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.

LOCATION

Main Campus

1200 SW 3rd Street, Suite 110
Pompano Beach, FL 33069
Phone: (954) 532-9614
eFax: (754) 222-9835
email: info@hcas.edu
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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 college.
- 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

The Nursing Programs (ASN & PN) at Hope College of Arts & Sciences are licensed 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

The Nursing Programs (RN-BSN, ASN & PN) at Hope College of Arts & Sciences are 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

The Nursing Programs (RN-BSN, ASN & PN) at Hope College of Arts & Sciences are accredited by Accrediting Council for Independent Colleges and Schools (ACICS). Additional information regarding our nursing programs may be obtained by contacting ACICS at:

750 First Street NE, Suite 980  
Washington, DC 20002-4223  
Tel: 202-336-6780

## License Information

Additional information regarding the institution, may be obtained by contacting the Commission for Independent Education, Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400, toll-free telephone number 888-224-6684
Statement of Control

CSBD Nursing, LLC owns Hope College of Arts & Sciences. Chantal Desir, Ed.D, RN, and Joselito Desir owns 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 space located at 1200 SW 3rd Street, Pompano Beach, Florida 33069. The college 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.

Mission Statement

Our mission is to prepare qualified entry-level and professional nurses to work in diverse healthcare settings. Establishing 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, and the Associate of Science in Nursing (ASN) 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 courses, 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 Policy

#### Admissions Information

Hope College of Arts and Science (HCAS) seeks to admit students who possess the appropriate credentials and have demonstrated capacity or potential that indicates a reasonable probability of success in completing the educational programs offered by HCAS. To accomplish this, HCAS evaluates all students and makes admissions decisions on an individual basis following the admission policies set forth in this catalog.

Students are encouraged to apply for admission as soon as possible for a specific program and start date. Applicants’ families are encouraged to participate in the enrollment process so that they may have an opportunity to ask questions.

Students must complete the entire admissions process on or before the first day of class for all programs. Students who fail to complete the admissions process prior to the first day of class may be required to reschedule to another start date.

#### General Admissions Requirements

1. Students are strongly encouraged to visit HCAS prior to enrollment to obtain a clear understanding of the College, view the facilities and equipment and may meet with staff and instructors.
2. All applicants are required to have an interview with an Admissions Representative.
3. All applicants enrolling in the RN-BSN, Associate of Science in Nursing (ASN) and Practical Nursing (PN) must either take and pass a standardized entrance exam or provide documentation that they have successfully obtained an Associate degree or higher from an accredited college/program recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation (CHEA).

   Minimum test pass rates: Practical Nursing – 14 and Nursing - 15
4. All applicants must complete an enrollment agreement (must be signed by a parent or guardian if the applicant is under 18 years of age).
5. All applicants must pay a non-refundable application fee upon enrollment.
6. Applicants who have a misdemeanor conviction should be aware that they may not meet applicable licensure or certification requirements and may not be able to secure employment in the field. Certain misdemeanor convictions may prevent a student from successfully completing the desired program due to the inability to place students on externship or clinical sites; therefore, in these instances, the College reserves the right to deny admission.
7. A criminal record will jeopardize a student’s ability to complete the program requirements, achieve required licensure, and eligibility for employment; therefore, Hope College of Arts and Science does not accept applicants who have been convicted of a felony.
8. All applicants must possess a high school diploma or a recognized equivalent (such as a GED) prior to his/her start date.

A physical copy of a high school diploma or a recognized equivalent must be verified and on file with HCAS prior to the applicant’s scheduled start date, as documented on the enrollment agreement.

Evidence of high school graduation or its equivalent must include the applicant’s name and graduation date as well as the name and location of the high school attended including, city, state and graduation year. Where necessary, HCAS will evaluate the validity of a high school diploma and verify that the high school or program was approved by the applicable governing or state authority, if approval is required by applicable law.

An applicant who graduated from high school outside of the United States must submit a certified copy of his/her secondary school transcript and/or diploma. It must be translated into English and determined to be equivalent to a U.S. high school diploma upon evaluation by an agency approved by the National Association of Credential Evaluation Services, Inc. (NACES) or National Association of Foreign Student Advisers (NAFSA). Please note that some agencies have more specific requirements and accept only original documentation sent directly from the educational institution.

An applicant who graduated from high school in a home school setting must provide documentation signed by the applicant’s parent or guardian that lists the secondary school courses completed by the applicant and that certifies the successful completion of secondary school education in a home school setting. Such documentation must include all information that HCAS requires on a high school diploma, in addition to the parent or guardian’s signed attestation that the home school was approved by the applicable governing or state authority, if approval is required by applicable law. If the state where the applicant was home schooled requires by law that home schooled students obtain a secondary school completion credential (other than a high school diploma or its recognized equivalent), the applicant must submit a copy of that credential.

Hope College of Arts and Science does not accept applicants who are beyond the age of compulsory and are nonhigh school graduates (ability-to-benefit students).

**Entrance Test Policy**
- All applicants must take a standardized entrance exam unless (s)he meets the exemption requirements listed under General Admission.
• Applicants who fail the entrance exam (Wonderlic) may reattempt according to the following schedule:
  o 2nd attempt: a minimum of 1 calendar day
  o 3rd attempt: a minimum of 7 days from the prior attempt
  o 4th attempt: a minimum of 30 days from the prior attempt
  o If applicant fails all four attempts, the applicant can begin the process after a minimum of 1 year from the last attempt.

• Passing entrance exam scores for all programs are valid for five years.
• In the case of a student that drops from a program and subsequently returns to the same or different program within five years, the re-entering student may be required to retest in order to meet the current minimum testing requirements.
• Some programs may have additional or different testing requirements. Please read the information provided for specific programs below.

<table>
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<th>Wonderlic Entrance Exam Minimum Pass Rates</th>
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<td>Nursing</td>
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Nursing Program Additional Requirements
• Applicants enrolling in nursing programs must submit two (2) letters of recommendation.
• Applicants enrolling in nursing programs must obtain a background clearance (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 nursing health care profession. Information on how to obtain this clearance will be given to the applicant during the admissions process.
• Health screening examinations, pathology tests (if applicable), and/or immunizations for the Vocational Nursing program are conducted on campus prior to clinical assignments.
• Drug testing may be required in certain clinical placement situations.
• HESI Testing Policy:
  o Vocational Nursing program applicants will be required to take and pass the HESI entrance examination with a minimum score of 65% (scores will be rounded to the nearest whole number) in addition to passing a standardized entrance exam. The required 65% composite score will be calculated based on the results of four sections including Math, Reading Comprehension, Grammar and Vocabulary & Knowledge.
  o Applicants will only be required to retake the section(s) they scored less than 65%. If a student fails the first attempt, the student can receive 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.
  o Applicants who do not pass the HESI exam with the required scores must wait a minimum of 7 calendar days before retaking the exam.
  o If the applicant does not pass the HESI exam with the required scores on the second attempt on the HESI exam, the student will be academically withdrawn from the program; and. (s)he must
wait 30 days from the date of the last attempt to take the HESI a third time. If the student passes
the exam on the third attempt, (s)he will be able to re-enter the nursing program the following
semester.

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 enrollment personnel. Recruiters are paid a fixed
amount determined annually and student outcomes are considered in evaluating enrollment
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
disclaimer. 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 Nursing 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
  - To ensure education is equivalent to the U.S.
    1. Student need to use a credential evaluation service of an agency that has
       NACES or NAFSA published standards for membership, affiliations to
U.S.-based international higher education associations, and are frequently linked to and used by federal agencies, state agencies, educational institutions, and employers (e.g. NACES, NAFSA and AICE). http://www.naces.org/members.html (Note: language from www.ed.gov/international/unsei/edlite-index.html).

2. Evaluation and translation of the transcript will be at the expense of the applicant.

➢ General Education Diploma (GED)
➢ A home school education graduate who completed the requirement in accordance with Florida & other States Statutes.

• Students with prior college experience will be required to submit an official transcript for each college attended in order to receive transfer credits.

• 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 college are exempt from taking the Wonderlic Entrance Exam. Minimum Score Requirement: PN=14, ASN=15.
• Students who possess a degree from an approved accredited college are exempt from taking the Wonderlic Placement Exam.
• Core Nursing Program Entrance Exam. If students have taken the Core Nursing Assessment exam at another institution within the past 18 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.
Process to Validate a High School Diploma as Eligible for Admission
& Federal Title IV Funds

All Hope College of Arts and Science students are required to provide proof of High School education or equivalent. Students must provide verifiable proof of education prior to the student scheduled start date. All documents will be reviewed, verified and approved by the campus Registrar to ensure the education and documents provided meet equivalency requirements in accordance with our accreditation agency.

ACICS requirements read as follows:

"3-1-303. Records. Careful recordkeeping is crucial to the smooth day-to-day operation of an institution. The data from these records are important to the institution for future planning, to students for informational purposes, and to evaluation teams during Sc visits. All such records should be maintained at each institutional site or shall be available at each site during evaluation visits. The Council expects at least the following:
  (d) For high school graduates or those with high school equivalency, the institution shall have on file evidence that the student has received a high school diploma or its equivalent. A signed statement by the student is acceptable documentation. The student’s record also may include personal background information, evidence of other educational experiences (including certificates, diplomas, or degrees earned), or information about the ability of the student to benefit from the education offered, including any aptitude testing information or recommendations from other sources."

**Equivalency will be defined as the following:**
Verifiable proof of State issued GED or other state issued equivalency test.

**Acceptable proof of education will include the following:**
- High School transcript displaying school name, student name, school location and students date of graduation.
- Copy of student’s original high school diploma displaying school name, student name, school location and students date of graduation.
- State issued GED record displaying student name and date of completion.
- Other state issued equivalency record.

**Acceptable proof of Home School documentation**
• A Documentation signed by the applicant’s parent or guardian that lists the secondary school courses completed by the applicant and that certifies the successful completion of secondary school education in a home school setting.
• Must include:
  o All information that HCAS requires on a high school diploma,
  o Parent or guardian’s signed attestation that the home school was approved by the applicable governing or state authority, if approval is required by applicable law.
  o If the state where the applicant was home schooled requires by law that home schooled students obtain a secondary school completion credential (other than a high school diploma or its recognized equivalent), the applicant must submit a copy of that credential.

**Identifying State Approved Schools:**
The Registrar has the responsibility of verifying a student’s education. To identify that meet the requirements the Registrar will be able to reference the Patterson’s American Education guide. This publication is released annually and contains a list of all graded state approved public secondary schools and all graded, regionally accredited private secondary schools. Any non-graded, non-state approved, special education and other non-traditional secondary schools are not listed in this publication. A new edition of the Patterson’s publication should be purchased annually by the campus. Previous editions of the Patterson’s publication will be kept at the registrar’s office for reference. The Registrar may also contact the state directly to determine a school’s validity. Should there be any question or concern regarding education verification the campus can contact the Director of Compliance at the college for further assistance.

Because home school requirements vary by state, home school graduates will be evaluated based on the individual requirements of the state in which the student completed home schooling.

**Foreign Transcripts:**
All foreign transcripts must be evaluated by an NACES or NAFSA approved agency. The agency must attest to the equivalency of the foreign education. Education not found to be equivalent to a US high school diploma, will not be accepted.

A listing of NACES or NAFSA approved agencies can be found at [http://naces.org/members](http://naces.org/members). The following credential evaluation agencies are currently NACES or NAFSA approved:

A2Z Evaluations, LLC
Academic Evaluation Services, Inc.
Center for Applied Research, Evaluations & Education, Inc.
e-ValReports
Educational Credential Evaluators, Inc.
Educational Perspectives, npf.
Educational Records Evaluation Service, Inc.
Evaluation Service, Inc.
Foreign Academic Credential Service, Inc.
Foundation for International Services, Inc.
Global Credential Evaluators, Inc.
Global Services Associates, Inc.
International Academic Credential Evaluators, Inc.
International Consultants of Delaware, Inc.
International Education Research Foundation, Inc.
SpanTran Evaluation Services
Should the Registrar be unable to verify a student’s education or determines that the student’s education does not meet the requirements the student’s enrollment will be cancelled. (see cancel/active policy)

### Program-Specific Admissions Requirements

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<th>Program</th>
<th>Degree/Diploma</th>
<th>Program Options</th>
<th>Exam Requirements (see exam requirements above)</th>
<th>License Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>Practical Nursing Diploma</td>
<td>N/A</td>
<td>-Entrance Exam</td>
<td>No</td>
</tr>
<tr>
<td>Nursing</td>
<td>Associates of Science in Nursing</td>
<td>ASN (Option 1)</td>
<td>-Entrance Exam</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Program Entrance Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>RN-BSN</td>
<td>RN-BSN</td>
<td>N/A</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**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 to HCAS**

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 within 30 days of the student starting their semester.

**Transfer to Other Institutions**

Decisions to accept credits from another educational institution rest entirely with each receiving institution and are usually reviewed and considered on a case by case, course by course basis. Hope College of Arts & Sciences, while accredited for the ASN program, does not currently possess the same types of accreditation as most four year colleges and universities offering baccalaureate, and beyond, programs and degrees. Prospective students of Hope College of Arts & Sciences should consider this fact if they plan to continue their educational studies and desire to obtain credit for course work completed at Hope College of Arts & Sciences. Students are
responsible to confirm whether or not Hope College of Arts & Sciences credits will be accepted by another institution of their choice.

**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) must be current within 5 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 5 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.

The student should request to take the exam through the Admissions Department. The admissions representative will meet with the registrar to verify if the prospect/student is a candidate to have these credits transferred. The policy regarding maximum transfer credits accepted will still be in effect. The registrar will notify the Dean of Nursing in order to set up the test(s) that are approved.

Nursing courses for which the student may request** to test are:
Math/Pharmacology (Lecture & Lab) – 3 credits
Fundamentals (Lecture, Lab, & Clinical) – 6 credits
Maternal Newborn (Lecture, Lab & Clinical) – 6 credits
Pediatric Nursing (Lecture, Lab & Clinical) – 5 credits
Mental Health Nursing (Lecture & Clinical) – 4 credits

*The student may waive taking the HSEI if he/she can provide adequate documentation that he/she has taken the HSEI for that course within the last 6 months and scored 850 or higher on the test.
**Students are not automatically accepted to take a requested HSE. The registrar must first approve the request based on pre-determined criteria, i.e., if the previous class is from an accredited college and how many credits the student is eligible to transfer.

**Maximum Transfer Credits Accepted**
The maximum number of transferred credits allowable for the degree programs is listed below unless otherwise approved by administration.

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree/Diploma</th>
<th>Program Options</th>
<th>Maximum Transfer and/or Experiential Credits Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>Practical Nursing</td>
<td>N/A</td>
<td>None</td>
</tr>
<tr>
<td>Nursing</td>
<td>Associate of Science in Nursing</td>
<td>ASN</td>
<td>29</td>
</tr>
<tr>
<td>Nursing</td>
<td>Associate of Science in Nursing</td>
<td>LPN-ASN</td>
<td>36</td>
</tr>
</tbody>
</table>
Re-Admission
A student desiring re-entry into the program will be evaluated by the President and Dean of Nursing. Re-admission after dismissal will not be considered for any reason other than academic dismissal. A student may be re-admitted to the College only one (1) time following academic dismissal or a “withdrew failing” recorded on the College transcript. A student who will not be able to complete the program in (36) months from the date of initial admission will be re-evaluated on an individual basis. It is recommended that no more than six (6) months elapse between dismissal and re-admission. To be considered for re-admission, the applicant must: 1) submit an application for re-admission prior to the date course begins. 2) Complete payment of Re-admissions registration fee of $150.00 with application form. 3) Sign new Enrollment Agreement.

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 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.

SCHOLARSHIPS
A scholarship is free money the student can receive to assist in funding their education. There are many different types of scholarships available for students who need additional help financing their educational costs which include; Financial Aid, Payment Arrangements and Scholarships.
The student can simply apply for HCAS scholarships and/or search the web for different organizations that offer scholarships such as the following just to name a few:

- [www.scholarships.com](http://www.scholarships.com)
- [www.wiredscholar.com](http://www.wiredscholar.com)
- [www.fastweb.com](http://www.fastweb.com)

**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.

- **2018-2019 President Volunteer Service Award** - Up to two (2) students who are enrolled in the Practical Nursing Program, Associate of Science in Nursing or Bachelors 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 semester.
- Two letters of recommendation.
- Copy of last income tax

**2018-2019 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 2018**.
* 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@dp.hcas.edu
Student / Consumer Information

Hope College of Art (HCAS) supports prospective and current students, as well as faculty, staff, and other members of the HCAS community, to access the information they need in order to make informed decisions regarding their education and career. To that end, we have provided this Consumer Information section, which includes information regarding, among other things, our colleges’ operations, facilities, programs, policies, financial aid opportunities available to our students, and various consumer disclosures.

The information is intended to supplement the information provided in our College Catalog and other publications. In some instances, this section indicates where additional information relating to a subject may be located, either in one of our publications, and on the official HCAS website. This website also serves to notify current and prospective students regarding the availability and location of consumer information in accordance with certain state and federal laws applicable to our campus.

For assistance with any of the consumer information discussed herein, prospective and current students may contact Director of Compliance during regular business hours. Requests also may be e-mailed to consumerinfo@dp.hcas.edu.

The Campus Catalog contains a wide variety of consumer information, including information relating to academic programs, facilities, courses, costs, financial aid, and institutional policies. To view the Campus Catalog please click on the link below. www.hcas.edu/studentservices

Hope College of Arts & Sciences is licensed 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, FL 32399-0400, toll-free (888) 224-6684.

Hope College of Arts & Sciences is a member of the Florida Association of Postsecondary Schools and Colleges.

NOTICE: Credits and degrees earned from colleges which are licensed in the State of Florida do not necessarily qualify the holder to participate in professional licensing examinations in Florida. Any person interested in practicing a regulated profession in Florida should contact the appropriate State regulatory agency in the field of his or her interest.

- Gainful Employment Disclosure Statements by Program
- Title IV Rules of Conduct
- Annual FERPA Rights Notification
- Retention Rate
- Student Right to Know Graduation Rates
- Copyright Infringement and Peer-to-Peer File Sharing Policy
- Campus Security and Drug Free College / Workplace Policies
- Net Price calculator
- Financial Aid Information
- Add/Drop Period
- Institutional Refund Policy
- Application Cancellation
SELECTION OF ELIGIBLE APPLICANTS

In accordance with Federal Regulation 668.43(b) (3), the following paragraphs describe funding program procedures and how aid recipients are selected from the pool of eligible applicants.

STUDENT ELIGIBILITY FOR FINANCIAL AID

To be eligible for federal financial aid programs, a student must complete a Free Application for Federal Student Aid (FAFSA) at [https://fafsa.gov/](https://fafsa.gov/)

Once completed, students must complete the following steps:

1. Be accepted for admission at HCAS;
2. Be enrolled as a regular student, attending classes in a degree or certificate program;
3. Be a U.S. citizen or eligible non-citizen;
4. Meet the financial aid satisfactory academic progress policy;
5. If you are male; be registered with the Selective Service
   a. To register or verify registration (obtain registration number): go to www.sss.gov [Male students may also register when completing FAFSA]
6. Not be in default on a student loan or owe a repayment of Title IV federal financial aid funds. (A repayment occurs if the student receives financial aid funds, and then withdraws within the first 67% of the semester, officially or unofficially, from the College.

Meet specific criteria for a particular financial aid program.

**FINANCIAL AID PROGRAMS**

All Title IV financial aid funds received by the College will be credited to the student's account with the exception of requirements set forth in Section 682.604 of current Federal regulations. The different types of financial aid programs available to those who qualify are discussed in detail below.

The College Code is 042517.

**FEDERAL PELL GRANT**

This grant is designed to assist needy undergraduate students who desire to continue their education beyond high school. Federal Pell Grants are only awarded to undergraduate students who have not earned a bachelor's or professional degree. Each student is entitled to apply for a Federal Pell Grant. Eligibility is determined by the student's need, the cost of attendance, and the amount of money appropriated by Congress to fund the program. The amount of the grant is determined by a standard formula used by the Department of Education. The amount of the grant available to the student will depend on the Expected Family Contribution (EFC) and the cost of attendance (COA). For many students, the Federal Pell Grant provides a "foundation" of financial aid to which other aid may be added to defray the cost of college education. Students or prospective students may secure an application to participate in the Federal Pell Grant program from the Financial Aid Office of the College. The application will be transmitted electronically through a federally approved need-analysis system which will determine the applicant's EFC.

For more information on grants, go to studentaid.gov/types/grants-scholarships.

**WILLIAM D. FORD FEDERAL (DIRECT LOAN) PROGRAM**

The William D. Ford Federal Direct Loan (Direct Loan) Program is the largest federal student loan program. Under this program, the U.S. Department of Education is your lender. There are four types of Direct Loans available:

1. **Direct Subsidized Loans** are loans made to eligible undergraduate students who demonstrate financial need to help cover the costs of higher education at a college or career college.
2. **Direct Unsubsidized Loans** are loans made to eligible undergraduate, graduate, and professional students, but in this case, the student does not have to demonstrate financial need to be eligible for the loan.
3. **Direct PLUS Loans** are loans made to graduate or professional students and parents of dependent undergraduate students to help pay for education expenses not covered by
other financial aid.

**Direct Subsidized Loan**
Federal Direct Loans are low interest loans that are insured by a guarantee agency and made to the student by the U.S. Department of Education. The Subsidized Stafford Loan is awarded based on financial need and the college determines the amount you can borrow. The amount borrowed cannot exceed your financial need.

The U.S. Department of Education pays the interest on a Direct Subsidized Loan as long as the student remains in college on at least a half-time status. It also pays the interest for the first six months after you leave college (referred to as a grace period), and during certain other periods (postponement of loan payments).

**Direct Unsubsidized Loan**
The Direct Unsubsidized Loan program is available to both undergraduate and graduate or professional degree students; there is no requirement to demonstrate financial need. The college determines the amount you can borrow by considering the cost of attendance and the amount of other financial aid you received. An Unsubsidized Stafford Loan is not awarded based on need.

The term "Unsubsidized" means that interest is not paid for the student. The student would be charged interest from the time the loan is disbursed until it is paid in full. You are responsible for paying the interest on Direct Unsubsidized Loans during all periods. If you choose not to pay the interest while you are in college and during grace periods and deferment or forbearance periods, the interest will be capitalized at the end of the grace, deferment, or forbearance period. That is, the unpaid interest will be added to the principal amount of the loan.

For more information, go to studentaid.gov/sub-unsub.

**Direct PLUS Loan**
The Direct PLUS loan is available to parents of dependent students to help pay for the educational expenses of the student. PLUS loans are not based on need; however, when combined with other resources, the loan cannot exceed the student's cost of education. Parents may borrow up to the cost of attendance minus other aid per eligible dependent student. Repayment begins within 60 days of the final disbursement unless the parent qualifies for and is granted a deferment by the lender. There is no grace period on these loans. Interest begins to accumulate at the time the first disbursement is made, and parents will begin repaying both the principal and interest while the student is in college. Although the minimum payment amount is $50 per month with at least five years but no more than ten years of re-payment, the actual payment and schedule is determined by the amount borrowed.

For more information, go to studentaid.gov/types/loans/plus

**Interest Rates**
The table below shows interest rates for new Direct Loans made on or after July 1, 2017 and before July 1, 2018. Visit studentaid.gov/interest for more information on interest rates and fees.

<table>
<thead>
<tr>
<th>TYPE OF LOAN</th>
<th>INTEREST RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Subsidized</td>
<td>4.45% (undergraduates)</td>
</tr>
<tr>
<td>Direct Unsubsidized</td>
<td>4.45% (undergraduates)</td>
</tr>
<tr>
<td>Direct PLUS</td>
<td>7.00%</td>
</tr>
</tbody>
</table>

The Direct Subsidized and Unsubsidized Loans are fixed-rate loans available for eligible students. With a limit of $9,500 for the first academic year and $10,500 second academic year (loan amounts may be prorated based on academic program length). A maximum of $3,500 for the first year and $4,500 for the second academic year 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 - $7,000 unsubsidized loan amount is available only for eligible students. For loans with a first disbursement between July 1, 2017 and June 30, 2018, the fixed-interest rate for the Direct Subsidized Loans is 4.5%, and the fixed-interest rate for Direct Unsubsidized Loans is 4.5%. The Direct PLUS Loan program is available for the parents of dependent students only and has a fixed interest rate of 7.0%.

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.

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 and Disbursing Financial Aid Funds

As stated in *Funding Education beyond High School: the Guide to Federal Student Aid* published by the United States Department of Education (DOE), all financial aid awards are based on the total Cost of Attendance (COA) of the college. COA is the total amount it will cost a student to attend college. It is determined using rules established by the federal law. The COA includes tuition and fees; room and board (on or off campus); with allowances for books, supplies, transportation, loan fees, personal expenses and dependent care, if applicable. A student’s financial aid package cannot exceed the total COA. 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.

For academic purposes, **undergraduate full-time status is at least 12 credit hours half-time status is 6 credit hours.** Generally, an undergraduate student is awarded based on the assumption that they are full time unless informed otherwise. Students are encouraged to discuss award amounts if necessary with the OFA so they know their eligibility limits per semester and academic year, especially if summer funding will be needed. Students have the option of accepting or declining any portion of their awards. When the financial aid the student has been awarded has been accepted, the student has given his/her permission for accepted awards to be disbursed and credited to the student’s account at Hope College of Arts & Sciences College.

Financial aid programs, rules, and regulations are subject to change. Federal funds are conditional upon congressional appropriations. The Office of Financial Aid reserves the right and is sometimes required to adjust or cancel awards because of changes in financial or academic status, change of academic programs, or other extenuating circumstances. Each Award is contingent on the receipt of funds by the college. Students must regularly attend classes to receive financial aid.

Students should always notify the Office of Financial Aid if any awards such as scholarships, assistantships, or other types of assistance are not listed on the award letter. These funds must be counted as a funding resource toward the cost of attendance. When a student receives funds after being notified of or receiving the original financial aid award, adjustments to the original financial aid award may be required. Budgets may be adjusted based on individual need. Federal regulations require the college to prevent over awarding a student’s financial aid need and/or cost of attendance.

**Awarding Aid Procedure**

- Many funds are limited and are awarded on a first come, first served basis to students who have the greatest need. After the FAFSA is processed, Hope College of Arts & Sciences receives an electronic Institutional Student Information Record (ISIR).
• After receipt of the ISIR an analysis is completed to determine the amount a family is expected to contribute to educational costs as well as the amount of financial aid a student can expect to receive. Results of this analysis is sent to for the student via email to review.

• If verification is required, the student, spouse, and/or parents (whichever is applicable) must provide requested documentation. Students are not awarded until all verification documents are submitted, any conflicting information resolved, documents evaluated, and corrections made to the ISIR if applicable.

• Any corrected information to the ISIR must be reviewed and cleared before verification becomes complete and the student awarded.

• The student can sign on to the Orbund system to monitor the progress of their financial aid application/award. The information on the site will indicate the type of award, the academic period for which it is awarded, any conditions or responsibilities of the student to receive the award, and for loans, the borrower is required to sign a Master Promissory Note (MPN) and complete Entrance Counseling before releasing a disbursement to the student.

Disbursements Procedure

Financial aid funds are disbursed electronically in accordance with the federal guidelines by the Student Financials Office.

1. If you are in compliance with the award conditions set forth in this document, the Financial Aid Office will release your financial aid funds electronically to the Student Financials Office.
2. Tuition and fees, and other allowable charges will be deducted from your scheduled financial aid.
3. Posted disbursement dates are dates of anticipated receipt of funds which allows the Office to begin the release process of your funds to the Student Financials Office.
4. Each semester Student Loan disbursements are released for disbursement to the Office of Student Finucane before all grant/scholarship aid. Grant/Scholarship aid disbursements for full-time students are released to the Office of Student Financials within a few business days after the drop/add period each semester.
5. Students who are not enrolled full time must have the cost of attendance, grant aid or scholarships adjusted, if applicable, based on actual enrollment each semester.
6. It is recommended that you set aside sufficient funds at the beginning of each semester to cover expenses such as books, room, meals, etc. while financial aid disbursements are processed.

Questions Concerning Disbursements

- Occasionally, you will have questions related to your financial aid disbursements. The following chart will assist you in determining which Office to contact:
  - The Financial Aid Office when you want to know:
    - Why your award has been reduced/canceled.
    - Why you must return funds already disbursed to you.
  - The Student Financials Office/Bursar when you want to know:
    - What charges were paid with your financial aid funds?

Stafford & PLUS Loan Disbursement Requirements:

The U.S. Department of Education has specific disbursement requirements applicable to the Stafford (Subsidized and Unsubsidized) and PLUS loans. If you are receiving assistance from one of these programs, please read the following information carefully to determine if one of the following conditions applies to you:

At the time of disbursement, you must be enrolled and attending at least half time to receive a Stafford or PLUS disbursement. If your enrollment has dropped below half time after the add/drop period your loan disbursement will be canceled and the funds will be returned to your loan servicer. Any future disbursement(s) for the same loan period will be canceled. You will still be responsible for all University charges that have not been paid.

The College can hold Stafford loan funds for up to 13 days while waiting for you to meet all eligibility requirements. It is to your advantage to fulfill all requirements as soon as possible to ensure funds are not delayed.

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@dp.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 to complete their Loan Entrance Interview and Master Promissory Note.
Loan exit counseling will be completed in person during the student’s last semester 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

Students are selected for verification by the Federal Student Aid Central Processing System (CPS). Institutions must verify the information submitted on the (FAFSA) by the student, student and parent/s, or student and spouse before an official award can be offered.

1. The verification process compares information from your Student Aid Report (SAR) with financial information and other application documents submitted by you or your family (student and spouse or dependent student and parent).

2. Students who are selected for verification will be notified in writing or via e-mail, of what documentation is required to complete Verification i.e. a copy of the student’s and parent’s or spouse’s IRS Tax Transcript. Other documentation may be requested for clarification.

3. If there are differences between the information on your SAR and the supporting documents, you or HCAS may need to make corrections electronically or by using your Student Aid Report (SAR) before HCAS can process your request for federal student aid.

4. The student EFC may change if application does not match with their tax transcripts.

5. Verification must be completed within 14 days of the initial request. Failure to complete verification within this time frame may result in funding delays or loss of eligibility.

6. Students who have a change in their financial aid due to completing verification or whose verification could not be processed will be notified by the Financial Aid Office in writing. Students whose verification is completed will have their financial aid processed. Hope College of Arts & Sciences will not disburse Title IV aid before verification is completed.

7. The student will receive a Revised Student Aid Report (SAR). Delays in response or submission of verification documentation will delay the offer of a student’s award package. It is very important to respond promptly to all OFA documentation requests for verification due to the limitation of some federal funding.

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@dp.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 142 - 145 of this catalog.

**FEDERAL RETURN OF TITLE IV (RT24)**

All institutions participating in the Federal Student Aid Programs are required to use a statutory schedule to determine the amount of Federal Student Aid Program funds a student has earned when he or she ceases attendance based on the period the student was in attendance.

The Higher Education Amendments of 1998, in general, require that if a recipient of SFA Program assistance withdraws from a college during a payment period or a period of enrollment in which the recipient began attendance, the college must calculate the amount of SFA Program assistance the student did not earn and those funds must be returned. Up through the 67 percent point in each payment period or period of enrollment, a pro rata schedule is used to determine how much SFA Program funds the student has earned at the time of withdrawal. After the 67 percent point in the payment period or period of enrollment, a student has earned 100 percent of the SFA Program funds. If the amount disbursed to the student is less than the amount the student earned and for which the student is otherwise eligible, the student is eligible to receive a post-withdrawal disbursement of the earned aid that was not received.

The percentage of the payment period or period of enrollment completed is the total number of calendar days in the payment period or period of enrollment for which the assistance is awarded divided into the number of calendar days completed in that period as of the day the student withdrew.

**Number of Days/Hours**

| Completed Number of Days/Hours in Period = Percentage Completed (rounding the third decimal place up if the fourth decimal place is 5 or above) NOTE: Scheduled breaks of at least five consecutive days are excluded from the total number of calendar days in a payment period of enrollment (denominator) and the number of calendar days completed in that period (numerator). The day the student withdrew is counted as a completed day.

**RETURN OF UNEARNED SFA PROGRAM FUNDS**
The College must return the lesser of
1. the amount of SFA Program funds that the student does not earn or
2. The amount of institutional costs that the student incurred for the payment period or period of enrollment multiplied by the percentage of funds that was not earned.

The student (or parent, if a Federal PLUS loan) must return or repay, as appropriate,
1. any SFA loan funds in accordance with the terms of the loan and
2. The remaining unearned SFA Program grant (not to exceed 50 percent of the grant) as an overpayment.

ORDER OF RETURN OF SFA PROGRAM FUNDS
Title IV funds credited to outstanding loan balances for the payment period or period of enrollment for which a return of funds is required must be returned in the following order:

1. Unsubsidized Stafford Loan Program
2. Subsidized Stafford Loan Program
3. Unsubsidized Direct Stafford loans (other than PLUS loans)
4. Subsidized Direct Stafford loans
5. Federal PLUS loans

If funds remain after repaying all loan amounts, those remaining funds must be credited in the following order:
1. Federal Pell Grants for the payment period for which a return of funds is required
2. Other assistance under this Title for which a return is required

Students will be notified of any refunds due to a lender on their behalf through the mailed exit interview material. Refunds to any of the Title IV or state programs will be paid within 30 days from the date of determination.

Federal Return of Title IV (R2T4) Funds Refund Policy
The Federal Return of Title IV Funds Refund Policy specifies the differences between earned and unearned portion of Title IV aid, in relation to the length of the semester and the length of time the student was enrolled for that semester. Students who are enrolled beyond 67% of a module within a semester are considered to have earned 100% of the Title IV aid awarded for that Semester. A student who withdraws prior to completing more than 67% of the semester will earn a percentage of the Title IV aid awarded based on the number of calendar days from the start of the semester to the last date of attendance in the semester. The student’s withdrawal date is the date the institution determined the student was no longer attending. Please see the Institutional Refund Policy.

The formula for calculating the percentage of Title IV earned is as follows:
In a credit hour program - The number of days from the start date to the last date of attendance in the Semester divided by the total days in the Semester equals the percentage of aid earned. The percentage of aid earned is then multiplied by the total Title IV Aid disbursed or could have been disbursed to equal the amount of aid the student actually earned. 

*All unearned portions of federal aid are returned to the appropriate programs in the following order:*

1. Federal Unsubsidized Stafford Loans
2. Federal Subsidized Stafford Loans
3. Federal Parent Loan for Undergraduate Students (PLUS Loan)
4. Federal Pell Grant

**Post-withdrawal disbursements**

If an eligible student receives less Federal Student Aid than the amount earned, the college will calculate the amount of aid that was not received. The college will post, based on Federal guidelines, any available grant funds before available loan funds. Available grant or loan funds refer to Title IV program assistance that could have been disbursed to the student but was not disbursed as of the date of the institution’s determination that the student withdrew. In accordance with Federal Regulations, the college must obtain written confirmation from a student, or parent for a parent PLUS loan, before making any disbursement of loan funds from a Post-withdrawal disbursement.

If applicable, refunds to Title IV programs will be made within 45 days of the date the student is determined to have withdrawn. Notification will be sent to the students of all refunds made. Upon request, the institution will make readily available to enrolled and prospective students copies of this Federal Return of Title IV Refund Policy.

**Institutional Cancellation and Refund Policy**

1. If an application for enrollment is rejected by Hope College of Arts and Sciences College, all monies paid to Hope College of Arts and Sciences College will be refunded.
2. An applicant who provides written notice of cancellation within 3 days (excluding Saturday, Sunday and federal and state holidays) of signing an enrollment agreement, making their initial payment or first visiting the institution, whichever is the latest act to occur, is entitled to a refund of all monies paid. No later than 30 days of receiving the notice of cancellation, the college shall provide the 100% refund.
3. Students shall have the option to withdraw from the college at any time by giving notice of their intent to terminate enrollment preferably in writing. In the absence of the student giving written notification, the student is dismissed after 14 consecutive calendar days from the last date of attendance, or upon the failure to return from an approved Leave of Absence. Except in unusual instances, the date of determination that the student withdrew should be no later than 14 days after the student’s last date of attendance as determined by the institution from its attendance records. If a student provides notification to the college of his
or her withdrawal prior to the date that the college normally would determine that the student withdrew, the date of determination is the date of the student’s notification.

4. Last date of attendance is defined as the last day a student had academically related activity, which may include assignments, discussion questions, quizzes, projects, clinical experiences, or examinations. Last date of attendance applies to both residential and online students.

5. The Technology Fee and Retake Fee are non-refundable. The institutional refund policy allows the institution to earn 100% of the institutional charges from students who complete 50% or more of the semester. The student’s withdrawal date is the date the institution determined the student was no longer attending. The institution may take up to 14 days from the last date of attendance to make the determination that the student was no longer attending.

6. If applicable, refunds to agencies, private loans, scholarships, and to the student will be made within 45 days of the date the student is determined to have withdrawn.

<table>
<thead>
<tr>
<th>Last date of attendance as % of the payment period for which the student was obligated</th>
<th>Portion of tuition and fees obligated and charged that are eligible to be retained by the institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st week of class (if submitted in writing)</td>
<td>0%</td>
</tr>
<tr>
<td>Cancellation after attendance has begun, through 50% completion of the semester, will result in a pro rata refund computed on the number of hours completed to the total semester hours</td>
<td>Pro Rata</td>
</tr>
<tr>
<td>Cancellation after completing more than 50% of the semester will result in no refund.</td>
<td>100%</td>
</tr>
</tbody>
</table>

Although the staff cannot advise students on when to withdraw from their program the students are encouraged to become familiar with the refund policies, make their own decisions and take the appropriate actions.

Upon request, HCAS will make readily available to enrolled and prospective students copies of HCAS Refund Policy.

**Florida Residents Refund Policy:** The minimum refund that HCAS will pay to a Florida resident who withdraws or is terminated after completing only a portion of a semester/payment period is as follows:

<table>
<thead>
<tr>
<th>Last date of attendance as % of the payment period for which the student was obligated</th>
<th>Portion of tuition and fees obligated and charged that are eligible to be retained by the institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st week of class (if submitted in writing)</td>
<td>0%</td>
</tr>
<tr>
<td>After 1st day but still within 10% (if written withdrawal not submitted within 1st week of class)</td>
<td>10%</td>
</tr>
<tr>
<td>After 10% but still within 25%</td>
<td>50%</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>After 25% but still within 50%</td>
<td>75%</td>
</tr>
<tr>
<td>After 50%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Default management/Prevention**

HCAS’s Financial Assistance Office provide Grace Counseling, Default prevention outreach and financial literacy to our students. The Default management plan includes a multifaceted approach towards financial literacy training and borrower communication.

At a minimum the Default Management Plan will:

Identify the procedures for forming a Default Reduction Taskforce.
Identify the responsibilities and goals associated with the Default Reduction Taskforce.
Establish the components of a financial literacy campaign.

The Financial Aid office has worked with the finance to offer additional events each for students including a budgeting experience called “Life Store”, a game called “Money Walks”, and a video called “Money Talks” that is available on the website.

Establish the processes and procedures for identifying and communicating with Students identified within HCAS’s cohort default rate.

Establish the processes and procedures for identifying and communicating with students identified as potential defaulters.

Establish the process in which to evaluate HCAS’s cohort default rate.
A “hold” in the Orbund rules definitions stops a student in default from receiving financial assistance or registering for classes.
Removing the hold to allow a student to register is made on a case-by-case basis by the Financial Assistance Office. These students may become eligible for financial assistance once they have cured their defaulted loan.

**CANCELLATION PRIOR TO COMMENCEMENT OF CLASSES BY THE STUDENT**

If the student does not begin classes, the application fee will be retained. Appropriate refunds are made within 30 days of receipt by the college of written notice from the student, sent to the appropriate college address indicated on the front of Contract, indicating that the student will not enter or enroll in classes at the college. All money paid by (or on behalf of) the student will be refunded if a refund is requested by the student (or his/her parent or legal guardian, if applicable) in writing within 3 business days after the date of execution of contract (assuming payment has, in fact, been made to the college at such time).
WITHDRAWAL AFTER COMMENCEMENT OF CLASSES BY THE STUDENT

In computing refunds, the student will be considered to have been in attendance from the actual beginning of the semester/payment period until the college’s date of determination of withdrawal. The student is not entitled to a refund if the last date of attendance occurs at the completion of 50 percent (50%) of the semester/payment period.

NOTE: Dissatisfaction with, or non-receipt of, the educational services being offered by the college does not excuse the borrower from repayment of any loans made to the borrower for enrollment at the college.

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)

Privacy of Student Records / FERPA

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years or older or who attends a postsecondary institution.)

These rights include:

1. The right to inspect and review the student’s educational records within 45 days after the day Hope College of Arts and Sciences receives a request for access. A student should submit to the Campus President, a written request that identifies the record(s) the student wishes to inspect. The Campus President will make arrangements for access and notify the student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to ask the college to amend a record should write the college official responsible
for the record, clearly identify the part of the record the student wants changed and specify why it should be changed. If the college decides not to amend the record as requested, the college will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the college discloses personally identifiable information (PII) from the student’s records, except to the extent that FERPA authorizes disclosure without consent. The college discloses education records without a student’s prior written consent under the FERPA exception for disclosure to college officials with legitimate educational interests. A college official is employed by the College in an administrative, supervisory, academic, or support staff position (including law enforcement unit personnel, officials designated by the Department of Education and health staff); or serving on an official committee, such as a disciplinary or grievance committee. A college official also may include an outside contractor who is under the direct control of the college with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent. A college official has legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibilities for the College. Upon request, the college also discloses education records without consent to officials of another college in which the student seeks or intends to enroll. Hope College of Arts and Sciences will make reasonable attempts to notify each student of these disclosures.

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

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

Hope College of Arts and Sciences is legally permitted to disclose directory information without the student’s prior written consent. The College designates the following items as directory information: student’s name; dates of attendance; location of attendance; email address; website address; program of study; participation in officially recognized activities; degree, diplomas and certificates awarded; enrollment status (i.e., enrolled, active, future enrolled student, reentry, on leave of absence, withdrawn, etc.). Students may request that Hope College of Arts and Sciences not disclose any or all their directory information. Requests for non-disclosure must be in writing with the college Registrar. This policy is also located at: www.hcas.edu

**Directory Information**

FERPA permits the disclosure of education records, without consent of the student, if the disclosure meets certain conditions found in the FERPA regulations. Except for disclosures to college officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, FERPA regulations require the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose education records without obtaining prior written consent of the student in the following instances:
• To other college officials, including teachers, within the college whom the college has
determine to have legitimate educational interests. This includes contractors, consultants,
volunteers, or other parties to whom the college has outsourced institutional services or
functions.
• To officials of another college where the student seeks or intends to enroll, or where the
student is already enrolled if the disclosure is for purposes related to the student’s enrollment
or transfer.
• To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General,
the U.S. Secretary of Education, or State and local educational authorities, such as a State
postsecondary authority that is responsible for supervising the institution’s State-supported
education programs. Disclosures under this provision may be made, in connection with an
audit or evaluation of Federal- or State- supported education programs, or for the
enforcement of or compliance with Federal legal requirements that relate to those programs.
These entities may make further disclosures to outside entities that are designated by them
as their authorized representatives to conduct any audit, evaluation, or enforcement of
compliance activity on their behalf. Disclosures may also be made in connection with
financial aid for which the student has applied or which the student has received, if the
information is necessary to determine eligibility for the aid, determine the amount of the aid,
determine the conditions of the aid, or enforce the terms and conditions of the aid.
• To organizations conducting studies for, or on behalf of, the college, in order to: (a) develop,
validate, or administer predictive tests; (b) administer student aid programs; or (c) improve
instruction.
• To accrediting organizations to carry out their accrediting functions.
• To comply with a judicial order or lawfully issued subpoena.
• To appropriate officials in connection with a health or safety emergency.
• Information the college has designated as “directory information” may be released at the
college’s discretion. The college has defined directory information as the student’s name,
address, phone number, e-mail address, birth date, enrollment status/grade level, date of
graduation, degrees and honors received, photos, major field of study, dates of attendance,
participation in officially recognized activities and sports, most recent institution attended,
and student identification. If a student does not want his or her directory information to be
released to third parties without the student’s consent, the student must present such a request
in writing to the College within 45 days of the student’s enrollment or by such later date as
the institution may specify. Under no circumstance may the student use this right to opt out
to prevent the institution from disclosing that student’s name, electronic identifier, or
institutional e-mail address in a class in which the student is enrolled.
• To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense.
The disclosure may only include the final results of the disciplinary proceeding with respect
to that alleged crime or offense, regardless of the finding.
• To the general public, the final results of a disciplinary proceeding if the college determines
the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and
the student has committed a violation of the college’s rules or policies with respect to the
allegation made against him or her.
• To parents of a student regarding the student’s violation of any Federal, State, or local law,
or of any rule or policy of the college governing the use or possession of alcohol or a
controlled substance if the college determines the student committed a disciplinary violation and the student is under the age of twenty-one.

- No information will be released to any person(s) on the telephone or via email.

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

**Withdrawal Policies**

A student may officially withdraw from college 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 college. 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 college email. Requests for withdrawal should be submitted in writing to registrar@dp.hcas.edu.

**Leave of Absence**

In the event that student instruction is disrupted due to unexpected life events (i.e., natural disaster) and the events require a student to modify class enrollment and schedules, HCAS may approve a Leave of Absence on an individual basis.

A leave of absence (LOA) is a temporary interruption in a student’s program of study. LOA refers to the specific time period during an ongoing program when a student is not in academic attendance. HCAS has chosen to implement a LOA policy to accommodate those students impacted by an unexpected life event for a maximum timeframe of 180 days within a 12 month period. Attendance policies and student responsibility for make-up course work apply in all cases. Prolonged illness may require dismissal.

Maternity leave will be considered on the length of leave required by the individual involved. A student should notify the college of when pregnancy is confirmed and may continue the program/take leave of absence/withdraw with written recommendation of her physician. After delivery the student may return to the college with written recommendation from her physician. Attendance policies and student responsibilities apply following absence.
In order for a student to qualify for an approved Leave of Absence, the following conditions must be met:

1. There must be a reasonable expectation that the student will return from the Leave of Absence to continue his/her education.
2. The student must be impacted by the event.
3. The student must request a Leave of Absence but, for this purpose, HCAS will waive the written request requirement provided the student has emailed the registrar department to request a Leave of Absence. Written documentation from the student regarding the specific reason for the request should be submitted by the student as soon as possible and can be submitted via e-mail.
4. The Leave of Absence may not exceed one semester beyond the initial semester where the LOA is granted.
5. The college may not assess the student any additional institutional charges, the student’s need may not increase, and the student is not eligible for any additional federal student aid.
6. If the student is a Title IV loan recipient, the college must explain to the student the effects that the student’s failure to return from the LOA may have on the student’s loan repayment terms, including the expiration of the student’s grace period.
7. A LOA will have no impact on the grade point average or hours attempted calculation.
8. Failure to return from an LOA will be considered a withdrawal from HCAS.

A student granted a Leave of Absence is not considered to have withdrawn, and no return calculation is required. A student on an approved Leave of Absence will be considered enrolled and would be eligible for an in-college deferment for student aid loans. Upon the student’s return from the leave, s/he continues to earn the Federal Student Aid previously awarded for the period. The student must sign an updated enrollment agreement with a new expected completion date.

Criteria for Program Dismissal
The college 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 colleges 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); 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 – 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@dp.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 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 college 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.
Distance learners who have not yet received their college uniform will present to class via Zoom dressed professionally. This may include scrubs or other professionally-appropriate attire. Students may not present in pajamas, robes, or casual attire not appropriate for the work environment. Once a distance learner has received the college uniform, he/she will be expected to wear it for classes.

**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. Students who are exempted from wearing the college uniform for extenuating circumstances must obtain a “Pass” from Student Services and present it to the instructor prior to the instructor allowing the student to stay in class.

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 college 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 college) 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 college) 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 college 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 college phone number *(954-532-9614)* may be given out for use in case of an emergency and student will be notified by college 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.

6) **Attendance via Zoom:** Attendance via Zoom should be treated the same as attendance in the classroom on campus. This means the student should have a dedicated workspace, such as a desk, where they are sitting (no laying down), and there should not be other people or activities in the area creating noise and distractions that interfere with learning. Students must also remain signed in with video cameras on throughout all class time. Leaving the site and returning at will may incur a mark of “leave early” on the attendance roster.

**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 college-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 college-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 Breech 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 college, 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 college-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), 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 college’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.
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.

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.

**Anti-Copyright Infringement Policy**

Copyright is a form of legal protection provided by U.S. law, Title 17 U.S.C. §512(c) (2), that protects an owner’s right to control the reproduction, distribution, performance, display and transmission of a copyrighted work. The public, in turn, is provided with specific rights for fair use of copyrighted works.

Copyrighted works protect original works of authorship and include:

- Books, articles and other writings
- Songs and other musical works
- Movies and television productions
- Pictures, graphics and drawings
- Computer software
- Pantomimes and choreographic works
- The copyright law provides the owner of a copyright the exclusive right to the following:
  - Reproduce the work in copies
  - Prepare derivative works based upon the work
  - Distribute copies of the work to the public by sale or other transfer of ownership, or by rental, lease or lending
  - Perform the work publicly
  - Display the copyrighted work publicly
Perform the work publicly by means of a digital audio transmission in the case of sound recordings the copyright law states, “anyone who violates any of the exclusive rights of the copyright owner is an infringer of the copyright or right of the author.” Generally, under the law, one who engages in any of these activities without obtaining the copyright owner’s permission may be liable for infringement.

Peer-to-Peer File Sharing
Peer-to-Peer (P2P) file sharing is a general term that describes software programs that allow computer users, utilizing the same P2P software, to connect with each other and directly access digital files from one another’s hard drives. Many copyrighted works may be stored in digital form, such as software, movies, videos, photographs, etc. Through P2P file sharing it has become increasingly easy to store and transfer these copyrighted works to others thus increasing the risk that users of P2P software and file-sharing technology will infringe the copyright protections of content owners. If P2P file-sharing applications are installed on a student’s computer, the student may be sharing someone else’s copyrighted materials without realizing they are doing so. As a user of the College network, recognizing the legal requirements of the files that a student may be sharing with others is important. A student should be careful not to download and share copyrighted works with others. The transfer and distribution of these works without authorization of the copyright holder is illegal and prohibited. Violations and Penalties under Federal Law In addition to College sanctions under its policies as more fully described below, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages affixed at not less than $750 and not more than $30,000 per work infringed. For willful infringement, a court may be awarded up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. College Plans to Effectively Combat Unauthorized Distribution of Copyrighted Material; Hope College of Arts & Sciences may monitor traffic or bandwidth on the networks utilizing information technology programs designed to detect and identify indicators of illegal P2P file-sharing activity. In addition to, or as an alternative, the College may employ other technical means to reduce or block illegal file sharing and other impermissible activities. Hope College of Arts & Sciences will also provide for vigorous enforcement and remediation activities for those students identified through the College.

For FAQ visit www.copyright.gov

Textbooks
Students are required to purchase their course resources through the college; 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.

College 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-Alcohol Free College and Workplace Policy**
Hope College of Arts & Sciences (HCAS) recognizes the health risks and costs associated with the use of illicit drugs and the abuse of alcohol, and is committed to providing a drug-free and alcohol-free educational environment, which supports the mission of the College. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance at the College is strictly prohibited at HCAS or at any HCAS sponsored event. Sanctions are in place for those who violate the applicable policy related to drug and alcohol usage.

**Standards of Conduct and Sanctions**
In accordance to HCAS Substance Abuse Policy and Procedure. HCAS students may not be impaired by alcohol or drugs or in possession of illegal drugs or alcohol while on College property or while participating in College sanctioned activity. Students whose behavior is impaired by legal drugs are also subject to this policy. As specified in the Program Guidelines for certain programs at the College, students and applicants to the College may be subject to a drug screening prior to, or if circumstances warrant, during the time of their enrollment at the College. Students found in violation of drug and/or alcohol laws are subject to discipline in accordance with HCAS policy, Student Code of Conduct, up to and including expulsion from the College. If a student is required to submit to a drug screening by the dean of nursing based on behaviors that indicate the use of drugs or alcohol which impairs their ability to perform in their academic program, refusal to submit to such a drug screening will be treated as a positive test result.
The College retains the right to dismiss a student from the College or from a specific program, in accordance with the Program Guidelines for that program. In addition, Hope College of Arts & Sciences faculty and staff need to abide by the Drug Free Workplace Policy and Procedure. As a condition of employment, employees shall:
1. Refrain from the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in the workplace.
2. The use of any legally obtained drug, including alcohol, to the point of intoxication or influence adversely affecting the employee’s job performance, is prohibited.
3. No employee shall report to work or be on duty when his or her judgment or physical condition has been impaired by alcohol, medication, or other substances.
4. Notify the immediate supervisor and/or Human Resources of any criminal drug statute conviction no later than 5 days after such conviction.
Any employee who violates the Drug Free Workplace Policy and Procedure is subject to discipline up to and including termination. The College may require an employee who violates this policy to successfully and satisfactorily complete a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local agency.

**Sanctions under Local, State, and Federal Law**
In addition to the College sanctions, HCAS students, faculty, and staff should also be aware of the following local, state and federal laws for unlawful possession, use, or distribution of illicit drugs and alcohol.

**Florida Alcohol Laws**

It is unlawful for any person under the age of 21 years, except a person employed under the provisions of s. 562.13 acting in the scope of her or his employment within hotels, restaurants and other licensed establishments, to have in her or his possession alcoholic beverages. (F.S. §562.111)

The prohibition in this section against the possession of alcoholic beverages does not apply to the tasting of alcoholic beverages by a student who is at least 18 years of age, who is tasting the alcoholic beverages as part of the student’s required curriculum at a postsecondary educational institution that is institutionally accredited by an agency recognized by the United States Department of Education and that is licensed or exempt from licensure pursuant to the provisions of chapter 1005 or is a public postsecondary education institution; if the student is enrolled in the college and is tasting the alcoholic beverages only for instructional purposes during classes that are part of such a curriculum; if the student is allowed only to taste, but not consume or imbibe, the alcoholic beverages; and if the alcoholic beverages at all times remain in the possession and control of authorized instructional personnel of the college who are 21 years of age or older.

A person may not sell, give, serve, or permit to be served alcoholic beverages to a person under 21 years of age or permit a person under 21 years of age to consume such beverages on the licensed premises. (F.S. §562.11). A person who violates this subparagraph commits a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083. A person who violates this subparagraph a second or subsequent time within 1 year after a prior conviction commits a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083.

No person in the state shall be intoxicated and endanger the safety of another person or property, and no person in the state shall be intoxicated or drink any alcoholic beverage in a public place or in or upon any public conveyance and cause a public disturbance. (F.S. §856.011)

Any person violating the provisions of this subsection 856.011 shall be guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083.

Any person who shall have been convicted or have forfeited collateral under the provisions of subsection (1) three times in the preceding 12 months shall be deemed a habitual offender and may be committed by the court to an appropriate treatment resource for a period of not more than 60 days. Any peace officer, in lieu of incarcerating an intoxicated person for violation of subsection (1), may take or send the intoxicated person to her or his home or to a public or private health facility, and the law enforcement officer may take reasonable measures to ascertain the commercial transportation used for such purposes is paid for by such person in advance. Any law enforcement officers so acting shall be considered as carrying out their official duty.

A person is guilty of the offense of driving under the influence and is subject to punishment as provided in subsection (2) if the person is driving or in actual physical control of a vehicle within this state and (F.S. §316.193):

1. The person is under the influence of alcoholic beverages, any chemical substance set forth in s. 877.111, or any substance controlled under chapter 893, when affected to the extent that the person’s normal faculties are impaired;
2. The person has a blood-alcohol level of 0.08 or more grams of alcohol per 100 milliliters of blood; or
3. The person has a breath-alcohol level of 0.08 or more grams of alcohol per 210 liters of breath.

Except as provided in paragraph (b), subsection (3), or subsection (4), any person who is convicted of a violation of subsection (1) shall be punished:

1. By a fine of:
   a. Not less than $500 or more than $1,000 for a first conviction.
   b. Not less than $1,000 or more than $2,000 for a second conviction;
2. By imprisonment for:
   a. Not more than 6 months for a first conviction.
   b. Not more than 9 months for a second conviction.

For additional information on driving under the influence penalties, visit F.S. §316.193

Florida Drug Laws

Florida Statute F.S. 893.13 makes it unlawful for any person to sell, manufacture, or deliver, or possess with intent to sell, manufacture, or deliver, a controlled substance. Any person who violates this provision can be liable for penalties, depending on the classification and amount of drug involved. For the most up to date information about State drug penalties, visit F.S. 893.13

Florida statute also prohibits the sale, manufacture, or delivery, or possession with intent to sell, manufacture or deliver, of a Controlled Substance “in, on, or within 1,000 feet of the real property comprising a public or private college, university, or other postsecondary institution.” (F.S. 893.13 (1)(d).

Florida Controlled Substance List and Schedules can be found under F.S. §893.03.

Florida “Precursor Chemical” list, which are chemicals that may be used in manufacturing a controlled substance in violation of Florida Statute, can be found under F.S. §893.033.

For more detailed information about the laws in the Florida Statutes mentioned in this document, please visit that specific statute.

Federal Drug Laws

Federal drug laws prohibit the possession, distribution, sale, trafficking, cultivation, and manufacturing of various controlled substances. Prohibited drugs include marijuana, cocaine, methamphetamine, heroin, and a number of narcotic-based drugs such as Oxycodone and Vicodin, and more.

For the most up to date federal trafficking penalties information, visit the U.S. Drug Enforcement Administration at https://www.dea.gov/pr/legis.shtml

A comprehensive review of illicit drugs, including the history of the drug, its uses, short and long term effects, penalties for use, and pertinent legislation can be found under:
http://www.usdoj.gov/dea/concern/concern.htm

Drug and Alcohol Counseling Programs
Hope College of Arts & Sciences does not provide internal counseling to students and employees for alcohol and drug abuse. However, outside resources are given to students and employees who wish to obtain information on drug and alcohol abuse prevention programs. Students and employees 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 students and employees who voluntarily seek help for such problems before becoming subject to discipline and/or termination under this or other HCAS policies.

**Health Risks Associated with Illicit Drug and Alcohol Use**

There are definite health risks associated with drug and alcohol use. Alcohol or any other drug used in excess over time can produce illness, disability, and death. The health consequences of substance abuse may be immediate and unpredictable, such as cardiac arrest with cocaine use, or more subtle and long-term, such as liver deterioration associated with the prolonged use of alcohol. In addition to health-related problems, other concerns relating to substance abuse include the following: People who abuse alcohol and other drugs often have erratic lifestyles which interfere with sleep, nutrition and exercise. Alcohol and substance abuse may lead to financial difficulties, domestic violence, deterioration of the family structure, motor vehicle accident injuries and reduced job performance. Repeated abuse of alcohol can lead to dependence. A description of specific drugs and effects can be found in the U.S. Drug Enforcement Administration’s [DEA Drug Fact Sheets](https://www.dea.gov/factsheets/index.html).

**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.

**Anti-Hazing Policy**

Hope College of Arts & Sciences has an absolute prohibition on hazing. Hazing is defined as an action or situation created on or off campus which recklessly or intentionally harms, damages, or endangers the mental or physical health or safety of a student for the purposes of, including, but not limited to, initiation or admission into or affiliation with any organization operating within the College.

Hazing includes, but is not limited to:

1. Pressuring or coercing a student into violating the institutions rules or local, state or federal law;
2. Brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements;
3. Forced/encouraged consumption of any food, liquor, drug, or other substance, or other forced/encouraged physical activity that could adversely affect the physical or mental health or safety of the student;
4. Any activity that would subject the student to extreme mental stress, such as sleep deprivation;
5. Forced/encouraged exclusion from social contact;
6. Forced/encouraged conduct that could result in extreme embarrassment;
7. Forced/encouraged activity that could adversely affect the mental health or dignity of the student;
8. Any other activity which is inconsistent with the regulations and policies of the Institution. It is not considered a defense to a charge of hazing that:
9. The consent of the alleged victim had been obtained;
10. The conduct of activity that resulted in the death or injury of a person was not part of an official organizational event or was not otherwise sanctioned or approved by the organization;
11. The conduct or activity that resulted in death or injury of the person was not done as a condition of membership to an organization;
12. The conduct or activity was not done to intentionally cause physical or emotional harm;

To report any such intent of HCAS Anti-Hazing Policy: Contact the Compliance Director at 954-532-9614 or compliance@dp.hcas.edu

Annual Crime Report/Clery Act
Campus Security Policy

It shall be the policy of Hope College of Arts & Sciences to provide a safe environment for visitors, students and employees. The HCAS Comprehensive Safety Program is designed to provide a safe and effective health care setting. The Safety Committee will use leadership, wide assessment of hazards, evaluation, coordination, and feedback from hospital employees, community, clients and visitors to ensure and promote a wide-spread commitment to continuously improve safety.

The Safety Committee is under the direction of the Compliance Department. If an incident arises at the hospital or Campus for which assistance is needed, the student or employee should immediately contact the Compliance Director, at extension 202. If the officer cannot be reached, dial “0” for the front desk, who will contact a member of the Safety Committee.

All new students entering HCAS are required to attend orientation which includes information on safety/security. New employees must also attend an orientation which includes information regarding safety/security.

In addition to the HCAS Comprehensive Safety Program, HCAS publishes an annual Clery Act Campus Security Report annually. It is available on the internet on the college’s webpage at www.hcas.edu. A copy is also placed in each room under the evacuation route and at the front door. A new Clery Act Campus Security Report will be available on the website on October 1st of each year.
Crime Statistics
The Crime statistics reported to Campus Security authorities or local police agencies for the last three calendar years are illustrated on the website and the following pages.

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. 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 college 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/ and logging in with the college 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.

**Student 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:
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>
<tr>
<td>NG</td>
<td>No Grade for Audited Classes</td>
</tr>
</tbody>
</table>

**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.
Incomplete grades do not affect GPA. However, if a student withdraws from the college without converting the incomplete grade to a letter grade, the student will be assigned a letter grade of “F,” which may negatively affect the student’s CGPA. The student would need to re-take the course should student decide to re-enroll into the program.

**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 two times. After the second 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>
</table>
| **Withdrawal During Add/Drop Period**| 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.  
*The date of withdrawal will be determined by the student’s last date of attendance in the course. |
| **Withdrawal After Add/Drop Period** | 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.  
*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.* |
Withdrawal After Midterm
If a student withdraws from a course, after the midterm, the student will receive an “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. All course work with an “F” grade must be repeated and the student will be charged the full price of tuition and fee(s) for the course(s) enrolled.

Withdrawal Due to Unexcused Absences
A student with 4 absences may be considered withdrawn from the course. An “F” grade will be issued and included in the cumulative grade average.

Withdrawal Due to Unexcused Tardy
A student with 5 or more tardiness may be considered withdrawn from the course. An “F” grade will be issued and included in the cumulative grade average.

Incomplete
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.

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 college 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 semesters. Each semester is subdivided into several sessions of varying lengths. The program is divided into the units of credit for 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 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.
STUDENT ATTENDANCE POLICY

To be eligible for federal financial aid (Title IV), federal regulations require that students receiving financial aid establish attendance/participation in coursework each semester to be eligible for financial aid.

Students are expected to be present at all class sessions. It is the students’ responsibility to read and understand the class attendance policy or online course participation expectations that will be defined in the syllabus for each course. It is the faculty member’s responsibility to define attendance or participation requirements and to monitor and record the students’ fulfillment of these requirements.

Class instructors will report student class attendance/participation through the Orbund and registrar department for the course. Instructors will provide an attendance policy for each course. The reporting date is typically the 1st week of the semester.

Students who have not established attendance in any or all classes will have their Financial Aid eligibility adjusted. Once all attendance is recorded, students who have not attended or participated in ALL courses for which they are registered will be de-registered from all.

The Office of the Registrar will notify the OFA of all students de-registered in order to have federal, state and institutional student aid awards recalculated. Students who fail to attend any classes will be ineligible for Title IV financial aid. If a student has been reported as not-attending in all, but one course, the student will remain enrolled in the course and may incur a balance owed to HCAS.

Financial Aid eligibility is based on the course load of courses actually attended. If notification of non-attendance in any class is received at any time, the determination of federal financial aid eligibility will be re-evaluated for that semester and may result in financial aid forfeiture and/or a balance due to the College.

If a student has been reported as not beginning attendance in a class due to an attendance reporting error, the student should contact the Registrar’s Office. The student will be responsible for contacting the instructor who reported their non-attendance.

The instructor will then provide updated attendance information to the Registrar’s Office. The student will be notified through their HCAS e-mail account when a decision is made regarding their attendance. Once the enrollment issue is resolved, the student should also verify with the OFA, that their financial aid has been adjusted.

Attendance Requirements

Attendance is essential to student success in the programs offered at HCAS. HCAS has the following attendance requirements to support students in obtaining the necessary knowledge to be successful in their chosen field. Specific attendance requirements are as follows:

- General Education courses at HCAS: Students must maintain at least 90% cumulative attendance to have satisfactory attendance.
- Nursing courses: Each course requires 90% attendance. Students with attendance below 90% will receive an incomplete grade and will be required to make up to 90% attendance.
• Students are required to have at least 90% cumulative attendance in the program to graduate.
• HCAS record and track attendance daily. Detailed attendance records are maintained for each student.
• Students who are absent for more than 14 consecutive calendar days will be withdrawn. The withdrawal process will begin on the 15th day of absence, and the drop will be completed within five business days. Breaks between semesters and Holidays are not included in the 14 consecutive calendar days calculation.
• Attending make-up classes is allowed solely to achieve academic requirements for each semester. No make-up hours will be used in the computation of satisfactory attendance progress. Students must attend all scheduled courses with their assigned class except when attending make-up and/or repeating failed courses.

**Attendance Make-Up**
Although HCAS expects students to attend all sessions in all courses, we recognize that extenuating circumstances may occur that cause a student to miss class. To ensure that students are receiving the course information and supervised practical experience necessary to become competent practitioners, we offer make up options for students to meet the attendance requirements.

- Attendance make up should be coordinated with the Student Services Department. Students are encouraged to attend the session that was missed with another class in order to obtain the complete information offered in the session. If the session needed is not available for make-up, or scheduling constraints exist, a student may, at the discretion of the Dean of Nursing, attend make up hours with an Instructor to obtain the missed information and needed hours.
- Students with absences attending make up hours are charged make up fees.
- The fee for make-up hours is $30.00 per hour. Students must make a payment plan with the Bursar prior to attending make up hours. All fees must be paid in full before official transcripts and/or a diploma are issued to the student.
- The make-up fees are waived for students who have make up attendance due to an approved leave of absence or who provide medical documentation for absences. The fees cannot be waived without proper documentation.

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 contact student services to request completing hours. The student also needs to inform...
the instructor when an absence will occur, and to arrange make up for all course work or clinical hours missed. Students have 24-48 hours after the absence to make-up any missed exams or quizzes, unless prior arrangements are made with the instructor. It is at the instructor’s discretion to administer an alternative exam. 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.

**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 appeal through the student appeal procedure.

**Attendance for Distance/Online Education**

Students should sign into the class on the first day of the class 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 from the class for non-attendance.

In online or e-learning courses, instructors define expected interaction between themselves, students, and the class learning management system. Inconsistent interaction and/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 and to the Distance learning information in the college catalog.

It is essential that the student recognize that distance learning requires a significant commitment even though the instructor is not present in the same room to make sure the student is giving
his/her full attention. Success in distance learning is dependent on the student’s active participation and engagement throughout the course. As such, students are required to complete all assignments by the due date, and to actively participate in class discussions.

Additionally, students are expected to:

- Log on at least three (3) times per week, on different days, in order to complete weekly assignments, assessments, discussions and other weekly deliverables as directed by the instructor and outlined in the syllabus.
- Participate in the weekly threaded discussions. This means that, in addition to posting a response to the thread topic presented, students are expected to respond to each other and comment or ask questions related to the topic to the instructor and/or other students.

If the student is unable to meet the class minimum discussion requirements due to an unexpected or unavoidable circumstance, please contact the course instructor as soon as possible.

Students will not be marked present for the course in a particular week if they have not posted on the discussion forum and/or submitted assignments or assessments administered during that week.

**Outside Preparation Hours and Outside Work**

Hope College of Arts & Sciences requires that students in the degree programs (ASN) 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 be registered for clinical rotations associated with didactic courses through the Registrar Department. Students with extenuating circumstances or course conflicts related to clinical or lab options should seek advice from the Clinical Coordinator. Distance Learners will be sent a calendar for scheduling clinical hours at the end of each semester. These hours should be scheduled in advance (at the beginning of each semester) with the Clinical Coordinator through the nursing department.

**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.
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:

Statement of Policy: For direct or indirect supervision

The Associate of Nursing Program and the Practical nursing major curriculum consists of at least

- Fifty percent clinical training

- No more than 50 percent of the ASN and Practical Nursing programs clinical training consists of clinical simulation

- The ASN & PN programs has signed agreements with each agency, facility, and organization included in the curriculum plan as clinical training sites and community-based clinical experience sites. (FS464.019)

- Community-based clinical experiences that involve student’s participation in invasive or complex nursing activities, students must directly supervise by a program faculty member or clinical preceptor and such arrangement must be approved by the community-based clinical facility. Presently, Hope College of Arts and Sciences does not use preceptors. All clinical rotation whether inpatient facilities or community based clinical experiences have direct supervision from our nursing faculty.

- Indirect community-based clinical experiences supervision may occur, but the faculty member must be available to the student by telephone. Presently, Hope College of Arts and Sciences does not use preceptors. All clinical rotation whether inpatient facilities or community based clinical experiences have direct supervision from our nursing faculty.

- Hope College of Arts and Sciences does not use preceptors at this time. All clinical rotation whether inpatient facilities or community based clinical experiences have direct supervision from our nursing faculty. However if we would utilize clinical preceptor; a professional nursing education program must have a registered nurse to precept, or if the supervising student are in a practical nursing education program, a registered nurse or a licensed practical nurse must supervise them.

- The number of program faculty members equals at least one faculty member directly supervising every 12 students unless the written agreement between the program and the agency, facility, or organization providing clinical training sites allows more students, not to exceed 18 students, to be directly supervised by one program faculty member. 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 \textbf{greater than 100 miles} from the college’s main campus.

- The ASN program curriculum plan documents clinical experience and theoretical instruction in medical-surgical, maternity, pediatrics, geriatrics, mental health, and leadership. All clinical training experience are completed in appropriate settings that include, but not limited to: acute care; long term care; and community settings.

- The ASN program provides theoretical instruction and clinical instruction in the areas of personal, family, and community health concepts that include, but not limited to: nutrition; interpersonal relationship skills; mental health concepts; pharmacology and administration of medications; and legal aspects of practice. The program also provides theoretical instruction and clinical application in interpersonal relationships, leadership skills; professional role and function; health teaching/counseling; and health promotion.

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

- 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.

- 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.

\textbf{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 \textbf{telephone} (no email or texting) to Faculty Instructor and Facility Preceptor (if appropriate)
B. Contact the clinical coordinator via e-mail to arrange for makeup hours

**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 will be charged a fee to cover the expense of an instructor. (See Attendance Makeup Policy)

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
Hope College of Arts & Sciences is required to establish and monitor academic progress standards for students who are federal and state financial aid applicants. This policy ensures that any student who receives or applies for financial aid is making progress toward a degree. The student’s total academic history is monitored regardless of whether he/she has previously received financial aid. In order to maintain eligibility for financial aid, a student must meet the “Standards Requirements” to ensure that the satisfactory academic progress (SAP) is made.

Institutional Procedures

This SAP information is made available in the OFA. It is also distributed via email to students who fall under the FAP criteria.

Institutional Policy

The OFA evaluates student academic progress at the end of each semester. Students are evaluated on the basis of grade point average (GPA), credit hours completed and maximum time frame limitation at the end of two semesters.

Quantitative Measure

The quantitative measure for satisfactory academic progress requires that a student must successfully complete 67% of enrolled credit hours. This will be measured on a cumulative and semester basis. Example: If the student enrolls for a total of 24 credit hours their first academic year, the student must satisfactorily complete 14.5 credit hours (24 credit hours x .67 (67%) = 14.5 credit hours).

In addition, the student must achieve completion of the academic program in 150% of the published length of the program. Example: Associate in Arts degree = 77 credit hours. Maximum enrolled credit hours permitted to complete this program would be 115.5 (77 credit hours x 1.5 (150%) = 115.5 credit hours).

Qualitative Measure-Grade Point Average

The qualitative measure for satisfactory academic progress requires that a student maintain a minimum cumulative grade point average. To receive financial aid, a student must maintain a
minimum qualitative measure of progress defined as a cumulative GPA of 2.00.

Credit Hour Completion (Incremental Progress)
Students must successfully complete 67% of the credit hours they attempt. All semester of attendance at HCAS will be reviewed regardless of whether the student was researching financial aid for those semesters. Any course in which the student earn a grade of failing (F), Unsatisfactory (U) withdrawal (W), incomplete (I), progress, are treated as attempted but not completed course work.

Transfer Students
Transfer students will submit previous college transcripts and hours earned are added to the quantitative measure above. HCAS retains the right to request transcripts on a case-by-case basis for those students expected of “shopping” for financial aid from college to college. Often these students have attended multiple colleges for less than a period of one academic year. Individual review of this student type is done in order to prevent fraud, and to potentially lower HCAS’s cohort default rate. Student’s failing to meet the identified measure will be placed on academic dismissal, and will have an opportunity to appeal the status.

Maximum Time Frame Limitation (To Complete Degree)
Students are also subject to a quantitative measure of progress. For undergraduate programs, the maximum time frame may not exceed 150% of the published length of the program. Student’s failing to meet the identified measure will be placed on academic dismissal, and will have an opportunity to appeal the status.

For example: a student whose program is 77 credit hours in length may not exceed 115.5 attempted credits hours (77 x 150%) and receive financial aid.

Denial, Probation & Warning
A student will be denied assistance if any of the following occurs:
• The student’s GPA is below the minimum requirements
• The student does not make incremental progress
• The student reaches the maximum time frame for completion of his/her program of studies

❖ 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 semester. Students who achieve the required SAP minimums at the end of the semester will be placed in good standing. Students who do not achieve the required SAP minimums at the end of the next semester 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 semester 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 Nursing** 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 semester. The student is in a probationary status for the first semester of the academic plan and remains eligible for Federal Student Aid. The student is considered to be making SAP after the first semester 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) college 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) college 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.

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 Limitation (To Complete Degree)

Students are also subject to a quantitative measure of progress. For undergraduate programs, the maximum time frame may not exceed 150% of the published length of the program. Student’s failing to meet the identified measure will be placed on academic dismissal, and will have an opportunity to appeal the status.

For example: a student whose program is 77 credit hours in length may not exceed 115.5 attempted credits hours (77 x 150%) and receive financial aid.
**Required Evaluation Schedule (Quantitative and Qualitative)**

The evaluation period for determining satisfactory academic progress for all students will be at the end of each semester. A quantitative and qualitative evaluation that will occur at the end of each semester 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.

❖ **Calculation of GPA**

Grade Point Average (GPA) is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. The total amount of grade points earned is the sum of the individual subject credits multiplied by weights corresponding to the grades (0~4). Grades of “Incomplete,” “Withdraw,” “Pass/Fail”, “Satisfactory/Unsatisfactory” do not affect GPA calculations.

For example: If a student got an “A” in a 3-credit course, a “B” in a 4-credit course and a “C” in a 3-credit course, the total amount of grade points = (4.0 x 3) + (3.0 x 4) + (2.0 x 3) = 30 and the GPA = 30/10 = 3.0

**Factors Affecting Qualitative and Quantitative Measures of Progress**

❖ **Course or Program Withdrawals**

A grade of “W” does not affect a student’s GPA or CGPA. Students who are withdrawn from the program for unsatisfactory academic progress will have their GPA for the semester and CGPA for...
the program calculated in the same manner as all students who are either voluntarily or involuntarily withdrawn from the program. (See “Calculation of GPA” on page 47 of catalog.)

❖ **Incomplete Grades**
A grade of “I” does not affect a student’s GPA or CGPA. However, if a student does not convert the “I” to a letter grade within the agreed time frame or withdraws from the college without converting the incomplete grade to a letter grade, the student will be assigned a letter grade of “F,” which may negatively affect the student’s CGPA. The student would need to re-take the course to continue in the program or should the student decide to re-enroll into the program. See “Repeated Courses” for additional effects of incomplete grades on academic progress.

❖ **Repeated Courses**
When a student repeats a course, this extends the length of the student’s course of study. It is important for the student to meet with his/her academic adviser to determine if repeating a course will make it impossible for the student to complete the program in the maximum timeframe of 150%. If the student is not able to meet this timeframe requirement, the student may be dismissed from the program or may request to continue as a non-regular student.

❖ **Transfer Credits, Experiential/Proficiency Credits, Non-Credit Courses, Remedial Courses, and Non-Punitive (pass/fail; satisfactory/unsatisfactory) Grades**
The college does not offer non-credit courses or remedial courses. Transfer credits, experiential credits and non-punitive grades do not affect student academic progress as relates to GPA. However, they may shorten or prolong a course, dependent on what credits he student can transfer, what experiential credit is granted (see program descriptions), and whether a course needs to be repeated due to receiving a “fail” or “unsatisfactory” grade.

**Disciplinary Action for Unsatisfactory Academic Progress**

❖ **Grading Effect on (SAP)**
Letter grades are issued in recognition of student’s academic performance in each course. Hope College of Arts & Sciences uses the following grading system to calculate a student’s grade point average (GPA):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>75-79% (General Education) 77-79% (Core Nursing)</td>
</tr>
<tr>
<td>F</td>
<td>≥74% (General Education) ≥76% (Core Nursing)</td>
</tr>
</tbody>
</table>

Grades that do not contribute to the calculation of GPA.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Passing (Laboratory or Simulation)</td>
</tr>
<tr>
<td>R</td>
<td>Repeated Course</td>
</tr>
<tr>
<td>CR</td>
<td>Transfer Credit is given for Credit</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit is given</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory (Completion of Clinical)</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory (not successfully completing Clinical)</td>
</tr>
</tbody>
</table>
Withdrawn (participated at least one day of course)
Incomplete
Experiential Learning Credit

❖ 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 semester. Students who achieve the required SAP minimums at the end of the semester will be placed in good standing. Students who do not achieve the required SAP minimums at the end of the next semester 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 semester 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 Nursing 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 semester. The student is in a probationary status for the first semester of the academic plan and remains eligible for Federal Student Aid. The student is considered to be making SAP after the first semester 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) college 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) college 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.

Regaining Eligibility
Students who have not met the “standard requirements” retain the right to regain eligibility by completing the number of credit hours necessary to achieve the 67% requirement and/or minimum cumulative grade point average need for their grade level. This will be at the student’s own expense. When these hours have been complete, the Office of Financial Aid must be notified so eligibility for aid can be reinstated.

Extenuating/Special Circumstances
The following may be considered as extenuating/special circumstances under the terms of DOE mandate:

1. Improved performance (e.g., your GPA significantly improved during the first two years).
2. Change of major (i.e., if you realize after a semester of study that your talents lay elsewhere, and you do better in your new course of study).
3. Allowance for one bad semester (e.g., you have three semesters of 2.30 GPA and you subsequently get a 1.0 in one semester for reasons other than illness, etc.

4. Other unusual circumstances that are documented by the Student Financial Aid Office or other administrator(s) (i.e. Dean of Nursing, Registrar, Professors, etc.).

Graduation Requirements (PN and ASN)

- Students must satisfactorily complete a minimum of 77 credit hours for ASN Degree
- Students must satisfactorily complete a minimum of 1350 clock hours for PN Diploma
- 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%)
- Complete Board of Nursing and Pearson Vue application after achieving passing score on Exit Exam

*HCAS reserves the right to administer different exit exams at any given time. The HCAS Exit Exam may be a college-synthesized test or a published standardized test, for example, HESI or ATI. While each type of test and all required passing scores for the tests are equivalent, the grading system for each one varies per the publisher’s recommendations. Therefore, if a student takes an HCAS-synthesized exit exam, the passing grade is a minimum of 78%. If the student takes a HESI standardized test, the passing grade is 900. If an alternate test is used, the student will be informed on the day of the test, prior to starting the test, as to what the passing grade is. HCAS will use the grade that is recommended by the test’s publisher.

Exit Testing Requirement
There is an exit test requirement at the end of each of the pre-licensure nursing programs (PN and ASN), consisting of a computerized 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 passing score is determined by the benchmark recommended by each individual test product. The student will be advised of passing score on the day of the exam, before taking the exam. The exam should be scheduled at the end of the nursing program, within 30 days after completing the Capstone course. Failure to take the exam within 30 days of completing Capstone could result in forfeiting that attempt.

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.
Failing the HCAS Exit Test
A student that fails the exit exam on the first attempt can retake the exam within 30 days; the student will be charged $100 dollars to retake the exit exam. A student that fails the exam the first time must take a remedial course from NCSBN prior to sitting for the Exit Exam a second time. A student that fails the exam a second time will be dismissed from the nursing program. The student is considered a completer student and may choose to re-enroll in the nursing program as a completer student (see policy for Completer Students).

Completer Student Policy
Students who have completed the nursing program at HCAS, but have not met graduation requirements, e.g., passing the exit exam, shall be known as completer students. If a completer student fails all attempts of the College Exit Exam, he/she may re-enroll in the nursing program with the goal of completing required courses, taking the exit exam, and proceeding to the licensure exam.
Completers will need to meet current enrollment and academic requirements that are in place at time of re-enrollment. Students will be expected to follow policies and procedures in the most current college catalog.
Transferring of credit will follow guidelines as outlined in the college catalog. The registrar will review official transcripts to verify that all required general education courses have been completed, and that science courses are within 10 years. Nursing courses may be transferred in at the discretion of the academic team, and based on HESI standardized tests. See the section, Special Considerations for Transfer of Credits – Nursing Courses, found in the College Catalog.
Community Health Nursing and Professional Leadership courses may be transferred, if taken within the last 6 years. A completer may opt to test out of the following nursing courses (take a standardized test [only one attempt allowed], and if passed before the beginning of the next academic semester, the student does not have to take the course):

- Math & Pharmacology
- Fundamentals of Nursing
- Maternity & Newborn Nursing
- Pediatric Nursing
- Mental Health Nursing

Medical Surgical Nursing (Basic, Complex, and Advanced), Capstone, and any other courses required by the current curriculum not previously completed by the student prospect must be taken during the current enrollment. Upon completion of Capstone, the completer student will be allowed to sit up to two times for the HCAS exit exam, as stated in the policy for the HCAS Exit Exam. If the student fails the exit exam(s) at this time, the student will be dismissed from the program without the option to re-enroll into the current nursing program.
Fees and Tuition. The student will be charged $355 per course he/she must take. The tests administered in lieu of a course (to test out of a course) and for the exit exams are $100 for each test. The student will also be financially responsible for the cost of any textbooks or other resources required by the courses being taken.
Commencement vs. Graduation

Commencement refers to the ceremony that celebrates the completion of a program, officiated by Hope College of Arts & Sciences (HCAS). The students are given an opportunity to celebrate their academic accomplishments while the college pays special tribute to the students for the outstanding efforts they have shown in completing the program.

The registration fee to attend commencement is outlined in the catalog and student enrollment agreement; however, students will need to secure academic regalia, and are responsible for any charges affiliated with traveling to the ceremony location.

Graduation, on the other hand, is the process of completing all academic requirements, as well as all graduation requirements, for the program, including passing the exit exam and settling all financial obligations. The administrative process of degree conferral will indicate your official date of graduation.

The graduation fee covers administrative costs associated with completing the graduation review, as well as printing and shipping your diploma. Also note, you will receive your diploma whether you attend commencement or not.

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.

*Participation in the pinning or commencement ceremonies does not imply that the student has officially graduated.*

Progression Requirements

Progression through the nursing programs requires:

- Minimum grade of “C” (77%) in all nursing 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 (to be administered during Math/Pharmacology lab)
- 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.

### 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 college. 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) college 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) college 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. If the complaint has not been resolved by the College to the satisfaction of the student, the complaint may be referred to the Accrediting Council for Independent Colleges and Colleges, 750 First Street NE, Suite 980, Washington, DC 20002-4241.

**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 college. 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 a written claim by a student alleging improper, unfair, arbitrary or discriminatory treatment. In the case of a complaint, the student is requesting that an appropriate person follow up with those involved in the complaint. 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 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 initial discussions headed by the Campus Director fail to resolve the grievance within a reasonable time after filing the complaint, 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. To file a complaint against a nonpublic postsecondary institution in Florida, please write a letter or send an e-mail containing the following information:
   1. Name of Student (or Complainant)
   2. Complainant Address
   3. Phone Number
   4. Name of Institution
   5. Location of the Institution (City)
   6. Dates of Attendance
   7. A full description of the problem and any other documentation that will support your claim such as enrollment agreements, correspondence, etc.

3. Send Letter To: Commission for Independent Education 325 W. Gaines Street, Suite 1414 Tallahassee, FL. 32399-0400 E-mail: cieinfo@fldoe.org Phone: 888-224-6684 Fax: 850-245-3238

Course Delivery Modes

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 offered 100% onsite, 100% online via Moodle or Canvas, 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. It is expected to expand the online offerings as the college grows.
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 Zoom 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 three-day orientation workshop that (measures their motivation-DELETE), discusses the time needed for online learning, introduces them to MOODLE, Canvas, Orbund and Zoom. The orientation also includes discussion of strategies for success online and discussion of the hardware and software students are required to have for distance learning.

Moodle is the primary learning management system (LMS) used for the general education classes; Canvas is the primary LMS used for the nursing courses. These LMS systems enable educators to manage course materials and to communicate with students. With Canvas and Moodle, students may take surveys, quizzes, and tests, may communicate with instructors and classmates; post messages to threaded discussions; 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 projects 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 Canvas course tools may view their ongoing grades for the class throughout course enrollment. The grades on Canvas and Moodle are not considered official or 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 Canvas 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.

Zoom 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 Zoom. Requirements includes the use of two webcam for proctored exams.

## Resources and Equipment

### Hardware/Software Requirements for Online Platforms

<table>
<thead>
<tr>
<th>HARDWARE</th>
<th>SOFTWARE</th>
</tr>
</thead>
</table>
| **ZOOM FOR BUSINESS**<sup>*</sup> <br>**SYSTEM REQUIREMENTS**<br>**Windows Desktop**<br>• **Versions:** Windows 10, Windows 8.1, Windows 8, Windows 7 (32-bit and 64 bit versions supported)**, Windows Vista, Windows XP SP3 (32-bit and 64 bit versions supported)**<br>• **Processor:** At least 1 GHz<br>• **RAM:** At least 512 MB<br>*Zoom for business should be upgraded to newest version, especially if currently using version 7.16 or lower<br>**If using Windows 7 (SP1), upgrade to Internet Explorer v11.<br>*** If using Windows XP *SP3, use Internet Explorer 8 or above.**<br>• **Zoom for Mac**<br>• **Versions:** Mac OS X 10.10 or higher, Mac OS X 10.6 Snow Leopard<br>• **Processor:** At least 1 GHz Intel processor (Core 2 Duo)<br>• **RAM:** At least 1 GB<br>• **Additional Software:** the latest version of QuickTime<br>*Zoom for Mac 7.37 or above<br>• **Other Requirements:**<br>• Video resolution (1024x728)<br>• Fixed or wireless Internet Access (1MB)<br>• Microphone and Audio Headphones<br>**EVOLVE-ELSEVIER SYSTEM REQUIREMENTS**<br>**Minimum Requirements**<br>**INTEL CPU:** Core 2 Duo E6600<br>**AMD CPU:** Athlon 64 X2 6400<br>**SYSTEM RAM:** 4 GB<br>**NVidia VIDEO CARD:** GeForce GTX 560<br>**ATI VIDEO CARD:** Radeon HD 5770<br>• **PC Users**<br>• Web Browser Mozilla Firefox 3 or Google Chrome<br>• Microsoft Internet Explorer 8 or later<br>• Adobe Flash Player 9 or later<br>• Microsoft Office or Open Office<br>• **Mac Users**<br>• Safari 7-8

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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 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 college 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 the student from receiving email from faculty and staff members. It will also enable the student to participate in special student offers that are available only to students with an "edu" email address. Any changes made regarding the student’s personal email address must be shared with HCAS Student Services, in order that student files can be updated. The student email account can be accessed by logging in on the college’s website www.hcas.edu

Hope College of Arts & Sciences uses leading trends in technology to give students a positive online learning experience. Adequate technologic requirements, as defined in the above paragraphs, and reliable internet access are necessary in order to use the online platform at HCAS to its fullest capacity. Computer specifications are evaluated and updated on a regular basis 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 technologic 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 (laptop or desk top) 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 954-532-9614.

### Programs of Study

<table>
<thead>
<tr>
<th>Program</th>
<th>Certificate Awarded</th>
<th>Title</th>
<th>Total Hours/ Credit Needed for Completion</th>
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<tbody>
<tr>
<td>Practical Nursing</td>
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<tr>
<td>Associate of Science in Nursing</td>
<td>Associate Degree</td>
<td>Associate of Science in Nursing Degree</td>
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<tr>
<td>Associate of Science in Nursing LPN - ASN</td>
<td>Associate Degree</td>
<td>Associate of Science in Nursing Degree</td>
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<tr>
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<td>BSN</td>
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### Course Delivery Method

<table>
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<th>Delivery Type</th>
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<tr>
<td>HCAS-SLS 1001</td>
<td>Introduction to College Learning</td>
<td>Online</td>
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<tr>
<td>HCAS-CIS 1000</td>
<td>Computer Basics</td>
<td>Online</td>
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<tr>
<td>HCAS-ENC 1100</td>
<td>English Composition I</td>
<td>Online</td>
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<tr>
<td>HCAS-PHI 1104</td>
<td>Ethics</td>
<td>Online</td>
<td>3.0</td>
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<tr>
<td>HCAS-PSY 1106</td>
<td>Psychology</td>
<td>Online</td>
<td>3.0</td>
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<tr>
<td>HCAS-SOC 1108</td>
<td>Sociology</td>
<td>Online</td>
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<tr>
<td>HCAS-BSC 1110</td>
<td>Anatomy &amp; Physiology I</td>
<td>Hybrid</td>
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<td>Anatomy &amp; Physiology I Lab</td>
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<td>HCAS-BSC 1112</td>
<td>Anatomy &amp; Physiology II</td>
<td>Hybrid</td>
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<tr>
<td>HCAS-BSC 1112L</td>
<td>Anatomy &amp; Physiology II Lab</td>
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<td>HCAS-CHM 1114</td>
<td>Chemistry</td>
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<td>HCAS-CHM 1114L</td>
<td>Chemistry &amp; Lab*</td>
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<tr>
<td>HCAS-BSC 1116</td>
<td>Microbiology</td>
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<td>HCAS-MAT 1118</td>
<td>College Algebra</td>
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<td>English Composition II</td>
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<td>HCAS-MGF 2100</td>
<td>Finite Mathematics</td>
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<tr>
<td>HCAS-COM 2200</td>
<td>Transcultural Communication</td>
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<td>HCAS-SOP 3100</td>
<td>Social Psychology of Groups</td>
<td>Online</td>
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<tr>
<td>HCAS-PSY 3102</td>
<td>Human Growth and Development</td>
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<td>HCAS-STA 3108</td>
<td>Statistical Methods and Application</td>
<td>Online</td>
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**Core Nursing Courses**

**Practical Nursing**

<table>
<thead>
<tr>
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<th>Delivery</th>
<th>Credits</th>
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<tr>
<td>HCAS-NUR 1000</td>
<td>Introduction to Healthcare</td>
<td>Hybrid</td>
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<td>HCAS-NUR 1000L</td>
<td>Introduction to Healthcare Lab</td>
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<tr>
<td>HCAS-NUR 1002</td>
<td>Body Structure and Function</td>
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<td>Body Structure and Function Lab</td>
<td>Campus/Site</td>
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<td>HCAS-NUR 1004</td>
<td>Fundamentals of Nursing Practice</td>
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<tr>
<td>HCAS-NUR 1004L</td>
<td>Fundamentals of Nursing Practice Lab</td>
<td>Campus/Site</td>
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<tr>
<td>HCAS-NUR 1004C</td>
<td>Fundamentals of Nursing Practice Clinical</td>
<td>Clinical Site</td>
<td>110</td>
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<tr>
<td>HCAS-NUR 1006</td>
<td>Pharmacology and Medication Administration</td>
<td>Hybrid</td>
<td>60</td>
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<tr>
<td>HCAS-NUR 1006L</td>
<td>Pharmacology and Medication Administration Lab</td>
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<tr>
<td>HCAS-NUR 1010</td>
<td>Medical-Surgical Nursing Concepts</td>
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<td>Medical-Surgical Nursing Concepts Clinical</td>
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<td>HCAS-NUR 1020</td>
<td>Pediatric Nursing Concepts</td>
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<td>Pediatric Nursing Concepts Lab*</td>
<td>Campus/Site</td>
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<td>HCAS-NUR 1020C</td>
<td>Pediatric Nursing Concepts Clinical*</td>
<td>Clinical Site</td>
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<tr>
<td>HCAS-NUR 1030</td>
<td>Maternal Child Health Nursing</td>
<td>Hybrid</td>
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<td>Maternal Child Health Nursing Lab*</td>
<td>Campus/Site</td>
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<td>Maternal Child Health Nursing Clinical*</td>
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<tr>
<td>HCAS-NUR 1050</td>
<td>Mental Health Concepts</td>
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<td>HCAS-NUR 1050C</td>
<td>Mental Health Concepts Clinical*</td>
<td>Clinical Site</td>
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<tr>
<td>HCAS-NUR 1200</td>
<td>Personal and Family Nursing in Context of Community</td>
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<td>HCAS-NUR 1200C</td>
<td>Personal and Family Nursing in Context of Community Clinical*</td>
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<td>HCAS-NUR 1210</td>
<td>Geriatric Nursing Care</td>
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<td>HCAS-NUR 1210C</td>
<td>Geriatric Nursing Care Clinical*</td>
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<tr>
<td>HCAS-NUR 1220</td>
<td>Current Issues, Health Care Concepts, Computer, and Employability Skills</td>
<td>Campus/site</td>
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<tr>
<td>HCAS-NUR 1230</td>
<td>Directed Practical Nursing/Integration</td>
<td>Hybrid</td>
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</table>

**Associate of Science in Nursing**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Delivery</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCAS-NUR 1150</td>
<td>Math &amp; Pharmacology for Nurses</td>
<td>Hybrid</td>
<td>3.0</td>
</tr>
<tr>
<td>HCAS-NUR 1080</td>
<td>Fundamentals of Nursing</td>
<td>Hybrid</td>
<td>3.0</td>
</tr>
<tr>
<td>HCAS-NUR 1080L</td>
<td>Fundamentals of Nursing Lab*</td>
<td>Campus/Site</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 2000</td>
<td>Transition to Professional Nursing</td>
<td>Hybrid</td>
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<tr>
<td>Course Code</td>
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<td>Delivery</td>
<td>Credits</td>
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<tr>
<td>-------------------</td>
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<tr>
<td>HCAS-NUR 2000C</td>
<td>Transition to Professional Nursing Clinical*</td>
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<tr>
<td>HCAS-NUR 2010</td>
<td>Basic Medical-Surgical Nursing</td>
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<tr>
<td>HCAS-NUR 2010L</td>
<td>Basic Medical-Surgical Nursing Lab*</td>
<td>Campus/Site</td>
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</tr>
<tr>
<td>HCAS-NUR 2010C</td>
<td>Basic Medical-Surgical Nursing Clinical*</td>
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<td>HCAS-NUR 2020</td>
<td>Pediatric Nursing</td>
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<td>Pediatric Nursing Clinical*</td>
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<td>HCAS-NUR 2030</td>
<td>Maternity &amp; Newborn Nursing</td>
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<tr>
<td>HCAS-NUR 2030C</td>
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<tr>
<td>HCAS-NUR 2040</td>
<td>Complex Medical-Surgical Nursing</td>
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<td>Complex Medical-Surgical Nursing Lab*</td>
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<tr>
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<td>HCAS-NUR 3020</td>
<td>Pathophysiological Basics for Nursing Practice I</td>
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<td>HCAS-NUR 3021</td>
<td>Pathophysiological Basics for Nursing Practice II</td>
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<td>HCAS-NUR 3022</td>
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<tr>
<td>HCAS-NUR 4240C</td>
<td>Nursing Leadership &amp; Practicum</td>
<td>Health Care Facility</td>
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</table>

**RN-BSN**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Delivery</th>
<th>Credits</th>
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<tr>
<td>HCAS-NUR 3030</td>
<td>Evidence-Based Nursing Practice</td>
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<tr>
<td>HCAS-NUR 3040</td>
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<td>Nursing Care of Adults III</td>
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<td>Nursing Care of Adults III Clinical*</td>
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<tr>
<td>HCAS-NUR 3220</td>
<td>Concepts of Nursing Leadership and Organizational Management</td>
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<tr>
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<td>Gerontological Nursing</td>
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<tr>
<td>HCAS-NUR 3420</td>
<td>Theoretical Application in Nursing Research</td>
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<tr>
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<td>Transformational Nursing Leadership</td>
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<td>HCAS-NUR 4350</td>
<td>Concepts of Community-Based Nursing Practice</td>
<td>Online</td>
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<tr>
<td>HCAS-NUR 4350C</td>
<td>Concepts of Community-Based Nursing Practice Clinical</td>
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<tr>
<td>HCAS-NUR 4360</td>
<td>Advanced Pharmacology</td>
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<tr>
<td>HCAS-NUR 4370C</td>
<td>Leadership Concepts in Nursing and Practicum</td>
<td>Online</td>
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<tr>
<td>HCAS-NUR 4340</td>
<td>Technologies in Nursing</td>
<td>Online</td>
<td>3.0</td>
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</tbody>
</table>

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

Hybrid: 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.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCAS-SLS 1001</td>
<td>Introduction to College Learning</td>
<td>NG</td>
<td>15</td>
</tr>
<tr>
<td>HCAS-CIS 1000</td>
<td>Computer Basics</td>
<td>1.0</td>
<td>15</td>
</tr>
<tr>
<td>HCAS-MAT 1118</td>
<td>College Algebra</td>
<td>3.0</td>
<td>45</td>
</tr>
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</table>

**Required Course Descriptions**

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

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.

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Contact Hours</th>
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<tbody>
<tr>
<td>HCAS-ENC 1100</td>
<td>English Composition I</td>
<td>3.0</td>
<td>45</td>
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</tr>
<tr>
<td>HCAS-ENC 1102</td>
<td>English Composition II</td>
<td>3.0</td>
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<thead>
<tr>
<th>SOCIAL SCIENCES</th>
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<th>Course Title</th>
<th>Credit Hours</th>
<th>Contact Hours</th>
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</thead>
<tbody>
<tr>
<td>HCAS-PHI 1104</td>
<td>Ethics</td>
<td>3.0</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>HCAS-PSY 1106</td>
<td>Psychology</td>
<td>3.0</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>HCAS-SOC 1108</td>
<td>Sociology</td>
<td>3.0</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>HCAS-COM 2200</td>
<td>Transcultural Communication</td>
<td>4.0</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>HCAS-SOP 3100</td>
<td>Social Psychology of Groups</td>
<td>3.0</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>HCAS-PSY 3102</td>
<td>Human Growth and Development</td>
<td>4.0</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>HCAS-STA 3108</td>
<td>Statistical Methods and Application</td>
<td>3.0</td>
<td>45</td>
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<table>
<thead>
<tr>
<th>SCIENCES</th>
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<th>Course Title</th>
<th>Credit Hours</th>
<th>Contact Hours</th>
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<tr>
<td>HCAS-BSC 1110</td>
<td>Anatomy and Physiology I</td>
<td>3.0</td>
<td>45</td>
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<tr>
<td>HCAS-BSC1110L</td>
<td>Anatomy and Physiology I Lab</td>
<td>1.0</td>
<td>30</td>
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<tr>
<td>HCAS-BSC 1112</td>
<td>Anatomy and Physiology II</td>
<td>3.0</td>
<td>45</td>
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<tr>
<td>HCAS-BSC1112L</td>
<td>Anatomy and Physiology II Lab</td>
<td>1.0</td>
<td>30</td>
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<tr>
<td>HCAS-CHM 1114</td>
<td>Chemistry</td>
<td>2.0</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>HCAS-CHM 1114L</td>
<td>Chemistry Lab</td>
<td>1.0</td>
<td>30</td>
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<tr>
<td>HCAS-BSC1116</td>
<td>Microbiology</td>
<td>2.0</td>
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<tr>
<td>HCAS-BSC1116L</td>
<td>Microbiology Lab</td>
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MATHEMATICS

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<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</tr>
</thead>
<tbody>
<tr>
<td>HCAS-STA 3108</td>
<td>Statistical Methods and Application</td>
<td>3.0</td>
<td>45</td>
</tr>
<tr>
<td>HCAS-MGF 2100</td>
<td>Finite Mathematics</td>
<td>4.0</td>
<td>45</td>
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</table>

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-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.

HCAS-MGF 2100: Finite Mathematics
3.0 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
3.0 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
3.0 Credit Hours
This course examines the relationship of the physical, emotional, social, and mental factors of growth and development throughout life.

**Practical Nursing Diploma**
Hope College of Arts & Sciences’ Practical Nursing (PN) The PN program prepares learners for the NCLEX-PN exam and learners earn a diploma. The PN program is offered in a campus, hybrid mode of delivery. Program prepares students to sit 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.

**Length of Program:** 52 weeks

**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;
- Critical thinking skills will be utilized throughout the course work.
- 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 Program Student Learning Outcome**
- 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.
- Quality and safety to monitor individual performance and system effectiveness to improve the safety and quality of care.
- 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.
- Use the nursing process and critical thinking to meet multiple health needs for clients across the lifespan in a variety of healthcare settings.
- Integrate holistic health teaching into the care of the individual and groups.

**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.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Clock Hours</th>
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<tbody>
<tr>
<td>HCAS-NUR 1000</td>
<td>Introduction to Healthcare</td>
<td>80</td>
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<tr>
<td>HCAS-NUR 1000L</td>
<td>Introduction to Healthcare Lab</td>
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<tr>
<td>HCAS-NUR 1002</td>
<td>Body Structure and Function</td>
<td>90</td>
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<td>HCAS-NUR 1002L</td>
<td>Body Structure and Function Lab</td>
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<tr>
<td>HCAS-NUR 1004</td>
<td>Fundamentals of Nursing Practice</td>
<td>75</td>
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<td>HCAS-NUR 1004L</td>
<td>Fundamentals of Nursing Practice Lab</td>
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<td>HCAS-NUR 1004C</td>
<td>Fundamentals of Nursing Practice Clinical/Simulation</td>
<td>110</td>
</tr>
<tr>
<td>HCAS-NUR 1006</td>
<td>Pharmacology and Medication Administration</td>
<td>60</td>
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<td>HCAS-NUR 1006L</td>
<td>Pharmacology and Medication Administration Lab</td>
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<tr>
<td>HCAS-NUR 1010</td>
<td>Medical-Surgical Nursing Concepts</td>
<td>100</td>
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<td>HCAS-NUR 1010C</td>
<td>Medical-Surgical Nursing Concepts Clinical/Simulation</td>
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<td>HCAS-NUR 1020</td>
<td>Pediatric Nursing Concepts</td>
<td>50</td>
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<td>Pediatric Nursing Concepts Clinical/Simulation</td>
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<td>HCAS-NUR 1030</td>
<td>Maternal Child Health Nursing</td>
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<td>Maternal Child Health Nursing Clinical/Simulation</td>
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<td>Mental Health Concepts Clinical/Simulation</td>
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<td>HCAS-NUR 1200</td>
<td>Personal and Family Nursing in Context of Community</td>
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<td>Personal and Family Nursing in Context of Community Clinical</td>
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<td>HCAS-NUR 1210</td>
<td>Geriatric Nursing Care</td>
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<td>HCAS-NUR 1210C</td>
<td>Geriatric Nursing Care Clinical/Simulation</td>
<td>87</td>
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<tr>
<td>HCAS-NUR 1220</td>
<td>Current Issues, Health Care Concepts, Computer, and Employability</td>
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<tr>
<td>HCAS-NUR 1230</td>
<td>Directed Practical Nursing/Integration</td>
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<td><strong>TOTAL CLOCK HOURS</strong></td>
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<tr>
<td><strong>Theory Hours</strong></td>
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<tr>
<td><strong>Lab Hours</strong></td>
<td>60</td>
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<tr>
<td><strong>Clinical/Simulation Hours</strong></td>
<td>675</td>
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</tbody>
</table>
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: 10
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: 90
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 Human growth and development, 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: 75
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, Nutrition, legal aspects of nursing practice, 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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied.

**HCAS-NUR 1004L: Fundamentals of Nursing Practice Lab**
Clock Hours: 10
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: 110
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, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied

**HCAS-NUR 1006: Pharmacology and Medication Administration**
Clock Hours: 60
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 1010: Medical-Surgical Nursing Concepts
Clock Hours: 100
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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied.

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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied.

HCAS-NUR 1020: Pediatric Nursing Concepts
Clock Hours: 50
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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied.
HCAS-NUR 1020L: Pediatric Nursing Concepts 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 Concepts 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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied.

HCAS-NUR 1030: Maternal Child Health Nursing
Clock Hours: 50
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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied.

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 1030, 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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied.

HCAS-NUR 1050: Mental Health Concepts
Clock Hours: 30
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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied.

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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied.

HCAS-NUR 1200: Personal and Family Nursing in the Context of Community
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 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: 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 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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied.

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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied.

HCAS-NUR 1220: Current Issues, Health Care Concepts, Computer and Employability Skills
Clock Hours: 2
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:** 30  
**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 in Science Degree Nursing Program is designed to prepare the individual student for a career as a professional nurse. Hope College of Arts and Sciences’ mission 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. 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, based upon applied scientific principles. The graduate nurse practices holistic nursing incorporating biophysical, psychosocial, spiritual, cultural, and wellness concepts.

**Length of Program:** 104 weeks

**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.
- To prepare students to meet the requirements of the Florida Department of Health, and Florida Board of Nursing for Registered Nursing education and eligibility for licensing exams.
- To prepare students to work as registered nurses in a variety of setting in a safe and efficient manner.
• To prepare students to be well grounded in the role and scope of practice for registered nursing according to the current State of Florida Nurse Practice Act.
• To prepare students who are respectful of human life and to serve those who are entrusted in their care with utmost respect and dignity.
• To prepare student to function in an interdisciplinary environment. After satisfactory completion of this program, students are eligible to apply to Florida Board of Nursing to take the NCLEX-RN Examination.

ASN Program Outcomes Student Learning Outcomes

• Systems-based practice to utilize a variety of systems to manage nursing care, including technological and information systems. 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.
• Communication and teamwork to actively collaborate as a member of the healthcare team, promoting mutual respect, open communication, and shared decision making.
• Assess patients and provide and direct nursing care that promotes optimal wellness of clients throughout the lifespan.
• Quality and safety to monitor individual performance and system effectiveness to improve the safety and quality of care.
• 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.

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.
Associate Degree Curriculum Options
Hope College of Arts & Sciences offers the Associate in Science Degree in Nursing in two modalities: ASN and the LPN to ASN

➢ **Associate of Science Degree in Nursing**
This program option is a curriculum for student applicants who have *no previous nursing education*. Approximately 50% of the general education courses are offered online. The ASN core nursing courses are offered in a hybrid format on campus and through video conferencing, using a web-enhanced platform environment.

➢ **LPN to Associate of Science Degree in Nursing**
This option is for those students who already hold a current Practical Nursing License without restrictions or public complaint. Approximately 50% of the general education courses are offered online. The ASN core nursing courses are offered in a hybrid format on campus and through video conferencing, using a web-enhanced platform environment. 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.

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*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
NG 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
3.0 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 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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied to include: personal health concepts, health teaching/counseling, health promotion and community health.

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 personal health concepts such as 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
4.0 Credit Hours
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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied to include health teaching/counseling and health promotion.

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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied, to include personal health concepts, health teaching/counseling, health promotion and community health.

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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is
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
4.0 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, include health teaching/counseling and health promotion.

HCAS-NUR 2020: Pediatric Nursing
Prerequisite: HCAS-NUR 1080 Fundamentals of Nursing
Co-Requisite: 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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied to include, personal health concepts, health teaching/counseling, health promotion and community health.

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
3.0 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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied, to include personal health concepts, health teaching/counseling, health promotion and community health.

HCAS-NUR 2030: Maternity and Newborn Nursing
Prerequisite: HCAS-NUR 1080 Fundamentals of Nursing
Co-Requisite: 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, college bound and family, child and family, adolescent and family, and adulthood. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied.

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

3.0 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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied, to include health teaching/counseling and health promotion.

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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied to include personal health concepts, health teaching/counseling, health promotion and community health.

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 to include health teaching/counseling and health promotion.

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 2040C Complex Medical-Surgical Nursing
3.0 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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied to include health teaching/counseling, and health promotion.

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 the curriculum to the care of clients across the life spans that are experiencing interruptions of their basic biopsychosocial needs. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common
to all areas of nursing practice is applied to include personal health concepts, health teaching/counseling, health promotion and community health.

**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

**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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied to include health teaching/counseling and health promotion.

**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

**1.0 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 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  
1.0 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 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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied to include health teaching/counseling and health promotion.

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
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
3.0 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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied to include health teaching/counseling, and health promotion.

HCAS-NUR 4240C: Nursing Leadership and Practicum
Prerequisite(s): All required courses for ASN program
Co-requisite(s): None
2.0 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 to include professional role and function on the nurse of today. 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 to include community locations. 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/community setting and the direction of nursing faculty.

Associate of Science in Nursing (Option 2)

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### Nursing Core Courses

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<th>Credits</th>
<th>Clock Hours</th>
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<td>HCAS-NUR 3020</td>
<td>Pathophysiological Basis for Nursing Practice I</td>
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<td>HCAS-NUR 2030</td>
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### Experiential Learning Credit = EC

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<th>Course Title</th>
<th>Delivery</th>
<th>Credits</th>
<th>Clock Hours</th>
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<td>Clinical Site</td>
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| Credit Hours     | 77      | 237    | 23     | 27         |
| Clock Hours      | 300     | 60     | 652.5  | 562.5      |
| **TOTAL**        |         |        |        | **1575**   |
| **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.

ASN (Option 2) Course Descriptions

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
NG 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 (Option 2)
HCAS-NUR 1150: Math and Pharmacology for Nurses
Prerequisite: None
3.0 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 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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common
to all areas of nursing practice is applied to include; personal health concepts, health teaching/counseling, health promotion and community health.

**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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied to include; personal health concepts, health teaching/counseling, health promotion and community health.

**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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied, to include personal health concepts, health teaching/counseling and health promotion.

**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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is
HCAS-NUR 2020: Pediatric Nursing
Prerequisite: HCAS-NUR 2000 Transition to Professional Nursing
Co-Requisite: 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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied to include, personal health concepts, health teaching/counseling, health promotion and community health.

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
3.0 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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied, to include personal health concepts, health teaching/counseling, health promotion and community health.

HCAS-NUR 2030: Maternity and Newborn Nursing
Prerequisite: HCAS-NUR 2000 Transition to Professional Nursing
Co-Requisite: 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, college bound and family, child and family, adolescent and family, and adulthood. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied.

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
3.0 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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied, to include health teaching/counseling and health promotion.

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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied to include personal health concepts, health teaching/counseling, health promotion and community health.

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 to include health teaching/counseling and health promotion.

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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied to include personal health concepts, health teaching/counseling, health promotion and community health.

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
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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied to include health teaching/counseling and health promotion.

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
1.0 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 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
1.0 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 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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied to include health teaching/counseling and health promotion.
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 4240C: Nursing Leadership and Practicum
Prerequisite(s): All required courses for ASN program
Co-requisite(s): None
2.0 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 to include professional role and function on the nurse of today. 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 to include community locations. 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/community setting and the direction of nursing faculty.

**RN to BSN**

The RN to BSN program at Hope College of Arts & Sciences (HCAS) 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. HCAS RN to BSN on campus and online programs will prepare licensed registered nurses (RN) who are graduates of an Associate Degree in Nursing (ADN) for an enhanced career in today's demanding healthcare environment. 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, working with quarter patients and the community at large. Graduates will have the added preparation to assume roles that demand critical-thinking, decision-making, communication, and leadership skills. The BSN transition students are required for up to 77 Nursing Course Credits for the RN program and experiential learning

**Program Objective**

The primary educational objective of the RN-BSN online completion program is designed to help the individual student advance in the nursing profession. Graduates of the program will:

- Possess an extensive understanding of the nursing profession
- Convey the understanding to the practice of nursing in their places of employment.
- Prepare for the pursuit of advanced study in nursing.
- Assume some leadership and management roles.

**Length of Program:** 52 weeks

<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>NG</td>
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<tr>
<td>HCAS-CIS 1000</td>
<td>Computer Basics</td>
<td>1.0</td>
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<tr>
<td>HCAS-CHM 1114</td>
<td>Chemistry</td>
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<tr>
<td>HCAS-CHM 1114L</td>
<td>Chemistry Lab*</td>
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<tr>
<td>HCAS-STA 3108</td>
<td>Statistical Methods and Application</td>
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**General Education Courses**

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<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>HCAS-ENC 1100</td>
<td>English Composition I</td>
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<tr>
<td>HCAS-MGF 2100</td>
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<td>HCAS-BSC 1116</td>
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<td>Microbiology Lab*</td>
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<td>English Composition II</td>
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<td>Psychology</td>
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<td>HCAS-SOC 1108</td>
<td>Sociology</td>
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<td>Social Psychology of Groups</td>
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<td>HCAS-NUR 4340</td>
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| Total | 120 | 2275 |

*Corequisites Courses - Lab and clinical classes should be taken concurrently with lecture courses. The BSN transition students will be eligible for up to 77 Nursing Course Credits for the RN program and experiential learning.*
RN - BSN Course Descriptions

General Education and Required Course Descriptions

HCAS-SLS 1001: Introduction to College Learning
Prerequisite: None
Co-requisite: None
NG 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
3.0 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-semester 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, 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
3.0 Credit Hours
This course examined the relationship of the physical, emotional, social, and mental factors of growth and development throughout life.

Core Courses- RN to BSN

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
3.0 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 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
This course is the first of three pathophysiology courses that comprise HCAS-NUR 3020. The course has been divided to correspond with Basic Medical Surgical Nursing (Patho 1), Complex Medical Surgical Nursing (Patho 2), and Advanced Medical Surgical Nursing (Patho 3). The purpose of the 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. In this first part, the student’s attention will be on genetics/cell function, the musculoskeletal system, and the reproductive system. 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
1.0 Credit Hours
This course is the second of three courses that comprise topics related to basic pathophysiologic concepts. The purpose of the course is to examine pathophysiology and psychopathology related to human illness within a system framework. Emphasis is on understanding pathophysiology and psychopathology as alterations in normal functioning of individual client subsystems. Focus is on the presentation of selected pathophysiology and psychopathology and subsequent symptomatology in diverse clients across the lifespan. In this part, the student’s attention will be on the cardiovascular system, peripheral vascular system, hematologic system, neurologic system, and immune and inflammatory processes. 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
1.0 Credit Hours
This course is the third of three pathophysiology courses that comprise a comprehensive overview of pathophysiology. The course has been divided to correspond with Basic, Complex, and Advanced Medical Surgical Nursing. The purpose of the course is to examine pathophysiology and psychopathology related to human illness within a system 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. In this, the third part, the student’s attention will be on shock and sepsis along with the following body systems: gastrointestinal, endocrine, respiratory, and renal. The course is designed to correspond with the body systems being studied in HCAS-NUR 3080 Nursing Care of Adults III.

HCAS-NUR 3030: Evidenced-Based Nursing Practice
Prerequisite: None
Co-requisite: None
3.0 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 1088, HCAS-NUR 1155  
**Co-requisite:** HCAS-NUR 3040C, HCAS-NUR 3020  
**2.0 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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied.

**HCAS-NUR 3040C: Nursing Care of Adults I Clinical**

**Prerequisite:** None  
**Co-requisite:** HCAS-NUR 3040  
**5.0 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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied.

**HCAS-NUR 3060: Nursing Care of Adults II**

**Prerequisite:** HCAS-NUR 3040, HCAS-NUR 3020  
**Co-requisite:** HCAS-NUR 3060C, HCAS-NUR 3021  
**2.0 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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and
function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied.

**HCAS-NUR 3060C: Nursing Care of Adults II Clinical**

**Prerequisite:** HCAS-NUR 3040, HCAS-NUR 3040C  
**Co-requisite:** HCAS-NUR 3060  
**5.0 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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied.

**HCAS-NUR 3080: Nursing Care of Adults III**

**Prerequisite:** HCAS-NUR 3040, HCAS-NUR 3060, HCAS-NUR 3021, HCAS-NUR 3022  
**Co-requisite:** HCAS-NUR 3080C  
**2.0 Credit Hours**

This course is a continuation of Nursing Care of Adults II. 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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied.

**HCAS-NUR 3080C: Nursing Care of Adults III Clinical**

**Prerequisite:** HCAS-NUR 3040, HCAS-NUR 3040C  
**Co-requisite:** HCAS-NUR 3080  
**5.0 Credit Hours**

This course is a continuation of Nursing Care of Adults III. 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. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied.
HCAS-NUR 3220: Concepts of Nursing Leadership and Organizational Management
Prerequisite: Active RN-License
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/leader sand 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: Active RN-License
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: Active RN-License
Co-requisite: None
2.0 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: Active RN-License
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-NUR3500: Advanced Pathophysiology
Prerequisite: Active RN-License
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: Active RN-License
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: Active RN-License
Co-requisite: None
4.0 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: Active RN-License
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 4350C: Concepts of Community-Based Nursing Practice Clinical
Prerequisite: Active RN-License
Co-requisite: None
4.0 Credit Hours
This course will direct students to take concepts of nursing care learned in the classroom and apply them to nursing care across the lifespan in the community. Students will be given a combination of electronic simulation activities for community areas not otherwise accessible, such as forensic nursing, and will complete additional assignments in their own community for onsite experiences. Assignments may be completed as individual or group activities and are completed under the supervision of an instructor.

HCAS-NUR 4360: Advanced Pharmacology
Prerequisite: Active RN-License
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: Active RN-License
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: Active RN-License
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):

<table>
<thead>
<tr>
<th>Practical Nursing Diploma</th>
<th></th>
</tr>
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<tbody>
<tr>
<td><strong>Program Tuition ($11.12 per clock hour)</strong></td>
<td>$13,500.00</td>
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<tr>
<td>Registration Fee (Non-refundable after testing)</td>
<td>$150.00</td>
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<tr>
<td>Entrance Exam (Non-refundable after testing)</td>
<td>$25.00</td>
</tr>
<tr>
<td>Core Nursing 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>
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<tr>
<td>Technology Fee (Non-refundable after starting classes)</td>
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<tr>
<td>Supplies and Resources</td>
<td>Included</td>
</tr>
<tr>
<td>Uniform Set (2)</td>
<td>Included</td>
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<tr>
<td><strong>Total Cost</strong></td>
<td>$14,050.00</td>
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<thead>
<tr>
<th>Associate of Science in Nursing</th>
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<tbody>
<tr>
<td><strong>Program Tuition ($355.00 per credit hour)</strong></td>
<td>$27,335.00</td>
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<tr>
<td>Two Set of Uniforms (including taxes)</td>
<td>$66.34</td>
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<tr>
<td>Registration Fee (Non-refundable after testing)</td>
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<td>Entrance Exam (Non-refundable after testing)</td>
<td>$25.00</td>
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<tr>
<td>Core Nursing 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>
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</table>
### Technology Fee (Non-refundable after starting classes)
- **$200.00**

### Supplies and Resources (Estimate)
- **$1,729.00**

### Total Cost
- **$29,527.60**

---

### (RN-BSN) Bachelor of Science in Nursing

<table>
<thead>
<tr>
<th>Program Tuition ($355.00 per credit hour)</th>
<th>$42,600.00</th>
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<tr>
<td>Two Set of Uniforms</td>
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<tr>
<td>Entrance Exam (Non-refundable after testing)</td>
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<tr>
<td>Core Nursing Exam (Non-refundable after testing)</td>
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<tr>
<td>Computer Lab Fee (Non-refundable after starting classes)</td>
<td>$75.00</td>
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<tr>
<td>Technology Fee (Non-refundable after starting classes)</td>
<td>$200.00</td>
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### Total Cost
- **$43,213.60**

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### Additional Expenses

The following additional expenses are not included in the tuition cost of the programs:

#### General Additional Expenses

<table>
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<tr>
<th>Item</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Additional Uniform Set (1)</td>
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<tr>
<td>Books (PN Estimate)</td>
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<tr>
<td>Books (ASN Estimate)</td>
<td>$2,721.00</td>
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<tr>
<td>Background Check</td>
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<tr>
<td>Exit Exam (Non-refundable after testing)</td>
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<tr>
<td>Graduation Fee</td>
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<tr>
<td>Florida Board of Nursing Application Fee</td>
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<tr>
<td>Pearson VUE NCLEX Payment</td>
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<tr>
<td>Capstone NCLEX Prep (Mandatory, Nonrefundable)</td>
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<tr>
<td>Drug Screen (Approximate)</td>
<td>$75.00</td>
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<tr>
<td>Travel Expense</td>
<td>$500 - $2500</td>
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<tr>
<td>Immunization and Vaccines</td>
<td>$500</td>
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<tr>
<td>Nursing Kit</td>
<td>$49.99</td>
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<tr>
<td>ACEMAPP Clinical Resources</td>
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</table>
Academic Calendar 2018 - 2019

<table>
<thead>
<tr>
<th>Semester Begins</th>
<th>Fall 2018 Semester</th>
<th>Spring 2019 Semester</th>
<th>Summer 2019 Semester</th>
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</thead>
<tbody>
<tr>
<td>CLASSES BEGIN</td>
<td>August 14</td>
<td>January 2</td>
<td>May 6</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>
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<tr>
<td>Semester Ends</td>
<td>December 15</td>
<td>May 4</td>
<td>August 3</td>
</tr>
<tr>
<td>Semester Starts</td>
<td>August 13, 2019</td>
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</tbody>
</table>

CONSTITUTION DAY EVENTS - September 17, 2018

Celebrate the Birthday of Our United States of America Government

On September 17, 1787, the delegates to the Constitutional Convention met for the last time to sign the document they had created. We encourage all Americans to observe this important day in our nation's history by attending local events in your area. Celebrate Constitution Day through activities, learning, parades and demonstrations of our Love for the United State of America and the Blessings of Freedom Our Founding Fathers secured for us.

Constitution Day Each year, Hope College of Arts & Sciences celebrates Constitution and Citizenship Day on September 17th. If the 17th of September occurs on a weekend, the Constitution and Citizenship Day will be recognized on the workday closest to that date. This event is coordinated by the Student Services Department.

Official College Holidays
(OFFICES CLOSED, NO CLASSES)

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date Observed</th>
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</thead>
<tbody>
<tr>
<td>Labor Day</td>
<td>Monday, September 2, 2019</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>Thursday, November 21, 2019</td>
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</table>
Winter Break  Monday, December 16, 2019 – Thursday, January 2, 2020
New Year  Tuesday, January 1, 2019
Memorial Day  Monday, May 27, 2019
Independence Day  Thursday, July 4, 2019

Administration & Staff

<table>
<thead>
<tr>
<th>TITLE/POSITION</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>President/CEO</td>
<td>Dr. Chantal Desir</td>
</tr>
<tr>
<td>Treasurer/Facility Manager</td>
<td>Joselito Desir</td>
</tr>
<tr>
<td>Chief Operating Officer</td>
<td>Kris George</td>
</tr>
<tr>
<td>Director of Compliance</td>
<td>Dayna Fuller</td>
</tr>
<tr>
<td>Dean of Nursing</td>
<td>Moises Espinoza, MD, RN, MSN, FNPc</td>
</tr>
<tr>
<td>Chair, Nursing Department</td>
<td>Andrea Derby, RN, MSN, ARNP</td>
</tr>
<tr>
<td>Chair, Education Department</td>
<td>Fedna Lindor, MD</td>
</tr>
<tr>
<td>Clinical Director</td>
<td>Lauren Kinlocke, RN, MSN</td>
</tr>
<tr>
<td>Full Time Faculty</td>
<td>James Pierre Louis</td>
</tr>
<tr>
<td>Full Time Faculty</td>
<td>Annie Williams, RN, MSN</td>
</tr>
<tr>
<td>Director of Practical Nursing Clinical Coordinator</td>
<td>Ana Kaidanovits, RN, MSN</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Tristanie Desir</td>
</tr>
<tr>
<td>Director of Financial Aid</td>
<td>Carmen Tirado</td>
</tr>
<tr>
<td>Director of Admissions</td>
<td>Judith Hernandez</td>
</tr>
<tr>
<td>Director of Registration / Registrar</td>
<td>James Dornevil</td>
</tr>
<tr>
<td>Director of Student Services &amp; Placement</td>
<td>Joseph Garver</td>
</tr>
<tr>
<td>Director of Finance</td>
<td>J Soto</td>
</tr>
<tr>
<td>Director of Distance Education</td>
<td>Felipe Lopez</td>
</tr>
<tr>
<td>Library Media Specialist</td>
<td>Karen Johnson</td>
</tr>
</tbody>
</table>

Faculty
<table>
<thead>
<tr>
<th>FACULTY MEMBER</th>
<th>FULLTIME/ PART TIME</th>
<th>DEGREE OR DIPLOMA HELD</th>
<th>SUBJECTS TAUGHT</th>
<th>AWARDING INSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alfred, Anelle</td>
<td>PT</td>
<td>MeD, MBA, BS</td>
<td>Introduction to College Learning, College Algebra and Statistics Methods and Application, Finite Mathematic, Computer Basic</td>
<td>FAMU Tallahassee, FL, FAU Boca Raton FL</td>
</tr>
<tr>
<td>Braddy, Shirley</td>
<td>PT</td>
<td>MSN, BSN</td>
<td>Pathophysiology I, Pathophysiology II, Pathophysiology III, Health Assessment, Health Assessment lab, Pharmacology, Pharmacology Lab, Transition to Professional Nursing, Transition to Professional Nursing, Clinical, Fundamentals of Nursing, Fundamentals of Nursing Lab, Fundamentals of Nursing Clinical, Basic Medical-Surgical Nursing, Basic Medical-Surgical Nursing Lab, Basic Medical-Surgical Nursing Clinical, Complex Medical-Surgical Nursing, Complex Medical-Surgical Nursing Lab, Complex Medical-Surgical Nursing Clinical, Advance Medical-Surgical Nursing, Advance Medical-Surgical Nursing Lab, Advance Medical-Surgical Nursing Clinical, Pediatric Nursing, Pediatric Nursing Lab, Pediatric Nursing Clinical, Maternity &amp; Newborn Nursing, Maternity &amp; Newborn Nursing Lab, Maternity &amp; Newborn Clinical, Community Nursing, Community Nursing Clinical, Mental Health, Mental Health Clinical, Nursing Leadership &amp; Practicum</td>
<td>MSN- Walden University, MN BSN-University of Phoenix, Florida</td>
</tr>
<tr>
<td>Blanchet, Nadia</td>
<td>PT</td>
<td>BSN, MSN/Ed</td>
<td>Pathophysiology I, Pathophysiology II, Pathophysiology III, Health Assessment, Health Assessment lab, Pharmacology, Pharmacology Lab, Transition to Professional Nursing, Transition to Professional Nursing, Clinical, Fundamentals of Nursing, Fundamentals of Nursing Lab, Fundamentals of Nursing Clinical, Basic Medical-Surgical Nursing, Basic Medical-Surgical Nursing Lab, Basic Medical-Surgical Nursing Clinical, Complex Medical-Surgical Nursing, Complex Medical-Surgical Nursing Lab, Complex Medical-Surgical Nursing Clinical, Advance Medical-Surgical Nursing, Advance Medical-Surgical Nursing Lab, Advance Medical-Surgical Nursing Clinical, Pediatric Nursing, Pediatric Nursing Lab, Pediatric Nursing Clinical, Maternity &amp; Newborn Nursing, Maternity &amp; Newborn Nursing Lab, Maternity &amp; Newborn Clinical, Community Nursing, Community Nursing Clinical, Mental Health, Mental Health Clinical, Nursing Leadership &amp; Practicum</td>
<td>MSN/Ed- University of Phoenix, Florida BSN- Florida International University, Boca Raton, Florida</td>
</tr>
<tr>
<td>Name</td>
<td>Designation</td>
<td>Degree(s)</td>
<td>Courses</td>
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<tr>
<td>Conklin, Patricia</td>
<td>PT</td>
<td>BSN, MSN/Ed</td>
<td>Introduction to Healthcare Core, Fundamentals of Nursing; Medical-Surgical Nursing; Pharmacology; Pediatric, Maternity; Community Nursing; Nutrition; Mental Health. Current Issues, Health Care Concepts, Computer, and Employability Skills, Directed Practical Nursing/Integration</td>
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<tr>
<td>Derby, Andrea</td>
<td>FT</td>
<td>BSN, MSN/FNP</td>
<td>Pathophysiology I, Pathophysiology II, Pathophysiology III, Health Assessment, Health Assessment lab, Pharmacology, Pharmacology Lab, Transition to Professional Nursing, Transition to Professional Nursing, Clinical, Fundamentals of Nursing, Fundamentals of Nursing Lab, Fundamentals of Nursing Clinical, Basic Medical-Surgical Nursing, Basic Medical-Surgical Nursing Lab, Basic Medical-Surgical Nursing Clinical, Complex Medical-Surgical Nursing, Complex Medical-Surgical Nursing Lab, Complex Medical-Surgical Nursing Clinical, Advance Medical-Surgical Nursing, Advance Medical-Surgical Nursing Lab, Advance Medical-Surgical Nursing Clinical, Pediatric Nursing, Pediatric Nursing Lab, Pediatric Nursing Clinical, Maternity &amp; Newborn Nursing; Maternity &amp; Newborn Nursing Lab, Maternity &amp; Newborn Clinical, Community Nursing; Community Nursing Clinical, Mental Health, Mental Health Clinical, Nursing Leadership &amp; Practicum</td>
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<tr>
<td>Desrosiers, Mario</td>
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<td>Etienne, Jansie</td>
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<td>MSN/ARNP, BSN, RN</td>
<td>Pathophysiology I, Pathophysiology II, Pathophysiology III, Math &amp; Pharmacology, Math &amp; Pharmacology Lab, Transition to Professional Nursing, Transition to Professional Nursing, Clinical, Fundamentals of Nursing, Fundamentals of Nursing Lab, Fundamentals of Nursing Clinical, Basic Medical-Surgical Nursing, Basic Medical-Surgical Nursing Lab, Basic Medical-Surgical Nursing Clinical, Mental Health, Mental Health Clinical, Nursing Leadership &amp; Practicum</td>
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<table>
<thead>
<tr>
<th>Institution</th>
<th>Location</th>
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<tbody>
<tr>
<td>Aurora University</td>
<td>Illinois</td>
</tr>
<tr>
<td>Florida International University</td>
<td>Boca Raton, Florida</td>
</tr>
<tr>
<td>Florida International University</td>
<td>Florida</td>
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<tr>
<td>BS-Florida International University</td>
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<tr>
<td>MSN/ARNP-South University</td>
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<tr>
<td>BSN-Florida Atlantic University</td>
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<tr>
<td>ASN-Miami Dade College</td>
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<tr>
<td>Name</td>
<td>Status</td>
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<td>--------</td>
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<tr>
<td>Espinoza, Moises</td>
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</tr>
<tr>
<td>Hamilton, Odette</td>
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</tr>
</tbody>
</table>

**Espinoza, Moises**

MD- University of Nicaragua,
BSN- Florida International University,
Boca Raton, Florida,

**Hamilton, Odette**

MSN/BSN-University of Phoenix
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education</th>
<th>Courses</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Henriques, Sara</td>
<td>PT</td>
<td>MSN-Ed, BSN, RN</td>
<td>Pathophysiology I, Pathophysiology II, Pathophysiology III, Math &amp; Pharmacology Lab, Transition to Professional Nursing, Transition to Professional Nursing, Clinical, Fundamentals of Nursing, Fundamentals of Nursing Lab, Fundamentals of Nursing Clinical, Basic Medical-Surgical Nursing, Basic Medical-Surgical Nursing Lab, Complex Medical-Surgical Nursing, Complex Medical-Surgical Nursing Lab, Complex Medical-Surgical Nursing Clinical, Advance Medical-Surgical Nursing, Advance Medical-Surgical Nursing Lab, Advance Medical-Surgical Nursing Clinical, Pediatric Nursing, Pediatric Nursing Lab, Pediatric Nursing Clinical, Maternity &amp; Newborn Nursing; Maternity &amp; Newborn Nursing Lab, Maternity &amp; Newborn Clinical, Mental Health Clinical, Nursing Leadership &amp; Practicum.</td>
<td>MSN-Ed, BSN, RN - University of Phoenix,</td>
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<td>Jean Baptiste, Christian</td>
<td>PT</td>
<td>RN, BSN, MD</td>
<td>Pathophysiology I, Pathophysiology II, Pathophysiology III, Math &amp; Pharmacology Lab, Transition to Professional Nursing, Transition to Professional Nursing, Clinical, Fundamentals of Nursing, Fundamentals of Nursing Lab, Fundamentals of Nursing Clinical, Basic Medical-Surgical Nursing, Basic Medical-Surgical Nursing Lab, Basic Medical-Surgical Nursing Clinical, Complex Medical-Surgical Nursing Clinical, Complex Medical-Surgical Nursing Lab, Complex Medical-Surgical Nursing Clinical, Advance Medical-Surgical Nursing, Advance Medical-Surgical Nursing Lab, Advance Medical-Surgical Nursing Clinical, Pediatric Nursing, Pediatric Nursing Lab, Pediatric Nursing Clinical, Maternity &amp; Newborn Nursing; Maternity &amp; Newborn Nursing Lab, Maternity &amp; Newborn Clinical, Mental Health, Mental Health Clinical, Nursing Leadership &amp; Practicum.</td>
<td>MD-State University of Haiti, College of Medicine, BSN - Florida International University</td>
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<tr>
<td>Name</td>
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<tr>
<td>Jean-Charles, Lenide</td>
<td>FT</td>
<td>ASN, BSN, MSN, ARNP</td>
<td>Medical-Surgical Nursing, Complex Medical-Surgical Nursing Lab, Complex Medical-Surgical Nursing Clinical, Advance Medical-Surgical Nursing, Advance Medical-Surgical Nursing Lab, Advance Medical-Surgical Nursing Clinical, Pediatric Nursing, Pediatric Nursing Lab, Pediatric Nursing Clinical, Maternity &amp; Newborn Nursing; Maternity &amp; Newborn Nursing Lab, Maternity &amp; Newborn Clinical, Mental Health Clinical, Nursing Leadership &amp; Practicum.</td>
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<td>Justilien, Elsie</td>
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<td>Kaidanovits Anna</td>
<td>FT</td>
<td>RN, BSN</td>
<td>Surgical Nursing Lab, Basic Medical-Surgical Nursing Clinical, Complex Medical-Surgical Nursing, Complex Medical-Surgical Nursing Lab, Complex Medical-Surgical Nursing Clinical, Advance Medical-Surgical Nursing, Advance Medical-Surgical Nursing Lab, Advance Medical-Surgical Nursing Clinical, Pediatric Nursing, Pediatric Nursing Lab, Pediatric Nursing Clinical, Maternity &amp; Newborn Nursing; Maternity &amp; Newborn Clinical, Mental Health, Mental Health Clinical, Nursing Leadership &amp; Practicum.</td>
<td>BSN-Hope College of Arts &amp; Sciences</td>
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<td>Kinlocke, Lauren</td>
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<td>Pathophysiology I, Pathophysiology II, Pathophysiology III, Health Assessment, Health Assessment lab, Pharmacology, Pharmacology Lab, Transition to Professional Nursing, Transition to Professional Nursing, Clinical, Fundamentals of Nursing, Fundamentals of Nursing Lab, Fundamentals of Nursing Clinical, Basic Medical-Surgical Nursing, Basic Medical-Surgical Nursing Lab, Basic Medical-Surgical Nursing Clinical, Complex Medical-Surgical Nursing, Complex Medical-Surgical Nursing Lab, Complex Medical-Surgical Nursing Clinical, Advance Medical-Surgical Nursing, Advance Medical-Surgical Nursing Lab, Advance Medical-Surgical Nursing Clinical, Pediatric Nursing, Pediatric Nursing Lab, Pediatric Nursing Clinical, Maternity &amp; Newborn Nursing; Maternity &amp; Newborn Clinical, Maternity &amp; Newborn Nursing Lab, Maternity &amp; Newborn Clinical, Community Nursing; Community Nursing Clinical, Mental Health, Mental Health Clinical, Nursing Leadership &amp; Practicum.</td>
<td>MSN, Nova Southeastern University, FL BSN, Broward College, FL ASN, Broward College, FL</td>
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<td>Fundamentals of Nursing, Fundamentals of Nursing Lab, Fundamentals of Nursing Clinical, Basic Medical-Surgical Nursing, Basic Medical-Surgical Nursing Lab, Basic Medical-Surgical Nursing Clinical, Complex Medical-Surgical Nursing, Complex Medical-Surgical Nursing Lab, Complex Medical-Surgical Nursing Clinical, Advance Medical-Surgical Nursing, Advance Medical-Surgical Nursing Lab, Advance Medical-Surgical Nursing Clinical, Pediatric Nursing, Pediatric Nursing Lab, Pediatric Nursing Clinical, Maternity &amp; Newborn Nursing, Maternity &amp; Newborn Nursing Lab, Maternity &amp; Newborn Clinical, Community Nursing, Community Nursing Clinical, Mental Health, Mental Health Clinical, Nursing Leadership &amp; Practicum</td>
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<td>Monzer-Shaw, Charmaine</td>
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<td>Lopez, Felipe</td>
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<td>BA University of Politecnico Quito, Ecuador</td>
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<td>La Mesa University of North Florida, Jacksonville, FL</td>
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<td>Monzer-Shaw, Charmaine</td>
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<td>Transition to Professional Nursing Clinical, Fundamentals of Nursing Lab, Fundamentals of Nursing Clinical, Basic Medical-Surgical Nursing Lab, Basic Medical-Surgical Nursing Clinical, Complex Medical-Surgical Nursing Lab, Advance Medical-Surgical Nursing Lab, Pediatric Nursing Lab, Pediatric Nursing Clinical, Maternity &amp; Newborn Nursing Lab, Maternity &amp; Newborn Clinical, Community Nursing Clinical, Mental Health Clinical, Nursing Leadership &amp; Practicum</td>
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<td>Pierre-Louis, James</td>
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<td>Ross, Christina</td>
<td>PT BSN, RN</td>
<td>Transition to Professional Nursing, Transition to Professional Nursing, Clinical, Fundamentals of Nursing, Fundamentals of Nursing Lab, Fundamentals of Nursing Clinical, Pediatric Nursing, Pediatric Nursing Lab, Pediatric Nursing Clinical, Maternity &amp; Newborn Nursing; Maternity &amp; Newborn Nursing Lab, Maternity &amp; Newborn Clinical, Community Nursing; Nursing Leadership &amp; Practicum.</td>
<td>BSN- Bethune Cookman, ASN- Broward College</td>
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<td>Saroop, Ria</td>
<td>PT MSN, BSN</td>
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<td>MSN-Capella University, BSN-Florida International</td>
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<td>Simmons, Peri Ann</td>
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<td>St. Brice, Elie</td>
<td>PT</td>
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<td>Wilks, Shevan</td>
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<td>Introduction to College Learning, English Composition I &amp; II, Ethics, Psychology, Sociology, Transcultural Communication, Social Psychology of Groups, Computer Basics</td>
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BSN, MSN - University of Phoenix, Plantation, FL
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 __________

College official ___________________________  Date __________