgical Nursing**

**Prerequisite:** HCAS-NUR 1080 Fundamentals of Nursing  
**Co-Requisite:** HCAS-NUR 2010L Basic Medical-Surgical Nursing Lab, HCAS-NUR 2010C Basic Medical Nursing Clinical  
**2.0 Credit Hours**

This course builds upon the nursing concepts introduced during the fundamentals course. Using the framework of the nursing process, the student is able to assist the adult client and family to achieve an optimum state of health and wellness. This course prepares the student learner to apply theoretical knowledge and basic nursing skills when providing care in meeting the biopsychosocial needs of adult clients with simple, common medical-surgical problems. This course will continue to emphasize the core concepts of the curriculum: nursing process, caring behaviors, critical thinking, communication skills, and clinical competence.

**HCAS-NUR 2010L: Basic Medical-Surgical Nursing Lab**

**Prerequisite:** HCAS-NUR 1080 Fundamentals of Nursing, HCAS-NUR 1080L Fundamentals of Nursing Lab, HCAS-NUR 1080C Fundamentals of Nursing Clinical  
**Co-Requisite:** HCAS-NUR 2010 Basic Medical-Surgical Nursing, HCAS-NUR 2010C Basic Medical Nursing Clinical
1.0 Credit Hours
A strong laboratory focus is provided to enable the student learner to demonstrate competence in
selected basic nursing skills. Lab simulation of selected clinical nursing skills will be used to
facilitate meeting the needs of clients with basic medical and surgical problems.

HCAS-NUR 2010C: Basic Medical-Surgical Nursing Clinical
Prerequisite: HCAS-NUR 1080 Fundamentals of Nursing, HCAS-NUR 1080L Fundamentals
of Nursing Lab, HCAS-NUR 1080C Fundamentals of Nursing Clinical
Co-Requisite: HCAS-NUR 2010 Basic Medical-Surgical Nursing, HCAS-NUR 2010L Basic
Medical-Surgical Nursing Lab

3.0 Credit Hours
This course will introduce basic clinical experiences in acute-care settings and observational
experiences in specialty areas. Students will be providing direct care to patients/clients and will be
under the supervision of a faculty member to enhance the clinical learning experiences in the
acute-care setting.

HCAS-NUR 2020: Pediatric Nursing
Prerequisite: HCAS-NUR 1080 Fundamentals of Nursing
Co-Requisite: HCAS-NUR 2020L Pediatric Nursing Lab, HCAS-NUR 2020C Pediatric
Nursing Clinical

2.0 Credit Hours
The theoretical component of this course addresses the unique biopsychosocial health and illness
needs of the pediatric population. Emphasis is placed on exploring strategies that assist children
and their caretakers to prevent and/or minimize the effects of illness and disability and to promote,
maintain and restore health. Concepts that will be emphasized throughout the curriculum are:
caring, communication strategies, critical thinking, clinical competence, and commitment to
professionalism.

HCAS-NUR 2020L: Pediatric Nursing Lab
Prerequisite: HCAS-NUR 1080 Fundamentals of Nursing, HCAS-NUR 1080L Fundamentals
of Nursing Lab, HCAS-NUR 1080C Fundamentals of Nursing Clinical
Co-Requisite: HCAS-NUR 2020 Pediatric Nursing, HCAS-NUR 2020C Pediatric Nursing
Clinical

1.0 Credit Hours
The laboratory component of this course will focus on the application of theories, concepts,
research, and issues and trends in pediatric nursing. Emphasis is on the role of the professional
nurse in pediatric health nursing and on the use of nursing process with children and their families.
The laboratory component provides guided laboratory experiences that allow students to
demonstrate caring and clinical competence in the application of the nursing process in selected
pediatric healthcare environments and the laboratory simulation.

HCAS-NUR 2020C: Pediatric Nursing Clinical
Prerequisite: HCAS-NUR 1080 Fundamentals of Nursing, HCAS-NUR 1080L Fundamentals
of Nursing Lab, HCAS-NUR 1080C Fundamentals of Nursing Clinical
Co-Requisite: HCAS-NUR 2020 Pediatric Nursing, HCAS-NUR 2020L Pediatric Nursing
Lab

1.0 Credit Hour
This clinical practice course will focus on the application of theories, concepts, research, and
issues and trends in pediatric nursing. Emphasis is on the role of the professional nurse in pediatric
health nursing and on the use of the nursing process with children and their families. The clinical component provides guided clinical experiences that allow students to demonstrate caring and clinical competence in the application of the nursing process in selected pediatric healthcare environments and the clinical simulation laboratory. Students interact with culturally diverse clients and families with emphasis on the integration of critical thinking, effective interpersonal communication, professionalism, and legal and ethical standards.

HCAS-NUR 2030: Maternity and Newborn Nursing
Prerequisite: HCAS-NUR 1080 Fundamentals of Nursing
Co-Requisite: HCAS-NUR 2030L Maternity and Newborn Nursing Lab, HCAS-NUR 2030C
Maternity and Newborn Nursing Clinical
2.0 Credit Hours
The nursing process for maternal and newborn nursing prepares the student to meet the biopsychosocial needs of the normal childbearing family, utilizing the knowledge and skills obtained through the theory and clinical components of the course and through selected simulation exercises. Common alterations in the childbearing process will be discussed which will enable the student to recognize complications and implement appropriate interventions of a beginning level practitioner. The educational and anticipatory guidance needs of the childbearing family will be integrated throughout the theory and clinical components in the course to enable the family to maintain or restore a state of health and well-being. Concepts emphasized throughout the course will be those of caring, clinical competence, critical thinking, communication, and commitment to professionalism. Specifically, the following sub concepts are discussed in the light of nursing: procreative health, Antepartum/pregnancy, postpartum, newborn, growth and development, infant and family, toddler and family, preschooler and family, child and family, adolescent and family, and adulthood.

HCAS-NUR 2030L: Maternity and Newborn Nursing Lab
Prerequisite: HCAS-NUR 1080 Fundamentals of Nursing, HCAS-NUR 1080L Fundamentals of Nursing Lab, HCAS-NUR 1080C Fundamentals of Nursing Clinical
Co-Requisite: HCAS-NUR 2030 Maternity and Newborn Nursing, HCAS-NUR 2030C
Maternity and Newborn Nursing Clinical
1.0 Credit Hours
The laboratory component of this course will focus on the application of theories, concepts, research, and issues and trends in maternity and newborn nursing. Emphasis is on the role of the professional nurse in maternity and newborn health nursing and on the use of nursing process with families. The laboratory component provides guided laboratory experiences that allow students to demonstrate caring and clinical competence in the application of the nursing process in selected maternity and newborn healthcare environments and the laboratory simulation.

HCAS-NUR 2030C: Maternity and Newborn Nursing Clinical
Prerequisite: HCAS-NUR 1080 Fundamentals of Nursing, HCAS-NUR 1080L Fundamentals of Nursing Lab, HCAS-NUR 1080C Fundamentals of Nursing Clinical
Co-Requisite: HCAS-NUR 2030 Maternity and Newborn Nursing, HCAS-NUR 2030L
Maternity and Newborn Nursing Lab
1.0 Credit Hour
This clinical practice course will focus on the application of theories, concepts, research, and issues and trends in maternal child health nursing. Emphasis is on the role of the professional nurse
in child health nursing and on the use of the nursing process with children and their families. To enhance the student’s knowledge, skills, and attitude, the students are exposed to family health nursing and postpartum/nursery rotations. Students will utilize the nursing process as a framework for care delivery. Students will be providing direct care to patients/clients and will be under the supervision of a faculty member.

**HCAS-NUR 2040: Complex Medical-Surgical Nursing**

**Prerequisite:** HCAS-NUR 1080 Fundamentals of Nursing, HCAS-NUR 2010 Basic Medical-Surgical Nursing  
**Co-Requisite:** HCAS-NUR 2040L Complex Medical-Surgical Nursing Lab, HCAS-NUR 2040C Complex Medical-Surgical Nursing Clinical  
**2.0 Credit Hours**  
This course builds upon the nursing concepts introduced during the Basic Medical Surgical Nursing course. Using the framework of the nursing process, the student is able to assist the adult client and family to achieve an optimum state of health and wellness. This course prepares the student learner to apply theoretical knowledge and complex nursing skills when providing care in meeting the biopsychosocial needs of adult clients with complex medical-surgical problems. This course will continue to emphasize the core concepts of the curriculum: nursing process, caring behaviors, critical thinking, communication skills, and clinical competence.

**HCAS-NUR 2040L: Complex Medical-Surgical Nursing Lab**

**Prerequisite:** HCAS-NUR 1080 Fundamentals of Nursing, HCAS-NUR 1080L Fundamentals of Nursing Lab, HCAS-NUR 1080C Fundamentals of Nursing Clinical, HCAS-NUR 2010 Basic Medical-Surgical Nursing, HCAS-NUR 2010L Basic Medical-Surgical Nursing Lab, HCAS-NUR 2010C Basic Medical Nursing Clinical  
**Co-Requisite:** HCAS-NUR 2040L Complex Medical-Surgical Nursing Lab, HCAS-NUR 2040C Complex Medical-Surgical Nursing Clinical  
**1.0 Credit Hours**  
A strong laboratory focus is provided to enable the student learner to demonstrate competence in selected basic nursing skills. Lab simulation of selected clinical nursing skills will be used to facilitate meeting the needs of clients with basic medical and surgical problems.

**HCAS-NUR 2041C: Complex Medical-Surgical Nursing Clinical**

**Prerequisite:** HCAS-NUR 1080 Fundamentals of Nursing, HCAS-NUR 1080L Fundamentals of Nursing Lab, HCAS-NUR 1080C Fundamentals of Nursing Clinical, HCAS-NUR 2010 Basic Medical-Surgical Nursing, HCAS-NUR 2010L Basic Medical-Surgical Nursing Lab, HCAS-NUR 2010C Basic Medical Nursing Clinical  
**Co-Requisite:** HCAS-NUR 2040L Complex Medical-Surgical Nursing Lab, HCAS-NUR 2040 Complex Medical-Surgical Nursing  
**2.0 Credit Hours**  
This course will introduce complex clinical experiences in acute care settings and observational experiences in specialty areas. Students will be providing direct care to patients/clients, and will be under the supervision of a faculty member, to enhance the clinical learning experiences in the acute care setting.
HCAS-NUR 2050: Mental Health Nursing
Prerequisite: HCAS-NUR 1080 Fundamentals of Nursing
Co-Requisite: HCAS-NUR 2050C Mental Health Nursing Clinical
2.0 Credit Hours
This course examines mental health, mental illness, nurse-client relationships, and self-awareness. This course builds upon interpersonal skills, pharmacology, and mental health concepts introduced in previous courses. Through the use of the nursing process, therapeutic communication, critical thinking, and caring behaviors, wellness will be promoted in individual clients, families, and groups. The course will explore the role of the professional nurse as a member of the mental health team, and contemporary issues in mental health. The student is provided the opportunity to apply the core curriculum to the care of clients across the life spans that are experiencing interruptions of their basic biopsychosocial needs.

HCAS-NUR 2050C: Mental Health Nursing Clinical
Prerequisite: HCAS-NUR 1080 Fundamentals of Nursing, HCAS-NUR 1080L Fundamentals of Nursing Lab, HCAS-NUR 1080C Fundamentals of Nursing Clinical
Co-Requisite: HCAS-NUR 2050 Mental Health Nursing
2.0 Credit Hours
This clinical practice course will focus on the application of theories, concepts, research, and issues and trends in mental health nursing. Emphasis is on the role of the professional nurse in mental health nursing and on the use of the nursing process with children and their families. Clinical experiences are provided in mental health acute-care inpatient facilities and selected community mental health settings.

HCAS-NUR 2200: Community Nursing
Prerequisite: HCAS-NUR 1080 Fundamentals of Nursing
Co-Requisite: HCAS-NUR 2200C Community Nursing Clinical
2.0 Credit Hours
This course focuses on the care of population groups and community as clients utilizing concepts and principles in community health development. It also describes problems, trends, and issues in the global healthcare systems affecting community health nursing practice.

HCAS-NUR 2200C: Community Nursing Clinical
Prerequisite: HCAS-NUR 1080 Fundamentals of Nursing, HCAS-NUR 1080L Fundamentals of Nursing Lab, HCAS-NUR 1080C Fundamentals of Nursing Clinical
Co-Requisite: HCAS-NUR 2200 Community Nursing
1.0 Credit Hour
This course will introduce clinical experiences in the community settings. Students will be providing direct care to patients/clients, and will be under the supervision of a faculty member to enhance their learning experiences.

HCAS-NUR 3020: Pathophysiological Basics for Nursing Practice I
Prerequisite: HCAS-BSC 1110 Anatomy and Physiology I, HCAS-BSC 1110L Anatomy and Physiology I Lab, HCAS-BSC1112 Anatomy and Physiology II, HCAS-BSC1112L Anatomy and Physiology II Lab
Co-Requisite: HCAS-NUR 2010 Basic Medical-Surgical Nursing
1.0 Credit Hours
The purpose of this course is to examine pathophysiology and psychopathology related to human illness within a systems framework. Emphasis is on understanding pathophysiology and psychopathology as alterations in normal functioning of individual client subsystems. Focus is on presentation of selected pathophysiology and psychopathology and subsequent symptomatology in diverse clients across the lifespan. The course is designed to correspond with the body systems being studied in HCAS-NUR 2010 Basic Medical-Surgical Nursing.

HCAS-NUR 3021: Pathophysiological Basics for Nursing Practice II
Prerequisite: HCAS-BSC 1110 Anatomy and Physiology I, HCAS-BSC 1110L Anatomy and Physiology I Lab, HCAS-BSC1112 Anatomy and Physiology II, HCAS-BSC1112L Anatomy and Physiology II Lab
Co-Requisite: HCAS-NUR 2040 Complex Medical-Surgical Nursing
1.5 Credit Hours
The purpose of this course is to examine pathophysiology and psychopathology related to human illness within a systems framework. Emphasis is on understanding pathophysiology and psychopathology as alterations in normal functioning of individual client subsystems. Focus is on presentation of selected pathophysiology and psychopathology and subsequent symptomatology in diverse clients across the lifespan. The course is designed to correspond with the body systems being studied in HCAS-NUR 2040 Complex Medical-Surgical Nursing.

HCAS-NUR 3022: Pathophysiological Basics for Nursing Practice III
Prerequisite: HCAS-BSC 1110 Anatomy and Physiology I, HCAS-BSC 1110L Anatomy and Physiology I Lab, HCAS-BSC1112 Anatomy and Physiology II, HCAS-BSC1112L Anatomy and Physiology II Lab
Co-Requisite: HCAS-NUR 4220 Advanced Medical-Surgical Nursing
1.5 Credit Hours
The purpose of this course is to examine pathophysiology and psychopathology related to human illness within a systems framework. Emphasis is on understanding pathophysiology and psychopathology as alterations in normal functioning of individual client subsystems. Focus is on presentation of selected pathophysiology and psychopathology and subsequent symptomatology in diverse clients across the lifespan. The course is designed to correspond with the body systems being studied in HCAS-NUR 4220 Advanced Medical-Surgical Nursing.

HCAS-NUR 4220: Advanced Medical-Surgical Nursing
Prerequisite: HCAS-NUR 1080 Fundamentals of Nursing, HCAS-NUR 2010 Basic Medical-Surgical Nursing, HCAS-NUR 2040 Complex Medical-Surgical Nursing
Co-Requisite: HCAS-NUR 4220L Advanced Medical-Surgical Nursing Lab, HCAS-NUR 4220C Advanced Medical-Surgical Nursing Clinical
2.0 Credit Hours
This course prepares the student learner to apply safe and effective care for clients with advanced medical and surgical problems. This course is designed to build on material from the previous medical surgical course. Through the use of the nursing process, caring behaviors, critical thinking and communication skills, and the student will prioritize the biopsychosocial needs of clients to promote optimal health and wellness.

HCAS-NUR 4220L: Advanced Medical Surgical Nursing Lab
Prerequisite: HCAS-NUR 1080 Fundamentals of Nursing, HCAS-NUR 1080L Fundamentals of Nursing Lab, HCAS-NUR 1080C Fundamentals of Nursing Clinical, HCAS-NUR 2010 Basic Medical-Surgical Nursing, HCAS-NUR 2010L Basic Medical-Surgical Nursing Lab,
HCAS-NUR 2010C Basic Medical-Surgical Nursing Clinical, HCAS-NUR 2040 Complex Medical-Surgical Nursing, HCAS-NUR 2040L Complex Medical-Surgical Nursing Lab, HCAS-NUR 2040C Complex Medical-Surgical Nursing Clinical
Co-Requisite: HCAS-NUR 4220 Advanced Medical-Surgical Nursing, HCAS-NUR 4220C Advanced Medical-Surgical Nursing Clinical
1.0 Credit Hours
A strong laboratory focus is provided to enable the student learner to demonstrate competence in selected basic nursing skills. Lab simulation of selected clinical nursing skills will be used to facilitate meeting the needs of clients with advanced medical and surgical problems.

HCAS-NUR 4220C: Advanced Medical Surgical Nursing Clinical
Prerequisite: HCAS-NUR 1080 Fundamentals of Nursing, HCAS-NUR 1080L Fundamentals of Nursing Lab, HCAS-NUR 1080C Fundamentals of Nursing Clinical, HCAS-NUR 2010 Basic Medical-Surgical Nursing, HCAS-NUR 2010L Basic Medical-Surgical Nursing Lab, HCAS-NUR 2010C Basic Medical-Surgical Nursing Clinical, HCAS-NUR 2040 Complex Medical-Surgical Nursing, HCAS-NUR 2040L Complex Medical-Surgical Nursing Lab, HCAS-NUR 2040C Complex Medical-Surgical Nursing Clinical
Co-Requisite: HCAS-NUR 4220L Advanced Medical-Surgical Nursing Lab, HCAS-NUR 4220 Advanced Medical-Surgical Nursing
2.0 Credit Hour
This course will introduce advanced clinical experiences in acute-care settings and observational experiences in specialty areas. Students will be providing direct care to patients/clients and will be under the supervision of a faculty member to enhance the clinical learning experiences in the acute care setting.

HCAS-NUR 4240: Nursing Leadership and Practicum
Prerequisite(s): All required courses for ASN program
Co-requisite(s): None
1.0 Credit Hour
The student will focus on the nursing leadership and management roles and skills needed for the 21st century in healthcare organizations. Emphasis is placed on the emerging concepts of leadership in the 21st century, characteristics of an integrated leader/manager, thriving with change in a complex environment, communication in a multicultural workplace, the culture of safety, and critical thinking within the dynamic adaptive management processes. The student analyzes the complex systems of planning, staffing, organizing, directing, and controlling in light of the transforming environment within which healthcare institutions exist. Interrelated classroom and practice experiences facilitate the integration of theory to a variety of practice settings. Extensive practice in organizing and leading the care for a group of clients will be provided under the supervision of a nurse preceptor in the clinical setting and the direction of nursing faculty.

### Option 2 Associate of Science in Nursing LPN TO RN

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Titles</th>
<th>Credits Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General Education and Required Courses</td>
<td></td>
</tr>
<tr>
<td>HCAS-CIS 1000</td>
<td>Computer Basics</td>
<td>1.0</td>
</tr>
<tr>
<td>HCAS-SLS 1001</td>
<td>Introduction to College Learning</td>
<td>1.0</td>
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<tr>
<td>HCAS-ENC 1100</td>
<td>English Composition I</td>
<td>3.0</td>
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<tr>
<td>HCAS-PHI 1104</td>
<td>Ethics</td>
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<tr>
<td>HCAS-PSY 1106</td>
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<td>Course Code</td>
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<tr>
<td>HCAS-SOC 1108</td>
<td>Sociology</td>
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<tr>
<td>HCAS-BSC 1110</td>
<td>Anatomy &amp; Physiology I</td>
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<tr>
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<tr>
<td>HCAS-BSC 1116</td>
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<tr>
<td>HCAS-MAT 1118</td>
<td>College Algebra</td>
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**Core Nursing Courses**

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>HCAS-NUR 1088</td>
<td>Health Assessment</td>
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<td>HCAS-NUR 1088L</td>
<td>Health Assessment Lab*</td>
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<td>HCAS-NUR 1150</td>
<td>Math &amp; Pharmacology for Nurses</td>
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<td>Math &amp; Pharmacology for Nurses Lab*</td>
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<td>Transition to Professional Nursing</td>
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<td>Transition to Professional Nursing Clinical*</td>
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<tr>
<td>HCAS-NUR 3020</td>
<td>Pathophysiological Basics for Nursing Practice I</td>
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<td>HCAS-NUR 3021</td>
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<tr>
<td>HCAS-NUR 3022</td>
<td>Pathophysiological Basics for Nursing Practice III</td>
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<tr>
<td>HCAS-NUR 4220</td>
<td>Advanced Medical Surgical Nursing</td>
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<tr>
<td>HCAS-NUR 4220L</td>
<td>Advanced Medical Surgical Nursing Lab*</td>
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<tr>
<td>HCAS-NUR 4220C</td>
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<tr>
<td>HCAS-NUR 4240</td>
<td>Nursing Leadership &amp; Practicum</td>
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**Experiential Learning Credit= EC**

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<th>Course Code</th>
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<tr>
<td>HCAS-NUR 1080C</td>
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<td>HCAS-NUR 2040C</td>
<td>Complex Medical-Surgical Nursing Clinical**</td>
<td>2.0</td>
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</table>

**Total Credit Hours** 77

*Corequisites Courses- Lab and clinical classes should be taken concurrently with lecture courses.

** Licensed Practical Nursing students who are transitioning to the Associate of Science in Nursing program will be eligible for up to 7 course credits transferred into the degree program. Credits must first be approved by an academic advisor.

**LPN to RN Course Descriptions**

**General Education Course Descriptions**

**HCAS-CIS 1000: Computer Basics**

Prerequisite: None
This course is an introduction to computer basics and is designed to disseminate information regarding computers and their applications. It will also highlight the use of computers and technology throughout college and future careers of student. Students will learn fundamental concepts of computer hardware and software and become familiar with a variety of computer applications, including word processing, spreadsheets, databases, and multimedia presentations. Students will also investigate Internet-based applications, working with email and learning how to browse the web. Coursework also includes activities that explore social and ethical issues related to computers.

HCAS-SLS 1001: Introduction to College Learning
Prerequisite: None
Co-Requisite: None

1.0 Credit Hours    15 Contact Hours
Introduction to College Learning is a course designed to help students make a successful transition into college life. This course will cover topics which will be helpful to students in learning how to balance their personal and academic lives. The goal of this course is to improve students’ performances geared towards a more enriched and productive college experience. Ultimately, the purpose of this course is to provide an opportunity for students to establish scholarly connections and offer support in reaching their educational goals, while fostering lifelong, favorable learning possibilities in a multicultural setting.

HCAS-ENC 1100: English Composition I
Prerequisite: None
Co-Requisite: None
3.0 Credit Hours
Introduction to the critical thinking and reading skills needed to succeed in writing at the college level are the primary focus of this course. Additional emphasis is on writing as a process and correct usage of English grammar. Critical thinking and reading are stressed through close readings of texts, with discussions to illuminate understanding of the content. College-level writing is introduced in a graduated approach. Assignments focus on the mechanical issues of writing, such as: prewriting, rewriting, editing, proofreading, and journaling. Original compositions that follow the formal structure of essay writing will be produced. An in-depth introduction to the elements of traditional American Standard English will be emphasized in this course, which will culminate in the production of the research paper. The formal research paper is required, and the format will follow the APA 6th edition of style.

HCAS-PHI 1104: Ethics
Prerequisite: None
Co-Requisite: None
3.0 Credit Hours
This course develops skills in critical thinking by examining various topics in ethics. Students will study methods of effective reasoning, develop techniques for writing argumentative essays, critically examine the nature of morality, and reflect upon their values and ethical standards.
Students will also critically examine several contemporary ethical issues such as cultural relativism, affirmative action, euthanasia, workplace ethics, and current topics of interest.

**HCAS-PSY 1106: Psychology**
**Prerequisite:** None  
**Co-Requisite:** None  
**3.0 Credit hours**
This course addresses the basic principles of psychology and the scientific study of mental processes and behavior. Among the topics surveyed are research methodology, biological bases of behavior, sensation and perception, learning, consciousness, memory, thought, and language. Throughout the course there is an emphasis on developing an understanding of psychology as the science of human thought and behavior and to critically evaluate “common sense” knowledge about how people function.

**HCAS-SOC 1108: Sociology**
**Prerequisite:** None  
**Co-Requisite:** None  
**3.0 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, healthcare, government, economy, and environment. The family as a social structure is also examined.

**HCAS-BSC 1110: Anatomy and Physiology I**
**Prerequisite:** None  
**Co-Requisite:** HCAS-BSC 1110L Anatomy and Physiology I Lab  
**3.0 Credit Hours**
This class focuses on the structure and function of the human body and mechanisms for maintaining homeostasis within it. Topics include the study of cells, tissues, and the integumentary, skeletal, muscular and nervous systems. Emphasis is placed on the integration of systems as they relate to normal health.

**HCAS-BSC 1110L: Anatomy and Physiology I Lab**
**Prerequisite:** None  
**Co-Requisite:** HCAS-BSC 1110 Anatomy and Physiology I  
**1.0 Credit Hours**
Laboratory exercises provide first-hand experience with the structures and processes. Emphasis will be on location, recognition, and description of anatomical structure and relation to function. Content includes human body orientation and language of anatomy, histology, and regulation of various organ systems. Evaluation based on attendance, one lab practicum, and lab writing assignments.
HCAS-BSC 1112: Anatomy and Physiology II  
Prerequisite: HCAS-BSC 1110 Anatomy and Physiology I, HCAS-BSC 1110L Anatomy and Physiology I Lab  
Co-Requisite: HCAS-BSC1112L Anatomy and Physiology II Lab  
3.0 Credit Hours  
This class is a continuation of Anatomy and Physiology I. This class will continue to focus on the structure and function of the human body and mechanisms for maintaining homeostasis within it. Topics include the study of cells, tissues, and the integumentary skeletal, muscular and nervous systems. Emphasis is placed on the integration of systems as they relate to normal health.

HCAS-BSC1112L: Anatomy and Physiology II Lab  
Prerequisite: HCAS-BSC 1110 Anatomy and Physiology I, HCAS-BSC 1110L Anatomy and Physiology I Lab  
Co-Requisite: HCAS-BSC1112 Anatomy and Physiology II  
1.0 Credit Hours  
This class is a continuation of the Anatomy and Physiology I Lab class. Laboratory exercises provide first-hand experience with the structures and processes. Emphasis will be on location, recognition, and description of anatomical structure and relation to function. Content includes human body orientation and language of anatomy, histology, and regulation of various organ systems. Evaluation based on attendance, one lab practicum and lab writing assignments.

HCAS-BSC 1116: Microbiology  
Prerequisite: None  
Co-Requisite: HCAS-BSC1116L Microbiology Lab  
2.0 Credit Hours  
The microbiology course is designed to convey general concepts, methods, and applications of microbiology. Topics include immunology, bacteriology, virology, and mycology; the morphology, biochemistry, and physiology of microorganisms including bacteria, viruses, and fungi; the diseases caused by these microorganisms and their treatments, and the immunologic, pathologic, and epidemiological factors associated with diseases.

HCAS-BSC1116L: Microbiology Lab  
Prerequisite: None  
Co-Requisite: HCAS-BSC1116 Microbiology  
1.0 Credit Hours  
Laboratory exercises designed to familiarize students with basic skills required for working with bacteria in the lab. Topics will include aseptic technique, microscopy, differential media, and identification of unknown bacteria by both phenotype and genotype. Students will isolate their own E. coli and then test them for antibiotic resistance. They will also isolate, identify, and characterize a bacterial species isolated from their choice of natural resources.

HCAS-MAT1118: College Algebra  
Prerequisite: None  
Co-Requisite: None  
3.0 Credit Hours
A College Algebra course covering topics such as solving, graphing, and applying linear and quadratic equations and inequalities; exponential and logarithmic properties; linear, quadratic, rational, absolute value and square root functions; function operations, compositions and inverses; and system of equations and inequalities; all topics will have applications throughout the course.

**Core Courses- ASN (LPN to RN)**

**HCAS-NUR 1150: Math and Pharmacology for Nurses**
**Prerequisite:** None
**Co-Requisite:** HCAS-NUR 1150L Math and Pharmacology for Nurses Lab

**2.0 Credit Hours**
This course focuses on nursing pharmacology and therapeutics. The course reviews general principles, theories, and facts about drugs and their administration. Principles of action, uses, side effects, and client education are discussed to facilitate the student's learning in the clinical environment. Information is presented by integrating pharmacology into the nursing process. Specific drug information is discussed in relation to assessment, nursing diagnosis, client monitoring, interventions, client education and evaluation of safe and effective drug therapy. This course also focuses on preparing students to read medication documents and accurately calculates medication dosages and solutions. The content includes math review and systems of measurement; passing the dosage calculations test is required to continue in the nursing program. This course involves reading medication documents and accurate calculation of medical dosages and solutions. The content includes math review, systems of measurements, medication administrations and dosage calculations. Students are expected to be proficient in basic math including addition, subtraction, fractions, decimals, ratio and proportion, percentages and Roman numerals prior to the first class.

**HCAS-NUR 1150L: Math and Pharmacology for Nurses Lab**
**Prerequisite:** None
**Co-Requisite:** HCAS-NUR 1150 Math and Pharmacology for Nurses

**1.0 Credit Hours**
This course involves assisting students in becoming proficient in basic math including addition, subtraction, fractions, decimals, ratio and proportion, percentages and Roman numerals prior to the first class. This course will also assist students in reading medication documents and accurate calculation of medication dosages and solutions. The content includes math review, systems of measurements, medication administrations and dosage calculations.

**HCAS-NUR 2000: Transition to Professional Nursing**
**Prerequisite:** None
**Co-Requisite:** HCAS-NUR 2000C Transition to Professional Nursing Clinical

**2.0 Credit Hours**
This course introduces the student with selected prior healthcare experience and education to the profession of nursing, the roles basic to nursing practice, nursing process, and the implementation of health-promoting activities to meet patient needs. Nursing care of the adult patient with moderate alterations in health will be explored within a body system’s framework. The nurse’s role in meeting the short- and long-term needs of the patient and community through preventive, therapeutic, and palliative care will be presented.

**HCAS-NUR 2000C: Transition to Professional Nursing Clinical**
**Prerequisite:** None
Co-Requisite: HCAS-NUR 2000 Transition to Professional Nursing
2.0 Credit Hours
This course provides opportunities for the student with selected prior healthcare experiences and education to apply the nursing process. The emphasis is on health-promoting activities to meet patient needs in a variety of settings including inpatient and community-based experiences. Students will be encouraged to actively participate in projects emphasizing preventive aspects of nursing care.

HCAS-NUR 1088: Health Assessment
Prerequisite: None
Co-Requisite: HCAS-NUR 1088L Health Assessment Lab
2.0 Credit Hours
This course is designed to introduce health assessment to the students, which is the first step in understanding the nursing process. This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease in clients across the lifespan. This course will introduce concepts, principles, and techniques of health history taking using various tools, physical examination (head-to-toe), psychosocial assessment, and interpretation of common laboratory findings to arrive at nursing diagnoses for patients across the lifespan in varied settings. This course will also introduce processes of health assessment: interviewing, history-taking, and physical assessment. Dominant models, theories, and perspectives used to explain health behaviors are considered in relation to evidence-based health promotion and health education strategies. Students are also expected to identify and apply pathophysiological principles to selected health issues across the lifespan.

HCAS-NUR 1088L: Health Assessment Lab
Prerequisite: None
Co-Requisite: HCAS-NUR 1088 Health Assessment
1.0 Credit Hours
This course utilizes concepts, knowledge and skills necessary to complete a health assessment for patients in all age groups, emphasizing the major elements, sequence and methodology of health assessments. The laboratory component will be complemented by self-directed computer assisted instruction. Incorporated throughout the course is the importance of communication and collaboration across culturally diverse populations.

HCAS-NUR 2010: Basic Medical-Surgical Nursing
Prerequisite: HCAS-NUR 2000 Transition to Professional Nursing
Co-Requisite: HCAS-NUR 2010L Basic Medical-Surgical Nursing Lab
2.0 Credit Hours
This course builds upon the nursing concepts introduced during the fundamentals course. Using the framework of the nursing process, the student is able to assist the adult client and family to achieve an optimum state of health and wellness. This course prepares the student learner to apply theoretical knowledge and basic nursing skills when providing care in meeting the biopsychosocial needs of adult clients with simple, common medical-surgical problems. This course will continue to emphasize the core concepts of the curriculum: nursing process, caring behaviors, critical thinking, communication skills, and clinical competence.
HCAS-NUR 2010L: Basic Medical-Surgical Nursing Lab
Prerequisite: HCAS-NUR 2000 Transition to Professional Nursing, HCAS-NUR 2000C
Transition to Professional Nursing Clinical
Co-Requisite: HCAS-NUR 2010 Basic Medical-Surgical Nursing
1.0 Credit Hours
A strong laboratory focus is provided to enable the student learner to demonstrate competence in selected basic nursing skills. Lab simulation of selected clinical nursing skills will be used to facilitate meeting the needs of clients with basic medical and surgical problems.

HCAS-NUR 2020: Pediatric Nursing
Prerequisite: HCAS-NUR 2000 Transition to Professional Nursing
Co-Requisite: HCAS-NUR 2020L Pediatric Nursing Lab, HCAS-NUR 2020C Pediatric Nursing Clinical
2.0 Credit Hours
The theoretical component of this course addresses the unique biopsychosocial health and illness needs of the pediatric population. Emphasis is placed on exploring strategies that assist children and their caretakers to prevent and/or minimize the effects of illness and disability and to promote, maintain and restore health. Concepts that will be emphasized throughout the curriculum are: caring, communication strategies, critical thinking, clinical competence, and commitment to professionalism.

HCAS-NUR 2020L: Pediatric Nursing Lab
Prerequisite: HCAS-NUR 2000 Transition to Professional Nursing, HCAS-NUR 2000C
Transition to Professional Nursing Clinical
Co-Requisite: HCAS-NUR 2020 Pediatric Nursing, HCAS-NUR 2020C Pediatric Nursing Clinical
1.0 Credit Hours
The laboratory component of this course will focus on the application of theories, concepts, research, and issues and trends in pediatric nursing. Emphasis is on the role of the professional nurse in pediatric health nursing and on the use of nursing process with children and their families. The laboratory component provides guided laboratory experiences that allow students to demonstrate caring and clinical competence in the application of the nursing process in selected pediatric healthcare environments and the laboratory simulation.

HCAS-NUR 2020C: Pediatric Nursing Clinical
Prerequisite: HCAS-NUR 2000 Transition to Professional Nursing, HCAS-NUR 2000C
Transition to Professional Nursing Clinical
Co-Requisite: HCAS-NUR 2020 Pediatric Nursing, HCAS-NUR 2020L Pediatric Nursing Lab
1.0 Credit Hour
This clinical practice course will focus on the application of theories, concepts, research, and issues and trends in pediatric nursing. Emphasis is on the role of the professional nurse in pediatric health nursing and on the use of the nursing process with children and their families. The clinical component provides guided clinical experiences that allow students to demonstrate caring and clinical competence in the application of the nursing process in selected pediatric healthcare environments and the clinical simulation laboratory. Students interact with culturally diverse clients and families with emphasis on the integration of critical thinking, effective interpersonal communication, professionalism, and legal and ethical standards.
HCAS-NUR 2030: Maternity and Newborn Nursing
Prerequisite: HCAS-NUR 2000 Transition to Professional Nursing
Co-Requisite: HCAS-NUR 2030L Maternity and Newborn Nursing Lab, HCAS-NUR 2030C

Maternity and Newborn Nursing Clinical
2.0 Credit Hours
The nursing process for maternal and newborn nursing prepares the student to meet the biopsychosocial needs of the normal childbearing family, utilizing the knowledge and skills obtained through the theory and clinical components of the course and through selected simulation exercises. Common alterations in the childbearing process will be discussed which will enable the student to recognize complications and implement appropriate interventions of a beginning level practitioner. The educational and anticipatory guidance needs of the childbearing family will be integrated throughout the theory and clinical components in the course to enable the family to maintain or restore a state of health and well-being. Concepts emphasized throughout the course will be those of caring, clinical competence, critical thinking, communication, and commitment to professionalism. Specifically, the following sub concepts are discussed in the light of nursing: procreative health, Antepartum/pregnancy, postpartum, newborn, growth and development, infant and family, toddler and family, preschooler and family, child and family, adolescent and family, and adulthood.

HCAS-NUR 2030L: Maternity and Newborn Nursing Lab
Prerequisite: HCAS-NUR 2000 Transition to Professional Nursing, HCAS-NUR 2000C
Transition to Professional Nursing Clinical
Co-Requisite: HCAS-NUR 2030 Maternity and Newborn Nursing, HCAS-NUR 2030C

Maternity and Newborn Nursing Clinical
1.0 Credit Hours
The laboratory component of this course will focus on the application of theories, concepts, research, and issues and trends in maternity and newborn nursing. Emphasis is on the role of the professional nurse in maternity and newborn health nursing and on the use of nursing process with families. The laboratory component provides guided laboratory experiences that allow students to demonstrate caring and clinical competence in the application of the nursing process in selected maternity and newborn healthcare environments and the laboratory simulation.

HCAS-NUR 2030C: Maternity and Newborn Nursing Clinical
Prerequisite: HCAS-NUR 2000 Transition to Professional Nursing, HCAS-NUR 2000C
Transition to Professional Nursing Clinical
Co-Requisite: HCAS-NUR 2030 Maternity and Newborn Nursing, HCAS-NUR 2030L
Maternity and Newborn Nursing Lab
1.0 Credit Hour
This clinical practice course will focus on the application of theories, concepts, research, and issues and trends in maternal child health nursing. Emphasis is on the role of the professional nurse in child health nursing and on the use of the nursing process with children and their families. To enhance the student’s knowledge, skills, and attitude, the students are exposed to family health nursing and postpartum/nursery rotations. Students will utilize the nursing process as a framework
for care delivery. Students will be providing direct care to patients/clients and will be under the supervision of a faculty member.

**HCAS-NUR 2040: Complex Medical-Surgical Nursing**

**Prerequisite:** HCAS-NUR 2000 Transition to Professional Nursing, HCAS-NUR 2010 Basic Medical-Surgical Nursing  
**Co-Requisite:** HCAS-NUR 2040L Complex Medical-Surgical Nursing Lab  
**2.0 Credit Hours**

This course builds upon the nursing concepts introduced during the Basic Medical Surgical Nursing course. Using the framework of the nursing process, the student is able to assist the adult client and family to achieve an optimum state of health and wellness. This course prepares the student learner to apply theoretical knowledge and complex nursing skills when providing care in meeting the biopsychosocial needs of adult clients with complex medical-surgical problems. This course will continue to emphasize the core concepts of the curriculum: nursing process, caring behaviors, critical thinking, communication skills, and clinical competence.

**HCAS-NUR 2040L: Complex Medical-Surgical Nursing Lab**

**Prerequisite:** HCAS-NUR 2000 Transition to Professional Nursing, HCAS-NUR 2000L Transition to Professional Nursing Lab, HCAS-NUR 2010 Basic Medical-Surgical Nursing, HCAS-NUR 2010L Basic Medical-Surgical Nursing Lab  
**Co-Requisite:** HCAS-NUR 2040 Complex Medical-Surgical Nursing  
**1.0 Credit Hours**

A strong laboratory focus is provided to enable the student learner to demonstrate competence in selected basic nursing skills. Lab simulation of selected clinical nursing skills will be used to facilitate meeting the needs of clients with basic medical and surgical problems.

**HCAS-NUR 2050: Mental Health Nursing**

**Prerequisite:** HCAS-NUR 2000 Transition to Professional Nursing  
**Co-Requisite:** HCAS-NUR 2050C Mental Health Nursing Clinical  
**2.0 Credit Hours**

This course examines mental health, mental illness, nurse-client relationships, and self-awareness. This course builds upon interpersonal skills, pharmacology, and mental health concepts introduced in previous courses. Through the use of the nursing process, therapeutic communication, critical thinking, and caring behaviors, wellness will be promoted in individual clients, families, and groups. The course will explore the role of the professional nurse as a member of the mental health team, and contemporary issues in mental health. The student is provided the opportunity to apply the core the curriculum to the care of clients across the life spans that are experiencing interruptions of their basic biopsychosocial needs.

**HCAS-NUR 2050C: Mental Health Nursing Clinical**

**Prerequisite:** HCAS-NUR 2000 Transition to Professional Nursing, HCAS-NUR 2000C Transition to Professional Nursing Clinical  
**Co-Requisite:** HCAS-NUR 2050 Mental Health Nursing  
**2.0 Credit Hours**

This clinical practice course will focus on the application of theories, concepts, research, and issues and trends in mental health nursing. Emphasis is on the role of the professional nurse in mental health nursing and on the use of the nursing process with children and their families.
Clinical experiences are provided in mental health acute-care inpatient facilities and selected community mental health settings.

**HCAS-NUR 2200: Community Nursing**  
**Prerequisite:** HCAS-NUR 2000 Transition to Professional Nursing  
**Co-Requisite:** HCAS-NUR 2200C Community Nursing Clinical  
**2.0 Credit Hours**  
This course focuses on the care of population groups and community as clients utilizing concepts and principles in community health development. It also describes problems, trends, and issues in the global healthcare systems affecting community health nursing practice.

**HCAS-NUR 2200C: Community Nursing Clinical**  
**Prerequisite:** HCAS-NUR 2000 Transition to Professional Nursing, HCAS-NUR 2000C Transition to Professional Nursing Clinical  
**Co-Requisite:** HCAS-NUR 2200 Community Nursing  
**1.0 Credit Hour**  
This course will introduce clinical experiences in the community settings. Students will be providing direct care to patients/clients, and will be under the supervision of a faculty member to enhance their learning experiences.

**HCAS-NUR 3020: Pathophysiological Basics for Nursing Practice I**  
**Prerequisite:** HCAS-BSC 1110 Anatomy and Physiology I, HCAS-BSC 1110L Anatomy and Physiology I Lab, HCAS-BSC1112 Anatomy and Physiology II, HCAS-BSC1112L Anatomy and Physiology II Lab  
**Co-Requisite:** HCAS-NUR 2010 Basic Medical-Surgical Nursing  
**1.0 Credit Hours**  
The purpose of this course is to examine pathophysiology and psychopathology related to human illness within a systems framework. Emphasis is on understanding pathophysiology and psychopathology as alterations in normal functioning of individual client subsystems. Focus is on presentation of selected pathophysiology and psychopathology and subsequent symptomatology in diverse clients across the lifespan. The course is designed to correspond with the body systems being studied in HCAS-NUR 2010 Basic Medical-Surgical Nursing.

**HCAS-NUR 3021: Pathophysiological Basics for Nursing Practice II**  
**Prerequisite:** HCAS-BSC 1110 Anatomy and Physiology I, HCAS-BSC 1110L Anatomy and Physiology I Lab, HCAS-BSC1112 Anatomy and Physiology II, HCAS-BSC1112L Anatomy and Physiology II Lab  
**Co-Requisite:** HCAS-NUR 2040 Complex Medical-Surgical Nursing  
**1.5 Credit Hours**  
The purpose of this course is to examine pathophysiology and psychopathology related to human illness within a systems framework. Emphasis is on understanding pathophysiology and psychopathology as alterations in normal functioning of individual client subsystems. Focus is on presentation of selected pathophysiology and psychopathology and subsequent symptomatology in diverse clients across the lifespan. The course is designed to correspond with the body systems being studied in HCAS-NUR 2040 Complex Medical-Surgical Nursing.
HCAS-NUR 3022: Pathophysiological Basics for Nursing Practice III
Prerequisite: HCAS-BSC 1110 Anatomy and Physiology I, HCAS-BSC 1110L Anatomy and Physiology I Lab, HCAS-BSC1112 Anatomy and Physiology II, HCAS-BSC1112L Anatomy and Physiology II Lab
Co-Requisite: HCAS-NUR 4220 Advanced Medical-Surgical Nursing
1.5 Credit Hours
The purpose of this course is to examine pathophysiology and psychopathology related to human illness within a systems framework. Emphasis is on understanding pathophysiology and psychopathology as alterations in normal functioning of individual client subsystems. Focus is on presentation of selected pathophysiology and psychopathology and subsequent symptomatology in diverse clients across the lifespan. The course is designed to correspond with the body systems being studied in HCAS-NUR 4220 Advanced Medical-Surgical Nursing.

HCAS-NUR 4220: Advanced Medical Surgical Nursing
Prerequisite: HCAS-NUR 2000 Transition to Professional Nursing, HCAS-NUR 2000C Transition to Professional Nursing Clinical, HCAS-NUR 2010 Basic Medical-Surgical Nursing, HCAS-NUR 2010L Basic Medical-Surgical Nursing Lab, HCAS-NUR 2010C Basic Medical-Surgical Nursing Clinical, HCAS-NUR 2040 Complex Medical-Surgical Nursing, HCAS-NUR 2040L Complex Medical-Surgical Nursing Lab, HCAS-NUR 2040C Complex Medical-Surgical Nursing Clinical
Co-Requisite: HCAS-NUR 4220L Advanced Medical-Surgical Nursing Lab, HCAS-NUR 4220C Advanced Medical-Surgical Nursing Clinical
2.0 Credit Hours
This course prepares the student learner to apply safe and effective care for clients with advanced medical and surgical problems. This course is designed to build on material from the previous medical surgical course. Through the use of the nursing process, caring behaviors, critical thinking and communication skills, and the student will prioritize the biopsychosocial needs of clients to promote optimal health and wellness.

HCAS-NUR 4220L: Advanced Medical Surgical Nursing Lab
Prerequisite: HCAS-NUR 2000 Transition to Professional Nursing, HCAS-NUR 2000C Transition to Professional Nursing Clinical, HCAS-NUR 2010 Basic Medical-Surgical Nursing, HCAS-NUR 2010L Basic Medical-Surgical Nursing Lab, HCAS-NUR 2010C Basic Medical-Surgical Nursing Clinical, HCAS-NUR 2040 Complex Medical-Surgical Nursing, HCAS-NUR 2040L Complex Medical-Surgical Nursing Lab, HCAS-NUR 2040C Complex Medical-Surgical Nursing Clinical
Co-Requisite: HCAS-NUR 4220 Advanced Medical-Surgical Nursing, HCAS-NUR 4220C Advanced Medical-Surgical Nursing Clinical
1.0 Credit Hours
A strong laboratory focus is provided to enable the student learner to demonstrate competence in selected basic nursing skills. Lab simulation of selected clinical nursing skills will be used to facilitate meeting the needs of clients with advanced medical and surgical problems.

HCAS-NUR 4220C: Advanced Medical Surgical Nursing Clinical
Prerequisite: HCAS-NUR 2000 Transition to Professional Nursing, HCAS-NUR 2000C Transition to Professional Nursing Clinical, HCAS-NUR 2010 Basic Medical-Surgical Nursing, HCAS-NUR 2010L Basic Medical-Surgical Nursing Lab, HCAS-NUR 2010C Basic Medical-Surgical Nursing Clinical, HCAS-NUR 2040 Complex Medical-Surgical Nursing,
HCAS-NUR 2040L Complex Medical-Surgical Nursing Lab, HCAS-NUR 2040C Complex Medical-Surgical Nursing Clinical
Co-Requisite: HCAS-NUR 4220 Advanced Medical-Surgical Nursing, HCAS-NUR 4220L Advanced Medical-Surgical Nursing Lab
2.0 Credit Hour
This course will introduce advanced clinical experiences in acute-care settings and observational experiences in specialty areas. Students will be providing direct care to patients/clients and will be under the supervision of a faculty member to enhance the clinical learning experiences in the acute care setting.

HCAS-NUR 4240: Nursing Leadership and Practicum
Prerequisite(s): All required courses for ASN program
Co-requisite(s): None
1.0 Credit Hour
The student will focus on the nursing leadership and management roles and skills needed for the 21st century in healthcare organizations. Emphasis is placed on the emerging concepts of leadership in the 21st century, characteristics of an integrated leader/manager, thriving with change in a complex environment, communication in a multicultural workplace, the culture of safety, and critical thinking within the dynamic adaptive management processes. The student analyzes the complex systems of planning, staffing, organizing, directing, and controlling in light of the transforming environment within which healthcare institutions exist. Interrelated classroom and practice experiences facilitate the integration of theory to a variety of practice settings. Extensive practice in organizing and leading the care for a group of clients will be provided under the supervision of a nurse preceptor in the clinical setting and the direction of nursing faculty.

Bachelor of Science in Nursing

The Bachelor of Science in Nursing Degree is an advanced level of nursing that prepares the graduate to function at the professional level of nursing. The baccalaureate program at Hope College of Arts &Sciences prepares a student for practice that integrates the knowledge, skills and attitudes of seven curricular elements: liberal education, quality care and patient safety, evidence-based practice, healthcare policy, finance and regulatory environments, communication and collaboration, clinical prevention and population health, professionalism and professional values. The program is designed to provide an educational framework, based on the principle of life-long learning, whereby students develop a broad knowledge base enabling them to read analytically, communicate clearly, and think critically in order to problem-solve. The faculty is committed to promotion of student success from admission through graduation. Through the nursing process, students will utilize their learned skills of prevention, therapeutic intervention and rehabilitation, as well as promotion and maintenance of optimal health in order to meet the health needs of the community we serve in a safe and competent manner. Students will be prepared to make unique contributions to a multicultural society as professional and ethical health care providers.

The nursing program is approved by the Florida Board of Nursing, and Commission for Independent Education. The student who has met all educational and institutional requirements for a Bachelor of Science in Nursing from Hope College of Arts & Sciences is eligible to have his/her name submitted to the Florida Board of Nursing to be considered as a candidate for the National Council Licensure Examination for the Registered Nurse (NCLEX-RN©).
Program Objectives

1. Synthesize knowledge from the biological sciences, social sciences, behavioral sciences, humanities and nursing, to provide appropriate and culturally sensitive care to individuals, families, and communities.

2. Demonstrate effective interpersonal communication, collaboration with other professionals, and leadership and management skills.

3. Critically analyze and apply research findings to nursing practice related to disease prevention, health promotion, illness care, and restoration of health.

4. Utilize critical thinking skills to evaluate the outcomes of nursing care.

5. Serve as client advocates by providing health education and in monitoring and promoting access to cost-effective care.

6. Encourage lifelong learning and create a foundation for graduate study.

7. Integrate professional values and ethical, moral, and legal aspects of nursing into practice in a variety of structured and unstructured settings.

BSN Program Outcomes

Student Learning Outcomes

1. Integrated Reasoning — Apply principles of critical thinking, creativity, and innovation to formulate clinical and other nursing judgments.

2. Professionalism and Leadership — Assume responsibility and accountability for pursuing professional growth, acting as a leader and agent for change while upholding high standards of ethical practice.

3. Patient-Centered Care — Provide patient-centered care and health education based on respect for patient/family values and preferences, while engaging the patient as a partner in the process.

4. Quality and Safety — Monitor individual performance and system effectiveness to improve the safety and quality of care.

5. Communication and Teamwork — Actively collaborate as a member of the healthcare team; promoting mutual respect, open communication, and shared decision making.

6. Systems-based Practice — Utilize a variety of systems to manage nursing care, including technological and information systems.

BSN Graduate Program Outcomes

- Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.

- Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context.

- Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.
Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

**Program Outcomes**
The BSN Nursing Program will obtain an NCLEX passage rate of 10% below or above the national average. The BSN program will obtain an overall 70% or better of the Program Completion, Job Placement, Graduate Satisfaction, and Employer Satisfaction.
# Option 1 Traditional BACHELOR OF SCIENCE IN NURSING PROGRAM

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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**Total** 122 2610

*Corequisites Courses- Lab and clinical classes should be taken concurrently with lecture courses.
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BSN Course Descriptions

General Education and Required Course Descriptions

**HCAS-SLS 1001: Introduction to College Learning**  
**Prerequisite:** None  
**Co-Requisite:** None  
**1.0 Credit Hours**  
Introduction to College Learning is a course designed to help students make a successful transition into college life. This course will cover topics which will be helpful to students in learning how to balance their personal and academic lives. The goal of this course is to improve students’ performances geared towards a more enriched and productive college experience. Ultimately, the purpose of this course is to provide an opportunity for students to establish scholarly connections and offer support in reaching their educational goals, while fostering lifelong, favorable learning possibilities in a multicultural setting.

**HCAS-CIS 1000: Computer Basics**  
**Prerequisite:** None  
**Co-Requisite:** None  
**1.0 Credit Hours**  
This course is an introduction to computer basics and is designed to disseminate information regarding computers and their applications. It will also highlight the use of computers and technology throughout college and future careers of student. Students will learn fundamental concepts of computer hardware and software and become familiar with a variety of computer applications, including word processing, spreadsheets, databases, and multimedia presentations. Students will also investigate Internet-based applications, working with email and learning how to browse the web. Coursework also includes activities that explore social and ethical issues related to computers.

**HCAS-CHM 1114: Chemistry**  
**Prerequisite:** None  
**Co-Requisite:** HCAS-CHM 1114L  
**2.0 Credit Hours**  
This course focuses on the chemistry of carbon, hydrogen, nitrogen and oxygen containing compounds and examines the structures, properties, nomenclature, reactivity and, in some cases, synthesis of simple organic molecules. The structures and functions of biological macromolecules and common biochemical pathways will also be examined as well as their relationship to patient
health. This chemistry course is a one-term equivalent course that introduces the fundamental concepts of organic chemistry and biochemistry.

**HCAS-CHM 1114L: Chemistry Lab**
**Prerequisite:** None  
**Co-Requisite:** HCAS-CHM 1114  
**1.0 Credits Hours**  
Laboratory course will focus on the principles of chemistry, including classification and properties of matter, chemical substances, and chemical formulas. This will include utilization of basic laboratory equipment and instrumentation to perform chemistry procedures; laboratory mathematics and statistical methods; and clinical laboratory quality control and safety methods.

**HCAS-STA 3108: Statistical Methods and Application**  
**Prerequisite:** HCAS-MGF 2100  
**Co-Requisite:** None  
**3.0 Credits Hours**  
This course introduces biostatistical methodology and applications that can be used to draw practical conclusions regarding empirical data pertaining to nursing and patient care. Concepts, techniques, and methods used in the description and analysis of data and statistical inference are presented. Statistical topics studied include frequency distributions, measures of central tendency (descriptive statistics), statistical graphs and charts, binomial and normal distributions, probability, confidence intervals, ANOVA, hypothesis testing and correlation.

**HCAS-PHI 1104: Ethics**  
**Prerequisite:** None  
**Co-Requisite:** None  
**3.0 Credit Hours**  
This course develops skills in critical thinking by examining various topics in ethics. Students will study methods of effective reasoning, develop techniques for writing argumentative essays, critically examine the nature of morality, and reflect upon their values and ethical standards. Students will also critically examine several contemporary ethical issues such as cultural relativism, affirmative action, euthanasia, workplace ethics, and current topics of interest.

**HCAS-ENC 1100: English Composition I**  
**Prerequisite:** None  
**Co-Requisite:** None  
**3.0 Credit Hours**  
Introduction to the critical thinking and reading skills needed to succeed in writing at the college level are the primary focus of this course. Additional emphasis is on writing as a process and correct usage of English grammar. Critical thinking and reading are stressed through close readings of texts, with discussions to illuminate understanding of the content. College-level writing is introduced in a graduated approach. Assignments focus on the mechanical issues of writing, such as: prewriting, rewriting, editing, proofreading, and journaling. Original compositions that follow the formal structure of essay writing will be produced. An in-depth introduction to the elements of traditional American Standard English will be emphasized in this
course, which will culminate in the production of the research paper. The formal research paper is required, and the format will follow the APA 6th edition of style.

HCAS-MGF 2100: Finite Mathematics
Prerequisite: None
Co-Requisite: None
4.0 Credit Hours
This is an introductory level course covering mathematical ideas needed by students of business management, social science, or biology. The topics include sets and counting, functions, introduction to probability and statistics, interest and annuities, matrix theory, linear systems, and linear programming.

HCAS-BSC 1116: Microbiology
Prerequisite: None
Co-Requisite: None
2.0 Credit Hours
The microbiology course is designed to convey general concepts, methods, and applications of microbiology. Topics include immunology, bacteriology, virology, and mycology; the morphology, biochemistry, and physiology of microorganisms including bacteria, viruses, and fungi; the diseases caused by these microorganisms and their treatments, and the immunologic, pathologic, and epidemiological factors associated with diseases.

HCAS-BSC 1116L: Microbiology Lab
Prerequisite: None
Co-Requisite: HCAS-BSC 1116
1.0 Credit Hours
Laboratory exercises designed to familiarize students with basic skills required for working with bacteria in the lab. Topics will include aseptic technique, microscopy, differential media, and identification of unknown bacteria by both phenotype and genotype. Students will isolate their own E. coli and then test them for antibiotic resistance. They will also isolate, identify, and characterize a bacterial species isolated from their choice of natural resources.

HCAS-COM 2200: Transcultural Communication
Prerequisite: None
Co-Requisite: None
4.0 Credit Hours
This course examines the varied challenges posed by globalization on citizenship, diasporas, ethnic and cultural minorities, human rights and cultural property, the structuring and stratification of information flows and social policy. This course also includes topics such as cross cultural and non-verbal communication.

HCAS-ENC 1102: English Composition II
Prerequisite: HCAS-ENC 1100
Co-Requisite: None
3.0 Credit Hours
A composition course stressing structural, analytical writing, including narration and argumentation. Selected readings in prose, drama, and poetry supplement the course and provide topics for discussion and written assignments. Students use a variety of research and investigative techniques to produce a documented paper. Logic will be emphasized (induction, deduction, syllogisms, fallacies); argument (confirmation and refutation); and crediting sources (informal and APA style). Students will also create PowerPoint presentations during the course.

HCAS-PSY 1106: Psychology
Prerequisite: None
Co-Requisite: None
3.0 Credit hours
This course addresses the basic principles of psychology and the scientific study of mental processes and behavior. Among the topics surveyed are research methodology, biological bases of behavior, sensation and perception, learning, consciousness, memory, thought, and language. Throughout the course there is an emphasis on developing an understanding of psychology as the science of human thought and behavior and to critically evaluate “common sense” knowledge about how people function.

HCAS-SOC 1108: Sociology
Prerequisite: None
Co-Requisite: None
3.0 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, healthcare, government, economy, and environment. The family as a social structure is also examined.

HCAS-BSC 1110: Anatomy and Physiology I
Prerequisite: None
Co-requisite: HCAS-BSC 1110L
3.0 Credit Hours
This class focuses on the structure and function of the human body and mechanisms for maintaining homeostasis within it. Topics include the study of cells, tissues, and the integumentary, skeletal, muscular and nervous systems. Emphasis is placed on the integration of systems as they relate to normal health.

HCAS-BSC 1110L: Anatomy and Physiology I Lab
Prerequisite: None
Co-requisite: HCAS-BSC 1110
1.0 Credit Hours
Laboratory exercises provide first-hand experience with the structures and processes. Emphasis will be on location, recognition, and description of anatomical structure and relation to function. Content includes human body orientation and language of anatomy, histology, and regulation of various organ systems. Evaluation based on attendance, one lab practicum, and lab writing assignments.
HCAS-BSC 1112: Anatomy and Physiology II
Prerequisite: HCAS-BSC 1110, HCAS-BSC 1110L
Co-requisite: HCAS-BSC 1112L
3.0 Credit Hours
This class is a continuation of Anatomy and Physiology I. This class will continue to focus on the structure and function of the human body and mechanisms for maintaining homeostasis within it. Topics include the study of cells, tissues, and the integumentary skeletal, muscular and nervous systems. Emphasis is placed on the integration of systems as they relate to normal health.

HCAS-BSC 1112L: Anatomy and Physiology II Lab
Prerequisite: HCAS-BSC 1110, HCAS-BSC 1110L,
Co-requisite: HCAS-BSC 1112
1.0 Credit Hours
This class is a continuation of the Anatomy and Physiology I Lab class. Laboratory exercises provide first-hand experience with the structures and processes. Emphasis will be on location, recognition, and description of anatomical structure and relation to function. Content includes human body orientation and language of anatomy, histology, and regulation of various organ systems. Evaluation based on attendance, one lab practicum and lab writing assignments.

HCAS-PSY 3102: Human Growth and Development
Prerequisite: None
Co-requisite: None
4.0 Credit hours
This course examines the relationship of the physical, emotional, social, and mental factors of growth and development throughout life.

Core Courses- BSN

HCAS-NUR 1005: Nutrition
Prerequisite: None
Co-requisite: None
3.0 Credit hours
The general principles of human nutrition are investigated, emphasizing the nutrients, food sources, and their utilization in the body for growth and health throughout life. This course also assesses contemporary nutrition issues.

HCAS-NUR 1088: Health Assessment
Prerequisite: None
Co-requisite: HCAS-NUR 1088L
2.0 Credit Hours
This course is designed to introduce health assessment to the students, which is the first step in understanding the nursing process. This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease in clients across the lifespan. This course will introduce concepts, principles, and techniques of health history taking using various tools, physical examination (head-to-toe), psychosocial assessment, and interpretation of common laboratory findings to arrive at nursing diagnoses for patients across the lifespan in varied settings. This course will also introduce processes of health assessment:
interviewing, history-taking, and physical assessment. Dominant models, theories, and perspectives used to explain health behaviors are considered in relation to evidence-based health promotion and health education strategies. Students are also expected to identify and apply pathophysiological principles to selected health issues across the lifespan.

HCAS-NUR 1088L: Health Assessment Lab
Prerequisite: None
Co-requisite: HCAS-NUR 1088
1.0 Credit Hours
This course utilizes concepts, knowledge and skills necessary to complete a health assessment for patients in all age groups, emphasizing the major elements, sequence and methodology of health assessments. The laboratory component will be complemented by self-directed computer assisted instruction. Incorporated throughout the course is the importance of communication and collaboration across culturally diverse populations.

HCAS-NUR 1150: Math and Pharmacology for Nurses
Prerequisite: None
Co-requisite: HCAS-NUR 1150L
2.0 Credit Hours
This course focuses on nursing pharmacology and therapeutics. The course reviews general principles, theories, and facts about drugs and their administration. Principles of action, uses, side effects, and client education are discussed to facilitate the student's learning in the clinical environment. Information is presented by integrating pharmacology into the nursing process. Specific drug information is discussed in relation to assessment, nursing diagnosis, client monitoring, interventions, client education and evaluation of safe and effective drug therapy. This course also focuses on preparing students to read medication documents and accurately calculates medication dosages and solutions. The content includes math review and systems of measurement; passing the dosage calculations test is required to continue in the nursing program. This course involves reading medication documents and accurate calculation of medical dosages and solutions. The content includes math review, systems of measurements, medication administrations and dosage calculations. Students are expected to be proficient in basic math including addition, subtraction, fractions, decimals, ratio and proportion, percentages and Roman numerals prior to the first class.

HCAS-NUR 1150L: Math and Pharmacology for Nurses Lab
Prerequisite: None
Co-requisite: HCAS-NUR 1150
1.0 Credit Hours
This course involves assisting students in becoming proficient in basic math including addition, subtraction, fractions, decimals, ratio and proportion, percentages and Roman numerals prior to the first class. This course will also assist students in reading medication documents and accurate calculation of medication dosages and solutions. The content includes math review, systems of measurements, medication administrations and dosage calculations.

HCAS-NUR 2300 Introduction to Medical Terminology
Prerequisite: None
Co-requisite: None
2.0 Credit Hours
This is a survey course of medical terminology to ensure its correct and appropriate use in the healthcare field. Medical vocabulary is emphasized and a general discussion of human anatomy and physiology is provided. Disease, diagnosis and treatment procedures are also covered.

HCAS-NUR 3020: Pathophysiological Basics for Nursing Practice I
Prerequisite: HCAS-BSC 1110, HCAS-BSC 1110L, HCAS-BSC1112 HCAS-BSC1112L
Co-Requisite: HCAS-NUR 3040
1.0 Credit Hours
The purpose of this course is to examine pathophysiology and psychopathology related to human illness within a systems framework. Emphasis is on understanding pathophysiology and psychopathology as alterations in normal functioning of individual client subsystems. Focus is on presentation of selected pathophysiology and psychopathology and subsequent symptomatology in diverse clients across the lifespan. The course is designed to correspond with the body systems being studied in HCAS-NUR 3040 Nursing Care of Adults I.

HCAS-NUR 3021: Pathophysiological Basics for Nursing Practice II
Prerequisite: HCAS-BSC 1110, HCAS-BSC 1110L, HCAS-BSC1112 HCAS-BSC1112L,
HCAS-NUR 3020
Co-Requisite: HCAS-NUR 3040, HCAS-NUR 3060
1.5 Credit Hours
The purpose of this course is to examine pathophysiology and psychopathology related to human illness within a systems framework. Emphasis is on understanding pathophysiology and psychopathology as alterations in normal functioning of individual client subsystems. Focus is on presentation of selected pathophysiology and psychopathology and subsequent symptomatology in diverse clients across the lifespan. The course is designed to correspond with the body systems being studied in HCAS-NUR 3040 Nursing Care of Adults I and HCAS-NUR 3060 Nursing Care of Adults II.

HCAS-NUR 3022: Pathophysiological Basics for Nursing Practice III
Prerequisite: HCAS-BSC 1110, HCAS-BSC 1110L, HCAS-BSC1112 HCAS-BSC1112L,
HCAS-NUR 3020, HCAS-NUR 3021
Co-Requisite: HCAS-NUR 3060
1.5 Credit Hours
The purpose of this course is to examine pathophysiology and psychopathology related to human illness within a systems framework. Emphasis is on understanding pathophysiology and psychopathology as alterations in normal functioning of individual client subsystems. Focus is on presentation of selected pathophysiology and psychopathology and subsequent symptomatology in diverse clients across the lifespan. The course is designed to correspond with the body systems being studied in HCAS-NUR 3060 Nursing Care of Adults II.

HCAS-NUR 3030: Evidence-Based Nursing Practice
Prerequisite: None
Co-requisite: None
4.0 Credit Hours
This course addresses the role of research in professional nursing practice, including conduct of research, research sources utilization and dissemination, and principles and models of evidence-based practice.
HCAS-NUR 3040: Nursing Care of Adults I
Prerequisite: HCAS-NUR 3052, HCAS-NUR 3054
Co-requisite: HCAS-NUR 3040C, HCAS-NUR 3020

3.0 Credit Hours
This course is the first of two courses in adult health nursing. The nursing process is applied in assisting adult clients with adaptation to potential and actual physiological stressors. This course provides knowledge necessary to prevent, diagnose and manage selected uncomplicated common, acute, and chronic health problems in adult clients from diverse backgrounds across the adult lifespan. Emphasis is on a holistic approach to primary care, including prevention, health promotion, and management of clients experiencing common alterations in their health. The focus is on critical thinking and diagnostic reasoning in assessing relevant data, developing diagnoses, formulating management plans, and making referrals.

HCAS-NUR 3040C: Nursing Care of Adults I Clinical
Prerequisite: HCAS-NUR 3052, HCAS-NUR 3052L, HCAS-NUR 3054, HCAS-NUR 3054L, HCAS-NUR 3054C
Co-requisite: HCAS-NUR 3040

3.0 Credit Hours
This course is the first of two clinical courses in adult health nursing. In clinical settings, the nursing process is applied in assisting adult clients with adaptation to potential and actual physiological stressors. This course will introduce clinical experiences in acute care setting and will be under the supervision of a faculty member to enhance the clinical learning experiences in the acute care setting.

HCAS-NUR 3060: Nursing Care of Adults II
Prerequisite: HCAS-NUR 3052, HCAS-NUR 3054, HCAS-NUR 3040
Co-requisite: HCAS-NUR 3060C, HCAS-NUR 3020, HCAS-NUR 3021

3.0 Credit Hours
This course is a continuation of Nursing Care of Adults I. The nursing process is applied in assisting adult clients with adaptation to potential and actual physiological stressors. This course will continue to provide knowledge necessary to prevent, diagnose and manage selected uncomplicated common, acute, and chronic health problems in adult clients from diverse backgrounds across the adult lifespan. Emphasis is on a holistic approach to primary care, including prevention, health promotion, and management of clients experiencing common alterations in their health. The focus is on critical thinking and diagnostic reasoning in assessing relevant data, developing diagnoses, formulating management plans, and making referrals.

HCAS-NUR 3060C: Nursing Care of Adults II Clinical
Prerequisite: HCAS-NUR 3040, HCAS-NUR 3040C
Co-requisite: HCAS-NUR 3060

3.0 Credit Hours
This course is a continuation of Nursing Care of Adults I. In clinical settings, the nursing process is applied in assisting adult clients with adaptation to potential and actual physiological stressors. This course continues introduce clinical experiences in acute care setting and will be under the supervision of a faculty member to enhance the clinical learning experiences in the acute care setting.
HCAS-NUR 3052: Foundations of Nursing I: Basic Skills
Prerequisite: None
Co-requisite: HCAS-NUR 3052L

3.0 Credit Hours
This course focuses on the theoretical instruction and campus laboratory practical experience in the implementation of basic clinical nursing skills essential for professional nursing practice. It will introduce the students to the nursing care practices and procedures needed to provide care to patients in order to attain optimal health. It includes physical comfort and safety, personal patient care, basic nursing procedures and skills, infection control practices, documentation, communication and processes used to deliver care. The following nursing procedures/topics are discussed and practiced: asepsis, hand washing, bag technique, urine examination for glucose and sugar, TPR and BP taking, bed making (occupied, opened, and closed), shampoo in bed, and traditional medicine and therapies.

HCAS-NUR 3052L: Foundations of Nursing I: Basic Skills Lab
Prerequisite: None
Co-requisite: HCAS-NUR 3052

1.0 Credit Hours
This course focuses on the simulated laboratory practical experience in the implementation of basic clinical nursing skills essential for professional nursing practice. It will introduce the students to the nursing care practices and procedures needed to provide care to patients in order to attain optimal health.

HCAS-NUR 3054: Foundations of Nursing II
Prerequisite: HCAS-NUR 3052
Co-requisite: HCAS-NUR 3054L, HCAS-NUR 3054C

3.0 Credit Hours
This course provides the students with the overview of nursing as a science, an art and a profession, as well as an introduction to the fundamental concepts and knowledge needed to meet the basic needs of all patients. The nursing process is used as a framework for care delivery, as well as concepts from the social, psychological, and physical sciences. It deals with the concept of man as a holistic being comprised of bio-psycho-socio and spiritual dimensions. It includes a discussion on the different roles of a nurse emphasizing health promotion and maintenance of health, as well as prevention of illness, utilizing the nursing process. Furthermore, the following topics are also given attention: communication skills, health and illness, levels of care and meeting needs related to death, dying/grief and grieving.

HCAS-NUR 3054L: Foundations of Nursing Lab II
Prerequisite: HCAS-NUR 3052, HCAS-NUR 3052L
Co-requisite: HCAS-NUR 3054, HCAS-NUR 3054C

2.0 Credit Hours
This course will include the study of concepts and principles necessary to perform intermediate or advanced nursing skills, and demonstrate competence in the performance of nursing procedures. Topics include knowledge, judgment, skills and professional values within a legal/ethical framework.
HCAS-NUR 3054C: Foundations of Nursing II Clinical
Prerequisite: HCAS-NUR 3052, HCAS-NUR 3052L
Co-requisite: HCAS-NUR 3054, HCAS-NUR 3054L

3.0 Credit Hours
This course will include the study of concepts and principles necessary to perform intermediate or advanced nursing skills, and demonstrate competence in the performance of nursing procedures. Topics include knowledge, judgment, skills and professional values within a legal/ethical framework.

HCAS-NUR 2050: Mental Health Nursing
Prerequisite: HCAS-NUR 3052, HCAS-NUR 3054
Co-requisite: HCAS-NUR 2050C

3.0 Credit Hours
This course examines mental health, mental illness, nurse-client relationships, and self-awareness. This course builds upon interpersonal skills, pharmacology, and mental health concepts introduced in previous courses. Through the use of the nursing process, therapeutic communication, critical thinking, and caring behaviors, wellness will be promoted in individual clients, families, and groups. The course will explore the role of the professional nurse as a member of the mental health team, and contemporary issues in mental health. The student is provided the opportunity to apply the core the curriculum to the care of clients across the life spans that are experiencing interruptions of their basic biopsychosocial needs.

HCAS-NUR 2050C: Mental Health Nursing Clinical
Prerequisite: HCAS-NUR 3052, HCAS-NUR 3052L, HCAS-NUR 3054, HCAS-NUR 3054L

3.0 Credit Hours
This clinical practice course will focus on the application of theories, concepts, research, and issues and trends in mental health nursing. Emphasis is on the role of the professional nurse in mental health nursing and on the use of the nursing process with children and their families. Clinical experiences are provided in mental health acute-care inpatient facilities and selected community mental health settings.

HCAS-NUR 4020: Concepts in Community Health Nursing
Prerequisite: HCAS-NUR 3052, HCAS-NUR 3054
Co-requisite: HCAS-NUR 4020C

3.0 Credit Hours
This course focuses on the care of population groups and community as clients, utilizing concepts and principles in community health development. It also describes problems, trends and issues in the global health care systems affecting community health nursing practice.

HCAS-NUR 3063: Care of Families: Childbearing Nursing
Prerequisite: HCAS-NUR 3052, HCAS-NUR 3054
Co-requisite: HCAS-NUR 3063C

3.0 Credit Hours
The nursing process is applied in assisting childbearing families with adaptation to potential and actual stressors. The nursing process for maternal and newborn nursing prepares the student to
meet the biopsychosocial needs of the normal childbearing family utilizing the knowledge and skills obtained through the theory and clinical components of the course and through selected simulation exercises. Common alterations in the childbearing process will be discussed which will enable the student to recognize complications and implement appropriate interventions of a beginning level practitioner. The educational and anticipatory guidance needs of the childbearing family will be integrated throughout the theory and clinical components in the course to enable the family to maintain or restore a state of health and well-being. Concepts emphasized throughout the course will be those of caring, clinical competence, critical thinking, communication, and commitment to professionalism. Specifically, the following sub concepts are discussed in the light of nursing: procreative health, antepartum/pregnancy, postpartum, newborn, growth and development, infant and family, toddler and family, preschooler and family, young child and family, adolescent and family, and adulthood.

**HCAS-NUR 3063C: Care of Families: Childbearing Nursing Clinical**

**Prerequisite:** HCAS-NUR 3052, HCAS-NUR 3052L, HCAS-NUR 3054, HCAS-NUR 3054L

**Co-requisite:** HCAS-NUR 3063

**3.0 Credit Hours**

In the clinical setting, the nursing process is applied in assisting childbearing families with adaptation to potential and actual stressors. The students will learn, and practice different nursing procedures: cleansing bed bath, prenatal assessment, perineal care, female catheterization (straight and indwelling), administration of parenteral medications and eye instillation, drugs and solutions, assisting in intravenous (IV) therapy, hot and cold application, steam inhalation, tepid sponge bath, admission and discharge, sputum, urine and stool collection, and initial care of the newborn.

**HCAS-NUR 3064: Care of Families: Childrearing Nursing**

**Prerequisite:** HCAS-NUR 3052, HCAS-NUR 3054

**Co-requisite:** HCAS-NUR 3064C

**3.0 Credit Hours**

The theoretical component of this course addresses the unique biopsychosocial health and illness needs of the childrearing family. Emphasis is placed on exploring strategies that assist family and their caretakers to prevent and/or minimize the effects of illness and disability and to promote, maintain and restore health. Concepts that will be emphasized throughout the curriculum are caring, communication strategies, critical thinking, clinical competence, and commitment to professionalism.

**HCAS-NUR 3064C: Care of Families: Childrearing Nursing Clinical**

**Prerequisite:** HCAS-NUR 3052, HCAS-NUR 3052L, HCAS-NUR 3054, HCAS-NUR 3054L

**Co-requisite:** HCAS-NUR 3064

**3.0 Credit Hours**

This clinical course addresses the unique biopsychosocial health and illness needs of the childrearing family. The clinical component provides guided clinical experiences that allow students to demonstrate caring and clinical competence in the application of the nursing process in selected childrearing family health care environments and the clinical simulation laboratory. Students interact with culturally diverse clients and families with emphasis on the integration of critical thinking, effective interpersonal communication, professionalism, and legal and ethical standards.
HCAS-NUR 3220: Concepts of Nursing Leadership and Organizational Management
Prerequisite: None
Co-requisite: None
3.0 Credit Hours

This is the culminating clinical practice course. The Practicum is designed to help students integrate knowledge about the activities, roles, and responsibilities of nurse managers/leaders and to enable students to practice conceptual, technical, and interpersonal management and leadership skills. The successful nurse leader/manager is a person of influence; thus “becoming influential” is the primary theme of the practicum. The Practicum embedded in the course provides opportunities for students to translate theory into practice and to build their capacity to influence. Nurse Leaders/Preceptors guides the student in functioning in a leadership role.

HCAS-NUR 3310: Gerontological Nursing
Prerequisite: HCAS-NUR 3052, HCAS-NUR 3054
Co-requisite: None
3.0 Credit Hours

This course provides a comprehensive introduction to the human experience of aging, including the psychological, social, biological, and physical aspects of aging. The students will examine the interaction of cultural, social, and individual aspects of life, which shape the experience of aging and later life. Emphasis is placed on aging in the United States and a comparative perspective is used to address needs of diverse cultural groups of the elderly. This course provides a comprehensive introduction to the human experience of aging, including the psychological, social, biological, and physical aspects of aging. The students will examine the interaction of cultural, social, and individual aspects of life, which shape the experience of aging and later life. Emphasis is placed on aging in the United States and a comparative perspective is used to address needs of diverse cultural groups of the elderly.

HCAS-NUR 4040: Professional Nursing Leadership
Prerequisite: None
Co-requisite: None
3.0 Credit Hours

The client advocate, leadership and change agent roles of the professional nurse are analyzed in a variety of health care settings. This course will examine leadership and management concepts used to address complex microsystem issues within selected healthcare organizations. Emphasis is on the application of advanced communication skills in collaboration with inter-professional teams. Focus is on the interrelationship of selected roles within the context of specific theoretical frameworks and models of care.

HCAS-NUR 4060: Clinical Practicum
Prerequisite: All core nursing courses
Co-requisite: None
3.0 Credit Hours

This course is a transition from student to professional nursing roles through a leadership experience in a selected clinical setting that allows synthesis of knowledge, skills, and attitudes. This course will continue to emphasize the core concepts of nursing process, caring behaviors, critical thinking, communication skills, and clinical competence.
ASN to BSN

The Bachelor of Science in Nursing on campus and online program will prepare licensed registered nurses (RN) who are graduates of an Associate of Science in Nursing (ASN) program for an enhanced career in today's demanding healthcare environment. The Bachelor of Science in Nursing (BSN) program is based on a core body of knowledge that includes both the science and art of the nursing discipline. The liberal arts approach to HCAS’s curriculum is fundamental to the development of well-rounded professionals and serves as an effective framework for the ability to solve complex problems; in addition, it addresses the health needs of society. Graduates from the programs will have the added preparation to communicate effectively, demonstrate cultural sensitivity, accept accountability, understand changes in the healthcare community, and integrate methods of research and scholarship while working with patients and the community at large. Graduates will also have the added preparation to assume roles that demand critical-thinking, decision-making, communication, and leadership skills.

The primary educational objective of the BSN on-campus/online completion program is designed to help the individual student advance in the nursing profession. Graduates of the program will have an extensive understanding of the nursing profession and be able to convey that understanding to the practice of nursing in their places of employment. Graduates will be prepared for the pursuit of advanced study in nursing and will assume some leadership and management roles. The BSN transition students will be eligible for up to 72 Nursing Course Credits for the RN program and experiential learning.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Contact Hours</th>
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<tbody>
<tr>
<td>HCAS-SLS 1001</td>
<td>Introduction to College Learning</td>
<td>1.0</td>
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<tr>
<td>HCAS-CIS 1000</td>
<td>Computer Basics</td>
<td>1.0</td>
<td>15</td>
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<tr>
<td>HCAS-CHM 1114</td>
<td>Chemistry</td>
<td>2.0</td>
<td>30</td>
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<tr>
<td>HCAS-CHM 1114L</td>
<td>Chemistry Lab*</td>
<td>1.0</td>
<td>30</td>
</tr>
<tr>
<td>HCAS-STA 3108</td>
<td>Statistical Methods and Application</td>
<td>3.0</td>
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<tr>
<td>HCAS-PHI 1104</td>
<td>Ethics</td>
<td>3.0</td>
<td>45</td>
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<tr>
<td>HCAS-ENC 1100</td>
<td>English Composition I</td>
<td>3.0</td>
<td>45</td>
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<tr>
<td>HCAS-MGF 2100</td>
<td>Finite Mathematics</td>
<td>4.0</td>
<td>45</td>
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<tr>
<td>HCAS-BSC 1116</td>
<td>Microbiology</td>
<td>2.0</td>
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<tr>
<td>HCAS-BSC 1116L</td>
<td>Microbiology Lab*</td>
<td>1.0</td>
<td>30</td>
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<tr>
<td>HCAS-COM 2200</td>
<td>Transcultural Communication</td>
<td>4.0</td>
<td>45</td>
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<tr>
<td>HCAS-ENC 1102</td>
<td>English Composition II</td>
<td>3.0</td>
<td>45</td>
</tr>
<tr>
<td>HCAS-PSY 1106</td>
<td>Psychology</td>
<td>3.0</td>
<td>45</td>
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<tr>
<td>HCAS-SOC 1108</td>
<td>Sociology</td>
<td>3.0</td>
<td>45</td>
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<tr>
<td>HCAS-SOP 3100</td>
<td>Social Psychology of Groups</td>
<td>3.0</td>
<td>45</td>
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<tr>
<td>HCAS-BSC 1110</td>
<td>Anatomy and Physiology I</td>
<td>3.0</td>
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<tr>
<td>HCAS-BSC 1110L</td>
<td>Anatomy and Physiology I Lab*</td>
<td>1.0</td>
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<td>HCAS-BSC 1112</td>
<td>Anatomy and Physiology II</td>
<td>3.0</td>
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<tr>
<td>HCAS-BSC 1112L</td>
<td>Anatomy and Physiology II Lab*</td>
<td>1.0</td>
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</table>
**Corequisites Courses**

- Lab and clinical classes should be taken concurrently with lecture courses.

The BSN transition students will be eligible for up to 7 Nursing Course Credits for the RN program and experiential learning.

### ASN to BSN Course Descriptions

#### General Education and Required Course Descriptions

**HCAS-PSY 3102**  
Human Growth and Development  
4.0  
45

<table>
<thead>
<tr>
<th>Corequisites Courses</th>
<th>3.0</th>
<th>45</th>
</tr>
</thead>
</table>
| **HCAS-NUR 1005**  
Nutrition                                                                 | 3.0 | 45  |
| **HCAS-NUR 1088**  
Health Assessment                                                                       | 2.0 | 30  |
| **HCAS-NUR 1088L**  
Health Assessment Lab*                                                                   | 1.0 | 30  |
| **HCAS-NUR 1150**  
Math and Pharmacology for Nurses                                                          | 2.0 | 30  |
| **HCAS-NUR 1150L**  
Math and Pharmacology for Nurses Lab*                                                    | 1.0 | 30  |
| **HCAS-NUR 2300**  
Introduction to Medical Terminology                                                       | 2.0 | 30  |
| **HCAS-NUR 3020**  
Pathophysiological Basics for Nursing Practice I                                           | 1   | 15  |
| **HCAS-NUR 3021**  
Pathophysiological Basics for Nursing Practice II                                          | 1.5 | 22.5|
| **HCAS-NUR 3022**  
Pathophysiological Basics for Nursing Practice III                                        | 1.5 | 22.5|
| **HCAS-NUR 3030**  
Evidence-Based Nursing Practice                                                         | 4.0 | 60  |
| **HCAS-NUR 3040**  
Nursing Care of Adults I                                                                 | 3.0 | 45  |
| **HCAS-NUR 3040C**  
Nursing Care of Adults I Clinical*                                                        | 2.0 | 90  |
| **HCAS-NUR 3060**  
Nursing Care of Adults II                                                                | 3.0 | 45  |
| **HCAS-NUR 3060C**  
Nursing Care of Adults II Clinical*                                                       | 2.0 | 90  |
| **HCAS-NUR 4040**  
Professional Nursing Leadership                                                          | 3.0 | 45  |
| **HCAS-NUR 3220**  
Concepts of Nursing Leadership and Organizational Management                             | 3.0 | 45  |
| **HCAS-NUR 3220**  
Concepts of Nursing Leadership and Organizational Management                             | 3.0 | 45  |
| **HCAS-NUR 3310**  
Gerontological Nursing                                                                    | 4.0 | 45  |
| **HCAS-NUR 3420**  
Theoretical Application in Nursing Research                                                 | 4.0 | 60  |
| **HCAS-NUR 3450**  
Transformational Nursing Leadership                                                        | 3.0 | 45  |
| **HCAS-NUR 3500**  
Advanced Pathophysiology                                                                   | 4.0 | 60  |
| **HCAS-NUR 3820**  
Transcultural Nursing                                                                      | 3.0 | 45  |
| **HCAS-NUR 4060**  
Clinical Practicum                                                                        | 3.0 | 135 |
| **HCAS-NUR 4350**  
Concepts of Community-Based Nursing Practice                                               | 3.0 | 45  |
| **HCAS-NUR 4360**  
Advanced Pharmacology                                                                     | 4.0 | 60  |
| **HCAS-NUR 4370**  
Leadership Concepts in Nursing and Practicum                                               | 2.0 | 90  |
| **HCAS-NUR 4340**  
Technologies in Nursing                                                                    | 3.0 | 45  |

**Total**  
120  
2250

*Corequisites Courses- Lab and clinical classes should be taken concurrently with lecture courses.

The BSN transition students will be eligible for up to 7 Nursing Course Credits for the RN program and experiential learning.

**ASN to BSN Course Descriptions**

**HCAS-SLS 1001: Introduction to College Learning**

**Prerequisite:** None

**Co-requisite:** None

**1.0 Credit Hours**

Introduction to College Learning is a course designed to help students make a successful transition into college life. This course will cover topics which will be helpful to students in learning how to balance their personal and academic lives. The goal of this course is to improve students’
performances geared towards a more enriched and productive college experience. Ultimately, the purpose of this course is to provide an opportunity for students to establish scholarly connections and offer support in reaching their educational goals, while fostering lifelong, favorable learning possibilities in a multicultural setting.

HCAS-CIS 1000: Computer Basics
Prerequisite: None
Co-requisite: None
1.0 Credit Hours

This course is an introduction to computer basics and is designed to disseminate information regarding computers and their applications. It will also highlight the use of computers and technology throughout college and future careers of student. Students will learn fundamental concepts of computer hardware and software and become familiar with a variety of computer applications, including word processing, spreadsheets, databases, and multimedia presentations. Students will also investigate Internet-based applications, working with email and learning how to browse the web. Coursework also includes activities that explore social and ethical issues related to computers.

HCAS-CHM 1114: Chemistry
Prerequisite: None
Co-Requisite: HCAS-CHM 1114L

2.0 Credit Hours  This course focuses on the chemistry of carbon, hydrogen, nitrogen and oxygen containing compounds and examines the structures, properties, nomenclature, reactivity and, in some cases, synthesis of simple organic molecules. The structures and functions of biological macromolecules and common biochemical pathways will also be examined as well as their relationship to patient health. This chemistry course is a one-term equivalent course that introduces the fundamental concepts of organic chemistry and biochemistry.

HCAS-CHM 1114L: Chemistry Lab
Prerequisite: None
Co-Requisite: HCAS-CHM 1114
1.0 Credits Hours
Laboratory course will focus on the principles of chemistry, including classification and properties of matter, chemical substances, and chemical formulas. This will include utilization of basic laboratory equipment and instrumentation to perform chemistry procedures; laboratory mathematics and statistical methods; and clinical laboratory quality control and safety methods.

HCAS-STA 3108: Statistical Methods and Application
Prerequisite: HCAS-MGF 2100
Co-Requisite: None
3.0 Credits Hours
This course introduces biostatistical methodology and applications that can be used to draw practical conclusions regarding empirical data pertaining to nursing and patient care. Concepts, techniques, and methods used in the description and analysis of data and statistical inference are presented. Statistical topics studied include frequency distributions, measures of central tendency
descriptive statistics), statistical graphs and charts, binomial and normal distributions, probability, confidence intervals, ANOVA, hypothesis testing and correlation.

**HCAS-PHI 1104: Ethics**

**Prerequisite:** None  
**Co-requisite:** None  
**3.0 Credit Hours**  
This course develops skills in critical thinking by examining various topics in ethics. Students will study methods of effective reasoning, develop techniques for writing argumentative essays, critically examine the nature of morality, and reflect upon their values and ethical standards. Students will also critically examine several contemporary ethical issues such as cultural relativism, affirmative action, euthanasia, workplace ethics, and current topics of interest.

**HCAS-ENC 1100: English Composition I**

**Prerequisite:** None  
**Co-requisite:** None  
**3.0 Credit Hours**  
Introduction to the critical thinking and reading skills needed to succeed in writing at the college level are the primary focus of this course. Additional emphasis is on writing as a process and correct usage of English grammar. Critical thinking and reading are stressed through close readings of texts, with discussions to illuminate understanding of the content. College-level writing is introduced in a graduated approach. Assignments focus on the mechanical issues of writing, such as: prewriting, rewriting, editing, proofreading, and journaling. Original compositions that follow the formal structure of essay writing will be produced. An in-depth introduction to the elements of traditional American Standard English will be emphasized in this course, which will culminate in the production of the research paper. The formal research paper is required, and the format will follow the APA 6th edition of style.

**HCAS-MGF 2100: Finite Mathematics**

**Prerequisite:** None  
**Co-requisite:** None  
**4.0 Credit Hours**  
This is an introductory level course covering mathematical ideas needed by students of business management, social science, or biology. The topics include sets and counting, functions, introduction to probability and statistics, interest and annuities, matrix theory, linear systems, and linear programming.

**HCAS-BSC 1116: Microbiology**

**Prerequisite:** None  
**Co-requisite:** HCAS-BSC 1116L  
**2.0 Credit Hours**  
The microbiology course is designed to convey general concepts, methods, and applications of microbiology for health sciences. Topics include immunology, bacteriology, virology, and mycology; the morphology, biochemistry, and physiology of microorganisms including bacteria, viruses, and fungi; the diseases caused by these microorganisms and their treatments, and the immunologic, pathologic, and epidemiological factors associated with diseases. Laboratory exercises provide first-hand experience with the organisms, processes and diagnostic techniques discussed in lecture.
HCAS-BSC 1116L: Microbiology Lab  
Prerequisite: None  
Co-requisite: HCAS-BSC 1116  
1.0 Credit Hours  
Laboratory exercises designed to familiarize students with basic skills required for working with bacteria in the lab. Topics will include aseptic technique, microscopy, differential media, and identification of unknown bacteria by both phenotype and genotype. Students will isolate their own *E. coli* and then test them for antibiotic resistance. They will also isolate, identify, and characterize a bacterial species isolated from their choice of natural resources.

HCAS-COM 2200: Transcultural Communication  
Prerequisite: None  
Co-requisite: None  
4.0 Credit Hours  
This course examines the varied challenges posed by globalization on citizenship, diasporas, ethnic and cultural minorities, human rights and cultural property, the structuring and stratification of information flows and social policy. This course also includes topics such as cross cultural and non-verbal communication.

HCAS-ENC 1102: English Composition II  
Prerequisite: HCAS-ENC 1100  
Co-requisite: None  
3.0 Credit Hours  
A composition course stressing structural, analytical writing, including narration and argumentation. Selected readings in prose, drama, and poetry supplement the course and provide topics for discussion and written assignments. Students use a variety of research and investigative techniques to produce a documented paper. Logic will be emphasized (induction, deduction, syllogisms, fallacies); argument (confirmation and refutation); and crediting sources (informal and APA style). Students will also create PowerPoint presentations during the course.

HCAS-PSY 1106: Psychology  
Prerequisite: None  
Co-requisite: None  
3.0 Credit Hours  
This course addresses the basic principles of psychology and the scientific study of mental processes and behavior. Among the topics surveyed are research methodology, biological bases of behavior, sensation and perception, learning, consciousness, memory, thought, and language. Throughout the course there is an emphasis on developing an understanding of psychology as the science of human thought and behavior and to critically evaluate “common sense” knowledge about how people function.

HCAS-SOC 1108: Sociology  
Prerequisite: None  
Co-requisite: None  
3.0 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, healthcare, government, economy, and environment. The family as a social structure is also examined.

**HCAS-SOP 3100: Social Psychology of Groups**
**Prerequisite:** HCAS-SOC 1108  
**Co-requisite:** None  
**3.0 Credit Hours**
This course will introduce the major topics in social psychology and will also provide students with leads to pursue further research of interest. Primary objective in the course is to raise critical questions and challenge common assumptions about the nature and causes of human behavior in different social and cultural situations. Students will seek to understand why individuals and groups act the way they do and how their behavior varies across situations. In particularly, what factors affect or condition the way they perceive others, how they see themselves, who they form friendships or loving relationships with, what causes them to develop prejudice or to reduce prejudice, whether they conform or deviate from others, how they can successfully influence others, whether or not they will go to the aid of a victim in need, whether or not they will engage in aggression, why their performance is sometimes better and sometimes worse when acting in groups than when acting alone, what accounts for successful leadership, and many other interesting applications of social psychology.

**HCAS-BSC 1110: Anatomy and Physiology I**
**Prerequisite:** None  
**Co-requisite:** HCAS-BSC 1110L  
**3.0 Credit Hours**
This class focuses on the structure and function of the human body and mechanisms for maintaining homeostasis within it. Topics include the study of cells, tissues, and the integumentary, skeletal, muscular and nervous systems. Emphasis is placed on the integration of systems as they relate to normal health.

**HCAS-BSC 1110L: Anatomy and Physiology I Lab**
**Prerequisite:** None  
**Co-requisite:** HCAS-BSC 1110  
**1.0 Credit Hours**
Laboratory exercises provide first-hand experience with the structures and processes. Emphasis will be on location, recognition, and description of anatomical structure and relation to function. Content includes human body orientation and language of anatomy, histology, and regulation of various organ systems. Evaluation based on attendance, one lab practicum, and lab writing assignments.

**HCAS-BSC 1112: Anatomy and Physiology II**
**Prerequisite:** HCAS-BSC 1110  
**Co-requisite:** HCAS-BSC 1112L  
**3.0 Credit Hours**
This class is a continuation of Anatomy and Physiology I. This class will continue to focus on the structure and function of the human body and mechanisms for maintaining homeostasis within it.
Topics include the study of cells, tissues, and the integumentary skeletal, muscular and nervous systems. Emphasis is placed on the integration of systems as they relate to normal health.

**HCAS-BSC 1112L: Anatomy and Physiology II Lab**
*Prerequisite: HCAS-BSC 1110, HCAS-BSC 1110L*
*Co-requisite: HCAS-BSC 1112*

1.0 Credit Hours
This class is a continuation of the Anatomy and Physiology I Lab class. Laboratory exercises provide first-hand experience with the structures and processes. Emphasis will be on location, recognition, and description of anatomical structure and relation to function. Content includes human body orientation and language of anatomy, histology, and regulation of various organ systems. Evaluation based on attendance, one lab practicum and lab writing assignments.

**HCAS-PSY 3102: Human Growth and Development**
*Prerequisite: None*
*Co-requisite: None*

4.0 Credit Hours
This course examined the relationship of the physical, emotional, social, and mental factors of growth and development throughout life.

**Core Courses - ASN to BSN**

**HCAS-NUR 1005: Nutrition**
*Prerequisite: None*
*Co-requisite: None*

3.0 Credit Hours
The general principles of human nutrition are investigated, emphasizing the nutrients, food sources, and their utilization in the body for growth and health throughout life. This course also assesses contemporary nutrition issues.

**HCAS-NUR 1088: Health Assessment**
*Prerequisite: None*
*Co-requisite: HCAS-NUR 1088L*

2.0 Credit Hours
This course is designed to introduce health assessment to the students, which is the first step in understanding the nursing process. This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease in clients across the lifespan. This course will introduce concepts, principles, and techniques of health history taking using various tools, physical examination (head-to-toe), psychosocial assessment, and interpretation of common laboratory findings to arrive at nursing diagnoses for patients across the lifespan in varied settings. This course will also introduce processes of health assessment: interviewing, history-taking, and physical assessment. Dominant models, theories, and perspectives used to explain health behaviors are considered in relation to evidence-based health promotion and health education strategies. Students are also expected to identify and apply pathophysiological principles to selected health issues across the lifespan.
HCAS-NUR 1088L: Health Assessment Lab  
**Prerequisite:** None  
**Co-requisite:** HCAS-NUR 1088  
**1.0 Credit Hours**  
This course utilizes concepts, knowledge and skills necessary to complete a health assessment for patients in all age groups, emphasizing the major elements, sequence and methodology of health assessments. The laboratory component will be complemented by self-directed computer assisted instruction. Incorporated throughout the course is the importance of communication and collaboration across culturally diverse populations.

HCAS-NUR 1150: Math and Pharmacology for Nurses  
**Prerequisite:** None  
**Co-requisite:** HCAS-NUR 1150L  
**2.0 Credit Hours**  
This course focuses on nursing pharmacology and therapeutics. The course reviews general principles, theories, and facts about drugs and their administration. Principles of action, uses, side effects, and client education are discussed to facilitate the student's learning in the clinical environment. Information is presented by integrating pharmacology into the nursing process. Specific drug information is discussed in relation to assessment, nursing diagnosis, client monitoring, interventions, client education and evaluation of safe and effective drug therapy. This course also focuses on preparing students to read medication documents and accurately calculates medication dosages and solutions. The content includes math review and systems of measurement; passing the dosage calculations test is required to continue in the nursing program. This course involves reading medication documents and accurate calculation of medical dosages and solutions. The content includes math review, systems of measurements, medication administrations and dosage calculations. Students are expected to be proficient in basic math including addition, subtraction, fractions, decimals, ratio and proportion, percentages and Roman numerals prior to the first class.

HCAS-NUR 1150L: Math and Pharmacology for Nurses Lab  
**Prerequisite:** None  
**Co-requisite:** HCAS-NUR 1150  
**1.0 Credit Hours**  
This course involves assisting students in becoming proficient in basic math including addition, subtraction, fractions, decimals, ratio and proportion, percentages and Roman numerals prior to the first class. This course will also assist students in reading medication documents and accurate calculation of medication dosages and solutions. The content includes math review, systems of measurements, medication administrations and dosage calculations.

HCAS-NUR 2300 Introduction to Medical Terminology  
**Prerequisite:** None  
**Co-requisite:** None  
**2.0 Credit Hours**  
This is a survey course of medical terminology to ensure its correct and appropriate use in the healthcare field. Medical vocabulary is emphasized and a general discussion of human anatomy and physiology is provided. Disease, diagnosis and treatment procedures are also covered.
HCAS-NUR 3020: Pathophysiological Basics for Nursing Practice I  
Prerequisite: HCAS-BSC 1110, HCAS-BSC 1110L, HCAS-BSC1112 HCAS-BSC1112L  
Co-Requisite: HCAS-NUR 3040  
1.0 Credit Hours  
The purpose of this course is to examine pathophysiology and psychopathology related to human illness within a systems framework. Emphasis is on understanding pathophysiology and psychopathology as alterations in normal functioning of individual client subsystems. Focus is on presentation of selected pathophysiology and psychopathology and subsequent symptomatology in diverse clients across the lifespan. The course is designed to correspond with the body systems being studied in HCAS-NUR 3040 Nursing Care of Adults I.

HCAS-NUR 3021: Pathophysiological Basics for Nursing Practice II  
Prerequisite: HCAS-BSC 1110, HCAS-BSC 1110L, HCAS-BSC1112 HCAS-BSC1112L, HCAS-NUR 3020  
Co-Requisite: HCAS-NUR 3040, HCAS-NUR 3060  
1.5 Credit Hours  
The purpose of this course is to examine pathophysiology and psychopathology related to human illness within a systems framework. Emphasis is on understanding pathophysiology and psychopathology as alterations in normal functioning of individual client subsystems. Focus is on presentation of selected pathophysiology and psychopathology and subsequent symptomatology in diverse clients across the lifespan. The course is designed to correspond with the body systems being studied in HCAS-NUR 3040 Nursing Care of Adults I and HCAS-NUR 3060 Nursing Care of Adults II.

HCAS-NUR 3022: Pathophysiological Basics for Nursing Practice III  
Prerequisite: HCAS-BSC 1110, HCAS-BSC 1110L, HCAS-BSC1112 HCAS-BSC1112L, HCAS-NUR 3020, HCAS-NUR 3021  
Co-Requisite: HCAS-NUR 3060  
1.5 Credit Hours  
The purpose of this course is to examine pathophysiology and psychopathology related to human illness within a systems framework. Emphasis is on understanding pathophysiology and psychopathology as alterations in normal functioning of individual client subsystems. Focus is on presentation of selected pathophysiology and psychopathology and subsequent symptomatology in diverse clients across the lifespan. The course is designed to correspond with the body systems being studied in HCAS-NUR 3060 Nursing Care of Adults II.

HCAS-NUR 3030: Evidenced-Based Nursing Practice  
Prerequisite: None  
Co-requisite: None  
4.0 Credit Hours  
This course addresses the role of research in professional nursing practice, including conduct of research, research sources utilization and dissemination, and principles and models of evidence-based practice.

HCAS-NUR 3040: Nursing Care of Adults I  
Prerequisite: None  
Co-requisite: HCAS-NUR 3040C, HCAS-NUR 3020, HCAS-NUR 3021
3.0 Credit Hours

This course is the first of two courses in adult health nursing. The nursing process is applied in assisting adult clients with adaptation to potential and actual physiological stressors. This course provides knowledge necessary to prevent, diagnose and manage selected uncomplicated common, acute, and chronic health problems in adult clients from diverse backgrounds across the adult lifespan. Emphasis is on a holistic approach to primary care, including prevention, health promotion, and management of clients experiencing common alterations in their health. The focus is on critical thinking and diagnostic reasoning in assessing relevant data, developing diagnoses, formulating management plans, and making referrals.

HCAS-NUR 3040C: Nursing Care of Adults I Clinical
Prerequisite: None
Co-requisite: HCAS-NUR 3040

3.0 Credit Hours

This course is the first of two clinical courses in adult health nursing. In clinical settings, the nursing process is applied in assisting adult clients with adaptation to potential and actual physiological stressors. This course will introduce clinical experiences in acute care setting and will be under the supervision of a faculty member to enhance the clinical learning experiences in the acute care setting.

HCAS-NUR 3060: Nursing Care of Adults II
Prerequisite: HCAS-NUR 3040, HCAS-NUR 3021, HCAS-NUR 3022
Co-requisite: HCAS-NUR 3060C

3.0 Credit Hours

This course is a continuation of Nursing Care of Adults I. The nursing process is applied in assisting adult clients with adaptation to potential and actual physiological stressors. This course will continue to provide knowledge necessary to prevent, diagnose and manage selected uncomplicated common, acute, and chronic health problems in adult clients from diverse backgrounds across the adult lifespan. Emphasis is on a holistic approach to primary care, including prevention, health promotion, and management of clients experiencing common alterations in their health. The focus is on critical thinking and diagnostic reasoning in assessing relevant data, developing diagnoses, formulating management plans, and making referrals.

HCAS-NUR 3060C: Nursing Care of Adults II Clinical
Prerequisite: HCAS-NUR 3040, HCAS-NUR 3040C
Co-requisite: HCAS-NUR 3060

3.0 Credit Hours

This course is a continuation of Nursing Care of Adults I. In clinical settings, the nursing process is applied in assisting adult clients with adaptation to potential and actual physiological stressors. This course continues to introduce clinical experiences in acute care setting and will be under the supervision of a faculty member to enhance the clinical learning experiences in the acute care setting.

HCAS-NUR 4040: Professional Nursing Leadership
Prerequisite: HCAS-NUR 3050, HCAS-NUR 3220
Co-requisite: None

3.0 Credit Hours
The client advocate, leadership and change agent roles of the professional nurse are analyzed in a variety of health care settings. This course will examine leadership and management concepts used to address complex micro system issues within selected healthcare organizations. Emphasis is on the application of advanced communication skills in collaboration with interprofessional teams. Focus is on the interrelationship of selected roles within the context of specific theoretical frameworks and models of care.

HCAS-NUR 3050: Transition to Professional Nursing
Prerequisite: None
Co-requisite: None
4.0 Credit Hours
This course is designed to provide the Registered Nurse who holds an Associate of Science in Nursing Degree with an introduction to the professional nursing role with a focus on nursing and related theories which impact the nursing discipline and practice setting environment. The role of the professional nurse is examined in terms of contemporary role expectations as a foundation for generalist nursing practice.

HCAS-NUR 3220: Concepts of Nursing Leadership and Organizational Management
Prerequisite: HCAS-NUR 3050
Co-requisite: None
3.0 Credit Hours
This is the culminating clinical practice course. The Practicum is designed to help students integrate knowledge about the activities, roles, and responsibilities of nurse managers/leaders and to enable students to practice conceptual, technical, and interpersonal management and leadership skills. The successful nurse leader/manager is a person of influence; thus “becoming influential” is the primary theme of the practicum. The Practicum embedded in the course provides opportunities for students to translate theory into practice and to build their capacity to influence. Nurse Leaders/Preceptors guides the student in functioning in a leadership role.

HCAS-NUR 3310: Gerontological Nursing
Prerequisite: None
Co-requisite: None
4.0 Credit Hours
This course provides a comprehensive introduction to the human experience of aging, including the psychological, social, biological, and physical aspects of aging. The students will examine the interaction of cultural, social, and individual aspects of life, which shape the experience of aging and later life. Emphasis is placed on aging in the United States and a comparative perspective is used to address needs of diverse cultural groups of the elderly. This course provides a comprehensive introduction to the human experience of aging, including the psychological, social, biological, and physical aspects of aging. The students will examine the interaction of cultural, social, and individual aspects of life, which shape the experience of aging and later life. Emphasis is placed on aging in the United States and a comparative perspective is used to address needs of diverse cultural groups of the elderly.

HCAS-NUR 3420: Theoretical Application in Nursing Research
Prerequisite: HCAS-NUR 3030
Co-requisite: None
4.0 Credit Hours
This course introduces concepts of critical analysis and outcomes research. Students will analyze the scientific merit of quantitative and qualitative research reports with an emphasis on application to, and implication for, evidence based nursing practice as it relates to primary, secondary and tertiary preventions/interventions. Students will also be exposed to the contemporary trends and legal and ethical issues guiding the research process.

**HCAS-NUR 3450: Transformational Nursing Leadership**

**Prerequisite:** HCAS-NUR 3030, HCAS-NUR 3220  
**Co-requisite:** None  
**3.0 Credit Hours**

This course focuses on evidence-based leadership and management skills and competencies needed by professional nurses to be full partners and work productively in interprofessional teams to facilitate the transformation of complex healthcare systems. Students will analyze current best practices related to leadership roles, organizational communications, and team dynamics in learning organizations, quality improvement, safe patient-centered care, and the role of nursing leadership related to information systems. The course will assist the students to differentiate the concepts of contemporary trends in leadership, management theories, development of self, and communication skills, necessary to influence behaviors. Emphasis will be placed on organizational systems structure and culture, change management, human resource management, and performance improvement in care delivery systems. Legal and ethical issues related to leadership and management will be analyzed.

**HCAS-NUR 3500: Advanced Pathophysiology**

**Prerequisite:** HCAS-BSC 1110, HCAS-BSC 1110L, HCAS-BSC 1112, HCAS-BSC 1112L, HCAS-NUR 3020, HCAS-NUR 3021, HCAS-NUR 3022  
**Co-requisite:** None  
**4.0 Credit Hours**

The focus of the course is on the pathogenesis of selected diseases leading to alterations of body structure and functions across the lifespan. This is emphasized through case study review discussing and applying cell structure, function, genetic control and its impact on the disease process. The students will integrate and apply pathophysiological concepts to client care in the development of primary, secondary, and tertiary interventions to attain, maintain, and retain the health state. Contemporary treatment, legal and ethical issues, and health promotion concepts pertaining to pathophysiological disorders will be explored.

**HCAS-NUR 3820: Transcultural Nursing**

**Prerequisite:** None  
**Co-requisite:** None  
**3.0 Credit Hours**

This course provides the professional nursing student with the opportunity to study the influence of cultural and health policy on the health of populations within the United States and other countries. The focus of this course is to increase the delivery of culturally competent and sensitive care to individuals, families, groups, aggregates, communities, and institutions. Attention will be paid to population health and the application of the principles of primary health care, the strategies of health promotion, and epidemiology concepts. Professional, legal/ethical, economic, cultural, and environmental issues will be discussed as they apply to culturally diverse communities.

**HCAS-NUR 4060: Clinical Practicum**

**Prerequisite:** All Core Nursing Courses
Co-requisite: None
3.0 Credit Hours
This course is a transition from student to professional nursing roles through a leadership experience in a selected clinical setting that allows synthesis of knowledge, skills, and attitudes. Prerequisite: Completion of all clinical nursing courses.

HCAS-NUR 4350: Concepts of Community-Based Nursing Practice
Prerequisite: None
Co-requisite: None
3.0 Credit Hours
This course provides the foundation for developing and using nursing theory and theories from other disciplines that, in turn, provide the foundation for developing and using epidemiological theory and concepts in planning and implementing primary, secondary, and tertiary levels of prevention for at-risk aggregates and communities. It focuses on the process of conceptualizing individuals, families, groups, and communities within their environments. Students will learn to facilitate health care delivery to aggregates and communities of diverse cultures, using effective communication, negotiation, problem-solving skills, and collaborating with the interdisciplinary health care team and members of the community. Students will demonstrate an ability to evaluate health and wellness within primary secondary and tertiary levels of prevention using principles of evidence-based practice. Contemporary trends in community-based nursing practice will be discussed. Students will examine the economic, sociocultural, and ethical influences on community-based nursing practice.

HCAS-NUR 4360: Advanced Pharmacology
Prerequisite: HCAS-NUR 1150, HCAS-NUR 1150L
Co-requisite: None
4.0 Credit Hours
The student is introduced to pharmacology therapeutic concepts as they are applied to nursing practice. Basic pharmacological concepts, including pharmacokinetics, pharmacodynamics, as well as the principal classification of drugs in clinical use today are discussed according to physiological and psychological concepts. The role of the nurse in the safe, effective administration of medications is emphasized. A great variety of interactive and experiential activities will be utilized in the classroom to enable the student to apply pharmacological theory to clinical situations.

HCAS-NUR 4370: Leadership Concepts in Nursing & Practicum
Prerequisite: HCAS-NUR 3030, HCAS-NUR 3050, HCAS-NUR 3450
Co-requisite: None
3.0 Credit Hours
This course provides the student with a leadership practicum experience designed in collaboration with a faculty member, clinical representative, and student to be carried out in an appropriate health care or community-based care setting. Students will integrate knowledge of evidence-based practice, quality and safety initiatives, and leadership to design, implement, and lead an interdisciplinary team project that will improve client outcomes.

HCAS-NUR 4340: Technologies in Nursing
Prerequisite: None
Co-requisite: None
3.0 Credit Hours
This course teaches students to effectively use information technology in improving the quality of patient care. EMR, HER, and computer documentation will be discussed. Students will integrate evidence-based nursing research into useful data to assist in making mindful decisions on behalf of their patients. Students will be able to navigate through healthcare technology systems; emphasis will focus on learning to identify scholarly and non-scholarly methodologies in the support and care of patients.

## Tuition and Fees

### Tuition

The following is a complete breakdown of tuition costs by program (prices are subject to change):

### Practical Nursing Diploma

| Program Tuition ($11.12 per clock hour) | $ 13,500.00 |
| Registration Fee (Non-refundable after testing) | $ 150.00 |
| Entrance Exam (Non-refundable after testing) | $ 25.00 |
| Computer Lab Fee (Non-refundable after starting classes) | $ 75.00 |
| Exit Exam (Non-refundable after testing) | $ 100.00 |
| Graduation Fee | $ 400.00 |
| Florida Board of Nursing Application Fee | $ 110.00 |
| Pearson VUE NCLEX Payment | $ 200.00 |
| Technology Fee (Non-refundable after starting classes) | $ 200.00 |
| Books | Included |
| Uniform Set (2) | Included |

Total Cost $ 14,760.00

### Associate of Science in Nursing

| Program Tuition ($355.00 per credit hour) | $ 27,335.00 |
| Two Set of Uniforms (including taxes) | $ 63.60 |
| Registration Fee (Non-refundable after testing) | $ 150.00 |
| Entrance Exam (Non-refundable after testing) | $ 25.00 |
| Program Entrance Exam (Non-refundable after testing) | $ 100.00 |
| Computer Lab Fee (Non-refundable after starting classes) | $ 75.00 |
| Books & Supplies (Estimate) | $ 4,000.00 |
| Exit Exam (Non-refundable after testing) | $ 100.00 |
| Graduation Fee | $ 400.00 |
| Florida Board of Nursing Application Fee | $ 110.00 |
| Pearson VUE NCLEX Payment | $ 200.00 |
| Technology Fee (Non-refundable after starting classes) | $ 200.00 |

Total Cost $ 32,758.60

### Bachelor of Science in Nursing Option 1 (Traditional BSN)

<p>| Program Tuition ($355.00 per credit hour) | $ 43,310.00 |</p>
<table>
<thead>
<tr>
<th>Cost Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Set of Uniforms</td>
<td>75.00</td>
</tr>
<tr>
<td>Registration Fee (Non-refundable after testing)</td>
<td>150.00</td>
</tr>
<tr>
<td>Entrance Exam (Non-refundable after testing)</td>
<td>25.00</td>
</tr>
<tr>
<td>Program Entrance Exam (Non-refundable after testing)</td>
<td>100.00</td>
</tr>
<tr>
<td>Computer Lab Fee (Non-refundable after starting classes)</td>
<td>75.00</td>
</tr>
<tr>
<td>Books &amp; Supplies (Estimate)</td>
<td>4900.00</td>
</tr>
<tr>
<td>Exit Exam (Non-refundable after testing)</td>
<td>100.00</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>400.00</td>
</tr>
<tr>
<td>Florida Board of Nursing Application Fee</td>
<td>110.00</td>
</tr>
<tr>
<td>Pearson VUE NCLEX Payment</td>
<td>200.00</td>
</tr>
<tr>
<td>Technology Fee (Non-refundable after starting classes)</td>
<td>200.00</td>
</tr>
<tr>
<td><strong>Total Cost</strong></td>
<td><strong>49,645.00</strong></td>
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**Bachelor of Science in Nursing Option 2 (RN to BSN)**

<table>
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<th>Cost Item</th>
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<tbody>
<tr>
<td>Program Tuition ($355.00 per credit hour)</td>
<td>42,600.00</td>
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<tr>
<td>Two Set of Uniforms</td>
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<tr>
<td>Registration Fee (Non-refundable after testing)</td>
<td>150.00</td>
</tr>
<tr>
<td>Entrance Exam (Non-refundable after testing)</td>
<td>25.00</td>
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<tr>
<td>Program Entrance Exam (Non-refundable after testing)</td>
<td>100.00</td>
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<tr>
<td>Computer Lab Fee (Non-refundable after starting classes)</td>
<td>75.00</td>
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<td>Books &amp; Supplies (Estimate)</td>
<td>4900.00</td>
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<tr>
<td>Exit Exam (Non-refundable after testing)</td>
<td>100.00</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>400.00</td>
</tr>
<tr>
<td>Florida Board of Nursing Application Fee</td>
<td>110.00</td>
</tr>
<tr>
<td>Pearson VUE NCLEX Payment</td>
<td>200.00</td>
</tr>
<tr>
<td>Technology Fee (Non-refundable after starting classes)</td>
<td>200.00</td>
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<tr>
<td><strong>Total Cost</strong></td>
<td><strong>48,935.00</strong></td>
</tr>
</tbody>
</table>

**Additional Expenses**

The following additional expenses are not included in the tuition cost of the programs:
### General Additional Expenses

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Uniform Set (1)</td>
<td>$31.80</td>
</tr>
<tr>
<td>FDLE II Criminal Background Check</td>
<td>$65.00</td>
</tr>
<tr>
<td>Drug Screen (Approximate)</td>
<td>$75.00</td>
</tr>
<tr>
<td>Exit Exam (Nonrefundable after testing)</td>
<td>$100.00</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$400.00</td>
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<tr>
<td>Florida Board of Nursing Application Fee</td>
<td>$110.00</td>
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<tr>
<td>Pearson Vue NCLEX Payment</td>
<td>$200.00</td>
</tr>
<tr>
<td>Nursing Books and Resources (Estimated price for whole program)</td>
<td>$3,465.95</td>
</tr>
<tr>
<td>General Education Books (Estimated price for whole program)</td>
<td>$843.48</td>
</tr>
<tr>
<td>NCLEX Prep Program (Mandatory, Nonrefundable)</td>
<td>$700.00</td>
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<tr>
<td>Travel Expense</td>
<td>Prices may vary</td>
</tr>
<tr>
<td>Immunization and Vaccines</td>
<td>Prices may vary</td>
</tr>
<tr>
<td>Nursing Kit</td>
<td>Prices may vary</td>
</tr>
</tbody>
</table>
# Academic Calendar 2017-2018

<table>
<thead>
<tr>
<th></th>
<th>Fall 2017 Semester</th>
<th>Spring 2018 Semester</th>
<th>Summer 2018 Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Begins</td>
<td>August 14</td>
<td>January 2</td>
<td>May 7</td>
</tr>
<tr>
<td>CLASSES BEGIN</td>
<td>August 14</td>
<td>January 2</td>
<td>May 7</td>
</tr>
<tr>
<td>Last Day to drop/add courses without consequences (5 pm).</td>
<td>August 18</td>
<td>January 5</td>
<td>May 11</td>
</tr>
<tr>
<td>Last day to pay tuition &amp; fee for semester (5 pm).</td>
<td>August 18</td>
<td>January 5</td>
<td>May 11</td>
</tr>
<tr>
<td>Last day to submit Program of Study to advisor (for students planning to graduate at the end of the semester).</td>
<td>September 8</td>
<td>January 26</td>
<td>June 1</td>
</tr>
<tr>
<td>Last day to do a complete withdrawal (This date is not applicable for students accepting Financial Aid award by the drop/add deadline).</td>
<td>September 8</td>
<td>January 26</td>
<td>June 1</td>
</tr>
<tr>
<td>Last day to drop a course or withdraw without receiving an &quot;F&quot; in each course. Student will receive a “W” as a final grade.</td>
<td>November 17</td>
<td>April 6</td>
<td>July 27</td>
</tr>
<tr>
<td>Semester Ends</td>
<td>December 15</td>
<td>May 4</td>
<td>August 3</td>
</tr>
</tbody>
</table>

## Official College Holidays

(Office Closures, No Classes)

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independence Day</td>
<td>Monday, July 4, 2017</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Monday, September 4, 2017</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>Thursday, November 24, 2017</td>
</tr>
<tr>
<td>Winter Break</td>
<td>Monday, December 18, 2017</td>
</tr>
<tr>
<td>New Year</td>
<td>Monday, January 1, 2018</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Monday, May 28, 2018</td>
</tr>
</tbody>
</table>
## Administration & Staff

<table>
<thead>
<tr>
<th>TITLE/POSITION</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Dr. Chantal Desir</td>
</tr>
<tr>
<td>Facility Manager</td>
<td>Joselito Desir</td>
</tr>
<tr>
<td>Dean of Nursing Academic</td>
<td>Peri Simmons</td>
</tr>
<tr>
<td>Education Department Chair</td>
<td>Dr. Rosemonde Webb</td>
</tr>
<tr>
<td>Director of Compliance/Human Resources</td>
<td>Dayna Fuller</td>
</tr>
<tr>
<td>Clinical Coordinator</td>
<td>Anna Kaidonavits</td>
</tr>
<tr>
<td>Director of Education</td>
<td>Fritz Heyliger</td>
</tr>
<tr>
<td>Director of Registration/Student Services &amp; Placement</td>
<td>Glenda Brown</td>
</tr>
<tr>
<td>Registrar</td>
<td>Krista Brathwaite</td>
</tr>
<tr>
<td>Director of Admissions</td>
<td>James Dornevil</td>
</tr>
<tr>
<td>Director of Online Coordinator</td>
<td>Felipe Lopez</td>
</tr>
<tr>
<td>Finance Officer/Bursar</td>
<td>Debra Butts</td>
</tr>
<tr>
<td>Director of Financial Aid</td>
<td>Robertina Richard</td>
</tr>
<tr>
<td>Financial Aid Officer</td>
<td>Nicole Bowers-Thompson</td>
</tr>
<tr>
<td>Librarian</td>
<td>LIRN</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Yamileth Roque- Chauarria</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Jiannie Desir</td>
</tr>
</tbody>
</table>
## Faculty

<table>
<thead>
<tr>
<th>FACULTY MEMBER</th>
<th>DEGREE OR DIPLOMA HELD</th>
<th>SUBJECTS TAUGHT</th>
<th>AWARDING INSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alfred, Anelle</td>
<td>MeD, MBA, BS</td>
<td>Introduction to College Learning, College Algebra and Statistics</td>
<td>FAMU Tallahassee, FL, FAU Boca Raton FL</td>
</tr>
<tr>
<td>Braddy, Shirley</td>
<td>MSN, BSN</td>
<td>Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health</td>
<td>MSN/BSN-University of Phoenix, Florida</td>
</tr>
<tr>
<td>Berryhill, Iris</td>
<td>MSN/Ed, BSN, RN</td>
<td>Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health</td>
<td>MSN-University of Phoenix, Florida BSN-Nova Southeastern University, Davie Florida</td>
</tr>
<tr>
<td>Briceno, Angelica</td>
<td>MD, RN, ASN</td>
<td>Fundamentals of Nursing; Medical-Surgical Nursing; Pharmacology; Pediatric, Maternity; Community Nursing; Nutrition; Mental Health</td>
<td>Universidad Central de Venezuela Azure College</td>
</tr>
<tr>
<td>Conklin, Patricia</td>
<td>MSN, BSN</td>
<td>Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health</td>
<td>MSN/BSN-Aurora University, Illinois</td>
</tr>
<tr>
<td>Derby, Andrea</td>
<td>BSN, MSN/FNP</td>
<td>Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health Anatomy &amp; Physiology, Microbiology, Pathophysiology</td>
<td>Florida International University, Boca Raton, Florida</td>
</tr>
<tr>
<td>Desir, Chantal</td>
<td>Ed.D, MSN, MBA/HC, BSN</td>
<td>Fundamentals of Nursing; Medical-Surgical Nursing; Pharmacology; Pediatric, Maternity; Community Nursing; Nutrition; Mental Health</td>
<td>Ed.D, MSN, MBA/HC, BSN, SUNY at Buffalo; University of Phoenix, Florida; University of Science, Arts and Technology at Montserrat</td>
</tr>
<tr>
<td>Desrosiers, Mario,</td>
<td>MS specialization in Mathematics, BS</td>
<td>College Math, Statistics, Finite Math</td>
<td>MS/BS-Florida International University</td>
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<tr>
<td>Heyliger, F. Geatan</td>
<td>MD</td>
<td>Anatomy &amp; Physiology, Microbiology, Pharmacology, Pathophysiology</td>
<td>MD-State University of Haiti, School of Medicine &amp; Pharmacy</td>
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<tr>
<td>Jean-Baptiste, Christian</td>
<td>MD, BSN</td>
<td>Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health</td>
<td>MD-State University of Haiti, BSN-Florida International University</td>
</tr>
<tr>
<td>Jean-Charles, Lenide</td>
<td>Masters of Science Degree in Nursing Practitioner; ASN</td>
<td>Fundamentals, Health Assessment, Math &amp; Pharmacology, Medical-Surgical Nursing Anatomy &amp; Physiology, Microbiology, Pathophysiology</td>
<td>NP- Kaplan University MSN -South University BSN - DeVry University ASN – Broward College</td>
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<tr>
<td>Jean, Romilda</td>
<td>MS, BSN, BS</td>
<td>Anatomy &amp; Physiology, Microbiology, Medical-Surgical Nursing; Pharmacology; Pediatric; Maternity; Community Nursing; Nutrition; Mental Health Anatomy &amp; Physiology, Microbiology, Pathophysiology</td>
<td>MS, BSN, BS- Florida International University, University of Florida</td>
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<tr>
<td>Justilien, Elsie</td>
<td>MSN, BSN</td>
<td>Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health</td>
<td>MSN-University of Phoenix, Florida BSN-Florida International University;</td>
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<tr>
<td>Name</td>
<td>Degree(s)</td>
<td>Major(s)</td>
<td>Institution/Location</td>
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<tr>
<td>Kaidanovits Anna Anna</td>
<td>BSN</td>
<td>Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health</td>
<td>BSN-Hope College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Lewis Henry, Camille</td>
<td>BA, M.Ed.</td>
<td>Ethic, Sociology, Transcultural Communication</td>
<td>M.Ed, BA-Florida Atlantic University</td>
</tr>
<tr>
<td>Lewis, Carleen</td>
<td>MSN, BSN</td>
<td>Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health</td>
<td>MSN-Western Governors, Salt Lake City, UT BSN-Grand Canyon University, UT</td>
</tr>
<tr>
<td>Lopez, Felipe</td>
<td>BA</td>
<td>College Algebra, Statistics</td>
<td>BA in Mathematic University of Politechno Quito, Ecuador</td>
</tr>
<tr>
<td>Mancebo, Maria</td>
<td>MSN, BSN</td>
<td>Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health</td>
<td>MSN-Western Governors, Salt Lake City, UT BSN-FAU, Boca Raton, FL</td>
</tr>
<tr>
<td>Michel, Marlon</td>
<td>BS, MA</td>
<td>Anatomy &amp; Physiology, Microbiology, Pathophysiology</td>
<td>MA, BS- SUNNY</td>
</tr>
<tr>
<td>Pellegrino, Judy</td>
<td>MSN</td>
<td>Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health</td>
<td>MSN-Mount Saint Mary college, Newburgh NY</td>
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<tr>
<td>Pierre-Louis, James</td>
<td>MA, BS, ASN</td>
<td>Anatomy &amp; Physiology, Microbiology, Pathophysiology</td>
<td>MA-Kaplan University, BS- Michigan State University ASN- Capscare Academy for Health Care Education</td>
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<tr>
<td>Riley, Ricky</td>
<td>BSN, MSN</td>
<td>Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health</td>
<td>MSN-BSN Tuskegee Institute, Tuskegee, Alabama</td>
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<tr>
<td>Saint Julien, Nerlande</td>
<td>Master in Education; BA in Psychology</td>
<td>Psychology Faculty has a degree in psychology Psychology- York College</td>
<td>M.Ed-American International University, Weston, FL BA-York College, NY</td>
</tr>
<tr>
<td>Silver, Johnny</td>
<td>PhD, RN, MSN</td>
<td>Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health</td>
<td>PhD, MSN, FAU, Boca Raton</td>
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<tr>
<td>Simmons, Peri Ann</td>
<td>BBA, MSN</td>
<td>Pathophysiology, Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health</td>
<td>MSN-Grand Canyon University BBA- AIU</td>
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<tr>
<td>Rosemonde Webb</td>
<td>Bachelor’s Degree in Economics; Bachelor’s Degree in Business Administration Master’s Degree in Special Education</td>
<td>Introduction to college Learning, Psychology, Sociology, Ethics</td>
<td>BA, Inter-American University, Puerto Rico MA. Barry University, Florida</td>
</tr>
<tr>
<td>Williams, Annie</td>
<td>BSN, MSN</td>
<td>Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health</td>
<td>University of Phoenix, Plantation, FL</td>
</tr>
</tbody>
</table>
Adherence Agreement

I understand that I am responsible for adhering to the policies and procedures contained in the Hope College of Arts and Sciences Academic Catalog.

I understand that successful completion of the program curriculum will result in the award of a Diploma or Degree in my area of study. Completion of the program does not ensure the granting of a license to practice nursing. The State Board of Nursing is the issuing agency for licensure. I understand that licensure is based on meeting all of the requirements set forth by the State Board of Nursing as well as successfully passing the licensing exam.

______________________________  ________________________________  __________________
Student Signature               Print Name                               Date

______________________________  __________________________
Parent Signature (Applicable to students under the age of 18)          Date

______________________________
School official