Student Catalog

2025-26

HONDROS®
COLLEGE OF NURSING

Hondros College of Nursing

www.hondros.edu

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WELCOME

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

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

HISTORY OF HONDROS COLLEGE OF NURSING

Hondros College of Nursing, which started as a real estate preparatory school in 1981, began serving nursing students in January 2007, when the College launched its Practical Nursing and Associate Degree in Nursing programs at its West Chester, OH (Cincinnati-area) location. The College expanded its nursing programs to new locations throughout Ohio, opening campuses in Westerville (Columbus-area, 2008), Fairborn (Dayton-area, 2009), and Independence (Cleveland-area, 2011).

In 2013, Hondros College of Nursing, then called Hondros College, was acquired by American Public Education, Inc. (APEI). With APEI's support, Hondros College of Nursing continued to grow and refine its nursing programs, introducing weekend/evening scheduling options, investing in on-campus simulation labs, and launching innovative, concept-based curricula. To better reflect its commitment to nursing education, the College officially changed its name to Hondros College of Nursing in 2016.

Hondros College of Nursing continued to expand, launching campuses in Maumee, OH (2017), Indianapolis, IN (2020), Akron, OH (2021), and Bingham Farms, MI (Detroit-area, 2022). In 2023, the Fairborn, OH campus was relocated to a nearby address in Dayton, OH. Similarly, in 2024, the campus in Westerville, OH, relocated to a new facility in Columbus, OH, and the campus in Maumee, OH, also moved to a different location. These efforts support the College's growth, providing additional space for learning in modern, convenient environments. Additionally, Hondros College of Nursing launched a Medical Assisting program in Fall 2024 at three Ohio campuses.

Since the launch of its first nursing programs in 2007, Hondros College of Nursing has been committed to improving the health outcomes of the communities it serves by graduating skilled healthcare professionals. The College continues to innovate new ways to help address the challenges in the healthcare field.

Hondros College of Nursing Timeline:

1981   Hondros College begins as a real estate preparatory school
2006   Hondros College gains approval from the Ohio Board of Nursing to offer Practical Nursing and Associate Degree in Nursing programs
2007   PN and ADN programs are launched at the West Chester, OH (Cincinnati) campus
2008   Westerville, OH (Columbus) campus opens
2009   Fairborn, OH (Dayton) campus opens
2011   Independence, OH (Cleveland) campus opens
2011   RN-BSN program launches (program ended in 2018)
2013   Hondros College is acquired by American Public Education, Inc (APEI)
2016   Hondros College changes its name to Hondros College of Nursing
2017   Maumee, OH (Toledo) campus opens
2017   Medical Laboratory Technology program launches (program ended in 2019)
2018   Practical Nursing program awarded programmatic accreditation through the National League for Nursing Commission on Nursing Education Accreditation (NLN CNEA)
2020   Indianapolis, IN campus opens

2021 Akron, OH campus opens
2022 Bingham Farms, MI (Detroit) campus opens
2023 Fairborn, OH campus moves to its new location in Dayton, OH
2024 Westerville, OH campus moves to its new location in Columbus, OH
2024 Maumee, OH campus moves to its new location.
2024 Medical Assisting program launches at three Ohio campuses

PURPOSE

Hondros College of Nursing's primary purpose is to provide students with quality education in diploma and associate degree programs, and assist graduates in obtaining rewarding careers in their field of study.

MISSION STATEMENT

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

COLLEGE OBJECTIVES

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

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

LEGAL CONTROL OF THE COLLEGE

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

A copy of the Hondros College of Nursing Student Catalog is available at the front desk of each campus. Students maintaining continuous enrollment should follow the policies in effect at the time of enrollment. Students will be notified via the Student Portal of any addenda to the catalog, or publication of a new catalog. In accordance with Ohio Administrative Code 4723-5-12(B), Hondros College of Nursing will not implement changes to policies for student progression or requirements for completion for any students currently enrolled in the nursing programs.

ACADEMIC CALENDAR 2024-2027

Summer Module 2025	Dates
Summer Module Begins	June 23, 2025
College Closed – Independence Day	July 4, 2025
Summer Module Ends	July 4, 2025
Summer Quarter 2025	**Dates**
Summer Quarter Begins	July 7, 2025
Registration Opens for Fall Quarter 2025	August 24, 2025
College Closed – Labor Day	September 1, 2025
Registration Closes for Fall Quarter 2025	September 5, 2025
Finals Week	September 15-20, 2025
Summer Quarter Ends	September 20, 2025
Break	September 21, 2025 – October 5, 2025
Commencement	Date provided by campus

Fall Module 2025	Dates
Fall Module Begins	September 22, 2025
Fall Module Ends	October 3, 2025
Fall Quarter 2025	**Dates**
Fall Quarter Begins	October 6, 2025
College Closed - Veterans Day	November 11, 2025
Registration Opens for Winter Quarter 2026	November 23, 2025
College Closed – Thanksgiving Break	November 27-30, 2025
Registration Closes for Winter Quarter 2026	December 5, 2025
Finals Week	December 15-20, 2025
Fall Quarter Ends	December 20, 2025
Break	December 21, 2025 – January 4, 2026
Commencement	Date provided by campus

Winter Module 2026	Dates
Winter Module Begins	December 22, 2025
College Closed - Christmas Day	December 25, 2025
College Closed - New Year's Day	January 1, 2026
Winter Module Ends	January 6, 2026
Winter Quarter 2026	**Dates**
Winter Quarter Begins	January 5, 2026
College Closed - Martin Luther King, Jr. Day	January 19, 2026
Registration Opens for Spring Quarter 2026	February 22, 2026
Registration Closes for Spring Quarter 2026	March 6, 2026
Finals Week	March 16-21, 2026
Winter Quarter Ends	March 21, 2026
Break	March 22, 2026 - April 5, 2026
Commencement	Date provided by campus

Spring Module 2026	Dates
Spring Module Begins	March 23, 2026
Spring Module Ends	April 3, 2026
Spring Quarter 2026	**Dates**
Spring Quarter Begins	April 6, 2026
Registration Opens for Summer Quarter 2026	May 24, 2026
Registration Closes for Summer Quarter 2026	June 5, 2026
Finals Week	June 15-20, 2026
College Closed - Juneteenth	June 19, 2026
Spring Quarter Ends	June 20, 2026
Break	June 21, 2026 - July 5, 2026
Commencement	Date provided by campus

Summer Module 2026	Dates
Summer Module Begins	June 22, 2026
College Closed – Independence Day	July 3, 2026
Summer Module Ends	July 3, 2026
Summer Quarter 2026	**Dates**
Summer Quarter Begins	July 6, 2026
Registration Opens for Fall Quarter 2026	August 23, 2026
Registration Closes for Fall Quarter 2026	September 4, 2026
College Closed – Labor Day	September 7, 2026
Finals Week	September 14-19, 2026
Summer Quarter Ends	September 19, 2026
Break	September 20, 2026 – October 4, 2026
Commencement	Date provided by campus

Fall Module 2026	Dates
Fall Module Begins	September 21, 2026
Fall Module Ends	October 2, 2026
Fall Quarter 2026	**Dates**
Fall Quarter Begins	October 5, 2026
College Closed - Veterans Day	November 11, 2026
Registration Opens for Winter Quarter 2027	November 22, 2026
College Closed – Thanksgiving Break	November 26-29, 2026
Registration Closes for Winter Quarter 2027	December 4, 2026
Finals Week	December 14-19, 2026
Fall Quarter Ends	December 19, 2026
Break	December 20, 2026 – January 3, 2027
Commencement	Date provided by campus

Winter Module 2027	Dates
Winter Module Begins	December 21, 2026
College Closed - Christmas Day	December 25, 2026
College Closed - New Year's Day	January 1, 2027
Winter Module Ends	January 1, 2027

Winter Quarter 2027	Dates
Winter Quarter Begins	January 4, 2027
College Closed - Martin Luther King, Jr. Day	January 18, 2027
Registration Opens for Spring Quarter 2027	February 21, 2027
Registration Closes for Spring Quarter 2027	March 5, 2027
Finals Week	March 15-20, 2027
Winter Quarter Ends	March 20, 2027
Break	March 21, 2026 - April 4, 2027
Commencement	Date provided by campus

Spring Module 2027	Dates
Spring Module Begins	March 22, 2027
Spring Module Ends	April 2, 2027

Spring Quarter 2027	Dates
Spring Quarter Begins	April 5, 2027
Registration Opens for Summer Quarter 2027	May 23, 2027
Registration Closes for Summer Quarter 2027	June 4, 2027
Finals Week	June 14-19, 2027
Spring Quarter Ends	June 19, 2027
Break	June 20, 2026 - July 4, 2027
Commencement	Date provided by campus

Summer Module 2027	Dates
Summer Module Begins	June 21, 2027
Summer Module Ends	July 2, 2027

Summer Quarter 2027	Dates
Summer Quarter Begins	July 5, 2027
College Closed – Independence Day	July 5, 2027
Registration Opens for Fall Quarter 2027	August 22, 2027
Registration Closes for Fall Quarter 2027	September 3, 2027
College Closed – Labor Day	September 6, 2027
Finals Week	September 13-18, 2027
Summer Quarter Ends	September 18, 2027
Break	September 19, 2026 – October 3, 2027
Commencement	Date provided by campus

Fall Module 2027	Dates
Fall Module Begins	September 20, 2027
Fall Module Ends	October 1, 2027

Fall Quarter 2027	Dates
Fall Quarter Begins	October 4, 2027
College Closed - Veterans Day	November 11, 2027
Registration Opens for Winter Quarter 2028	November 21, 2027
College Closed – Thanksgiving Break	November 25-28, 2027
Registration Closes for Winter Quarter 2028	December 3, 2027
Finals Week	December 13-18, 2027
Fall Quarter Ends	December 18, 2027
Break	December 19, 2027 – January 2, 2028
Commencement	Date provided by campus

*Non-Title IV eligible, two-week module applicable to Ohio and Michigan Practical Nursing program students admitted for Summer 2023 and beyond. The one (1) two-week module is a required prerequisite for the four (4) eleven-week degree program. The one (1) two-week module is a no-cost, no-materials needed, non-transferable, no-credit, non-Title IV (Federal Financial Aid) eligible course.

GENERAL INFORMATION

ACCREDITATION AND APPROVALS

ACCREDITATION
Hondros College of Nursing is institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES) to award diplomas and associate degrees. The Accrediting Bureau of Health Education Schools is recognized by the United States Department of Education.

Accrediting Bureau of Health Education Schools
6116 Executive Blvd., Suite 730
North Bethesda, MD 20852
(301) 291-7550
www.abhes.org

The Hondros College of Nursing Practical/Vocational Nursing Program (System) holds continuing accreditation from the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), located at 2600 Virginia Avenue, NW, Washington, DC 20037. 202-909-2487.

NLN CNEA accreditation applies to the Practical Nursing program as delivered at the Columbus, OH main campus and the Akron, OH, Bingham Farms, MI, Dayton, OH, Independence, OH, Indianapolis, IN, Maumee, OH, and West Chester, OH non-main campuses.

The Medical Assisting program at the Columbus, OH main campus and the Akron, OH, Dayton, OH, Independence, OH, Maumee, OH, and West Chester, OH non-main campuses is accredited by the Accrediting Bureau of Health Education Schools (ABHES), 6116 Executive Blvd, Suite 730, North Bethesda, MD 20852, (301) 291-7550.

APPROVALS

Ohio
Hondros College of Nursing is approved by the State Board of Career Colleges and Schools of Ohio at the following locations: Columbus main campus (#2024), Akron non-main campus (#2187), Dayton non-main campus (#2025), Independence (Cleveland) non-main campus (#2026), West Chester (Cincinnati) non-main campus (#2027), Maumee (Toledo) non-main campus (#2038).

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

Indiana
This institution is authorized by: The Indiana Commission for Higher Education/The Indiana Board for Proprietary Education, 101 West Ohio Street, Suite 300, Indianapolis, IN 46204-4206.

The Practical Nursing program received initial accreditation in November 2019 from the Indiana State Board of Nursing at 402 West Washington Street, Room W072, Indianapolis, Indiana, 46204.

Michigan
Hondros College of Nursing is approved by the Michigan Department of Labor and Economic Opportunity, 201 N. Washington Square, Lansing, Michigan 48913, (517) 335-5858.

The Practical Nursing program received initial approval from the Michigan Board of Nursing at 611 W Ottawa St, Lansing, MI 48933.

STATE AUTHORIZATION

State regulations require authorization for post-secondary institutions to offer distance education degrees, certificates, and courses, to students who live outside the institution's home state. This may also include supervised field experience (clinical experiences and practicum placements).

SERVING OUT-OF-STATE STUDENTS

Hondros College of Nursing, like all higher education institutions, is required to obtain authorization from individual states to enroll students residing outside of Ohio.

NATIONAL COUNCIL FOR STATE AUTHORIZATION RECIPROCITY AGREEMENTS (NC-SARA)

Hondros College of Nursing is approved by the Ohio Department of Higher Education to participate in NC-SARA.

BOARD OF DIRECTORS

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LOCATIONS AND GENERAL CONTACT INFORMATION

CENTRAL SUPPORT

Hondros College of Nursing
1105 Schrock Road (Suite 650)
Columbus, OH 43229

General Toll Free: 1-855-90-NURSE (855-906-8773)
Fax: (888) 606-7619
Admissions: admissionsdepartment@hondros.edu
Financial Assistance: financialaid@hondros.edu
Library: library@hondros.edu
Transcripts/Grades: registrar@hondros.edu
Student Accounts: nursingstudentaccounts@hondros.edu
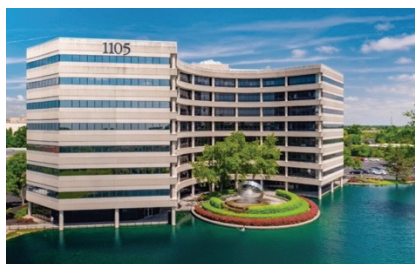
COLUMBUS, OH MAIN CAMPUS

1105 Schrock Road, 7th Floor, Columbus, OH 43229
Programs: Associate Degree in Nursing (AAS); Diploma, Practical Nursing; Diploma, Medical Assisting

The Hondros College of Nursing programs at the Columbus, OH main campus utilize five (5) classrooms, three (3) nursing labs, one (1) science lab, one (1) student resource room, and four (4) student study rooms to accommodate the multiple classes offered throughout the week. The five (5) classrooms each include a permanently mounted PC, DVD, LCD projector, presentation devices (such as remote mouse or laser pointer), and P/A sound system. The three (3) nursing labs are equipped with four (4) hospital beds, four (4) simulated moderate-fidelity patient mannequins, four (4) IV poles, two (2) laundry carts, eight (8) sets of hospital linens, four (4) blood pressure cuffs, a wheelchair, crutches, a multitude of additional hospital equipment and numerous supplies. The science lab is equipped with three (3) tables/six (6) stations, microscopes, body part models, skeletons, and additional supplies for lab simulation and study.
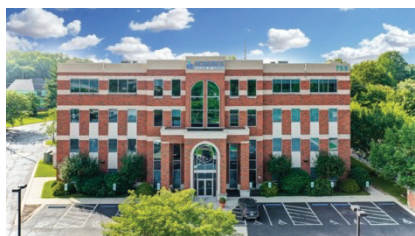
AKRON, OH NON-MAIN CAMPUS

755 White Pond Drive, Akron, OH 44320
Programs: Associate Degree in Nursing (AAS); Diploma, Practical Nursing; Diploma, Medical Assisting

The Hondros College of Nursing programs at the Akron, OH non-main campus utilize six (6) classrooms, two (2) nursing labs, one (1) science lab, one (1) student lounge/resource room, and one (1) student study room to accommodate the multiple classes offered throughout the week. The six (6) classrooms each include a permanently mounted PC, DVD, LCD projector, presentation devices (such as remote mouse or laser pointer), projection screen and P/A sound system. The two (2) nursing labs equipped with LCD projection screens, four (4) hospital beds, four (4) simulated moderate-fidelity patient mannequins, four (4) IV poles, two (2) laundry carts, eight (8) sets of hospital linens, four (4) blood pressure cuffs, a wheelchair, crutches, a multitude of additional hospital equipment and numerous supplies. The science lab is equipped with six (6) tables/stations, microscopes, body part models, skeletons, and additional supplies for lab simulation and study.
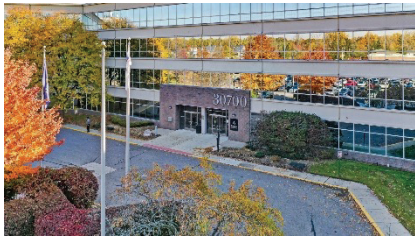
BINGHAM FARMS, MI NON-MAIN CAMPUS (SUBURBAN DETROIT)

30700 Telegraph Road, Suite 4400, Bingham Farms, MI 48025
Programs: Diploma, Practical Nursing

The Hondros College of Nursing program at the Bingham Farms, MI non-main campus utilizes six (6) classrooms, four (4) nursing labs, one (1) student resource room, and three (3) student study rooms to accommodate the multiple classes offered throughout the week. The six (6) classrooms each include a permanently mounted PC, DVD, LCD projector, presentation devices (such as remote mouse or laser pointer), projection screen and P/A sound system. The four (4) nursing lab are equipped with LCD projection screens, four (4) hospital beds, four (4) simulated moderate-fidelity patient mannequins, three (3) or four (4) IV poles, two (2) laundry carts, eight (8) sets of hospital linens, four (4) blood pressure cuffs, a wheelchair, crutches, a multitude of additional hospital equipment and numerous supplies. Upon completion, the science lab will be equipped with three (3) large tables/stations, microscopes, body part models, skeletons, and additional supplies for lab simulation and study.
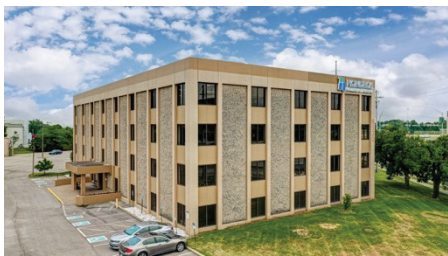
DAYTON, OH NON-MAIN CAMPUS

6520 Poe Ave., Dayton, OH 45414
Programs: Associate Degree in Nursing (AAS); Diploma, Practical Nursing; Diploma, Medical Assisting

The Hondros College of Nursing programs at the Dayton, OH non-main campus utilize six (6) classrooms, three (3) nursing labs, one (1) science lab, one (1) student resource room, and one (1) student study room to accommodate the multiple classes offered throughout the week. The six (6) classrooms include each include a permanently mounted PC, DVD, LCD projector, presentation devices (such as remote mouse or laser pointer), projection screen, and P/A sound system. The three (3) nursing labs are each equipped with LCD projection screens, four (4) hospital beds, four (4) simulated moderate-fidelity patient mannequins, three (3) IV poles, two (2) laundry carts, eight (8) sets of hospital linens, four (4) blood pressure cuffs, a wheelchair, crutches, a multitude of additional hospital equipment and numerous supplies. The science lab is equipped with two (2) large tables/stations seating 24 students, microscopes, body part models, skeletons, and additional supplies for lab simulation and study.

INDEPENDENCE, OH NON-MAIN CAMPUS (SUBURBAN CLEVELAND)

5005 Rockside Road, Suite 130, Independence, OH 44131
Programs: Associate Degree in Nursing (AAS); Diploma, Practical Nursing; Diploma, Medical Assisting

The Hondros College of Nursing programs at the Independence, OH non-main campus utilize eight (8) classrooms, three (3) nursing labs, one (1) science lab, one (1) student resource room, and one (1) student study room to accommodate the multiple classes offered throughout the week. The eight (8) classrooms each include a permanently mounted PC, DVD, LCD projector, presentation devices (such as remote mouse or laser pointer), projection screen, and P/A sound system. The three (3) nursing labs are each equipped with four (4) hospital beds, four (4) simulated moderate-fidelity patient mannequins, four (4) IV poles, two (2) laundry carts, eight (8) sets of hospital linens, four (4) blood pressure cuffs, a wheelchair, crutches, a multitude of additional hospital equipment and numerous supplies. The science lab is equipped with six (6) tables/stations, microscopes, body part models, skeletons, and additional supplies for lab simulation and study.

INDIANAPOLIS, IN NON-MAIN CAMPUS

3500 DePauw Boulevard, Suite 1070, Indianapolis, IN 46268
Programs: Diploma, Practical Nursing

The Hondros College of Nursing program at the Indianapolis, IN non-main campus utilizes four (4) classrooms, two (2) nursing labs, 1 science lab (in process), and three (3) student study rooms to accommodate the multiple classes offered throughout the week. The four (4) classrooms each include a permanently mounted PC, DVD, LCD projector, presentation devices (such as remote mouse or laser pointer), projection screen and P/A sound system. The two (2) nursing labs are equipped with LCD projection screens, four (4) hospital beds, four (4) simulated moderate-fidelity patient mannequins, four (4) IV poles, two (2) laundry carts, eight (8) sets of hospital linens, four (4) blood pressure cuffs, a wheelchair, crutches, a multitude of additional hospital equipment and numerous supplies. Upon completion, the science lab will be equipped with three (3) large tables/stations, microscopes, body part models, skeletons, and additional supplies for lab simulation and study.

MAUMEE, OH NON-MAIN CAMPUS (SUBURBAN TOLEDO)

1695 Indian Wood Circle, Suite 200, Maumee, OH 43537
Programs: Associate Degree in Nursing (AAS); Diploma, Practical Nursing; Diploma, Medical Assisting

The Hondros College of Nursing programs at the Maumee, OH non-main campus utilize four (4) classrooms, three (3) nursing labs, one (1) science lab, one (1) student resource room, and three (3) student study rooms to accommodate the multiple classes offered throughout the week. The four (4) classrooms each include a permanently mounted PC, LCD projector, presentation devices (such as remote mouse or laser pointer), projection screen and P/A system. The three (3) nursing labs are each equipped with LCD projectors and screens, three (3) hospital beds, three (3) simulated moderate-fidelity patient mannequins, two (2) IV poles, one (1) laundry cart, eight (8) sets of hospital linens, four (4) blood pressure cuffs, a wheelchair, crutches, a multitude of additional hospital equipment and numerous supplies. The science lab is equipped with three (3) large tables to seat 24, microscopes, body part models, skeletons, and additional supplies for lab simulation and study.

WEST CHESTER, OH NON-MAIN CAMPUS (SUBURBAN CINCINNATI)

7600 Tyler's Place Blvd., West Chester, OH 45069
Programs: Associate Degree in Nursing (AAS); and Diploma, Practical Nursing; Diploma, Medical Assisting

The Hondros College of Nursing programs at the West Chester, OH non-main campus utilize five (5) classrooms, four (4) nursing labs, one (1) science lab, one (1) student resource room, and one (1) student study room to accommodate the multiple classes offered throughout the week. The five (5) classrooms each include a permanently mounted a PC, DVD, LCD projector, presentation devices (such as remote mouse or laser pointer), projection screen, and P/A sound system. Three (3) nursing labs are each equipped with LCD projection screens, four (4) hospital beds, four (4) simulated moderate-fidelity patient mannequins, four (4) IV poles, two (2) laundry carts, eight (8) sets of hospital linens, and four (4) blood pressure cuffs. One (1) nursing lab is equipped with LCD projection screens, two (2) hospital beds, two (2) simulated moderate-fidelity patient mannequins, two (2) IV poles, one (1) laundry cart, four (4) sets of hospital linens, and two (2) blood pressure cuffs. The nursing labs also house wheelchairs, crutches, a multitude of additional hospital equipment and numerous supplies. The science lab is equipped with three (3) large tables/stations to seat 24, microscopes, body part models, skeletons, and additional supplies for lab simulation and study.

NURSING PROGRAMS OVERVIEW

- The PN and ADN programs are full-time programs with classroom, lab, and clinical components. Some individuals may be eligible to complete the PN program according to a part-time scheduling track.
- Enrollment for the Indianapolis PN program and Ohio ADN programs occurs 4 times per year (January, April, July, and October).
- Enrollment for the Ohio and Michigan PN programs occurs 4 times per year (March, June, September, and December).
- The PN and ADN programs require a specific number of hours of clinical practice per week, depending on the course.

Clinical shifts are usually 6-12 hours in length, and may be scheduled during the day, evening, or weekends. The College has clinical agreements with long term care facilities, MRDD facilities, daycares, hospitals, hospice, surgery clinics, and government agencies to provide students with a thorough, hands-on learning experience.

DIPLOMA IN PRACTICAL NURSING – Ohio and Michigan

- Arranged to be completed in 1 two-week module and 4 eleven-week quarters for full-time students or 7 quarters (for part-time students).
- Students who graduate from the PN program will be eligible to apply for the NCLEX®-PN exam.
- After graduation from the PN program and passing the NCLEX®-PN exam, students may choose to begin their career as a Licensed Practical Nurse, and/or they may choose to apply to the Associate Degree in Nursing program.

DIPLOMA IN PRACTICAL NURSING – Indiana

- Arranged to be completed in 4 quarters.
- Students who graduate from the PN program will be eligible to apply for the NCLEX®-PN exam.
- After graduation from the PN program and passing the NCLEX®-PN exam, students may choose to begin their career as a Licensed Practical Nurse, and/or they may choose to apply to the Associate Degree in Nursing program.

ASSOCIATE DEGREE IN NURSING

- Arranged to be completed in 5 quarters.
- Students who graduate from the ADN program will be eligible to apply for the NCLEX®-RN exam.
- After graduation from the ADN program and passing the NCLEX®-RN exam, students may choose to begin their career as a Registered Nurse, and/or they may choose to apply to an RN-BSN completion program.

MEDICAL ASSISTING (MA) PROGRAM OVERVIEW

- The MA program is a full-time blended program with classroom, lab, online, and clinical components. The program requires students to complete both residential (on-ground) components and online components
- Students enrolled in the daytime scheduling track will typically have classes scheduled Monday-Friday, 8:00 am-5:30 pm.
- Enrollment for the MA program occurs 4 times per year (January, April, July, and October).
- The MA program requires a clinical externship consisting of 180 supervised hours in an appropriate setting (e.g. doctor's office, long-term care facility), to be completed in the final term of the program. Clinical externship shifts are usually 6-12 hours in length, and may be scheduled during the day, evening, or weekends.

NURSING MISSION AND FRAMEWORK

Hondros College of Nursing strives to serve society and the community. Our Practical Nursing and Associate Degree in Nursing programs respond to society's healthcare needs and specifically to the nursing shortage. These nursing programs will stress the highest standards and values as they provide an educational ladder for Licensed Practical Nurses to become associate-degreed Registered Nurses.

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

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

HUMAN BEINGS

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

HEALTH

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

ENVIRONMENT

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

NURSING

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

NURSING CONCEPTUAL FRAMEWORK

An organizing framework for the Program was chosen to reflect not only a contemporary high-quality curriculum, but also a curriculum that is innovative in teaching and learning opportunities, and relevant to the practice of nursing at the practical nurse and registered nurse levels. To that end, the organizing framework of a concept-based curriculum has been adopted. The evolution from a content-based, medical model curriculum to a concept-based curriculum reflects the need for nurses to be critical thinkers and continuous learners.

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

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

NURSING ROLES

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

AT THE PRACTICAL NURSING LEVEL, THE GRADUATE ROLE, UNDER THE DIRECTION OF A REGISTERED NURSE, INCLUDES THE FOLLOWING:

1. **PROVIDER OF CARE**
   a. Participates collaboratively in the nursing process by contributing to data collection for assessment, implementation, and evaluation of individualized plans of care.
   b. Uses critical thinking, standards of practice and organizational skills in providing individualized nursing care to clients based on developmental, physiological, sociocultural, religious, and spiritual variations in clients.
   c. Performs basic therapeutic nursing interventions using nursing knowledge, skills, and current technologies in a competent and safe manner.
   d. Acts as a client advocate showing caring, empathy, and respect for the rights, beliefs, property, and dignity of the individual.
   e. Manages assignment of clients and delegates within the scope of practice to trained unlicensed personnel.
   f. Practices the principles of effective and therapeutic communication with clients and their families.
   g. Communicates pertinent observations related to the client to appropriate members of the health team.
   h. Documents observations and care appropriately.

2. **MEMBER OF THE DISCIPLINE OF NURSING PRACTICES**
   a. Within the profession's ethical and legal framework, being accountable for one's own nursing practice and professional growth.

AT THE ADN LEVEL, THE GRADUATE ROLE EXPANDS TO INCLUDE THE FOLLOWING:
1. **PROVIDER OF CARE**
   a. Uses the nursing process (assessment, diagnosis, planning, implementation, and evaluation) and standards of practice as a basis for clinical decision making in developing individualized plans of care.
   b. Performs complex therapeutic interventions using nursing knowledge, advanced skills, and current technology in a competent and safe manner.

2. **MANAGER OF CARE**
   a. Demonstrates leadership and accountability.
   b. Delegates tasks appropriately.
   c. Supervises assistive and unlicensed personnel and PNs.
   d. Manages client care within a multi-disciplinary health care system.
   e. Collaborates and communicates effectively with clients, families, and health team members.

3. **MEMBER OF THE DISCIPLINE OF NURSING**
   a. Demonstrates an awareness of community and world health issues and their impact on individuals and health care.

AT THE BSN LEVEL, THE GRADUATE ROLE EXPANDS TO INCLUDE THE FOLLOWING:
1. **PROVIDER OF CARE**
   a. Provides advanced clinical reasoning and problem-solving skills when working with clients with more complex needs.
   b. Manages advanced technology and applies scientific reasoning skills when applying evidence-based research findings in the clinical setting.
   c. Ability to read and utilize appropriate research findings in the practice arena.
   d. Develop strong humanistic and communication skills when caring for clients who have complex, multiple organ dysfunction, complicated family dynamics, and a need for collaboration with physicians and other departments for referral.

2. **MANAGER OF CARE**
   a. Provides leadership in both structured and non-structured settings.
   b. Ability to practice in community sites, such as health maintenance organizations, home health, community clinics, and managed care firms.
   c. Applies advanced critical thinking skills to clinical decisions which enhance the quality of care of clients.

3. **MEMBER OF THE DISCIPLINE OF NURSING**
   a. BSN level nurses are prepared to assume leadership roles in the community, join professional organizations, become an advocate at a legislative level, and complete specialty certification in their area of expertise.

TEACHING – LEARNING

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

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

THERAPEUTIC INTERVENTIONS

Therapeutic interventions are the skills and techniques used by nurses to implement the plan of care developed in the nursing process. These skills and techniques help clients achieve the desired outcomes.

CULTURE

Culture refers to one's values, beliefs, norms, and practices of these systems in one's life. Cultural awareness or knowing about the similarities and differences among cultures helps to end prejudice and discrimination. Nurses must provide culturally competent care, appreciating the diversity and adapting care to fit the cultural context of the client.

STANDARDS OF PRACTICE

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

ETHICAL AND LEGAL PRINCIPLES

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

NURSING PROCESS

Nursing process is a specific problem-solving method nurses use for decision making. It is comprised of five (5) specific steps:

1. Assessment
2. Diagnosis
3. Planning
4. Implementation using therapeutic interventions
5. Evaluation

CRITICAL THINKING

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

THERAPEUTIC COMMUNICATION

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

CARING AND CLIENT ADVOCACY

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

LEADERSHIP AND MANAGEMENT

Leadership is a role and a process in which the nurse involves others in their plan for action. The leader must use the skills of facilitation, coordination, communication and mentoring to get others to work more effectively. Management regulates care and resources through planning, organizing, directing, delegating, coordinating, and controlling.

ESSENTIAL FUNCTIONS

Graduates of the Practical Nursing, Associate Degree in Nursing, and Medical Assisting programs must have the essential skills and knowledge to function in a broad variety of healthcare settings and demonstrate a commitment to life-long learning.

Essential functions are those processes, procedures, or behaviors that nursing professionals must perform in the ordinary course of their duties. Essential job functions are non-academic qualities that employees must possess in order to be successful in the field. Students in the Practical Nursing, Associate Degree in Nursing, and Medical Assisting programs must carry out several essential functions in order to safeguard patients, fellow students, instructors, and the general public. These essential functions are also necessary in order for the student to successfully complete the Practical Nursing, Associate Degree in Nursing, or Medical Assisting program.

If a student or applicant has a disability and thinks that they may require a reasonable accommodation to meet these essential functions, then the student or applicant should refer to the process outlined in the Accomodations policy in this Catalog.

Practical Nursing, Associate Degree in Nursing, and Medical Assisting students understand and acknowledge that these essential functions include, but are not limited to:

Critical Thinking: Students must demonstrate the ability to have clinical judgment to provide safe, quality patient care; and the ability to acquire, assimilate, integrate, and apply information, and problem solve.

Interpersonal:
- Students must be able to recognize and accept responsibility for his or her own mistakes and behavior, without making excuses or blaming others.
- Students must demonstrate acceptance of differences of race and culture.
- Students must be able to engage in actions that support team workmanship and respond to corrections and criticism without being quarrelsome or defensive.

Communication:
- Student must be able to communicate fluently in English by written and oral and/or alternate means, including the ability to successfully receive and transmit information.
- Student must be able to read and follow instructions and ask for clarification, if necessary.

Sensory:
- Student must be able to perform close and distance visual activities involving objects, persons, and paperwork as well as discriminate depth and color perception.
- Student must be able to perform a patient assessment through visualization, direct and indirect auscultation, and detection of odors, palpation, and percussion.
- Student must be able to discriminate between sharp/dull and hot/cold when using hands.
- Student must be able to respond and react immediately to auditory requests, instructions, monitor equipment, and perform auditory auscultation without auditory impediments.

Motor:
- Student must demonstrate dexterity and range of motion conducive to assisting patients and manipulating equipment without threatening harm or violating safety protocols.

Mobility:
- Student must be able to engage in and sustain physical activity that may require sitting, standing, or walking for extended periods of time.

- Student must be able to lift and transfer patients up to six inches from a stooped position, then push or pull the patient up to three feet. In addition, the student must be able to lift and transfer patients from a stooped to an upright position to accomplish bed-to-chair and chair-to-bed transfers.
- Student must be able to physically apply up to 10 pounds of pressure to bleeding sites or in performing CPR.
- Student must be able to physically perform up to a 12-hour clinical experience.

Behavioral:
- Student must be able to accurately perform duties in a stressful environment. This includes, but is not limited to, identifying and responding to emergency and non-routine situations.

Cognitive:
- Student must be able to use previous theory content/skills to enhance learning; comprehend written and verbal information; apply previous content/skills in new situations; and organize and synthesize facts and concepts.

Ethical:
- Student must uphold honesty and personal integrity in all campus/clinical activities, and must be able to function as a patient advocate when planning and implementing nursing care.

ADMISSIONS INFORMATION

GENERAL ADMISSION REQUIREMENTS

Acceptance to Hondros College of Nursing is based on the following requirements:

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

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

3. The applicant must complete and sign the application for admission and pay the applicable application fee;

4. The applicant must complete the Student Online Readiness Survey. For technology requirements, refer to the "Technology Requirements and Acceptable Use Policy" in this catalog. There are no additional costs to enroll in courses offered only via distance education.

5. The applicant must be a high school graduate or possess the recognized equivalent of a high school diploma. The applicant must provide documentation of graduation from high school in the form of a valid high school diploma, transcript, or other acceptable documentation issued by an authorized state education agency (e.g., General Education Development (GED)). Applicants for Indiana state must provide a high school transcript, or other acceptable documentation issued by an authorized student education agency (e.g., General Education Development (GED)). International transcripts/documents need to be evaluated by an organization that is a member of the National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators, Inc. (AICE); and

6. The applicant must complete and sign the enrollment agreement and pay any applicable enrollment agreement fees.

ADDITIONAL REQUIREMENTS FOR OHIO PRACTICAL NURSING APPLICANTS:
1. The applicant must take the Wonderlic SLE and receive a cumulative score of 18 or the HESI Admission Assessment Exam and achieve a cumulative score of 70% or higher. The HESI Admission Assessment Exam fee, for each attempt, is paid by the applicant.
2. The applicant must complete an interview with an admissions representative;
3. The applicant must complete a federal and state criminal background check via Viewpoint Screening or National Background Check, Inc., and pay the applicable fee (certain convictions and/or pending charges may result in an adverse admissions decision).

ADDITIONAL REQUIREMENTS FOR MICHIGAN PRACTICAL NURSING APPLICANTS:
1. The applicant must take the HESI Admission Assessment Exam and achieve a cumulative score of 70% or higher. The HESI Admission Assessment Exam fee, for each attempt, is paid by the applicant.
2. The applicant must complete an interview with an admissions representative;
3. The applicant must complete a federal and state criminal background check via Viewpoint Screening or National Background Check, Inc., and pay the applicable fee (certain convictions and/or pending charges may result in an adverse admissions decision).

ADDITIONAL REQUIREMENTS FOR INDIANA PRACTICAL NURSING APPLICANTS:

1. The applicant must take the HESI Admission Assessment Exam and achieve a cumulative score of 70% or higher. The HESI Admission Assessment Exam fee, for each attempt, is paid by the applicant.
2. The applicant must complete an interview with an admissions representative;
3. The applicant must complete a federal and state criminal background check via Viewpoint Screening or Indiana State Police, and pay the applicable fee (certain convictions and/or pending charges may result in an adverse admissions decision);
4. The applicant must complete a 10-panel drug screen through LabCorp, and pay the applicable fee. A positive result on the drug screen may result in an adverse admissions decision.

ADDITIONAL REQUIREMENTS FOR ADN APPLICANTS IN OHIO:

Applicants may be admitted to the Associate Degree in Nursing program by meeting the criteria of either having completed an approved practical nursing program or through the direct entry option.

1. The applicant must complete an interview with an admissions representative;
2. The applicant must complete a criminal background check via Viewpoint Screening or National Background Check, Inc., and pay the applicable fee (certain convictions and/or pending charges may result in adverse admissions decision).

PRACTICAL NURSING PROGRAM COMPLETERS OPTION:

1. Applicants who have not graduated from Hondros College of Nursing Practical Nursing Program are required to have, and maintain throughout the duration of the program, an active unencumbered PN license. Failure to maintain an active, unencumbered license throughout the duration of the program will result in being administratively withdrawn from the College.
2. Applicants must have graduated from an approved practical nursing program. Submission of a practical nursing program transcript is required. International transcripts/documents need to be evaluated by an organization that is a member of the National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators, Inc. (AICE).
3. Hondros College of Nursing's Practical Nursing program graduates applying to start the Associate Degree in Nursing Program the quarter immediately following their PN graduation may be admitted to the program prior to possessing an active unencumbered PN license, but must obtain, and maintain throughout the duration of the program, an active, unencumbered PN license prior to the start of their second quarter of enrollment in the Associate Degree in Nursing Program. Failure to obtain an active, unencumbered PN license prior to the start of the second quarter of enrollment in the Associate Degree in Nursing Program, or to maintain the license throughout the duration of the program, will result in being administratively withdrawn from the College.
4. If the applicant's PN license shows a prior history of disciplinary action by a state Board of Nursing, the license history must be reviewed and approved by the Senior Vice President, Academics – ADN Program. This review may result in an adverse admissions decision.
5. Applicants that have completed a practical nursing program are not eligible for the Direct Entry option.

DIRECT ENTRY OPTION:

1. The applicant must have completed a minimum of 32 semester credits/48 quarter credits of associate level or higher general education course work from prior college experience as determined by an official evaluation completed by Hondros College of Nursing. Coursework will be granted as Advanced Standing credit. Coursework eligible for transfer credit will not be granted as advanced standing credit. Please refer to the Transfer Credit Policy. International transcripts/documents need to be evaluated by an organization that is a member of the National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators, Inc. (AICE).

2. An unofficial transcript is required from each previous post-secondary institution attended. The applicant must have earned a cumulative GPA of 2.50, or higher, from each prior college experience. Applicants that have not achieved a minimum cumulative GPA of 2.50 may request an appeal with the Campus Executive Director. The Campus Executive Director will notify the applicant of the appeal decision in writing. Official transcripts will be required from institutions where courses are being applied towards the Advanced Standing credits. Applicants with an earned bachelor's degree do not have a cumulative GPA requirement.
3. The applicant must take the Wonderlic SLE and receive a cumulative score of 22 or the HESI Admissions Assessment Exam and achieve a cumulative score of 75% or higher. The HESI Admissions Assessment Exam will include the following components: Reading Comprehensive, Grammar, Vocabulary & General Knowledge, Math, Anatomy & Physiology, and Biology. Both the Wonderlic SLE and/or HESI Admissions Assessment Exam fee, for each attempt, is paid by the applicant.

ADDITIONAL REQUIREMENTS FOR MEDICAL ASSISTING APPLICANTS:
1. The applicant must take the Wonderlic SLE and receive a cumulative score of 14 or the HESI Admission Assessment Exam and achieve a cumulative score of 60% or higher. The HESI Admission Assessment Exam fee, for each attempt, is paid by the applicant.
2. The applicant must complete an interview with an admissions representative.
3. The applicant must complete a federal and state criminal background check via Viewpoint Screening or National Background Check, Inc., and pay the applicable fee (certain convictions and/or pending charges may result in an adverse admissions decision).

PHYSICAL LOCATION DETERMINATION
Hondros College of Nursing determines each student's location at the time of initial enrollment using the address provided on the application. Students must process changes to their address using the CAMS Student Portal, by clicking the "Edit Profile" link. Relocation to a state in which Hondros College of Nursing is not approved to operate may adversely impact the student's ability to complete the program. Further, moving to a state where Hondros College of Nursing has not determined that the program will lead to licensure may impact the student's ability to become licensed within the state. More information can be found under the Professional Licensure Disclosure on the Consumer Information area of the Hondros College of Nursing website.

STUDENT RIGHTS AND PROFESSIONAL RESPONSIBILITIES

STUDENT CODE OF CONDUCT

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

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

ACADEMIC INTEGRITY POLICY

Academic Integrity is core to our mission and sets the foundation for academic excellence. It is with utmost importance that students understand how to be responsible learners and conduct themselves with the highest standards of honor and integrity. As such, the Academic Integrity Policy defines the College's expectations for student academic behavior and outlines procedures for handling allegations of academic misconduct. Academic misconduct, whether intentional or unintentional, may be a violation of the Academic Integrity Policy. Violations of the Academic Integrity Policy may lead to disciplinary action up to and including dismissal from the College. Students are expected to commit to the following Honor Code when completing academic requirements and related activities.

Honor Code:

Hondros College of Nursing expects students to commit themselves to adhering to the highest standards of ethical behavior and academic integrity when completing all coursework, participating in internship and clinical experiences, and fulfilling exam requirements. To reinforce this commitment, the College has adopted an Honor Code that outlines the expectations of honorable conduct.

All students enrolled in a course or program at Hondros Collge of Nursing are expected to adhere to this Honor Code and pledge to avoid any action that violates the Academic Integrity Policy. Students are expected to approach their academic obligations with honor and uphold the five tenants of the Honor Code which are: Honesty, Ownership, Nobility, Observance, and Respect. As a student, you may be required to attest to this Honor Code throughout your academic experiences. Failure to pledge or attest to the Honor Code is neither an offense against the Honor Code, nor a defense of an alleged academic integrity violation.

Honesty

I am committed to upholding the highest standards of academic integrity. I understand that integrity and honesty are important values for my success in school and within my chosen career field.

Ownership

I will conduct myself ethically with honor and integrity in all the coursework I produce. Under the guidance of my instructors and through using college-approved learning resources, it is my responsibility to understand the course content and show what I have learned on course work (including exams and quizzes), using my independent ability free of cheating, collusion, interference, plagiarism, forgery, submitting acquired work as my own, and the use of generative artificial intelligence (AI) that does not adhere to the expectations as outlined in the Generative Artificial Intelligence (AI) Learning Assessment and Research Policy.

Nobility

I hold myself and others accountable to the academic integrity policy. I will not engage in behavior that undermines the learning environment or reputation of the college. Concerns regarding my actions or actions of others will be reported to college officials.

Observance

I will observe and revere this Honor Code, and I acknowledge that a violation of the Honor Code or the Academic Integrity Policy may result in disciplinary action that may impact the outcome of my education.

Respect

I will treat faculty, staff, and students with respect and promote an environment of fairness, trust, and professionalism.

Definitions

1. *Academic Misconduct* is the violation of the Academic Integrity Policy, including all forms of academic cheating including, but not limited to, acts listed below and any other act that results in unfair advantage to the student.

2. *Cheating* is defined as fraud, deceit, or dishonesty on an assignment, quiz, exam, assessment, discussion posts, or any other academic work, collectively referred to for the purposes of this policy as "Academic Activity." Examples include, but are not limited to:

   a. Copying answers, data, or information for any Academic Activity from another student in which the student is not permitted to work jointly with others.
   b. Utilizing an unauthorized 3rd party for help with Academic Activities.
   c. Misusing Artificial Intelligence sites in violation of the Generative Artificial Intelligence (AI) Learning Assessment and Research Policy.
   d. Using or attempting to use unauthorized materials, texts, notes, information, or study aids to gain unfair advantage in any Academic Activity.
   e. Using prohibited electronic devices during exams or assignments, such as using a hidden earpiece to receive answers or accessing unauthorized information on a device.

3. *Collusion* is collaborating with another person or entity to create an unfair advantage, assisting, attempting to assist, or receiving assistance from another person to create an unfair advantage; or conspiring with another person or entity in or outside the College to create an unfair advantage. Examples include, but are not limited to:

   a. Allowing others to use your Academic Activities or providing unauthorized access to your Academic Activities, College technological resources, or College-issued academic accounts to any other individual.
   b. Gaining unauthorized access to another student's Academic Activities, College technological resources, or College-issued academic accounts.
   c. Sharing and disclosing any Academic Activities.
   d. Submitting Hondros College of Nursing or student content to unauthorized 3rd-party sites.
   e. Using content from unauthorized 3rd-party sites without appropriate citations and without permission from the College.

4. *Fabrication* is the act of creating something that does not exist. Falsification is the act of changing something to deceive. Forgery is the act of imitating or counterfeiting documents, signatures and the like. Examples include, but are not limited to:

   a. Deliberately falsifying, altering, or inventing student records.
   b. Deliberately falsifying, altering, or inventing information for an Academic Activity.
   c. Deliberately falsifying, altering, or inventing citations used in an Academic Activity.

5. ***Impersonation*** is defined as assuming another person's identity or allowing another person or entity to impersonate you or assume your identity to complete an Academic or Enrollment Activity. Examples include, but are not limited to:

   a. Completing official documents, such as entrance requirements or accommodation requests.
   b. Taking exams/quizzes.
   c. Submitting assignments or deliverables for a course.
   d. Attending (or logging in to) class in lieu of another individual.
   e. Taking part in clinicals or externships.
   f. Communicating under the guise of the student.

6. ***Plagiarism*** is the act of representing an individual's or organization's words, thoughts, or ideas as one's own. Examples include, but are not limited to:

   a. Using information (a paraphrase or quotation, in whole or in part) from a source without attempting to give credit to the author of that source.
   b. Using charts, illustrations, images, figures, equations, etc., without citing the source.
   c. Using an Academic Activity (in whole or in part) purchased, copied, or obtained from an unauthorized 3rd party. Violating copyright or committing piracy, including the use, alteration, or duplication of media, software, code, or information when expressly prohibited or where copyright exists or is implied.
   d. Misusing generative Artificial Intelligence without citing the use of it or in any other manner against the College's Generative Artificial Intelligence (AI) Learning Assessment and Research Policy.

7. ***Sabotage*** seeks to gain unfair academic advantage by destroying, damaging, or stealing another person's work and or property, or obstructing or interfering with an instructor's materials or another student's academic work (including documents, design, data, technology, etc.) Examples include, but are not limited to:

   a. Installing spyware, viruses, or other damaging software in another person's computer or academic equipment to undermine or damage another person's academic progress.
   b. Withholding or misrepresenting common knowledge about an academic activity as a deliberate attempt to harm another person's academic progress.
   c. Revealing confidential data about another person or their Academic Activity.

ACADEMIC INTEGRITY POLICY: VIOLATIONS

Students who violate the Academic Integrity Policy are subject to corrective action to deter future misconduct and to hold students accountable for their actions. Consequences of Academic Integrity Policy violations will be based on past academic integrity violation records, the level of severity of the violation, and the impact upon the academic community. Documentation of Academic Integrity Policy violations is maintained. Examples of consequences that will be implemented include but are not limited to the following:

Consequence of Academic Integrity Policy Violation(s):
Level One Violations: Level One violations are less severe and may be intentional or unintentional in nature. These violations may occur due to gaps and/or misunderstandings in the learning process of what constitutes academic misconduct, or a disregard for the Honor Code. It is not the responsibility of the College to identify the intentionality of academic misconduct violations. Examples of Level One violations may include but are not limited to the following: minor citation errors, using information without giving credit to the author of that source, assisting others to violate academic integrity, and the use or sharing of unapproved resources.

Faculty-Implemented Consequences: Level One Violations
- Redo Academic Activity for partial or full credit; Late Assignment Submission Policy deduction may apply.
- No resubmission – Partial credit on Academic Activity
- No resubmission – Zero credit on Academic Activity

Level Two Violations: Level Two violations are more severe and egregious and may be intentional or unintentional in nature. It is not the responsibility of the College to identify the intentionality of academic misconduct. The egregiousness and/or the accumulation of multiple Level One violations is what differentiates the implementation of a Level One Consequence vs. Level Two Consequence. Examples of Level Two violations may include but are not limited to the following: full-text plagiarism, collusion, contract cheating, falsification of data or results, forgery, and impersonation.

Academic Leadership or Academic Integrity Committee-Implemented Consequences: Level Two Violations
- Withdrawal from the course and receive a Fail (F) grade.
- Dismissal from the College

The College reserves the right to dismiss a student from the College for academic misconduct; students who are dismissed from the College because of academic misconduct may not re-enroll. Students who commit Academic Misconduct also risk harming future educational and employment opportunities.

Academic Integrity Appeal Process: When there is a finding of academic misconduct, the student will have the opportunity to provide any additional and pertinent information they would like considered, so long as the basis for the appeal is to claim that the act of academic misconduct was not committed or that the consequence was too severe for the type of violation. Attempting to justify the act of misconduct is not an acceptable basis for an appeal. Refer to the Academic Appeal policy for the process to appeal an academic misconduct decision.

GENERATIVE ARTIFICIAL INTELLIGENCE (AI) LEARNING, ASSESSMENT, AND RESEARCH POLICY

Hondros College of Nursing supports students' ethical and transparent use of generative artificial intelligence (AI). Generative AI refers to technologies that can create content autonomously, such as text, images, or multimedia. Ethical use of generative AI includes implementation of such tools in the processes of brainstorming and editing. All use of the generative AI by students must comply with Hondros College of Nursing's academic integrity policy. Any use of generative AI to supplement student submissions of course assignments and deliverables – written, visual, or otherwise – must be cited appropriately with the A.I. tool employed, e.g., (OpenAI, 2025). Generative AI should not be used by students to complete assignments or deliverables in total. Hondros College of Nursing students are responsible for the quality of ideas as well as the accuracy of information and sources within all their submitted assignments.

HARRASSMENT/HAZING CONDUCT

1. Physically or verbally abusing, assaulting, threatening, endangering, or harassing any person connected with the College or a clinical agency.
2. Engaging in harassment based on race, ethnicity, gender, sexual orientation, ability, or religious affiliation.
3. Engaging in sexual assault, sexual exploitation, sexual harassment, non-consensual contact, and/or stalking, as defined by the Ohio Revised Code.
4. Engaging in, or coercing another individual to engage in, any act related to initiation or membership in a student or other organization that causes or creates a substantial risk of mental or physical harm to any person. This includes, but is not limited to, coercing another individual to consume alcohol or a drug of abuse.

DISRUPTIVE AND UNETHICAL CONDUCT

1. Improper verbal or physical conduct in any classroom, lab, clinical location while on College property or wearing the College uniform.
2. Threatening or actually physically harming another person or person's property.
3. Disruption while in a classroom, lab, or clinical location. Disruptive conduct may include, but not limited to, arriving late to class, leaving class early, frequent breaks, outbursts, or any other activity that disrupts the educational and learning opportunities of other students.
4. Use of cellular phone and Bluetooth devices while in class, lab, or at clinical locations including texting and Internet usage. Due to patient confidentiality, cellular phones and Bluetooth devices are prohibited in the clinical setting.
5. Sleeping during class, lab, or at clinical locations.
6. Leaving the clinical facility before the end of the scheduled shift without faculty permission.
7. Unauthorized entry to or use of College facilities.
8. Theft or damage to the College or College property.
9. Possession, use, distribution and/or sale of any illicit/illegal substance, including the use, distribution, and/or sale of marijuana or cannabis. Regardless of whether a medical marijuana prescription and/or card has been issued, the College considers marijuana an illegal substance, and using it is strictly prohibited. This is applicable even in cases where the state has legalized marijuana use for medical and/or recreational purposes.
10. Use of or being under the influence of alcohol or drugs while on College property and/or any clinical location. Students should report any knowledge of such activities to the appropriate College personnel. Whenever anyone with supervisory responsibilities within the College suspects a student has fallen short of performance or behavioral standards due to the use of alcohol or drugs, or is under the influence of alcohol or drugs, the College may require that individual to submit a saliva, blood, or urine sample for alcohol and/or drug testing to stay enrolled in a program.
11. Carrying a firearm, deadly weapon, or dangerous ordinance anywhere on College property or on any clinical campus used by the College.
12. Having children on campus. Children are not permitted to attend classes, including labs and clinicals. Children are not permitted on campus or common areas used by the campus.
13. Smoking and tobacco use. Students may not smoke or use tobacco products of any kind, including electronic cigarettes, snuff, chewing tobacco, etc. at any clinical sites, while in uniform, or while on campus.
14. Students are not permitted to eat or drink in the nursing skills lab or the science lab.
15. Falsifying Information, including, not limited to, providing false information to College officials or clinical agencies, participating in forgery, and knowingly supplying the college false or altered documentation or information.
16. Failing to abide by College policies.

CONSEQUENCES OF MISCONDUCT – NON-ACADEMIC MISCONDUCT

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

Depending upon the severity of the violation, the College may:
1. Issue a verbal warning to the student.
2. Issue a written warning to the student. The warning will be placed in the student file.
3. Administratively Withdraw the student from a course(s) with a "W" of "F" grade.
4. Immediately dismiss the student from the College.

Additionally, the College may be required to notify the state board of nursing of certain behaviors or offenses. If a student is subject to any of the consequences listed above the College reserves the right to suspend the

students right to attend course(s) while an investigations takes place. If a student is subject to any of the consequences listed above and disagrees with the outcome, he or she may follow the Academic Appeal Policy, as outlined in the Student Catalog. Students who are dismissed due to a violation of the Student Code of Conduct are prohibited from being on College property and are not eligible for reinstatement.

OHIO BOARD OF NURSING (OAC, 4723-5-12(C)) STUDENT CONDUCT REQUIREMENTS

1. A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the patient, and the patient's response to that care.
2. A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.
3. A student shall not falsify any patient record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports or time records, reports, and other documents related to billing for nursing services.
4. A student shall implement measures to promote a safe environment for each patient.
5. A student shall delineate, establish, and maintain professional boundaries with each patient.
6. At all times when a student is providing direct nursing care to a patient the student shall:
    a. Provide privacy during examination or treatment and in the care of personal or bodily needs;
    b. Treat each patient with courtesy, respect, and with full recognition of dignity and individuality.
7. A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 and division (B)(20) of section 4723.28 of the Revised Code for a registered nurse, and division (F) of section 4723.01 and division (B)(21) of section 4723.28 of the Revised Code for a practical nurse;
8. A student shall use universal blood and body fluid pre-cautions established by Chapter 4723-20 of the Administrative Code.
9. A student shall not:
    a. Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient
    b. Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.

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

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

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

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

12. A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:
    a. Sexual contact, as defined in section 2907.01 of the Revised Code;
    b. Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.
13. A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student, or self-administer or otherwise take into the body any drug that is a schedule I controlled substance.
14. A student shall not habitually indulge in the use of controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.
15. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of habitual or excessive use of drugs, alcohol, or other chemical substances that impair the ability to practice.
16. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability.
17. A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance.
18. A student shall not obtain or attempt to obtain money or anything of value by intentional misrepresentation or material deception in the course of practice.
19. A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.
20. A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.
21. A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion.
22. A student shall not assist suicide as defined in section 3795.01 of the Revised Code.
23. A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its faculty or preceptors, or to the board.
24. A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.
25. To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.
26. For purposes of paragraphs (C)(5), (C)(6), (C)(9), (C)(10), (C)(11) and (C)(12) of this rule, a student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student's assigned clinical responsibilities.

CRITICAL INCIDENT POLICY

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

One critical incident, or a pattern of critical incidents, could result in failure of the course, or dismissal from the College, depending upon the severity of the incident. Violations will be reviewed, as applicable, by the Dean of the Medical Assisting program, the Campus Dean/Director of Nursing, or designee. Documentation of the Critical Incident will be kept in the student file on a Critical Incident Form.

COPYRIGHT POLICY

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

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

Copyright infringement (or copyright violation) is the unauthorized or prohibited use of works covered by copyright law, in a way that violates on of the copyright owner's exclusive rights, such as the right to reproduce or perform the copy-righted work, or to make derivative works.

Willful infringement may subject a student or employee to discipline and can impact the privilege to use information and technology resources for educational purposes at the College. Uploading or downloading works protected by copyright without the authority of the copyright owner is an infringement of the copyright owner's exclusive rights of reproduction and/or distribution. Even an innocent, unintentional infringement violates the law.

The College has secured purchasing agreements with many of its hardware and software vendors that allow students to purchase these items at significant discounts. This is an alternative to help reduce illegal downloading or otherwise acquiring copyrighted material. Other alternatives are assessed annually by the College. Many resources found on the Internet are protected by copyright and should not be copied, distributed, or otherwise infringed upon by faculty, students or staff.

Pursuant to federal law, copyright notices are posted in all faculty, administration, and student copier access areas. Questions regarding copyright and possible fair use of copyrighted materials should be directed to Compliance@ hondros.edu. For more information on United States copyright law, please consult the U.S. Copyright Office's website at https://www.copyright.gov/.

TECHNOLOGY REQUIREMENTS

Students are required to have personal laptops for classroom and online learning experiences and any other educational activity. Having the accessibility of a laptop will allow students to stay connected with their classmates and faculty throughout their courses. Technology requirements for student laptops for all programs are listed below:

- A non-ARM based, multi-core, Windows-compatible processor that operates at a minimum of 2.0 GHz. Chromebooks, iPads and devices with ARM processors are not supported by the College's testing technology or by the campus technical staff.
- Windows 10 or 11 operating system or newer. Alternate versions of Windows, such as Windows RT and Windows 10 S, are not supported by the College's testing technology.
- Minimum 4 GB of usable RAM, 8GB or more recommended.
- Minimum 100 GB of free hard disk space or more, 256 GB or more recommended.
- Built-in microphone and speakers, or headset.
- A display capable of 1024 x 768 resolution or greater.

- A graphics card capable of producing high-quality graphics and video.
- A wireless card, a hotspot, or built-in wireless networking.
- An installed copy of Microsoft Office – HCN provides Microsoft 365 licenses for all enrolled students.
- Anti-virus software that is current and regularly updated by the software manufacturer.
- The latest versions of:
  - o Chrome
  - o Firefox
  - o Java
  - o Adobe Acrobat Reader
- A wired headset or wired earbuds for exams - wireless devices are not permitted for testing
- Webcam for virtual lectures and exams, as applicable.

In addition, students need access to a broadband internet connection of 3Mbps or faster. Free wireless internet is available at each College campus. All students are responsible for acquiring wireless access off campus.

Students using adaptive technology are recommended to use JAWS (version 10.0 or later) or Window-Eyes (version 7.0 or later) with MyClassroom.

Students may elect to purchase a technology package from the College, which includes a laptop, software, and capabilities for wireless connection. Having the accessibility of a laptop will allow students to stay connected with their classmates and faculty throughout their courses. All students are responsible for acquiring wireless access off campus. Free wireless access is available at each College campus.

Every student is expected to be proficient and responsible with the technology used at the College; this includes:

- College e-mail - Enrolled students are given a College student e-mail address. This e-mail address will be used to communicate with faculty, administration, and fellow students; it is the official e-mail address the College will use to communicate with students. Students should check their Hondros College of Nursing e-mail at least daily.

- CAMS Student Portal - Students are required to utilize the Student Portal throughout their program. The College will post vital information, including addenda to this catalog, on the Student Portal. It is the responsibility of the student to access the Student Portal to:
  - a. read news postings;
  - b. stay current on changes/addenda to the Student Catalog;
  - c. receive documentation and communication specific to his or her student record;
  - d. access official midterm and final grades;
  - e. complete end-of-term evaluations;
  - f. access unofficial transcripts;
  - g. access the student email system; and,
  - h. access MyClassroom.

- MyClassroom – All students taking classes traditionally offered online at Hondros College of Nursing will utilize the MyClassroom learning management system as their course classroom. MyClassroom houses course lessons and documents, assignments and assessments, discussion forums, and the course gradebook. Students should log in to their online courses at least once per day. As applicable, the Medical Assisting program Dean, the Campus Dean/Director of Nursing, or designee provides technical support for electronic educational products including, but not limited to, MyClassroom , HESI, Connect, etc.

Students are shown how to access the learning management system utilizing their own personal username and password.

While students are welcome and encouraged to contact the Helpdesk and student support services on their campuses for assistance, issues that cannot be resolved locally are escalated to the support team that administrates the Hondros MyClassroom learning management system.

This team can be reached by phone or email during the following hours:
- Monday – Friday: 6:00 a.m. to 10:00 p.m. ET
- Saturday: 8:00 a.m. to 10:00 p.m. ET
- Sunday: 7:00 a.m. to 12:00 a.m. (Midnight) ET

For assistance, students should call 855-90-NURSE or email myclassroomsupport@hondros.edu.

ACCEPTABLE USE POLICY
Students attending Hondros College of Nursing agree to abide by the Acceptable Use Policy (AUP). Failure to follow the College's AUP can result in disciplinary action and possible prosecution under the mandates of federal and state law.

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

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

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

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

USE OF SOCIAL MEDIA
Personal participation in social media outlets is not objectionable; however, students are reminded that posts on such outlets are not private communications and should be considered to be part of the public domain. Students, faculty, and staff are expected to maintain professional standards of behavior at all times. If students choose to post about student life, best judgment should always be used. Postings and other communications on personal pages, blogs, journals, Twitter, Facebook, etc., that comment on other students or employees of the College and/or College activities, may become available to the College, and such posts may be held subject to professional standards and ethics that are set forth in the Student Catalog.

Students should not be connected to current or prior faculty on a social media outlet, even if the relationship existed prior to the student's enrollment, unless that social media outlet or website is professionally oriented (for example, LinkedIn).

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

LOGO USAGE

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

VIDEO/AUDIO RECORDING OF LECTURES POLICY

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

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

DRESS CODE & GENERAL APPEARANCE POLICY

Requirements for grooming and appearance are based on safety, infection control, and the need to present a professional appearance.

GROOMING STANDARDS

1. The skin should be cleansed daily. Deodorant should also be used daily. Makeup should be used in moderation with no heavy application of foundation, rouge, eye makeup or lipstick. False eyelashes should not be worn in the clinical or lab setting. Perfumes, colognes, and scented lotions or body sprays are not permitted.
2. The hair should be neatly groomed and of a natural color. For lab and clinical, long hair should be arranged back in a ponytail, braids, or bun so that it does not fall into the face, on the back of the collar, or obstruct vision. Hair extensions and styles should be conservative. Beards and/or mustaches should be short, neat, and well-trimmed.
3. The hands should be clean and well cared for, with short fingernails, (natural nail tips no longer than 1/4 inch). Nail polish, nail overlay of any type, or artificial nails are not permitted at any time.
4. Any tattoos of offensive nature must be covered at all times if required by campus leadership or clinical site.
5. For lab or clinical: only one small stud earring per lower ear lobe may be worn. Guage type piercings must be clear or skin tone colored. Only one plain, stone-less, smooth ring is permitted. A watch with a second hand or digital display is required (no smart watches). Medic Alert jewelry will be permitted at all times. No other jewelry will be allowed.
6. Hats, scarves, and other head coverings are not permitted in class, lab, or clinical unless required by verifiable religious exemption or a medical accommodation. A head covering is defined as anything that covers a majority of the head, including scrub caps and stocking caps. Headbands may be worn; however, they must be no wider than one (1) inch and of a solid neutral color and without adornments or designs.

UNIFORMS

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

1. Students must wear approved uniforms to all lectures, labs, and clinical unless otherwise authorized by the campus leadership.
2. Students will be issued a photo ID badge that must be worn and visible above the waist at all times while on campus and at off-campus clinical sites. Lost ID badges must be replaced immediately. There is a $10 replacement cost for each badge.
3. Uniform must be freshly laundered, without wrinkles, and in good condition.
4. Students are permitted to wear a plain white short or long sleeve t-shirt under the uniform.
5. Students must wear flesh/white color nylons, stockings, tights, or solid color socks.

6. Students are to wear clean white or black leather or leather-like non-mesh nursing, non-mesh athletic shoes without any decoration or color to lab and clinical. Shoes must cover the whole foot. Students are permitted to wear any type of nursing or athletic shoe for class only.

DISCIPLINARY ACTION RELATED TO DRESS CODE VIOLATIONS

Students not in uniform or not in adherence with the College Dress Code policy during any classroom, lab, or clinical experiences may be asked to leave. The attendance policy will be applied and any absence incurred as a result of being out of dress code will be recorded.

VIOLATIONS OF THE DRESS CODE POLICY WILL BE HANDLED AS FOLLOWS:

1. *First occurrence:* The student will be given a warning of the dress code violation. Documentation of the warning will be kept in the student's file on an Opportunity for Growth Form.
2. *Second occurrence:* A written warning will be issued to the student via a Critical Incident Form.
3. *Third Occurrence:* The student will meet with, as applicable, the Medical Assisting program Dean or the Campus Dean/Director of Nursing and Campus Executive Director to address their refusal to comply with the dress code. A second and final Critical Incident Form will be issued to the student.
4. *Fourth Occurrence:* The College reserves the right to dismiss a student for failure to comply with the dress code.

LECTURE ATTENDANCE POLICY

Hondros College of Nursing believes active participation in on ground and online courses are essential for the development of the healthcare professional. Students receiving funds from any state or federal agency may be subject to the additional attendance requirements of that specific agency.

Attendance is expected in all courses. A record will be maintained for each student's attendance and tardiness patterns in on ground and online lectures. All absences put the student's ability to be successful at risk. A student will be withdrawn from their program when any of the following criteria are met:

- A student fails to post any attendance during week 1; or
- A student who has unexcused absences from all classes (including lab and clinicals) for fourteen (14 consecutive calendar days, including holidays.
- A student fails to post attendance in at least one component (lecture, lab or clinical) for each registered class within the first three weeks of the term.

Lecture meetings for an individual course count as a separate "meeting" for that week. Courses traditionally offered online are considered as "meeting" once per week. Students absent from scheduled lectures for an individual course(s) between weeks 1 through 9 of the term, as outlined in the following schedule, will be administratively withdrawn from that course(s) by the College with a grade of "W" and will need to follow the Repeat Policy in this Catalog.

Lectures Meeting Per Week	Maximum Absences During Weeks 1-9 of the Term
1	3
2	5

- Students are not required to turn in documentation for a missed lecture.
  - o If a student exceeds the maximum absences, they can submit documentation supporting an extenuating circumstance for their last of the lecture absences.
  - o Documentation must be submitted within 24 hours of the students return to any scheduled class.

- Documentation will be reviewed by academic leadership. If approved, the next absence - excused or unexcused - may result being withdrawn from the course.
- Students enrolled in an online course will post attendance through the submission of weekly course work in an asynchronous or synchronous format.
- Make-up opportunities for lectures will not be offered.
  - Students should refer to their syllabi regarding assignment completion and acceptance.
- This policy relates to students missing an entire scheduled class period.
  - Students who are late to or leave early from lecture(s) will be subject to the Disruptive and Unethical Code of Conduct policy.
  - Students who are absent for a scheduled exam and are approved for an exam makeup (per the missed exam policy) are subject to the above attendance policy.
  - Failure to sign in to lecture will be counted as an absence.
- For courses taking attendance via the attendance application, students must sign in and sign out to be counted as Present. Students who do not sign in, or who sign in and fail to sign out, will be marked Absent.
- Any student attendance recorded as Other or Holiday are not applicable.

CLINICAL ATTENDANCE:
- Students are expected to attend 100% of all scheduled clinical time. Students are required to make-up all missed clinical time resulting from an absence, tardy or leaving early.
  - This also applies to NUR 166 lab, NUR 167 lab, NUR 221 lab, and NUR 232 lab as they are considered clinicals.
- Due to the hands-on nature of the nursing clinical, experiences may be difficult or impossible to replicate. The College is under no obligation to provide make-up opportunities.
- Absences will be reviewed by academic leadership on a case-by-case basis per the Guidelines for Lab and Clinical Attendance.
- Students missing 15 minutes or more of any scheduled clinical will be considered absent.
- Students arriving 15 minutes or more after the start of clinical will not be permitted to stay, will be considered absent and will be required to request a makeup.
- Students leaving the clinical for any reason will do so with permission from the instructor. Repetitive leaving and extended absences from a clinical in progress is considered disruptive conduct per the Student Code of Conduct.
- A no call/ no show is defined as a student who does not contact the clinical instructor prior to the missed offsite clinical experience. A no call/ no show will result in a critical incident and may not be eligible for a clinical make-up.

LAB ATTENDANCE:
- Students are expected to attend 100% of all scheduled lab time.
  - NUR 166 lab, NUR 167 lab, NUR 221 lab, and NUR 232 lab are considered clinicals, refer to Clinical Attendance section.
- Due to the hands-on nature of the lab(s), experiences may be difficult or impossible to replicate. The College is under no obligation to provide make-up opportunities.
- Absences will be reviewed by academic leadership on a case-by-case basis per the Guidelines for Lab and Clinical Attendance.
- Students missing 15 minutes or more of any scheduled lab will be considered absent.
- Student arriving 15 minutes or more after the start of lab will not be permitted to stay, will be considered absent and will be required to request a makeup.
- Students leaving the lab for any reason will do so with permission from the instructor. Repetitive leaving and extended absences from a lab in progress is considered disruptive conduct per the Student Code of Conduct.

GUIDELINES FOR LAB AND CLINICAL ATTENDANCE

Students must submit a makeup request form with extenuating circumstances documentation within 24 hours upon return to the College. Make up request forms without extenuating circumstances documentation will not be accepted. The student should submit no more than one lab and/or clinical make up request per course, per term.

Missed lab/clinical time due to tardies/leaving early will be made up at the faculty's discretion in alignment with the course make up requirements.

NCLEX ® REVIEW ATTENDANCE

Students in their final term of the PN program will complete a two-day NCLEX® review, and students in their final term of the ADN program will complete a three-day NCLEX® review provided by the College. This event is designed to review test-taking strategies and curriculum content in order to increase student success on both the comprehensive and predictor examinations, and the NCLEX-PN® and NCLEX-RN® examinations. Due to the beneficial nature of this review, attendance is mandatory. Attendance will be taken daily. Any absences must be approved by the Campus Dean/ Director of Nursing or designee. If approved, the Campus Dean/Director of Nursing or designee will provide a make-up plan. Completion of the NCLEX® review or the approved make-up must be completed prior to the administration of the final term HESI assessment.

ONLINE ATTENDANCE – FOR TRADITIONAL ONLINE COURSES ONLY

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

Students who were unable to complete online coursework due to a valid, verifiable excuse (per the Extenuating Circumstances policy), but who are still considered as present in the course during the timeframe in which the missed coursework was due, may make up the missed coursework if they provide proof of the excuse to the Campus Dean/ Director of Nursing, Dean of the Medical Assisting program or designee within five (5) days of the due date of the missed coursework.

Excused absences only allow students to make up missed online coursework with a due date during the time period covered by the excuse, not the entire week for which the student received attendance.

BEREAVEMENT POLICY

Bereavement may be applicable in the event of the death of an immediate or extended family member (spouse/ domestic partner, children, siblings, grandparents, grandchildren, parents/guardians). Bereavement leave should not exceed 3 days total.

Documentation is required (e.g. newspaper notice, funeral notice, obituary, or church handout). Students without verifiable documentation will not be approved.

Students must communicate with their faculty. Students must also communicate with the Dean or Program Coordinator about the need for time off.

- Nursing and Medical Assisting programs have additional attendance and make-up requirements that must be met. A make-up opportunity or alternative learning experience is not always possible to meet the learning objectives of the course.
- The student should submit no more than one lab and/or clinical make-up request per course, per quarter.
- Students must submit a makeup request as early as possible, but no later than 24 hours upon return to classes.

EXTENUATING CIRCUMSTANCES

During your studies, you may experience circumstances outside your control that may impact your ability to fulfill the requirements of your courses or program. These guidelines are in place to ensure equity for all students.

Extenuating Circumstances are generally defined as a combination of the following:
- Situations that are different from your usual day-to-day life.
- They are unforeseen and outside of your control: You could not have prevented them.
- They are likely to substantially impact your ability to comply with the policies of the College.

The following are considered extenuating circumstances with appropriate documentation:
- Military service
- Jury duty
- Formal written accommodations obtained through the Campus Dean/Director of Nursing or Program Coordinator as permitted under the Accommodations Policy in this Catalog.

If the extenuating circumstances reported fall under a Title IX offense and/or pregnancy-related conditions, this should be reported to the Title IX Coordinator at titleix@hondros.edu for support and consideration. Title IX Offenses include incidents of sexual misconduct such as sex-based harassment, sexual violence, dating and domestic violence.

The following situations **may be** considered extenuating circumstances with appropriate documentation; this list is not all-inclusive:

- Serious ill health or caregiving of self or an immediate family member
- Personal accident or injury of a significant nature
- Bereavement due to the recent loss of a close family member
- Victim of a crime
- Short-term incarceration
- Court Appearance when mandated as third-party or witness
- Unforeseen transportation or traffic emergencies
- Unforeseen conflicts with childcare
- Unexpected medical complications
- Natural disasters or other emergencies declared by a state or federal agency

Standards of acceptable **evidence** include the following:
- A Health Provider's letter or certificate that confirms your illness and clearly identifies the time of the illness
- Hospital admission and discharge letter, to confirm your time spent in the hospital
- Death Certificate / Order of Service / Funeral Director's Letter
- Police Report
- Military Orders
- Jury Duty Summons - stamped jury duty form from the court
- Emergency Declaration
- Intake and Release Paperwork
- Accommodations Plan on file

The following situations are generally not considered extenuating circumstances; this list is not all-inclusive:

- Poor Time Management: Failure to manage time effectively or procrastination
- Work Commitments: Not planning appropriately for work commitments or volunteer work
- Holidays or Travel Plans: Lack of prioritization for academic expectations related to vacations or trips
- Lack of Preparation: Not completing work related to exams or assignments, misreading of schedule or tardiness
- Transportation Issues: Not planning for routine/expected traffic delays
- Non-Urgent Appointments: Routine appointments that can be scheduled at alternative times
- Minor Illnesses that do not significantly impact academic performance

VIRTUAL LECTURE POLICY

Students are responsible to ensure they attend all virtual classes just as you are required to attend in-person lectures. Students must be registered for the class and attend the class as scheduled. Student Code of Conduct, behavior expectations, Dress Code Policies, and Attendance Policies do not change with remote teaching and learning; therefore, students must adhere to the written college policies as identified in the student catalog.

- Students are prohibited from recording virtual lectures and providing virtual links with others.
- All students attending virtual classes are to be stationary and clearly observed. The student is to remain visible on camera in order to create a collaborative learning environment.
- Students must log in with their full name as listed in CAMS. Failure to use their full name may result in the student may risk being recorded as absent if the college is unable to verify attendance.
- Students are expected to follow some basic etiquette rules when attending virtual lectures including but not limited to; minimizing background noise, muting of the student's microphone when not speaking.
- Students are encouraged to ask questions and make comments using either the chat feature or microphone but always demonstrating respect to their instructor and classmates by using appropriate language and tone.
- To ensure a positive and productive virtual learning experience students should plan an area free of interruptions, avoid multitasking, and avoid participating in other activities that may distract the student or others from the lecture. Students are expected to engage in virtual classroom instruction and/or classroom activities as directed.

FITNESS FOR DUTY POLICY

Students assigned to lab or clinical experiences shall be deemed "fit for duty" by the student's health care provider. If the clinical agency wants to verify the health records of any student assigned to the named agency, those records will be provided upon request.

Students prohibited by a health care provider to participate in lab, or clinical due to an illness, accident, or injury must notify the faculty member. A note from the student's health care provider must be submitted to, as applicable, the Dean of the Medical Assisting program, the Campus Dean/Director of Nursing, or designee to verify student's fitness for duty upon return to classes (lab or clinical). Students may not be permitted to attend lab or clinical without this verification.

ASSIGNMENT & EXAM POLICIES

STUDENT TESTING POLICY

Assessment is defined as: Evaluations or measurements used to document students' academic readiness, learning progress, skill acquisition, or educational needs.

Assessment takers are expected to comply with the Student Testing Policy when taking any assessment, as defined in this policy. Failure to adhere to the policy may result in an academic integrity policy violation inquiry.

- Assessment takers are not permitted to take an assessment for any other student.

- Assessment takers are not permitted to have another person take an assessment on their behalf.

- During testing, assessment takers may not use the computer for any function other than completing the proctored assessment.

- Assessment takers are not permitted to copy, reproduce, record, distribute, or disclose the assessment questions by any means or allow another individual to do so.

- Assessment takers with an approved accommodation are expected to notify their faculty of the specific assessment-related accommodations they need at least 24 hours in advance of the exam. This will help ensure that the accommodations are provided on time.

- Assessment takers must immediately notify the proctor if they experience technical difficulties during an assessment.

- To access the assessment, assessment takers must show their photo identification. Photo identifications should be the College issued Photo ID, or if necessary, an original, current (valid) ID issued by a city/state/ federal government agency.
    - You must use the name on your ID to register to test, and the photo ID must be clearly recognizable as you.
- For Assessments that require a webcam to ensure the best experience,
    - If a webcam is required, your face should be clearly visible.
    - Position the webcam so your face is centered in the frame the entire time you are signed in and complete your assessment.
    - Ensure all other computer applications are closed, and if required, anti-virus software is disabled before you begin your assessment.
    - Do not attempt to block the webcam's view by moving the device, blocking the webcam with a piece of paper or other objects, or sliding the cover over the lens.
    - Avoid leaving the view of the webcam, using unauthorized materials, moving in an unusual or excessive way, looking away from the screen, or speaking.
- There are two time constraints on the exam/quiz: when the exam/quiz deadline passes (that is, the date and time at which students will no longer be able to access the exam or quiz), and when the time limit on the exam/quiz has ended (that is, when the amount of time allotted for students to take the exam/quiz is completed). Students must be careful to leave themselves enough time to complete the exam/quiz before the deadline passes, and must be cognizant of the time limitations of the exam/quiz, as well.

- Cheating hurts everyone. If you see it, report it. If you suspect another tester is attempting to create an unfair advantage or encounter any other attempt to violate the academic integrity policy, you are encouraged to report the activity to Hondros College of Nursing Officials.

In-Person Assessments Require:
- Assessment takers are expected to be on campus, in the designated testing area, and ready for the assessment at or prior to the scheduled start time of the assessment. The campus will use a process to determine on-time arrival. Assessment takers should expect the doors to the assessment environment to be closed at the scheduled start time of the exam. Students arriving after the doors are closed, regardless of check-in status, will be considered late and will not be permitted to enter the assessment environment, forfeiting their opportunity to take the exam.

- Assessment takers may be required to wait in a designated waiting area outside of the testing environment prior to the testing time.
- Assessment takers must take care of any personal needs (i.e., restroom) before entering the room for the assessment.
- Assessment takers may not eat food or candy, drink, or chew gum during the assessment unless an approved accommodation requires it.
- Assessment takers are required to utilize laptops/computers approved by the school with the appropriate lockdown platforms installed. Students who do not meet this requirement will not be permitted to take the exam.
- For examinations delivered electronically via Examplify (the ExamSoft testing platform): students must bring a working laptop with the Examplify software installed that meets the technology requirements.
- For paper-based testing, written responses to questions must be designated clearly. Students will record their name, the date and the course name and section number on each piece of paper.
- Students must submit the exam by the conclusion of the testing period. If technical difficulty prevents a student from submitting the exam, the issue must be immediately documented by the proctor and elevated to the faculty member for next steps, which may include a resubmittal of the original exam immediately following the resolved technical issue, or a make-up exam offered if necessary.
- If an assessment taker leaves the testing environment for any reason without permission, they are not permitted to re-enter the environment during testing.
- If an assessment taker must leave for any reason during the assessment prior to completing the assessment, any personal items that were allowed to stay in the room must remain in the assessment environment until the assessment is completed by all students. The proctor has the discretion to approve a temporary exit from, and to allow the removal of any personal items from the assessment environment and approve their return to the assessment environment.
- Makeup Exams – Makeup eligibility is determined by the following situations:
  o Arrived late or exited early due to extenuating circumstances. - See the Extenuating Circumstances policy for additional information. Depending on the type of assessment, students must work with the Dean/Program Coordinator to determine if a makeup is allowed.
  o Missed assessments due to extenuating circumstances - See the Extenuating Circumstances Policy for additional information. Depending on the type of assessment, students must work with the Dean/Program Coordinator to determine if a makeup is allowed.
  o Arrived late or exited early without approval – No makeup allowed.
  o Did not comply with provisions of the testing policy – No makeup allowed.
  o Entrance Exams make-up will require the approval of the Campus Executive Director.
  o Early exams/quizzes will not be given prior to the originally scheduled date.
  o Unannounced or pop quizzes cannot be made up.
- Within 24 hours of the missed exam/quiz, student must contact their instructor by phone, e-mail, or in-person and provide documentation of an extenuating circumstance for faculty to determine whether an extenuating circumstance exists and whether a make-up exam/quiz will be offered. If the student knows in advance of the exam/quiz that they will not be able to take the exam/quiz as scheduled, the instructor must be notified of the anticipated absence before the original exam/quiz is given. If a make-up exam/quiz will be offered, then students are generally expected to make up the exam within two business days of their return; the make-up date and time determination will be made by the faculty/dean.
- For assessments with a scheduled break, you may eat or drink outside the assessment room during the break. Electronic devices are not to be used during scheduled breaks. Ensure that you have returned to your seat prior to the end of the break period.

- During the assessment, only authorized resources and exam materials are permitted on your desk or workspace in the testing area. Unauthorized electronic devices, including cell phones, tablets, smartwatches, calculators, cameras, smart glasses, pagers, wireless headphones, or other electronic equipment, are not allowed.
    o Calculators, if allowed, along with writing tools and scratch paper will be provided by the campus.
    o If you utilize scratch paper, you must:
    o Not write on scratch paper until you have started the assessment.
    o Write your name on the piece of scratch paper distributed once the assessment begins.
    o Not copy or reconstruct assessment items during or after the assessment for any reason.
    o Return all scratch paper to the proctor at the end of the assessment.
    o Personal belongings are strictly prohibited in the assessment environment. This includes bags, backpacks, purses and wallets, cosmetics, including lip balm; any item that could be used to conceal your identity or an unauthorized testing aid.
    o Personal items allowed to stay in the room will be placed in a designated location, and the student must prove that all electronic devices are turned off.
    o Assessment takers should leave personal items in a locked vehicle, out of sight of passersby, or at home if they are not required for their time on campus. Hondros College of Nursing is not liable for any loss of, damage to, and/or theft of personal property left unattended by an assessment taker anywhere on campus, in the parking lot, or in a vehicle while complying with this policy.
- Assessment takers may be asked to roll up their sleeves, empty their pockets, or remove their glasses to demonstrate that their person is free of any electronic devices or other prohibited items upon entry to the testing environment.
    o Assessment takers who refuse to comply with the personal item expectations will be asked to exit the testing environment and will not be permitted to complete the proctored assessment.
    o Assessment takers asked to roll up their sleeves who wear long sleeves as part of a modesty provision of a sincerely-held religious belief may request a private screening area.
- Students are expected to wear their uniforms for any testing on campus, see Dress Code policy.

Exceptions to personal belongings rule:
- Personal Laptops that are approved by the institution for test-taking. When laptops/computers are provided by the institution, those must be used.
- Cultural-religious attire
    o Assessment takers may be asked to pull back their head covering and demonstrate that they do not have listening devices unrelated to a documented accommodation upon entry to the testing environment.
    o Assessment takers who refuse to comply with the head check expectations will be asked to exit the testing environment and will not be permitted to complete the proctored assessment.
    o Assessment takers asked to pull back their head covering who wear the head covering as part of a modesty provision of a sincerely-held religious belief may request a private screening area.
- Campus-provided earplugs or noise-canceling headphones.

Exiting the Assessment Environment at the end of the Assessment:
    o Log out of the assessment and leave the computer in place.
    o o Turn in your scratch paper and remove any permitted personal belongings.
    o o Quietly leave the testing environment as soon as you finish the assessment.
    o o Students are not permitted to re-enter the environment during the assessment.

LATE ASSIGNMENT POLICY (CLASSROOM, VIRTUAL ONLINE LECTURE OPTION, AND ON-CAMPUS LABS)

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

LATE ASSIGNMENT POLICY (ONLINE) – For traditional online courses only

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

LATE DISCUSSION POSTS AND REPLIES POLICY (ONLINE) – For traditional online courses only

Discussion forums posts and replies submitted after the discussion's final due date will not be accepted for a grade. For each day late, an initial or main post will be penalized by 5% of the post's point value. Initial or main posts will not be accepted more than 48 hours after the deadline. Reply posts are not accepted late.

ACADEMIC APPEAL POLICY

Students who seek to appeal a decision related to academic policies including, but not limited to, the Student Code of Conduct, classroom policies, attendance, course assignment, or grades, should follow the Academic Appeal Policy using the Academic Appeal Form, located in the Commonly Used Forms section of the Student Portal.

Academic concerns regarding requests for rounding grades, extra credit, or extra assignments to improve a grade is not considered an academic appeal.

Appeals related to test questions will follow the process below:
Appeals related to test questions must be submitted within seven (7) business days of receiving the grades, or before the next scheduled testing event, whichever comes sooner. Students must explain the rationale for their appeal with any appropriate citation.

1. Students will submit the Academic Appeal form to their course faculty with rationale and appropriate citations.
2. The course faculty will discuss the appealed question with the team of college faculty teaching the course within two (2) business days, and will submit their recommendations, as applicable, to the Medical Assisting Coordinator and the Dean of the Medical Assisting program or the Campus Dean/Director of Nursing and the Sr. VP of Academics of the program.
3. The final decision will be made by the Dean of the Medical Assisting program or the Sr. VP of Academics for the program within two (2) business days. The appeal decision is final.
4. As applicable, the Dean of the Medical Assisting program or the Sr. VP of Academics for the program will communicate the decision to the team of college course faculty. The Medical Assisting Coordinator, Campus Dean/Director of Nursing or the course faculty will communicate the decision to the student Appeals related to an assignment grade, the final exam, and the final course grade will follow the process below: Appeals related to an assignment grade must be submitted within seven (7) business days of receiving the grade. Appeals related to the final exam and the final course grade must be submitted by the Friday of week 11 at 5:00pm.

Appeals submitted after the deadline will not be reviewed and final grades will stand as submitted.
1. The course faculty will provide their input regarding the appeal to, as applicable, the Medical Assisting Coordinator or the Campus Dean/Director of Nursing within two (2) business days.
2. As applicable, the Medical Assisting Coordinator or the Campus Dean/Director of Nursing will review the

appeal and make a decision within two (2) business days and communicate the decision to the student.

3. If the student is not satisfied with the outcome of the appeal decision of the Medical Assisting Coordinator or the Campus Dean/Director of Nursing or they did not receive a response within the timeline, they may appeal to the Dean of the Medical Assisting program or the Sr. VP of Academics for the program within two (2) business days.

4. The final decision will be made by the Dean of the Medical Assisting program or the Sr. VP of Academics for the program within two (2) business days and the Dean of the Medical Assisting program or Sr. VP of Academics will communicate the decision to the student. The appeal decision is final.

Appeals related to Clinical or Lab Make-up will follow the process below:

1. Appeals will be submitted to the Dean of the Medical Assisting program or the Sr. VP of Academics for the program within two (2) business days of receiving the Clinical/Lab Make-up Request decision from the campus.

2. The final decision will be made by the Dean of the Medical Assisting program or the Sr. VP of Academics for the program within two (2) business days and the Dean of the Medical Assisting program or Sr. VP of Academics will communicate the decision to the student. The appeal is final.

For appeals related to academic decisions that are non-grade related will follow the process below:

1. The student will submit in writing, using the Academic Appeal – NON-GRADE RELATED Form, located in the Commonly Used Forms section of the Student Portal, within five (5) business days of the academic decision, a detail of the appeal and a recommendation to the Medical Assisting Coordinator or the Campus Dean/Director of Nursing or designee. The Medical Assisting Coordinator or the Campus Dean/Director of Nursing or designee will respond with their decision, in written format, to the student within two (2) business days.

2. If the student is not satisfied with the outcome of the Medical Assisting Coordinator or the Campus Dean/Director of Nursing or designee's decision, the student may submit their appeal, in written format, using the Academic Appeal – NON-GRADE RELATED Form, to the Dean of the Medical Assisting program or the program's Sr. VP of Academics within one (1) business day. The Dean of the Medical Assisting program or the program's Sr. VP of Academics will respond with their decision, in written format, to the student within three (3) business days.

3. If the student feels the academic appeal has not been satisfactorily resolved, the student may request, in written format, using the Academic Appeal - NON-GRADE RELATED Form, within three (3) business days of receiving the decision, that the Dean of the Medical Assisting program or the program's Sr. VP of Academics convenes an unbiased panel to review the request.

4. The Dean of the Medical Assisting program or the program's Sr. VP of Academics will formally respond, in writing, to the student within five (5) business days. This decision is final and no further appeal will be considered by the College.

Failure to follow the timelines prescribed in the appeal procedure will result in an automatic denial of appeal and forfeiture of future consideration from Hondros College of Nursing.

STUDENT GRIEVANCE PROCEDURE

A grievance is a complaint or concern regarding College policies, procedures, or unfair treatment, that are not academic related. Academic appeals should follow the "Academic Appeal Policy."

Hondros College of Nursing encourages students to meet with the Campus Executive Director to informally resolve any grievance(s). In the event the student is not satisfied with the outcome, the student is asked to follow the steps outlined below.

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

2. If the student feels the grievance has not been satisfactorily resolved, the student may appeal to the

Senior Vice President of Operations. Appeals must be submitted, in writing, within three (3) business days of receiving the Campus Executive Director's decision.

3. The College's Senior Vice President of Operations will convene an unbiased panel to review the request. The College's Senior Vice President of Operations will formally respond, in writing, to the student within five (5) business days. This decision is final and no further appeal will be considered by the College.

Failure to follow the timelines prescribed in the grievance procedure will result in an automatic denial of appeal and forfeiture of future consideration from Hondros College of Nursing.
If the student is not satisfied, the student may lodge a complaint with the appropriate state agency.

- Students in Ohio may contact the Executive Director of the State Board of Career Colleges and Schools, 30 East Broad Street, Suite 2481, Columbus, OH 43215, (614) 466-2752.,
- Students in Indiana may contact the Indiana Commission for Higher Education/Indiana Board for Proprietary Education, 101 West Ohio Street, Suite 300, Indianapolis, IN 46204-4206, (317) 232-1033.
- Students in Michigan may contact the State of Michigan Department of Labor and Economic Opportunity, Employment & Training, Post-Secondary Schools, P.O. Box 30726, Lansing, MI 48907, (517) 335-4000.

Students grievance may also contact the Accrediting Bureau of Health Education Schools (ABHES), 6116 Executive Blvd., Suite 730, North Bethesda, MD 20852, (301) 291-7550.

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

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

Hospital: 2025 National Patient Safety Goals
1. **Identify patients correctly:** Use at least two ways to identify patients. For example, use the patient's name and date of birth. This is done to make sure that each patient gets the correct medicine and treatment.
2. **Improve staff communication:** Get important test results to the right staff person on time.
3. **Use medicine safely:** Before a procedure, label medicines that are not labeled. For example, medicines in syringes, cups, and basins. Do this in the area where medicines and supplies are set up. Take extra care with patients who take medicines to thin their blood. Record and pass along correct information about a patient's medicines. Find out what medicines the patient is taking. Compare those medicines to new medicines given to the patient. Give the patient written information about the medicines they need to take. Tell the patient it is important to bring their up-to-date list of medicines every time they visit a doctor.
4. **Use alarms safely:** Make improvements to ensure that alarms on medical equipment are heard and responded to on time.
5. **Prevent infection:** Use the hand cleaning guidelines from the Centers for Disease Control and Prevention or the World Health Organization. Set goals for improving hand cleaning.
6. **Identify patient safety risks:** Reduce the risk of suicide
7. **Improve health care equity:** Improving health care equity is a quality and patient safety priority. For example, health care disparities in the patient population are identified and a written plan describes ways to improve health care equity.
8. **Prevent mistakes in surgery:** Make sure that the correct surgery is done on the correct patient and at the

correct place on the patient's body. Mark the correct place on the patient's body where the surgery is to be done. Pause before the surgery to make sure that a mistake is not being made.

Nursing Care Center: 2025 National Patient Safety Goals
1. **Identify patients and residents correctly:** Use at least two ways to identify patients or residents. For example, use the patient's or resident's name and date of birth. This is done to make sure that each patient or resident gets the correct medicine and treatment.
2. **Use medicines safely:** Take extra care with patients and residents who take medicines to thin their blood. Record and pass along correct information about a patient's or resident's medicines. Find out what medicines the patient or resident is taking. Compare those medicines to new medicines given to the patient or resident. Give the patient or resident written information about the medicines they need to take. Tell the patient or resident it is important to bring their up-to-date list of medicines every time they visit a doctor.
3. **Prevent infection:** Use the hand cleaning guidelines from the Centers for Disease Control and Prevention or the World Health Organization. Set goals for improving hand cleaning. Use the goals to improve hand cleaning.
4. **Prevent patients and residents from falling:** Find out which patients and residents are most likely to fall For example, is the patient or resident taking any medicines that might make them weak, dizzy or sleepy? Take action to prevent falls for these patients and residents.
5. **Prevent bed sores:** Find out which patients and residents are most likely to have bed sores. Take action to prevent bed sores in these patients and residents. From time to time, re-check patients and residents for bed sores.

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

STUDENT SAFETY

Students must follow established standard precautions for their own safety in clinical settings and on-campus laboratory activities. Students must know basic preparedness for emergency procedures, such as fire or weather-related occurrences, that are posted on the student portal.

STANDARD PRECAUTIONS

Standard precautions will be followed at all times, including in nursing and science laboratories. This method of infection control requires the student to assume that all human blood and specified human body fluids are infectious for HBV, HIV, and other blood borne pathogens. Where differentiation of types of body fluids is difficult or impossible, all body fluids are to be considered as potentially infectious.

BLOOD-BORNE PATHOGENS & EXPOSURE CONTROL PROTOCOL

Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV) Education and Management

1. Prior to any exposure to clients/patients and as a prerequisite to clinical preparation, students will receive instruction on universal precautions for blood and body borne infections in accordance with applicable Centers for Disease Control (CDC) guidelines. Information regarding personal health habits, HBV and HIV prevention, and risk behaviors will be given. Exposure control education will be provided in the first quarter courses, and will be continually reinforced. Documentation indicating that each student has been provided this information will be kept on file with the departmental office.
2. All healthcare personnel are ethically and professionally obligated to provide client/patient care with compassion and respect for human dignity. No healthcare personnel may ethically refuse to treat a patient solely because the patient is at risk of contracting, or has, an infectious disease such as HIV, AIDS, or HBV. Students and faculty must understand and follow rules of confidentiality as stated under Patient Rights, as well as all applicable laws and regulations.
3. Clinical supervision is managed to ensure strict compliance in all clinical learning experiences.

STUDENTS WHO HAVE HBV OR HIV POSITIVE

1. Students who are HBV or HIV positive, or who have AIDS, must follow the CDC guidelines and universal precautions.
2. Students who know they are infected are encouraged to voluntarily inform their Campus Dean/Director of Nursing, Dean of the Medical Assisting program or designee. The Campus Dean/Director of Nursing, Dean of the Medical Assisting program or designee will begin a process to assess the need for necessary modifications/accommodations in a clinical education or job function.
3. Clinical and laboratory settings that pose additional risk to the personal health of HIV positive students and faculty should be identified. Such persons should be advised of these risks and urged to consult their health care provider to assess the significance of the risks to their own health.
4. Any modification of clinical/lab activity of HBV positive or HIV positive students will take into account the nature of the clinical/lab activity, the technical expertise of the infected person, the risks posed by HBV or HIV carriage, functional disabilities, and the transmissibility of simultaneously carried infectious agents.

TESTING GUIDELINES FOR HBV AND HIV

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

HEPATITIS B VACCINE IMMUNIZATION

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

UNIVERSAL PRECAUTIONS

Universal precautions will be followed at all times. This method of infection control requires the student to assume that all human blood and specified human body fluids are infectious for HBV, HIV, and other bloodborne pathogens. Where differentiation of types of body fluids is difficult or impossible, all body fluids are to be considered as potentially infectious.

POST-EXPOSURE PROTOCOL FOR PROPHYLAXIS OF HBV OR HIV

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

A potential exposure incident can include:

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

INITIAL RESPONSE TO EXPOSURE

1. Immediately apply first aid as appropriate
2. Allow to bleed freely (for needle stick/puncture injury)
3. Wash thoroughly with soap and water
4. Mucous membrane: flush copiously with water
5. Eyes: Irrigate and/or flush copiously with water
6. Document the incident, including:
   a. Route of exposure

b. How and when exposure occurred
c. The source individual, if known
7. Report exposure immediately to medical assisting, nursing or science faculty and appropriate supervisor on campus or at the clinical agency.

POST EXPOSURE RESPONSE BY STUDENTS

In the event a student receives a needle puncture injury or other parenteral contact, the guidelines of the affiliating agency shall be followed. It is the injured/exposed student's responsibility to report and follow the criteria established by the facility to report the incident to the instructor, and to address any expenses incurred.

The College will not accept responsibility for expenses incurred.

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

Information obtained from http://www.cdc.org.

STUDENT SERVICES AND RESOURCES

ACADEMIC ADVISING AND TUTORING

Academic advising is available to students throughout the student's course of study, and is confidential and impartial. Students seeking academic advising should schedule an appointment with a faculty member or Academic Support Advisor outside of regular class time.

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

Students seeking counseling services should speak with the Campus Executive Director or Academic Support Advisor for appropriate referrals to counseling services and community service organizations.

CAREER SERVICES

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

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

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

CAREER EVENTS

Hondros College of Nursing seeks to assist students and alumni in making informed career decisions and partner with employers to maximize recruiting results. To accomplish these goals, the College offers quarterly career events which may include Community Partner Week, career fairs, on-campus recruiting, and virtual recruiting. These events are offered to the Hondros College of Nursing students/alumni and provide a variety of networking opportunities.

ONLINE JOB BOARD

Career partners have the ability to post jobs directly through the Hondros College of Nursing website. These job postings appear in the Student Portal for all students. In addition, continued access to current job postings will be available for alumni via the Student Portal. Therefore, students will have ongoing access to current positions with our career partners.

LAB RESOURCES

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

LIBRARY SERVICES

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

TRANSCRIPT REQUEST

Requests for official transcripts are processed through the National Student Clearinghouse. Official transcripts may be ordered online at https://tsorder.studentclearinghouse.org/school/ficecode/04074300. There is a $15 fee for each request. Additional fees may apply for expedited shipping. Transcript requests are processed within 3-10 business days.

PRINTING SERVICES

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

STUDENT PARKING

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

1. The right to inspect and review the student's education records within 45 days after the day Hondros College of Nursing receives a request for access. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The College official will make arrangements and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the student wants to be changed, and specify why it should be changed.
3. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
4. The right to provide written consent before the College discloses personally identifiable (PII) information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

The federal regulations may be accessed at http://www.ed.gov/policy/gen/reg/ferpa/index.html

STUDENT DIRECTORY

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

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

STUDENT DIRECTORY OPT OUT

Students should contact the Registrar's Office at registrar@hondros.edu to elect to withhold the release of their directory information or to remove a hold placed on the release of their directory information.

EQUAL OPPORTUNITY STATEMENT

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

Prospective students seeking a reasonable accommodation for admissions testing must contact the Campus Dean/Director of Nursing or Dean of the Medical Assisting program for approval.

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

ACCOMMODATIONS POLICY

Hondros College of Nursing is committed to providing educational services to students with disabilities as required by the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973 (both as amended).

Hondros College of Nursing will provide reasonable accommodations for qualified students with disabilities. To be eligible for a reasonable accommodation (or academic adjustment), the student must have:

1. A disability (as defined by applicable law) that substantially limits a major life activity and subsequently necessitates an accommodation;
2. Documentation on file with Hondros College of Nursing that supports the need for the requested disability; and;
3. Medical documentation that substantiates the disability and how the accommodation will assist the student.

Qualified students with disabilities seeking reasonable accommodations are responsible for initiating contact with the Medical Assisting Coordinator or the Campus Dean/Director of Nursing or designee to request an appropriate reasonable accommodation. Essential program outcomes, course objectives, and/or skill competency

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

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

If the accommodations provided are not meeting the student's needs, it is the student's responsibility to notify the Medical Assisting Coordinator or the Campus Dean/Director of Nursing or designee as soon as possible.

HARASSMENT, DISCRIMINATION, AND RETALIATION POLICY

The College supports the right of all students to attend class in an environment free of harassment and discrimination. Harassment or discrimination on the basis of sex, race, color, religion, national origin, gender, age, physical or mental handicap, sexual orientation, gender identification, gender expression, or veteran or military status, is strictly prohibited and will not be tolerated.

Any student who feels that he or she is a victim of harassment or discrimination should immediately report the matter to Compliance@hondros.edu. The student should provide a description of the issue (including factual details about the people involved, names of any witnesses, and dates of incidents of objectionable behavior) and any steps that have been taken to resolve the issue informally. Reports of discrimination or harassment on the basis of sex should be reported to the Title IX Coordinator at TitleIX@hondros.edu. For more information on Title IX, please refer to the section below and the College's Title IX Compliance Policy available at https://www.hondros.edu/titleix/index.html.

The College's policy is to treat any allegations of harassment seriously, and to respond to any legitimate allegation in a timely and confidential manner. Any kind of retaliation is strictly prohibited.

ANTI-HAZING POLICY

Hondros College of Nursing strictly prohibits all acts of hazing. Hazing refers to engaging in, or coercing another individual to engage in, any act related to initiation or membership in a student or other organization that causes or creates a substantial risk of mental or physical harm to any person. This includes, but is not limited to, coercing another individual to consume alcohol or a drug of abuse.

Hazing is a serious violation of the Student Code of Conduct, and subject to the Consequences of Non-Academic Misconduct presented in this Catalog, including dismissal from the College. Reports of hazing will be investigated by the student's Campus Executive Director; Campus Dean/Director of Nursing; Dean of the Medical Assisting program; Senior Vice President, Academics; and the Vice President, Accreditation and Compliance to determine the College's response to the alleged misconduct, including consequences, educational requirements, and resources for the perpetrators and/or victims of hazing.

Suspected incidents of hazing should be reported to the Campus Executive Director. Alternatively, instances can be reported to the Vice President, Accreditation and Compliance, at abulizak@hondros.edu.

The Anti-Hazing Policy and related reports on instances of hazing at the College can be found at https://www.hondros.edu/about/consumer-information/health-and-safety.html.

TITLE IX COMPLIANCE POLICY

It is the College's policy to take prompt and appropriate steps when it is made aware of possible sex-based harassment or discrimination that would constitute a Title IX offense. Inappropriate conduct that may constitute or otherwise be construed as a Title IX offense committed against any member of the College community is prohibited. All Title IX complaints shall be processed in accordance with the Title IX Compliance Policy.

The College's goal is to resolve Title IX complaints promptly and equitably and provide a safe and nondiscriminatory environment for all students and employees, free from discrimination and harassment of a sexual nature. For more information see the College's Title IX Compliance Policy available at https://www.hondros.edu/titleix/index.html

NOTICE OF NONDISCRIMINATION – DISCRIMINATION ON THE BASIS OF SEX

In accordance with the requirements set forth in Title IX of the Education Amendments of 1972 (Title IX), the College provides this notice of nondiscrimination and states that the College does not discriminate on the basis of sex in its education programs and activities, including with respect to admission and employment. Questions regarding Title IX may be referred to the College's Title IX Coordinator, or the Office for Civil Rights at the United States Department of Education.

Contact information for HCN's Title IX Coordinator follows:
      Name: Adam Bulizak
      Email: TitleIX@hondros.edu
      Phone: 614-942-7158
      Mail: 1105 Schrock Road (Suite 650), Columbus, OH 43229

For more information, see Hondros' Title IX Compliance Policy available at https://www.hondros.edu/about/consumer-information/title-ix/.

SAFETY AND EMERGENCY PROCEDURES

Safety and security of students, faculty, and staff is a top priority. When an emergency situation arises, students are expected to fully cooperate. The following information should be used as a guide to emergency best practices: If a problem appears to be life threatening or could cause immediate damage to the property, please contact the police or fire department immediately by dialing 911 from a cellular phone, or by dialing 0-1-911 from an on-campus phone. Report the incident to the Campus Executive Director, administrator, or a faculty member immediately.

BUILDING SAFETY

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

PERSONAL SAFETY

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

WEATHER EMERGENCIES

In the event of a tornado warning, all persons will proceed to the following areas in a quick and orderly fashion:

- Under stairwells.
- Interior corridors.
- Interior rooms of any campus facility.

STUDENT INJURY OR ILLNESS

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

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

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

INFESTATION POLICY

Students must be aware of the growing community health concern of infestations. If the student observes any type of parasitic pest in a clinical setting, he or she must immediately notify his or her clinical faculty. Students will remain at the clinical site and follow the facility's procedure for infestation treatment unless the clinical facility requests the students leave the facility. Students need to notify the Campus Executive Director, the Medical Assisting Coordinator or the Campus Dean/Director of Nursing if any parasitic pests are observed while on campus. The College will take appropriate measures to treat the infestation. The College is not responsible for any student expenses incurred from any exposure to an infestation outbreak during clinical or on campus.

CRIME AWARENESS

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

REPORTING OF CRIMINAL INCIDENT

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

CAMPUS SECURITY PROCEDURES

The Hondros College of Nursing emergency management guide can be found on the Student Portal and the Hondros College of Nursing website. The campus security procedures and crime statistics are published annually. These can be found online at https://www.hondros.edu.

FINANCIAL SERVICES

WHO WE ARE

Hondros College of Nursing's (HCN) Financial Aid Office is comprised of both a system-wide, or Central Support Team, and Campus Based aid administrators known as Financial Service Advisors. Our Office is, additionally, assisted by the services of a third-party servicer. Our full Team and associated entities are structured to meet administratively capability requirements of the United States Department of Education Office of Federal Student Aid (USDOE FSA), Title IV of the Higher Education Act of 1965 (HEA), as amended, the Code of Federal Regulations, Title 34 – Education, applicable State aid governing bodies, local and municipal governmental aid agencies, and all other student aid assistance organizations.

MISSION STATEMENT

Hondros College of Nursing (HCN) Office of Financial Aid strives to meet the needs of students by providing access to federal, state, and local resources of assistance. It is, furthermore, the mission of HCN's Office of Financial Aid to adhere strictly to the rules, regulations, and interpretations of the United States Department of Education Office of Federal Student Aid (USDOE FSA) by whom Title IV access is granted.

As required by the Higher Education Opportunity Act of 2008, HCN has established and abides by a Title IV Code of Conduct. The following link provides HCN's Title IV Code of Conduct:

https://www.hondros.edu/tuition-and-financial-aid/title-iv-code-of-conduct/

HCN offers several educational financing options including Federal Student Aid, grants and loans, Veterans' Benefits (*not available at all Campuses*), and more. Financial aid is available to those that qualify. Students requesting to use Federal Financial Aid are required to complete the Free Application for Federal Student Aid (FAFSA®) and abide by all filing mandates of the United States Department of Education Office of Federal Student Aid. Failure to do so will result in a student being ineligible to access Federal Financial Aid assistance.

Information provided on and through the FAFSA® is used to calculate a Student Aid Index (SAI). The SAI is derived from a calculation performed by the United States Department of Education Office of Federal Student Aid in accordance with the 2021 FAFSA® Simplification Act and associated provisions. HCN will receive the necessary SAI electronically after the student meets all filing requirements of the USDOE FSA.

For HCN to process and award aid, all applicants must also complete HCN's Online Student Financial Aid Portal. HCN will use the USDOE FSA provided SAI in combination with the HEA Federal Financial Aid Cost of Attendance (COA) to establish aid eligibility for each student. Students will use the HCN Online Student Financial Aid Portal to view, accept, decline, and monitor for changes and necessary actions. Financial aid disbursements, both positive and negative, occur throughout the Term, generally beginning in the third week of classes, as required by the governing rules and regulations. Disbursements are made via a credit to a student's institutional account.

COMPLETING THE FAFSA®

Students must complete the FAFSA® annually to be considered for financial aid eligibility. All students seeking access to federal financial aid must abide fully with the filing mandates associated with the FAFSA® Simplification Act (Act) that was enacted into law as part of the Consolidated Appropriations Act, 2021, and amended by the Consolidated Appropriations Act, 2022. The Act further amends the Higher Education Act of 1965, as amended (HEA), and impacts the Free Application for Federal Student Aid (FAFSA®). The FAFSA® serves as the application for all federal, state, and institutional financial aid (grants and loans) at HCN and, generally, must be completed online at FSA's website, www.studentaid.gov A notification of aid eligibility from the FAFSA® filing site is not confirmation, nor assurance, that a student will be eligible for aid. It is an early indicator of possible eligibility.

Contributor is a term used by FSA. It refers to anyone asked to provide information on a student's FAFSA®. A contributor could be the student, the student's spouse, a biological or adoptive parent, or the parent's spouse (stepparent). Contributors must provide consent for the U.S. Department of Education to receive tax information or confirmation of non-filing status directly from the IRS using the IRS Direct Data Exchange (DDX). Denial of consent will result in FSA rejecting the application and the applicant will not be eligible for federal student aid until all required contributors provide consent.

All students and their required contributors must create an FSA ID at www.studentaid.gov to complete a FAFSA® form online. The FSA ID will be used to login to the FAFSA® site and apply for aid consideration. To create an FSA ID, a Social Security Number (SSN), full legal name, and date of birth will be required. If a contributor does not have a social security number, they still can get a FSA ID using their Individual Tax Identification Number (ITIN) to fill out their portion of the FAFSA®.

The FSA ID will be used to file the FAFSA®, be used as the applicant's electronic signature, and be used to access the FSA site for updates, corrections, and subsequent aid filing years.

Students who wish to attend HCN and be considered for Federal Student Aid, grants and loans, must have the results sent to Hondros College of Nursing, using the school code 040743. Regardless of the Campus the student is attending, students must use the State of Ohio to locate the school on the FAFSA® application.

The information provided on-and-through the FAFSA® is used to determine the SAI. After the FAFSA® has been processed, the student will receive a FAFSA® Submission Summary (FSS). The student and/or their contributors must review their FSS for accuracy and update FAFSA® with any necessary corrections.

Financial need is determined by subtracting the SAI and other financial assistance from the Cost of Attendance (COA). Do note, COA is an estimate of a student's educational expenses for a 9-month, 36 quarter credit hour basis, full-time period of enrollment. COA is not a representation of actual expenses incurred by each student. The Higher Education Act of 1965, as amended, defines COA components for all federal student aid programs. These components include Direct Costs. Direct costs are expenses that the College will charge directly to the student, such as tuition and fees. The COA will also include Indirect Costs. Indirect Costs are expenses that are not directly charged by the College, however should be budgeted for by the student, such as food and housing.

The SAI is the foundation for all financial aid awards. Students with a valid FAFSA® on file and a complete HCN Online Student Financial Aid Portal will be awarded maximum eligibility in accordance with all governing rules and regulations. Students may view their aid awards through the HCN Online Student Financial Aid Portal. Student aid is disbursed quarterly. Students must complete all requested and required steps/paperwork prior to disbursement.

FINANCIAL NEED
Financial Need is based on the following formula and applicable aid year:

Cost of Attendance (Direct and Indirect Costs) minus SAI minus Other Financial Assistance = Financial Need.

Direct Costs include Tuition, Fees, Books (if purchased through the College), and Supplies (if purchased through the College).

Indirect Costs include Transportation, Housing, Food, Personal and Miscellaneous. Again, these are not costs charged by the College, however should be budgeted for by the student to prepare for a successful educational journey.

Student Aid Index (SAI) is determined by a federally defined formula using information you provide on-and-through your Free Application for Federal Student Aid (FAFSA®).

GENERAL ELIGIBILITY FOR FEDERAL STUDENT AID PROGRAMS
In order to qualify for Federal Student Aid assistance* eligibility, you must:

- Enroll as a degree-seeking student.
- Be a U.S. citizen or an eligible noncitizen.
- Meet and consent to all Federal FAFSA® filing requirements.
- Qualify in accordance with all applicable Title IV rules and regulations defined under Chapter 34 of the Code of Federal Regulations; the 1965 Higher Education Act, as amended; the FAFSA® Simplification Act (Act) that was enacted into law as part of the Consolidated Appropriations Act, 2021; and the amended provisions of the Consolidated Appropriations Act, 2022.
- Demonstrate financial need for need based aid programs according to the federally defined formula.
- Meet all measures of the Federal Satisfactory Academic Progress standards.
- Not be in default on a federal education loan.
- Not owe a refund on a federal education grant.
- Have a high school diploma or verifiable recognized equivalent.

FEDERAL STUDENT AID PROGRAMS
FAFSA®, Direct Loans, and the Direct Loan Program are registered trademarks of the U.S. Department of Education. There are three categories of Federal Financial Aid Assistance:

- **Grant –** financial aid assistance that does not need to be repaid.
- **Loan –** financial aid assistance that must be repaid.
- **Work Study –** wages for part-time, educationally related, student or community-service employment. FWS allows students who demonstrate financial need to earn a portion of their educational expenses. Students must complete the FAFSA® to be considered for FWS funds. In this program, students earn at least the current hourly minimum wage by working at Hondros College of Nursing or in community service roles. Certain restrictions apply.

Colleges and Universities are required to inform students that grant funding is a more beneficial form of financial aid assistance as it generally does not have to be repaid. Likewise, federal student loans should only be utilized if necessary. Loans are a form of federal financial aid that must be repaid. Failure to repay student loans can result in serious consequences. Please visit www.studentaid.gov to learn more. Additional information is available on the Hondros College website under the Student Loan Responsibility page.

FEDERAL PELL GRANTS
Federal Pell Grants help fund post-secondary education for undergraduate students who have not previously earned a bachelor's degree. The amount of Federal Pell Grant funds you may receive over your lifetime is limited by federal law to be the equivalent of six years of Pell Grant funding. Since the maximum amount of Pell Grant funding you can receive each year is equal to 100%, the six-year equivalent is 600%. For many students, these grants provide a foundation of financial aid to which aid from other sources may be added.

Pell Grant-eligible students who have Title IV funds awarded in excess of school charges are eligible for a refund. The refund should be made by the seventh day of the applicable payment period to obtain books and supplies. HCN meets this requirement by refunding the student his or her Title IV credit balance by the seventh day of the applicable payment period.

If a student has not yet established eligibility to receive Title IV funds because of outstanding verification requirements, or unresolved conflicting information, etc., this requirement does not apply. For further information, contact nursingstudentaccounts@hondros.edu.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (FSEOG)

Federal Supplemental Educational Opportunity Grants (FSEOG) provide supplemental funds to undergraduate students with exceptional need, with priority given to Federal Pell Grant recipients. To be eligible for FSEOG, students must be enrolled in an undergraduate program and have not previously earned a bachelor's degree or first professional degree. Exceptional need is defined as the lowest EFC per federal-need-analysis methodology. Because FSEOG funds are limited, students should apply for these grants by completing their FAFSA® as early as possible. FSEOG awards range from $480 to $900 per academic year.

FEDERAL DIRECT LOANS®

Direct Subsidized, Direct Unsubsidized and Direct PLUS Loans obtained through the Direct Loan Program® are acquired directly from the U.S. Department of Education. Students who receive a student loan of any type have a legal obligation to repay the loan. The student's degree of success at Hondros College of Nursing does not alter this obligation. Terms and conditions of Federal Student Loans (Direct and Direct PLUS Loans) are listed on the Master Promissory Note signed by the borrower accepting the loan. To view a sample Master Promissory Note, go to https://studentaid.gov/mpn/.

Institutions are required to inform the student or parent that Direct Stafford loans will be submitted to the National Student Loan Data System (NSLDS), and will be accessible by the student/parent, guaranty agencies, lenders, and institutions determined to be authorized users of the data system.

As required by the Higher Education Opportunity Act, HCN has established and abides by a Title IV Code of Conduct. The following link provides HCN's Title IV Code of Conduct: https://www.hondros.edu/tuition-and-financial-aid/title-iv-code-of-conduct/

FEDERAL DIRECT SUBSIDIZED & FEDERAL DIRECT UNSUBSIDIZED LOANS

Direct Subsidized Loans and Direct Unsubsidized Loans are federal student loans offered by the U.S. Department of Education (ED) to help eligible students cover the cost of higher education. Undergraduate students may be eligible for the Direct Loan Program. These interest-based loans offer a range of repayment options. Repayment can also be deferred while the student is enrolled at least half-time. Loan amounts are based on several factors, including the program of study, the number of credit hours taken each term and grade level as follows:

0-35 Credits Earned	FreshmanLevel Loan Limits
36-71 Credits Earned	Sophomore Level Loan Limits
72 or More Credits Earned	Junior and Senior Level Loan Limits

- **Medical Assisting Program Students:** For the purposes of Federal Financial Aid, students enrolled in the Medical Assisting Program, are only eligible for Freshman Level Loan Limits.
- **Federal Direct Subsidized Loans:** Available to undergraduate students who demonstrate financial need and otherwise meet the eligibility criteria. The federal government pays the interest on the loan while the student continues to be enrolled at least half time.
- **Federal Direct Unsubsidized Loans:** Available to undergraduate and graduate students, regardless of financial need. The student is responsible for the interest accrued on the loan. The student may allow the interest to accumulate over the loan period, but Hondros College of Nursing suggests that the student pay the interest while in school.

The amount borrowed may not exceed the Cost of Attendance minus other aid per academic year. The aggregate limit for dependent students is $31,000, up to $23,000 of which can be Federal Direct Subsidized Loans. The limit for independent students (and dependent students whose parents cannot borrow a Federal Direct PLUS Loan) is $57,500, up to $23,000 of which can be Federal Direct Subsidized Loans.

Students requesting to use Direct Loans will be required to complete a Master Promissory Note (MPN) and Entrance Counseling (EC), if they are first-time borrowers. To complete entrance counseling students should go to: https://studentaid.gov/entrance-counseling/ To complete the MPN students should go to: https://studentaid.gov/mpn.

Students begin repaying the loan after ceasing to be enrolled at least half time. Additional information on repayment, interest rates and loan fees for Federal Direct Loans is available at https://studentaid.gov/understand-aid/types/loans.

Monthly payments are based on aggregate borrowing, though the minimum monthly payment is $50 for each loan.

Repayment is usually completed within 10 years. Students who leave school or drop below half-time status are contacted by their loan servicer to establish repayment schedules. Students must notify the college and their lender of a change in address.

LOAN EXIT COUNSELING
Federal student aid regulations require that all borrowers complete loan exit counseling for their Federal Direct Loans. Students must complete loan exit counseling when they are graduating, leaving Hondros College of Nursing, or enrolling for fewer than six credit hours. Loan exit counseling notifications are provided to all identified students, and students may visit https://studentaid.gov/exit-counseling/ to complete the process.

FEDERAL DIRECT PLUS LOANS
This loan allows parents of undergraduate students who are dependent by federal definition to borrow the maximum of educational costs less financial aid per academic year (3 quarters). Additional information on interest rates and loan fees for Federal Direct Loans is available at https://studentaid.gov/plus-app . A credit check is performed to establish creditworthiness. Any credit refund created by a Federal Direct PLUS loan will be paid to the parent.

FEDERAL WORK-STUDY (FWS)
FWS provides part-time jobs for qualifying students with financial need, allowing them to earn money to help pay education expenses. Students must complete the FAFSA® to be considered for FWS funds. In this program, students earn at least the current hourly minimum wage by working at Hondros College of Nursing or in community service roles. Certain restrictions apply.

STATE-FUNDED PROGRAMS
In addition to federal financial assistance, state programs may be available to students who demonstrate financial need or who have successfully achieved certain academic qualifications. Typically, state recipients must attend an institution in their home state, and they or their parents must have resided in the state for a specified period of time. Proof of residency is usually required. Check your State's higher education website for more information.

HONDROS COLLEGE OF NURSING ALUMNI ACHIEVEMENT GRANT

This Alumni Achievement Grant is designed to assist Hondros College of Nursing Alumni as they progress into our Associate Degree in Nursing (ADN) program.

BASIC STUDENT ELIGIBILITY REQUIREMENTS:
1. Eligible students must be graduates of a Hondros College of Nursing program; and
2. Eligible students must be enrolled in the Hondros College of Nursing ADN program (at any campus).
3. Eligible students must have a PN program CGPA of a 2.5 or higher

AWARDING CRITERIA:
- Alumni meeting the criteria above will receive up to $1,200.
- Awards will be equally distributed over the first three quarters of the program.

HONDROS COLLEGE OF NURSING INSTITUTIONAL AFFORDABILITY GRANT (IAG)

This Institutional Affordability Grant (IAG) is designed to assist Hondros College of Nursing (the "College") students that have financial need in order to cover their academic year gap funding, i.e., the difference between total cost of tuition and fees (direct) less the amount of all eligible financial aid resources. The IAG will be applied quarterly to a student's ledger. The IAG is for students with the most significant financial need.

BASIC STUDENT ELIGIBILITY REQUIREMENTS:
1. Eligible students must be currently enrolled in a Hondros College of Nursing program;
2. Eligible students must be eligible for the Federal Pell Grant (regardless of amount) and otherwise be eligible for Title IV financial aid programs;
3. Eligible students must file a FAFSA® each year by the deadline and meet verification deadlines, if any;
4. Eligible students must make required monthly on-time payments to the College; and
5. Eligible students must have exhausted all other eligible financial aid resources (e.g., WIOA, employer tuition reimbursement, veterans' affairs benefits, etc.)

AWARDING CRITERIA:
Grant amounts are determined based on financial need.

Award Amount	HCN IAG
Up to $600.00 per academic term	Practical Nursing Program –IAG award is up to a maximum of $200.00 per month/$600.00 per academic term/$2,400.00 for the program.
Up to $600.00 per academic term	Associate Degree in Nursing Program –IAG award is up to a maximum of $200.00 per month/$600.00 per academic term/$3,000.00 for the program.
Up to $600.00 per academic term	Medical Assisting Program –IAG award is up to a maximum of $200.00 per month/$600.00 per academic term/$2,400.00 for the program.

Example of potential IAG awards:

Practical Nursing Program
1. Student has an academic year gap of $4,500.00. Monthly payments are $500.00 ($4,500.00/9 months (academic year length)). IAG award is $200.00 per month for 9 months=$1,800.00 (maximum academic year IAG award). Revised student payment is $300.00 per month.
2. Student has an academic year gap of $2,700.00. Monthly payments are $300.00 ($2,700.00/9 months (academic year length)). IAG award is $100.00 per month for 9 months=$900.00. Revised payment amount is $200 per month.

Associate Degree in Nursing Program

1. Student has an academic year gap of $5,400.00. Monthly payments are $600.00 ($5,400.00/9 months (academic year length)). IAG award is $200.00 per month for 9 months=$1,800.00 (maximum academic year IAG award). Revised payment amount is $400.00 per month.
2. Student has an academic year gap of $2,250.00. Monthly payments are $250.00 ($2,250.00/9 months (academic year length)). IAG award is $50.00 per month for 9 months=$450. Revised payment amount is $200.00 per month.

Medical Assisting Program

1. Student has an academic year gap of $4,500.00. Monthly payments are $500.00 ($4,500.00/9 months (academic year length)). IAG award is $200.00 per month for 9 months=$1,800.00 (maximum academic year IAG award). Revised student payment is $300.00 per month.
2. Student has an academic year gap of $2,700.00. Monthly payments are $300.00 ($2,700.00/9 months (academic year length)). IAG award is $100.00 per month for 9 months=$900.00. Revised payment amount is $200 per month.

PRIVATE EDUCATION LOANS

Many lenders also offer private education loans to students to supplement their federal financial aid. Terms of repayment, including interest rates, vary by loan. Lenders perform a credit check and determine a loan applicant's creditworthiness before approving these loans. A loan applicant may also be required to provide a credit-worthy cosigner. The following link provides more information on private education loans: https://www.hondros.edu/tuition-and-financial-aid/financial-aid/scholarships-loans/

VETERANS' BENEFITS

Not all Hondros College of Nursing Campuses are approved to authorize Veterans Educational Benefits, please check with the specific Campus you intend to enroll. Students who may qualify for veterans' educational benefits should notify their financial services advisor regarding eligibility as far in advance of their scheduled class start date as possible. On December 31, 2018, the President signed into law the Veterans Benefits and Transition Act of 2018. It contains a provision (Section 103) that takes effect on August 1, 2019. Therefore, despite any policy to the contrary, for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA, Hondros College of Nursing will not: prevent a veteran student's enrollment; impose any penalty fee to a veteran student; require a veteran student to secure alternative or additional funding; or deny a veteran student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution. However, to qualify for this provision, veteran students may be required to: produce the VA's Certificate of Eligibility by the first day of class; provide written request to be certified; or provide additional information needed to properly certify the enrollment as described in other institutional policies.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

For the purpose of certifying Veterans Affairs (VA) benefits, students are required to submit all previous transcripts.

Veteran students enrolled in a course in which they are eligible to receive transfer credit will not have that course included in the total hours reported to the U.S. Department of Veterans Affairs. It is the student's responsibility to be aware of prior credit eligible for transfer.

Hondros College of Nursing notifies the Department of Veterans Affairs of those students who are receiving veterans' education benefits and whose status is academic probation. For details on standards of academic

progress, refer to the Academic Standing Status Policy section of this catalog. Students on academic probation are eligible to receive veterans' education benefits for that quarter.

A student who has been dismissed for failing to meet standards of academic progress may appeal for reinstatement. Those with approved appeals remain eligible for veterans' educational benefits. Students who do not successfully appeal their dismissals are dismissed and have their veterans' benefits terminated. The VA is notified of such dismissals. If the veteran or eligible person continues in training despite unsatisfactory progress, conduct, or despite having failed to meet the regularly prescribed standards of attendance at the school, the school must report the fact of his or her unsatisfactory progress.

Veteran students must notify their Campus Finance Services Advisor immediately upon withdrawal from school. For students receiving veterans' education benefits, Hondros College of Nursing notifies the VA of changes in student status within 30 days of the official last date of attendance.

EMPLOYER TUITION BENEFIT
Students eligible for employer tuition reimbursement benefits should contact their employer or human resources department. Tuition reimbursement does not eliminate a student's responsibility to pay tuition. Students receiving tuition reimbursement are required to disclose to the College the benefit and the amount as is must be considered as Estimated Financial Assistance.

DEPENDENCY STATUS
The Federal Government has established how dependency status is determined for Federal Financial Aid purposes. If a student is considered a dependent, his or her parents', also known as contributors, must provide income and asset information on the FAFSA®. If a student is unsure who their parent is, the online FAFSA® will provide a "Who's My Parent" wizard to help determine which parent or parents (contributors) will need to provide information on the FAFSA® form. This information will be used in addition to the student's income and asset information to determine the previously mentioned SAI.

VERIFICATION
The Federal Government requires some federal student aid applicants to verify the accuracy of information provided on-and-through the FAFSA®. In accordance with federal requirements, Hondros College of Nursing requires students to submit verification documents prior to disbursement of funds. Students and their contributors may be required to submit a verification worksheet, federal tax return transcripts and additional information necessary to complete verification or clear conflicting information.

If information on any documents is found to be conflicting, students may, likewise, be selected for verification by the College and required to provide additional information. Failure to complete verification may result in a loss of financial aid eligibility. All verification documentation must be submitted prior to the student's last day of their academic year.

If Hondros College of Nursing suspects that an individual falsified information and/or altered documentation and fraudulently obtained federal funds, Hondros College of Nursing is legally obligated to file a report with the Office of the Inspector General and/or local law enforcement officials.

PROFESSIONAL JUDGEMENT
Federal Student Aid regulations allow financial aid administrators to use professional judgment, on a case-by-case basis and with supporting documentation, as determined by the Financial Aid Office. Students are welcome to pursue a Professional Judgement based on special or unusual circumstances, see below for definitions.
All fully completed submissions will be considered within 60-days of enrollment. Adjustments must be deemed reasonable and related to the Professional Judgement request.

The FAFSA® Simplification Act distinguishes between different categories of Professional Judgment by amending section 479A of the HEA.

Special Circumstances refer to the financial situations (loss of a job, etc.) that justify an HCN aid administrator adjusting data elements in the COA or in the need analysis factors.

Unusual Circumstances refer to the conditions that justify an aid administrator making an adjustment to a student's dependency status based on a unique situation (e.g. human trafficking, refugee or asylee status, parental abandonment,) more commonly referred to as a dependency override.

It is important to note that the U.S. Department of Education has given guidance regarding situations that do and do not qualify as an Unusual Circumstance to merit a dependency override. In particular, the following circumstances do not merit a dependency override, either alone or in combination:

- Parents refuse to contribute to the student's education;
- Parents are unwilling to provide information on the FAFSA® or for verification;
- Parents do not claim the student as a dependent for income tax purposes;
- Student demonstrates total self-sufficiency.

A student cannot become independent just because the parents are unwilling to help pay for the student's college education. Although these circumstances are not sufficient for a dependency override, they do not preclude it. Sometimes there are additional circumstances that occur in conjunction with these circumstances that do merit a dependency override such as abusive family environment (e.g. sexual, physical or domestic abuse), incarceration or institutionalization of both parents, court documented abandonment, etc. To learn more please visit the studentaid.gov webpage concerning dependency at: https://studentaid.gov/apply-for-aid/FAFSA®/filling-out/dependency. A student may have both a special circumstance and an unusual circumstance, with appropriate documentation.

To Request a Professional Judgment:
The first step in HCN's process for a student to request a Professional Judgement consideration is to contact the Campus Financial Services Advisor at financialaid@hondros.edu and make them aware of the situation.

Once HCN becomes aware of the student's situation and their request for Professional Judgement consideration, HCN will request that the student provide applicable supporting documentation. Following the submission of all requested documentation, and the student's applicable completion of the FAFSA®, HCN will provide the student a decision.

End-to-end all decisions and processing will occur within 60-days of the student's material submittal/enrollment, as defined by the U.S. Department of Education.

NOTICE OF FEDERAL STUDENT FINANCIAL AID PENALTIES FOR INCARCERATION.
Currently incarcerated individuals have limited eligibility for federal student aid. Applicants who are incarcerated and students who become incarcerated must report this information to the Campus Executive Director.

NOTICE OF FEDERAL STUDENT FINANCIAL AID PENALTIES FOR DRUG LAW VIOLATIONS
Disclosure Requirement: Made available to students and families in print or other medium HEOA Sec. 488(g): as amended.

HEA Sec. 485 (20 U.S.C. 1092): added HEA Sec. 485(k)
HEOA amendments effective August 14, 2008
FR notice (CFR 668.40)

A federal or state drug conviction may impact a student's access to financial aid funds. To learn more about

situations affecting federal student aid eligibility please visit the Federal Student Aid website at https://studentaid.gov/help-center/answers/article/do-drug-convictions-affect-ability-to-get-federal-student- aid.

For information concerning eligibility for students with criminal convictions please visit the Federal Student Aid website at https://studentaid.gov/understand-aid/eligibility/requirements/criminal-convictions.

UNUSUAL ENROLLMENT HISTORY (UEH)
The U.S. Department of Education has established regulations to prevent fraud and abuse in the Federal Student Aid program by identifying students with unusual enrollment histories. Some students who have an unusual enrollment history have legitimate reasons for their enrollment at multiple institutions. However, such an enrollment history requires HCN to review your file in order to determine future federal financial aid eligibility. If selected by the Department of Education, this must be resolved before you will be eligible to receive financial aid.

DEFINITION OF UEH
The specific pattern the Department of Education uses to select students includes those students who have received a Federal Pell Grant and/or Federal Loans at multiple institutions during the past four academic years. Once the Department of Education indicates that a student has an unusual enrollment history, the Office of Student Financial Aid must review the academic history prior to determining federal financial aid eligibility for that student. Students with an UEH will be identified through coding on the the FAFSA® Submission Summary (FSS).

UEH APPEAL PROCESS AND WHAT WILL BE REQUIRED OF YOU
If selected, you will be notified of the requirements associated with the process. You are required to have earned academic credit at every institution where you received a Federal Pell Grant or Federal Direct Subsidized/Unsubsidized loan while attending in those relevant academic years.

The HCN Office of Student Financial Aid will review your Unusual Enrollment History Form and your financial aid history at all previous institutions that you attended during the last four financial aid years (please ensure we have received all official/unofficial transcripts for those schools) and verify that academic credit was received at each institution during the relevant years.

If you failed to earn academic credit at any institution where you received a federal Pell Grant or Federal Direct Subsidized/Unsubsidized loan during the relevant award years, you will need to provide a statement explaining the circumstance for credit not earned along with any relevant documentation using the Unusual Enrollment History Form.

The results of the appeal will be emailed to your Hondros College of Nursing email account (or personal email account from your FAFSA® if you do not have a college email account). These decisions are final and are not appealable to the Department of Education. Regaining Federal Student Aid Eligibility Students that have been denied federal student aid based on an Unusual Enrollment History Appeal have the ability to regain financial aid eligibility by successfully completing one quarter at Hondros College of Nursing with a 2.0 or better GPA. Upon successful completion of one quarter, you may submit another Unusual Enrollment Appeal.

REGAINING FEDERAL STUDENT AID ELIGIBILITY
Students that have been denied Federal Student Aid based on an Unusual Enrollment History Appeal have the ability to regain financial aid eligibility by successfully completing one quarter at Hondros College of Nursing with a 2.0 or better GPA. Upon successful completion of one quarter, you may submit another Unusual Enrollment Appeal.

COST OF ATTENDANCE

Cost of Attendance (COA) is established for use in determining Federal Student Aid eligibility. The COA below is an estimate of a student's educational expenses for a 9-month, 36 quarter credit hour basis, full-time enrollment status, applicable program of study, and housing status.

The Higher Education Act of 1965, as amended, defines COA components for all federal student aid programs. These components include direct costs, such as tuition and fees, and indirect costs, like food and housing. COA can be adjusted annually to reflect changes to these cost components.

Cost of Attendance will vary depending on your program of study, credit hour enrollment, and housing status. Students are not allowed to receive aid that exceeds their COA. It is important to budget wisely and make responsible borrowing decisions. Please email CSFinancialAid@hondros.edu for COA information for enrollment other than full-time.

The COA below, pertaining to the Diploma of Practical Nursing program and the Associate Degree of Nursing program are estimates of a student's educational expenses for a 9-month, 36 quarter credit hour basis, full-time enrollment status, applicable program of study, and housing status. It does not represent the cost of the overall program nor when charges are applied. All institutions of higher education are required to provide an estimated budget that would best state the average overall COA for a student to attend their school. In addition to tuition and fees, categorical items in this budget include the estimated cost of living expenses, books, supplies, & course materials, miscellaneous personal expenses, and transportation. The COA provides an idea, or estimate, of how much the student might need to spend, in addition to paying tuition and fees.

These estimates can help to determine the student's ability to attend HCN. Anything listed in the COA budget that is not tuition and fees is not owed to HCN unless the student purchases items through the College, such as books, computers, supplies, etc.

DIPLOMA OF PRACTICAL NURSING STUDENT
2025-26 Award Year
Federally Derived Cost of Attendance (COA)
9-Month Academic Year Basis, 36 credit hours, Fulltime Enrollment

OHIO/MICHIGAN - PN Independent**, Off Campus	
Tuition (36 credit hours)*	$13,860.00
Fees*	$957.60
Books, Supplies, & Course Materials	$2,524.32
Food & Housing (Living Expenses)	$10,260.00
Miscellaneous Personal Expenses	$3,222.00
Transportation	$2,079.00
Total Cost	**$32,902.92**

OHIO/MICHIGAN - PN Dependent** with Parent or Military Housing	
Tuition (36 credit hours)*	$13,860.00
Fees*	$957.60
Books, Supplies, & Course Materials	$2,524.32
Food & Housing (Living Expenses)	$5,139.00
Miscellaneous Personal Expenses	$3,114.00
Transportation	$2,079.00
Total Cost	**$27,673.92**

*PN Students attending the Indianapolis Campus must add an additional Tuition & Fees charge of $411.60 and an additional $5.09 in Books, Supplies, & Course Materials.

*As Determined by the United States Department of Education, Office of Federal Student Aid, Free Application for Federal Student Aid (FAFSA®).

ASSOCIATE DEGREE OF NURSING STUDENT (ADN)
2025-26 Award Year
Federally Derived Cost of Attendance (COA)
9-Month Academic Year Basis, 36 credit hours, Fulltime Enrollment

ADN Independent**, Off-Campus	
Tuition (36 credit hours)*	$15,984.00
Fees*	$1,101.96
Books, Supplies, & Course Materials	$2,685.24
Food & Housing (Living Expenses)	$10,260.00
Miscellaneous Personal Expenses	$3,222.00
Transportation	$2,079.00
Total Cost	**$35,332.20**

ADN Dependent** with Parent or Military Housing	
Tuition (36 credit hours)*	$15,984.00
Fees*	$1,101.96
Books, Supplies, & Course Materials	$2,685.24
Food & Housing (Living Expenses)	$5,139.00
Miscellaneous Personal Expenses	$3,222.00
Transportation	$2,079.00
Total Cost	**$30,211.20**

**As Determined by the United States Department of Education, Office of Federal Student Aid, Free Application for Federal Student Aid (FAFSA®).

DIPLOMA OF MEDICAL ASSISTING

The U.S. Department of Education Office of Federal Student Aid (USDOE FSA) has changed how financial aid eligibility is determined for non-associate degree programs that do not fully transfer into an Associate Degree offered at the same institution. Hondros College of Nursing students enrolled in the Diploma of Medical Assisting program are not eligible to receive full financial aid funding due to a federal mandate known as the Clock-to-Credit hour conversion, outlined in Chapter 34 of the Code of Federal Regulations, 668.8(k) and (l).

Despite HCN's Medical Assisting program requiring 48 academic credit hours to complete, the USDOE FSA clock-to-credit conversion requires that the College only offer 33.5 quarter credit hours of financial aid.

The following chart provides a description of each Medical Assisting course and the applicable Title IV Federal Financial Aid eligibility conversion. For specifics concerning the academic work associated with the Medical Assisting program, please refer to the applicable academic section.

TERM 1

Course	Quarter Academic Credits Assigned	Hours of Classroom Instruction Theory	Hours of Instruction Lab	Hours of Instruction Clinical	Total Clock Hours	Converted Federal Financial Aid Credit Hour Eligibility
MAS 100	4.00	40	0	0	40	**2.00**
MAS 101	3.00	30	0	0	30	**1.50**
MAS 102	3.00	30	0	0	30	**1.50**
MAS 103	2.00	20	0	0	20	**1.00**
Quarter TOTALS	**12.00**	**120**	**0**	**0**	**120**	**6.00**

TERM 2

Course	Quarter Academic Credits Assigned	Hours of Classroom Instruction Theory	Hours of Instruction Lab	Hours of Instruction Clinical	Total Clock Hours	Converted Federal Financial Aid Credit Hour Eligibility
ENG 200	3.00	30	0	0	30	**1.50**
MAS 110	6.00	20	80	0	100	**5.00**
MAS 111	3.00	20	20	0	40	**2.00**
Quarter TOTALS	**12.00**	**70**	**100**	**0**	**170**	**8.50**

TERM 3

Course	Quarter Academic Credits Assigned	Hours of Classroom Instruction Theory	Hours of Instruction Lab	Hours of Instruction Clinical	Total Clock Hours	Converted Federal Financial Aid Credit Hour Eligibility
MAS 120	3.00	10	40	0	50	**2.50**
MAS 121	4.00	10	60	0	70	**3.50**
MAS 122	1.00	10	0	0	10	**0.50**
MAS 123	1.00	10	0	0	10	**0.50**
MAS 124	3.00	10	40	0	50	**2.50**
Quarter TOTALS	**12.00**	**50**	**140**	**0**	**190**	**9.50**

TERM 4

Course	Quarter Academic Credits Assigned	Hours of Classroom Instruction Theory	Hours of Instruction Lab	Hours of Instruction Clinical	Total Clock Hours	Converted Federal Financial Aid Credit Hour Eligibility
MAS 130	3.00	30	0	0	30	**1.50**
MAS 131	2.00	20	0	0	20	**1.00**
MAS 132*	7.00	10	0	180	190	**7.00**
Quarter TOTALS	**12.00**	**60**	**0**	**180**	**240**	**9.50**

*HCN cannot award more credit for Title IV purposes than the amount of credit approved by our institutional accrediting agency ABHES and, under ABHES rules, HCN cannot award more than 7 credits for the MAS 132 course.

MEDICAL ASSISTING DIPLOMA (MA) PROGRAM TOTALS

Program Totals	Total Credits	Hours of Classroom Instruction Theory	Hours of Instruction Lab	Hours of Instruction Clinical	Total Clock Hours	Converted Federal Financial Aid Credit Hour Eligibility
	48	**300**	**240**	**180**	**720**	**33.5**

- The overall MA Diploma program meets the necessary quarter hours of instruction to qualify as an eligible program for FSA purposes at 33.50 overall credit hours (the Federal requirement is 24 quarter hours).
- The MA Diploma program does not, however, qualify for full-time Title IV Funding in each quarter. Funding is calculated in the Converted Federal Financial Aid Credit Hour Eligibility Column.
- It is the policy of HCN to use two decimal places at the individual course level for the conversion calculation.
- At the overall term or quarter level assessment for Title IV purposes, HCN is not permitted to and does not round up. Therefore, aid is determined at the highest overall whole number point (e.g. 9.5 = 9 financial aid eligible hours).
- For enrollment reporting and class level determination, Converted Federal Financial Aid Credits are used as the determining or reporting standard for Federal purposes including, but not limited to, enrollment reporting.
- Currently, the MA Diploma is only available at HCN's Ohio Campuses.

The Cost for the MA Diploma, however is based on academic credit hours, not Federal Financial Aid eligibility credit hours, as follows:

DIPLOMA OF MEDICAL ASSISTING STUDENT
2025-26 Award Year
Federally Derived Cost of Attendance (COA)
9-Month Academic Year Basis, 36 credit hours, Fulltime Enrollment

OHIO/MICHIGAN - MA Independent**, Off Campus	
Tuition (36 credit hours)*	$9,000.00
Fees*	$843.75
Books, Supplies, & Course Materials	$1,254.26
Food & Housing (Living Expenses)	$10,260.00

Miscellaneous Personal Expenses	$3,222.00
Transportation	$2,079.00
Total Cost	**$26,659.01**

OHIO/MICHIGAN - PN Dependent** with Parent or Military Housing	
Tuition (36 credit hours)*	$9,000.00
Fees*	$843.75
Books, Supplies, & Course Materials	$1,254.26
Food & Housing (Living Expenses)	$15,139.00
Miscellaneous Personal Expenses	$3,222.00
Transportation	$2,079.00
Total Cost	**$21,538.01**

* As Determined by the United States Department of Education, Office of Federal Student Aid, Free Application for Federal Student Aid (FAFSA®).

Cost of Attendance Components – Definitions
Below we provide the updated definitions of commonly used COA terms based on the statutory changes in section 472 of the HEA, incorporating, as applicable and/or requested via the Professional Judgement process:

Tuition and fees – *charged by the College directly to the student*
An amount normally assessed to students carrying the same fulltime academic workload, as determined by the institution.

Books, course materials, supplies, and equipment – *possibly charged by the College to the student, if the student purchases through HCN*
An allowance for books, course materials, and equipment, which must include all such costs required of all students in the same course of study, including a reasonable allowance for the rental or upfront purchase of a personal computer, as determined by the institution.

Miscellaneous personal expenses – *not charged by the College*
An allowance, as determined by the institution, for a student attending the institution on at least a half-time basis.

Transportation – *not charged by the College*
An allowance, as determined by the institution, which may include transportation between campus, residences, and place of work.

Living expenses – *not charged by the College*
An allowance for food and housing costs, as determined by the institution, to be incurred by the student attending the institution on at least a half-time basis, including a standard food allowance that provides the equivalent of three meals each day.

Dependent care – *not charged by the College*
An allowance based on the estimated actual expenses incurred for dependent care, based on the number and age of such dependents. The period for which dependent care is required includes, but is not limited to, class-time, study-time, field work, internships, and commuting time.

Disability-related expenses – *not charged by the College*
An allowance, as determined by the institution, for expenses associated with a student's disability, including special services, personal assistance, transportation, equipment, and supplies that are reasonably incurred and not provided for by other agencies.

Professional licensure, certification, or a first professional credential – *not charged by the College*
An allowance for the costs associated with obtaining a license, certification, or a first professional credential, for a student in a program that prepares them to enter a profession that requires such a qualification.

NET PRICE CALCULATOR (NPC)

HCN's Net Price Calculator (NPC) provides an early estimate of:
1. The expected cost to attend HCN, and
2. How much federal financial aid you may qualify for.

The NPC is a very valuable financial planning tool. The NPC is an estimation tool, not an application for admission or an application for financial aid. http://www.hondros.edu/how-to-pay/index.html.

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

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

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

1. **SAP CUMULATIVE GPA REQUIREMENT**
   Students must achieve a minimum cumulative grade point average of a 2.0 at the end of each quarter. Please refer to the repeat policy.

   o Repeated courses and failed courses will also count towards the cumulative GPA.
   o Students that do not meet the minimum cumulative GPA of a 2.0 for the third time will be academically dismissed from the College in accordance with the College's academic dismissal policy, and must formally apply to be reinstated.

2. **PACE OF PROGRESSION**
   Students must satisfactorily complete 67% of all attempted credits to accomplish pace of progression and be considered as meeting this element of satisfactory academic progress. Pace of progression is calculated by dividing the cumulative total credit hours earned by the cumulative total credit hours attempted. Pace of progression will be evaluated at the end of each quarter. Attempted hours will include grades of F, W, I, and NP, but, these grades will not count as earned hours. Grades tracking the start of a leave of absence, "LA", or the return from a leave of absence, "LR" will not be included in the attempted or earned hours. Transfer credit received will be included in both the attempted and earned credit hours.

   o Repeating courses will add to the total number of attempted hours but will only count as earned hours when a passing grade is received.
   o Students cannot repeat a course(s) they have previously passed to simply improve their cumulative grade point average (CGPA).

Attempted Credit	Minimum Pace of	Required Earned Credit
13	13 x .67	9
15	15 x .67	10
18	18 x .67	12
21	21 x .67	14

3. **MAXIMUM TIMEFRAME**

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

   - **Maximum timeframe by program:**
     - Ohio - PN Program must be completed within 72 attempted credit hours
     - Ohio - ADN Program must be completed within 164 attempted credit hours
     - Ohio – MA Program must be completed within 72 academic credit hours/50 converted financial aid hours
     - Indiana - PN Program must be completed within 74 attempted credit hours

   - **Transfer credit hours must be included in the maximum timeframe calculation.**
   - **Repeated courses, failed courses and withdrawals will also count towards the maximum.**

Additional Credential

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

SAP Review

At the end of each quarter, HCN will review cumulative GPA, pace of progression, and maximum timeframe for each student enrolled in that quarter. Depending on the student's status relative to these factors, the student's satisfactory academic progress will be determined as follows:

1. **Good Standing:** Applies to any student who met the 2.0 cumulative GPA requirement, met pace of progression (67%), and has not exceeded the maximum total attempted hours allowed for their program.
2. **Financial Aid Warning:** Applies to any student who fails to meet the requirements of pace of progression, cumulative GPA, and/or timeframe listed above for the quarter. A warning letter will be sent at the end of the quarter to the student to indicate why he or she is receiving a warning and what must be done within the next quarter to meet SAP. If the student fails to meet these requirements, his or her federal, state, and other types of financial aid will be suspended for future quarters. The student must bring his or her hours and/or cumulative GPA back into good standing to regain financial aid eligibility. A student cannot have two consecutive quarters on Financial Aid Warning.
3. **Financial Aid Suspension:** Applies to a student who has not met the requirements for cumulative GPA, pace of progression, or has reached maximum timeframe after the warning period. This student is not eligible for federal, state, and/or other types of financial aid until he/she meets the requirements in each of the three areas listed above or completes and is approved for a SAP Appeal.
4. **Financial Aid Probation:** Applies only to a student who has failed to meet SAP requirements and has had an appeal approved. A student may be on probation for one quarter only. If a student has not met the SAP

requirements above, he or she should work with a Student Finance Advisor to understand what options exist to regain financial aid eligibility.

5. **Financial Aid Academic Plan:** This status applies to any student who is required to submit an academic plan as part of a SAP appeal. Student must meet all goals as outlined by the plan. The student continues to remain eligible for federal and state financial aid, but does not meet the definition of a SAP-eligible student. Students who do not meet all goals as outlined by the plan, at the least, will have their aid suspended and should work with a student finance advisor to understand what options exist to regain financial aid eligibility. Students that do not meet all goals as outlined by the plan may be academically dismissed from the college.

SAP Appeal Process

1. A student who is not meeting the Satisfactory Academic Progress requirements will receive a SAP Suspension notification letter to their student email account which details the reasoning behind a student's SAP suspension status. A student who wishes to appeal his/her unsatisfactory academic progress determination must submit a SAP Appeal Form to the Central Support Financial Aid Office through electronic means, prescribed in the email notification. The SAP Appeal Form must be completed in its entirety to be considered for appeal. SAP appeals are reviewed based on the extenuating circumstances such as serious injury or illness involving the student, death of an immediate family member, or other circumstances beyond the student's control that prevented him or her from achieving satisfactory progress. Each student's circumstance is reviewed on an individual basis. The student may be required to submit an academic plan indicating exactly what the student must take to complete their academic program and detail the timeframe in which this can be accomplished. Academic Plans must be completed with a Campus Dean/Director of Nursing or designee and forwarded to the Campus Financial Services Advisor.

2. The appeal will be reviewed to determine next steps and/or the appeal outcome. To receive aid in a term of "Suspension" status, appeal requests must be fully completed by the end of week 9. Appeals may take up to 14 days, therefore students should submit completed appeals by the end of Week 7 to allow time for processing, evaluation, and consideration. Students will be notified of the results of the appeal via their Hondros College of Nursing email account.

Summary

Students are encouraged to review these standards. It is important that the student have a clear understanding of his/her individual progress and financial assistance. The College recognizes that circumstances and conditions regarding these standards may require discretional judgment. Examples of such conditions include changing majors or career objectives, as well as various personal reasons. Any questions regarding SAP or these conditions should contact their Campus Financial Services Advisor.

Financial Aid Census Date and Adding/Dropping Courses

Financial Aid Census is the point in time that the financial aid office evaluates students' official enrollment status for financial aid purposes. The Financial Aid Census date is the generally the second (2nd) Friday of every quarter.

A student's financial aid award is prepared based on anticipated full-time enrollment. If the student's actual attendance is less than full-time (e.g., half-time), the financial aid awards will be adjusted accordingly. Awards are adjusted each quarter, as required, based on the student's enrollment as of the "Census Date" for the quarter. Specifically, Pell grant payments will be based on the number of credit hours for which a student is enrolled as of the Census Date for that quarter.

TREATMENT OF TITLE IV AID WHEN A STUDENT WITHDRAWS

The law specifies how Hondros College of Nursing (HCN) must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law are: Federal Pell Grants, Iraq and Afghanistan Service Grants, TEACH Grants, Direct Loans, Direct PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

Though your aid is posted to your account at the start of each period, you earn the funds as you complete the period. If you withdraw during your payment period, the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or HCN or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by HCN and/or you.

The withdrawal date is always the last day of attendance. The withdrawal date is also the date used for federal reporting and Return to Title IV. for official withdrawals and for unofficial withdrawals in which a student earns a passing grade in at least one course. For a student that fails to earn a passing grade in at least one course and is not documented to have completed the term, the withdrawal date is the midpoint of the term.

During an approved Leave of Absence, the student is not considered withdrawn and a federal financial aid Return of Funds Calculation is not required.

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post- withdrawal disbursement includes loan funds, HCN must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you do not incur additional debt. HCN may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition and/or fees. HCN needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission, you will be offered the funds. However, it may be in your best interest to allow HCN to keep the funds to reduce your debt at HCN.

If you receive (or HCN or parent receives on your behalf) excess Title IV program funds that must be returned, HCN must return a portion of the excess equal to the lesser of:

1. Your institutional charges multiplied by the unearned percentage of your funds, or
2. The entire amount of excess funds.

HCN must return this amount even if it didn't keep this amount of your Title IV program funds. If HCN is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a Direct PLUS Loan) repay in accordance with the terms of the promissory note. That is, you must make scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is $50 or less. You must make arrangements with your school or the Department of Education to return the unearned grant funds.

Title IV funds are returned electronically and the order for the return of Title IV funds is as follows:

1. Federal Direct Unsubsidized Loan
2. Federal Direct Subsidized Loan
3. Federal Direct PLUS Loan
4. Federal Pell Grant
5. Federal Supplemental Education Opportunity Grant (FSEOG)
6. Other Title IV aid programs

Students will be notified of their eligibility for a post-withdrawal disbursement within 30 days of HCN's determination that the student withdrew. The student will have 14 days to respond to the notification. A student that does not respond or responds after 14 days will be considered to have not accepted the post-withdrawal disbursement offer. As soon as possible, but no later than 45 days after the date HCN determined the student withdrew, all unearned Title IV funds will be returned.

The requirements for Title IV program funds when you withdraw are separate from the HCN institutional refund policy. Therefore, you may still owe funds to HCN to cover unpaid institutional charges. HCN may also charge you for any Title IV program funds that the school was required to return.

If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1- 800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available at https://www.studentaid.ed.gov.

R2T4 EXAMPLE

If you receive federal financial aid you must "earn" the aid received by staying enrolled in school. The amount of federal financial aid assistance you earn is determined on a pro rata basis. If you withdraw or stop attending classes during the enrollment period, you may be required to return some of the financial aid you were awarded. For example, if you complete 30 percent of the quarter, you earn 30 percent of the aid you originally were scheduled to receive. This means that 70 percent of your scheduled awards remain unearned and must be returned to the federal government.

The following formula is used to determine unearned aid that has to be returned:

Percent earned = number of calendar days completed up to the withdrawal date divided by total calendar days in the payment period

Percent unearned = 100 percent minus percent earned

The following example illustrates how the federal refund policy would affect a student who withdraws from classes at Hondros College of Nursing (HCN):

Student is attending Fall term which is 117 calendar days in length:

- Financial Aid: Pell Grant - $1,650
- Direct Subsidized Loan - $3,390
- Total Financial Aid Award - $5,040
- Tuition and Fees - $1,621

Financial Aid disbursed to student after Tuition and Fees are paid $3,419

Student withdraws on the 24th day of the quarter, which is the fourth week. Consult Catalog for HCN Institutional Refund Policy. Percent of federal financial aid earned:

- Completed Days: 24
- Total days: 117
- Percentage earned: 20.5% Amount of federal financial aid earned:
- Percentage earned - 20.5%
- Aid awarded - $5,040
- Aid earned - $1,033.20 Amount of federal aid to be returned:
- Aid awarded: $5,040
- Aid earned: $1,033.20
- Unearned aid to be returned to the Department of Education by HCN - $4,006.80

STUDENT FINANCIAL RIGHTS & RESPONSIBILITIES

STUDENTS HAVE THE RIGHT TO:

- Know what financial assistance programs are available to them, including all federal, state, and institutional financial aid programs.
- Know the deadlines for submitting applications for each of the financial aid programs available, and the process required.
- Know the method and frequency of financial aid disbursements.
- Know how financial need is determined, including how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in their budget.
- Know resources (such as parental contribution, other financial aid, assets, etc.) were considered in the calculation of need.
- Know how much of the financial need as determined by the institution has been met.
- Request an explanation of the various programs in your student aid package.
- Know the school's refund policy, including what portion of the financial aid you received must be repaid, and what portion is grant aid. If the aid is a loan, students have the right to know what the interest rate is, the total amount that must be repaid, the payback procedures, the length of time they have to repay the loan, and when repayment is to begin.
- Know how the school determines whether students are making satisfactory progress (SAP), and consequences of not meeting SAP.
- Request a review of their current financial situation if they meet certain criteria based on changes since filing the current aid year FAFSA® application.

STUDENTS HAVE THE RESPONSIBILITY TO:
- Be respectful toward members of the Financial Services and Aid Team at HCN. Federal Financial Aid is heavily regulated by the United States Department of Education, Office of Federal Student Aid. The HCN Financial Aid Office must adhere to all Federal Rules, Regulations, and Laws – even when the student disagrees with decisions or processes. The HCN Financial Aid Team is here to help students navigate the complexities of the Federal Aid Process. Mistreatment of the Financial Services and Aid Team at HCN will not be tolerated and may result in detrimental student consequences in accordance with the Student Code of Conduct.
- Be aware of the ability to pay any institutional charges based on your available financial aid and personal

resources.

- Review and understand the terms and conditions of their financial aid award.
- Complete all requirements accurately, in a timely manner, and by the appropriate deadlines.
- Inform Hondros College of Nursing of any outside scholarships, tuition reimbursement, or additional resources that they receive.
- Fill out the FAFSA® application completely and accurately, provide all requested documents in a timely manner, and ensure that all submitted materials are complete and accurate. Falsification of information on application forms for federal financial assistance is considered a criminal offense and may be subject to penalties under the U.S. Criminal Code.
- Read, understand, and keep copies of all forms that they are asked to sign.
- Accept responsibility for all signed agreements.
- Be aware of and comply with all policies and procedures at Hondros College of Nursing.
- Be aware of the school's refund procedures.
- Manage the financial aid experience.

TUITION AND FEES

Policies, tuition, fees, and charges will be effective Summer 2025, July 1, 2025, and beyond and are subject to change without prior notice. The College requires that tuition, textbooks, and fees be covered in full at the time of registration and no later than prior to the first day of classes. A student may use financial aid, and/or payment can be made by cash, check, and credit or debit card.

2025 OHIO/MICHIGAN DIPLOMA IN PRACTICAL NURSING RATE SHEET – Full-Time Track	
Application Fee (first term only)	$25.00
Enrollment Fee (Entrance)	$50.00
FBI/BCI Fees (Exit)	$72.00
Tuition	$18,480.00
Lab/Incidental Fees	$750.00
Clinical Fees	$225.00
Graduation Fees	$100.00
Textbooks/Materials (Estimated, as consumed)	$3,159.39
Uniforms/Student Nurse Pak	$392.00
Technology Package	$690.00
Technology Fee	$200.00
Total Direct Costs	**$24,143.39**

2025 OHIO DIPLOMA IN PRACTICAL NURSING RATE SHEET – Part-Time Track	
Application Fee (first term only)	$25.00
Enrollment Fee (Entrance)	$50.00
FBI/BCI Fees (Exit)	$72.00
Tuition	$18,480.00
Lab/Incidental Fees	$750.00
Clinical Fees	$225.00
Graduation Fees	$100.00
Textbooks/Materials (Estimated, as consumed)	$3,159.39
Uniforms/Student Nurse Pak	$392.00
Technology Package	$690.00
Technology Fee	$350.00
Total Direct Costs	**$24,293.39**

2025 INDIANA DIPLOMA IN PRACTICAL NURSING RATE SHEET

Application Fee (first term only)	$25.00
Enrollment Fee (Entrance)	$50.00
Tuition	$18,480.00
Lab/Incidental Fees	$750.00
Clinical Fees	$300.00
Graduation Fees	$100.00
Textbooks/Materials (Estimated, as consumed)	$3,159.39
Uniforms/Student Nurse Pak	$392.00
Technology Package	$690.00
Technology Fee	$200.00
Total Direct Costs	**$24,531.39**

2025 OHIO DIPLOMA IN ASSOCIATE DEGREE IN NURSING RATE SHEET

Application Fee (first term only)	$25.00
Enrollment Fee (Entrance)	$50.00
Tuition*	$27,084.00
Lab/Incidental Fees	$1,200.00
Clinical Fees	$225.00
Graduation Fees	$100.00
Textbooks/Materials (Estimated, as consumed)	$3,977.41
Uniforms/Student Nurse Pak	$392.00
Technology Package	$690.00
Technology Fee	$250.00
Total Direct Costs	**$34,065.41**

*Tuition for HCN PN Alumni is $25,803

2025 OHIO DIPLOMA IN MEDICAL ASSISTING RATE SHEET

Application Fee (first term only)	$25.00
Enrollment Fee (Entrance)	$50.00
Tuition	$12,000.00
Lab/Incidental Fees	$750.00
Externship Fees	$75.00
Graduation Fee	$100.00
Textbooks/Materials (Estimated, as consumed)	$642.35
Uniforms/Student Nurse Pak	$357.00
Technology Package	$690.00
Technology Fee	$200.00
Total Direct Costs	**$14,889.35**

Cost of CPR, physical examination, and immunizations are not included in the above costs. These costs will vary depending upon the provider. Costs listed are estimated based on an average student. Books and other consumable costs may change. Tuition may be less depending on transferred course work. Tuition and fees are

subject to periodic reviews and increases. Estimated costs do not include applicable tax.

APPLICATION FEE
A $25.00 application fee is required for each program upon application. The application fee is valid for one year from the date the application is signed.

DUPLICATE DIPLOMA/DEGREE FEE
There is a $15 fee for each duplicate diploma or degree. Students with an outstanding balance will not be issued a diploma or degree. To request a duplicate diploma or degree email nursingstudentaccounts@hondros.edu.

ENROLLMENT FEE
A $50.00 enrollment fee is required for each program upon signing the enrollment agreement. The enrollment fee is valid for the term in which the enrollment agreement is signed and the term immediately following, should a student cancel/defer their enrollment. Students signing a new enrollment agreement due to re-entry or reinstatement may be required to pay an additional enrollment fee.

REPLACEMENT ID BADGE FEE
Lost ID badges will be replaced immediately. There is a $10 replacement cost for each badge.

RETURNED CHECK FEE & PAYMENT VERIFICATION HOLD
All returned checks are subject to a $30 Returned Check Fee. This fee charged is in addition to any fees charged by your bank or financial institution. Payments made by check for an amount of $500 or greater are subject to a payment verification hold period of five (5) business days before being applied to the student's ledger.

TRANSCRIPT FEE
There is a $15 fee for each official transcript. The college does not withhold transcripts for any reason.

RIGHT TO CANCEL POLICY – INDIANA
A student who completes an enrollment agreement or application may cancel their enrollment at any time up through the end of Wednesday of the second calendar week of the student's first enrollment quarter. A student that cancels by Wednesday of the second week of their first quarter of enrollment will receive a refund of any tuition paid to the College school. Refunds will be processed based on the student's right to cancel section of the signed enrollment agreement. Books and materials technology fees are subject to the Bookstore Refund Policy.

If I choose to withdraw after classes begin, and after the right to cancel period has ended, the terms of the Refund Policy will apply.

RIGHT TO CANCEL POLICY – OHIO AND MICHIGAN
A student who completes an enrollment agreement or application may cancel their enrollment at any time during the two (2)-week module (if applicable) and up through Wednesday of the second calendar week of the student's first quarter of enrollment. A student who cancels by Wednesday of the second week of their first quarter of enrollment will receive a full refund of any tuition paid to the College. Refunds will be processed based on the student's right to cancel section of the signed enrollment agreement. Books and materials are subject to the Bookstore Refund Policy.

Students in the Practical Nursing program who exercise their right to cancel will have their academic history from the COL 099 Strategies for Successful Nursing Professionals course in the two (2)-week module erased and will need to re-take the course before progressing to the first quarter.

If I choose to withdraw after classes begin, and after the right to cancel period has ended, the terms of the Refund Policy will apply.

REFUND POLICIES
OHIO AND MICHIGAN STUDENTS

Hondros College of Nursing's refund policy complies with the state law as follows and is applicable to each term:

1. A student who starts class and withdraws or drops a single course(s) during the first full calendar week of the quarter shall be obligated for twenty-five percent (25%) of the tuition and refundable fees for that academic term, plus the registration fee.
2. A student who withdraws or drops a single course(s) during the second full calendar week of the quarter shall be obligated for fifty (50%) percent of the tuition and refundable fees for that period.
3. A student who withdraws or drops a single course(s) during the third full calendar week of the quarter shall be obligated for seventy-five (75%) percent of the tuition and refundable fees for that period, plus the registration fee.
4. A student who withdraws or drops a single course(s) beginning the fourth full calendar week of the academic term will not be entitled to a refund of any portion of the tuition and fees, plus the registration fee.
5. Refunds will be issued by check from Hondros College of Nursing within 30 days. Last date of attendance is determined by the student's last attended day of clinical, lab, lecture, or the last submitted assignment in an online course.

Last date of attendance is determined by the student's last attended day of clinical, lab, lecture, or the last submitted assignment in a traditional online course.

INDIANA STUDENTS

1. A student is entitled to a full refund if one (1) or more of the following criteria are met:
   a. The student cancels the institutional student contract or enrollment agreement within six (6) business days after signing.
   b. The student does not meet the postsecondary educational institution's minimum admissions requirements.
   c. The student's enrollment was procured as a result of misrepresentation in the written materials utilized by the postsecondary educational institution.
   d. If the student has not visited the postsecondary educational institution prior to enrollment, and, upon touring the institution or attending the regularly scheduled orientation/classes, the student withdrew from the program within three (3) days.
2. A student withdrawing from an instructional program, after starting the instructional program at a postsecondary educational institution and attending one (1) week or less, is entitled to a refund of ninety percent (90%) of the cost of the financial obligation, less an application/enrollment fee of ten present (10%) of the total tuition, not to exceed one hundred dollars ($100).
3. A student withdrawing from an instructional program, after attending more than one (1) week but equal to less than twenty-five percent (25%) of the duration of the instructional program, is entitled to a refund of seventy-five percent (75%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not the exceed one hundred dollars ($100).
4. A student withdrawing from an instructional program, after attending more than twenty-five percent (25%) but equal to less than fifty percent (50%) of the duration of the instructional program, is entitled to a refund of fifty percent (50%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).
5. A student withdrawing from instructional program, after attending more than fifty percent (50%) but equal or less than sixty percent (60%) of the duration of the instructional program, is entitled to a refund

of forty percent (40%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).

CREDIT BALANCE REFUND POLICY

All non-Title IV credit balances are applied to future term charges unless requested. Students with a credit balance after satisfying current term balance must email nursingstudentaccounts@hondros.edu to request a refund. Requests for non-Title IV credit balances will be reviewed and issued within 14 days.

BOOKSTORE REFUND POLICY

The College does not participate in a buy-back program for textbooks or other required course material, including, but not limited to, the technology package. For products being returned, the item and all included materials must be returned in the original packaging in original condition, and must be accompanied by an original receipt and returned within 30 days of purchase. No refunds are given for the technology package if consumed. Refunds will be issued via BankMobile if the student has selected a refund preference. If a student has not selected a refund preference, refunds will be issued by check from Hondros College of Nursing. Refunds will be issued by check from Hondros College of Nursing within 30 days.

Policies, tuition, and fees are effective July 1, 2025 and are subject to change.

COMMUNITY PARTNER POLICY

The College offers a reduction in tuition for students who are employed at community partners. In order to receive a reduction in tuition, students are required to submit a paystub dated within 30 days of each term start to paystubs@hondros.edu. Students must submit the paystub every quarter to continue to receive the reduction in tuition. Failure to provide a paystub by the first day of class will result in forfeiture of the reduction in tuition.

FINANCIAL CLEARANCE

Tuition and fees for the quarter are due and payable in full at registration. Details of payment options may be obtained from the student financial aid office.

All students must be financially cleared before registration. Financial clearance is defined as:

- Payment in full for the current quarter;
- A financial plan in place that is estimated to cover current costs in full; and
- Appropriate paperwork completed as defined by the financial aid office.

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

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

ACADEMIC & CLINICAL INFORMATION

CLINICAL INFORMATION

The College strives to ensure that each student has excellent clinical learning experiences. This is a challenging goal in today's competitive health care arena, in which clinical facilities are being asked to meet the needs of learners from a growing number of educational programs. Therefore, clinical times and locations may change from quarter to quarter.

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

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

STUDENTS WILL NEED TO:
1. Have transportation.
2. Arrange childcare, as applicable, including coverage for days, evenings and/or possible weekends.
3. Plan to travel up to 90 minutes one way to a clinical facility from the campus.
4. Arrive at the facility at least 10 minutes prior to the start of the clinical day.

CLINICAL REQUIREMENTS AND VACCINATION POLICY
The following items are required to be submitted and approved by the end of week 4 for ADN students attending NUR 205, and PN students attending NUR 160. Continuing students are required to meet clinical eligibility by the quarter begin date (refer to the academic calendar) for each term in which they are registered for a course with a clinical component.

- Background check (reviewed and approved)
- CPR certification: American Heart Association, BLS provider only
- Complete Clinical Eligibility Packet, including records of current, up-to-date immunizations, seasonal flu vaccine, and annual TB testing (According to Center for Disease Control and Prevention [CDC] guidelines)

Additional requirements may vary according to a clinical agency agreement. Failure to be compliant by the quarter begin date (refer to the academic calendar) will result in the student being ineligible to attend clinical, which will result in a failing grade in the course.

PERFORMANCE OF NURSING CLINICAL SKILLS IN A CLINICAL SETTING POLICY

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

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

ACADEMIC INFORMATION

Students are expected to progress through the program in an uninterrupted pattern:

- Diploma in Practical Nursing should take 1 two-week module and either 4 quarters (full-time) or 7 quarters (part-time);
- Associate Degree in Nursing should take 5 quarters;
- Diploma in Medical Assisting should take 4 quarters.

DEFINITION OF QUARTER CREDIT HOUR

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

DEFINITION OF ENROLLMENT STATUS

- Full-time: Students are enrolled for 12 or more credit hours per quarter.
- Three-quarters: Students are enrolled for 9-11 credit hours per quarter.
- Half-time: Students are enrolled for 6-8 credit hours per quarter.
- Below Half: Students are enrolled for under 6 credit hours per quarter.

ADVANCED STANDING POLICY

Hondros College of Nursing does not award advanced placement for previous work experience. Students in the Associate Degree in Nursing program receive advanced standing quarter credits for previous education completed. Advanced standing credits are noted on the academic transcript.

TRANSFERABILITY OF CREDITS

Hondros College of Nursing cannot guarantee the transferability of credits earned at any other institution. Determinations on the transferability of credits are made by the receiving institution.

TRANSFER CREDIT POLICY

Transfer credit is only awarded from an official transcript. Official transcripts must be delivered in a sealed envelope or sent electronically through a certified credentialing agency from the originating institution. Official transcripts should be received no later than the end of week one (1) of the first quarter of the program for evaluation. Official College Level Examination Program (CLEP) exam results should be received no later than the end of week seven (7) of the first quarter of the program for evaluation.

Hondros College of Nursing cannot guarantee evaluation of transfer credit for transcripts received later than week one (1) of the program or later than week seven (7) for CLEP exams. Transcripts will be evaluated from institutions that are accredited by accrediting bodies recognized by the United States Department of Education or from the College Level Examination Program (CLEP), as applicable. Questions regarding the Transfer Credit policy should be directed to the Office of the Registrar.

Applies to All Programs

1. Transfer credit will be considered for courses with a grade equivalent to a "C- "or better earned.
2. College Level Examination Program (CLEP) will be accepted for ENG 200.
   - CLEP exams accepted are College Composition or College Composition Modular – a minimum score of 50 must be obtained
3. Transfer credit is not awarded for Hondros College of Nursing courses with the "NUR" prefix.
4. Transfer credits are transcribed on the Hondros College of Nursing transcript and are counted in the cumulative hours completed, but they are not counted in the credit hours attempted as part of the cumulative grade point average.

5. Hondros awards quarter credits. In considering transfer courses, 1 semester credit is equivalent to 1.5 quarter credits. The calculated number is rounded down to the nearest whole number. Transfer credits based on a different unit of credit than quarters will be subject to conversion prior to being transferred.

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

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

8. Transfer credit will be evaluated for course content and credit hour. Transfer credit considered for BIO 117, Introduction to Anatomy and Physiology or MAS 100 Basic Anatomy and Physiology, may be a higher content course.

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

10. Science courses and MAS 100, as defined in the program curriculum, must have been completed within the past 10 years. Science courses offered in a series at Hondros College of Nursing must have the complete series transfer in. Transfer credit may be considered, but is not guaranteed, outside of the above policy if:
    a. The student has earned an associate degree or higher within the last 20 years.
    b. The course was or was part of a series where at least one of the series components falls within the aforementioned timeframe.
       • Transfer credit awarded in this consideration will require the student to audit the course, or series if applicable, in addition to receiving transfer credit.
       • There may be associated lab/material fees charged to the student.

11. The Associate Degree in Nursing anatomy and physiology series at Hondros College of Nursing is evaluated for anatomy, physiology, and microbiology content. A stand-alone microbiology course is often required to receive transfer credit for the series.

DECLINING TRANSFER OF CREDIT

A student may choose to decline external transfer credit that would otherwise be awarded by submitting the Transfer Credit Declination form to registrar@hondros.edu. The transfer credits will be removed from the student's current enrollment record. The request must explicitly state for which course(s) the student wants to waive the transfer of credit. The declined transfer credit may be rescinded at a later date by submitting a written request to registrar@hondros.edu. Students using Veteran's Affairs (VA) educational benefits must submit all previously completed college-level coursework for transfer evaluation, and all credits deemed eligible for transfer must be accepted by Hondros. The U.S. Department of Veteran's Affairs does not allow students using VA education benefits to decline transfer of credit, so a student who chooses to decline eligible transfer credit will not receive military funding for declined transfer courses and will need to secure other means of payment.

ACADEMIC STANDING STATUS POLICY

Students' academic progress will be evaluated at the end of each quarter. A satisfactory progress report indicating progress and academic standing in the program can be found in the Student Portal in the format of an unofficial transcript.

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

2. **HONORS**:
   Students, enrolled half-time or more, with a quarterly grade point average of 3.25 or higher in a given quarter are eligible for honors, according to the following table:

HCN ACADEMIC HONORS	
GPA Range	**Honor List**
3.75-4.00	President's List
3.50-3.74	Dean's List
3.25-3.49	Merit List

Students who graduate from a program with a cumulative grade point average of 3.25 or higher will earn graduation honors, according to the following table:

HCN GRADUATE HONORS	
GPA Range	**Graduation Honor**
3.75-4.00	Summa cum laude
3.50-3.74	Magna cum laude
3.25-3.49	Cum laude

The appropriate honor will be noted on the student's official transcript for the term in which it is earned.

3. **ACADEMIC PROBATION**
   A student earning a cumulative grade point average below a 2.0 or being reinstated from an academic dismissal will be placed on academic probation. Academic Probation will be noted on the student's official transcript. Students will receive written notification if placed on academic probation.

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

   A third subsequent quarter with a cumulative grade point average below the 2.0 minimum will result in academic dismissal.

   Students will return to an academic status of Good Standing once the cumulative grade point average is a 2.0 or higher and/or the reinstatement requirements have been met.

4. **ACADEMIC DISMISSAL**
   Academic Dismissal results when a student has met at least one of the following criteria:
   a. Fails to earn a cumulative grade point average of 2.0 or better for a third quarter in the program.
   b. Fails the same course for a second time. This criterion is not applicable to students whose latest signed Enrollment Agreement specifies enrollment or re-enrollment in the Spring 2023 term or any term thereafter.

Academic Dismissal is noted on the student's official transcript. Students will receive written notification if academically dismissed.

AUDIT POLICY

Students interested in auditing a course must receive approval from the Medical Assisting Coordinator or the Campus Dean/Director of Nursing or designee. Depending on the course, there may be associated lab/material fees charged to the student.

Students repeating a course may also be required to audit an additional course(s) as indicated by their academic advising. Depending on the course, there may be associated lab/material fees charged to the student.

Audit courses are added to the student schedule and appear on the academic transcript. Audit courses do not count as attempted or earned credits, or apply to the CGPA for SAP purposes.

Students required to audit a course due to the Repeat Policy are subject to all applicable attendance policies. If the student is subject to an administrative course withdrawal from an audit course, the repeating course, and any other associated audit course, will also be subject to the administrative course withdrawal regardless of that course's attendance.

INCOMPLETE POLICY

Students who have completed a quarter through week 9 may request to receive an incomplete grade ("I") if they are unable to complete assignments, projects, and/or a final exam due to documented extenuating circumstances beyond the student's control (for example, hospitalization or death of an immediate family member). Permission must be granted from the Medical Assisting Coordinator or the Campus Dean/Director of Nursing or designee.

Students receiving an incomplete will have until the start of the following quarter course(s) to submit all work required to complete the course(s). Deadlines for missing work will be outlined by the Medical Assisting Coordinator or the Campus Dean/Director of Nursing or designee, in conjunction with the faculty member who will be working with the student to resolve the student's incomplete coursework. If the student fails to complete the incomplete coursework within the established timeline, the "I" will be changed to an "F". Failure of a course will result in the student needing to repeat the course; in addition, the student may be placed on academic probation, or may be academically dismissed.

Students receiving an incomplete may not progress in the program until they have successfully completed the course(s) by earning a "C" or better. Students successfully completing incomplete coursework prior to the end of the allotted quarter timeline must wait until the start of the next quarter to progress in the program.

REPEAT POLICY

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

1. Students on academic probation are not permitted to take any additional course(s) out of sequence when repeating a failed course. Students repeating a course, but not on academic probation, may request to take a general education course, excluding BIO 254, out of sequence if space is available. Students must make the request in writing to the Medical Assisting Coordinator or the Campus Dean/Director of Nursing. Courses taken out of sequence are subject to all policies regarding unsuccessful progression and attendance. Students that are unsuccessful in a course taken out of sequence may be required to successfully complete only that course prior to advancing in their program.

2. All earned grades will become part of the student's academic record and will be reflected on the academic transcript. Repeated coursework in which a passing grade was earned will be marked with an "R" on the academic transcript to indicate the course was repeated.

3. Once a course has been repeated with a passing grade, only the latest earned passing grade for a repeated course will be used in the calculation of the cumulative grade point average. Withdrawals (W) are not counted as an earned grade when recalculating the cumulative grade point average. If a student is repeating a previously passed course due to starting a program over, only the highest grades earned will calculate into the cumulative grade point average.

4. Repeated coursework must be taken at Hondros College of Nursing.

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

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

7. Students required to repeat a course will be able to do so only when space is available. If the student is required to repeat a course that is not offered in the following term, he or she must repeat the course the next time the course is offered.

8. Students repeating a course may be required to audit an additional course(s) in accordance with their academic advising plan. Audit courses may have associated lab/material fees changed to the student.

RE-ENTRY POLICY

A former student who has been withdrawn, voluntarily or administratively, may apply to the College for re-entry to his or her previous program. The former student must satisfactorily demonstrate that the barriers that prevented him or her from completing the program during the previous enrollment have been resolved, and there is reasonable probability that he or she can complete the program of study within the maximum allowable timeframe. Applicants seeking re-entry should contact the Campus Manager prior to the start of the re-entry term. All re-entry requests are due by the end of week 9, prior to the re-entry term. The College will evaluate the former student's Satisfactory Academic Progress (SAP) to determine if the former student is eligible for re-entry. Students withdrawn for more than two quarters may be required to restart the program.

Former students approved for re-entry are required to sign a new enrollment agreement, which lists the current curriculum, current tuition, fees, term of enrollment, and other required disclosures. Former students approved for re-entry must meet all admissions requirements to his or her program in effect at the time of re-entry. In addition, they may be required to complete a new background check in accordance with the policy in effect at the time of re- entry. The College reserves the right to deny re-entry to any former student that carries an unpaid balance from his or her previous enrollment. Re-entry is not guaranteed and is dependent upon previous academic history, space, and availability.

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

REINSTATEMENT POLICY

Students who have been academically dismissed may seek reinstatement by submitting the Request for Reinstatement form to the Medical Assisting Coordinator or the Campus Dean/Director of Nursing or designee. Supporting documentation may be required. All requests for reinstatement will be reviewed by the College's Reinstatement Committee. Students will be notified in writing of the Committee's decision. The Committee's decision is final and cannot be appealed. Reinstatement is not guaranteed.

The Reinstatement Committee will meet twice per quarter. The Week 9 meeting is for students who were academically dismissed prior to the previous quarter. The Week 13 meeting is for students who were academically dismissed in the previous quarter. Those requesting reinstatement should contact their campus for request deadlines.

Students granted reinstatement will be placed on Academic Probation if their cumulative grade point average is below the required 2.0. Students granted reinstatement must follow all policies in effect at the time of the reinstatement.

Reinstated students may be required to sign a new enrollment agreement, which lists the current curriculum requirements, tuition, fees, term of enrollment, and other required disclosures.

In addition, reinstated students may be required to complete a new background check in accordance with the policy in effect at the time of reinstatement.
A reinstated student may also be required to make a payment toward their balance to be registered.

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

MEDICAL LEAVE

Medical Leave is intended for enrolled and programmatically accepted students who need to take time away from their academic program for significant health reasons and who, for medical reasons, are unable to complete the quarter in which they are currently enrolled. Medical Leave is also available for students who are primary caregivers for someone who is experiencing a health or medical issue, which has resulted in their inability to complete the term in which they are currently enrolled. Each Medical Leave can be up to one quarter and may be extended through the following quarter/term. No approved medical leave may extend for more than two consecutive quarters or up to a maximum of six months in total length, excluding break weeks. At the end of the approved leave, the student must return on the next start date based on their term cycle and program of enrollment. During a student's enrollment, there is no limit to the total number of non-consecutive quarters/terms that a student may apply for and accumulate medical leave.

Qualified students with a disability under the Americans with Disabilities Act (ADA) who are seeking academic adjustments, auxiliary aids, or other support services should refer to our Accommodations Policy. Temporary medical conditions are not considered a disability under the ADA unless they are severe enough to result in a substantial limitation of one or more major life activities. Such a determination is made on a case-by-case basis, taking into consideration the duration or expected duration of the impairment, and the extent to which it actually limits a major life activity of the individual. If you believe that your medical condition may qualify as a disability under the ADA and require support services or other accommodations, please contact an Accommodations Liaison.

Students who are placed on a Medical Leave of Absence are treated as a drop/ withdrawal for Financial Aid purposes. If the student received federal financial aid funding for the term in which the student withdrew, a calculation of the amount of aid earned for that term will be performed along with a calculation of the student's tuition obligation for the same period. As a result of these calculations, the student may have a tuition balance, may have unearned federal aid funds that must be returned by the College or student, or may have a tuition refund due. These calculations will be performed according to federal guidelines and institutional policy, and the student will be notified of the outcome. If a tuition refund is due to the student, it will be returned to the student. Refunds will be paid to the appropriate funding agency within 45 days, and the student will be billed for any remaining unpaid balance. See the Refund Policy.

Students with federal financial aid, federal loan obligations, or military tuition assistance must contact their lenders and the military financial aid specialist to ascertain their loan repayment status or repayment of tuition assistance during the Medical Leave. Students who received federal student loans at any point during their enrollment at the College will receive further information regarding their loan obligations and repayment in an exit interview provided by the College within 30 days of the student's withdrawal date. Students who return from a Medical Leave of Absence will have their eligibility to apply for financial aid reinstated, but the funding

package may be different from the term in which the student withdrew due to changes in student eligibility.

Applying for Medical Leave of Absence
To apply for a Medical Leave, the student must obtain the Medical Leave Request Form from their Academic Support Advisor. The student will be required to present and upload a signed note from a professional therapist/physician on letterhead where the professional practices. The note must include a timeframe, specifically the expected start date of the leave and the anticipated conclusion of the leave. The student cannot remain enrolled in the quarter/term in which the leave begins.

Returning After Medical Leave of Absence
To return from Medical Leave, the student must complete and submit the Medical Leave Return Request Form prior to the first day of the quarter/term in which the student wants to return to complete the reentry process. Additionally, the student must submit a signed note from the student's professional therapist and/or physician stating the student's medical situation and that the professional therapist/physician believes the student is able to return to the College. A student returning after a Medical Leave of Absence will be returned to their previous program and catalog.

Policy Regarding Grades in the Event of a Medical Leave of Absence
- If the student takes Medical Leave before the start of an upcoming quarter those course(s) will be dropped without being recorded on the student's transcript and tuition will not be charged.
- A grade of "W" will be recorded for each course for which a student was registered if the student takes Medical Leave from the College at any time following the course drop period of the quarter/term. The student will need to repeat any course required in their program for which the W grade was awarded.
- When a student completes any course(s) and then takes a Medical Leave, the letter grades earned for the completed courses will remain on their transcript.
- Academic probations, warnings, and dismissals related to Satisfactory Academic Progress remain applicable to students who take a Medical Leave. If a student is already on probation or is placed on probation while on leave, the conditions of his or her probation are continued to the quarter/term in which they return to the College.

Medical Leave Withdrawal
Students who do not return to their academic program following their Medical Leave will be withdrawn with a status of Medical Leave Withdrawal.

Returning After Medical Leave Withdrawal
Re-enrollment will require a student to reapply to the College and the terms of the Re-Entry policy will apply.

MILITARY LEAVE
Hondros College of Nursing supports our students who are service members and veterans, their spouses, and other family members.

1. **Eligibility:**
   Students or prospective students with service requirements that make it difficult or impossible for them to succeed in their academic program are eligible for a military leave. For purposes of granting Military Leave, service requirement is defined as (a) deployment, (b) mobilization leading to deployment, or (c) mandatory training.

2. **Military Leave Procedures:**
   - Students must contact their Academic Support Advisor to request Military Leave and provide a copy of their military orders for authentication. Students who have yet to receive orders need to provide a memo from their commanding officer supporting the request for Military Leave.

- The student cannot remain enrolled in the quarter/term in which the leave begins.
- If the student is currently enrolled for the quarter/term in which their requested leave is to begin, it is the responsibility of the student to request military leave and drop/withdraw from their classes.
- Students receiving benefits under any of the GI Bills will have their enrollment certifications terminated for the initial term of the military leave and any subsequent terms for which leave is approved.

Financial Aid and Tuition/Books/Fees Impact of a Military Leave:
- Students are treated as a withdrawal from the College for financial aid purposes because students who take a military leave are generally not able to return to the same point in their academic studies upon return, as certain scheduling adjustments may be required.
- If the student received federal financial aid funding for the withdrawal term, a calculation of the amount of aid earned for the withdrawal term will be performed, along with a calculation of the student's tuition obligation for the same period. As a result of these calculations, the student may have a tuition balance, have unearned federal aid funds that must be returned by the College or the student, or have a tuition refund due. These calculations will be performed according to federal guidelines and institutional policy, and the student will be notified of the outcome.
- If a tuition refund is due to the student, it will be returned to the student. Refunds will be paid to the appropriate funding agency within 45 days, and the student will be billed for any remaining unpaid balance. See the Refund Policy.
- Students who return from a Military Leave will have their eligibility to apply for federal financial aid reinstated, but the funding package may be different from the term of withdrawal due to changes in student eligibility.
- Students with federal financial aid and federal loan obligations must contact their lenders; in addition, if receiving military tuition assistance must also contact the military financial aid specialist to ascertain their loan repayment status or repayment of tuition assistance during the Medical Leave.
- Students who received federal student loans at any point during their enrollment at the College will receive further information regarding their loan obligations and repayment in an exit interview provided within 30 days of the student's withdrawal date.
- If the student discontinues their program, any supplies or textbooks issued to and paid for by the student become the student's property. Electronic resources, access to which the student paid for as part of the Technology Fee, shall remain accessible to the student as long as the license provided by the publisher/ content owner allows. Licenses for electronic resources, which are utilized in most courses at Hondros College of Nursing, are typically active for a length of 180 days to two years, depending on the publisher. The remaining amount of the prepaid tuition will be refunded on aprorated basis computed to the date of discontinuance.

3. **Academic Impact of a Military Leave**
- A grade of "W" will be recorded for each course for which a student was registered if the student takes Military Leave from the College at any time following the course drop period of the quarter. The student will need to repeat any course for which the W grade was awarded.
- All academic probations, warnings, and dismissals remain applicable to students who take a Military Leave. If a student is already on probation or is placed on probation while on leave, the conditions of their probation continue until the quarter in which they return to the College.
- The standard transfer of credit policies apply for courses taken elsewhere while on leave to any academic work done by the student while on Military Leave from the College.

4. **Long Term Military Leave for More Than Two Quarters in Length**
    Military service members who are given official orders to deploy for state or federal needs, as well as their spouses, who cannot complete the academic quarter due to the deployment, may withdraw without penalty from any or all classes in which they are enrolled, even if the established deadline for withdrawal has passed. These students are entitled to a full refund of tuition and mandatory fees for the term, subject to applicable laws governing federal or state financial aid programs and allocation or refund as required under those programs. Students in good standing who withdraw under this policy may be readmitted and reenroll into the same program under the catalog that is current at the time of re-enrollment, without penalty or redetermination of admission eligibility, within one year following their release from active military service upon submission of military orders showing their military deployment has been completed. Programs with specialized admissions requirements are excluded from this policy; students must meet those additional requirements at the time of re-enrollment.

5. **Short Term Military Leave for Up to Two Quarters in Length**
    Military service members who are given official orders for mandatory training and cannot complete the academic quarter due to military training may withdraw without penalty from any or all classes in which they are enrolled, even if the established deadline for withdrawal has passed. Each leave may be for up to two consecutive quarters. There is no limit to the total number of Military Leaves that a student may accumulate during their enrollment with the College. Students in good standing who withdraw under this short-term (up to two quarters in length) leave policy reenroll at the start of the next term/quarter after the military training is complete and will be allowed to return into the same program under the catalog that the student was enrolled in prior to the military leave. The student will be charged the same tuition rate as their original program or the new tuition rate, whichever is lower. The student must contact their Academic Support Advisor at least one week prior to the first day of the quarter/term in which the student wants to return to complete the reentry process and submit the military orders showing their military training has been completed. If the student reenrolls after more than one quarter, they will reenroll under the catalog and tuition rate that is current at the time of re-enrollment, without penalty or redetermination of admission eligibility, within one year following their release from military training. Programs with specialized admissions requirements are excluded from this policy; students must meet those additional requirements at the time of re-enrollment.

SHORT-TERM LEAVE

A Short-Term Leave status is a form of administrative withdrawal that may be initiated by Hondros College of Nursing under the following circumstances when the student has expressly indicated an intent to return in the next scheduled quarter/term:

- A student who has completed all of their registered courses in the quarter/term prior to the end of the quarter/term.
- A student who has no viable options to maintain at least a part-time student status through the end of a quarter/term due to a Hondros College of Nursing -initiated policy or decision to cancel a course, temporarily suspend a student's participation in a course or program, temporarily suspend a program's operation, or temporarily close a campus location.
- A student residing within an area declared a disaster by a state or federal agency may initiate a request. The address on file in the student's record is the address that will be used to determine eligibility.
- A student who experiences the death of an immediate family member (spouse/domestic partner, children, siblings, grandparents, grandchildren, parents/guardians) and is unable to complete the quarter in which they are currently enrolled. Documentation will be required.

A student in a Short-Term Leave status is reported as withdrawn to the U.S. Department of Education, and any outstanding student loans will enter the applicable grace period/ repayment period. A student who is placed on Short-Term Leave may have their federal financial aid recalculated per the Federal Return of Title IV Funds Policy.

This recalculation may result in the return of federal financial aid funds to the U.S. Department of Education and result in a balance owed to the College. A student placed on Short-Term Leave may return to the College on the next scheduled quarter/term start date and continue their studies. A student on Short-Term Leave who does not resume their studies by the end of the first week of the subsequent term will be administratively withdrawn from the College.

OUT-OF-CLASS ACADEMIC WORK

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

WITHDRAWAL POLICY

Attendance must be evident by the end of the first week for continuing students, or the student will be administratively withdrawn from the College. Students who post week 10 attendance and then stop attending or fail to meet the attendance requirements during or after week 10 will receive the grade earned at the end of the quarter, which may result in academic probation, an administrative withdraw, or academic dismissal from the college.

The student gives notice of the intent to withdraw from the College by contacting the Campus Executive Director or designee in person, in writing, by e-mail, or by phone. Withdrawals initiated with a last date of attendance up through the end of week 9 will earn a grade of "W"; a grade of "W" has no effect on cumulative grade point average. Withdrawals initiated with a last date of attendance after week 9 will receive the grade earned at the end of the quarter. Failure of a course may result in the student being placed on academic probation or being academically dismissed. The withdrawal will not supersede academic probation or academic dismissal. Withdrawal from the College may require funds to be returned to the U.S. Department of Education.

SINGLE COURSE DROP POLICY

Students may drop from one or more individual course(s) once up through the end of week 9 of the quarter and will receive a grade of "W". Students must meet with their Campus Executive Director or designee to complete a Course Drop form. A grade of "W" has no effect on cumulative grade point average, but does impact pace of progression and maximum timeframe. Students must post attendance to be eligible for a course drop.

Students that drop all courses within a quarter will be considered withdrawn from the College.

Students must successfully repeat any dropped course prior to progressing in the program. Students may be required to audit additional courses when repeating a dropped course. Please refer to the Repeat Policy for more information.

GRADE SCALE

All grades are awarded in whole letter values only.

GENERAL EDUCATION, SCIENCE, AND MEDICAL ASSISTING COURSES		
Percentage Range	Letter Grade	Grade Points Awarded
90.00 - 100.00	A	4.00
80.00 - 89.99	B	3.00
70.00 - 79.99	C	2.00
69.99 - Below	F	0.00

NURSING COURSES		
Percentage Range	**Letter Grade**	**Grade Points Awarded**
93.00 - 100.00	A	4.00
85.00 - 92.99	B	3.00
78.00 - 84.99	C	2.00
77.99 - Below	F	0.00

APPLICABLE TO ALL PROGRAMS		
Letter Grade	**Description**	**Grade Points Awarded**
AU	Audit	No grade points awarded
I	Incomplete	No grade points awarded
LA	Leave of Absence	No grade points awarded
LR	Leave of Absence return but not completed	No grade points awarded
NP	No-Pass	No grade points awarded
P	Pass	No grade points awarded
TR	Transfer	No grade points awarded
W	Withdrawal	No grade points awarded
WT	Withdrawal - Transfer credit awarded	No grade points awarded

GRADE POINT CALCULATION

Quality points are determined by multiplying the grade point by the credit hours. The grade point average is determined by dividing the total quality points by total credit hours received. Transferred coursework, withdraw/transfers, withdrawals, audits, and incompletes are not calculated into the grade point average; however, transfer credits are accounted for in the total hours earned.

EXAMPLE
Grade A = 4.0 grade points x 4 credit hours = 16 quality points
Grade B = 3.0 grade points x 5 credit hours = 15 quality points
Total quality points = (16 + 15) = 31 divided by total credits of (9) = 3.444 grade point average

REGISTRATION INFORMATION

Students are responsible for their own academic planning and scheduling to meet graduation requirements. Students are required to register for courses via the Student Portal during open registration. Students who have an outstanding balance or have not submitted all required documentation will not be able to register for upcoming quarters. Students are expected to complete the courses in an uninterrupted pattern as indicated on the curriculum listing page in this catalog.

Students not registered for an upcoming quarter will be withdrawn from the College. Students who need to change their program track, if multiple tracks are available at their campus, must request a change prior to the end of week 1 of the quarter in which they need to change tracks. All change requests must be approved by the Campus Dean/Director of Nursing. No section or track changes will occur after the end of week 1 of the quarter.

Students who need to repeat a course must complete academic advising with their Campus Dean/Director of Nursing or designee before being registered for the repeat course. Please refer to the Repeat Policy for additional information.

PROGRAM COMPLETION REQUIREMENTS

The candidate for program completion must:

1. Have successfully completed all program requirements with a minimum of "C" (2.0 GPA) or better in all courses.
2. Achieved the minimum number of credit hours required for the program of enrollment.

GRADUATION REQUIREMENTS

The candidate for graduation must:

1. Meet all program completion requirements.
2. Pay applicable graduation fee(s).
3. Be free of indebtedness to the College.

Candidates that meet program completion requirements, but have not met all other graduation requirements, listed above will be placed in completer status. Once all graduation requirements have been fulfilled, the candidate will be moved to graduate status. Only students in graduate status will have their completion letters released.

COMMENCEMENT/PINNING CEREMONIES

Commencement ceremonies are held throughout the year. Students assume the ultimate responsibility for meeting all graduation requirements. Failure to meet the graduation requirements may result in a student being deemed ineligible to attend the commencement and pinning ceremonies.

NCLEX EXAM AND LICENSE REQUIREMENTS

OHIO BOARD OF NURSING FELONY POLICY

Section 4723.28 of the Ohio Revised Code, the law regulating the practice of nursing, states that the Board of Nursing may deny a person the privilege of sitting for the licensing examination based on certain past behaviors or legal history.

Each applicant for licensure will be required to answer questions on the application related to whether the individual seeking licensure has been convicted of, found guilty of, pled guilty to, pled no contest to, or received treatment in lieu of conviction for 1) any misdemeanor committed in the course of practice in Ohio, 2) any felony, 3) any crime involving gross immorality or moral turpitude, or 4) any violation of a municipal, county, state, or federal law.

OHIO BOARD OF NURSING LICENSURE - APPLICATION REQUIREMENT
As of June 2004, the Ohio Board of Nursing requires all applicants for licensure to declare any existing psychiatric condition(s). Please check with the Board of Nursing for further clarification or questions at (614) 466-3947, or e-mail board@nursing.ohio.gov.

PROOF OF CITIZENSHIP REQUIRED FOR NCLEX® CANDIDATES
The federal law known as Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) limits state licensure to U.S. citizens and other qualified applicants. The State Board of Nursing is required to keep assurance of citizenship on record with applications for licensure.

PRACTICAL NURSING – DIPLOMA (DAY & EVENING/WEEKEND) – OHIO AND MICHIGAN

Upon successful completion of one (1) two-week (2-weeks) prerequisite module and four (4) eleven-week quarters (44 weeks) of the Practical Nursing curriculum*, and meeting all graduation requirements, the graduate will be awarded a diploma and be certified to the Ohio Board of Nursing or Michigan Board of Nursing, which will determine the student's eligibility to sit for the National Council Licensure Examination for Practical Nurses (NCLEX®-PN). The one (1) two-week module is a required prerequisite for the four (4) eleven-week degree program. The one (1) two-week module is a no-cost, no-materials needed, non-transferable, no-credit, non-Title IV (Federal Financial Aid) eligible course. Within the scope of practice for the licensed practical nurse, and at the direction of a licensed physician, dentist, podiatrist, optometrist, chiropractor or registered nurse, the graduate will meet the client's needs by fulfilling the following program outcomes:

1. Provide safe, quality, evidence-based, patient-centered nursing care to diverse patients across the lifespan in a variety of structured healthcare settings within the scope of practice of the Practical Nurse.
    - Collect data related to physical, behavioral, psychological, and spiritual aspects of health and illness parameters in patients experiencing common health problems, using developmentally and culturally appropriate approaches.
    - Work with the Registered Nurse or other healthcare provider to identify patient needs based on the data collected.
    - Contribute to a patient-centered plan of care based on knowledge of evidence and patient information/preferences to meet individual patient needs.
    - Provide patient-centered care focusing on restoration, promotion, and maintenance of physical and mental health.
    - Incorporate factors that create a culture of safety when providing patient care.
    - Provide patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations.
    - Implement nursing interventions to prevent illness, and restore, promote and maintain physical and mental health of patients across the lifespan.
    - Analyze collected patient outcome data to determine the effectiveness and impact of nursing care.
    - Deliver care within expected time frame.
    - Communicate information about care provided and evaluation data including appropriate hand-off at each transition in care.
    - Incorporate cultural awareness/sensitivity when providing care to diverse patients in a variety of healthcare settings.
    - Assist with the revision of the plan of care based on an ongoing collection of patient data including recognition of alterations to previous patient conditions.
    - Safely perform all psychomotor skills needed for efficient, safe, and compassionate patient care including accurate calculation of dosages.
    - Accurately document all aspects of patient care.
2. Engage in clinical judgment to make patient-centered care decisions within the scope of practice of the Practical Nurse.
    - Use clinical judgment to ensure accurate and safe care when implementing all steps of the nursing process.
    - Anticipate risks and predict and manage potential complications for patients experiencing common health problems.
    - Prioritize patient care.
    - Incorporate knowledge of the healthcare system and how it impacts the nurse's ability to provide safe, quality care.

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

4. Participate in teamwork and collaboration with the inter-professional team, the patient, and the patient's support persons.
   - Share pertinent, accurate, and complete information with the inter-professional team.
   - Work with the Registered Nurse to plan for patient safety and quality improvements within the context of the interprofessional team.
   - Interpret the impact of team functioning on safety and quality improvement.
5. Use information technology to support and communicate the provision of patient care.
   - Use patient care technologies, information systems/technologies, and communication devices to support safe nursing practice.
   - Use high quality electronic sources of healthcare information.
   - Enter computer documentation accurately, completely, and in a timely manner.
6. Incorporate management, legal, and ethical guidelines within the scope of practice of a Practical Nurse.
   - Practice within the legal and ethical frameworks of Practical Nursing.
   - Demonstrate accountability for nursing care given by self and/or delegated to unlicensed personnel.
   - Delegate nursing tasks to unlicensed personnel.
   - Advocate for patient rights and needs.
   - Initiate a plan for ongoing professional development and lifelong learning.
7. Promote a culture of caring to provide support, compassion and culturally-competent, holistic care.
   - Provide support, empowerment, and hope when caring for diverse patients.
   - Reflect on care provided to continue to improve caring relationships.
   - Deliver compassionate, culturally-competent care that respects patient and family preferences.
   - Maintain an environment conducive to well-being.

*Full-time students only. Part-time students in Ohio will complete one (1) two-week module and seven (7) eleven-week quarters.

PRACTICAL NURSING CURRICULUM – OHIO AND MICHIGAN

48 Quarter Credits – 670 Clock Hours – One (1) two-week (2-week) prerequisite module and Four (4) eleven-week diploma program.

Curriculum Plan for those beginning the program 1/1/2019 and beyond

Course Number	Course Title	Lecture Hours	Lab Hours	Clinical Hours	Total Contact Hours	Total Quarter Credit Hours
MODULE						
COL 099	Strategies for Successful Nursing Professionals Δ(C)	10	0	0	10	0
TERM 1						
MTH 101	Basic Math & Calculations Δ(C)	30	0	0	30	3.00
BIO 117	Introduction to Anatomy & Physiology †Δ(C)	40	0	0	40	4.00
NUR 150	Fundamental Concepts of Practical Nursing I *(C)	20	20	0	40	3.00
NUR 155	Critical Thinking for the PN *(C)	20	0	0	20	2.00
TERM 2						
NUR 160	Fundamental Concepts of Practical Nursing II *(C)	30	40	30	100	6.00
NUR 163	Concepts of Practical Nursing in the Care of Elderly Patients *(C)	30	0	0	30	3.00
ENG 200	English Composition Δ(O)	30	0	0	30	3.00
TERM 3						
NUR 166	Concepts of Family Centered Nursing for the Practical Nurse *(C)	20	40	0	60	4.00
NUR 172	Intravenous Therapy for the Practical Nurse *(C)	20	20	0	40	3.00
NUR 176	Concepts of Adult Health Nursing for the Practical Nurse *(C)	30	0	60	90	5.00
TERM 4						
NUR 180	Concepts of Mental Health Nursing for the Practical Nurse *(C)	30	0	0	30	3.00
NUR 185	Concepts of Adult Health Nursing for the Practical Nurse *(C)	10	0	60	70	3.00
NUR 190	Transition to Practical Nursing *(C)	30	0	0	30	3.00
NUR 195	Application of Clinical Judgement in Practical Nursing *(C)	10	40	0	50	3.00
	TOTALS	360	160	150	670	48.00

Legend: † Science Course, Δ General Education Course, * Nursing Course, (C) In Classroom, (O) Online

PRACTICAL NURSING CURRICULUM – OHIO (PART-TIME TRACK)

48 Quarter Credits – 670 Clock Hours – One (1) two-week (2-week) prerequisite module and Seven (7) eleven-week diploma program.

Curriculum Plan for those beginning the program 10/1/2023 and beyond

Course Number	Course Title	Lecture Hours	Lab Hours	Clinical Hours	Total Contact Hours	Total Quarter Credit Hours
MODULE						
COL 099	Strategies for Successful Nursing Professionals Δ(C)	10	0	0	10	0
TERM I						
MTH 101	Basic Math & Calculations Δ(C)	30	0	0	30	3.00
BIO 117	Introduction to Anatomy & Physiology †Δ(C)	40	0	0	40	4.00
TERM II						
NUR 150	Fundamental Concepts of Practical Nursing I *(C)	20	20	0	40	3.00
NUR 155	Critical Thinking for the PN *(C)	20	0	0	20	2.00
ENG 200	English Composition Δ(O)	30	0	60	90	5.00
TERM III						
NUR 160	Fundamental Concepts of Practical Nursing II *(C)	30	40	30	100	6.00
NUR 163	Concepts of Practical Nursing in the Care of Elderly Patients *(C)	30	0	0	30	3.00
TERM IV						
NUR 166	Concepts of Family Centered Nursing for the Practical Nurse *(C)	20	40	0	60	4.00
NUR 172	Intravenous Therapy for the Practical Nurse *(C)	20	20	0	40	3.00
TERM V						
NUR 176	Concepts of Adult Health Nursing for the Practical Nurse *(C)	30	0	60	90	5.00
TERM VI						
NUR 180	Concepts of Mental Health Nursing for the Practical Nurse *(C)	30	0	0	30	3.00
NUR 195	Application of Clinical Judgement in Practical Nursing *(C)	10	40	0	50	3.00
TERM VII						
NUR 185	Concepts of Adult Health Nursing for the Practical Nurse *(C)	10	0	60	70	3.00
NUR 190	Transition to Practical Nursing *(C)	30	0	0	30	3.00
	TOTALS	360	160	150	670	48.00

Legend: † Science Course, Δ General Education Course, * Nursing Course, (C) In Classroom, (O) Online

PRACTICAL NURSING – DIPLOMA (DAY & EVENING/WEEKEND) – INDIANA (Indianapolis Branch (Non-Main) Campus)

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

1. Provide safe, quality, evidence-based, patient-centered nursing care to diverse patients across the lifespan in a variety of structured healthcare settings within the scope of practice of the Practical Nurse.
   - Collect data related to physical, behavioral, psychological, and spiritual aspects of health and illness parameters in patients experiencing common health problems, using developmentally and culturally appropriate approaches.
   - Work with the Registered Nurse or other healthcare provider to identify patient needs based on the data collected.
   - Contribute to a patient-centered plan of care based on knowledge of evidence and patient information/preferences to meet individual patient needs.
   - Provide patient-centered care focusing on restoration, promotion, and maintenance of physical and mental health.
   - Incorporate factors that create a culture of safety when providing patient care.
   - Provide patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations.
   - Implement nursing interventions to prevent illness, and restore, promote and maintain physical and mental health of patients across the lifespan.
   - Analyze collected patient outcome data to determine the effectiveness and impact of nursing care.
   - Deliver care within expected time frame.
   - Communicate information about care provided and evaluation data including appropriate hand off at each transition in care.
   - Incorporate cultural awareness/sensitivity when providing care to diverse patients in a variety of healthcare settings.
   - Assist with the revision of the plan of care based on an ongoing collection of patient data including recognition of alterations to previous patient conditions.
   - Safely perform all psychomotor skills needed for efficient, safe, and compassionate patient care including accurate calculation of dosages.
   - Accurately document all aspects of patient care.
2. Engage in clinical judgment to make patient-centered care decisions within the scope of practice of the Practical Nurse.
   - Use clinical judgment to ensure accurate and safe care when implementing all steps of the nursing process.
   - Anticipate risks, and predict and manage potential complications for patients experiencing common health problems.
   - Prioritize patient care.
   - Incorporate knowledge of the healthcare system and how it impacts the nurse's ability to provide safe, quality care.

3. Incorporate quality improvement activities to improve patient care.
   - Participate in quality improvement activities.
   - Use the data from quality improvement activities to plan patient care.
   - Report identified quality improvement concerns to appropriate personnel (e.g., nurse manager, risk manager, etc.).
   - Implement National Patient Safety Goals in all applicable patient care settings.
4. Participate in teamwork and collaboration with the inter-professional team, the patient, and the patient's support persons.
   - Share pertinent, accurate, and complete information with the inter-professional team.
   - Work with the Registered Nurse to plan for patient safety and quality improvements within the context of the interprofessional team.
   - Interpret the impact of team functioning on safety and quality improvement.
5. Use information technology to support and communicate the provision of patient care.
   - Use patient care technologies, information systems/technologies, and communication devices to support safe nursing practice.
   - Use high quality electronic sources of healthcare information.
   - Enter computer documentation accurately, completely, and in a timely manner.
6. Incorporate management, legal, and ethical guidelines within the scope of practice of a Practical Nurse.
   - Practice within the legal and ethical frameworks of Practical Nursing.
   - Demonstrate accountability for nursing care given by self and/or delegated to unlicensed personnel.
   - Delegate nursing tasks to unlicensed personnel.
   - Advocate for patient rights and needs.
   - Initiate a plan for ongoing professional development and lifelong learning.
7. Promote a culture of caring to provide support, compassion and culturally-competent, holistic care.
   - Provide support, empowerment, and hope when caring for diverse patients.
   - Reflect on care provided to continue to improve caring relationships.
   - Deliver compassionate, culturally-competent care that respects patient and family preferences.
   - Maintain an environment conducive to well-being.

PRACTICAL NURSING CURRICULUM – INDIANA

49 Quarter Credits – 700 Clock Hours – 44 Weeks

Course Number	Course Title	Lecture Hours	Lab Hours	Clinical Hours	Total Contact Hours	Total Quarter Credit Hours
TERM I						
COL 099	Strategies for Successful Nursing Professionals Δ(C)	10	0	0	10	0
MTH 101	Basic Math & Calculations Δ(C)	30	0	0	30	3.00
BIO 117	Introduction to Anatomy & Physiology †Δ(C)	40	0	0	40	4.00
NUR 150	Fundamental Concepts of Practical Nursing I *(C)	20	20	0	40	3.00
NUR 155	Critical Thinking for the PN *(C)	20	0	0	20	2.00
TERM II						
NUR 160	Fundamental Concepts of Practical Nursing II *(C)	30	40	30	100	6.00
NUR 163	Concepts of Practical Nursing in the Care of Elderly Patients *(C)	30	0	0	30	3.00
ENG 200	English Composition Δ(O)	30	0	0	30	3.00
TERM III						
NUR 167	Concepts of Family Centered Nursing for the Practical Nurse *(C)	20	40	30	90	5.00
NUR 172	Intravenous Therapy for the Practical Nurse *(C)	20	20	0	40	3.00
NUR 176	Concepts of Adult Health Nursing for the Practical Nurse *(C)	30	0	60	90	5.00
TERM IV						
NUR 180	Concepts of Mental Health Nursing for the Practical Nurse *(C)	30	0	0	30	3.00
NUR 185	Concepts of Adult Health Nursing for the Practical Nurse *(C)	10	0	60	70	3.00
NUR 190	Transition to Practical Nursing *(C)	30	0	0	30	3.00
NUR 195	Application of Clinical Judgement in Practical Nursing *(C)	10	40	0	50	3.00
	TOTALS	**360**	**160**	**180**	**700**	**49.00**

Legend: † Science Course, Δ General Education Course, * Nursing Course, (C) In Classroom, (O) Online

ASSOCIATE DEGREE IN NURSING – ASSOCIATE OF APPLIED SCIENCE - OHIO

Upon successful completion of five (5) quarters (55 weeks) of the Associate Degree in Nursing curriculum, and meeting all graduation requirements, the graduate will be awarded an Associate Degree in Nursing (Associate of Applied Science). The graduate will be certified to the Ohio Board of Nursing, which will determine the graduate's eligibility to sit for the National Council Licensure Examination for Registered Nurses (NCLEX®-RN). Graduates of the Associate Degree in Nursing Program will be able to meet the client's needs by fulfilling the following program outcomes:

1. Provide safe, quality, evidence-based, patient-centered nursing care to diverse patients across the lifespan in a variety of healthcare settings.
   - Complete a comprehensive and/or focused physical, behavioral, psychological, and spiritual assessment of health and illness parameters in patients, using developmentally and culturally appropriate approaches.
   - Use assessment findings to identify patient needs.
   - Develop a plan of care based on evidence-based practice considering individual patient needs.
   - Provide patient-centered care based on an understanding of human growth and development, pathophysiology, pharmacology, nutrition, medical management, and nursing management.
   - Promote factors that create a culture of safety.
   - Provide teaching that reflects the patient's developmental stage, age, culture, religion, spirituality, patient preferences, and health literacy considerations.
   - Monitor patient outcomes to evaluate the effectiveness and impact of nursing care.
   - Deliver care within expected time frame.
   - Provide patient-centered transitions of care and hand-off communications.
   - Revise the plan of care based on an ongoing evaluation of patient outcomes.
   - Safely perform psychomotor skills.
   - Accurately document all aspects of patient care.
2. Exercise clinical judgment to make increasingly complex patient-centered care decisions in a safe care environment.
   - Use clinical judgement to make management decisions to ensure accurate and safe nursing care, including addressing anticipated changes in the patient's condition.
   - Anticipate risks, and predict and manage potential complications.
   - Prioritize patient care.
   - Examine the clinical microsystem to determine its impact on the nurse's ability to provide safe, quality care.
3. Participate in quality improvement processes to improve patient care outcomes.
   - Use quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nursing-sensitive indicators.
   - Analyze information about quality improvement processes used in a variety of healthcare settings.
   - Participate in analyzing errors and identifying system improvements.
   - Implement National Patient Safety Goals in all applicable patient care settings.
4. Participate in teamwork and collaboration with members of the inter-professional team, the patient, and the patient's support persons.
   - Effectively communicate with all members of the healthcare team, including the patient and the patient's support network when making decisions and planning care.
   - Collaborate with appropriate inter-professional healthcare professionals when developing a plan of care.
   - Use conflict resolution principles as needed.

5. Use information management systems and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.
    - Use patient care technologies, information systems/technologies, and communication devices to support safe nursing practice.
    - Evaluate the role of information technology and information systems in improving patient outcomes and creating a safe care environment.
6. Incorporate leadership, management, legal, and ethical principles to guide practice as a Registered Nurse.
    - Practice within the legal and ethical frameworks of Registered Nursing practice.
    - Analyze patient care within the context of the ANA Standards of Practice.
    - Demonstrate accountability for nursing care given by self and/or delegated to others.
    - Apply leadership and management skills when working with other healthcare team members.
    - Serve as a patient advocate.
    - Evaluate the impact of economic, political, social, and demographic forces on the provision of health care.
    - Complete a plan for ongoing professional development and lifelong learning.
7. Promote a culture of caring to provide holistic, compassionate patient care.
    - Provide support, empowerment, and hope when caring for diverse patients in a variety of healthcare systems.
    - Deliver compassionate, culturally-competent care that respects patient and family preferences.

Students will receive 48 advance standing credits for completion of their approved practical nursing program or previously completed college equivalent work.

ASSOCIATE DEGREE IN NURSING CURRICULUM - OHIO (EFFECTIVE APRIL 7, 2019)

61 Quarter Credits – 48 Advance Standing Credits - 1530 Clock Hours – 55 weeks (109 credits awarded for Associate Degree in Nursing (AAS))

Course Number	Course Title	Lecture Hours	Lab Hours	Clinical Hours	Total Contact Hours	Total Quarter Credit Hours
TERM I						
BIO 253	Anatomy & Physiology I †Δ(C)	40	20	0	60	5.00
NUR 200	Critical Thinking for the Registered Nurse *(C)	20	0	0	20	2.00
NUR 205	Transition to Associate Degree Nursing *(C)	30	20	30	80	5.00
TERM II						
BIO 254	Anatomy & Physiology II †Δ(C)	20	20	0	40	3.00
NUR 212	Concepts of Nursing Care of The Adult *(C)	30	20	90	140	7.00
MTH 203	College Math and Dosage Calculation Δ(C)	20	0	0	20	2.00
TERM III						
PSY 205	Lifespan Development Δ(O)	20	0	0	20	2.00
NUR 221	Concepts of Nursing Care of the Reproducing Family *(C)	30	40	0	70	5.00
NUR 225	Professional Nursing Issues *(O)	30	0	0	30	3.00
COM 200	Public Speaking Δ(C)	20	0	0	20	2.00
TERM IV						
NUR 230	Concepts of Nursing Care of Diverse Populations *(C)	20	0	0	20	2.00
NUR 232	Concepts of Pediatric Nursing *(C)	20	40	0	60	4.00
NUR 233	Concepts of Mental Health Nursing *(C)	30	0	0	30	3.00
ENG 205	English Composition II Δ(O)	30	0	0	30	3.00
TERM V						
NUR 240	Transition to Registered Nursing *(C)	30	0	0	30	3.00
NUR 243	Application of Clinical Judgment in RN Practice *(C)	10	40	0	50	3.00
NUR 245	Concepts of Nursing Care of the Adult II *(C)	30	20	90	140	7.00
	TOTALS	**430**	**220**	**210**	**860**	**61.00**

Legend: † Science Course, Δ General Education Course, * Nursing Course, (C) In Classroom, (O) Online

Category	Credits
Advanced Standing Credit	48
Nursing Coursework*	44
General Education Coursework	17
Total Credits Required for Degree	**109**

ENG205 Prerequisite: The prerequisite for ENG205 is ENG200: English Composition I. Students will not receive transfer credit for ENG200, but are required to satisfy the prerequisite by:
1. Submitting documentation showing successful completion of equivalent course at another institution
2. Submitting documentation of CLEP credit for equivalent course
3. Completing ENG200 at Hondros College of Nursing before registering for ENG205

MEDICAL ASSISTING – DIPLOMA – OHIO

Upon successful completion of four (4) eleven-week quarters of the Medical Assisting curriculum, and meeting all graduation requirements, the graduate will be awarded a diploma and prepared for entry level roles in healthcare practice as a medical assistant, according to the appropriate scope of practice. The motivated learner will obtain clinical skills in patient preparation for exams and medical procedures; perform diagnostic services such as phlebotomy and electrocardiography; perform back-office roles in medical insurance billing and coding; and demonstrate the client service skills, patient care skills, and administrative and leadership skills needed to successfully perform the duties of the medical assistant in medical offices, clinics and healthcare practices. Graduates of the Medical Assisting program will meet the following outcomes:

1. Demonstrate competency in performing common clinical procedures accurately, in a timely manner, and using current accepted methods
2. Demonstrate competency in performing common administrative procedures accurately, in a timely manner, and using current accepted methods;
3. Demonstrate competency in processing health information while maintaining confidentiality and security
4. Analyze professional demeanor and behavior of others in order to emulate appropriate behaviors
5. Demonstrate competency in effectively collaborating with healthcare team members to successfully triage multiple priorities, and
6. Demonstrate competency in communicating accurately and respectfully with patients, families, insurance companies, and members of the health care team.

MEDICAL ASSISTING CURRICULUM – OHIO
48 Quarter Credits –720 Clock Hours – 44 weeks

Course Number	Course Title	Lecture Hours	Lab Hours	Clinical Hours	Total Contact Hours	Total Quarter Credit Hours
TERM 1						
MAS 100	Basic Anatomy & Physiology *#(C)	40	0	0	40	4.00
MAS 101	Electronic Medical Records & Health Information Technology *(O)	30	0	0	30	3.00
MAS 102	Medical Terminology *#(O)	30	0	0	30	3.00
MAS 103	Law & Ethics *(C)	20	0	0	20	2.00
TERM 2						
ENG 200	English Composition *#(O)	30	0	0	30	3.00
MAS 110	Health Science Core Fundamentals *(C)	20	80	0	100	6.00
MAS 111	Basic Pharmacology I *(C)	20	20	0	40	4.00
TERM 3						
MAS 120	Basic Pharmacology II *(C)	10	40	0	50	3.00
MAS 121	Phlebotomy & Medical Lab Procedures *(C)	10	60	0	70	4.00
MAS 122	Medical Office Management *#(O)	10	0	0	10	1.00
MAS 123	Medical Billing & Coding I *#(O)	10	0	0	10	1.00
MAS 124	Medical Exams & Medical Procedures *(C)	10	40	0	50	3.00
TERM 4						
MAS 130	Computerized Practice Management & Telehealth *(O)	30	0	0	30	3.00
MAS 131	Medical Billing & Coding II *(O)	20	0	0	20	2.00
MAS 132	Medical Assisting Externship *(O)	10	0	180	190	7.00
	TOTALS	**300**	**240**	**180**	**720**	**48.00**

Legend: ∆ General Education Course, * Core Course, # MA Transfer Credit Eligible, (C) In Classroom, (O) Online

COURSES OFFERED VIA DISTANCE EDUCATION

Hondros College of Nursing utilizes two different modalities for delivering distance education: asynchronous "traditional" online courses delivered through the MyClassroom learning management system, and synchronous virtual lectures delivered using broadcasting software like Zoom.

Asynchronous online courses delivered via the MyClassroom learning management system emphasize interaction between students and their faculty, their peers, and the course content. In these courses, students will engage with course material presented in slideshows, readings, and other media; interact with other students via discussion forums, peer reviews, and group activities; review instructor feedback on papers, projects, and other assignments; take tests and quizzes through the online classroom; and communicate with the instructor using a variety of tools, including email, a course chat room, and/or a synchronous virtual classroom.

Select courses in the Medical Assisting, Practical Nursing, and Associate Degree in Nursing are only offered online in the asynchronous modality. These courses, designated as "offered online" on the program curriculum tables in this Catalog, are delivered by the Columbus, OH Main Campus (the Host Institution) via consortium agreement to the Akron, OH; Bingham Farms, MI; Dayton, OH; Independence, OH; Indianapolis, IN; Maumee, OH; and West Chester, OH Non-Main Campuses (the Home Institutions). The delivery of courses via this consortium agreement has no impact on student licensure or employment, nor will students incur any additional charges for enrollment in these courses.

Students enrolled in an online course delivered by the Host Institution must adhere to the Single Course Drop Policy and the Withdrawal Policy in the Student Catalog for the program in which they are enrolled. The time that a student should expect to devote to the mastery of course learning objectives does not vary with the instructional delivery method. All students receive information about how to access and use the online classroom as part of an orientation experience.

On-ground lectures may have a synchronous virtual lecture option. Students participating in a virtual lecture option are not considered as enrolled in a traditionally offered online course.

COURSE DESCRIPTIONS
EXPLANATION OF COURSE NUMBERING SYSTEM

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

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

Course Codes	Course Subject
BIO	Biology
COM	Communications
ENG	English
MAS	Medical Assisting
MTH	Mathematics
NUR	Nursing
PSY	Psychology

Legend	
C	Offered in the classroom
O	Offered Online - Traditional Online Course
*	Core Course
Δ	General Education Course
#	MA Transfer Credit Eligible
†	Science Course

COURSE DESCRIPTIONS

BIO 117 INTRODUCTION TO ANATOMY AND PHYSIOLOGY
4 Quarter Credit Hours
Lecture: 4 credits
Lecture: 40 clock hours

This course serves as an introduction to the structure and function of the human body, including basic chemical, physical and cellular principles for students in the practical nurse program. The course uses a body systems approach, with emphasis on the interrelationships between form and function at the gross and microscopic levels of organization. Introduction to Anatomy and Physiology includes: basic anatomical and directional terminology; fundamental concepts of physics, chemistry, biochemistry, cell biology and histology. The course covers the anatomy and physiology of the integumentary, muscular, skeletal, respiratory, cardiovascular, blood, urinary, reproductive, lymphatic, endocrine, nervous and sensory systems and the fundamental structural and physiological concepts of reproduction, heredity, human development, fluid-electrolyte balance, microbiology, immunology and nutrition. C†Δ

Prerequisites: Indianapolis campus: None, Ohio and Michigan campuses: COL 099

BIO 253 ANATOMY AND PHYSIOLOGY I
5 Quarter Credit Hours
Lecture: 4 Credits, Lab: 1 Credit
Lecture: 40 clock hours, Lab: 20 clock hours

This course is a detailed study of the structure and function of the human body. This is the first of a two-part series designed to introduce students to the fundamentals of human anatomy and physiology. The course uses a body systems approach, with emphasis on the interrelationships between form and function at the gross and microscopic levels of organization. Anatomy & Physiology I includes: cellular biology, the nervous, endocrine, cardiovascular, respiratory, and urinary systems. Microbiology and pathophysiology will also be discussed, as they relate to the various systems. Laboratory experiences include both hands-on study of anatomical models and simple physiology experiments. C†Δ

Prerequisites: None.

BIO 254 ANATOMY AND PHYSIOLOGY II
3 Quarter Credit Hours
Lecture: 2 Credits, Lab: 1 Credit
Lecture: 20 clock hours, Lab: 20 clock hours

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

Prerequisites: BIO 253

COL 099 STRATEGIES FOR SUCCESSFUL NURSING PROFESSIONALS
0 Quarter Credit Hours
Lecture: 0 Credits
Lecture: 10 clock hours (Indianapolis campus – 5 weeks) (Ohio/Michigan campuses – 2 weeks)

This course will help students become familiar with expectations for academic success at the college level. The learning activities will help students understand their learning style and enhance their study skills to maximize academic success. Students will learn basic computer literacy and be introduced to the college's student portal. Students will learn how to use the needed technology for success in the nursing program. The course will emphasize time management skills, stress reduction activities, and test anxiety coping strategies. CΔ

Pre-requisites: None.

COM 200 PUBLIC SPEAKING
2 Quarter Credit Hours
Lecture: 2 Credits
Lecture: 20 clock hours

The course will cover various types of oral presentations. Students will practice and hone verbal and nonverbal presentation and listening skills. In addition to preparing and delivering various forms of speeches, students will also study and analyze the content, structure, and style of oral presentations. CΔ

Prerequisites: None

ENG 200 ENGLISH COMPOSITION I
3 Quarter Credit Hours
Lecture: 3 Credits
Lecture: 30 clock hours

In this course, students will develop the fundamentals of college-level writing, and produce works of structured written prose. Specific topics include the writing process; mechanics, usage, grammar, and spelling; locating, evaluating, and integrating sources; constructing thesis statements; and proper citing and referencing. OΔ

Prerequisites: None

ENG 205 ENGLISH COMPOSITION II
3 Quarter Credit Hours
Lecture: 3 Credits
Lecture: 30 clock hours

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

Prerequisites: ENG 200 or equivalent

MAS 100 BASIC ANATOMY & PHYSIOLOGY
4 Quarter Credit Hours
Lecture: 4 Credits
Lecture: 40 clock hours

This course serves as an introduction to the structure and function of the human body, including basic chemical, physical and cellular principles for students in the Medical Assisting program. This course includes basic anatomical and directional terminology and fundamental concepts of common diseases and disorders of body systems. This course also covers the anatomy and physiology of the integumentary, muscular, skeletal, respiratory, cardiovascular, blood, urinary, reproductive, lymphatic, endocrine, nervous and sensory systems, as well as the fundamental structural and physiological concepts of reproduction, heredity, human development, fluid-electrolyte balance, microbiology, immunology and nutrition. C*#

Prerequisites: None

MAS 101 ELECTRONIC MEDICAL RECORDS & HEALTH INFORMATION TECHNOLOGY
3 Quarter Credit Hours
Lecture: 3 Credits
Lecture: 30 clock hours

This course covers content structure, management, analysis, and processing of patient records, while reinforcing the importance of quality, patient privacy, and legal compliance. Coursework includes hands-on lessons using professional cloud based EHR software applications and technical devices associated with the collection of patient information. O*

Prerequisites: None

MAS 102 MEDICAL TERMINOLOGY
3 Quarter Credit Hours
Lecture: 3 Credits
Lecture: 30 clock hours

This course covers the definitions and origins of medical terms, discusses the use of prefixes and suffixes in medical terminology, and prepares students to become proficient in the language of medicine. O*#

Prerequisites: None

MAS 103 LAW & ETHICS
2 Quarter Credit Hours
Lecture: 2 Credits
Lecture: 20 clock hours

In this course students study the scope of practice and role of the medical assistant. Students will understand the importance of order entry as it relates to certification of the medical assistant. Students will learn protocols and practices associated with the role of the medical assistant, discuss and analyze ethical standards with regard to the work performed in the medical office. In this course emphasis is placed on distinguishing the difference between the liability of the physicians and staff members in the medical office. Emphasis is also placed on the importance of safety principles for preventing medical liability. Students will be able to list the principles in the Codes of Ethics for Medical Assistants as stated by the American Association of Medical Assistants. C*

Prerequisites: None

MAS 110 HEALTH SCIENCE CORE FUNDAMENTALS
6 Quarter Credit Hours
Lecture: 2 Credits, Lab: 4 Credits
Lecture: 20 clock hours, Lab: 80 clock hours

This course introduces basic concepts and skills common to all health care professionals, including an introduction to types of health care delivery systems, necessary communication skills, legal and ethical responsibilities, wellness and diseases, safety and security, emergency situations, medical terminology, and blood-borne diseases including HIV/AIDS. Additionally, this course will cover infection control, Standard Precautions, HIPAA, provider CPR (BLS), first aid, monitoring, recording of vital signs, coursework in signs of domestic violence, and the cardiovascular system, including identifying heart structures, the blood flow of the heart, the medical assistant's role in performing an electrocardiogram. C*

Prerequisites: All Term 1 MA Courses

MAS 111 BASIC PHARMACOLOGY I
3 Quarter Credit Hours
Lecture: 2 Credits, Lab: 1 Credit
Lecture: 20 clock hours, Lab: 20 clock hours

In this course, students will review dosage calculations, read and interpret syringes, discuss types and parts of a syringe, identify needles sizes/gauges, prepare and administer medications, and learn practice administration protocols, routes of administration, drug classifications, indications, dosages, side effects, and contraindications for the most commonly used medications, prepare and administer medications. C*

Prerequisites: All Term 1 MA Courses

MAS 120 BASIC PHARMACOLOGY II
3 Quarter Credit Hours
Lecture: 1 Credits, Lab: 2 Credits
Lecture: 10 clock hours, Lab: 40 clock hours

This course is a continuation of Basic Pharmacology I. In this course, students will continue to review dosage calculations, read and interpret syringes, discuss types and parts of a syringe, identify needle sizes/gauges, prepare and administer medications, and learn administration protocols, routes of administration, drug classifications, indications, dosages, side effects, and contraindications for the most commonly used medications. C*

Prerequisites: All Term 1 and Term 2 MA Courses

MAS 121 PHLEBOTOMY & LABORATORY PROCEDURES
4 Quarter Credit Hours
Lecture: 1 Credits, Lab: 3 Credits
Lecture: 10 clock hours, Lab: 60 clock hours

This course includes an introduction to phlebotomy, including equipment, safety, and specimen collection techniques. The student receives instruction in anatomy, infection control, special procedures, and documenting competency skills. Students will continue training in medical office and lab procedures, helping physicians throughout invasive procedures, and conducting patient diagnostic tests. C*

Prerequisites: All Term 1 and Term 2 MA Courses

MAS 122 MEDICAL OFFICE MANAGEMENT
1 Quarter Credit Hours
Lecture: 1 Credits
Lecture: 10 clock hours

In this course, students learn how to schedule appointments, maintain patient records, insert notes in patient files, communicate with pharmacies, and manage insurance documentation, medical coding basics, and submissions. Utilizing medical office software, students learn to manage the many aspects of the medical office. O*#

Prerequisites: All Term 1 and Term 2 MA Courses

MAS 123 MEDICAL BILLING & CODING I
1 Quarter Credit Hours
Lecture: 1 Credits
Lecture: 10 clock hours

In this course, students become familiar with the Current Procedural Terminology (CPT) and their codes that apply to medical office practices. Students will learn procedures for medical billing and proper CPT coding and the use of codes associated with the Diagnostic and Statistical Manual of Mental Disorders (DSM). Emphasis will be placed on the more common codes and coding scenarios found in medical office practice. O*#

Prerequisites: All Term 1 and Term 2 MA Courses

MAS 124 MEDICAL EXAMINATIONS & MEDICAL PROCEDURE
3 Quarter Credit Hours
Lecture: 1 Credits, Lab: 2 Credits
Lecture: 10 clock hours, Lab: 40 clock hours

This course emphasizes the development of patient preparation skills. Students in this course will assemble the order of events from intake to discharge of a patient in the medical office. Students will learn how to interview patients and collect and organize patient data, including vital signs, the purpose for the office visit and diagnostics for the physician review and analysis. Students will also learn about medical procedures such as electrocardiograms. C*

Prerequisites: All Term 1 and Term 2 MA Courses

MAS 130 COMPUTERIZED PRACTICE MANAGEMENT & TELEHEALTH
2 Quarter Credit Hours
Lecture: 2 Credits
Lecture: 20 clock hours

Much of the data collected in medical offices are stored in computerized systems. In this course, students will develop skills using software systems, including initializing appointments and sending orders for referrals and prescriptions. Students will also learn the role of the medical assistant in supporting appointments for telehealth visits.O*

Prerequisites: All Term 1, Term 2, and Term 3 MA Courses

MAS 131 MEDICAL BILLING & CODING II
2 Quarter Credit Hours
Lecture: 2 Credits
Lecture: 20 clock hours

This course is a continuation of Medical Billing & Coding I. In this course, students continue learning the Current Procedural Terminology (CPT) and their codes that apply to medical office practices. Students will learn procedures for medical billing and proper CPT coding and the use of codes associated with the Diagnostic and Statistical Manual of Mental Disorders (DSM). Emphasis will be placed on the more common codes and coding scenarios found in medical office practice. O*#

Prerequisites: Term 1, Term 2, and Term 3 MA Courses

MAS 132 MEDICAL ASSISTING EXTERNSHIP
7 Quarter Credit Hours
Lecture: 1 Credits, Clinical: 6 Credits
Lecture: 10 clock hours, Clinical: 180 clock hours

During the Medical Assisting Externship, students will engage in hands-on practice in the role of a medical assistant. The externship experience will occur in a clinical setting, such as a medical office, under the direction of appropriate facility personnel. C*

Prerequisites: All Term 1, Term 2 and Term 3 MA Courses

MTH 101 BASIC MATH AND DOSAGE CALCULATION
3 Quarter Credit Hours
Lecture: 3 Credits
Lecture: 30 clock hours

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

Prerequisites: Indianapolis campus: None, Ohio and Michigan campuses: COL 099

MTH 203 COLLEGE MATH AND DOSAGE CALCULATION
2 Quarter Credit Hours
Lecture: 2 Credits
Lecture: 20 clock hours

This course is designed to reinforce and enhance the math skills of nursing students essential for the safe administration of medications, and cover essential concepts in college mathematics. Basic mathematic skills, conversions, dosage calculations of oral and parenteral drugs for adult and pediatric patients, intravenous calculations, and safe dosage ranges will be reviewed. Other topics covered include arithmetic expressions; factors and multiples; fractions; decimals; negative numbers; rates, ratios and proportions; and solving application problems involving proportions, percentages, and fractions. CΔ

Prerequisites: All Term 1 ADN Courses

NUR 150 FUNDAMENTAL CONCEPTS OF PRACTICAL NURSING I
3 Quarter Credit Hours
Lecture: 2 Credits, Lab: 1 Credit
Lecture: 20 clock hours, Lab: 20 clock hours

This course focuses on fundamental concepts necessary for safe, patient-centered nursing care for a diverse patient population with well-defined healthcare concerns, with an introduction to the legal and ethical responsibilities of the Practical Nurse. This course introduces the use of clinical judgment applied to nursing, the nursing process, cultural diversity, and communication techniques used when interacting with patients, families, other support persons, and members of the inter-professional team. Other program concepts such as evidence-based care, teamwork/collaboration, and information technology are also introduced. Selected nursing skills are taught in the skills laboratory with opportunities to apply fundamental concepts to basic nursing skills. C*

Prerequisites: Indianapolis campus: None, Ohio (Full-Time) and Michigan campuses: COL 099, Ohio (Part-Time) campuses: All Term 1 (Part-Time) PN Courses

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NUR 155 CRITICAL THINKING FOR THE PRACTICAL NURSE
2 Quarter Credit Hours
Lecture: 2 Credits
Lecture: 20 clock hours

This course introduces the learner to critical thinking skills and strategies used in nursing. The student learns to use critical thinking skills and strategies that underscore the clinical judgment represented in the nursing process as well as dealing with aspects of the healthcare system for safe practice in the current healthcare environment. This course forms the basis for the thinking processes applied throughout all nursing courses. C*

Prerequisites: Indianapolis campus: None, Ohio (Full-Time) and Michigan campuses: COL 099, Ohio (Part-Time) campuses: All Term 1 (Part-Time) PN Courses

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NUR 160 FUNDAMENTAL CONCEPTS OF PRACTICAL NURSING II
6 Quarter Credit Hours
Lecture: 3 Credits, Lab: 2 Credits, Clinical: 1 Credit
Lecture: 30 clock hours, Lab: 40 clock hours, Clinical: 30 clock hours

This course is a continuation of Fundamental Concepts of Practical Nursing I, and focuses on fundamental concepts necessary for safe, patient-centered nursing care for a diverse patient population with consideration of the legal and ethical responsibilities of the Practical Nurse. This course applies the thinking learned in Critical Thinking for the Practical Nurse as students learn additional concepts in the classroom and nursing skills in the skills laboratory, and care for patients with common healthcare problems in the clinical setting. C*

Prerequisites: Ohio (Full-Time), Indiana, and Michigan campuses: All Term 1 (Full-Time) PN Courses, Ohio (Part-Time) campuses: All Term 1, and Term 2 (Part-Time) PN Courses

NUR 163 CONCEPTS OF PRACTICAL NURSING IN THE CARE OF ELDERLY PATIENTS
3 Quarter Credit Hours
Lecture: 3 Credits
Lecture: 30 clock hours

This course incorporates and builds on previously learned concepts for the acquisition and application of concepts necessary for safe, patient-centered nursing care of diverse elderly patients considering the legal and ethical responsibilities of the Practical Nurse. Students begin to apply clinical judgment to nursing care of the elderly, the nursing process, cultural diversity, and communication techniques used when interacting with the elderly, their family, other support persons, and members of the inter-professional team. Other program concepts such as evidence-based care, teamwork/collaboration, and information technology are related to the care of the elderly. C*

Prerequisites: Ohio (Full-Time), Indiana, Michigan campuses: All Term 1 (Full-Time) PN Courses, Ohio (Part-Time) campuses: All Term 1, and Term 2 (Part-Time) PN Courses

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NUR 166 CONCEPTS OF FAMILY-CENTERED NURSING FOR THE PRACTICAL NURSE
4 Quarter Credit Hours
Lecture: 2 Credits, Lab: 2 Credits
Lecture: 20 clock hours, Lab: 40 clock hours

This course incorporates and builds on previously learned concepts for the acquisition and application of basic nursing theory, communication, collaboration, and clinical judgment necessary for safe, patient-centered nursing care to diverse families during childbearing and to children with a focus on growth and development. The course incorporates the legal and ethical responsibilities of the Practical Nurse in the care of the childbearing family and children. Application of knowledge and skills occurs in the nursing skills laboratory. C*

Prerequisites: Ohio (Full-Time), Michigan campuses: All Term 1 and Term 2 (Full-Time) PN Courses, Ohio (Part-Time) campuses: All Term 1, Term 2, and Term 3 (Part-Time) PN Courses

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NUR 167 CONCEPTS OF FAMILY-CENTERED NURSING FOR THE PRACTICAL NURSE (INDIANAPOLIS PN PROGRAM ONLY)
5 Quarter Credit Hours
Lecture: 2 Credits, Lab: 2 Credits, Clinical: 1 Credit
Lecture: 20 clock hours, Lab: 40 clock hours, Clinical: 30 clock hours

This course incorporates and builds on previously learned concepts for the acquisition and application of basic nursing theory, communication, collaboration, and clinical judgment necessary for safe, patient-centered nursing care to diverse families during childbearing and to children with a focus on growth and development. The course incorporates the legal and ethical responsibilities of the Practical Nurse in the care of the childbearing family and children. Application of knowledge and skills occurs in variety of lab and clinical settings. C*

Prerequisites: All Term 1 and Term 2 PN Courses

NUR 172 INTRAVENOUS THERAPY FOR THE PRACTICAL NURSE
3 Quarter Credit Hours
Lecture: 2 Credits, Lab: 1 Credit
Lecture: 20 clock hours, Lab: 20 clock hours

This course offers the theoretical basis for intravenous therapy administered by the Practical Nurse. Hands-on learning and practice is accomplished in the skills laboratory. Supervised clinical practice of the skills of intravenous therapy learned in the course is provided in concurrent and subsequent clinical nursing courses. C*

Prerequisites: Ohio (Full-Time), Indiana, Michigan campuses: All Term 1 and Term 2 (Full-Time) PN Courses, Ohio (Part-Time) campuses: All Term 1, Term 2, and Term 3 (Part-Time) PN Courses

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NUR 176 CONCEPTS OF ADULT HEALTH NURSING FOR THE PRACTICAL NURSE I
5 Quarter Credit Hours
Lecture: 3 Credits, Clinical: 2 Credits
Lecture: 30 clock hours, Clinical: 60 clock hours

This course incorporates and builds on the concepts introduced in the first two terms and provides for the acquisition and application of basic nursing theory, communication, collaboration, and clinical judgment necessary for safe, patient-centered nursing care to diverse adult patients experiencing various medical/surgical interventions. The course incorporates the legal and ethical responsibilities of the Practical Nurse in the care of adult patients with common health problems. Application of knowledge and skills occurs in a variety of clinical settings. C*

Prerequisites: Ohio (Full-Time), Indiana, Michigan campuses: All Term 1 and Term 2 PN Courses, Ohio (Part-Time) campuses: All Term 1, Term 2, Term 3, and Term 4 (Part-Time) PN Courses

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NUR 180 CONCEPTS OF MENTAL HEALTH NURSING FOR THE PRACTICAL NURSE
3 Quarter Credit Hours
Lecture: 3 Credits
Lecture: 30 clock hours

This theory course incorporates and builds on previously learned concepts for the acquisition and application of basic nursing theory, communication, collaboration, and clinical judgment necessary for safe, patient-centered nursing care to diverse patients needing various levels of mental health promotion and mental illness management while integrating legal and ethical responsibilities of the Practical Nurse. Application of knowledge and skills occurs in a variety of clinical settings during the concurrent Adult Health Nursing Course. C*

Prerequisites: Ohio (Full-Time), Indiana, Michigan campuses: All Term 1, Term 2 and Term 3 PN Courses, Ohio (Part-Time) campuses: All Term 1, Term 2, Term 3, Term 4, and Term 5 (Part-Time) PN Courses

NUR 185 CONCEPTS OF ADULT HEALTH NURSING FOR THE PRACTICAL NURSE II
3 Quarter Credit Hours
Lecture: 1 Credit, Clinical: 2 Credits
Lecture: 10 clock hours, Clinical: 60 clock hours

This course is a continuation of Concepts of Adult Health Nursing for the Practical Nurse I, and provides for the acquisition and application of basic nursing theory, communication, collaboration, and clinical judgment necessary for safe, patient-centered nursing care to diverse adult patients experiencing various medical/surgical interventions. The course incorporates the legal and ethical responsibilities of the Practical Nurse in the care of adult patients with common health problems. Application of knowledge and skills occurs in a variety of clinical settings. C*

Prerequisites: Ohio (Full-Time), Indiana, Michigan campuses: All Term 1, Term 2 and Term 3 PN Courses, Ohio (Part-Time) campuses: All Term 1, Term 2, Term 3, Term 4, Term 5, and Term 6 (Part-Time) PN Courses

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NUR 190 TRANSITION TO PRACTICAL NURSING PRACTICE
3 Quarter Credit Hours
Lecture: 3 Credits
Lecture: 30 clock hours

This advanced, comprehensive course provides a synthesis of all concepts and nursing content taught throughout the program. This course enables the individual student to recognize areas that need enhancement prior to entering Practical Nursing practice. This course includes a review for the NCLEX-PN® and strategies for success. C*

Prerequisites: Ohio (Full-Time), Indiana, Michigan campuses: All Term 1, Term 2 and Term 3 PN Courses, Ohio (Part-Time) campuses: All Term 1, Term 2, Term 3, Term 4, and Term 5, and Term 6 (Part-Time) PN Courses

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NUR 195 APPLICATION OF CLINICAL JUDGMENT IN PRACTICAL NURSING PRACTICE
3 Quarter Credit Hours
Lecture: 1 Credit, Lab: 2 Credits
Lecture: 10 clock hours, Lab: 40 clock hours

This course expands on and reinforces previously learned concepts with application of clinical judgment in the care of patients with multiple health issues. The course incorporates the legal and ethical responsibilities of the Practical Nurse in the care of patients with a variety of health concerns. In addition, the course facilitates the transition from student to Practical Nurse through application of all program concepts as students demonstrate achievement of program student learning outcomes in the simulation laboratory. C*

Prerequisites: Ohio (Full-Time), Indiana, Michigan campuses: All Term 1, Term 2 and Term 3 PN Courses, Ohio (Part-Time) campuses: All Term 1, Term 2, Term 3, Term 4, and Term 5 (Part-Time) PN Courses

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NUR 200 CRITICAL THINKING FOR THE REGISTERED NURSE
2 Quarter Credit Hours
Lecture: 2 Credits
Lecture: 20 clock hours

This course introduces the learner to critical thinking skills and strategies used by the Registered Nurse. The student applies critical thinking skills and strategies at the RN level that underscore the clinical judgment represented in the nursing process as well as dealing with aspects of the healthcare system for safe practice in the current healthcare environment. This course reinforces the thinking processes applied throughout all nursing courses. C*

Prerequisites: None

NUR 205 TRANSITION TO ASSOCIATE DEGREE NURSING
5 Quarter Credit Hours
Lecture: 3 Credits, Lab: 1 Credit, Clinical: 1 Credit
Lecture: 30 clock hours, Lab: 20 clock hours, Clinical: 30 clock hours

The course focuses on the difference between the practice of a Practical Nurse and the practice of a Registered Nurse. Common concepts and content learned in a Practical Nursing program are revisited differentiating the scope of practice for a Registered Nurse. Specific concepts include the nursing process, management of care, delegation, legal aspects, and other common differentiating practices related to the scope of practice between the two levels of nursing. Additional nursing skills that are commonly taught in the first year of a Registered Nursing program are included. Course concepts are applied through the care of patients with common healthcare issues in a variety of healthcare settings. C*

Prerequisites: None

NUR 212 CONCEPTS OF NURSING CARE OF THE ADULT I
7 Quarter Credit Hours
Lecture: 3 Credits, Lab: 1 Credit, Clinical: 3 Credits
Lecture: 30 clock hours, Lab: 20 clock hours, Clinical: 90 clock hours

This course builds on concepts of nursing practice for the acquisition and application of adult health nursing theory, communication, collaboration, and clinical judgment necessary for safe, patient-centered nursing care of adults. The course incorporates the legal and ethical responsibilities of the Registered Nurse in the care of adults, their families, and other support persons. Application of knowledge and skills occurs in the nursing skills laboratory and a variety of clinical settings. C*

Prerequisites: All Term 1 ADN Courses

NUR 221 CONCEPTS OF NURSING CARE OF THE REPRODUCING FAMILY
5 Quarter Credit Hours
Lecture: 3 Credits, Lab: 2 Credits
Lecture: 30 clock hours, Lab: 40 clock hours

This course builds on concepts of nursing practice for the acquisition and application of maternal/child nursing theory, communication, collaboration, and clinical judgment necessary for safe, patient-centered nursing care of the reproducing family and other support persons. The course incorporates the legal and ethical responsibilities of the Registered Nurse in the care of reproducing families. Application of knowledge and skills occurs in the nursing skills laboratory and a variety of clinical settings. C*

Prerequisites: All Term 1 and Term 2 ADN Courses

NUR 225 PROFESSIONAL NURSING ISSUES
3 Quarter Credit Hours
Lecture: 3 Credits
Lecture: 30 clock hours

This course presents various practice issues related to contemporary nursing practice. Also covered are issues relevant to the healthcare system. A major emphasis is on the provision of a safe healthcare environment to promote improved patient outcomes. Specific topics covered in the course are planned to reflect current nursing practice and healthcare system issues. O*

Prerequisites: All Term 1 and Term 2 ADN Courses

NUR 230 CONCEPTS OF NURSING CARE OF DIVERSE POPULATIONS
2 Quarter Credit Hours
Lecture: 2 Credits
Lecture: 20 clock hours

Diversity of populations is a major emphasis in health care. Improved patient outcomes are often dependent on patient-centered care that represents a deep understanding of cultural competence and sensitivity. This course addresses aspects of diversity including, but not limited to, diversity of culture, religion, ethnicity, sexual orientation, and diversity of thought. O*

Prerequisites: All Term 1, Term 2 and Term 3 ADN Courses

NUR 232 CONCEPTS OF PEDIATRIC NURSING
4 Quarter Credit Hours
Lecture: 2 Credits, Lab: 2 Credits
Lecture: 20 clock hours, Lab: 40 clock hours

This course builds on concepts of nursing practice for the acquisition and application of pediatric nursing theory, communication, collaboration, and clinical judgment necessary for safe, patient-centered nursing care of diverse children, their families, and other support persons. The course incorporates the legal and ethical responsibilities of the Registered Nurse in the care of children. Application of knowledge and skills occurs in the nursing skills laboratory. C*

Prerequisites: All Term 1, Term 2 and Term 3 ADN Courses.

NUR 233 CONCEPTS OF MENTAL HEALTH NURSING
3 Quarter Credit Hours
Lecture: 3 Credits
Lecture: 30 clock hours

This course builds on concepts of nursing practice for the acquisition and application of mental health nursing theory, communication, collaboration, and clinical judgment necessary for safe, patient-centered nursing care of diverse patients needing various levels of mental health promotion and mental illness management, their families, and other support persons. The course incorporates the legal and ethical responsibilities of the Registered Nurse in mental health nursing. Application of knowledge and patient care skills occurs in a variety of clinical settings in concurrent and subsequent clinical courses. C*

Prerequisites: All Term 1, Term 2 and Term 3 ADN Courses.

NUR 240 TRANSITION TO REGISTERED NURSING
3 Quarter Credit Hours
Lecture: 3 Credits
Lecture: 30 clock hours

This advanced, comprehensive course provides a synthesis of all concepts and nursing content taught throughout the program. This course enables the individual student to recognize areas that need enhancement prior to entering Registered Nursing practice. This course includes a review for the NCLEX-RN® and strategies for success. C*

Prerequisites: All Term 1, Term 2, Term 3 and Term 4 ADN Courses

NUR 243 APPLICATION OF CLINICAL JUDGMENT IN RN PRACTICE
3 Quarter Credit Hours
Lecture: 1 Credits, Lab: 2 Credits
Lecture: 10 clock hours, Lab: 40 clock hours

This course expands on and reinforces previously learned concepts with application of clinical judgment in the care of patients across the lifespan with complex health issues. The course incorporates the legal and ethical responsibilities of the Registered Nurse. In addition, the course facilitates the transition from student to Registered Nurse practice through application of all program concepts as students demonstrate achievement of program student learning outcomes in the simulation laboratory. C*

Prerequisites: All Term 1, Term 2, Term 3 and Term 4 ADN Courses

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NUR 245 CONCEPTS OF NURSING CARE OF THE ADULT II
7 Quarter Credit Hours
Lecture: 3 Credits, Lab: 1 Credit, Clinical: 3 Credits
Lecture: 30 clock hours, Lab: 20 clock hours, Clinical: 90 clock hours

This course is a continuation of Concepts of Nursing Care of the Adult I and builds on concepts of nursing practice for the acquisition and application of adult health nursing theory, communication, collaboration, and clinical judgment necessary for safe, patient-centered nursing care of adults with complex healthcare issues. The course incorporates the legal and ethical responsibilities of the Registered Nurse in the care of adults, their families, and other support persons. Application of knowledge and skills occurs in the nursing skills laboratory and a variety of clinical settings. C*

Prerequisites: All Term 1, Term 2, Term 3 and Term 4 ADN Courses

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PSY 205 LIFESPAN DEVELOPMENT
2 Quarter Credit Hours
Lecture: 2 Credits
Lecture: 20 clock hours

This course explores lifespan development through the lenses of social, cultural, cognitive, biological, and learning theories and research. Students will develop a conceptual understanding of healthy development, and a practical understanding of how to help children, adolescents, and adults address the developmental challenges they face across the lifespan. Additional focus is placed on one's own developmental processes, as well as the role of cultural differences and commonalities in the developmental process. OΔ

Prerequisites: None

HCN Administration

Chief Executive Officer	Harry Wilkins
Senior Vice President of Operations	David Kramer, MA, BS
Senior Vice President of Academics - PN & BSN Programs	Tawnya Lawson, DNP, MS, RN
Senior Vice President of Academics - ADN Program	Dameron Kramer, MSN, RN
Vice President of Operations	Kelly Cavanagh, M.Ed, BBA
Vice President, Financial Aid Services and Government Liason	Gregory Guzman, Ph.D, MPA, BS
Vice President, Accreditation and Compliance	Adam Bulizak, MA
Dean, Medical Assisting Program	Kat Wright, MHA/IT, RMA
Registrar	Jacqueline Merritt
Manager, Library and Academic Resources	Millicent Ryan, MI

Akron Campus Administration

Regional Campus Executive Director	Anthony Hibbs, MA, BS
Campus Dean/Director of Nursing	Lori Williams, MSN, RN
Assistant Director of Nursing	Arden Chesnick, MSN, RN
Regional Director of Admissions	Robin Coleman Smith

Bingham Farms Campus Administration

Campus Executive Director	Nicole Sosa, BBA
Campus Dean/Director of Nursing	Terry Franks, MSN, RN
Assistant Director of Nursing	Kim Nash, MSN, RN
Director of Admissions	Crystal Sampson

Columbus Campus Administration

Campus Executive Director	Robert Minto, MBA, BA
Campus Dean/Director of Nursing	Brandy Segner, MSN, RN
Assistant Director of Nursing	Latisha Dawson, MSN, RN
Dean, Medical Assisting Program	Kat Wright, MHA/IT, RMA
Director of Admissions	Cristine DiTomassi

Dayton Campus Administration

Regional Campus Executive Director	Scott Stiver, MBA, MA, BA
Campus Dean/Director of Nursing	Dianna Tabern, MSN, RN
Assistant Director of Nursing	Michele Jackson, MSN, RN
Assistant Director of Nursing	Jacqueline Ferguson, MSN-Ed, RN
Medical Assisting Coordinator	Stephanie Burton, AAS, RMA
Sr. Director of Admissions	Lisa Swinderman

Independence Campus Administration

Regional Campus Executive Director	Anthony Hibbs, MA, BS
Campus Dean/Director of Nursing	Cheryl Biros, DNP, RN
Assistant Director of Nursing	Elizabeth Dailey, DNP, MBA, MSN, RN
Assistant Director of Nursing	Linda Banville, MSN, RN
Medical Assisting Coordinator	Gina Gaglione, AAB, CCMA
Regional Director of Admissions	Robin Coleman Smith

Indianapolis Campus Administration

Campus Executive Director	Michael Traas, MA
Campus Dean/Director of Nursing	Cinnamon Bell-Williams, EdD, MBA, MSN, RN
Assistant Director of Nursing	Jennifer Glaze, MSN, RN
Director of Admissions	James Wright

Maumee Campus Administration

Campus Executive Director	Marko Flowers, MBA, BBA, PMCHR
Campus Dean/Director of Nursing	Tina Smith, DNP, MSN, RN
Assistant Director of Nursing	Cynthia Hall, MSN, RN
Assistant Director of Nursing	DMargaret Watterworth, DNP, MSN, RN
Medical Assisting Coordinator	Kimberly Sanders, MA, CMA (AAMA)
Director of Admissions	Kim Stoffel

West Chester Campus Administration

Regional Campus Executive Director	Scott Stiver, MBA, MA, BA
Campus Dean/Director of Nursing	Sarah Wandstrat, DNP, MSN, RN
Assistant Director of Nursing	Donna Dykes, DNP, MSN, RN
Assistant Director of Nursing	Mary (Michelle) Steffy, MSN, BSN, RN
Director of Admissions	Jeremie Campbell

Akron, OH Campus Faculty

NURSING FACULTY (FULL-TIME)

Name	Degrees
Debra Arner	University of Phoenix, MSN, Nursing-Integrated Health University of Phoenix, BSN, Nursing Massillon Community Hospital School of Nursing, Diploma, Nursing
Teia Atkins	University of Akron, BSN, Nursing University of Akron, AAS, Nursing W. Howard Nicol School for Practical Nursing, Diploma, Nursing
Brittany Breau	University of Central Florida, Graduate Certificate, Health Care Simulation University of Central Florida, MSN, Nursing Florida Atlantic University, BSN, Nursing
Jill Buchanan	South University, MSN, Nursing Education University of Akron, BSN, Nursing Akron School of Practical Nursing, Diploma, Practical Nursing
Arden Chesnick	Cleveland State University, MSN, Forensic Nursing Cleveland State University, BSN, Nursing Herzing University, ASN, Nursing
Jacob Chesnick	University of Akron, BSN, Nursing
Tammy Johnson	Walden University, MSN, Nursing University of Akron, BSN, Nursing
Kathy Lepley	University of Phoenix, MSN, Nursing University of Akron, BSN, Nursing
Anna Looney	Malone University, BSN, Nursing
Haley Pate	Ohio University, BSN, Nursing Fortis College, AAS, Nursing
Christine Sydenstricker	Lake Erie College, MBA, Healthcare Administration The Ohio State University, BSN, Nursing
Robert Wachtl	Chamberlain University, MSN-Ed, Nursing Education South University, MSN, Nursing University of Phoenix, MA, Health Administration Cleveland State University, BA, Psychology
Jennifer Willesch	Chamberlain University, MSN-Ed, Nursing Education Chamberlain University, BSN, Nursing Cuyahoga Community College, PN - Certificate, Nursing
Precious Williams	University of Akron, BSN, Nursing
Alice Woodruff	Ohio University, BSN, Nursing Stark State College, AAS, Nursing

Akron, OH Campus Faculty

NURSING FACULTY (PART-TIME)

Name	Degrees
Catherine Ackerman	Kent State University, MSN, Nursing Kent State University, BSN, Nursing Aultman Hospital School of Nursing, Diploma, Nursing
Rachel Bush	Ohio University, BSN, Nursing Fortis College, AAS, Nursing Fortis College, AAS, Medical Assisting
Dana Dort	University of Akron, BSN, Nursing
Beth Fortune	Bowling Green State University, BSN, Nursing
Alyssa Ganzke	Indiana Wesleyan University, MSN, Nursing Education Waynesburg University, BSN, Nursing
Laurie Hays	Ohio University, BSN, Nursing Stark State College, AAS, Nursing
Pamela Keen	University of Akron, BSN, Nursing
Courtney Masters	Malone University, BSN, Nursing
Tamra McDevitt	Malone University, MA, Organizational Leadership Kent State University, BSN, Nursing
Megan Wyatt	Kent State University, BSN, Nursing

GENERAL EDUCATION FACULTY (FULL-TIME)

Name	Degrees
Eric Henthorn	Kent State University, MA, Biological Anthropology Kent State University, BS, Biological Anthropology
Jaiden Miskel	St. George University, MD, Medicine Meharry Medical Colleges, Masters, Biomedical Sciences Winston-Salem State University, BS, Biology
Theresa Moore	Youngstown State University, MS, Mathematics Youngstown State University, BS, Mathematics

GENERAL EDUCATION FACULTY (PART-TIME)

Name	Degrees
Julie Jones	Cleveland State University, MA, Communication Theory and Methodology Baldwin Wallace University, BA, Speech Communication

Bingham Farms, MI Campus Faculty

NURSING FACULTY (FULL-TIME)

Name	Degrees
Justin Behnke	Florida Atlantic University, MSN, Nursing Davenport University, BSN, Nursing Davenport University, AAS, Nursing Davenport University, Diploma, Practical Nursing
Aimee Doh	Chamberlain University, BSN, Nursing Bucks County Community College, AAS, Nursing
Okima Evans	Wayne State University, BSN, Nursing Wayne State University, BA, Biological Sciences
Alayna Fredericks	Oakland University, BSN, Nursing Oakland Community College, BA, Biology & English
Shannon Fritschi	Eastern Michigan University, BSN, Nursing Wayne County Community College, AAS, Nursing
Tiyaun Grivas	Purdue University Global, BSN, Nursing Wayne County Community College, AAS, Nursing
Ashanna Hicks	University of Phoenix, MBA, Business Tennessee State University, BSN, Nursing
Ayeshah Hicks	Eastern Michigan University, BSN, Nursing Wayne County Community College, AAS, Nursing
Carmen Johnson	South University, BSN, Nursing Henry Ford College, AAS, Nursing
Tanya Lewis	Liberty University, PhD, Higher Education Administration Eastern Michigan University, MSN, Nursing-Education Madonna University, BSN, Nursing
Sabrina Long	Aspen University, BSN, Nursing
Gabriel Mack	South University, BSN, Nursing
Lisa Maximore	University of Phoenix, DHA, Health Administration University of Phoenix, MS, Health Administration University of Phoenix, MSN, Health Education University of Phoenix, BSN, Nursing Wayne County Community College, AAS, Nursing
Kimberly Nash	Michigan State University, Graduate Certificate, Global Health Michigan State University, MSN, Nursing Oakland Community College, AAS, Nursing Central Michigan University, BS, Physical Education
Kathleen Pitzen	Medical College of Ohio, MSN, Nursing Lourdes University, BSN, Nursing University of Toledo, Nursing, AAS NW Ohio Practical Nurse Training Center, Practical Nursing, Diploma
Jeanne Shannon	Grand Canyon University, MSN, Nursing University of Phoenix, BSN, Nursing Henry Ford College, AAS, Nursing
Kayla Smith	Chamberlain University, MSN, Nursing Chamberlain University, BSN, Nursing Monroe Community College, AAS, Nursing University of Michigan, BA, Behavioral Sciences
Shelly Thomas-Katta	Wayne State University, MSN, Community Health Nursing Wayne State University, BSN, Nursing

Bingham Farms, MI Campus Faculty

Name	Degrees
Rachel Towns	University of Phoenix, MSN, Nursing Michigan State University, BS, Social Science Henry Ford College, AAS, Nursing
Zemina Velic	Western Governors University, MSN, Nursing Leadership/Management Western Governors University, BSN, Nursing Oakland Community College, AAS, Nursing
Raphaela Walker- Abrams	University of Phoenix, MSN, Nursing Madonna University, BSN, Nursing
DErnestine Williamson	Capella University, MSN, Nursing Western Governors University, BSN, Nursing Richards Medical Academy, Diploma, Registered Nurse Brown Mackie College, Diploma, Practical Nursing

NURSING FACULTY (PART-TIME)

Name	Degrees
Valerie Joncas	Eastern Michigan University, BSN, Nursing Lansing Community College, AAS, Nursing Madonna University, AS, OR Tech

GENERAL EDUCATION FACULTY (FULL-TIME)

Name	Degrees
Jacob Paige	Central Michigan University of Medicine, MS, Exercise Physiology Central Michigan University of Medicine, BS, Exercise Science
Andoniaina Rarivoarimanana	University of Cincinnati, PhD, Mathematics University of Cincinnati, MS, Mathematics University of Antananarivo, BS, Mathematics

GENERAL EDUCATION FACULTY (PART-TIME)

Name	Degrees
Arijit Ghosh	Wayne State University, MA, Mathematics Walsh College, MBA, Business Administration Walsh College, MSF, Finance Michigan State University, BA, Mathematics
Emily Henson	Wayne State University, MS, Physiology Oakland University, BS, Biology

Columbus, OH Campus Faculty

NURSING FACULTY (FULL-TIME)

Name	Degrees
Katie Adkins	American Public University, MSN, Nursing Kettering College, BSN, Nursing Kettering College, AAS, Nursing
Dawn Apparicio	Franklin University, BSN, Nursing San Antonio College, AAS, Nursing
Laurie Baines	Walden University, MSN, Nursing Cuyahoga Community College, AAS Nursing Cuyahoga Community College, AA, Arts
Robinette Bowman	Capella University, MSN, Nursing Education Mount Carmel College of Nursing, BSN, Nursing Central Ohio Technical College, AAS, Nursing Mid-East Vocational School District, Diploma, Practical Nursing
Patricia Brown	Xavier University, MSN, Nursing Education California State University, BSN, Nursing The University of the State of New York, AAS, Nursing
Patrice Cathey	Xavier University, BSN, Nursing Franklin University, MA, Human Resource Management Capital University, BA, Social Work Columbus State Community College, AA, Arts
Chase Cockrell	Grand Canyon University, BSN, Nursing American Institute of Alternative Medicine, AAS, Nursing
Latisha Dawson	The University of Phoenix, MSN, Nursing Education Mount Carmel College of Nursing, BSN, Nursing
Cheryl DeFrancisco	Otterbein University, MSN, Nursing Administration Ohio Wesleyan University, BSN, Nursing
Emmanuel Enoabane	The Ohio State University, MSN, Nursing Grand Canyon University, BSN, Nursing Fortis College of Nursing, AAS, Nursing
Karen Goldhardt	Capital University, MSN, Nursing Education Capital University, BSN, Nursing Mount Carmel School of Nursing, Diploma, Nursing
Rachel Gomez	Marshall University, BSN, Nursing
Cara Heavener	Ohio University, BSN, Nursing Chamberlain University, AAS, Nursing
Elizabeth Hysell	Chamberlain University, BSN, Nursing Columbus Paraprofessional Institute, Diploma, Medical Assisting
Lacey Leath	Ohio University, MSN, Nursing Ohio University, BSN, Nursing Hondros College of Nursing, AAS, Nursing Hondros College of Nursing, Diploma, Practical Nursing
Myra Overton	Joyce University of Nursing & Health Sciences, BSN, Nursing Fortis College, AAS, Nursing Education Choffin School of Practical Nursing, Diploma, Practical Nursing
Ma Ferlinda Powers	Chamberlain University, DNP, Nursing University of Phoenix, MSN-Ed, Nursing Education Capital University, BSN, Nursing Central Ohio Technical College, AAS, Nursing Muskingum Area Joint Vocational School, Diploma, Nursing

Columbus, OH Campus Faculty

NURSING FACULTY (FULL-TIME)

Name	Degrees
Brandy Segner	American College of Education, MSN, Nursing American College of Education, BSN, Nursing Chamberlain University, AAS, Nursing Columbus State Community College, AAS, Veterinary Technology
Gregg Thompson	South University, DNP, Nursing Walden University, MSN, Nursing Education University of Phoenix, BSN, Nursing Ashland University-Mansfield, Diploma, Nursing
Tori Trout	Chamberlain University, BSN, Nursing Fortis College, AAS, Nursing Fortis College, Diploma, Practical Nursing
Stacy Veach	Chamberlain University, MSN, Nursing Education Chamberlain University, BSN, Nursing Marion Technical College, AAS, Nursing
Amy Wright	The Ohio State University, BSN, Nursing

NURSING FACULTY (PART-TIME)

Name	Degrees
Tracey Amlin	Duquesne University, DNP, Nursing Practice University of Phoenix, MSN, Nursing Montana State University, BSN, Nursing
Marcia Ayer	Mount Carmel College of Nursing, MSN, Acute Care Nurse Practitioner Ohio University, BSN, Nursing Central Ohio Technical College, AAS, Nursing
Liza Baird-Appiah	College of New Rochelle, BSN, Nursing Bronx Community College, AAS, Nursing
Patience Bernsdorf	Ohio University, BSN, Nursing Hondros College of Nursing, AAS, Nursing Hondros College of Nursing, Diploma, Practical Nursing
Meleana Burt	The Ohio State University, DNP, Nursing Practice The Ohio State University, MSN, Nursing The Ohio State University, BSN, Nursing
Frank Gliha	Ursuline College, BSN, Nursing
Melissa Hopkinson	University of Cincinnati, MSN, Nursing Ohio University, BSN, Nursing Columbus State Community College, AAS, Nursing
Janice Howard	Chamberlain University, BSN, Nursing Columbus State Community College, AAS, General Studies
Lexa King	Mt. Carmel College of Nursing, Certificate, Nursing Education Ohio University, MBA, Healthcare Concentration Wright State University, MSN, Nursing Mt. Carmel College of Nursing, BSN, Nursing
Daniell McSweeny	University of Cincinnati, Post Masters Certificate, Family Nurse Practitioner Otterbein University, MSN, Clinical Nurse Leader Ohio University, BSN, Nursing

Columbus, OH Campus Faculty

NURSING FACULTY (PART-TIME)

Name	Degrees
Ivy Nyarko	Northern Kentucky University, MSN, Psych-Mental Health Nurse Practitioner Ohio University, BSN, Nursing Central Ohio Technical College, AAS, Nursing
Mary Phillians	Capital University, BSN, Nursing Columbus State Community College, AAS, Nursing Technology
Mariah Powell	Capital University, BSN, Nursing
Brittney Rabell	Mount Carmel College of Nursing, BSN, Nursing
Melissa Riggs	Capital University, BSN, Nursing
Joy Rockhold	Chamberlain University, MSN, Nursing Chamberlain University, BSN, Nursing Park University, AAS, Nursing
Amanda Sidner	University of Cincinnati, BSN, Nursing ITT Breckenridge College of Nursing, AAS, Nursing
Jacqueline Smith	Capital University, BSN, Nursing Columbus State Community College, AAS, Nursing
Katelyn Thomas	Mount Carmel College of Nursing, BSN, Nursing
Brandon Vacha	Kent State University, BSN, Nursing Kent State University, AAS, Nursing
Brian Weikert	University of Cincinnati, Post-Master's Certificate, Adult-Gerontology Primary Care Nursing Otterbein University, MSN, Clinical Nurse Leader Mount Carmel College of Nursing, BSN, Nursing

MEDICAL ASSISTING FACULTY (FULL-TIME)

Name	Degrees
Stephanie Burton	Brown Mackie College, AAS, Medical Assisting
Gina Gaglione	Valley College-Martinsburg, AAB, Health Services Administration Remington College, Diploma, Medical Assisting
Kimberly Sanders	Spring Arbor University, MA, Family Studies Lourdes University, BA, Interdisciplinary Studies Stautzenberger College, AAS, Medical Assisting Professional Skills Institute, Diploma, Medical Office Assisting
Kat Wright	Capella University, MHA, Health Administration Capella University, BS, Health Care Management University of Phoenix, AAB, Business American School of Technology, Diploma, Medical Assisting

GENERAL EDUCATION FACULTY (FULL-TIME)

Name	Degrees
Heather Burke	Cleveland State University, MA, English Cleveland State University, BA, English
Christopher Gargoline	Capella University, PhD, Psychology University of Akron, MA, Psychology Kent State University, BA, Speech
Mohammad Hasan	Western Kentucky University, MS, Biology Jordan University of Science, BS, Public Health

Cassie Hewitt	Binghamton University, MA, English Binghamton University, MAT, Teaching English Bowling Green State University, BA, English
Mark Hopkin	The Ohio State University, MD, Medicine Brigham Young University, PhD, Chemistry Brigham Young University, BS, Chemistry
Barbara Keener	Mount Vernon University, MA, Education The Ohio State University, BS, Elementary Education

Columbus, OH Campus Faculty

GENERAL EDUCATION FACULTY (PART-TIME)

Name	Degrees
Joseph Chute	Franklin University, MS, Computer Science The Ohio State University, BEE, Electrical Engineering
Christina Darden	Hunter College, MA, English Manhattanville University, BA, English
Luann Edwards	National University, MA, English Kent State University, MS, Library Science Wilmington College, BA, English Southern State Community College, AAS, General Studies
Rosa Gaerlan	The Ohio State University, MS, Consumer Sciences University of Santo Thomas, MBA, Business Administration University of Santo Thomas, BA, Communication Arts
Hannah Niebaum	University of Nebraska-Omaha, MA, Language Teaching University of Nebraska-Omaha, BA, English
Jacob Hale	University of Dayton, MA, English Mount Vernon Nazarene College, BA, Language Arts Education
Kenneth Jurek	Kent State University, MA, Speech Ohio University, BS, Radio & Television
Charlotte Morgan	Cleveland State University, MA, English Cleveland State University, BA, English
Kimberly Rush	Cleveland State University, MEd, English Georgia State University, MEd, English Education Miami University, BA, Marketing
Holly Strickland	Grand Canyon University, MS, Psychology Nova Southern University, EdD, Child/Adolescent Development Nova Southern University, MS, Educational Leadership Florida Southern College, BS, Biology
Stephen Wilson	Franklin University, MS, Instructional Design & Learning Technology University of Phoenix, MA, Mathematics Education Illinois Benedictine University, BS, Computer Science Columbus State Community College, AAS, Electronic Engineering Technology

Dayton Campus Faculty

NURSING FACULTY (FULL-TIME)

Name	Degrees
Katie Adkins	American Public University, MSN, Nursing Kettering College, BSN, Nursing Kettering College, AAS, Nursing
Shannon Brunson	Aspen University, MSN, Nursing Edison Community College, AAS, Nursing Edison Community College, AAB, Medical Office Systems
Suzanne Collier	Ohio University, BSN, Nursing Clark State College, AAS, Nursing
Charity Collins	University of Phoenix, BSN, Nursing Mercy College, AAS, Nursing
Carol Contardi	George Mason University, BSN, Nursing Northern Virginia Community College, AAS, Nursing Bowling Green State University, BS, Recreation Administration/Program Planning
Kimberly DeMaris	Western Governors University, MSN, Nursing Western Governors University, BSN, Nursing Clark State Community College, AAS Nursing
Jacqueline Ferguson	University of Phoenix, MSN-Ed, Nursing Education University of Akron, BSN, Nursing
Elsie Graham	Ohio University, BSN, Nursing Kettering College, AAS, Nursing
Darcie Greene	Western Governors University, MSN, Nursing Education Western Governors University, BSN, Nursing Saint Elizabeth School of Nursing, Diploma, Nursing
Michele Jackson	Walden University, MSN-Ed, Nursing Education Wright State University, BSN, Nursing Clark State Community College, Certificate, Practical Nursing
Sharon Kazee	Chamberlain University, MSN, Nurse Educator Chamberlain University, BSN, Nursing
Devon Massengill	Wright State University, BSN, Nursing
Jill Neifer	Grand Canyon University, MSN, Nursing Education Grand Canyon University, BSN, Nursing Modesto Junior College, AAS, Nursing
Carissa Porta	Wright State University, MSN, Nursing – Family Nurse Practitioner Mount St. Joseph University, BS, Business Good Samaritan School of Nursing, Diploma, Nursing
Alissa Reed	Ohio University, BSN, Nursing Sinclair Community College, AAS, Nursing
Lori Schmerr	University of Maryland-Baltimore, MSN, Nursing Mount St. Joseph University, BSN, Nursing
Angela Turner	Western Governors University, MSN, Nursing Leadership/Management Western Governors University, BSN, Nursing Marian University, AAS, Nursing
Chantel Ueckert	Wright State University, BSN, Nursing
Benita Woodgeard	American Sentinel University, MSN, Nursing Education Florida Atlantic University, BSN, Nursing Broward Community College, AAS, Liberal Arts
Elisa Wynn-Hortel	The Christ College of Nursing and Health Sciences, BSN, Nursing

Dayton, OH Campus Faculty

NURSING FACULTY (PART-TIME)

Name	Degrees
Deborah Burton	Kettering College, BSN, Nursing Sinclair Community College, AAS, Nursing
Connie Champ	Urbana University, BSN, Nursing Mount Carmel School of Nursing, Diploma, Nursing
Danielle Fisher	Chamberlain University, BSN, Nursing Clark State College, AAS, Nursing
Sara Foster	Ohio University, BSN, Nursing Edison State Community College, AAS, Nursing
Jennifer Heitkamp	Aspen University, BSN, Nursing University of Toledo, AAS, Nursing
Katie Krisher	University of Phoenix, MSN, Nursing University of Phoenix, MSN, Health Administration Wright State University, BSN, Nursing
Bethany Maughan	Utah Valley University, BSN, Nursing Utah Valley University, AAS, Nursing
Jessica Penny	Maryville University, MSN, Pediatric Nurse Purdue University, BSN, Nursing Sinclair Community College, AAS, Nursing
Michelle Seibert	Ohio University, MSN, Family Nurse Practitioner Wright State University, BSN, Nursing Sinclair Community College, AAS, Nursing
Colleen Smith	Wright State University, BSN, Nursing Sinclair Community College, AAS, Nursing
Ginger (Lisa) Staley	Indiana Wesleyan University, MSN, Nursing Franklin University, BSN, Nursing Clark State College, AAS, Nursing
Holli Thornton	Chamberlain College of Nursing, BSN, Nursing Edison Community College, AAS, Nursing
Ashley Velez	University of Cincinnati, PhD, Nursing Research Ohio University, BSN, Nursing Fortis College, AAS, Nursing Upper Valley JVS School of Practical Nursing, Diploma, Practical Nursing
Carri Violet	Ohio University, BSN, Nursing Sinclair Community College, AAS, Nursing

MEDICAL ASSISTING FACULTY (FULL-TIME)

Name	Degrees
Stephanie Burton	Brown Mackie College, AAS, Medical Assisting
Kimberly Sanders	Spring Arbor University, MA, Family Studies Lourdes University, BA, Interdisciplinary Studies Stautzenberger College, AAS, Medical Assisting Professional Skills Institute, Diploma, Medical Office Assisting
Kat Wright	Capella University, MHA, Health Administration Capella University, BS, Health Care Management University of Phoenix, AAB, Business American School of Technology, Diploma, Medical Assisting

Dayton, OH Campus Faculty

GENERAL EDUCATION FACULTY (FULL-TIME)

Name	Degrees
Stacey Harding	New York Chiropractic College, MS, Human Anatomy & Physiology Instruction Wright State University, BSN, Psychology
Tatyana Ipatova	Kalinin State University - Russia, MS, Mathematics Kalinin State University, Mathematics, BS
Dominic Thacker- Mann	Case Western Reserve University, MD, Medicine University of Michigan, BS, Biology

GENERAL EDUCATION FACULTY (PART-TIME)

Name	Degrees
John Seeck	University of Illinois-John Marshall Law School, JD, Law Marquette University, MA, Communication/Rhetorical Theory Marquette University, BA, Communications/Business

Independence, OH Campus Faculty

NURSING FACULTY (FULL-TIME)

Name	Degrees
Katherine Austinson	Case Western University, MSN, Nurse-Midwifery University of Cincinnati, BSN, Nursing
Linda Banville	Notre Dame College, MSN, Nursing Education Ursuline College, BSN, Nursing
Pamela Beard	University of Akron, BSN, Nursing
Elizabeth Dailey	Chamberlain University, DNP, Nursing Practice University of Phoenix, MSN, Nursing University of Phoenix, MBA, Business Administration Ashland University, BSN, Nursing
Robin Finley	Grand Canyon University, MSN, Nursing Education University of Phoenix, BSN, Nursing Lakeland Community College, AAS, Nursing
Kim Greathouse	University of Phoenix, MSN, Nursing University of Phoenix, MBA, Business Administration Malone University, BSN, Nursing Aultman Hospital School of Nursing, Diploma, Nursing
Dorothy Hamilton	Kent State University, PhD, Nursing Case Western University, MSN, Nursing Cleveland State University, BSN, Nursing Cuyahoga Community College, AAS, Nursing
Lisa Jouriles	American Public University, MSN, Nurse Educator Indiana Wesleyan University, BSN, Nursing Cuyahoga Community College, AAS, Nursing Parma School of Practical Nursing, Diploma, Practical Nursing
Christine Karn	Walsh University, DNP, Nursing Educator Indiana Wesleyan University, MSN, Nursing Ohio University, BSN, Nursing ATS School of Nursing, AAS, Nursing
Michael Klemencic	Notre Dame College, MSN, Nursing Notre Dame College, BSN, Nursing
John LaBounty	Purdue University Global, MSN, Nursing University of Akron, BSN, Nursing
Lisa Mayoros	Western Governors University, MSN, Nursing Informatics Kent State University, BSN, Nursing
Melanie McCrum	Chamberlain University, MSN, Nursing Education Chamberlain University, BSN, Nursing Southbank University, Diploma, Adult Nursing
Sheri Mihaly	Pennsylvania State University, MSN, Nursing Pennsylvania State University, BSN, Nursing Pennsylvania State University, Undergraduate Certificate, Nursing Informatics Pennsylvania State University, BA, Letters, Arts and Sciences Pennsylvania State University, AS, Health Development & Family Studies
Melba Miller	Spring Arbor University, BSN, Nursing Owens Community College, AAS, Nursing Bowling Green Area School of Practical Nursing, Diploma, Practical Nursing
Michelle Morris	American Public University, MSN, Nursing University of Louisville, BSN, Nursing

Independence, OH Campus Faculty

NURSING FACULTY (FULL-TIME)

Name	Degrees
Natalie Padgett	Chamberlain College of Nursing, MSN, Nursing Indiana Wesleyan University, BSN, Nursing Lakeland Community College, AAS, Nursing
Victoria Schaffer	Ohio University, BSN, Nursing Lakeland Community College, AAS, Nursing
Shirley Spence	Capella University, DNP, Nursing Leadership Indiana Wesleyan University, MSN, Nursing Indiana Wesleyan University, BSN, Nursing Lorain County Community College, AAS, Nursing Cuyahoga Community College, Certificate, Practical Nursing
Matthew Stevenson	Chamberlain College of Nursing, BSN, Nursing Hondros College of Nursing, AAS, Nursing Hondros College of Nursing, Diploma, Practical Nursing
Sherry Tanner	University of Akron, BSN, Nursing Akron School of Practical Nursing, Diploma, Practical Nursing
Sarah Tochinsky	Kent State University, MSN, Nurse Educator University of Akron, BSN, Nursing
Edwin Torres	Dominican University of California, BSN, Nursing
Shnea Walker-Weatherspoon	Grand Canyon University, MSN, Nursing Leadership and Management Ursuline College, BSN, Nursing Huron School of Nursing, Diploma, Nursing

NURSING FACULTY (PART-TIME)

Name	Degrees
Jill Artman	Chamberlain University, MSN, Nursing Indiana Wesleyan University, BSN, Nursing University of Toledo, AAS, Nursing
Laura Cox	The University of Akron, BSN, Nursing Lakeland Community College, AAS, Nursing
Tyree Hair	Indiana Wesleyan University, BSN, Nursing Hondros College of Nursing, AAS, Nursing
Kristen Hicks	Cleveland State University, BSN, Nursing Lorain County Community College, AAS, Nursing
Jacob Keith	Ohio University, BSN, Nursing Cuyahoga Community College, AAS, Nursing
Melinda Otero	Chamberlain University, MSN, Nursing Informatics Chamberlain School of Nursing, BSN, Nursing Fairview Hospital of Nursing, Diploma, Nursing
Evangela Rice	Cleveland State University, MSN, Nursing Chamberlain University, BSN, Nursing Itawamba Community College, AAS, Surgical Technology
Shela Smith	Chamberlain University, MSN, Nursing Chamberlain University, BSN, Nursing Cuyahoga Community College, AA, Arts

Independence, OH Campus Faculty

MEDICAL ASSISTING FACULTY (FULL-TIME)

Name	Degrees
Gina Gaglione	Valley College-Martinsburg, AAB, Health Services Administration Remington College, Diploma, Medical Assisting
Kat Wright	Capella University, MHA, Health Administration Capella University, BS, Health Care Management University of Phoenix, AAB, Business American School of Technology, Diploma, Medical Assisting

GENERAL EDUCATION FACULTY (FULL-TIME)

Name	Degrees
Alieta Ciocea	Cleveland State University, PhD, Clinical-Bioanalytical Chemistry Babes-Bolyai University, BS, Chemical Information Systems
Anastasios Nalmpantis	Salem State University, MA, Mathematics Salem State University, BS, Mathematics
Roseline Nyaboke	University of Toledo, PhD, Curriculum & Instruction Youngstown State University, MSc, Biology The University of Eastern Africa, BSc, Biology
Michael Schlais	Bowling Green State University, PhD, Molecular Biology Youngstown State University, MS, Microbiology Youngstown State University, BS, Biology

GENERAL EDUCATION FACULTY (PART-TIME)

Name	Degrees
Craig Allgower	National College of Chiropractic, DCM, Chiropractic Medicine National College of Chiropractic, BSN, Chiropractic's Ohio University, BGS, General Studies
Lydia Beard	Bowling Green State University, MA, Patent Practice-Law Bowling Green State University, MS, Biological Sciences Alabama State, BS, Biology
Kenneth Jurek	Kent State University, MA, Speech Ohio University, BS, Radio & Television
Rand Mouradi	Cleveland State University, PhD, Electrical Engineering California State University, MS, Electrical Engineering California State University, BS, Electrical Engineering

Indianapolis, IN Campus Faculty

NURSING FACULTY (FULL-TIME)

Name	Degrees
Ahmad Alafafsheh	University of Jordan, PhD, Nursing Jordan University of Science & Technology, MSN, Nursing Jordan University of Science & Technology, BSN, Nursing
Jill Buchanan	South University, MSN, Nursing Education University of Akron, BSN, Nursing Akron School of Practical Nursing, Diploma, Practical Nursing
Jonathon Day	Purdue University Global, BSN, Nursing Ivy Tech Community College, AAS, Healthcare Specialist
Stacey De Leon	Touro University Nevada, DNP, Nursing University of Phoenix, MSN, Nursing University of Saint Francis, BSN, Nursing
Allison Gibbs	University of Southern Indiana, BSN, Nursing
Jennifer Glaze	American Public University, MSN, Nursing Marian University, BSN, Nursing Marian University, AAS, Nursing
Leah Jones	Walden University, MSN, Nursing Walden University, BSN, Nursing Ivy Tech Community College, AAS, Nursing
Jackie Mace	Indiana Wesleyan University, BSN, Nursing MedTech College, AS, Nursing MedTech College, AAS, Practical Nursing
Lisa McBride	Ball State University, MSN, Family Nurse Practitioner Indiana Wesleyan University, BSN, Nursing University of Indianapolis, AAS, Nursing
Kim Powell	Indiana University, JD, Law Marian University, BSN, Nursing
Edwin Torres	Dominican University of California, BSN, Nursing
Deidre Truax	University of Phoenix, MSN, Nursing Indiana Wesleyan University, BSN, Nursing Ivy Tech Community College, AAS, Nursing

NURSING FACULTY (PART-TIME)

Name	Degrees
Lara Adegboye	University of Southern Indiana, BSN, Nursing Ivy Tech Community College, AAS, Nursing
Lora McFall	Ball State University, BSN, Nursing
Cheryl Snodgrass	Indiana University, MSN, Family Nurse Practitioner Nebraska Wesleyan University, MSN, Nursing Indiana Wesleyan University, BSN, Nursing Marian College, AAS, Nursing
Angela Tougas	Western Governors University, MSN, Nursing Western Governors University, BSN, Nursing

Indianapolis, IN Campus Faculty

GENERAL EDUCATION FACULTY (FULL-TIME)

Name	Degrees
Ena Bhattacharya	Jadavpur University, MS, Mathematics Jadavpur University, BS, Mathematics Jadavpur University, BE, Secondary Education Ivy Tech Community College, AAS, General Studies
Veronica Clark	Lake Erie College of Osteopathic Medicine, MMS, Medical Sciences Indiana University, BA, Biology

Maumee, OH Campus Faculty

NURSING FACULTY (FULL-TIME)

Name	Degrees
Tonya Arquette	Wright State University, MSN, Nursing Mount Carmel College of Nursing, BSN, Nursing Owens State Community College, AAS, Nursing
Kaitlin Bielak	Lourdes University, BSN, Nursing
Brandi Breseman	Lourdes University, MSN, Nursing Education The University of Toledo, BSN, Nursing
Julie Brubaker	University of Michigan, Post Masters Certificate, Nurse Midwifery University of Toledo, Post Masters Certificate, Nurse Practitioner University of Toledo, MSN, Nursing
Alison Chamberlain	The University of Texas at Tyler, PhD, Nursing Lourdes University, MSN, Nursing Education Lourdes University, BSN, Nursing Owens Community College, AAS, Nursing
Wynette Denkins	Vanderbilt University, MSN, Health Systems Management - Nursing Tuskegee University, BSN, Nursing
Tiffani Eberflus	Bowling Green State University, BSN, Nursing Owens Community College, AAS, Nursing Craven Community College, Diploma, Practical Nursing
Renee Florek	Mercy College, BSN, Nursing Owens Community College, AAS, Nursing
Jennifer Gibson	University of Phoenix, BSN, Nursing
Melaundra Gibson	University of Cincinnati, Post Masters Certificate, Psychiatric-Mental Health University of Detroit, MSN, Nursing University of Detroit, BSN, Nursing Henry Ford College, BA, General Business
Cynthia Hall	University of Phoenix, MSN, Nursing University of Toledo, BSN, Nursing Terra State Community College, AAB, Business
Brandi Hansen	Walden University, MSN, Nursing Lourdes University, BSN, Nursing Northwest State Community College, Certificate, Practical Nursing
Ryan Ipsaro	Lourdes University, MSN, Nursing University of Toledo, BSN, Nursing University of Toledo, BSN, Interdisciplinary Studies
David Mesley	Grand Canyon University, MSN, Nursing Education Grand Canyon University, BSN, Nursing Owens Community College, AAS, Nursing
Misty Rossman	Med Central College of Nursing, BSN, Nursing
Jodi Speweik	Lourdes University, MSN, Nurse Educator University of Toledo, BSN, Nursing
Amanda Walter	Grand Canyon University, MSN, Nursing Education Ashland University, BSN, Nursing
Margaret Watterworth	Lourdes University, DNP, Nursing Leadership Indiana Wesleyan University, MSN, Nursing Indiana Wesleyan University, BSN, Nursing Mercy School of Nursing, Diploma, Nursing

Maumee, OH Campus Faculty

NURSING FACULTY (FULL-TIME)

Name	Degrees
Benita Woodgeard	American Sentinel University, MSN, Nursing Education Florida Atlantic University, BSN, Nursing Broward Community College, AAS, Liberal Arts
Christy Workman	Chamberlain University, MSN, Nursing Chamberlain University, BSN, Nursing Owens Community College, AAS, Registered Nurse Owens Community College, AAS, Surgical Technology

NURSING FACULTY (PART-TIME)

Name	Degrees
Barbara Freund	United States University, MSN, Nursing University of Indianapolis, BSN, Nursing Bergen Community College, AAS, Nursing
Chelsea Menke	Bowling Green State University, BSN, Nursing Owens Community College, AAS, Nursing
Jacqueline Montalvo	The Ohio State University, MSN, Pediatric Nurse Florida International University, BSN, Nursing Miami Dade College, AAS, Nursing

MEDICAL ASSISTING FACULTY (FULL-TIME)

Name	Degrees
Kimberly Sanders	Spring Arbor University, MA, Family Studies Lourdes University, BA, Interdisciplinary Studies Stautzenberger College, AAS, Medical Assisting Professional Skills Institute, Diploma, Medical Office Assisting

GENERAL EDUCATION FACULTY (FULL-TIME)

Name	Degrees
Stacey Harding	New York Chiropractic College, MS, Human Anatomy & Physiology Instruction Wright State University, BSN, Psychology
Mohammad Hasan	Western Kentucky University, MS, Biology Jordan University of Science, BS, Public Health
Ngozi Igwe	Wayne State University, MS, Biological Sciences University of Port Hartcourt, BS, Zoology
Franco Melocchi	American University of the Caribbean, MD, Medicine Community College of Allegheny County, AS, Math-Natural Science
Kimberly Wilcox	University of West Florida, MEd, Curriculum and Instruction Middle Tennessee State University, BS, Education & Behavioral Science Columbia State Community College, AS, General Studies

Maumee, OH Campus Faculty

GENERAL EDUCATION FACULTY (PART-TIME)

Name	Degrees
Robert Dildine	Bowling Green State University, MA, Media/Communications Troy State University, MS, Mental Health University of Maryland, BS, Business Management
Ursula Turner	Wright State University, MS, Public Health Management Wright State University, MS, Anatomy Alabama A&M University, BS, Biology

West Chester, OH Campus Faculty

NURSING FACULTY (FULL-TIME)

Name	Degrees
Kimberly Bentley-Fights	Miami University, BSN, Nursing Walters State Community College, AAS, Nursing Miami University, AA, Creative Arts
Arden Chesnick	Cleveland State University, MSN, Forensic Nursing Cleveland State University, BSN, Nursing Herzing University, ASN, Nursing
Elizabeth Clark	Indiana Wesleyan University, MSN, Nursing Education Grand Canyon University, MPH, Public Health Alderson Broaddus University, BSN, Nursing
Diane Comp	Northern Kentucky University, BSN, Nursing Northern Kentucky University, AAS, Nursing
Terrie Dorsey	Ohio University, BSN, Nursing Kettering College, AAS, Nursing
Donna Dykes	Chamberlain University, DNP, Nurse Practitioner Indiana Wesleyan University, MBA, Community Health University of Cincinnati, MSN, Nursing University of Cincinnati, BSN, Nursing
Angela Ellis	Xavier University, MSN, Nursing Administration Sinclair Community College, AAS, Nursing
Ashley Erickson	Indiana Wesleyan University, MSN, Nursing Education Indiana Wesleyan University, BSN, Nursing Education Cincinnati State, AAS, Nursing
Amy Grissom	University of Cincinnati, BSN, Nursing
Kelsey Hammes	Northern Kentucky University, MSN, Nurse Practitioner University of Cincinnati, BSN, Nursing Queensland University of Technology, BSN, Nursing
Wajed Hatemleh	University of Cincinnati, PhD, Nursing Research Villanova University, MSN, Nursing Education Jordan University of Science & Technology, BSN, Nursing
Jennifer Howell	Miami University, BSN, Nursing Miami University, AAS, Nursing
Leah Huston	Ohio University, BSN, Nursing Hondros College of Nursing, AAS, Nursing Hondros College of Nursing, Diploma, Practical Nursing
Cheryl Leksan	Xavier University, MSN-Ed, Nursing Education University of Toledo, BSN, Nursing University of Toledo, AAS, Medical Assistant
Fatin Mangold	University of Cincinnati, PhD, Nursing Research The Catholic University of America, MSN, Nursing-Adult Health Jordan University of Science and Technology, BSN, Nursing
Rachel Oder	Western Governors University, MSN, Nursing Chamberlain University, BSN, Nursing Hondros College of Nursing, AAS, Nursing Hondros College of Nursing, Diploma, Practical Nursing
Brittany Poe	Northern Kentucky University, BSN, Nursing
Carissa Porta	Wright State University, MSN, Nursing – Family Nurse Practitioner Mount St. Joseph University, BS, Business Good Samaritan School of Nursing, Diploma, Nursing

West Chester, OH Campus Faculty

NURSING FACULTY (FULL-TIME)

Name	Degrees
George Rynearson	University of Cincinnati, BSN, Nursing Cincinnati State Technical and Community College, AAS, Nursing
Lori Schmerr	University of Maryland-Baltimore, MSN, Nursing Mount St. Joseph University, BSN, Nursing
Melissa Short	Ohio University, BSN, Nursing Fortis College, AAS, Nursing Fortis College, Diploma, Practical Nursing
Mary (Michelle) Steffy	Spring Arbor University, MSN, Nursing Education Indiana Wesleyan University, BSN, Nursing Cincinnati State Technical Community College, AAS, Nursing
Cora Waldroff	Mount St. Joseph University, BSN, Nursing Good Samaritan College of Nursing, Diploma, Nursing
Michelle Willis	Western Governors University, MSN, Nursing Education Thomas Moore College, BSN, Nursing Cincinnati State Technical Community College, AAS, Applied Sciences

NURSING FACULTY (PART-TIME)

Name	Degrees
Amanda Croswell-Polacek	Frontier Nursing University, DNP, Nursing Frontier Nursing University, MSN-FNP, Nursing Xavier University, BSN, Nursing
Mariellen Davis	Wright State University, BSN, Nursing
Amanda Hale	University of Cincinnati, MSN, Nursing University of Cincinnati, BSN, Nursing University of Cincinnati, AAS, Nursing
Stuti John	Midway University, BSN, Nursing Midway University, AAS, Nursing
E. Kitti Johnson	University of Phoenix, MSN, Nursing Pennsylvania State University, BSN, Nursing
Jennifer Lindner	Ohio University, BSN, Nursing Cincinnati State Technical and Community College, AAS, Nursing
Pamela Pilgrim	Chamberlain College of Nursing, MSN, Nursing Chamberlain College of Nursing, BSN, Nursing Owens Community College, AAS, Nursing University of Toledo, AAS, Medical Assisting
Imani Rugless	University of Illinois at Chicago, DNP, Midwifery University of Cincinnati, BSN, Nursing
David Zack	LaSalle University, BSN, Nursing The College of Wooster, BA, Speech Communication

GENERAL EDUCATION FACULTY (FULL-TIME)

Name	Degrees
Robert Brausch	University of Cincinnati, MEd, Secondary Education University of Cincinnati, BS, Metallurgical Engineering
Alexander Gearhart	Wright State University, MA, Anatomy Wright State University, BA, Biology

West Chester, OH Campus Faculty

GENERAL EDUCATION FACULTY (FULL-TIME)

Name	Degrees
Elizabeth Shuler	Bowling Green State University, MS, Biological Sciences Bowling Green State University, BA, Biology

GENERAL EDUCATION FACULTY (PART-TIME)

Name	Degrees
Kimberly Kendricks	Auburn University, PhD, Mathematics Auburn University, MA, Applied Mathematics University of Pittsburgh, BA, Mathematics and Business
John Seeck	University of Illinois-John Marshall Law School, JD, Law Marquette University, MA, Communication/Rhetorical Theory Marquette University, BA, Communications/Business
Ursula Turner	Wright State University, MS, Public Health Management Wright State University, MS, Anatomy Alabama A&M University, BS, Biology