



# Academic Catalog

**2016**

**Revised August 2016**

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, 1200 S.W. 3<sup>rd</sup> Street, Pompano Beach, Florida, 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. Hope College 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.

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## A Message from the President

On behalf of the entire Hope College of Arts & Sciences family, welcome! We are pleased you have chosen Hope College of Arts & Sciences to pursue your education. 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, which is why we encourage positive communication between students and faculty as an essential part of your success.



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!

*Dr. Chantal Desir*

President

## **Statement of Control**

CSBD Nursing, LLC, owns Hope College of Arts & Sciences. Chantal Desir, Ed.D, RN, and Joselito Desir own the corporation.

## **Advisory Board**

Joseph Fan Fan, MD, Internal Medicine  
Paul Henry Telson, MD, Internal Medicine  
Ezer Tossas, Educator  
Linda Tossas, Educator  
Patricia Williams, RN

## **Officers**

Dr. Chantal Desir, Ed.D, MSN, MBA-HC, RN; Chief Executive Officer and President  
Joselito Desir, Chief Operations Officer  
Orlando Garcia, Campus Director  
Sara Henriques, RN, MSN-Ed – Director of Nursing

## **State License**

The Commission for Independent Education, 1325 West Gaines Street, Suite 1414, Tallahassee, FL licenses Hope College of Arts & Sciences. Information regarding the College may be obtained by contacting the Executive Director, Commission for Independent Education, Department of Education, Tallahassee FL, 888-224-6684.

## **Approval**

Hope College of Arts & Sciences is approved by the Florida Board of Nursing, 4052 Bald Cypress Way, Tallahassee, FL 32399 Phone Number 850-245-4444.

## **Facility**

The campus is located at 1200 Southwest 3<sup>rd</sup> Street in Pompano Beach, Florida. The classrooms, laboratories, and administrative offices occupy nearly 10,000 square feet in a two-story atrium facility. The campus can be easily accessed from either Interstate 95 (I-95) or Florida's Turnpike.



## **Mission Statement**

*Our mission is to prepare qualified entry-level and professional nurses to work in diverse healthcare settings. Partnerships with members of the southeast Florida healthcare community are essential to the mission's success. The programs accomplish their mission by providing a challenging education that prepares students to think logically, critically, and analytically in order to problem-solve effectively and make sound clinical decisions; communicate effectively; and to integrate knowledge, skills, values, and professionalism in the delivery of high-quality health care.*

## **Vision Statement**

Our vision is to reach and equip the underserved population to professionally excel in the competitive healthcare field through the impact of research, educational programs and professional partnerships.

## **College Background**

### **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 degree in Associate of Science in Nursing (ASN) to be prepared to sit for the National Council Licensure Examination (NCLEX).

### **Philosophy**

The philosophy of the college is based upon the faculty's collective beliefs about the person, health, environment, nursing, learning-centered education, and nursing education. 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:

- ◆ To provide occupational and supplemental educational programs that prepare graduates for industry, health care and business while serving the needs of our community
- ◆ To provide safe, patient-centered care in a variety of clinical settings
- ◆ To provide laboratories, classroom instruction and clinical experiences that reflect current and evidenced-based practice
- ◆ To provide advanced adult and pediatric programs to facilitate the opportunity for personal and career growth
- ◆ To integrate information technology into nursing practice in a variety of settings
- ◆ To provide the student with potential employment opportunities, assistance in securing employment, and continued employment opportunities post-graduation

# Admissions Policies and Procedures

## Admissions Department

Hope College of Arts & Sciences 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. Admissions Department accepts applications based on requirements set forth by the Board of Education. Our admissions process begins with you.

## Application Process

1. Contact the Admissions Department for an appointment.
2. Complete a Hope College of Arts & Sciences Admissions Application. A representative will assist applicants in completing the necessary admissions paperwork.
3. Provide two letters of recommendation
4. All applicants must provide one of the following:
  - a. Standard high school diploma (international transcripts are accepted that are translated by a National Association of Credential Evaluation Services [NACES] approved organization).
  - b. General Education Diploma (GED)
  - c. A home school education graduate who completed the requirement in accordance with Florida Statutes.
5. Students with prior college experience will be required to submit an official transcript for each college attended in order to receive transfer credits (international transcripts are accepted that are translated by a National Association of Credential Evaluation Services [NACES] approved organization).
6. All applicants must provide proof of United States' citizenship or residency status. Acceptable forms of identification are as follows:
  - a. All applicants must provide a government issued driver's license or identification card (ID);
  - b. If a United States citizen, proof as follows:
    - i. Original or certified copy of the student's birth certificate;
    - ii. A valid, unexpired US passport;
    - iii. Certificate of Naturalization issued by the DHS/MV.
  - c. Non-US citizens must provide one document (original or certified copy) to establish identity. Examples are as follows:

- i. A valid, unexpired Permanent Resident Card (I-551);
    - ii. A valid passport for non-immigrants;
    - iii. Department of Homeland Security document (showing proof of lawful presence).
7. Medical Requirements – students enrolling in nursing programs are required to provide proof of the following at the expense of the student:
  - a. Physical within one year (form for completion by a medical practitioner provided) and meet the following core performance standards and physical requirements:
    - i. Mobility – physical abilities sufficient to move independently from room to room, walk in hallways, maneuver in small places, such as patient rooms and medication rooms;
    - ii. Motor skills – gross and fine motor skills to practice safe and efficient patient care;
    - iii. Hearing – auditory ability sufficient to monitor and assess health needs;
    - iv. Visual –ability sufficient for observation and assessment necessary to provide safe patient care;
    - v. Tactile –ability sufficient for physical assessment and to provide safe patient care;
    - vi. Communication – sufficient for interaction with others in coherent and concise oral and written form;
    - vii. Interpersonal – sufficient for interaction with patients, families, health care professional and groups from diverse backgrounds (cultural, emotional, and intellectual) in a variety of healthcare setting;
    - viii. Critical thinking – sufficient for clinical decision-making.
  - b. Drug screen (10-panel);
  - c. Immunization record for vaccines and/or titers (form for completion by a medical practitioner provided):
    - i. Measles-Mumps-Rubella (MMR) (positive titer or one dose immunization);
    - ii. Varicella (positive titer or two doses of immunization);
    - iii. Tuberculosis test (negative) or chest x-ray (if skin test has been positive);
    - iv. Hepatitis B vaccine (3 scheduled doses) or titer indicating immunity, or complete and sign a declination form;
    - v. Influenza vaccine (during the flu season October-March).
8. 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.
9. Completion of the following CEU Contact Hours approved by the Florida Board of Nursing (FBN):
  - a. BLS – Basic Life Support for Health Care Providers
  - b. Domestic Violence (2.0 Contact Hours)
  - c. HIV/AIDS (4.0 Contact Hours)

- d. OSHA/TB/Hepatitis (6.0 Contact Hours)
- e. Prevention of Medical Errors (2.0 Contact Hours)
- f. Successfully complete Hope College of Arts & Sciences Entrance and Placement Exams. Regardless of high-school status, all students are required to be assessed for college readiness.
- g. Wonderlic
  - **Students who possess a degree from an approved accredited school are exempt from taking the Wonderlic entrance exam.**
- h. HESI Entrance Exam
  - **If students have taken HESI exam at a prior institution, they may submit proof of documentation to the Admission Representative. HESI results should be within one year of enrollment.**

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:

1. Accreditation of the institution;
2. The comparability of the scope, depth, and breadth of the course to be transferred;
3. The 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,
4. Hope College of Arts & Sciences will evaluate and award transfer credit using professional judgment and the recommendations for credit issues by the American Council on Education (ACE).

## **Maximum Transfer Credits Accepted**

The maximum number of credits allowable for the Associate of Science in Nursing degree shall be 27 credits from other institutions unless approved by Administration.

## **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.

## **Finance Department**

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

## Tuition Payments

Hope College of Arts & Sciences' tuition payment is due on the first day of each month. The student is responsible to pay no less than the monthly tuition payment set forth in the contract. In the event a payment is not received by the Finance Department on or before the 15<sup>th</sup> of the month, the student will incur a late fee in the amount of \$25.00.

## Financial Assistance

### Scholarships

Hope College of Arts & Sciences offers scholarships to students who qualify. The Scholarship Committee will evaluate all applications and determine the awards. Scholarships currently offered are:

**Robert St. Brice Scholarship** - \$2,000 available to be offered to students who hold an unencumbered occupational license (e.g. LPN, Respiratory Therapist, EMT) toward their tuition on an annual basis. Four (4) applicants will be chosen to be awarded \$500 each.

**Elita Joseph Scholarship** - \$2,000 available to be offered to nursing students toward their tuition on an annual basis. Two (2) applicants will be chosen to be awarded \$1,000 each.

**To apply for any of the above scholarships, 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 their reasons for applying for the scholarship.
- Maintain a 3.0 GPA or greater in all course work.
- Selected students must signed an agreement to complete 40 hours of community service if received full scholarship and students receiving partial scholarships are required to complete 20 hours of community service per quarter.
- Two letters of recommendation.
- Copy of last income tax

### SCHOLARSHIP PROCESS OF SELECTION

Students applying for either of the above scholarships is required to apply by the appointed deadline. Once an application is completed and all required documentations are attached, the application will be presented to the Scholarship Committee. The Scholarship Committee will evaluate each applicant, which will include individual before final selection and approvals. 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 3<sup>rd</sup> Street Pompano Beach, FL 33069

**Program Advancement**

Prior to any student advancing to the final course of the program, the student is required to meet 90% of the contracted financial amount. In the event that the student's account does not reflect 90% satisfaction, the student will not be eligible to enroll in the course for completion of the program.

**Cancellation and Refund Policy**

In the event a student's enrollment is terminated or cancelled for any reason, all refunds will be made according to the following refund schedule:

1. Cancellation may be made in person, by electronic mail, by certified mail, or by termination.
2. All monies will be refunded if the school does not accept the applicant or if the student cancels within three business days after signing the enrollment agreement and making the initial payment.
3. Cancellation after the third business day but before the start of the first class will result in a refund of all monies except the registration fee in the amount of \$150.00.
4. Cancellation after the attendance has begun, but prior to 40% completion of the program, will result in a pro rata refund computed on the number of hours completed to the total program hours.
5. Cancellation after completing 40% of the program will result in no refund.
6. Termination date: when calculating the refund due to a student, the last date of actual attendance by the student is used in the calculation unless earlier written notice was received.
7. Dismissal/termination for misconduct or any other reason outlined herein will result in no refund.
8. Refunds will be made within 30 days of termination of the student's enrollment or receipt of a cancellation notice from the student.

**Cancellation and Refund Policy**

In the event a student's enrollment is terminated or cancelled for any reason, all refunds will be made according to the following refund schedule:

9. Cancellation may be made in person, by electronic mail, by certified mail, or by termination.

10. All monies will be refunded if the school does not accept the applicant or if the student cancels within three business days after signing the enrollment agreement and making the initial payment.
11. Cancellation after the third business day but before the start of the first class will result in a refund of all monies except the registration fee in the amount of \$150.00.
12. Cancellation after the attendance has begun, but prior to 40% completion of the program, will result in a pro rata refund computed on the number of hours completed to the total program hours.
13. Cancellation after completing 40% of the program will result in no refund.
14. Termination date: when calculating the refund due to a student, the last date of actual attendance by the student is used in the calculation unless earlier written notice was received.
15. Dismissal/termination for misconduct or any other reason outlined herein will result in no refund.
16. Refunds will be made within 30 days of termination of the student's enrollment or receipt of a cancellation notice from the student.

## **Office of the Registrar**

This Office assists with the processing of student applications and maintains the academic record of each student from the acceptance in a program through graduation. The Office 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.

## **Withdrawal Policy**

Students who wish to withdraw after registration must submit a written request for approval to the Academic Department. 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.

If a student withdraws from a course, voluntarily or otherwise, before the completion of the course, the student will receive a "W" for that course. A student absent for five consecutive days is considered withdrawn from the program. A "W" grade will count toward attempted credits, but will not be included in the cumulative grade average. If the student re-enrolls, all course work with a "W" grade must be repeated. A withdrawal form must be signed to receive a "W" grade.

An "I" indicates that the student was passing the course, but failed to complete all required course work. The instructor, in his/her discretion, may grant an "I" grade instead of an "F", pending the completion of the course work by the student within a specified time arranged by the instructor and told to the student. 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 arranged time, the "I" grade will become an "F" grade.

## **Leave of Absence**



If a student wants to withdraw or delay his/her education for one or more terms, he/she should submit a written request for a leave of absence to the Academic Department for approval. Students must complete the Leave of Absence form, proceed to the Academic Department for approval, and submit the completed form to the Registrar for processing.

### **Criteria for Program Dismissal**

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

1. Unsatisfactory academic performance
2. Unsatisfactory clinical performance
3. Unsatisfactory behavior
4. Academic dishonesty
5. Breach of ethics.

The instructor and the program director will make a recommendation for dismissal collaboratively.

### **Transcripts**

Official transcript may be requested by completing an Official Transcript Request Form. Upon completion of program and all financial obligations, students will receive a complimentary official transcript with their diploma. Any additional transcripts will be issued for a fee of \$20 per transcript.

- 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
- Transcripts are not issued until all financial obligations are met
- Only Hope College of Arts & Sciences' transcripts will be issued; transcripts from other schools must be requested from the original source
- Transcripts will not be released to a second party without written permission from the student and photo identification.

### **Criteria for Graduation**

- All course requirements must be completed with a minimum grade of "C" (77%).
- The Comprehensive Final Exam will be administered at the end of HCAS-NUR 4370 Practicum and Nursing Leadership and Management. The minimum passing score is 77%. If the student does not achieve the minimum passing score, the student will remediate and retake the exam. In the event that the student does not score the minimum passing score on the second attempt, the student will be required to complete a Florida Board of Nursing approved remediation course. In addition, the student's final grade in HCAS-NUR 4370 will reflect an "I" grade.

Upon completion of the approved remediation course, the student may submit the documentation stating successful completion. The student must pay the cost of retesting

to retake the exam a third time. If the student does not achieve the minimum passing score on the third attempt, the grade of “I” will be changed to “F” and the student will be required to repeat HCAS-NUR 4370. A personal remediation plan will be developed for the student during the wait period for the next available HCAS-NUR 4370 course to begin.

- The Comprehensive Exit Exam will be administered following the completion of the Comprehensive Final Exam. The minimum passing score is 77%. The student has one attempt to successfully pass this exam. In the event that the student does not score the minimum passing score on the attempt, the student will be required to complete a Florida Board of Nursing approved remediation course.
- The student’s program status is considered incomplete until both the Comprehensive Final and Comprehensive Exit Exams have been successfully completed.
- At the time of the nursing pinning ceremony and graduation, if the student has not successfully completed the exams, but has completed all of the program and clinical requirements, he/she may attend the ceremony and graduation.
- Prior to the student signing up for the Comprehensive Final Exam, he/she must have satisfied all financial obligations.

## **Progression Requirements**

Progression through the nursing programs requires:

1. Cumulative GPA minimum grade of “C” (77%) in all courses required in the curriculum
2. Fulfillment of all course prerequisites and co-requisites
3. Satisfactory level of mental and physical health including current immunizations
4. Hepatitis B vaccinations, yearly TB testing, and ability to meet Medical Requirements set forth by Admissions
5. Current CPR certification for healthcare providers
6. Minimum score of 90% on a dosage calculation examination in each nursing class prior to completion of clinical rotations
7. Satisfactory urine drug screen and criminal background check.

Students who do not meet progression requirements must withdraw from the college program and apply for readmission.

## Readmission Requirements

Students who interrupt the specified progression through the program of study must apply for readmission to the program. Readmission requires:

1. Completion of “Request to Re-enter” form,
2. Space availability in the nursing program,
3. Academic eligibility:
  - a. 2.0 cumulative grade point average;
  - b. No more than one failing grade (less than or equal to 76%) in a nursing course (whether the course is the repeated course or a different course). If a student has been dismissed from clinical and/or the nursing program for unethical, immoral, illegal, or unsafe clinical practice, readmission will be determined on an individual basis;
  - c. Successful completion of a nursing course with a clinical component within the past 12 months;
  - d. No longer than 36 months lapse from initial admission term to date of graduation.
4. Completion of a learning contract which will require:
  - a. Minimum passing score of 90% on a drug calculation exam; the student is allowed one attempt;
  - b. Successful demonstration of practicum skills from all previous courses that were completed successfully by the student during a clinical check-off session;
5. Ability to meet and comply with the standards and policies in the current Institutional Handbook, including the ability to meet the core performance standards and physical requirements;
6. Completion of a urine drug screen (10-panel) and a Florida Department of Law Enforcement (FDLE) background check at the cost of the student.

## General College Information and Policies

### Office and Class Hours

#### Administrative Offices

Monday – Friday                      **9:00 AM – 5:30 PM**

#### Finance Office

Monday – Thursday                **9:00 AM – 8:00 PM**

Friday                                    **9:00 AM – 5:30 PM**

#### Classes Schedules

Monday – Thursday DAY:    **9:00 AM – 2:00 PM**

EVE:                                    **6:00 PM--11:00PM**

Fridays: Closed

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

## **Change of Name or Address**

Any change of name or address should be reported to the Office of the Registrar as soon as possible. Address changes include the following:

- Local address
- Home address
- Email address
- Telephone number

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).

## **Bulletin Boards**

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 the bulletin boards, the student must submit the notice to the Assistant Campus Director for approval. Faculty members have office hours posted on the bulletin board. Students should interact with faculty members during these posted times and utilize the proper channels to schedule appointments as needed.

## **Facilities**

The College provides designated areas for students to eat and drink. Eating and drinking are prohibited in all labs and classrooms.

## **Transportation**

Students are responsible for providing their own mode of transportation. In the event students should carpool to class meetings or clinical rotations, and one student in the carpool is required to leave early, regardless of the reason, the other students in the carpool are required to complete class or clinical as scheduled.

## **Professional Appearance and Uniform Guidelines**

Students are required to be in uniform at all times during theory class meetings or clinical activities. 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.

## **Smoking**

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.

## **Textbooks**

Students are required to purchase their own textbooks. The Library keeps on hand reference materials that are available to facilitate the educational experience.

## **School Equipment and Property**

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

## **Sexual Harassment**

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

Federal and state laws define and prohibit sexual harassment in employment and in the provision of educational services to students. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature directed at an employee or student by another when:

- a. Submission to such conduct is made, either explicitly or implicitly, a term or condition of academic status, participation in the College's activities or programs, or affects the measure of a student's academic performance; or,
- b. Submission to or rejection of such conduct is used as the basis for a decision affecting academic status, participation in the College's activities or programs, or the measure of a student's academic performance; or,
- c. Such conduct has the purpose or effect of unreasonably interfering with academic opportunities, academic performance or creating an intimidating, hostile, or offensive educational environment.

Examples of sexual harassment include, but are not limited to, the following, when they occur with the circumstances as indicated above:

- a. Use of gender-based verbal or written language, including electronic communications offensive or degrading to a person of that gender, whether or not content is sexual;
- b. Inappropriate display of gender-based pictorial images offensive or degrading to a person of that gender, including but not limited to sexual posters, photographs, cartoons, drawings, or other displays of sexually suggestive objects or pictures;

- c. Use of inappropriate gestures or body language of a sexual nature, including leering or staring at another;
- d. Unwelcome requests or demands for sexual favors or unwelcome sexual advances;
- e. Inappropriate nonconsensual touching of another's body, including but not limited to, kissing, pinching, groping, fondling, or blocking normal movement.

Sexual harassment is prohibited by Hope College of Arts & Sciences. The College will take appropriate action against any person found to be in violation of this policy.

**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.

## **Student Services**

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, jobs referrals, computer lab services, library access, student email access, and student activities.

## **Academic Counseling**

Academic counseling is available to all students during the admission process, and throughout the program. Any problems the school is not able to address will be referred to community organizations and agencies to better meet the student's needs.

## **Career Services**

Student Services personnel assist students with resumé preparation, interviewing, and job search techniques. There are many written materials relating to interviewing, writing resumés, 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 the Career Services personnel 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 as well as electronically via email.

## **Auditing Services**

As an auditor, the student enrolls in, attends classes, participates in class discussions, but is not required to or is exempt from completing assignments or taking examinations. The student receives no credit for the class, but the class will be placed on his or her transcript with the symbol "TA" (transfer audit) to indicate their special registration status. Although student does not receive credit, the credit value for the class counts in determining the credit hours for the program.

Hope College of Arts & Sciences has additional requirements for a student to meet during an audit. 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.

## **Remedial Education**

The remediation process is intended to help the student make up deficiencies in nursing skills and/or knowledge. This process may be implemented any time a student's weakness is identified in class or clinical experiences. Any nursing student who fails to meet the program expectations and requirements is in jeopardy of not completing the nursing program. In the event of a referral, an "Action Plan" for remediation to determine the student's readiness to remain in the nursing program will be developed by a committee consisting of the student's clinical or classroom instructor, program director, and administration.

1. Referral forms will be completed by the referring instructor and will be submitted to the program director. The referring instructor will notify the student of the referral, and then the student may contact the program director for further instruction or information.
2. The committee will meet and develop a personalized plan to address and remediate those areas identified as weaknesses exhibited by the student during clinical and/or classroom activities. A formal plan will be developed and the student will be required to attend the second meeting (held approximately within a week of the initial meeting) to read, review, and sign the plan to demonstrate that he/she understands the plan and agrees to follow it.
3. A referral may delay the student's progression through the program. Plans are individualized for each student and may include, but will not be limited to, the following examples:
  - a. Repeating coursework
  - b. Auditing classes in whole or in part
  - c. Repeating classroom and clinical courses where the weaknesses were identified in a subsequent course after the successful completion of the remediation plan.
4. Process for remediation is as follows:
  - a. Description of weakness
  - b. Goals for improvement
  - c. Data for completion of remediation activities
  - d. Appropriate committee, as assigned to the student, signed approval.

The student may be required to complete additional activities for remediation as recommended by the committee.

Failure to follow and successfully complete the prescribed remediation plan developed for the referred student will result in the student's inability to continue in the nursing program at Hope College of Arts & Sciences.

The following tools are utilized to identify student weaknesses:

- Kaplan examinations
- Course grades
- Clinical evaluations

- Dosage calculations exams

## **Student Email System**

Hope College of Arts & Sciences utilizes an internal email system for instructors and staff to effectively communicate with students. Student email accounts will be set up upon completion of the admission process. It is strongly recommended that every student 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.us](http://www.hcas.us). It is not permitted to use personal email accounts. Problems or concerns with access to the email system may be addressed through Student Services for resolution.

## **Computer Lab**

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

## **Library**

The library is available to all students during regular school hours. The library has an open shelf arrangement that facilitates direct access to the collection and encourages browsing in the available fields of interest. The library staff offers students general reference assistance and provides specialized help with complex research questions.

The library subscribes to The Library Information Resources Network (LIRN). Users can access the library from anywhere with an Internet connection any time. LIRN supplies academic data base information via the Internet to college students, faculty and staff. The books 24/7 module contains over 30 thousand books and videos. In addition, LIRN provides access to ProQuest Health and medical complete, and the nursing and allied health source module.

## **Tutoring Services**

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. 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 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 directors, and the administrators of the school. When a grievance has occurred, the proper procedure to follow is:



1. Consult the faculty member involved in the grievance directly within three days of the occurrence. This faculty member will discuss the situation with the program director for advice and get back to the student within three school days after the first meeting with the student.
2. If the student is not satisfied with the results of the conference, the program director should be consulted within three school days after the previous conference.
3. If results are still not satisfactory, the administrators and advisory committee will be consulted for final outcome within a week's time after program director's decision.
4. Students who are not satisfied with the outcome of their grievance may appeal to the Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400; toll free 888-224-6684 or 850-245-3200.

A grievance is any situation arising from a college action, which a student deems to cause them academic, financial, or emotional distress. 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.

In pursuit of its policy of openness, accountability, and responsiveness to students, the College has established a grievance procedure policy. The Campus Director shall maintain a file on each grievance reported, including ensuring that the proper procedure is followed. The outcome then shall be filed in the complaint log with a resolution to the complaint.

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

### **Steps toward Resolution**

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

### **Procedures for Official Hearings**

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

A copy of the grievance shall be given in writing to the person(s) against whom the complaint is brought. The committee shall review and consider documentary records, which relate to the case, including the grievance and its supporting documentation, and any documentary evidence or statement by the person(s) against whom the complaint was filed. Committee members shall arrive at a judgment in consultation among themselves in which the majorities vote of such qualified

members who may also make recommendations, disciplinary actions, or modifications in policy to the appropriate administrative officials.

### **Recourse after Hearing**

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

1. Contact Commission for Independent Education or the Florida Board of Nursing offices by mail. A written follow-up letter must accompany complaints received by phone.
2. Include the following required information in the letter of complaint:
  - a. The nature of the problem.
  - b. The approximate date(s) that the problem(s) occurred,
  - c. The name(s) of the individual(s) involved in the problem(s) (within the college or other students who were involved),
  - d. Copies of important information regarding the problem(s) (facts, not rumors, examples of attempts toward solution),
  - e. Evidence demonstrating that the institution's complaint procedure was followed prior to contacting the State. The complainant must sign the complaint.
3. Send the complaint to the Commission for Independent Education, 325 West Gaines St., Suite 1414, Tallahassee, FL 32399-0400; 888-224-668; and/or the Florida Board of Nursing, 4052 Bald Cypress Way, Tallahassee, FL 32399, 850-245-4444.

### **Academic Policies and Procedures Learning Criteria**

Hope College offers General Education courses online and on-grounds to provide students with an alternative and convenient mode to complete these courses. General Education courses may be completed 100% on-ground, 100% online via Moodle, or partially on-ground 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. Hope College of Arts & Sciences is committed to educating students in the field of nursing who will enhance the nursing profession. The college is currently offering four courses online for the ASN program. As the college gains more experience with offering entire curriculums online, it is expected to expand the online offerings.

In addition to having access to all campus administrative resources (including the library's full text online databases Library Internet Resource Network), online students have 24-hour Help Desk assistance to resolve any connection or technological issues. At HCAS the nursing courses online use the MOODLE as the web-learning management system. Prior to taking their first online course, students must complete a three-hour noncredit online workshop that measures their motivation, discusses the time needed for online learning, introduces them to MOODLE, discusses effective strategies for success online, and describes the hardware and software students are required to have at home.

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

The following guidelines are designed for optimum participation in the online, or distance learning, course rooms.

1. Students are directed to learn how to access the online course rooms, which use Moodle in the general education courses. The Administrator provides course information and training.
2. Students are required to follow the course syllabi, which are posted in the Introduction of every course. Online course instruction will follow the syllabi.
3. Attendance is recorded by the time and dates of student log-ins. The course period is five (5) weeks, and the number of hours and credits are reflected on the top of the first page of the syllabi. The following reflects student hours of attendance:
  - a. Completion of a test or quiz by the due date that is posted;
  - b. Participation in weekly Discussion Boards by the due date posted;
  - c. Responding to messages the instructor posts in the Announcement Board;
  - d. On-campus meeting with faculty directly related to the course and any concerns the student is having, including the need for additional tutoring assistance.
4. Course weeks are set as follows:
  - a. The course opens at 1:00 a.m. on Monday of each week;
  - b. The course week closes at 11:59 p.m. on Sunday of each week.

## Hardware Software Required

HARDWARE	SOFTWARE
<ul style="list-style-type: none"><li>• Pentium D or higher</li><li>• Memory RAN 1 GB or Higher</li><li>• Video resolution (1024x728)</li><li>• Fixed or wireless Internet Access (1MB)</li><li>• Microphone and Audio Headphones</li></ul>	<ul style="list-style-type: none"><li>• Web Browser Mozilla Firefox V.22 or most recent</li><li>• Operating Systems Window XP or most recent</li><li>• Acrobat Reader (Free Software).</li><li>• Macromedia Flash Player.</li><li>• Microsoft Office or Open Office</li></ul>

### Online Attendance

Instructors define expected interaction between themselves, students, and the class learning management system in online or e-learning courses. Inconsistent interaction and/or inconsistent use of the learning management system or course materials, regardless of cause, reduce 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.

### Grading/Examination Process

#### Grade Posting

Grades are posted in a designated area and will be listed by the students' college identification numbers. Students enrolled in an online course may view their grades at any time through the Moodle. Students' grades are not available to be viewed by anyone but the student and the instructor in the online course room.

#### Examination

The exam schedule and percentage of a grade must be included in the course syllabus. The exam must be given on the scheduled day. If the student is unable to take the exam due to emergency or illness, the student must provide written documentation supporting the reason upon return to campus. If the student fails the exam, it cannot be retaken.

## **Course Evaluation**

Hope College of Arts & Sciences requires that the students evaluate all courses and faculty. A standardized evaluation form will be provided to the students, in an envelope specified for that purpose, and a Lead Student assigned to distribute the forms to the class, gather them upon completion, place them in the envelope, and return them to the Student Service's office. An attachment for student comments is provided on the form. The faculty member must not be present during the evaluation process. Course evaluations must be done on the last day of class.

## **Grade Reports**

Faculty shall complete and submit grade reports to the Program Directors. Final grades may be submitted via email to the Program Directors for finalization before being submitted to the Registrar for input into the College system. Every instructor is to assign grades, which are fair and objective. The grading policy is published in the course syllabus and cannot be changed during the course. Clinical evaluation of students must be placed in students' files upon completion of the course.

A student may repeat a course in which a grade was previously earned. When a course is repeated, the last grade and credit units earned replace the previous grade and units in computing the student's GPA. A designation of "Repeat" will be entered for the previous course on the student's permanent academic record.

Final grades are considered permanent and may not be changed except in a case of clerical error, make up of missing student work, or other circumstances as determined by the instructor, subject to the approval of the Director of Education, Director of Nursing, or Administration. A change of grade must be completed no later than one year following the course, and in some cases, extra work and credit units may be required. Change of Grade forms can be obtained from the Registrar's Office. Students wishing to appeal a specific grade assigned by an instructor may do so under the Student Grievance Procedure.

# Grading System

## Scholastic Standards

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

Letter Grade	Percent Range	Standard
A	90-100%	Excellent
B	80-89%	Good
C	75-79%	Fair
F	≤ 74%	Fail
I	Incomplete	NA
W	Withdrawal	NA

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

Letter Grade	Percent Range	Standard
A	90-100%	Excellent
B	80-89%	Good
C	77-79%	Fair
F	≤ 76%	Fail
I	Incomplete	NA
W	Withdrawal	NA

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

Letter Grade	Standard
P	Pass
F	Fail

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

Letter Grade	Standard
S	Satisfactory
U	Unsatisfactory

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.

No credit is given for the following designations: no credit (NC), withdrawn (W), and incomplete (I). These are not included in the GPA calculations. Students who repeat and pass a course will be given a grade and an “R” to indicate course retake.

<b>Code</b>	<b>Definition</b>
CR	Transfer Credit
EC	Experiential Learning Credit
NC	No Credit
W	Withdrawn
I	Incomplete
R	Repeated

### **Experiential Learning**

HCAS utilizes Experiential Learning 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. If students have gained HCAS course equivalent knowledge, competencies, and/or skills as a result of experiential learning, academic credit may be earned.

The assessment process for assigning experiential learning credit will be done by the Director of Nursing and the Director of Education. Assessment will evaluate one or more of the following: student certificates and licenses, and/or interviews with faculty members.

### **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. A copy of the initial “Incomplete” should be placed in the student’s file explaining the work the student must complete. This documentation will provide clarification of the incomplete grade if the faculty member is not available and any question arises. If the Incomplete is not satisfied within the time frame agreed on with the instructor, the grade will automatically become an “F”. Should the student be unable to convert the Incomplete to a passing letter grade, the student is mandated to repeat the course.

### **Course Withdrawals**

If a student withdraws from a course, voluntarily or otherwise, before the completion of the course, the student will receive a “W” for that course. A student absent for five consecutive days is

considered withdrawn from the program. A “W” grade will count toward attempted credits but will not be included in the cumulative grade average. If the student reenrolls, all course work with a “W” grade must be repeated. A withdrawal form must be signed to receive a “W” grade. Voluntary withdrawal requires that the student complete the appropriate form as provided by the Office of the Registrar and obtain the appropriate approvals from the Program Director.

### **Academic Jeopardy**

Students in academic jeopardy will be notified in writing through Academic Counseling and provided with a course of action plan for successful completion of the course. The student will be provided with a copy of the counseling form upon completion and the original will be placed in the student’s file. Grade Report and Academic Counseling Forms will not be available to students via mail or electronic mail.

### **Laboratory and Simulation Grading Policy**

Clinical, laboratory, or simulation experiences are considered clinical course hours. A letter grade is not given for clinical course hours. Clinical performance will be rated “passing” or “failing” where a standard of “P” is issued for passing and “F” for failing. A “passing” standard must be met in order to pass the course. The clinical instructor shall have conferences with each student periodically and at the end of each course to discuss the student’s progress in the clinical area. The conference is recorded on the clinical performance checklist, clinical checklist, objectives checklist, or counseling record where comments and signatures are required of the student and instructor. Clinical performance evaluations, clinical checklist, objectives checklist, and counseling records are filed in the student’s record.

### **Clinical Grading Policy**

Clinical, laboratory, or simulation experiences are considered clinical course hours. A letter grade is not given for clinical course hours. Clinical performance will be rated “satisfactory” or “unsatisfactory” where a standard of “S” is issued for satisfactory and “U” for unsatisfactory. A “satisfactory” standard must be met in order to pass the course. The clinical instructor shall have conferences with each student periodically and at the end of each course to discuss the student’s progress in the clinical area. The conference is recorded on the clinical performance checklist, clinical checklist, objectives checklist, or counseling record where comments and signatures are required of the student and instructor. Clinical performance evaluations, clinical checklist, objectives checklist, and counseling records are filed in the student’s record.

### **Evaluation of Clinical Behavioral Objectives Component**

Satisfactory performance in the clinical area will be evaluated by:

1. Professional characteristics: The student maintains standards of appearance, professionalism, attitude, and dependability;
2. Use of nursing process in providing patient care: The student demonstrates skill in assessment, planning, implementing, and evaluating nursing care;
3. Organization and skill in performing nursing activities: The student utilizes time management and efficiency skills;
4. Ability to provide safe and competent care: The student provides adequate physical and emotional support, and makes appropriate and accurate observations;



5. Understands scientific principles and rationale based on theory: The student utilizes scientific principles and rationale when planning nursing care;
6. Ability to communicate effectively with patients, families, and the healthcare team: The student communicates and cooperates with clients, peers, staff, and instructors.

The student will receive a “Satisfactory” (S) or “Unsatisfactory” (U) mark for each of these behavioral objectives every clinical day. Students who earn more than two unsatisfactory marks on any one behavioral objective, or more than six unsatisfactory marks overall, will fail regardless of their grade in the theory section of the course.

## **Course Numbering**

The title, credit and content of its own courses and recommends the first digits of the course number to indicate the level at which students normally take the course. Course prefixes and the last three digits of the course numbers are assigned by members of faculty discipline committees appointed for that purpose by the Florida Department of Education in Tallahassee. Individuals nominated to serve on these committees are selected to maintain a representative balance as to type of institution and discipline field or specialization. Suffixes are numbers identify courses. The numbering system is used to facilitate the transfer of courses between participating institutions. The course suffix and each digit in the course number have meaning; the suffix is not intended to identify the department in which a course is offered, but the course level. The program is divided into terms. Each term is subdivided into several sessions of varying lengths to provide flexibility in the scheduling of courses. The program is divided into the units of credit for terms.

## **Unit of Credit**

Courses in this catalog are identified by suffixes and numbers. The numbering system is used to facilitate the transfer of courses between participating institutions. The course suffix and each digit in the course number have meaning; the suffix is not intended to identify the department in which a course is offered, rather, the content of a course. The program is divided into terms. Each term is subdivided into several sessions of varying lengths to provide flexibility in the scheduling of courses. The program is divided into the units of credit for terms or semesters. It is 15 clock hours to one semester lecture hour, 30 clock hours to one semester laboratory hour, and 45 clock hours to one semester in externship or clinical hour.

## **Course Evaluation**

Hope College of Arts & Sciences requires that the students evaluate all courses and faculty. A standardized evaluation form will be provided to the students, in an envelope specified for that purpose, and a Lead Student assigned to distribute the forms to the class, gather them upon completion, place them in the envelope, and return them to the Student Service’s office. An attachment for student comments is provided on the form. The faculty member must not be present during the evaluation process. Course evaluations must be done on the last day of class.

## **Progression Standards**

Students are required to meet the minimum requirements to progress to the next course of study in each program. The minimum passing grade of 75% in general education courses, 77% or greater in nursing theory courses, and a passing or satisfactory grade in laboratory, simulation and clinical courses must be achieved.

No more than two core nursing courses may be repeated. Only one repetition of any core course may be attempted. A second failure in the same course or a third failure will result in dismissal from the program. In addition, students enrolled in the advance placement program will be required to transfer to the generic program at the time of the first failure.

Nursing students with a grade “I” cannot advance in their program until a final grade is documented.

## **Attendance Policy**

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 arrange to make up all course work or clinical hours missed due to legitimate class absence, and to notify the instructor when the absence will occur. Students have 24-48 hours to make-up any missed exams or quizzes from the date and time that the student returns to campus. It is the instructor’s discretion to administer an alternative exam.

### **Online 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, reduce 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 this catalog.

### **Excused Absences**

The College identifies the following absences as excused:

1. Illness of self or a child with a physician’s written verification unless waived by the instructor,
2. Death in the student’s immediate family. This includes the death of a parent, child, sibling, spouse, partner, or grandparent.

Although the above absences are identified as excused, the student remains responsible for communicating with the instructor and completing any missed course work, assignments, exams, quizzes, within 24-48 hours of returning to school and scheduling a make-up session for clinical course hours missed.

### **Clinical Attendance**

Clinical, laboratory (lab), and simulation experiences are considered clinical course hours. Specific guidelines are included in the course syllabi. It is expected that the student attend all sessions timely. Punctuality to clinical, laboratory, and simulation sessions is mandatory. Tardiness is defined as arriving one minute later than the assigned time. The following is required of all nursing program students:

1. Attendance is required for the total scheduled clinical/lab/simulation time. Students will be counted absent if they leave clinical/lab/simulation for any reason.

2. Clinical/lab/simulation absences of greater than two clinical days in a course will result in failure of the course. This includes absence from scheduled make-up sessions.
3. The instructor keeps a documented record of attendance.
4. A “no-call/no-show” event is an incident of not calling or coming to clinical/lab/simulation. One “no-call/no-show” event equals two absences.
5. Three tardies equal one absence.
6. Three unexcused absences are grounds for dismissal from the Class.
7. One No call/No show, including clinical, is grounds for advisement.
8. Two No call/No show, including clinical, are grounds for suspension.
9. Three No call/No show, including clinical, are grounds for withdrawal.
10. A student may be in jeopardy of failure if absent more than 10% of the clinical/lab/simulation experience.
11. Students must present to clinical/lab/simulation fit for duty.
12. Sleeping during clinical hours is strictly prohibited and is considered a critical incident.
13. Cell phone use during clinical hours is strictly prohibited.
14. In the event a student will be absent or tardy for clinical/lab/simulation, the student is required to contact the instructor and the assigned unit at least 30 minutes prior to the scheduled time of the clinical/lab/simulation experience.

### **Medication Calculation**

The lower division nursing courses include content on calculating drug dosages for patients across the life span. Students will take a medication calculation proficiency exam during the first week of each course. Students that do not pass the exam are required to complete an individualized remediation plan and successfully pass the make-up exam. The minimum passing score is 90%. The student is allowed three attempts to successfully pass the exam. The score of the exam is not included in the course grade.

### **Examination/Testing Policy**

The number of exams and quizzes vary from course to course. Pharmacology and clinical dosage calculation questions may be included in any exam or quiz. It is an instructor’s discretion and based on the standards of the course the percent weight of each exam or quiz. It is the instructor’s discretion to administer a cumulative final exam. Students are ultimately responsible for all course material as outlined in the course syllabi.

### **Examination Procedure**

Students are expected to arrive on time for all tests. If a student is tardy, he/she may take the test within the remaining time without penalty or the student may take the test on the same day, after class, in an area designated by the instructor. If the student elects to take the test after class on the same day, it is considered a late take and the instructor will follow the points-deduction guideline. Notices of absences and plans for make-up test must be made with the instructor in advance; otherwise, a 10-point penalty will be applied to the test grade. More than one excused make-up

will require full nursing faculty approval. A missed test must be made-up within 24 hours unless the instructor provides an extension. An unexcused absence will result in a “zero” for that test.

Students are expected to comply with the following examination rules:

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- Students may not have any textbooks, notebooks, cell phones, or other electronic devices on the desk at any time during an exam. All books, coats, backpacks, and other belongings will be placed at the front or sides of the classroom prior to the exam.
- No hats or sunglasses are allowed.
- Students may use calculators during exams. Use of calculators is allowed and is provided by the college. Students are not permitted to share calculators.
- Students are required to come prepared for exams, including writing apparatuses and paper. Faculty and staff will not provide students with essential supplies. Student may not share or borrow supplies during the testing period.
- It is the instructor's discretion to assign seats during the testing period. Students are expected to comply with the seating assignment.

### **Nationally Scored Testing**

Nursing students will be required to take nationally scored tests throughout the curriculum and to achieve a satisfactory score on each test. These tests serve the purpose of student assessment based on the national averages in the area of nursing. If a student does not score a Satisfactory, he/she will be required to follow the remediation process as provided by the examination platform.

### **Uniform Dress Code**

Students are required to present in uniform for theory class and clinical activities. The uniform for students is as follows:

#### A. Female:

- White scrub top with the Hope College of Arts & Sciences insignia embroidered on the left chest.
- Turquoise blue uniform pants. No stirrup pants or jeans are permitted.
- All uniforms must be of ample size and length to adequately cover the student and look professional.
- Clean, plain white shoes and shoelaces without insignia and white socks or white hosiery must be worn.
- Name Badge to be worn on the left side of chest.
- White uniform lab coat (optional) is to be the same length or slightly longer than the scrub top.

#### B. Male

- White scrub top with the Hope College of Arts & Sciences insignia embroidered on the left chest.
- Turquoise blue uniform pants. No slacks, workpants, or jeans are permitted.
- All uniforms must be of ample size and length to adequately cover the student and look professional.

- d. Clean, plain white shoes and shoelaces without insignia and white socks must be worn.
- e. Name Badge to be worn on the left side of chest.
- f. White uniform lab coat (optional) is to be the same length or slightly longer than the scrub top.

### **Specific Regulations while in Uniform**

While in the clinical/lab/simulation setting, all students are required to comply with the following:

1. All uniforms and lab coats should be clean and wrinkle free.
2. Students will be neat, clean, and well groomed by performing impeccable personal hygiene.
3. Hair should be clean and manageable. If it is longer than shoulder length, it must be held back and tied away from the face.
4. Men should be clean-shaven. Established beards and mustaches are to be always neatly trimmed. Side burns, if any, will be no longer than earlobe length.
5. Natural nails should be maintained reasonably short. Neutral colored nail polishes are acceptable if maintained in good condition. The application of artificial nails is strictly prohibited, including, acrylic nails, acrylic tips, acrylic coating, silk wraps, gel nails, and extenders. Gloving hands is not an alternative.
6. No ponytails, fancy bows, barrettes, hanging curls, “punk” cuts, or “punk” colors.
7. Perfume, scented hair products, or any strong odor is prohibited.
8. Undergarments must be worn, but should not be visible through clothing.
9. Students are allowed one piercing in each earlobe. All other body piercings, including tongue piercing, are not permitted. Students may use a clear spacer if the piercing cannot be removed completely.
10. Smoking is prohibited on campus and/or at clinical site.
11. The school picture ID must be worn at all times.
12. The only jewelry permitted is small post earrings; one necklace may be worn that is no longer than 17”, no bracelets with stones, the only rings that may be worn are engagement rings or wedding rings.
13. Excessive makeup is discouraged.

## **Additional Requirements**

Students are required to purchase and bring the following items to clinical/lab/simulation at all times:

- Watch with a second hand (not digital)
- Bandage scissors
- Regulation stethoscope
- Black ink pen
- Black Sharpie® marker
- Clinical packet as indicated by course syllabi
- Laboratory kits as indicated by course syllabi

## **Confidentiality**

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 program director. Failure to comply with this confidentiality policy will result in dismissal from the program and possible legal proceedings.

## **Behavior**

Students are expected to abide by all clinical agency policies as well as Hope College of Arts & Sciences policies.

Students are expected to behave in a responsible, ethical, and professional manner at all times as follows:

1. Provide services with respect for the dignity of man, unrestricted by consideration of nationality, race, creed, or status.
2. Safeguard the individual's right to privacy by judiciously protecting information of a confidential nature.
3. Recognize and accept responsibility for individuals' actions and judgment.
4. 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.
5. Use individual competencies as criteria in accepting delegated responsibilities; must always seek help from the clinical instructor.
6. Refuse to give or imply endorsement to advertising, promotion, or sales for commercial products, services, or enterprises.
7. Accept no monetary compensation from patients or staff and do not solicit gifts.
8. Abstain from taking prescription medications that have not been prescribed to him/her.
9. Show respect for authority when dealing with instructors and other members of the healthcare team.

## **Inclement Weather**

All nursing classes will be held as usual at Hope College of Arts & Sciences, weather permitting. In the event the school closes due to inclement weather, clinical activities will be cancelled as well. The clinical instructor or designee will notify students.

If you do not hear from your clinical instructor and the school is not closed, the clinical session will meet as scheduled.

If you have any questions, call your clinical instructor before you leave home. If you are unable to attend clinical, be sure to follow the appropriate notification procedure.

## **Disciplinary Procedures**

Any member of the Hope College of Arts & Sciences faculty may file a complaint that a student is in violation of the Policies and Procedures or Code of Conduct set forth by the College.

### **Disciplinary Action**

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 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 reentry.
5. At the discretion of the school, students may be immediately dismissed from the program depending upon the severity and type of violation.

### **Appeals to Disciplinary Action**

A student who has been found in violation of the Hope College of Arts & Sciences Policies and Procedures or Code of Conduct will have the opportunity to appeal the decision. The student's appeal must be in writing and submitted within 14 days of the College's final decision. Refer to the Grievance Procedure for detailed steps and requirements.

### **Academic/Clinical Probation**

Student academic progress is reviewed consistently throughout the program. Students that fail to meet the academic standard will be placed on academic probation with a plan of action to improve the student's readiness to continue in the program.

Students may be placed on academic probation for the following reasons:

- a. A term grade average below 77%
- b. Failure to make satisfactory progress towards the degree



A student who does not consistently perform at a satisfactory level (but who does pass the clinical component for the term) may be placed on clinical probation. Clinical probation will allow the clinical instructor to formally communicate documented concerns to the student, and allows the faculty and student to collaborate on the development of a performance improvement plan.

The clinical instructor will achieve this communication by completing the Clinical Probation form, reviewing it with the student in question, and including it in the student's clinical folder.

## **Satisfactory Academic Progress Policy**

All students are required to meet the standards of academic performance that are outlined in the sections below and they are evaluated regularly to determine that the standards are met. These standards have multiple components: a minimum cumulative grade point average requirement (CGPA); a minimum successful completion rate based on all clock hours attempted; and, a maximum time frame requirement to successfully complete all required clock hours for the program. As described below, each student must achieve the minimum CGPA within the maximum time frame established, achieving the required completion rate of 75% at each evaluation point. The four evaluation periods for measurement of Satisfactory Academic Progress are measured at 25%, 50%, 75%, and 100% of the maximum program length (total credits allowable) for the program. Failure to meet these standards may result in dismissal from the academic program and ineligible to earn a degree from the college.

### **Maximum Program Length**

Students must complete his or her program in a period of time not to exceed 1.5 times the normal length. The maximum program length for transfer students will be adjusted individually according to the total number of credits they successfully transferred into the program. 1.5 to determine that student's maximum program length will multiply the total number of credits the transfer student needs to complete their degree program.

### **Satisfactory Academic Progress (SAP) Evaluation**

1. Students are evaluated after the completion of every course and at the end of each academic term.
2. If a student fails a course before the term ends, the student is immediately placed on academic probation.
  - a. The student will remain on academic probation until:
    - (1) The student retakes the failed course when it is next offered and passes it on the next attempt; or,
    - (2) The student retakes the failed course and fails it again; or,
    - (3) The student takes another course (before retaking the first course) and fails it.
  - b. If the student takes the course a second time and passes it, the student is removed from academic probation.

- c. If the student fails the course for a second time, the student is academically dismissed from the college.
  - d. If the student takes another course (before retaking the first course) and fails it, the student is academically dismissed from the college.
3. At the end of a term, any student whose cumulative grade point average (CGPA) is below 2.0, or whose successful completion rate is less than 75% of all credits attempted, will be placed on academic probation.
  - a. The student will have one term to raise his or her CGPA to 2.0 or higher and/or the completion rate to 75% or better.
  - b. Any student who fails to earn the minimum CGPA or the required completion rate by the end of the probationary term will be academically dismissed from the college.
  - c. The student will be withdrawn from the program if he or she fails to meet the minimum SAP requirements.

### **Program Change**

If a student requests a program change, and upon approval, all applicable credits will 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.

### **Repeated Courses**

Repeated courses may adversely affect a student’s cumulative grade point average, as well as his or her academic progress. A student may repeat courses for which an “F”, “D”, or “W” is earned. When a student repeats a course for the purpose of raising a failing grade, the highest grade will be used in calculating the student’s CGPA. If a student’s CGPA is not meeting the minimum requirement for satisfactory progress, a student will be placed on probation. If satisfactory progress is not achieved by the end of the evaluation period, a student may be subject to a second probation or dismissal from the college. Students not meeting the CGPA minimum standards by the end of the first probation period will be dismissed from the college.

### **Incomplete Grades**

An “Incomplete” must be made up as quickly as possible. If a student does fulfill the obligation to complete the course, the incomplete “I” will be changed to a passing letter grade earned. If the Incomplete is not satisfied within the time frame agreed on, the grade will automatically become an “F”, which may result in the student’s dismissal from the college. The student’s CGPA minimum standards will be affected.

### **Student Withdrawal**

If the student withdraws from the program, the student’s maximum time frame is not affected. However, the student’s financial obligations must be satisfied. Students re-entering after withdrawing are subject to new tuition and fees as applicable.

## **Qualitative Criteria For Satisfactory Academic Progress**

Under the qualitative criteria, to make Satisfactory Academic Progress, the student must comply with the following two criteria: (1) Demonstrate a minimum overall cumulative grade point average of 2.0 at the end of the student's semester of enrollment, and at the end of each subsequent term thereafter; (2) Demonstrate successful completion of the required percentage of the total cumulative credit hours he or she has attempted in the program of study at the intervals described below.

Minimum overall required percentage of completion cumulative GPA of coursework attempted:

Interval I: End of the second semester:	2.0	66%
Interval II: End of the student's third semester	2.0	96%

## **Quantitative Criteria For Satisfactory Academic Progress**

As indicated above, a student must maintain a satisfactory overall GPA and successfully complete a minimum percentage of coursework (66% of credits attempted) each academic semester. Additionally, a student must complete his or degree within a maximum timeframe of attempted credit. The timeframes are as follows for the ASN degree:

Associate of Science in Nursing Degree = 130.5 maximum attempted credit

The Maximum Time Frame for the Completion of any program of study is 150% of the credits designated for the program in the College catalog. A student will not be making Satisfactory Academic Progress if the college determines that the student is unable to graduate from his or her program without exceeding the Maximum Time Frame for Completion. In such case, the student will be terminated from his or her program of study.

The calculation of the Maximum Time Frame for Completion includes all courses taken while the student is enrolled in his or her program of study, if the subject matter of a course or courses in that different program of study is substantially the same as a course in his or her current program of study, or if a course or courses count toward the satisfaction of any of the coursework requirement in the current program.

## **Educational Outcomes**

Educational outcomes are the competencies the National League of Nursing (NLN, 2000) expects of the graduate nurses from Hope College of Arts & Sciences. Those outcomes include:

### **Professional Behaviors**

“Professional behaviors within nursing practice are characterized by a commitment to the nursing ethics which guide the nursing profession. The graduate of the ASN program as well as the RN to BSN program adheres to standards of professional practice. The graduate is accountable for his/her own actions and behaviors and are guided by concern for others as demonstrated by caring, valuing the profession of nursing, and participation in ongoing professional development and professional organizations” (NLN Educational Competencies for ASN Program 2000).

## **Communication**

“Communication in nursing is an interactive process through which there is an exchange of information that may occur verbally, nonverbally, in writing or through information technology. Those who may be included in this process are the nurse, client, significant support person(s), other members of the healthcare team, and community agencies. Effective communication demonstrates caring, compassion, and cultural awareness, and is directed toward promoting positive outcomes and establishing a trusting relationship” (NLN Educational Competencies for ASN Program 2000).

“Therapeutic communication is an interactive verbal and nonverbal process between the nurse and client to cope with change, develop more satisfying interpersonal relationships, and integrate new knowledge and skills” (NLN Educational Competencies for ASN Program 2000).

## **Assessment**

“Assessment is the collection, analysis and synthesis of relevant data for the purpose of appraising the client’s health status. Comprehensive assessment provides a holistic view of the client, which includes dimensions of physical, developmental, emotional, psychosocial, cultural, spiritual, and functional status. Assessment involves the orderly collection of information from multiple sources to establish a foundation for provision of nursing care, and includes identification of available resources to meet client needs. Initial assessment provides a baseline for future comparisons that can be made in order to individualize client care. Ongoing assessment and reassessment are required to meet the client’s changing needs” (NLN Educational Competencies for ASN Program 2000).

## **Clinical Decision-making**

“Clinical decision-making encompasses the performance of accurate assessments, in the use of multiple methods to access information and the analysis and integration of knowledge and information to formulate clinical judgments. Effective clinical decision-making results in finding solutions, individualizing care, and assuring the delivery of accurate safe care that moves the client and support person(s) toward positive outcomes. Evidence based practice and utilizing critical thinking provides the foundation for appropriate clinical decision-making” (NLN Educational Competencies for ASN Program 2000).

## **Caring Interventions**

“Caring interventions are those nursing behaviors and actions that assist clients in meeting their needs. These interventions are based on a knowledge and understanding of the natural sciences, behavioral sciences, nursing theory, nursing research, and past nursing experiences. Caring is the ‘being with’ and ‘doing for’ that assist clients to achieve the desired results. Caring behaviors are nurturing, protective, compassionate, and person-centered. Caring creates an environment of hope and trust where client choices related to cultural values, beliefs, and lifestyle is respected” (NLN Educational Competencies for ASN Program 2000).

## **Teaching and Learning**

“Teaching and learning processes are used to promote and maintain health and reduce risks and are implemented in collaboration with the client, significant support person(s), and other members of the healthcare team. Teaching encompasses the provision of health education to promote and facilitate informed decision-making, achieve positive outcomes, and support self-care activities. Integral components of the teaching process include the transmission of information, evaluation of the response to teaching, and modification of teaching based on identified responses. Learning

involves the assimilation of information to expand knowledge, and change behavior” (NLN Educational Competencies for ASN Program 2000).

## **Collaboration**

“Collaboration is the shared planning, decision-making, problem-solving, goal-setting, and assumption of responsibilities by those who work together cooperatively with open professional communication. Collaboration occurs with the client, significant support person(s), peers, and other members of the healthcare team and community agencies. The nurse participates in the team approach to holistic, client-centered care across healthcare settings. The nurse’s role is to be an advocate, liaison, coordinator, and colleague, as participants work together to meet client needs and move the client toward positive outcomes. Collaboration requires consideration of client needs, priorities, preferences, available resources and services, shared accountability and mutual respect” (NLN Educational Competencies for ASN Program 2000).

## **Managing Care**

“Managing care is the efficient, effective use of human physical, financial, and technological resources to meet client needs and support organizational outcomes. Effective management is accomplished through the process of planning, organizing, directing, and controlling. The nurse in collaboration with the healthcare team uses these processes to assist the client to move toward positive outcomes in a cost-efficient manner, to transition within and across healthcare settings, and to access resources” (NLN Educational Competencies for ASN Program 2000).

## **Person**

The person is a multidimensional being who is constantly interacting with and adapting to the environment. Departmental faculty believes the concept of person may represent a single individual, a family, a group, a community, or all mankind. All persons share common needs related to safe and effective care environments, health promotion and maintenance, psychosocial integrity, and physiological integrity through the life span. Each person’s response to these needs is unique and is influenced by his/her own psychosocial, spiritual, cultural and occupational experiences. The uniqueness of each person must be recognized. Each person possesses various strengths and capacities for growth in life experiences fitting his/her age, preference, physical capacity, and psychosocial/behavioral/physical development. All persons deserve to be treated with respect and dignity.

## **Health**

Health is a dynamic state, inclusive of well being and illness, and is based on each person’s perception of well-being. Nurses’ work with persons to promote holistic health through providing safe and effective care environments, health promotion and maintenance, psychosocial integrity, physiological integrity (Client Needs, NCLEX-RN®), which are mutually acceptable and culturally congruent. Human beings possess the right to make decisions affecting their health and bear the responsibility for their decisions and actions. However, the person may need nursing assistance to attain a higher level of well being. Empowering persons to assume greater responsibility for health is an ongoing challenge for nursing.

## **Environment**

Environment is the contextual space encompassing internal and external conditions and the circumstances and influences surrounding and affecting the person. Society is an environmental influence affecting a person’s beliefs, values, attitudes, and spiritual and cultural practices. Opportunities to obtain health care are influenced by multiple environmental factors and healthcare professionals need to be sensitive to the influence of these factors.

## **Nursing**

Nursing is a dynamic, continually evolving profession that requires skillful application of theories and principles derived from the sciences and humanities. Nursing practice focuses on human responses to actual or potential altered health states. Nursing care is individualized to relate to the person wherever the person is at his/her particular level of health. The goal of nursing in any setting is to help individuals, patients and their loved ones achieve an optimal level of health throughout the lifespan, or a peaceful death, when all reasonable treatment measures have been exhausted.

## **Students' Code of Conduct**

Students of Hope College of Arts & Sciences are expected to behave in a responsible, ethical, and professional manner at all times. The following policies are approved for students of the nursing program by the Administration of the College, and they reflect the rules and regulations as set forth by the Florida Board of Nursing.

### **I. Classroom Etiquette**

- a. Classroom conversations are to be in English at all times.
- b. Cell phones are prohibited from use in the classrooms. The use of cell phones (calls, texting, photos, etc.) in the classroom or computer lab is strictly prohibited. The school phone number **(954-532-9614)** may be given out for use in case of an emergency, and the student will be notified by school staff of any calls. If a student wants make a phone call, he or she must ask to be excused from the classroom to do so, and should only occur if absolutely necessary.
- c. Please do not gossip. Not only do you hurt yourself with this demeaning behavior, it is unproductive and hurtful to others.
- d. Behavior that is aggressive, threatening, or violent will not be tolerated. You need to be mindful that you are in the healing profession, so your behavior needs to reflect that at all times while you are on campus or in the clinical settings.
- e. As a professional, please be mindful that respect of the staff, faculty, and your fellow students will reflect positively on you. In turn, you will be respected by staff, faculty, and fellow peers.

### **II. Ethical Behavior**

- a. Your behavior as a student must be ethical at all times. Unethical behavior cannot be tolerated and will result in disciplinary action, which may include dismissal from the program.
- b. Be honest at all times regarding your personal information regarding the College, and any actions you have taken while attending the College. Do not lie to any employee of the College.
- c. Cheating is not a positive reflection of you, the student. It is not permitted, and if it is determined that you cheated, you may be dismissed from the College. Cheating includes, but is not limited to, talking during a test, looking at or copying another

student's answers, or providing test information or answers to another student. Helping someone else cheat is still cheating.

- d. Plagiarism is considered not only cheating, but stealing as well. Plagiarism is using another person's written information and putting it in your work as if it was your own. Whenever you obtain information on a subject from a source, whether it is the Internet, a textbook, an article, a magazine, or any other written or digital source, you must provide appropriate citations in your work to accurately reflect the source of the information. Hope College of Arts & Sciences uses and teaches APA formatting, and clear instructions on how to cite sources is provided in the classrooms.

### **III. Tardiness**

Punctuality is the hallmark of the professional. Students are expected to attend classes and clinical on time. If you have two unexcused tardies to class, it will count as one absence. Two unexcused absences will result in an automatic failure of the course. Being punctual will enhance your learning because you will not miss important information in lecture.

### **IV. Absences**

- a. Excessive absences contribute to poor grades and reflect poorly on you as a student, as well as on the school. Attendance will be taken at the beginning of each class and clinical. Personal appointments need to be scheduled for time you are not required to be in either the classroom or the clinical site. Violation of this policy may result in disciplinary action.
- b. If you have two unexcused tardies to class, it will count as one absence. Two unexcused absences will result in an automatic failure of the course.
- c. It is the student's responsibility to notify the instructor and the school office 60 minutes before the start of class or clinical. Failure to do so will result in an unexcused absence. If your call is not answered, leave a message and try again later. Students will not be allowed to make up or receive credit for quizzes, tests, and/or homework missed during an unexcused absence. Either an email or a text message to the instructor's phone is acceptable.
- d. It is your responsibility to arrange for makeup of all tests and homework missed on the day/s you return from an excused absence. The instructor will arrange a time for the makeup of any exams, and the exams will be different from the ones that were given during your absence.
- e. A written statement from a licensed physician, nurse practitioner, or physician's assistant is required for excused absences. Routine appointments are not considered excused.

The following are considered unexcused absences:

- f. Failure to notify the instructor (clinical or class) of an impending absence at least 60 minutes before the start of class;
- g. Unprofessional behavior in a clinical setting that results in being asked to leave the facility;

- h. Incomplete preparation for clinical assignments resulting in being asked to leave the facility;

All clinical time must be completed. Only one clinical day may be missed.

## V. Leave of Absence

A student may be granted a leave of absence for up to two weeks. The department head must approve an absence of longer than two weeks. A request for a leave of absence must be in writing, and the date of expected return must be specified. If the student does not re-enter within the specified time and has not notified the school, the student's contract will be terminated. No refund will be granted according to the College's refund policy.

## VI. Dress Code

- a. 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 consistently do not comply with the College's dress code policy may be asked to withdraw from the program.
- b. When attending the campus nursing laboratory, you will be required to wear uniforms or scrubs, unless specifically directed otherwise by the instructor. Standards of good grooming are expected, as outlined below.
- c. The school uniform for students consists of the following requirements, and is prepared for both male and female students.
  - i. Females
    - (a) Turquoise uniform pants.
    - (b) 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 the correct size and length to adequately cover the student and look professional.
    - (c) Clean, plain white shoes without insignia are required. Shoelaces must be clean and white. Shoe jewelry is not allowed. Socks must be worn.
    - (d) A name badge is provided by the College and is to be worn on the left side of chest, at all times when on the campus or at clinical.
    - (e) White uniform sweater (optional) is to be the same length, or slightly longer than the scrub top.
  - ii. Males
    - (a) Turquoise uniform pants.
    - (b) 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 the correct size and length to adequately cover the student and look professional.

- (c) Clean, plain white shoes without insignia are required. Shoelaces must be clean and white. Shoe jewelry is not allowed. Socks must be worn.
- (d) A name badge is provided by the College and is to be worn on the left side of the chest at all times when on the campus or at clinical.

iii. In addition to the above requirements for uniforms, the following also applies:

- (a) Plain, white, full-length or three-quarter-length lab coat with Hope College of Arts & Sciences' insignia embroidered on the left chest.

iv. Specific regulations while in uniform must be followed so that you are presenting yourself as a professional at all times:

- (a) All uniforms and lab coats should be clean and wrinkle free.
- (b) Hair must be clean, neat, and above the collar. No ponytails, fancy bows or barrettes, hanging curls, "punk" cuts, or "punk" colors are permitted.

## **VII. Jewelry**

The only jewelry permitted is small post-type earrings, and only one pair of earrings may be worn while in uniform. No necklaces longer than 17 inches are permitted. In addition, you may not wear bracelets with stones; rings with stones (with the exception of a woman's engagement ring), and you may not have visible body pierces or tattoo. Your appearance must be professional whenever you are in uniform, either in the classroom or at clinical.

## **VIII. Grooming**

- a. Women may not wear excessive or extremely colorful makeup.
- b. Both men and women must keep their fingernails short, to the end of the finger, and clean. No acrylic or false nails may be worn, nor is nail jewelry permitted. Clear nail polish is permitted.
- c. You may not wear cologne, perfume, or aftershave in the clinical area. This rule is to allow for patients and others with allergies to avoid an allergic reaction.
- d. While in clinical facilities, eating and gum-chewing will not be permitted in any locations other than the designated non-patient areas for staff.
- e. Hair is to be clean and neatly groomed at all times. When in the clinical setting, hair is to be kept off of the shoulders and the collar. Both your safety and the patient's safety may become a serious issue should the patient attempt to clutch your hair if it is long and easily grabbed.

## **IX. Bulletin Board and Student Messages**

Notices are posted on the bulletin board in the student lounge. Be sure you regularly check it for messages and other important information. In addition, there is an alphabetical file by last name at the reception desk that has information for individual students. Please check the file regularly for any important messages.

## **X. Requests Directed to the Staff and/or Faculty**

- a. Students are not to ask the staff or faculty to duplicate materials related to class or clinical assignments. Copies may be made for a minimal charge. Advise the Front Desk that you need papers copied and arrangements will be made for your request.
- b. If you have an emergency, ask to use the College telephone. It is available to students only in the event of an emergency.
- c. Please do not ask to borrow office supplies. You are responsible for all of your study aids while attending class; thus, you need to be prepared with all of the appropriate supplies.

## **XI. Behavior in the Clinical Setting**

- a. When you are in the clinical setting, you will be expected to behave in a responsible, ethical, and professional manner at all times.
- b. As a professional, it is expected that you will provide services with respect for the dignity of man, unrestricted by consideration of nationality, race, creed or status.
- c. You will be expected to safeguard the individual's right to privacy by judiciously protecting information of a confidential nature.
- d. Recognize and accept responsibility for your own actions and judgment.
- e. Act to safeguard the patient when his or her care and safety are affected by incompetent, unethical, or illegal conduct of any person. If such conduct is suspected, you must immediately advise the instructor.
- f. Use individual competencies as criteria in accepting delegated responsibilities always seek help from the clinical instructor.
- g. Refuse to give or imply endorsement to advertising, promotion, or sales for commercial products, services, and/or enterprises.
- h. You are not allowed to accept any monetary compensation or gifts from patients or staff, and do not solicit gifts.
- i. Never take prescription medications that have not been prescribed to you. Not only is this very unethical behavior, it is potentially very dangerous to both you and the patient, should his or her medication be short.
- j. It is very important that you show respect for authority when dealing with instructors and other members of the healthcare team at all times. Remember, we are invited guests in their facilities and need to behave with integrity at all times.

## XII. Disciplinary Action

Refer to the Academic Catalog for the policy regarding disciplinary actions that can be taken should a student violate any of the policies of the college.

### Program of Study

Program	Certificate Awarded	Title	Total Hours/ Credit Needed for Completion
Associate of Science in Nursing	Associate's Degree	Associate of Science Nursing Degree	77 Credits
Associate of Science in Nursing (FOR LICENSED PRACTICAL NURSES)	Associate's Degree	Associate of Science Nursing Degree	77 Credits

#### Associate of Science in Nursing

GENERAL EDUCATION COURSES	
Course	Cr
English Composition I	3
Ethics	3
College Algebra	3
Sociology	3
Psychology	3
Chemistry	2
Chemistry Lab	1
Microbiology	2
Microbiology Lab	1
Anatomy and Physiology I	2
Anatomy and Physiology I Lab	1
Anatomy and Physiology II	2
Anatomy and Physiology II Lab	1

#### Associate of Science in Nursing (For License Practical Nurses)

GENERAL EDUCATION COURSES	
Course	Cr
English Composition I	3
Ethics	3
College Algebra	3
Sociology	3
Psychology	3
Chemistry	2
Chemistry Lab	1
Microbiology	2
Microbiology Lab	1
Anatomy and Physiology I	2
Anatomy and Physiology I Lab	1
Anatomy and Physiology II	2
Anatomy and Physiology II Lab	1

(Continued on next page)

### Associate of Science in Nursing 77 Credits

CORE COURSES	
Math and Pharmacology for Nurses	2
Math and Pharmacology for Nurses Lab*	1
Fundamentals of Nursing	3
Fundamentals of Nursing Lab*	1
Fundamentals of Nursing Clinical	3
Health Assessment	2
Health Assessment Lab*	1
Basic Medical Surgical Nursing	2
Basic Medical Surgical Nursing Lab*	1
Basic Medical Surgical Nursing Clinical	3
Complex Medical Surgical Nursing	2
Complex Medical Surgical Nursing Lab*	1
Complex Medical Surgical Nursing Clinical	2
Advanced Medical Surgical Nursing	2
Advanced Medical Surgical Nursing Lab*	1
Advanced Medical Surgical Nursing Clinical	2
Maternity & Newborn Nursing	2
Maternity & Newborn Nursing Lab*	1
Maternity & Newborn Nursing Clinical	1
Pediatric Nursing	2
Pediatric Nursing Lab*	1
Pediatric Nursing Clinical	1
Mental Health Nursing	2
Mental Health Nursing Clinical	2
Community Nursing	2
Community Nursing Clinical	1
Nursing Leadership and Practicum	1

\*Lab Course

### Associate of Science in Nursing (LPN) 77 Credits

CORE COURSES	
Math and Pharmacology for Nurses	2
Math and Pharmacology for Nurses Lab	1
<b>Fundamentals of Nursing**</b>	<b>3</b>
<b>Fundamentals of Nursing Lab**</b>	<b>1</b>
<b>Fundamentals of Nursing Clinical**</b>	<b>3</b>
Health Assessment	2
Health Assessment Lab*	1
<b>Basic Medical Surgical Nursing**</b>	<b>2</b>
<b>Basic Medical Surgical Nursing Lab**</b>	<b>1</b>
<b>Basic Medical Surgical Nursing Clinical**</b>	<b>3</b>
Complex Medical Surgical Nursing	2
Complex Medical Surgical Nursing Lab*	1
Complex Medical Surgical Nursing Clinical	2
Advanced Medical Surgical Nursing	2
Advanced Medical Surgical Nursing Lab*	1
Advanced Medical Surgical Nursing Clinical	2
Maternity & Newborn Nursing	2
Maternity & Newborn Nursing Lab*	1
Maternity & Newborn Nursing Clinical	1
Pediatric Nursing	2
Pediatric Nursing Lab*	1
Pediatric Nursing Clinical	1
Mental Health Nursing	2
Mental Health Nursing Clinical	2
Community Nursing	2
Community Nursing Clinical	1
Nursing Leadership and Practicum	1
Transition to Professional Nursing	4
Transitions to Professional Nursing Clinical	2

\*\* Licensed Practical Nursing students who are transitioning to the Associate of Science in Nursing program will be eligible for up to 13 course credits transferred into the degree program. Credits must first be approved by the Director of Nursing.

## General Education

General education is 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.

### COLLEGE PREPARATION

Course Number	Course Title	Credit Hours
HCAS-PHI 1104	Ethics	3.0

### ENGLISH

Course Number	Course Title	Credit Hours
HCAS-ENG 1100	English Composition I	3.0

### SOCIAL SCIENCES

Course Number	Course Title	Credit Hours
HCAS-PSY 1106	Psychology	3.0
HCAS-SOC 1108	Sociology	3.0

### SCIENCES

Course Number	Course Title	Credit Hours
HCAS-API 1110	Anatomy and Physiology I	2.0
HCAS-API 1110L	Anatomy and Physiology I Lab	1.0
HCAS-API 1112	Anatomy and Physiology II	2.0
HCAS-API 1112L	Anatomy and Physiology II Lab	1.0
HCAS-CHE 1114	Chemistry	2.0
HCAS-CHE 1114L	Chemistry Lab	1.0
HCAS-MIC 1116	Microbiology	2.0
HCAS-MIC 1116L	Microbiology Lab	1.0

### MATHEMATICS

Course Number	Course Title	Credit Hours
HCAS-MATH 1118	Math Basics for Healthcare Professionals	3.0

General Education courses are offered via hybrid format. Students have the option to sign up for **courses online or on grounds**. (The college has the discretion to adapt the schedule according to need and availability). Courses are listed below.

HCAS-PHI 1104	Ethics
HCAS-ENG 1100	English Composition I
HCAS-PSY 1106	Psychology

## Course Descriptions

### **HCAS-ENG 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 6<sup>th</sup> edition of style.

### **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-API 1110: Anatomy and Physiology I**

### **2.0 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-API 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-API 1112: Anatomy and Physiology II**

### **2.0 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-API 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-CHE 1114: Chemistry**

### **2.0 Credit Hours**

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

## **HCAS-CHE 1114L: Chemistry Lab**

### **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-MIC 1116: Microbiology**

### **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-MIC 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-MATH 1118: Math Basics for Healthcare Professionals**

### **Credit Hours**

A Math Basics for Healthcare Professionals 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.

## **Associate of Science in Nursing**

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

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

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

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

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### **ASSOCIATE OF SCIENCE IN NURSING**

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
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## Prerequisites

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<b>HCAS-ENG 1100</b>	English Composition I	3.0
<b>HCAS-PHI 1104</b>	Ethics	3.0
<b>HCAS-MATH 1118</b>	Math Basics for Healthcare Professionals	3.0
<b>HCAS-SOC 1108</b>	Sociology	3.0
<b>HCAS-PSY 1106</b>	Psychology	3.0
<b>HCAS-CHE 1114</b>	Chemistry	2.0
<b>HCAS-CHE 1114L</b>	Chemistry Lab	1.0
<b>HCAS-MIC 1116</b>	Microbiology	2.0
<b>HCAS-MIC 1116L</b>	Microbiology Lab	1.0
<b>HCAS-API 1110</b>	Anatomy and Physiology I	2.0
<b>HCAS-API 1110L</b>	Anatomy and Physiology I Lab	1.0
<b>HCAS-APII 1112</b>	Anatomy and Physiology II	2.0
<b>HCAS-APII 1112L</b>	Anatomy and Physiology II Lab	1.0

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## Core Courses

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<b>HCAS-NUR 1150</b>	Math and Pharmacology for Nurses	2.0
<b>HCAS-NUR 1150L</b>	Math and Pharmacology for Nurses Lab*	1.0
<b>HCAS-NUR 1080</b>	Fundamentals of Nursing	3.0
<b>HCAS-NUR 1080L</b>	Fundamentals of Nursing Lab*	1.0
<b>HCAS-NUR 1080C</b>	Fundamentals of Nursing Clinical	3.0
<b>HCAS-NUR 1088</b>	Health Assessment	2.0
<b>HCAS-NUR 1088 L</b>	Health Assessment Lab*	1.0
<b>HCAS-NUR 2010</b>	Basic Medical Surgical Nursing	2.0
<b>HCAS-NUR 2010 L</b>	Basic Medical Surgical Nursing Lab*	1.0
<b>HCAS-NUR 2010 C</b>	Basic Medical Surgical Nursing Clinical	3.0
<b>HCAS-NUR 2040</b>	Complex Medical Surgical Nursing	2.0
<b>HCAS-NUR 2040 L</b>	Complex Medical Surgical Nursing Lab*	1.0
<b>HCAS-NUR 2040 C</b>	Complex Medical Surgical Nursing Clinical	2.0
<b>HCAS-NUR 4220</b>	Advanced Medical Surgical Nursing	2.0
<b>HCAS-NUR 4220 L</b>	Advanced Medical Surgical Nursing Lab*	1.0
<b>HCAS-NUR 4220C</b>	Advanced Medical Surgical Nursing Clinical	2.0
<b>HCAS-NUR 2030</b>	Maternity & Newborn Nursing	2.0
<b>HCAS-NUR 2030 L</b>	Maternity & Newborn Nursing Lab*	1.0
<b>HCAS-NUR 2030 C</b>	Maternity & Newborn Nursing Clinical	1.0
<b>HCAS-NUR 2020</b>	Pediatric Nursing	2.0
<b>HCAS-NUR 2020 L</b>	Pediatric Nursing Lab*	1.0
<b>HCAS-NUR 2020 C</b>	Pediatric Nursing Clinical	1.0
<b>HCAS-NUR 2050</b>	Mental Health Nursing	2.0
<b>HCAS-NUR 2050 C</b>	Mental Health Nursing Clinical	2.0
<b>HCAS-NUR 2200</b>	Community Nursing	2.0
<b>HCAS-NUR 2200 C</b>	Community Nursing Clinical	1.0
<b>HCAS-NUR 4240</b>	Nursing Leadership and Practicum	1.0

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

## General Education Courses

### Prerequisites Course Descriptions

**HCAS-PHI 1104: Ethics**  
**3 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-ENG 1100: English Composition I**

#### **3 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 6<sup>th</sup> edition of style.

### **HCAS-PSY 1106: Psychology**

#### **3 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 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-CHE 1114: Chemistry**

#### **2.0 Credit Hours**

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

### **HCAS-CHE 1114L: Chemistry Lab**

#### **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-API 1110: Anatomy and Physiology I**

#### **2.0 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-API 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-APII 1112: Anatomy and Physiology II**

#### **2.0 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-APII1112L: 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-MIC 1116: Microbiology**

#### **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-MIC 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-MATH1118: Math Basics for Healthcare Professionals**

### **3 Credit Hours**

A Math Basics for Healthcare Professionals 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**

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

## **HCAS-NUR 1150: Math and Pharmacology for Nurses**

### **2.0 Credit Hours**

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

## **HCAS-NUR 1150L: Math and Pharmacology for Nurses Lab\***

### **1.0 Credit Hours**

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

## **HCAS-NUR 1080: Fundamentals of Nursing**

### **3.0 Credit Hours**

This course provides the students with the overview of nursing as a science, an art, and a profession and the introduction to the fundamental concepts and knowledge needed to meet the

basic needs of all patients. The nursing process is used as a framework for care delivery, as well as concepts from the social, psychological, and physical sciences. It deals with the concept of man as a holistic being comprised of biopsychosocial and spiritual dimensions. It includes a discussion on the different roles of a nurse emphasizing health promotion, maintenance of health, as well as prevention of illness utilizing the nursing process. Furthermore, the following topics are also given attention: communication skills, health and illness, levels of care, and meeting needs related to death, dying/grief, and grieving.

### **HCAS-NUR 1080L: Fundamentals of Nursing Lab\***

#### **1.0 Credit Hour**

This course will introduce to the students the nursing care practices and procedures needed to provide care to patients to attain optimal health. It includes physical comfort and safety, personal patient care, basic nursing procedures and skills, infection control practices, documentation and communication, and the processes used to deliver care. The following nursing procedures/topics are discussed and practiced: asepsis, hand washing, bag technique, urine examination for glucose and sugar, TPR and BP taking, bed making (occupied, opened, closed), shampoo in bed, traditional medicine/therapies (herbal medicine making, ventusa, and shiatsu/acupressure)

### **HCAS-NUR 1080C: Fundamentals of Nursing Clinical**

#### **3.0 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.

### **HCAS-NUR 1088: Health Assessment**

#### **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\***

#### **1.0 Credit Hours**

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

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

#### **2.0 Credit Hours**

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

### **HCAS-NUR 2010L: Basic Medical Nursing Lab\***

#### **1.0 Credit Hours**

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

### **HCAS-NUR 2012C: Basic Medical Nursing Clinical**

#### **3.0 Credit Hours**

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

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

#### **2.0 Credit Hours**

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

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

#### **2.0 Credit Hours**

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

### **HCAS-NUR 2040: Complex in Medical Nursing**

#### **2.0 Credit Hours**

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

course will continue to emphasize the core concepts of the curriculum: nursing process, caring behaviors, critical thinking, communication skills, and clinical competence.

### **HCAS-NUR 2040L: Complex in Medical Nursing Lab\***

#### **1.0 Credit Hours**

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

### **HCAS-NUR 2041C: Complex in Medical Nursing Clinical**

#### **2.0 Credit Hours**

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

### **HCAS-NUR 2200: Community Nursing**

#### **2.0 Credit Hours**

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

### **HCAS-NUR 2200C: Community Nursing Clinical**

#### **1.0 Credit Hour**

This course will introduce clinical experiences in the community settings. Students will be providing direct care to patients/clients, and will be under the supervision of a faculty member to enhance their learning experiences.

### **HCAS-NUR 2030: Maternity and Newborn Nursing**

#### **2.0 Credit Hours**

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

### **HCAS-NUR 2030C: Maternity and Newborn Nursing Clinical**

#### **1.0 Credit Hour**

This clinical practice course will focus on the application of theories, concepts, research, and issues and trends in maternal child health nursing. Emphasis is on the role of the professional nurse

in child health nursing and on the use of the nursing process with children and their families. To enhance the student's knowledge, skills, and attitude, the students are exposed to family health nursing and postpartum/nursery rotations. Students will utilize the nursing process as a framework for care delivery. Students will be providing direct care to patients/clients and will be under the supervision of a faculty member.

### **HCAS-NUR 2020: Pediatric Nursing**

#### **3.0 Credit Hours**

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

### **HCAS-NUR 2020L: Pediatric Nursing Lab\***

#### **1.0 Credit Hours**

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

### **HCAS-NUR 2022C: Pediatric Nursing Clinical**

#### **1.0 Credit Hour**

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

### **HCAS-NUR 4220: Advanced Medical Nursing**

#### **2.0 Credit Hours**

This course prepares the student learner to apply safe and effective care for clients with advanced medical and surgical problems. This course is designed to build on material from the previous medical surgical course. Through the use of the nursing process, caring behaviors, critical thinking and communication skills, and the student will prioritize the biopsychosocial needs of clients to promote optimal health and wellness.

### **HCAS-NUR 4220L: Advanced Medical Nursing Lab\***

#### **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 Nursing Clinical

### 1.0 Credit Hour

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

## HCAS-NUR 4240: Nursing Leadership and Practicum

### 1.0 Credit Hour

The student will focus on the nursing leadership and management roles and skills needed for the 21<sup>st</sup> century in healthcare organizations. Emphasis is placed on the emerging concepts of leadership in the 21<sup>st</sup> century, characteristics of an integrated leader/manager, thriving with change in a complex environment, communication in a multicultural workplace, the culture of safety, and critical thinking within the dynamic adaptive management processes. The student analyzes the complex systems of planning, staffing, organizing, directing, and controlling in light of the transforming environment within which healthcare institutions exist. Interrelated classroom and practice experiences facilitate the integration of theory to a variety of practice settings. Extensive practice in organizing and leading the care for a group of clients will be provided under the supervision of a nurse preceptor in the clinical setting and the direction of nursing faculty.

## Registered Nursing

### ASSOCIATE OF SCIENCE IN NURSING (FOR LICENSED PRACTICAL NURSES)

Course Number	Course Title	Credit Hours
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#### Prerequisites

HCAS-ENG 1100	English Composition I	3.0
HCAS-MATH 1118	Math Basics for Healthcare Professionals	3.0
HCAS-SOC 1108	Sociology	3.0
HCAS-PSY 1106	Psychology	3.0
HCAS-PHI 1104	Ethics	3.0
HCAS-CHE 1114	Chemistry	2.0
HCAS-CHE 1114L	Chemistry Lab	1.0
HCAS-MIC 1116	Microbiology	2.0
HCAS-MIC 1116L	Microbiology Lab	1.0
HCAS-API 1110	Anatomy and Physiology I	2.0
HCAS-API 1110L	Anatomy and Physiology I Lab	1.0
HCAS-APII 1112	Anatomy and Physiology II	2.0
HCAS-APII 1112L	Anatomy and Physiology II Lab	1.0

#### Core Courses

HCAS-NUR 1150	Math and Pharmacology for Nurses	2.0
HCAS-NUR 1150L	Math and Pharmacology for Nurses Lab*	1.0
HCAS-NUR 2002	Transition to Professional Nursing	4.0

<b>HCAS-NUR 2002C</b>	Transitions to Professional Nursing Clinical	2.0
<b>HCAS-NUR 1088C</b>	Health Assessment	2.0
<b>HCAS-NUR 1088</b>	Health Assessment Lab*	1.0
<b>HCAS-NUR 4220</b>	Advanced Medical Surgical Nursing	2.0
<b>HCAS-NUR 4220L</b>	Advanced Medical Surgical Nursing Lab*	1.0
<b>HCAS-NUR 4220C</b>	Advanced Medical Surgical Nursing Clinical	1.0
<b>HCAS-NUR 2030</b>	Maternity & Newborn Nursing	2.0
<b>HCAS-NUR 2030C</b>	Maternity & Newborn Nursing Clinical	1.0
<b>HCAS-NUR 2020</b>	Pediatric Nursing	2.0
<b>HCAS-NUR 2020L</b>	Pediatric Nursing Lab*	1.0
<b>HCAS-NUR 2020C</b>	Pediatric Nursing Clinical	1.0
<b>HCAS-NUR 2050</b>	Mental Health Nursing	2.0
<b>HCAS-NUR 2050C</b>	Mental Health Nursing Clinical	2.0
<b>HCAS-NUR 2200</b>	Community Nursing	2.0
<b>HCAS-NUR 2200C</b>	Community Nursing Clinical	1.0
<b>HCAS-NUR 4240</b>	Leadership and Management Practicum	1.0

\*\* Licensed Practical Nursing students who are transitioning to the Associate of Science in Nursing program will be eligible for up to 13 course credits transferred into the degree program. Credits must first be approved by an academic adviser.

## General Education Courses

### **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-ENG 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 6<sup>th</sup> edition of style.

### **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-CHE 1114: Chemistry**

#### **2.0 Credit Hours**

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

### **HCAS-CHE 1114L: Chemistry Lab\***

#### **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-API 1110: Anatomy and Physiology I**

#### **1.0 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-API 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-APII 1112: Anatomy and Physiology II**

#### **2.0 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-APII 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-MIC 1116: Microbiology**

#### **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-MIC 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-MATH 1118: Math Basics for Healthcare Professionals**

#### **3.0 Credit Hours**

A Math Basics for Healthcare Professionals 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**

### **HCAS-NUR 2002: Transition to Professional Nursing**

#### **4.0 Credit Hours**

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

## **HCAS-NUR 2002C: Transition to Professional Nursing Clinical**

### **2.0 Credit Hours**

This course provides opportunities for the student with selected prior healthcare experiences and education to apply the nursing process. The emphasis is on health-promoting activities to meet patient needs in a variety of settings including inpatient and community-based experiences. Students will be encouraged to actively participate in projects emphasizing preventive aspects of nursing care.

## **HCAS-NUR 1088: Health Assessment**

### **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\***

### **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 4220: Advanced Medical Nursing**

### **2.0 Credit Hours**

This course prepares the student learner to apply safe and effective care for clients with advanced medical and surgical problems. This course is designed to build on material from the previous medical surgical course. Through the use of the nursing process, caring behaviors, critical thinking and communication skills, and the student will prioritize the biopsychosocial needs of clients to promote optimal health and wellness.

## **HCAS-NUR 4220L: Advanced Medical Nursing Lab\***

### **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 Nursing Clinical**

### **1.0 Credit Hour**

This course will introduce advanced clinical experiences in acute-care settings and observational experiences in specialty areas. Students will be providing direct care to patients/clients and will be

under the supervision of a faculty member to enhance the clinical learning experiences in the acute care setting.

### **HCAS-NUR 2030: Maternity and Newborn Nursing**

#### **2.0 Credit Hours**

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

### **HCAS-NUR 2030L: Maternity and Newborn Nursing**

#### **1.0 Credit Hours**

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

### **HCAS-NUR 2030C: Maternity and Newborn Nursing Clinical**

#### **1.0 Credit Hour**

This clinical practice course will focus on the application of theories, concepts, research, and issues and trends in maternal child health nursing. Emphasis is on the role of the professional nurse in child health nursing and on the use of the nursing process with children and their families. To enhance the student's knowledge, skills, and attitude, the students are exposed to family health nursing and postpartum/nursery rotations. Students will utilize the nursing process as a framework for care delivery. Students will be providing direct care to patients/clients and will be under the supervision of a faculty member.

### **HCAS-NUR 2020: Pediatric Nursing**

#### **2.0 Credit Hours**

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

### **HCAS-NUR 2020L: Pediatric Nursing Lab\***

#### **1.0 Credit Hours**

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

### **HCAS-NUR 2022C: Pediatric Nursing Clinical**

#### **1.0 Credit Hour**

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

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

#### **2.0 Credit Hours**

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

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

#### **2.0 Credit Hours**

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

### **HCAS-NUR 2200: Community Nursing**

#### **2.0 Credit Hours**

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

### **HCAS-NUR 2200C: Community Nursing Clinical**

#### **1.0 Credit Hour**

This course will introduce clinical experiences in the community settings. Students will be providing direct care to patients/clients, and will be under the supervision of a faculty member to enhance their learning experiences.

## Distance Learning

Hope College of Arts & Sciences understands that it is important for students to be able to have access to educational opportunities in multiple modes of delivery by using technology that allows access from remote locations. HCAS's goal in distance education is to provide the same quality education we provide during traditional delivery courses and to advance the movement of technology and its diverse applications into our global classrooms in the 21st century. The on-line environment offers instruction and supplemental lessons and exercises in the eLearning environment.

At HCAS the online nursing courses utilize the MOODLE platform as the web-learning management systems. Learning Management System (LMS) is used for the general education classes. These LMS systems enable educators to manage course materials and to communicate with students. Prior to taking their first online course, students must complete a three-hour noncredit online workshop that measures their motivation, discusses the time needed for online learning, introduces them to MOODLE, discusses effective strategies for success online, and describes the hardware and software students are required to have at home.

With MOODLE students can take surveys, quizzes, and tests; send and receive course mail; post messages to thread discussions and chat rooms; and upload assignments using online drop boxes. They can check their progress and grades at any time during a course, and can create groups and teams for project or committee work.

In addition to having access to all campus administrative resources, including the full text Library Internet Resource Network (LIRN), online students have 24-hour Help Desk assistance to resolve any connection or technological issues.



## Program Expenses

### Tuition

The following is a complete breakdown of tuition costs by program:

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Associate of Science in Nursing	
<b>*Licensed Practical Nurse to Registered Nurse Program</b>	
<b>Program Tuition</b>	\$ 25,000.00
<b>Kaplan Solutions Program</b>	\$ 500.00
<b>NCLEX-RN Review</b>	350.00
<b>Elsevier Simulation Learning System</b>	\$ 125.00
<b>Healthcare License Credit</b>	\$ (6,000.00)
<b>Total Tuition Cost</b>	<b>\$ 19,975.00</b>

\*License current

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Associate of Science in Nursing	
<b>**Registered Nurse</b>	
<b>Program Tuition</b>	\$ 25,000.00
<b>Kaplan Solutions Program</b>	\$ 500.00
<b>NCLEX-RN Review</b>	350.00
<b>Elsevier Simulation Learning System</b>	\$ 125.00
<b>Total Tuition Cost</b>	<b>\$ 25,975.00</b>

\*\*General Program

### Additional Expenses

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

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General Additional Expenses	
<b>Books</b>	\$ <i>VARIES</i>
<b>Uniform (per set)</b>	\$ 30.00
<b>FDLE Level II Background Check</b>	\$ 45.50
<b>Drug Screen (10-panel)</b>	\$ 35.00
<b>Registration Fees (nonrefundable)</b>	\$ 150.00

# Academic Calendar 2015

January 1 New Year's Day

January 5 Classes resume

## January 6 Orientation

### January 7 Cohort Start Date\*

January 19 Martin Luther King Day  
**No School**

January 30 Staff Development Day

February ~ American Heart Month

February 14 Valentine's Day

February 16 Presidents' Day **No School**

## March 18 Orientations

March 20 Staff Development Day

### March 23 Cohort Start Date\*

March 1 Health Fair ~Total Health Expo

April 5 Easter Sunday

May 6-12 Nurses' Appreciation Week

May 10 Mother's Day

May 11-14 Student Appreciation Week

May 15 Staff Development Day

May 25 Memorial Day **No School**

## May 27 Orientation

### June 1 Cohort Start Date\*

### June 20 Graduation

June 21 Father's Day

July 3 Independence Day Observed

July 4 Independence Day

July 17 Staff Development Day

## August 5 Orientation

### August 10 Cohort Start Date\*

August 14 Staff Development Day

August 17-21 Staff Appreciation Week

September 7 Labor Day **No school**

September 18 Staff Development Day

October ~ Breast Cancer Awareness Month

## October 14 Orientation

### October 19 Cohort Start Date\*

October 31 Halloween

November 11 Veterans Day

November 26 Thanksgiving Day **No School**

November 27 **No School**

December 24 Christmas Eve

December 25 Christmas Day

December 31 New Year's Eve

\* Indicates tentative dates for Nursing Program start.

## ADMINISTRATION & STAFF

TITLE/POSITION	NAME
President	Dr. Chantal Desir
Campus Director	Orlando Garcia
Director of Admissions	Dayna Fuller
Director of Registration	Glenda Johnson
Director of Education	Elizabeth Sallee
Director of Nursing	Sara Henriques
Clinical Coordinator	Sandra Gallagher
Director of Finance	Wanda Grainger
Director of Compliance	Camille Lewis Henry
Librarian	Desire Roland
Assistant Librarian	Mona Shapiro
Student Services Representative	Dominique Dawkins
Online Coordinator	Felipe Lopez

# FACULTY

FACULTY MEMBER	DEGREE OR DIPLOMA HELD	SUBJECTS TAUGHT	AWARDING INSTITUTION
Berryhill, Iris	MSN/Ed, BSN, RN	Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health	<b>MSN</b> -University of Phoenix, Florida <b>BSN</b> -Nova Southeastern University, Davie Florida
Braddy, Shirley	MSN, BSN	Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health	<b>MSN</b> -Walden University, Minnesota <b>BSN</b> -University of Phoenix, Phoenix AZ
Brown, Ingrid	MSN, BSN	Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health	<b>MSN/BSN</b> -University of Phoenix, Florida
Chancy, Guirlhaine	BSN	Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health	<b>BSN</b> -Barry University, Miami Florida
Cohen, Susan	MSN, BSN	Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health	<b>MSN</b> -The City University of New York, <b>BSN</b> -Hunter College; SUNY, New York
Conklin, Patricia	MSN, BSN	Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health	<b>MSN/BSN</b> -Aurora University, Illinois
Desir, Chantal	Ed.D. MSN, MBA/HC,BSN	Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health	<b>Ed.D</b> -University of Science, Arts and Technology at Montserrat <b>MSN/MBA</b> - University of Phoenix, Florida <b>BSN</b> -SUNY at Buffalo
Desrosiers, Mario	MS specialization in Mathematics, BS	College Math	<b>MS/BS</b> -Florida International University
Henriques, Sara	MSN, BSN	Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health	<b>MSN/BSN</b> -University of Phoenix, Florida
Jean Baptiste, Christian	MD, BSN	Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health	<b>MD</b> -State University of Haiti, <b>BSN</b> -Florida International University
Justilien, Elsie	MSN, BSN	Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health	<b>MSN</b> -University of Phoenix, Florida <b>BSN</b> -Florida International University;
Lewis, Carleen	MSN,BSN	Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health	<b>MSN</b> -Western Governors, Salt Lake City, UT <b>BSN</b> -Grand Canyon University, AZ

Mancebo, Maria	MSN, BSN	Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health	<b>MSN</b> -Western Governors, Salt Lake City, UT <b>BSN-FAU</b> , Boca Raton, FL
Pellegrino, Judy	MSN	Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health	<b>MSN</b> -Mount Saint Mary college, Newburgh NY
Pierre-Louis, James	MA in Teaching; BS in specialization in Sociology	Anatomy & Physiology, Microbiology, Chemistry Faculty has 18 credits in the Science area from Michigan State, Medical University of Americas,	<b>MAT</b> -Kaplan University <b>BS</b> -Michigan State University
Sallee, Elizabeth	MA in Counseling Psychology, BA in Behavioral Science	English, Psychology, Sociology The faculty has submitted transcripts and has obtained 18 credits in the following: <b>English</b> - National University, California State University, and Sacramento College <b>Sociology</b> -Capella University, National University, and Sacramento College	<b>MA/BA</b> -National University, Sacramento, California
St. Julien, Nerlande	Master in Education; BA in Psychology	English, Psychology, Critical Thinking	<b>M.Ed</b> -American International University, Weston, FL <b>BA</b> -York College, NY
Marlon Michel	BS in Bio Chemistry MA in Biology	Chemistry	<b>BS</b> - SUNY at Stone Brook, NY <b>MA</b> - SUNY at Stone Brook, NY
Sandra Gallagher	BSN MSN	Fundamentals of Nursing; Medical Surgical Nursing; Pharmacology; Pediatrics, Maternity, Community, Nursing; Nutrition; Mental Health	<b>BSN</b> University of Southern Maine <b>MSN</b> University of Phoenix