



**HOPE COLLEGE**  
OF ARTS & SCIENCES

# Academic Catalog 2024-2025

VOLUME XV

1200 SW 3rd Street, Pompano Beach, Florida 33069  
Phone Number: (954) 532-9614 | Fax Number: (754) 222-9835  
[www.hcas.edu](http://www.hcas.edu)

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## Hope College of Arts and Sciences

**Address: 1200 SW 3rd Street, Pompano Beach, Florida 33069**

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## MESSAGE FROM THE PRESIDENT

On behalf of the Hope College of Arts and Sciences family, welcome! We are pleased that you have chosen Hope College of Arts and Sciences (“Hope College”), a Christ-Centered Institution, to attain your educational and professional goals. Please “COME AND JOIN THE HOPE OF TOMORROW” and see God’s hands “TRANSFORM THE WORLD BY THE UNCHANGEABLE WORD.”

At Hope College, we offer all of the following:

- Day and evening classes to incorporate into your busy life since we understand that your family and job obligations do not end when you attend college.
- Like-minded students who share your focus and drive to succeed in your chosen field of study and create an active learning environment.
- A curriculum consisting of necessary coursework for obtaining employment and performing career-related duties.
- A faculty of educators who have worked in the field and can therefore provide both academic and professional instruction and guidance.
- An administrative staff providing essential student services to you from orientation and beyond.

At Hope College, you will find that we are focused on you, the student. We provide students with tutoring, career advisement, and job placement assistance from the beginning through completion of the program. And we wish you success in achieving the ultimate goal you have set for yourself. We are excited to have you at Hope College!

Sincerely,



Chantal Desir, Ed.D., RN, MSN, MBA  
President and Chief Executive Officer  
Hope College of Arts and Sciences

## **DEFINITION**

For this Academic Catalog 2024-2024 (“Catalog”), Hope College of Arts and Sciences shall be referred to as Hope College. Any and all references to Hope College in this Catalog shall mean Hope College of Arts and Sciences.

## **ABOUT HOPE COLLEGE OF ARTS AND SCIENCES**

### **Statement of Faith**

Hope College of Arts & Sciences desires its community to serve and grow together in Hope and Faith and to live out their Hope in the College’s academia, their individuality, and their daily lives in ways that honor and please God. The College's purpose is that the effort of our constituents is created by faith, their work inspired by love, and their perseverance motivated by hope in our Lord Jesus Christ (1 Thessalonians 1:3). Hope cures maladies and makes the world safer. Thus, the following fundamental principles are the bases that drive Christian principles at Hope College of Arts & Sciences:

- We believe that the Bible is God’s divine word, and trustworthy in all its teachings. We believe in the full historicity and perspicuity of the biblical record of primeval history, including the literal existence of Adam and Eve as the progenitors of all people, the literal fall and resultant divine curse on the creation, the worldwide cataclysmic deluge, and the origin of nations and languages at the tower of Babel.
- We believe in the one true, living, eternal, transcendent, omnipotent, and personal God, who exists as the Trinity, possessing three eternal, personal distinctions: God the Father, God the Son, and God the Holy Spirit.
- We believe in the redemptive grace of God through the substitutionary work of Jesus Christ who paid the full price for the sins of the world, through His physical death, burial, and resurrection.
- We believe that the Church is the body of Christ and that the people of God are called to community, worship, discipleship, mission, and education.
- We believe in the future, personal, bodily return of Jesus Christ to the earth to judge and purge sin, to establish His eternal Kingdom which will consummate and fulfill His purposes in the works of creation and redemption with eternal rewards and punishments.
- We believe in the special creation of the existing space-time universe and all its basic systems and kinds of organisms in the six literal days of the creation week.
- We believe in the existence of a personal, malevolent being called Satan who acts as tempter and accuser, for whom the place of eternal punishment was prepared, where all who die outside of Christ shall be confined in conscious torment for eternity.
- We believe that it is our purpose as faithful Christians to imitate Christ, to serve others with love and compassion, to concern ourselves with the well-being of our fellowmen, and to love and honor God.

### **Statement of Legal Control**

Hope College is currently held as CSBD Nursing LLC doing business as Hope College of Arts and Sciences. Hope College is currently a private for-profit limited liability company with a Board of Trustees.

### **Board of Trustees**

The Board of Trustees (“Board”) oversees Hope College. The Board is responsible for ensuring that the College is meeting the needs of its constituents, students, and the community. The Board also ensures that Hope College maintains institutional integrity.

## **College Administration**

The Board has delegated the management of the day-to-day operations of Hope College to the Chief Executive Officer and President, Dr. Chantal Desir. In that capacity, Dr. Desir is responsible for managing the general operations of Hope College and ensuring compliance with all state and federal laws as well as accreditation requirements. To support Dr. Desir and Hope College, the executive leadership team includes the following positions and responsibilities:

- ◆ Chief Academic Officer manages the Academic Department of Hope College.
- ◆ Chief Financial Officer manages the financial and budgetary affairs of Hope College.
- ◆ Director Information Technology and Distance Education manages technological functions and distance education.
- ◆ Financial Aid Director provides guidance on all aspects of student's financial aid.
- ◆ Director of Library directs the programs and services of the library.
- ◆ Chief Compliance Officer ensures compliance with outside regulations and legal requirements.

## **Non-Discrimination Policy and Alternate Formats**

Hope College is operated in a manner which is free from discrimination on the basis of national and ethnic origin, ancestry, color, race, sex, pregnancy, marital status, medical condition, sexual orientation, age, disability, creed, religion, or veteran status as to all of Hope College's administration of its educational policies, admissions policies, scholarships, loan programs, and any other institutional program operations, including, but not limited to, the admission of students to the courses of study at or affiliated with Hope College.

Hope College is also committed to the philosophy of equal opportunity and equal access in all its employment, educational programs, and services. Thus, Hope College is firmly committed to a policy of nondiscrimination on the basis of race, color, national and ethnic origin, ancestry, religion, creed, sex, age, handicap, disability, marital status, pregnancy, medical condition, sexual orientation, or veteran status in its employment or educational programs and activities.

Hope College does not discriminate on the basis of disability in the admissions or access to, or treatment of or employment in, its programs and activities. Requests for alternate formats of this catalog can be made by contacting Hope College at [compliance@dp.hcas.edu](mailto:compliance@dp.hcas.edu).

## **Discrimination, Harassment, Retaliation and Sexual Misconduct Policy**

Hope College is committed to providing an environment that is free from all forms of discrimination and sexual misconduct. The safety of all students, staff, and visitors is a priority. For additional information, please contact Hope College at [compliance@dp.hcas.edu](mailto:compliance@dp.hcas.edu).

It is the policy of Hope College to provide an educational, employment, and business environment free of discrimination, harassment, retaliation, and sexual misconduct, including unwelcome sexual advances,

requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment, as defined and otherwise prohibited by state and federal statutes. It shall be a violation of this policy for anyone who is authorized to recommend or take personnel or academic actions affecting an employee or student, or who is otherwise authorized to transact business or perform other acts or services on behalf of Hope College, to engage in sexual harassment. Within the educational environment, discrimination, harassment, sexual harassment, and retaliation are prohibited between students, between employees and students, and between non-students and students. Within the work environment, discrimination, harassment, sexual harassment, and retaliation is prohibited between supervisors and employees, between employees, and between nonemployees and employees. Copies of the Hope College Policy and Procedures Manual may be obtained from Hope College at the following: [compliance@dp.hcas.edu](mailto:compliance@dp.hcas.edu).

## **Facility, Location and Equipment**

The campus of Hope College is located in a stand-alone building of nearly 14,200 square feet space located at 1200 SW 3<sup>rd</sup> Street, Pompano Beach, Florida 33069. The facilities of Hope College include the entire two-story building with no outside tenants. Hope College has five classrooms, a fully dedicated simulation laboratory for independent practice, a separate simulation laboratory for formal laboratory classes, a computer laboratory, a library and learning resource center, two lounges, faculty and administrative offices where students receive counseling and student services, a two-story atrium for relaxation between classes, and a fully-dedicated parking lot with complimentary parking. The campus can be easily accessed from either Interstate 95 or Florida's Turnpike and public transit. Broward County Transit has a stop directly in front of the Hope College campus.

## Approvals, Licensure, and Accreditation

Table 0.1: Approvals, Licensure, and Accreditation

 <p>FLORIDA DEPARTMENT OF <b>EDUCATION</b> fldoe.org</p>	<p>Hope College is licensed by the Commission for Independent Education, Florida Department of Education with license number 4548. Information about Hope College may be obtained by contacting the Commission for Independent Education at:</p> <p>325 West Gaines Street, Suite 1414 Tallahassee, Florida 32399-0400 Toll Free Phone Number: 1-888-224-6684 Facsimile: (850) 245-3233 E-mail: <a href="mailto:Joey.Smith@fldoe.org">Joey.Smith@fldoe.org</a> Website: <a href="https://www.fldoe.org/policy/cie/contact-us.stml">https://www.fldoe.org/policy/cie/contact-us.stml</a></p>
	<p>The Nursing Programs (RN-BSN, ASN &amp; PN) at Hope College are approved by the Board of Nursing, Florida Department of Health. Additional information as to the nursing programs at Hope College may be obtained by contacting the Florida Board of Nursing at:</p> <p>Department of Health Board of Nursing</p> <p>4052 Bald Cypress Way, Bin C-02 Tallahassee, Florida 32399 Phone Number: (850) 488-0595 Facsimile: (850) 617-6460 Website: <a href="https://floridasnursing.gov/contact/">https://floridasnursing.gov/contact/</a></p>
	<p>Hope College of Arts and Sciences is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [15935 Forest Road, Forest, VA 24551; Telephone: (434) 525-9539; e-mail: <a href="mailto:info@tracs.org">info@tracs.org</a>], having been awarded Accredited Status as a Category II institution by the TRACS Accreditation Commission on October 24, 2024. This status is effective as of July 1, 2024, and is good for a period of five years - through June 30, 2028. TRACS is recognized by the United States Department of Education (ED), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).</p>
	<p>Hope College of Arts &amp; Sciences, Associate Degree in nursing program (delivered via Blended/hybrid distance education) and the RN-BSN program (delivered via distance education), has attend accreditation candidacy status from the National League for Nursing commissions for Nursing Education Accreditation (NLN CNEA), located at 2600 Virginia Avenue, NW, 8<sup>th</sup> Floor, Washington, DC 20037; phone 202-909-2487; email (<a href="mailto:cneaaccreditation@nlm.org">cneaaccreditation@nlm.org</a>)</p>

## **History**

In 2011, Hope College was established in Pompano Beach, Florida to help satisfy a growing global need for healthcare professionals. Hope College has always operated as a Christian-centered institution and has decided from 2020 to focus on ensuring Christian principles, goals and objectives, are maintained throughout Hope College. The nursing programs are designed to prepare individuals seeking a career in nursing with quality and evidenced-based education to practice safely as an entry-level nurse. The candidate who has successfully completed the program will have satisfied the prerequisite for obtaining a Practical Nursing diploma, and the Associate of Science in Nursing (“ASN”) and be prepared to sit for the applicable National Council Licensure Examination (“NCLEX”). In the future, Hope College plans on adding a Biblical-based education program to prepare individuals for ministry while maintain a close relationship with a local church. This goal is to educate and positively impact the community.

## **Philosophy**

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

## **Vision Statement**

The vision of Hope College is to be recognized as Christian leaders in the community, transforming the lives of all students through Christian principles, quality education, and established partnerships with members of the Southeast Florida healthcare community. This vision is for students of Hope College to excel professionally in the competitive healthcare field through the impact of research, educational programs, and professional partnerships.

## **Mission Statement**

Hope College of Arts and Sciences, in a *Christ-centered environment*, prepares qualified entry-level and professional nurses to work in diverse healthcare settings. The College provides the highest quality education in an inter-professional learning environment that nurtures academic activity, including basic translational and educational research, critical thinking, evidence-based practice, leadership, and professionalism while sustaining the importance of ethical behavior, human diversity, fairness and inclusion, cutting-edge technology, and a team approach health care.

## **Institutional Objectives**

It is the objective of the institution to provide an education in an environment that supports the development of the whole person: academically, spiritually, psychologically, ethically, and physically. Students are instructed of the need to be respectable stewards of their milieu and serve individuals that are less fortunate.

### Academically

- ◆ Adopt a culture that encourages the yearning for lifelong learning and growth by providing a diversity of educational experiences in a caring environment.
- ◆ Attain academic excellence by providing appropriate general education core courses to all students.
- ◆ Provide an environment in which students can learn critical thinking skills.
- ◆ Offer experiences that encourage research and experiences that encourage students to develop effective methods of oral, written, and technological communication.

### Spiritually

- ◆ Provide an atmosphere favorable to spiritual growth that inspires students, faculty, and staff to develop and maintain a personal relationship with the Lord and participate in religious activities.
- ◆ Encourage active ministry involvement.

### Psychologically

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

### Ethically

- ◆ Encourage a learning environment that promotes Christian character established through academic integrity and responsible stewardship of resources.  
Encourage students to develop moral and ethical values, as well as skills that allow students to learn to function on principles of integrity, fairness, transparency, and respect for humankind.

### Physically

- Create an academic atmosphere that advocates safety for students, staff, and faculty to develop and maintain habits that promote wellness of body, mind, and spirit.

All programs are delivered in English to prepare our students for employment in the United States.

## Academic Calendar 2024 – 2025

Table 0.2: Academic Calendar 2024 – 2025

<b>FALL 2024</b>	
August 12, 2024	Term Begins
August 26, 2024	Last Day to Add/Drop Classes without consequences
<b>September 2, 2024</b>	<b>Labor Day (No Classes)</b>
October 21, 2024	Last Day to Drop a course or withdraw without receiving an “F” in each course. Student will receive a “W” as a final grade (50% mark of semester) *
<b>November 28, 2024</b>	<b>Thanksgiving Day (No Classes)</b>
December 2-13, 2024	Final Exams/Classes
December 15, 2024	Semester Ends
December 22, 2024-January 02 2024	Campus Closed for the Holidays
<b>SPRING 2025</b>	
January 6, 2025	Term Begins
January 12, 2025	Last Day to Add/Drop Classes without consequences
March 9, 2025	Last Day to Drop a course or withdraw without receiving an “F” in each course. Student will receive a “W” as a final grade (50% mark of semester) *
<b>January 20, 2025</b>	<b>Martin Luther King Holiday (No Classes)</b>
April 21-May 2, 2025	Final Exams/Classes
May 4, 2025	Semester Ends
<b>SUMMER 2025</b>	
May 12, 2025	Term Begins
May 18, 2025	Last Day to Add/Drop Classes
<b>May 26, 2025</b>	<b>Memorial Day (No Classes)</b>
June 29, 2025	Last Day to Drop a course or withdraw without receiving an “F” in each course. Student will receive a “W” as a final grade (50% mark of semester) *
July 4, 2025	Independence Day (No Classes)
July 28- August 8 2025	Final Exams/Classes
August 10, 2025	Semester Ends
Classes that are missed due to the federal observed holidays will be made up. The Academic Calendar dates are subject to change.	



\*\*\*Students will be notified of any other days the campus may be closed\*\*\*

U.S. Constitution Day and Citizenship Day is observed on September 17<sup>th</sup> of each year. *See:* <https://www2.ed.gov/policy/fund/guid/constitutionday.html>

## **Administrative Operations**

### Time Zone Designation

For this Academic Catalog, all hours listed below are in Eastern Standard Time (“EST”).

### Business Office Hours

The office hours for the Business Office of Hope College are from 8:30 a.m. EST to 5:30 p.m. EST, Monday through Friday. The Business Office is not open on weekends.

### Clinical Department Hours

The office hours for the Clinical Department of Hope College are from 9:00 a.m. EST to 5:00 p.m. EST, Monday through Friday. The Clinical Department is open on weekends as needed.

### Student Services Department Hours

The office hours for the Student Services Department of Hope College are from 9:00 a.m. EST to 7:00 p.m. EST, Monday through Friday.

### Building Access

For the security of students, faculty, and staff, access to the facilities of Hope College will be limited to regular operating hours. The regular operating hours are posted on the bulletin board in the student lounge at Hope College. Access to all facilities, including the building at Hope College, is at all times limited to faculty, staff, and students. After regular operating hours, the facilities of Hope College will be locked, and access is limited to authorized personnel only.

### Appointments

If you require a meeting with Hope College staff, an appointment is recommended. To make an appointment, please call the Hope College Admissions Office at this phone number: (954) 532-9614.

## **Students’ Point of Contact**

*Table 0.3: Students’ Point of Contact*

<b>Inquiry Type</b>	<b>Point of Contact</b>
Administrative Policies	Student Services Department
Academic Programs ( <i>e.g.</i> , scheduling, withdrawal, transcripts)	Registrar Department
Financial Billing	Finance Department
FAFSA/Title IV	Financial Aid Department
Job Placement Assistance	Career Services

Books and Supplies	Admissions Department
Academic Counseling	Student Services Department
Emergency and Disaster Plan	Compliance Department

### Distance/Online Education

Hope College of Arts and Sciences has been approved to offer its programs via distance education. However, the College is teaching the Practical Nursing Diploma Program (PN Program) residentially. Hope College is authorized to provide distance education courses and degrees to students across the nation following the state guidelines (See Section 9.0). As required by Florida Administrative Code section 6E-2.0041(11), student records and transcripts for credit awarded through accredited traditional, online, distance, or directed individual instruction are recorded and maintained at the institution and made available upon request to the Commission for Independent Education (“Commission”) within the Florida Department of Education.

### Cancellation of Classes

Hope College’s classes arise in the daytime, afternoon, evenings, weekends, and hybrid. Hope College reserves the right to cancel classes or reschedule any classes for which there is insufficient enrollment. Hope College will refund in full any monies, including registration, when it cancels classes.

### Administration and Faculty

In order to provide quality education to meet the needs of the community, high standards are used in selecting Hope College’s administrative staff and faculty. All Hope College staff members bring with them work experience that enables them to relate their classroom instruction to job demands in today’s work setting. Appropriate instructor-to student ratios are maintained to meet student needs and program objectives. A listing of Hope College administrative staff and faculty can be found in sections 8.1 and 8.2 of this Catalog.

### Communication with Staff and Faculty

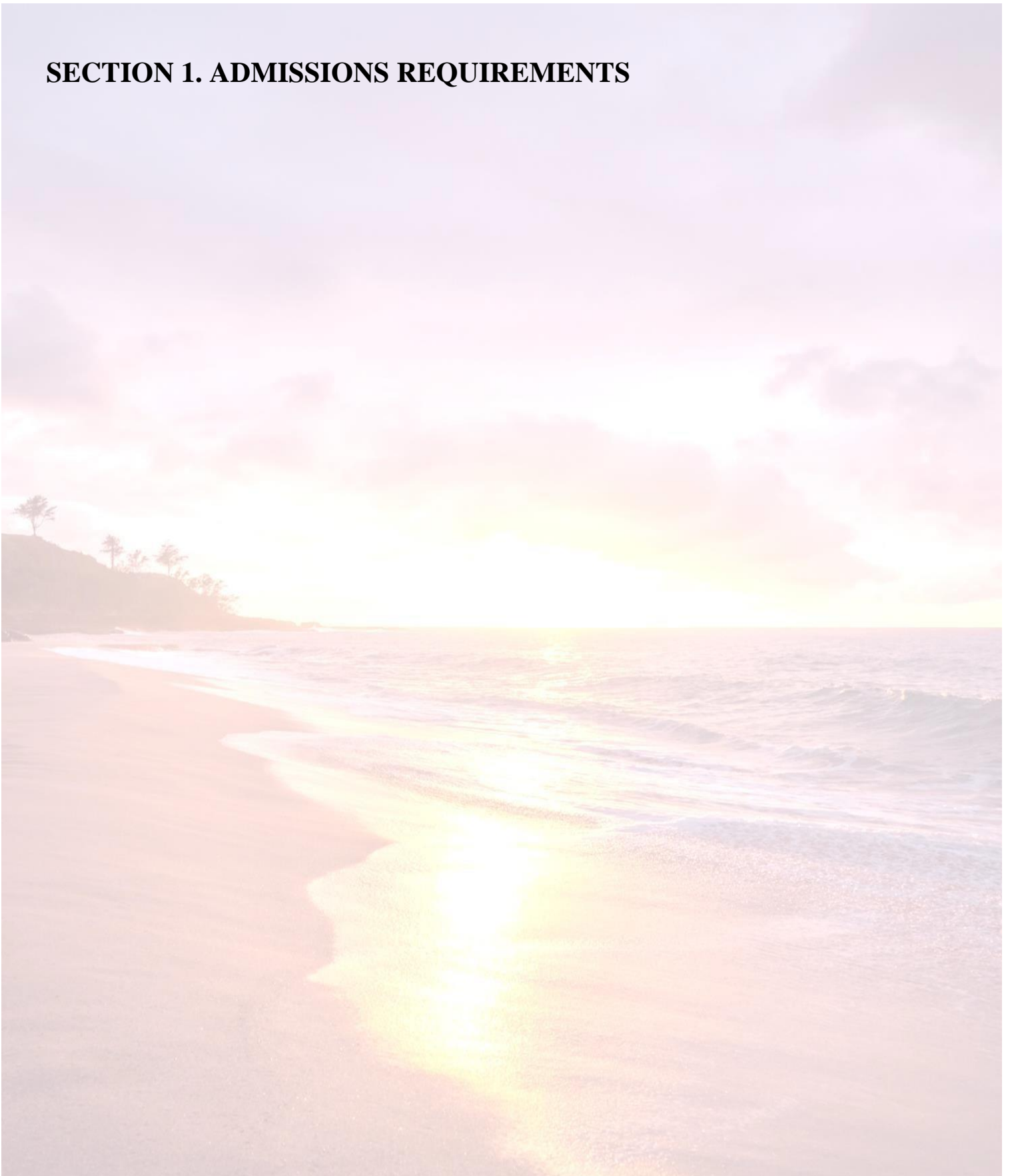
There is an expanding reliance on electronic communication among students, faculty, staff, and administrators at Hope College. This is motivated by the convenience, speed, cost effectiveness, and environmental advantages of using electronic communications rather than printed communication. Communications from the administration or faculty will be conducted primarily through email provided by Hope College. Students can find their instructors’ email addresses in their course syllabi. Students are asked to provide Hope College with the student’s personal email account that may be used for communicating with Hope College. Any communication each student sends to Hope College may become part of that particular student’s education record, including conversations, phone calls, voicemail, emails and other forms of written communication.

### Expectations about Students’ Use of Email

Students are expected to check their email daily to stay current with communications from or related to Hope College. The failure to check for or receive messages due to full mailboxes or auto forwarded email is not an acceptable excuse for missing official Hope College communications. Hope College, at its discretion, may additionally communicate with students via phone calls and other forms of written or electronic communications.



## **SECTION 1. ADMISSIONS REQUIREMENTS**



## **Section 1.1 Admissions and General Licensure Information**

Hope College seeks to admit students who possess the appropriate credentials and have demonstrated capacity or potential that indicates a reasonable probability of success in completing the educational programs offered by Hope College. Applicants seeking admission into Hope College as students are strongly encouraged to visit Hope College prior to enrollment to obtain a clear understanding of Hope College, view the facilities and equipment of Hope College and meet with staff and instructors at Hope College.

Hope College carefully evaluates all students and makes admissions decisions on an individual basis following the admissions requirements and policies set forth in this Catalog. Students are encouraged to apply for admission into Hope College as soon as possible for a specific program and start date. Applicants' families are encouraged to participate in the enrollment process so that they may have an opportunity to ask questions. Students must complete the entire admissions process on or before the first day of class for all programs. Students who fail to complete the admissions process prior to the first day of class may be required to reschedule to another start date at Hope College.

### **Section 1.1.1 Programs in English**

Hope College's Programs are taught in English only. As such, all applicants and potential students for any of our programs must be able to read, write, and communicate in English not only as a requirement for class, but for most of the employment opportunities available.

### **Section 1.1.2 General Education Disclosure**

All General Education courses must be completed in order to complete the Nursing Programs at Hope College.

### **Section 1.1.3 Hope College's Programs**

Hope College offers the following programs:

- Practical Nursing (Residential)
- Nursing (Associate of Science in Nursing (Hybrid/Residential))
- RN-BSN (Bachelor of Science in Nursing) (Hybrid)

### **Section 1.1.4 Hope College's Pre-Licensure Programs**

The Practical Nursing and Nursing Associate of Science are pre-licensure programs. When the student graduates from Hope College's nursing programs, the student is eligible to apply for the NCLEX-PN or NCLEX-RN licensure examination. The student must pass the exam to qualify for employment as a licensed practical or registered nurse. For additional information and requirements from the Florida Board of Nursing, please visit this website: <http://floridasnursing.gov/>.

## Section 1.1.5 Florida Licensure

When students graduate from Hope College, they are eligible to apply for the NCLEX-PN or NCLEX-RN licensure examination. The graduate must pass the exam to qualify for employment as a licensed practical or registered nurse.

To be eligible for licensure by examination in the state of Florida, the graduate must:

- ✓ Complete an application online or submit on forms provided by the Department of Health, Florida Board of Nursing, with the following evidence that the graduate meets qualifications of the Nurse Practice Act:
- ✓ A notice of graduation or of completion of requirements for graduation from an approved PN or ASN program in Florida. Upon successful graduation or completion of requirements for graduation, this will be provided by Hope College.
- ✓ Proof of the graduate's ability to communicate in the English language. This proof is provided by virtue of the student's graduation from Hope College, which is an approved PN and ASN program.
- ✓ Offense-related submissions, if applicable. If an individual has been convicted of any offense other than minor traffic violation, then he or she or they must submit arrest and court records stating the nature of the offense and final disposition of the case so that a determination can be made by the Florida Board of Nursing whether the offense is related to the practice of nursing or the ability to practice nursing. Any convicted felons must submit proof of restoration of civil rights, or they are ineligible for licensure.
- ✓ Change-related information. An individual must inform the Florida Board of Nursing, in writing, of any change in the information provided on the individual's license application if a change occurs prior to licensure.

An individual may practice as a "graduate practical nurse" or "graduate nurse" if he or she or they have:

- Submitted the required application and fee to the Department of Health, Florida Board of Nursing, for the licensing examination.
- Provided evidence from the Department of Health, Florida Board of Nursing to her or his or their employer that the individual is eligible to write, or have written, the examination and that they are eligible to practice nursing as a "graduate practical nurse" or "graduate nurse."
- As a "graduate practical nurse" or "graduate nurse," the individual may only practice under the direct supervision of a registered professional nurse.
- If the individual fails the first or any subsequent examination, he or she or they will be unable to practice as a "graduate practical nurse" or "graduate nurse" again until the individual passes the licensing examination.
- In the event that the individual successfully repeats and graduates from a second course of study in an approved nursing program, then that individual may be granted "graduate practical nursing" or "graduate nurse" status when reapplying to take the licensure examination.
- The individual will be taking the National Council Licensure Examination for practical nurses or registered nurses as applicable. That exam is a computer adaptive test that is scored on a pass/fail basis.
- In the event an individual does not pass that examination, then he or she may retake the examination. The individual will need to reapply and pay the reexamination fee.
- If an individual fails the examination, he or she or they may request review by payment of the applicable fee to the National Council of State Boards of Nursing, Inc.
- The individual may also have his or her or their examination hand-scored by the testing service for purposes of verification, upon written request, and can make payment of the required fee to the National Council of

State Boards of Nursing, Inc. Hope College's Nursing Department will provide information and assistance to the student regarding the application process as the time approaches for her or him or them to apply.

### **Section 1.1.6 NCLEX Examination**

Hope College's Nursing Programs are approved by the Board of Nursing in the State of Florida. Students wishing to take the NCLEX-PN or NCLEX-RN must contact the state they intend to take the examination in before enrollment. The State of Florida is now a Multi-License State. Registered Nurses and Licensed Practical Nurses who qualify for Licensure in Florida may apply for Nurse Licensure Compact "Multi-State license" which means a license issued by the Florida Department of Health to practice as a registered nurse ("RN") or a licensed practical nurse ("LPN") in all Nurse Licensure Compact states under a multi-state licensure privilege.

Florida is a member of the enhanced Nurse Licensure Compact ("eNLC"). The eNLC allows a registered nurse or licensed practical nurse licensed in a Compact state to practice across state lines in another Compact state without having to obtain a license in the other state. It is important to remember that the eNLC requires nurses to adhere to the nursing practice laws and rules of the state in which he/she practices under his/her Compact license. If a nurse moves from one state to another and establishes residency, the nurse must apply for licensure in that state. Please visit the National Council of State Boards of Nursing ("NCSBN") website, which is [www.ncsbn.org](http://www.ncsbn.org), for a list of states that have implemented the Compact. If a party state issues a temporary permit or temporary license to an endorsee, that permit, or license shall confer the same rights and privileges of nursing practice as does the permanent license among party states. Each individual and her or his or their employer must verify licensure directly from the state issuing the temporary permit/license. For more information provided by the National Council of State Boards of Nursing about the eNLC, please visit this website: <https://www.ncsbn.org/94.htm>.

#### eNLC States:

\*eNLC states include the following states: Alabama, Arizona, Arkansas, Colorado, Delaware, Florida, Georgia, Guam, Idaho, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Virgin Islands, Washington, West Virginia, Wisconsin, and Wyoming. Please see a list of Compact States at this webpage link:

<https://www.ncsbn.org/memberstates080918.pdf><https://www.ncsbn.org/nlcmemberstates.pdf> (last visited on September 21, 2024).

### **Section 1.1.7 Background and Licensing Information**

Some state professional standards prohibit the issuing of a nursing license to a convicted felon. In addition, healthcare facilities routinely refuse to allow convicted felons into the clinical setting to obtain a clinical experience. As a result, Hope College requires applicants who have been convicted of a felony, misdemeanor, or any criminal act to disclose this information as a mandatory step in the application process. Hope College reserves the right to deny admission to any applicant who has a criminal record and

may revoke acceptance of a student who does not fully disclose the nature or extent of any felonies, misdemeanors, or criminal convictions. In addition, conviction of a felony, misdemeanor, or other criminal act while enrolled with Hope College may prevent the student from being able to complete their program.

### **Section 1.1.8 Important NCLEX Disclosure Statement**

Upon the completion of the Associate of Science in Nursing (“ASN”) and Practical Nursing (“PN”) programs, students are required to pass the NCLEX to become a Registered Nurse or Licensed Practical Nurse.

**Hope College does not offer the NCLEX examination.**

The NCLEX examinations are administered by the Florida Board of Nursing using Pearson VUE testing Centers. Clearance to sit for the NCLEX examination will take additional time and is conducted by the Florida Board of Nursing.

The Florida Department of Health and Florida Board of Nursing shall refuse to renew a license, issue a license, and shall refuse to admit a candidate for examination if the applicant:

1. Has been convicted, plead guilty, or no contest, regardless of adjudication, to a felony violation of fraud, including, but not limited to, the following types of fraud: (a) Medicaid or Medicare fraud (state or federal); (b) Welfare fraud; (c) Government or social economic assistance program fraud; (d) False pretenses or other fraud.
2. Has committed any of the following:
  - Drug abuse prevention or control (state or federal) unless the sentence and any probation or pleas ended more than 15 years prior to application;
  - Terminated for cause from Florida Medi-Cal Program (unless the applicant has been in good standing for the most recent 5 years); or
  - Terminated for cause by any other State Medicaid Program or the Medicare Program (unless the termination was at least 20 years prior to the date of the application and the applicant has been in good standing with the program for the most recent 5 years).

### **Section 1.2 General Admissions Requirements**

To be considered for admissions into a program of study, an applicant must do the following:

1. Complete the Application online,
2. As part of the admission process, students are required to present proof of the state in which they reside by presenting a state driver’s license or equivalent state ID.
3. Provide proof of high school completion or equivalent; See page 27-29 for details.
4. Interview with an Admissions Representative,
5. Provide proof of age (applicant must be seventeen or older to start the program);
6. Demonstrate ability to meet program-specific requirements,
7. Pass a background check; and



8. Complete the necessary entrance test for the program of study (if applicable). See page 26-27 for details.

The Office of the Registrar will evaluate home-schooled applicants to determine if the high school education for the applicant meets our proof of graduation requirement. Please contact the Office of Admissions for information about the required documentation. Once the Office of the Registrar evaluates home-schooled student documentation, the applicant will be notified whether he or she or they may proceed with the admissions process. Applicants may also proceed with the admissions process by earning a GED diploma.

### **Section 1.2.1 Recruitment Practices**

Hope College ensures that its recruitment practices are consistent with acceptable industry recruiting practices. Hope College does not apply pressure tactics to encourage students to enroll nor does Hope College engage in or allow its staff to engage in other banned recruiting practices. Consistent with the requirements of the Gainful Employment regulations under Title IV, Hope College does not provide incentive compensation to recruitment personnel. Recruiters are paid a fixed amount determined annually and student outcomes are considered in evaluating recruitment personnel.

### **Section 1.2.2 Legal Issues**

Some state professional standards prohibit the issuing of a nursing license to a convicted felon. In addition, healthcare facilities routinely refuse to allow convicted felons into the clinical setting to obtain a clinical experience. As a result, Hope College requires applicants who have been convicted of a felony, misdemeanor, or any criminal act to disclose this information as a mandatory step in the application process.

### **Section 1.2.3 Criminal Background Screening Policy**

Hope College believes that the enrollment of qualified students contributes to the overall success of the education process. Background screens and reference checks serve as important parts of the enrollment process at Hope College. These types of information are collected as a means of obtaining additional applicant-related information that helps determine their overall qualifications, ensuring the protection of the current people, property, and information of Hope College.

Hope College conducts background screens and reference checks on every student applicant. Hope College reserves the right to deny admission to any applicant who has a criminal record and may revoke acceptance of a student who does not fully disclose the nature or extent of any felonies, misdemeanors, or criminal convictions. This background checks process is conducted to verify the accuracy of the information provided by the applicant.

The following verifications may be conducted:

1. Social Security Number Verification,
2. Criminal Convictions (applicable state and/or county records),

3. Sexual Offender and Predator Registry,
4. Applicable State Medicaid Exclusion List,
5. GSA List of Parties Excluded from Federal Programs,
6. OIG List of Excluded Individuals.

Applicants who have been convicted of committing or attempting to commit one or more of the following offenses will not be eligible for enrollment at Hope College. The applicant will not be admitted to Hope College if the criminal history report indicates a conviction of either a felony classification or misdemeanor within the past seven years unless there are mitigating circumstances.

1. Murder, homicide, manslaughter, or concealment of a homicidal death,
2. Kidnapping, child abduction, criminal child enticement, or contributing to the delinquency of a minor,
3. Unlawful restraint or forcible detention,
4. Felonious or aggravated assault, menacing, battery or infliction of great bodily harm,
5. Sexual assault/battery, sexual abuse or unlawful sexual behavior,
6. Abuse, abandonment, criminal neglect or financial exploitation of or indecency with a child, elderly or disabled person,
7. Theft, robbery or burglary,
8. Aiding suicide,
9. Criminal trespass,
10. Arson,
11. Misappropriation of fiduciary property or property of a financial institution,
12. Securing execution of a document by deception,
13. Unlawful possession or use of weapons or aggravated discharge of a firearm,
14. Felony conviction for manufacture, delivery, possession or trafficking possession of controlled substance(s),
15. A conviction under the laws of another state, federal law, or the Uniform Code of Military

Justice (“UCMJ”) for an offense containing elements that are substantially similar to the elements of an offense listed above.

All background screens and reference checks are conducted in compliance with all federal and state statutes, such as the Fair Credit Reporting Act (“FCRA”), as applicable. Students who experience any break in service, or who begin a new program of study, will be subject to an additional background screening, at the student’s expense, upon reentry to Hope College.

### **Section 1.2.4 Required Entrance Examinations**

All applicants enrolling in the Associate of Science in Nursing (“ASN”) and Practical Nursing (“PN”) program must take and pass the college standardized entrance pre-admission exam (“PAX”). Questions in it are designed to test the basic academic skills a nursing student will need to perform in class in the following areas: reading, Math, Science, and English and Language Usage. Students are only allowed to

take the examination for a maximum of two attempts. If the student fails the two attempts for that examination, the student will need to wait for 90 days before they can retake the examination. In the case of a student that drops from a program and subsequently returns to the same or different program within five years, the re-entering student may be required to retest in order to meet the current minimum testing requirements.

*Table 1.1 Entrance Exam Composite Score Requirements for the PAX Test*

<b>Entrance Exam Minimum Composite Score Rates for the PAX Test</b>		
<b>Program</b>	<b>Credential</b>	<b>Composite Score</b>
Practical Nursing	Diploma	70
Nursing	Associates of Science	70
Nursing	RN-BSN	N/A

*Table 1.2: Entrance Exam Examination Content*

<b>Math</b>	<b>Reading</b>	<b>Science</b>	<b>English and Language Usage</b>
Numbers, Algebra Fractions, Square Roots, Measurement, Data, Commas, Estimation Sequences, and Division	Key ideas, details, craft, structure, and integration of knowledge and ideas	Human anatomy and physiology, Life and physical sciences, and Scientific reasoning	Conventions of standard English, Knowledge of language, and Vocabulary acquisition

### **Section 1.2.5 Testing Requirements**

The Nursing Entrance is the official entrance examination for the Practical Nursing (“PN”) and Associate of Science in Nursing (“ASN”) programs at Hope College. Applicants may be granted acceptance into Hope College as determined by Hope College based upon entrance test scores on Pax examinations delivered by another institution. PAX-PN/RN admission test scores must have been earned within the last 6 months.

Applicants seeking to transfer nursing credits as advanced placement must prove competency by achieving a minimum score of 80% in the comprehensive course-specific content examinations, which can be attempted once only. Applicants entering the RN to BSN program must have an Associate of Science in Nursing with a 2.5 GPA or higher and a valid Registered Nursing License to qualify. Any individual wishing to retake the nursing entrance examination may take it up to two times within a 12-month period.

Table 1.3: Testing Requirements

Requirements	Practical (RESIDENTIAL)	Nursing (Associate of Science in Nursing Nursing/HYBRID (RESIDENTIAL))	Nursing (Associate of Science in Nursing (HYBRID))	RN BSN (Bachelor’s in Nursing) DISTANCE EDUCATION HYBRID
PAX-Entrance Exam	70	70	70	N/A
Earned Degree/Diploma/Certificate		GPA of 2.0 or better on a 4.0 scale and a “C” or better to transfer.	An earned associate degree or diploma in nursing from an accredited registered nursing (“RN”) program or institution.	
GPA		2.0 or better on a 4.0 scale.	2.0 or better on a 4.0 scale from a Diploma or Associate of Science in Nursing	

### Section 1.2.6 Other Requirements

Applicants who have a misdemeanor conviction should be aware that they may not meet applicable licensure or certification requirements and may not be able to secure employment in the field. Certain misdemeanor convictions may prevent a student from successfully completing the desired program due to the inability to place students on externship or clinical sites; therefore, in these instances, Hope College reserves the right to deny admission.

1. A criminal record will jeopardize a student’s ability to complete the program requirements, achieve required licensure, and eligibility for employment. Thus, Hope College does not accept applicants who have been convicted of a felony.
2. All applicants **must** possess a high school diploma or a recognized equivalent (such as a GED) prior to his/her start date or possess a degree.
3. A physical copy of a high school diploma or a recognized equivalent must be verified and on file with Hope College prior to the applicant’s scheduled start date, as documented on the enrollment agreement. Evidence of high school graduation or its equivalent must include the applicant’s name and graduation date as well as the name and location of the high school attended including, city, state and graduation year. Where necessary, Hope College will evaluate the validity of a high school diploma and verify that the high school or program was approved by the applicable governing or state authority, if approval is required by applicable law.
4. An applicant who graduated from high school outside of the United States must submit a certified copy of his/her secondary school transcript and/or diploma. It must be translated into English and determined to be equivalent to a U.S. high school diploma upon evaluation by an agency approved by the National Association of Credential Evaluation Services, Inc. (“NACES”) or Association of International Credential Evaluators, Inc. (“AICE”). Please note that some agencies have more specific requirements and accept only original documentation sent directly from the educational institution.

5. An applicant who graduated from high school in a home school setting must provide documentation signed by the applicant's parent or guardian that lists the secondary school courses completed by the applicant and that certifies the successful completion of secondary school education in a home school setting. Such documentation must include all information that Hope College requires on a high school diploma, in addition to the parent or guardian's signed attestation that the home school was approved by the applicable governing or state authority, if approval is required by applicable law. If the state where the homeschooled applicant requires by law that homeschooled students obtain a secondary school completion credential (other than a high school diploma or its recognized equivalent), the applicant must submit a copy of that credential. Hope College does not accept applicants who are beyond the age of compulsory and are non-high school graduates (ability-to-benefit students).

### **Section 1.2.7 Evaluation Process: Eligibility for Federal Title IV Funds**

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

#### Definition of Equivalency

Equivalency shall be defined as a verifiable proof of state-issued GED or another state-issued equivalency test.

#### Acceptable Proof of Education will include the following documents.

- High School transcript displaying school name, student name, school location, and student's date of graduation.
- Copy of student's original high school diploma displaying school name, student name, school location, and student's date of graduation.
- State-issued GED record displaying the student's name and date of completion. Other state issued equivalency record.

#### Acceptable Proof of Home School Documentation

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

### Identifying State Approved Schools

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

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

### Foreign Transcripts

All foreign transcripts must be evaluated by a member of the National Association of Credential Evaluation Services ("NACES") (<http://naces.org/members>) or the Association of International Credential Evaluators, Inc. ("AICE") (<https://aice-eval.org/>). The agency must attest to the equivalency of the foreign education. If the education is not found to be equivalent to a U.S. high school diploma, then it will not be accepted.

Should the Registrar be unable to verify a student's education or unable to determine that the student's education does not meet the requirements, then the student's enrollment will be cancelled. (See cancel/active policy).

### Additional Requirements

Applicants enrolling in nursing programs must submit two letters of recommendation. Hope College encourages all individuals to further their educational interest. Hope College is committed to a policy of equal opportunity in student admissions, student financial assistance, and student policies and procedures. Thus, Hope College is committed to a policy of nondiscrimination on the basis of age, race, sex, color, religious belief, religion, creed, national and ethnic origin, ancestry, sexual orientation, medical condition, pregnancy, marital status, veteran status, handicap, or disability in the employment or educational programs or activities of Hope College. The Admissions Department accepts applications based on requirements set forth by the Board of Education and the Florida Board of Nursing.

## **Section 1.2.8 Application Process**

### Practical Nursing and Associate of Science Programs

- ◆ Contact the Admissions Department via telephone, walk in, or email for an appointment.
- ◆ Complete a Hope College Admissions Application.
- ◆ Submit two letters of recommendation.
- ◆ All applicants must provide one of the following:
  - Standard high school diploma

- ◆ To ensure education is equivalent to the U.S.
  1. Student applicants need to use a credential evaluation service of an agency that has National Association of Credential Evaluation Services (“NACES”) published standards for membership, affiliations to U.S.-based international higher education associations, and is frequently linked to and used by federal agencies, state agencies, educational institutions, and employers (e.g., NACES, and AICE). <http://www.naces.org/members.html> (Note: language from [www.ed.gov/international/unsei/edlite-index.html](http://www.ed.gov/international/unsei/edlite-index.html)).
  2. Evaluation and translation of the transcript will be at the expense of the applicant.
- General Education Diploma (GED)
- A home school education graduate who completed the requirement in accordance with Florida and other states’ statutes.
  - ◆ Students with prior college experience will be required to submit an official transcript for each college attended to receive transfer credits.
  - ◆ All applicants must provide a government issued driver’s license or photo identification card (“ID”).
  - ◆ All applicants must provide proof of United States’ citizenship or residency status. Acceptable forms of identification are as follows:
    - If a United States citizen, proof as follows:
      - ◆ Original or certified copy of the student’s birth certificate;
      - ◆ A valid, unexpired US passport;
      - ◆ Certificate of Naturalization issued by the Department of Highway Safety and Motor Vehicles (“DHSMV”); and
      - ◆ Voter’s registration card.
    - Non-US citizens must provide one document (original or certified copy) to establish identity. Examples are as follows:
      - ◆ A valid, unexpired Permanent Resident Card (“I-551”);
      - ◆ A valid passport for non-immigrants;
      - ◆ Department of Homeland Security (“DHS”) document (showing proof of lawful presence)
        1. All applicants enrolling in nursing programs are required to complete a Florida Department of Law Enforcement (“FDLE”) Level II background check as required by the Florida Legislature. For further information, individuals may consult Florida Statutes sections 456.013(3)(a), 456.039(1), 456.072(2), 464.018, and other laws that govern the health care profession in which you are enrolled.
        2. Students are verbally notified and in writing regarding disqualifying factors, such as certain felony convictions, that might make the student ineligible to sit for the credentialing exam.
        3. Entrance Exam Minimum Score Requirement: PAX 70, Assessment exam at another institution
        4. within the past 6 months of enrolment, applicants may submit proof of documentation to the Admission Representative.

- ◆ Contact the Admissions Department via telephone, walk in, or email for an appointment.
- ◆ Complete a Hope College Admissions Application and return it by the published deadline.
- ◆ Submit two letters of recommendation.
- ◆ All applicants must provide:
  - Proof of graduation from a state board of nursing-approved program.
  - Proof of an active and unencumbered RN license, which requires 2.5 cumulative GPA from an accredited ASN or Diploma Nurse program. A grade of C or above is required for all general education and B- for transferred-related nursing coursework.
  - A government issued driver's license or photo identification card ("ID").
  - Proof of United States' citizenship or residency status. Acceptable forms of identification are as follows:
    - ◆ If an applicant is a United States citizen, he or she or they must provide proof of:
      1. Original or certified copy of the student's birth certificate,
      2. A valid, unexpired US passport,
      3. Certificate of Naturalization issued by the DHSMV,
      4. Voter's registration card.
    - ◆ If an applicant is not a U.S. citizen, he or she or they must provide one document (original or certified copy) to establish identity. Examples are as follows:
      1. A valid, unexpired Permanent Resident Card (I-551),
      2. A valid passport for non-immigrants,
      3. Department of Homeland Security ("DHS") document (showing proof of lawful presence).
  - ◆ All applicants enrolling in nursing programs are required to complete a Florida Department of Law Enforcement (FDLE) Level II background check as required by the Florida Legislature. For further information, individuals may consult Florida Statute sections 456.013 (3)(a), 456.039(1), 456.072(2), 464.018, and other laws that govern the health care profession in which an individual is enrolled.
  - ◆ Students are also verbally notified and in writing regarding disqualifying factors, such as certain felony convictions, that might make the student ineligible to sit for the credentialing exam.

## **Section 1.3.0 Transfer of Credit Policies**

### Acceptance of Credits

The acceptance of any credits earned at another institution is at the discretion of Hope College. Science courses are generally not transferable. It is the student's responsibility to confirm whether or not another institution of the student's choice will accept credits. Applicants requesting transfer credit consideration from previous courses taken outside of Hope College of Arts and Sciences must initially provide an unofficial transcript to be reviewed and develop their plan of study based on applicable transfer credits. Their official transcript from the awarding institution must be received and processed by the end of the semester of admission or their transfer credits will not be awarded. Transfer credit from other institutions will be counted toward the program completion rate but will not be factored into the grade point average. One copy of the evaluation is sent to the student; a second copy is kept in the student's file. Only courses listed in the curriculum plan may be transferred to **ALL** prelicensure programs.



Table 1.4: List of Transferable Courses

<b>Table 1.1 List of Transferable Courses</b>			
<b>Courses Transferable to Nursing - ASN Program</b>			
SLS 1001	Introduction to College Learning	0 semester credit	CR
CIS 1001	Computer Basics	0 semester credit	CR
ENC 1100	English Composition I	3 semester credits	CR
PSY 1106	Psychology	3 semester credits	CR
MATH 1118	College Algebra	3 semester credits	CR
NUR1080C	Fundamentals of Nursing Clinical	4 semester credits	EC
NUR 2010C	Medical Surgical I Nursing Clinical	4 semester credits	EC
<b>Special Consideration for the Nursing Courses</b>			
NUR1150	Math and Pharmacology	3 semester credits	CR
NUR1080	Fundamentals of Nursing / Lab / Clinical	10 semester credits	CR
NUR 2000	Fundamental Transition to Professional Nursing / Lab	6 semester credits	CR
NUR 2050	Mental Health Nursing / Clinical	8 semester credits	CR
NUR 2020	Pediatric Nursing / Clinical	4 semester credits	CR
NUR 2030	Maternity & Newborn Nursing / Clinical	4 semester credit	CR
<b>Special Considerations for Transfer of Credits – Nursing Courses</b>			
Applicants seeking to transfer nursing credits as advanced placement for the above classes must prove competency by achieving a minimum score of 80% in the comprehensive course-specific content examinations, which can be attempted once only.			
<b>Courses Transferable to RN to BSN Program</b>			
<b>Any of the courses from the RN-BSN program</b>			
<p><b>Those courses that are accepted as transfer credit are displayed on the students Hope College transcript with a “CR” and</b> are not calculated into the student’s GPA. At a minimum all transfer credits must meet the same content, rubric and credit criteria as the corresponding Hope College course and come from an institution accredited by an agency recognized by either the Council for Higher Education Accreditation (“CHEA”) or the United States Department of Education (“USDE”). The information recorded on the transfer credit evaluation becomes part of the student’s permanent record. If a student applies to an academic program that has special admission requirements, or if a student is attempting to register for a class in which the transfer course would be considered a prerequisite, then official transcripts must be on hand and evaluated before the student may register for the class and/or program at Hope College.</p>			

Hope College Transfer Credit Policy (Transfer of Credits to Hope College from Other Institution) Hope College’s Transfer Credit Policy recognizes both traditional college credit and nontraditional learning. When evaluating and determining if transfer credit should be awarded, Hope College considers the following criteria:

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

*Credits will only be considered for transfer through evaluation of an official transcript sent by the original institution where the credit was earned.* The official transcript from the awarding institution must be received and processed by the end of the semester of admission or their transfer credits will not be awarded.

Transcripts from Foreign Schools

Transcripts from foreign schools must be reviewed by a National Association of Credential Evaluation Services (“NACES”) or Association of International Credential Evaluators, Inc. (“AICE”) approved evaluating agency. Prospective students may visit <https://www.naces.org/members> for a list of approved NACES members. The official transcript evaluation must be submitted directly to the Office of the Registrar of Hope College.

Residency Requirements

At least 52% of credit hours for the Associate Degree programs must be earned at Hope College, including didactic and clinical education. All clock hours for the PN program must be earned at the College.

At least 25% of credit hours for the Bachelor of Science program must be earned at Hope College.

Maximum Transfer Credits Accepted

The maximum number of transferred credits allowable for the degree programs at Hope College is listed below unless otherwise approved by administration of Hope College.

*Table 1.5: Maximum transfer credits accepted*

<b>Program</b>	<b>Degree/Diploma</b>	<b>Program Options</b>	<b>Maximum Transfer Clock/Credit hour and/or Experiential Credits Accepted</b>	
Nursing	Practical Nursing Diploma	N/A	0	Clock Hour
Nursing	Associate of Science in Nursing	ASN	37	Credit Hour
Nursing	Associate of Science in Nursing	LPN-ASN	37	Credit Hour

Nursing	RN-BSN	N/A	54	Credit Hour
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\* Special Considerations for Transfer of Credits must be approved by the Dean of Nursing of Hope College

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

If a student has completed core nursing courses at another accredited school of nursing and would like to receive transfer credits, a comprehensive course-specific content examination may be attempted once. Each course-specific content examination is assessed for a fee of \$175. Transfer credit will be awarded if the student achieves a minimum benchmark of 80%.

The student should request to take the exam through the Admissions Department of Hope College. The Admissions representative there will meet with the Registrar to verify if the prospect/student is a candidate to have these credits transferred. **The policy regarding maximum transfer credits accepted will still be in effect.** The Registrar will notify the Chief Academic Officer to set up the test(s) that are approved.

*Table 1.6: Nursing courses for which the student may request to test*

Math and Pharmacology (Lecture)	3 Credits
Fundamentals of Nursing (Lecture)	5 Credits
Pediatric Nursing (Lecture)	2 Credits
Maternity and Newborn Nursing (Lecture)	2 Credits
Mental Health Nursing (Lecture)	3 Credits

### Transfer to Other Institutions

If a student is interested in, or wishes to, transfer to another college separate and apart from Hope College, then that student should check with the college that the student wishes to, or is interested in, transferring into from Hope College. Decisions to accept credits from another educational institution rest entirely with each receiving institution. Prospective students at Hope College should consider this fact if they plan to continue their educational studies and desire to obtain credit for course work completed at Hope College. Students are responsible to confirm whether or not credits earned and awarded from Hope College will be accepted by another institution of their choice.

### **Section 1.3.1 Rejection Policy**

An applicant rejected by Hope College will be refunded any prepaid tuition. Hope College will return all fees excluding fees for completed testing, completed background checks, and completed transcripts reviews.

**Hope College reserves the right to:**

- ◆ **Deny admission to an otherwise qualified applicant,**
- ◆ **Deny or revoke admission based on an adverse background, positive drug screen results, failure to follow conduct requirements or if the student is no longer able to meet academic requirements of the program (refunds will be issued based on the Refund Policy),**

- ◆ **Defer qualified applicants to future start dates.**

### **Section 1.3.2 Readmission Policy**

A former student may apply for readmission by submitting the “Request for Readmission” form to the campus Registrar/Student Services. Applying for readmission does not guarantee reentry. Students must be able to demonstrate that the previous reason(s) for dismissal or withdrawal have been resolved and that they possess the ability to succeed in their program of choice. Re-admission after dismissal will not be considered for any reason other than academic dismissal. In addition to meeting general and program specific admission requirements, students seeking reentry must additionally meet the following reentry requirements:

1. Complete and submit a reentry application. Along with this reentry application, the student must submit a detailed letter explaining why they withdrew and/or why they feel they have the ability succeed if readmitted. Included with this letter, where applicable, should be verifiable supporting documentation of the student’s claim and/or demonstrating how the previous circumstances have been resolved. In addition, the student will need to submit a reasonable, realistic, and specific plan for meeting the academic requirements of the program for which they are seeking reentry. Students are encouraged to meet with student services should they need assistance in developing such a plan.
2. Arrange for a meeting or communication with the bursar’s office for payment of all applicable fees and tuition associated with reentry.
3. Students seeking reentry will need to meet general entry requirements; as such students may be required to complete reentry testing, background checks, vaccination, and physical results, etc. associated with general entry requirements. Students are encouraged to speak with their admission representative for further information regarding general entry requirements specific to them.
4. A student may be re-admitted to, Hope College only one time following academic dismissal or a “withdrew failing” recorded on the Hope College transcript. If a student is not able to complete the program in 36 months from the date of initial admission, then the student will be re-evaluated on an individual basis.
5. It is recommended that no more than six months elapse between dismissal from, and re-admission to Hope College. To be considered for re-admission to Hope College, the applicant must timely perform all the following activities: (1) submit an application for re-admission prior to the date course begins at Hope College; (2) complete payment of the re-admission’s registration fee of \$75.00 with application form; and (3) sign a new enrollment agreement.
6. If the student returns within two (2) academic semesters of their dismissal or withdrawal from the College, they will receive academic credit for all course previously and successfully completed at the College.

A student must pay all outstanding tuition due to the College at the time of his or her dismissal or withdrawal from the College.

Students must reapply for Financial Aid, if applicable.

A student returning from a withdrawal status after two (2) academic semesters must reapply for admission and, upon acceptance, and must restart the program from the beginning with all appropriate fees.

The completed forms and supporting documentation will be reviewed by the Admissions/Faculty Committee of Hope College who will make a recommendation to the Hope College administrator. The Hope College administrator's decision will be final. The student will be notified of the Hope College administrator's decision in writing within ten business days of the Hope College Admissions/Faculty Committee's meeting. For more information, please refer to the Satisfactory Academic Progress ("SAP") section of the Catalog.

## **SECTION 2. TUITION INFORMATION**



## Section 2.1.0 Finance Department

### Finance Department

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

- The tuition program cost for Nursing (Associate of Science in Nursing), for all core nursing courses, is \$355 per credit hour.
- Associate Degree program, pre-nursing courses are an additional cost per credit hour of \$355 and may be transferred from an accredited school.
- The tuition program cost for RN-BSN program (Bachelor of Science in Nursing), for all core nursing courses, is \$400 per credit hour.
- Tuition is \$10 per clock hour for the Practical Nursing Diploma Program.
- Laboratory costs and books costs are subject to change and are listed in the fee schedule section of the Catalog.
- Uniform costs and other additional fees are listed in the program outlines section of the Catalog.

### Section 2.1.1 Schedule of Tuition and Fees

The following is the schedule of the maximum tuition and fees to be incurred for completion of a program, assuming the student does not fail required courses.

*Table 2.1: PRACTICAL NURSING (PN) TUITION & FEES*

<b>TUITION &amp; FEE SCHEDULE</b>	
Tuition	\$13,500.00
Digital Resources of Nursing Contents (included in tuition)	\$1,775.00
<b>Total Tuition Cost</b>	<b>\$15,275.00</b>
<b>FEES, ENTRANCE EXAMS, AND UNIFORMS (not included in tuition)</b>	
NLN PAX Entrance Exam	\$100.00
College Registration Fee (non-refundable)	\$150.00
FDLE Level II Criminal Background Check (required, payable by the student to vendor)	\$65.00
Uniform - two sets provided (required, payable by the student to the college)	\$66.34
Computer Lab Fee (required, non-refundable, used for: maintenance, replacement, etc., payable by the student to the college)	\$75.00

Technology Fee (required, used for: utilities, wi-fi service, software, etc., payable by the student to the college)	\$300.00
Total	\$756.34
Total Program Cost (total tuition, plus required fees)	<b>\$16,031.34</b>
<b>ADDITIONAL COSTS ASSOCIATED WITH THE PROGRAM</b>	
Additional Uniform (optional, priced per-set, purchased through the college, payable by student to the college)	\$33.17
Ten-Panel Urinalysis for Drug Screening (required, varies based on vendor, payable by student to the vendor)	\$35.00
Exit Exam (Per exam/retakes, payable to the college)	\$100.00
Graduation Fee (optional, payable by the student to the college for participation in commencement activities)	\$450.00
Travel Cost (student specific, price varies, payable by student to vendor) up to	\$2,500.00
Florida Board of Nursing Application Fee (required for licensure, payable by student to vendor)	\$110.00
Pearson Vue Testing Center Fee (required for licensure, payable by student to vendor)	\$200.00
Kaplan Live Review	\$ 470.00
Re-take Exit Exam Fees	\$100.00
Estimated textbooks if student wants Hardcopy	\$ 2500.00
Total Proctoring Fees across courses (on Demand Fees included)	\$1710.00
Immunization and Vaccines (required, price varies, payable by student to vendor)	\$500.00
Nursing Starter Kit (required, price varies, payable by student to vendor)	\$125.00
ACEMAPP Clinical Resource (applies only to clinical participants that requires ACEMAPP)	\$100.00
Total	\$8,933.17
*Additional fee may apply for students not testing at the institution for proctoring – (Fees may vary)	
*Estimated costs may vary based on program. No transfer credits Please refer to your admission packet for additional information.	<b>\$24, 964.51</b>

Table 2.2: ASSOCIATE OF SCIENCE IN NURSING TUITION & FEES

<b>TUITION &amp; FEE SCHEDULE</b>	
Tuition	\$27,335.00
Digital Resources of Nursing Contents (included in tuition)	\$2,700.00
<b>Total Tuition Cost</b>	<b>\$30,035.00</b>
<b>FEES, ENTRANCE EXAMS, AND UNIFORMS (not included in tuition)</b>	
NLN PAX Entrance Exam	\$100.00
Registration Fee (non-refundable)	\$150.00
FDLE Level II Criminal Background Check (required, payable by the student to vendor)	\$65.00
Uniform - two sets provided (required, payable by the student to the college)	\$66.34



Computer Lab Fee (required, non-refundable, used for: maintenance, replacement, etc., payable by the student to the college)	\$75.00
Technology Fee (required, used for: utilities, wi-fi service, software, etc., payable by the student to the college)	\$300.00
Total	\$756.34
Total Program Cost (total tuition, plus required fees)	<b>\$30,791.34</b>
<b>ADDITIONAL COSTS ASSOCIATED WITH THE PROGRAM</b>	
Additional Uniform (optional, priced per-set, purchased through the college, payable by student to the college)	\$33.17
Ten-Panel Urinalysis for Drug Screening (required, varies based on vendor, payable by student to the vendor)	\$35.00
Exit Exam (Per exam/retakes, payable to the college)	\$100.00
Test Out Exam fee/per exam	\$150.00
Graduation Fee (optional, payable by the student to the college for participation in commencement activities)	\$450.00
Florida Board of Nursing Application Fee (required for licensure, payable by student to vendor)	\$110.00
Pearson Vue Testing Center Fee (required for licensure, payable by student to vendor)	\$200.00
Textbooks General Education (required, varies based on vendor)	\$500.00
Estimated textbooks if student wants Hardcopy	\$ 4200.00
Kaplan Live Review	\$470.00
Total Proctoring Fees across courses (on Demand Fees included)	\$1710.00
Travel Expenses (student specific, price varies, payable by student to vendor) up to:	\$2,500.00
Immunization and Vaccines (required, price varies, payable by student to vendor)	\$500.00
Nursing Starter Kit (required, price varies, payable by student to vendor)	\$125.00
ACEMAPP Clinical Resource (applies only to clinical participants that requires ACEMAPP)	\$100.00
Total	<b>\$11,183.17</b>
*Additional fee may apply for students not testing at the institution for proctoring – (Fees may vary)	
*Estimated costs may vary based on potential transfer credits. Please refer to your admission packet for additional information.	<b>\$41,974.51</b>

Table 2.3: RN-BSN NURSING TUITION & FEES

<b>TUITION &amp; FEE SCHEDULE</b>	
Tuition	\$26,400.00
Digital Resources of Nursing Contents (included in tuition)	\$1,500.00
<b>Total Tuition Cost</b>	<b>\$27,900.00</b>
<b>FEES, ENTRANCE EXAMS, AND UNIFORMS (not included in tuition)</b>	
College Registration Fee (non-refundable)	\$150.00
FDLE Level II Criminal Background Check (required, payable by the student to vendor)	\$65.00

Uniform - two sets provided (required, payable by the student to the college)	\$66.34
Computer Lab Fee (required, non-refundable, used for: maintenance, replacement, etc., payable by the student to the college)	\$75.00
Technology Fee (required, used for: utilities, wi-fi service, software, etc., payable by the student to the college)	\$300.00
Total	\$656.34
Total Program Cost (total tuition, plus required fees)	<b>\$28,556.34</b>
<b>ADDITIONAL COSTS ASSOCIATED WITH THE PROGRAM</b>	
Additional Uniform (optional, priced per-set, purchased through the college, payable by student to the college)	\$33.17
Ten-Panel Urinalysis for Drug Screening (required, varies based on vendor, payable by student to the vendor)	35.00
Graduation Fee (optional, payable by the student to the college for participation in commencement activities)	\$450.00
Travel Expenses (student specific, price varies, payable by student to vendor) up to:	\$2,500.00
Immunization and Vaccines (required, price varies, payable by student to vendor)	\$500.00
ACEMAPP Clinical Resource (applies only to clinical participants that requires ACEMAPP)	\$100.00
Total	\$3,618.17
*Additional fee may apply for students not testing at the institution for proctoring – (Fees may vary)	
*Estimated costs may vary based on potential transfer credits. Please refer to your admission packet for additional information.	<b>\$32,174.51</b>

<b>Late Fees, Course Re-take fees, and other fees</b>	
Financing Contract	\$0.00 contract fee for students utilizing the campus's in-house payment plan
Clinical Make up Fee	Make up clinical fees (students who miss clinical shift must pay fees to make the clinical hours) <b>\$45 per hour</b>
Course Retake Fees	Students will be charged tuition by credit/clock hour per course, as expressed on their enrollment agreement, for course retakes.
Tuition Late Fee	Students on a payment plan who do not pay on schedule (within 3 days of date scheduled) will be charged a late fee of \$50.00
Transcript Fee	Official transcript request - \$21.40 (within 3 weeks)

## Books/Resources

The recommended books and resources are set forth in the student's course syllabus. Students are responsible for purchasing their own books for each course. The costs for these books are not included as part of the tuition or fees. Hope College does not sell books. As a result, students should please plan to purchase their books from a third-party vendor. The Admissions Department of Hope College will ensure that students are aware of the books required for their first term and will also provide them with a list of books for the remaining courses. Students are encouraged to check with their instructors to verify books needed for future courses. Students are required to purchase the official school uniforms prior to the beginning of their first course.

## **Section 2.2 Payment of Accounts**

Hope College's credit, collection, and payment policies exist in order to maintain a fair, consistent, and sound professional rapport. It is important to remember the following details:

1. All tuition and fees are assessed and due when the student completes the registration. Student aid funds will be posted to the student's account to satisfy these charges. All balances due will be handled in accordance with the deferred payment plans as outlined below.
2. Some miscellaneous charges may be assessed during the semester.
3. All charges for fall, spring, and summer semesters are due before each session begins/ may be paid when student complete registration.
4. Hope College accepts all major credit cards. Personal checks will be accepted toward payments on accounts. "Insufficient funds" checks presented for payment will incur a \$30 "Insufficient funds" charge. Funds received from all student aid, state and federal grants, Tuition Assistance Program, William D. Ford Direct Loans, and scholarships will be credited to the student's account in the Finance Office. Any excess funds (credit balances) on a student's account, after all monies above have been applied, will be given to the student in accordance with guidelines established by state and federal agencies administering the funds.
5. Students who meet all the following criteria are eligible to receive refunds by the seventh day of a payment period for the purpose of obtaining books and supplies:
  - The student is eligible for a Federal Pell Grant;
  - The student has completed a financial aid file 10 days prior to the payment period and disbursed funds would create a Title IV credit balance;
  - The student has met all eligibility requirements for the funds 10 days before the beginning of the payment period;
  - The student has submitted all required documentation, and all conflicting information has been resolved; and
  - The student has met all financial aid deadlines.

### Section 2.2.1 Employer Sponsored Tuition Assistance Programs

Any student, whose employer is providing payment for tuition charges, must present written documentation on company letterhead to the Finance Office of Hope College prior to or at the time of registration to be considered for deferment. The agreement must contain the student's name, social security number, date for which the payment will be made, and the terms of the agreement. If there are any charges that the employer does not pay, such as lab fee, etc., then the student is responsible to make payment for any unqualified charges by the payment deadline. Hope College may choose not to honor any type of agreement that contains conditions that delay or preclude payment. Hope College will send an invoice to the company. If the employer does not remit payment by the due date, a finance hold will be placed on the student's account. It then becomes the student's responsibility to make payment in-full before the finance hold will be removed. It is important to present authorized documentation and provide payment of unqualified charges as per the above instructions to avoid deregistration. Please direct any additional questions on this topic to Hope College's Bursar's Office at (954) 532-9614.

### Section 2.2.2 Financing Options

Hope College manages an in-house payment plan to assist students and parents in paying their tuition. In addition there are several outside financing options available to the student. For specific forms and additional information beyond that which is presented below, please contact the Finance Office at (954) 532-9614. Hope College, at its sole and absolute discretion, reserves the right to deny this option to individuals based on past payment history.

### Section 2.2.3 Deferred Payment Plans

#### Plan 1.

Students who do not receive Financial Aid must pay fifty percent (50%) of all assessed charges prior to the beginning of classes. The remaining balance is due forty-five (45) calendar days from the day classes begin. See academic calendar in this Catalog.

#### Plan 2.

Students who have approved the financial aid as documented by the Financial Aid Office will have the financial aid applied toward the current semester charges. The student must then pay seventy-five percent (75%) of any remaining charges prior to the beginning of classes. The remaining balance is due sixty (60) calendar days from the day classes begin. See academic calendar in this Catalog.

### Section 2.2.4 Finance Charge

A finance charge is assessed with each payment plan. Finance charges are disclosed in the body of each contract. Please see the Bursars office for additional information.

### Section 2.2.5 Right to Prepay

The student has the right to prepay all or part of their payment plan obligation without an interest penalty.

#### Section 2.2.6 Non-Payment Penalty Policy

Students who fail to make the initial required payment will be dropped from classes at the end of drop/add period. Students with an overdue account from the current or previous semester will not be allowed to register for the following/next semester. Also, the request for transcripts will be denied until payment is received, and the balance of the account is zero.

#### Section 2.2.7 Policy as to the Release of Records

Student's school records may not be released if their account is not current. This includes transcripts, diplomas, grade reports, and degrees.

## SECTION 3. FINANCIAL AID INFORMATION



**COME JOIN THE HOPE  
OF TOMORROW**

FINANCIAL AID AVAILABLE FOR THOSE  
WHO QUALIFY (ASN Program Only)

**PROGRAMS OFFERED:**  
PN in 12 Months  
ASN in 24 Months  
RN to BSN in 12 Months

954-532-9614 | [www.hcas.edu](http://www.hcas.edu)

## **Section 3.1.0 Financial Aid**

Hope College participates in the full range of state and federal aid programs for its Associate of Science in Nursing program. In addition, several other financial assistance programs are offered to help students meet the cost of attending Hope College for all its programs. Financial assistance offered can be in the form of grants, employment, loans, or scholarships. The applicant's financial need, academic achievement, community and school service, and potential achievement may be considered in determining eligibility for different programs. To be eligible for federal financial aid programs, a student must complete a Free Application for Federal Student Aid ("FAFSA") at this website: <https://fafsa.gov/>.

## **Section 3.1.1 Requirements for Financial Aid Eligibility**

A student is eligible to apply for financial aid if:

1. The student is accepted in good academic standing and maintains satisfactory academic progress at Hope College,
2. The student is enrolled in an eligible program as a degree seeking student (courses not contributing to a student's degree program will be ineligible for Title IV Federal funds),
3. The student is a U.S. citizen or eligible noncitizen and has a valid social security number,
4. The student owes no refund or repayment on a previous educational grant,
5. The student is not delinquent on a student education loan; and
6. For programs based on financial need, the student has established financial eligibility through the FAFSA.

## **Section 3.1.2 Application Process**

To initiate the application process for grants, loans, and college work study, a student must complete the Free Application for Federal Student Aid (FAFSA). Hope College has a school code, which is 042517. Students may apply online at this website: <https://studentaid.gov/apply-for-aid/fafsa/filling-out>. The application period begins October 1<sup>st</sup> of each year for the following academic year. The FAFSA application may be sent any time throughout the year, but by early submission the applicant may be eligible for additional grants. Students must reapply for financial aid each academic year.

After Hope College has received the results of the FAFSA from the U.S. government, the applicant will be informed of any additional forms needed to complete the process. Students must submit all required forms to the Financial Aid Office in order to be considered for any financial aid programs. The Financial Aid Office will send each qualified student an award letter detailing the amount the student will receive in financial aid. Each student is responsible for payment of 75% of the difference between charges and financial aid by the first day of class for the fall and spring semesters.

## **Section 3.1.3 Financial Need**

A student's financial need is the basis for awarding federal and state aid. Financial need is the difference between the Cost of Attendance ("COA") and the Expected Family Contribution ("EFC"). The EFC is determined by the results of the processed FAFSA.

### **Section 3.1.4 Cost of Attendance**

The COA for nine months is an average budget calculated by the Financial Aid Office. The following direct and indirect expenses, permitted by federal regulations, are taken into consideration:

- Average tuition and fee charges for a full-time student,
- Average books and supply expenses,
- Average room and board (based on whether or not the student lives with parent(s));
- Average transportation expense to and from Hope College; and
- Reasonable miscellaneous personal expenses.

### **Section 3.1.5 Standards of Satisfactory Progress for Financial Aid**

In order to maintain financial aid eligibility, students must maintain satisfactory academic progress toward a degree. Specifically, this means that full-time students, those taking twelve or more semester hours, must successfully complete two-thirds (2/3) of those hours each semester, and meet or exceed the appropriate cumulative grade point average for their classification. The minimum cumulative grade point requirement is as follows: 2.00 or better.

Grades of F and W will not satisfy the academic progress requirements. Full-time students are limited to a maximum of twelve credits per semester of financial aid eligibility. The maximum length of eligibility is prorated proportionately for parttime students. Students enrolled for at least six semester hours, but less than twelve semester hours, must successfully complete each course attempted with the appropriate minimum academic progress. The student's cumulative academic record will be evaluated each semester. Students must complete their degree program before attempting more than 150 percent of the total credit hours required for the program.

### **Section 3.1.6 Financial Aid Warning and Probation**

If students fail to meet all criteria of the standards of satisfactory progress for financial aid, they will be placed on financial aid warning for one semester. If at the end of the semester the student earns the required grade point average and hours to be completed for this new stage of enrollment, the student will be considered to be making satisfactory progress and will be removed from warning status. However, if at the end of the warning period, the student does not fulfill all satisfactory progress criteria, financial aid will be suspended. The student will be placed on financial aid probation.

### **Section 3.1.7 Financial Aid Reinstatement**

After students have attended a semester at Hope College of Arts at **their own expense**, they may apply for financial aid reinstatement if they have met the standards of satisfactory progress for financial aid for that semester.

### **Section 3.1.8 Financial Aid Appeals**

If the student feels that there were mitigating circumstances such as illness, death or personal or family problems which caused the lack of progress, an appeal may be made by contacting the Director of Financial Aid.



### **Section 3.1.9 Return of Title IV Financial Aid Policy**

Title IV financial aid includes Federal Pell Grants, Supplemental Educational Opportunity Grants (“FSEOG”), Federal Subsidized and Unsubsidized Loans, and PLUS loans. Students earn a portion of their financial aid each day they attend class. Attendance will be taken each day of class and the student’s failure to attend could result in the reduction or revocation of the student’s financial aid.

#### Withdrawal Date

- **Official Notice:** The date the student officially notifies the Registrar of his/her/their intent to withdraw. In that circumstance, the withdrawal process begins by contacting the Registrar’s Office.
- **Unofficial Notice:** A student’s unofficial withdrawal date is the student’s last date of attendance at a documented academically related activity.

If a student enrolls for classes, but does not attend and does not officially withdraw, Hope College will assume, for Title IV financial aid purposes, the student has unofficially withdrawn. Funds may have to be returned to the U.S. Department of Education unless there is documentation to indicate that the student completed the term enrolled.

After completing 60 percent of the calendar days for the term in which they are enrolled, the federal government considers 100 percent of the aid to be earned. Students, who withdraw from all classes prior to completing 60 percent of the term, may be required to repay all or part of the Title IV financial aid they received. See the academic calendar for dates for the applicable year. 758339

Under the Federal Title IV Repayment Policy, the percentage of Title IV aid earned shall be calculated as follows:

- Number of calendar days completed up to and including the withdrawal date divided by total calendar days in the payment period, with the allowance for any scheduled breaks that are at least five (5) days long.
- The percentage of semester completed is the percentage of Title IV aid earned by the student.
- The percentage of Title IV aid unearned is 100% minus the percent earned.

If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned by the student. Loan funds are repaid in accordance with the terms of the promissory note. Any grant amount the student has to return is a grant overpayment. The student will be notified of the potential over award and will be required to make satisfactory payment arrangements with the federal government to return the funds.

If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, the student is eligible to receive a post-withdrawal disbursement of the earned aid that was not received. This may result in a credit balance for the student. Students with a credit balance will be notified by the Financial Aid Department according to the Hope College Refund policy.

When a student receives federal aid in excess of the earned aid, Hope College must return the lesser of the unearned amount of Title IV aid or the institutional charges for the term, multiplied by the percentage of

unearned aid. Hope College will return any unearned aid for which it is responsible within 45 days of the date Hope College determined the student withdrew from Hope College.

Federal regulations require Title IV aid to be refunded in the following order:

- Federal Direct Unsubsidized Loans
- Federal Direct Subsidized Loans
- Federal Direct PLUS Loans (for parents)
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (FSEOG)

Students who owe Hope College due to a Title IV Repayment may be ineligible to reenroll to Hope College. They may also be ineligible for additional Title IV federal financial aid from any other college.

Students who receive Title IV funds must contact the Financial Aid Office before withdrawal from any or all classes to determine their financial aid liability.

*Table 3.1: Refund Policy-Title IV Participants*

Refund Policy-Title IV Participants	Eligible Refund
First week of class	100%
Cancellation after attendance has begun, up to 60% completion of the semester, will result in a pro rata refund calculated by the number of hours completed to the total number of semester hours. <ul style="list-style-type: none"> <li>• Number of calendar days completed up to and including the withdrawal date divided by total calendar days in the payment period, with the allowance for any scheduled breaks that are at least five (5) days long.</li> <li>• The percentage of semester completed is the percentage of Title IV aid earned by the student.</li> <li>• The percentage of Title IV aid unearned is 100% minus the percentage earned.</li> </ul>	Pro Rata
Cancellation after completing 60% or more of the calendar days for the term in which they are enrolled, the federal government considers 100 percent of the aid to be earned.	0%

## Section 3.2 Grants

Hope College students may receive federal and state grants. Grants are non-repayable funds awarded to eligible students. Federal Pell Grants Federal Pell Grants are non-repayable government funds provided to undergraduate students demonstrating financial need. These nonrepayable funds are used to pay for educational costs. To be eligible, applicants must be degree-seeking, permanent U.S. residents who have not received a baccalaureate degree. Students may apply at [www.studentaid.gov/h/apply-for-aid/fafsa](http://www.studentaid.gov/h/apply-for-aid/fafsa). Awards are adjusted according to hours of enrollment.

*Table 3.2: Credit hours enrolled.*

Credit Hours Enrolled	Enrollment Level
1-5	Less than half-time
6 to 8	Half-time
9 to 11	Three-quarter-time
12 or more	Full-time

## Section 3.3 Loans

### William D. Ford Federal (Direct Loan) Program

Student loans are available through the Direct Loan program. Students must complete the FAFSA and have a valid ISIR or SAR in the Financial Aid Office in order to apply for a federal loan. Loans are available to students who are enrolled in a program of study and are attending at least half-time. The annual student loan acknowledgment is mandatory each year a student accepts a new federal student loan and the financial aid office must have a confirmation of completion. Both entrance and exit counseling are mandatory requirements and the financial aid office must have confirmation of completion. Students may complete their annual student loan acknowledgment and counseling sessions online at [www.studentaid.gov](http://www.studentaid.gov). The annual student loan acknowledgement and entrance counseling confirmation must be received before the release of the first disbursement. Exit counseling is required before a borrower graduates or ceases at least half-time enrollment.

### Section 3.3.1 Direct Subsidized Loan

Subsidized loans are need based. Borrowers must show a financial need to be eligible. The federal government will pay the interest on these loans while the borrower remains enrolled in school at least halftime. Maximum annual loan limits:

*Table 3.3 Maximum annual loan limits*

Dependent Student	Independent Student	Hours Earned
1 <sup>st</sup> Year \$3,500	1st Year \$3,500	0-27
2 <sup>nd</sup> Year \$4,500	2nd Year \$4,500	28-60
3 <sup>rd</sup> & 4th Year \$5,500	3rd & 4th Year \$5,500	61-

**The aggregate maximum any student may borrow under this program is \$23,000.**

### Section 3.3.2 Direct Unsubsidized Loan

Students may also apply for a non-need-based loan. The conditions and amounts for this loan are identical to the Subsidized Loan, except students may pay the interest while in school, or have the interest capitalized into the loan for repayment after graduation. Dependent students are eligible for an additional \$2,000. Independent students or students whose parents are denied for the Parent’s Loan for Undergraduate Students (“PLUS”), may be eligible to borrow additional funding.

**The aggregate maximum any student may borrow under this program is \$34,500**

### **Section 3.3.3 Direct Parent Loan for Undergraduate Students (PLUS)**

The PLUS loan is a program for the parents of dependent undergraduate students who need additional financial aid. Parents who demonstrate appropriate credit worthiness are eligible and may borrow up to the annual cost of attendance, minus any other aid. PLUS loan eligibility is not need based. However, the student must be at least half time. Repayment of a PLUS loan begins within 60 days of loan disbursement. Deferments are available.

### **Section 3.4 Students' Rights and Responsibilities in Receiving Financial Aid**

All students who apply for financial aid will receive a copy of *The Student Guide*, an annual publication of the

U.S. Department of Education. This booklet describes the types of federal aid programs, eligibility criteria, and the rights and responsibilities of student financial aid recipients. Any questions about the receipt or disbursement of financial aid should be addressed to Hope College's Financial Aid Office by emailing the following e-mail address: [financialaid@dp.hcas.edu](mailto:financialaid@dp.hcas.edu).

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

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

**SECTION 4. MISCELLANEOUS INSTITUTIONAL  
INFORMATION**

## **Section 4.1 Past Due Accounts**

If an individual fails to make a payment when due, then subject to applicable law, Hope College may declare the entire unpaid balance and all other fees immediately due. If an account becomes three days' delinquent, the student(s) may be subject to suspension until the account is brought current. This may also cause the student to fail the class for academic and/or attendance reasons and additionally, may cause the student to be withdrawn from the program. Students who have been dismissed for non-payment of their tuition will not be eligible for reenrollment until all delinquent payment(s) have been paid in full to Hope College. Students with an outstanding balance may not be allowed to take courses in the new semester.

### **Section 4.1.1 Collection Costs**

Individuals using the in-house financing option that are delinquent and where the student has been dismissed may be subject to attorneys' fees and court and other collection costs that are incurred in attempting to collect the past due amount. This includes fees and costs incurred in connection with any appellate or bankruptcy proceedings.

## **Section 4.2 Reenrollment Policy**

Former students who do not attend for two or more regular (fall or spring) semesters must reapply by submitting to the Admissions Office of Hope College the following documents: (1) an application for readmission to Hope College; and (2) any transcripts from any institutions of higher education attended since leaving Hope College. Those individuals re-entering after a year's absence (two regular semesters) are required to graduate under the new catalog at the time of re-enrollment. Students who owe a balance to Hope College of Arts & Sciences will not be allowed to re-enroll until the account is timely paid-in-full to Hope College and current.

## **Section 4.3 Finance Hold and Inactive Status Policy**

Any student who has an outstanding balance will have a finance hold placed on his or her or their account, which causes the student to have all of the following: (1) an inactive status; (2) the student is unable to register; (3) the student is unable to continue in active courses; and (4) the student is unable to sit for exams, (5) the student is unable to receive/request transcript and diploma/degree.

The registration process is not complete until a student's term bill is paid-in-full to Hope College. Payment deferments and payment plans may only be granted by the Finance Office of Hope College prior to the payment deadline.

**Important Note:** An outstanding balance may not automatically result in inactive status. If the student does not intend to attend classes, Hope College strongly recommends that the student appear at student services and drop the course(s) themselves, or the student will be responsible for payment.

## **Section 4.4 Late Payment Fee**

The student's failure to make payments on time to Hope College may result in the assessment of a Late Payment Fee for each missed payment deadline. Each Late Fee is \$50.00

## Section 4.5 Reinstatement Fee

A reinstatement fee, in lieu of general and program specific fees involved with enrolling into a program, may be assessed for returning students deregistered for late payments. The Reinstatement Fee is \$100. This option will depend on how long the student has been unenrolled at Hope College.

## Section 4.6 Cancellation and Refund Policy (Non-Title IV)

All monies will be refunded (except for application fees and testing fees for all tests completed, and/or book and supply assessment for supplies, materials and kits which are not returnable because of use, within 3 working days from the student's signing an enrollment agreement or contract), if Hope College does not accept the applicant, or if the student cancels within three business days after signing the enrollment agreement and making initial payment.

Cancellations must be timely made in writing in person, by electronic mail, or by certified mail. To the extent that the student complies with the terms and conditions of the Cancellation and Refund Policy, refunds will be issued within 30 days of receipt of timely and proper notice of cancellation subject to all terms and conditions of this Cancellation Policy, including the "three-day cancellation condition," set forth below.

**The three-day cancellation condition is that any cancellation of any obligation (other than a book and supply assessment for supplies, materials, and kits which are not returnable because of use), must occur, in writing, by the student and be received by Hope College from the student within 3 business days from the student's signing of an enrollment agreement or contract with Hope College.** This three-day cancellation condition as part of this Cancellation and Refund Policy applies to all students.

In the event that a student attempts to cancel after the three-day cancellation period has passed or expired, then the student shall not be entitled to the monies in light of this Cancellation and Refund Policy.

Nonrefundable fees regarding admission and registration of Florida students shall not exceed \$150.

- Hope College reserves the right to cancel a program before classes begin.
- Cancellation of program may be due to low enrollment, emergencies (*e.g.*, hurricane) or other factors.

A pro-rata refund of institutional charges will be issued up to the end of the 3<sup>rd</sup> week in a semester. If the student does not attend any class in a semester or withdraws before the end of the third week, a refund of the institutional charges will be calculated as shown in table below.

**No Refund:** A refund of tuition and fees will not be issued to students who withdraw on, or after, 50% of the semester.

*Table 4.1 Refund Schedule for Non-Title IV Participants*

Refund Schedule for Non-Title IV Participants	Eligible Refund
First week of class	100%
Cancellation after attendance has begun, up to 50% completion of the semester, will result in a pro rata refund calculated by the number of hours completed to the total number of semester hours.	Pro Rata
Cancellation after completing 50% or more of the semester.	0%

### **Section 4.6.1 Issuance of Refunds**

Subject to all terms and conditions set forth in the Cancellation and Refund Policy set forth above in section 3.4 of this Catalog, all refunds shall be issued within 30 days of the date that Hope College determines that the student has withdrawn. If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party, or, if appropriate the state or federal agency that guaranteed or reinsured the loan.

### **Section 4.7 Termination of Enrollment**

Hope College will terminate a student’s enrollment for:

- Failure to maintain satisfactory progress, or
- Failure to abide by the rules and regulations of Hope College, or
- Failure to meet financial obligations to Hope College, or
- The student has 14 days of consecutive absences.

### **Section 4.8 Procedure for Withdrawing from Hope College**

Students are encouraged to meet with the Student Services Department of Hope College prior to withdrawing given that a withdrawal has financial implications and may affect a student’s ability to reenter their program of choice. A student choosing to withdraw from Hope College should provide a written notice to the Student Services Department of Hope College. The notice should include the expected last date of attendance and include the student’s signature and date prepared.

#### **Section 4.8.1 Procedure for Adding or Withdrawing from an Individual Course**

Students wishing to drop or add a course during a semester need to obtain and submit a completed course Add/Drop Form. This form can be obtained from the Registrar’s Office. Students who drop all scheduled courses for a term will be withdrawn from the program.

The student should secure the Dean’s signature on the Add/Drop form and schedule an appointment with student services to review what impact this action may have on their academic path and check with the Financial Aid Office as to any impact the action may have on their financial aid grant and/or loan eligibility.



Students must cease attending courses dropped and timely return any Hope College property, or clinical site property.

### **Section 4.8.2 Late Course Withdrawal**

Students may request to withdraw from a course prior to 50% of the course being offered and receive a “W” code (“W” represents a course withdrawal), in place of a grade. A student is charged the full course cost, but the “W” assigned will not impact the student’s CGPA (for SAP, the credits will be included as credits attempted). Once 50% of a course has elapsed, the final grade earned for the course will be assigned.

### **Section 4.8.3 Date of Determination of Withdrawal**

Hope College takes attendance of students. The Date of Determination that a student withdrew varies depending upon the type of notice: Official Notice or Unofficial Notice.

#### Official Notice

For withdrawals where the student provided Official Notification, then the Date of Determination is the student’s withdrawal date, or the date of notification, whichever is later.

#### Unofficial Notice

For withdrawals where the student did not provide Official Notification, then the Date of Determination is the date that Hope College becomes aware that the student has ceased attendance. For a student who withdraws without providing notification to Hope College, then Hope College must determine the withdrawal date no later than 14 days from the last date of attendance.

### **Section 4.9 Leave of Absence**

If special circumstances arise, a student may petition, in writing, to Hope College for a leave of absence (“LOA”). The LOA should include the following details: (1) the date that the student anticipates the leave beginning; (2) the date that the student anticipates the leave ending; (3) a description of what has caused or is requiring the student to make the leave of absence request; and (4) all supporting documentation. Hope College may grant a student multiple leaves of absence as long as the total number of days for all leaves does not exceed 180 days within a 12-month period. **This 12-month period begins on the first day of the student’s initial LOA.** If the student fails to return to Hope College by the date set forth in his or her or their submitted LOA, the student will be academically withdrawn, and the student’s last date of attendance will be utilized as the withdrawal date. It is expected by Hope College that a student on a LOA will return from the leave. Students who do not return from a LOA will be unofficially withdrawn from Hope College within 14 days after the return date and will have their last date of attendance as the last day they attended before the start of the leave.

If enrollment is temporarily interrupted for a LOA, students return to Hope College in the same SAP status prior to the LOA. Clock hours that have elapsed during a LOA will extend students’ contract period by the same number of clock hours and days taken in the LOA and will not be included in the cumulative attendance percentage calculation.

Students who withdraw prior to completion of the course and wish to re-enroll within 180 days of the original official withdrawal date will return in the same SAP status as at the time of withdrawal. All hours attended are considered attempted. Students are not permitted to withdraw from individual subjects. Students withdrawing from Hope College will receive credit for all work successfully completed up to the point of withdrawal.

## SECTION 5. ACADEMICS



## Section 5 Curriculum

The curriculum at Hope College was developed by nursing administrators and faculty by adhering to the Department of Education and Florida Board of Nursing guidelines, as well as following these criteria: Quality and Safety Education for Nurses (“QSEN”), the National League of Nursing (“NLN”), and the National Council of State Boards of Nursing (“NCSBN”). Hope College reserves the right to adjust course syllabi, examinations, and other tools utilized during the programs in order to maintain current industry standards.

### Section 5.1 Hope College’s Programs

Hope College is currently approved to offer the following programs, in the modalities identified:

- Diploma in Practical Nursing (Residential)
- Associate of Science in Nursing (Hybrid/residential)
- Bachelor of Science in Nursing, RN-to-BSN Completion (Hybrid)

### Section 5.2 Course Numbering System

The course numbering system is the number by which a course is designated and indicates the level of course. All General Education and Core Nursing courses use the school abbreviation, three letters, and four-digit numerical code, for example: Nursing HCAS-CIS 1000 & HCAS-NUR 2000. The higher the course numbers the higher the level of the course.

- 1000-3108: Primarily for General Education Courses.
- 1080-4370: Primarily for Nursing Courses.

### Section 5.3 Definition of Clock Hours

One clock hour (60 minutes) is equivalent to 50 minutes of instruction, with a ten-minute break, in the presence of an instructor.

#### Section 5.3.1 Definition of Credit

Hope College programs are offered continually throughout a calendar year using a semester credit system. Coursework is divided into Theory (conducted in ground classroom/distance education), Laboratory, Simulation, and Clinical experiences, which can be in a group or preceptorship form. The following formula for determination of semester credit hours is used. One semester credit hour equivalency is delineated in the table below:

*Table 5.1: SEMESTER CREDIT HOUR EQUIVALENCY*

	1 SEMESTER CREDIT HOUR EQUALS
Lecture	15 contact hours
Supervised Laboratory	30 contact hours
Clinical /Preceptorship/Internship/Practicum	45 contact hours

Hope College expects students to do outside work each week to support classroom or distance education lecture. The work includes, but is not limited to, projects, research, homework, test preparation, group assignments, and practical skills in the laboratory, papers, and other assigned activities. Hope College expects that students will devote one hour in class and two to three hours outside of class in reading, study, research, preparation of papers, etc. for a total of three or more hours per week for each credit in a lecture/discussion course. Hope College does not give credit for outside clock hours or work experience.

The impression of a credit or "credit hour" for college level work blocks the time that a student would spend in the classroom along with the "Carnegie unit," or the time spent outside of the classroom on activities that lead to the achievement of the learning outcomes of the course. (i.e., studying, research, reading, homework assignments, etc.) That Carnegie unit has customarily been designed as two hours of outside work for every hour\* spent in the classroom. \*An Hour is defined as 50 minutes of classroom activity.

Hope College accepts that the total amount of time spent achieving the learning outcomes for a distance education or hybrid class should match that of a fully on campus version of the class. For instance, if a three (3) credit class taught on campus demands a total of three hours of classroom lecture and 6 hours of outside work each week to achieve the learning outcomes, so too should a three (3) credit class taught in the distance education or hybrid format demand a total of nine hours each week, on the student's part, to achieve the learning outcomes.

## **Section 5.4 Instructional Time**

Instructional time indicates the number of weeks within a program involving classroom education whether in classroom, distance education, laboratory, clinical, externship/internship/practicum or work-related-experience. Instructional time does not include scheduled school holidays.

### **Section 5.4.1 Normal Time**

Normal Time signifies the completion timeframe of a program as it includes all breaks and scheduled holidays. Hope College estimates the maximum normal time based on the calendar year between program start date and a student's completion of program requirements. Actual time frame may differ from student to student if a student's fails a course, takes a leave of absence, or receives transfer of credits.

## **Section 5.5 Outside Work**

Hope College expects students to do outside work each week to support classroom or distance education lectures. The work includes, but is not limited to, projects, research, homework, test preparation, group assignments, and practical skills in the laboratory, papers and other assigned activities. Hope College expects that students will devote one hour in class and two to three hours outside of class in reading, study, research, preparation of papers, etc. for a total of three or more hours per week for each credit in a lecture/discussion course. Hope College does not give credit for outside clock hours or work experience.

## **Section 5.6 Course Delivery Modalities**

Hope College's Nursing Programs are taught using a variety of teaching modalities. Hope College utilizes the following formats for instruction.

### Residential

Residential courses are held on campus for regularly scheduled class sessions. These courses may include web-enhanced assignments to strengthen the in-class lectures.

### Hybrid

Teaching is delivered via an amalgamation of synchronous and asynchronous modes of teaching. Students in hybrid courses are expected to be present part of the term for face-to-face didactic learning in a virtual or physical classroom at regularly scheduled intervals and may include clinical and laboratory activities. All quizzes, tests, regular exams, mid-term exams, final exams, course exit exams, and other specified exams are scheduled and proctored live.

In addition to live, traditional learning experiences, hybrid courses have asynchronous learning components such as online discussion boards, research papers, and/or other faculty driven learning activities.

### **Online/Distance Education**

Education or teaching is delivered in an online environment. The primary tools the college utilizes for web-delivery teaching are Moodle, Swift River, Osmosis, and Course point Learning Management System, and the zoom system as well as utilizing other web-enhanced delivery systems.

### **Hope College uses two modes of instruction:**

#### *Synchronous (live and in real-time)*

The faculty meets with students at regularly scheduled intervals, just like an ordinary class. Some students may be in a classroom on campus, while others may participate in the same classroom via live web-based technologies. All participants can see, hear, and interact with each other and have access to the same tools, lecture, and slides. The students in the live virtual classroom must meet the same time and rigors as those on-site.

#### *Asynchronous (not live or in real-time)*

Students are able to access course materials that are compiled into the learning management system repository. Asynchronous learning allows the learners to pace themselves and master the course content within specified periods of time. Contact with instructors usually takes place via phone, e-mail, or by videoconference, as scheduled. Students and faculty correspond regularly via scheduled discussion posts and other instructor led peer or group activities.

### **Section 5.7 Course Delivery Systems**

The primary tools for course delivery are Moodle, Swift River, and CoursePoint Learning Management System. The laboratory and clinical courses are conducted in a hybrid mode. Web-enhanced and face-to-face for the degree programs and residential for the diploma program. Moodle, Swift River, Osmosis, and CoursePoint Learning Resources allow students to save or view documents such as syllabi, handouts,

PowerPoints, and additional teaching presentations. These allow the college to utilize an online grading system, testing, assignments and online submissions. Additionally, Hope College utilizes online examination software to conduct assessments and quizzes. The software chosen at any given time should be able to provide analytic reports, ensure prevention and warn of cheating and malpractices during the online testing. Hope will seek to utilize online test platforms to provide smart web proctoring where examiners can see and record live videos of the test takers. If any unusual behaviors are found, the student will be warned via live chat and asked to pause or terminate the exams in extreme cases. Students may access a computer or the Internet via the campus library. An online orientation to the Learning Management Systems is provided to all students enrolled in a web-enhanced course during orientation.

## **Section 5.8 Credit Hour Determination for Online Courses**

The impression of a credit or "credit hour" for college level work blocks the time that a student would spend in the classroom along with the "Carnegie unit," or the time spent outside of the classroom on activities that lead to the achievement of the learning outcomes of the course. (i.e., studying, research, reading, homework assignments, etc.) That Carnegie unit has customarily been designed as two hours of outside work for every hour\* spent in the classroom. \*An Hour is defined as 50 minutes of classroom activity.

Hope College accepts that the total amount of time spent achieving the learning outcomes for a distance education or hybrid class should match that of a fully on campus version of the class. For instance, if a three (3) credit class taught on campus demands a total of three hours (3) hours of classroom lecture and 6 hours of outside work) each week to achieve the learning outcomes, so too should a three (3) credit class taught in the distance education or hybrid format demand a total of nine hours each week, on the student's part, to achieve the learning outcomes.

## **Section 5.9 Satisfactory Academic Progress (SAP)**

### **Standards**

Hope College upholds a strict policy for satisfactory academic progress ("SAP"). Hope College's programs are educated using traditional and non-traditional methods of training and therefore students receive continuous testing to determine their academic competency level for each course.

### **Section 5.10 Procedure Evaluation**

These SAP academic standards are applicable to all students enrolled in the Nursing Programs at Hope College and are used to measure their satisfactory advancement to graduation. The procedure is applied to all students prior to the first-class session and is consistently applied to all applicable students throughout the program. Assessments are preserved in the students' files.

SAP is assessed by measuring the achievement of Pace, Quantitative Standards, and Qualitative standards. If students achieve acceptable Qualitative and Quantitative progress for that particular payment period, then Hope College reviews the 150% of the maximum allowable time frame criteria to measure students' SAP.

### **Section 5.11 Evaluation Periods**

For the SAP evaluation, Hope College at the end of each semester assesses the following measures:

(1) Qualitative Measure (Grade-based); (2) Quantitative Measure (Pace); and (3) Maximum Time Frame.

Assessments for SAP must coincide with the end of a payment period. The completed evaluations will be placed in each student's file. The SAP assessments determine if students have met the minimum requirements.

## **Section 5.12 Academic Year Definition**

At Hope College of Arts and Sciences, the Academic Year definition of the credit hour programs is defined as follows. This program uses two Academic Year periods:

**24 credits and 34 weeks, and**

**24 credits and 30 weeks.**

The Academic Year definition of the clock hour program is 900 hours and 26 weeks.

## **Section 5.13 Standards for Academic Progression**

If a student in any program is placed on probation due to not meeting academic progress, satisfactory academic standing must be achieved by the end of the following semester, or the student will be dismissed from the program.

## **Section 5.14 Qualitative Measurement**

The qualitative assessment performed in evaluating SAP is the cumulative grade point average (CGPA) as calculated by the Hope College student learning management system. Only grades and credits earned at Hope College are used to calculate the student's grade point average. The grade point average is calculated by dividing the total number of grade points earned by the total number of attempted credits. Grade points earned are calculated by multiplying the number of credits for a course by the grade points associated with the grade received. Students must maintain a minimum CGPA of at least 2.0 or above.

## **Section 5.15 Academic Status**

### Satisfactory Standing

- A grade of "C" or above in all general education courses
- A grade of "B-" or above in all nursing courses

### Probationary Standing

A cumulative GPA of less than 2.0

Student must maintain a minimum cumulative grade point average of 2.0 and achieve a seventy-seven percent (77%) overall grade in the general education courses, and 80% in each of the nursing courses. Less than 80% of students must repeat course. A grade of less than 77% in general education is considered failing. A grade of less than 80% in the nursing courses is considered failing. Audit courses require full participation for all coursework assigned.



## Section 5.16 Grading System

Hope College utilizes the following grading criteria set forth below.

*Table 5.2: Grading Criteria*

Letter Grade	Percent Range	Grade Points
A+	98-100%	4.0
A	94-97%	3.9
A-	90-93%	3.7
B+	87-89%	3.4
B	84-86%	3.0
B-	80-83%	2.7
C+	77-79%	2.4 (General education only)
F	75-76%	0.0
AU	Audit	0.0
I	Incomplete	0.0
NG	No Grade	0.0
W	Withdrawal	0.0

Hope College utilizes the following grading criteria in laboratory simulation courses:

*Table 5.3: Grading criteria in laboratory simulation courses*

Grade	Percent Range	Grade Points
P (Pass)	80 – 100%	0.0
F (Fail)	< 80%	0.0

Hope College utilizes the following grading criteria in clinical courses:

*Table 5.4: Grading criteria in clinical courses*

Grade	Percent Range	Grade Points
S (Satisfactory)	80 – 100%	0.0
U (Unsatisfactory)	< 80%	0.0

### Effect of Grades on SAP

Table 5.5: Effect of Grades on SAP

Grade	Included in Calculation?	Counted Towards Credits Attempted	Counted Towards Credits Earned
A+	Y	Y	Y
A	Y	Y	Y
A-	Y	Y	Y
B+	Y	Y	Y
B	Y	Y	Y
B-	Y	Y	Y
C+	Y	Y	Y
F	Y	Y	N
S	Y	Y	Y
U	Y	Y	N
I	N	Y	N

Table 5.6: Alphabetical Grading System

Alphabetical Grading System			
Some of the following alphabetical grade may affect a student’s rate of progression			
I	Incomplete	CR	Transfer Credit
IP	In Progress	EC	Experiential Credit
S	Satisfactory	AU	Audit Class (Fee associated with)
U	Unsatisfactory	NG	No Grade
P	Pass		
F	Fail		
W	Withdrawal		
<b>Final Grades will be rounded to the nearest whole number. Grades below 0.5 are rounded down, grades equal or above 0.5 will be rounded up to a whole grade.</b>			

Students enrolled in a 2-week course who withdraw during the first three days:

Transcript will indicate: **Day 1-3 Withdrawal = Course removed**

Week 2 Withdrawal = F

**Students enrolled in a 5-to-16-week course who withdraws during:**

Transcript will indicate: **Week 1 Withdrawal = Course removed**

Week 2 Withdrawal= W After 50% of course = F

\*W or F is assigned based on the grade that the student has earned at the time of official withdrawal from the course. The letter grade F, U or a W or will count as a course failure for the purpose of student academic progression.

Students are allowed to retake two nursing courses while in the program. Failing the class for the third time may cause the student to be removed from the program. \*Students auditing courses will be required to complete the same work as other students in the course and maintain SAP.

## **Grading Period**

The grading period for all programs is the length of the course. Instructors are required to submit all final grades within five (5) business days of the course end date.

## **Section 5.17 Quantitative Measurement**

Quantitative Measurement will be determined through the following components: (1) Pace of Progress; (2) Maximum Timeframe; and (3) Attendance.

### **Pace of Progress**

Students must complete coursework at a cumulative rate of 67%. Completed coursework is defined as any course for which the student receives a passing grade. Academic records are reviewed at the completion of every term of enrollment to determine SAP.

**Use the formula below to determine the pace of progression. The minimum pace requirement is 67%.**

### ***Completed Semester Hours (all passing grades)***

Completed semester hours include all credit hours with a passing grade on a student's academic record according to the Office of the Registrar (A+, A, A-, B+, B, B-, C+, P, S,) and all transfer credits. Completed semesters are divided by all attempted credit hours to ascertain rate of completion which must be 67% or higher.

### **Standard 1 - Frequency of Evaluation and Rate of Progress**

Satisfactory Academic Progress (“SAP”) is measured at the end of each semester or payment period. Students who do not meet SAP measures described above will be put on Academic Warning for the term. The status will be discussed automatically without the student appealing the SAP status. The student’s rate of progress is monitored at the conclusion of each semester or payment period by dividing the total number of credits earned by the total number of credits attempted while in the program. All students must complete a minimum of 67% of all credits attempted in order to be considered as making satisfactory rate of progress within their program of choice.

### **Standard 2 - Maximum Time Frame (150%)**

The maximum timeframe is measured in total credit hours attempted. In accordance with federal regulations, the maximum timeframe to complete a program is no more than 150% of the published length of the program. Students at Hope College are not allowed to attempt more than 150% of the clock or credits hours in their program. The maximum allowable attempted clock or credit hours is noted in the table below. This percentage (%) is calculated by dividing the number of credits required to finish the program by the number of attempted credits. If the student reaches a point in the program where he or she or they would be unable to finish within 150% of attempted time frame, the student may lose financial eligibility and/or be removed from the program.

Table 5.7: Maximum timeframe

Degree/Diploma Type	Hours or Credits Needed to Complete	Maximum Attempted credits/hours
Diploma (Practical Nursing)	1350 Clock hours	2025 Clock hours
Associate of Science in Nursing	77 credits	115.5 credits
RN-BSN Program	120 credits	180 credits

Standard 3: Attendance

Students must maintain an 80% or above cumulative attendance for each course. Hope College has set up specific guidelines to ensure students meet attendance guidelines.

**Section 5.18 Academic Intervention, Academic Probation and Monitoring**

1. Academic intervention occurs when a student fails to maintain a 77% percent in general education and 80% in the nursing courses during weekly quizzes and tests, and it can arise before a student fails a course. In other words, a student who fails to maintain 77% percent in general education and 80% in the nursing courses on weekly quizzes and tests will be placed on academic intervention.
2. A student placed on academic intervention will be referred to remediation by Hope College’s Student Services Department.
3. A student placed on an academic intervention will be required to attend weekly tutoring sessions that will be outlined in the action plan. Failure to meet action plan requirements may result in dismissal.
4. A student will be placed on academic intervention for failure to submit any required weekly assignments.
5. A student on academic intervention will receive tutoring for a period of three weeks. After the three-week period, Hope College’s Student Services Department will review academic progress and either discharge the student from academic intervention or recommend continuation of academic intervention.
6. A student whose GPA falls below 2.0 or whose rate of completion does not meet the 67% requirement will be placed on warning initially rather than academic probation. If the student fails to achieve a 2.0 GPA or 67% rate of completion in the next semester, he/she will be placed on SAP Probation.
7. A student placed on SAP probation will be notified by the registrar and referred for counseling. As part of the SAP probation, an action plan will be developed with the student detailing what needs to be done in order to be removed from SAP probation as well as the consequences for failing to meet these requirements.
8. All students will receive a progress evaluation as well as an end of course evaluation. The evaluation will focus on the student’s academic performance. The student will be required to attend weekly tutoring sessions that will be outlined in the action plan. Failure to meet action plan requirements may result in expulsion.

9. If, at the conclusion of the assigned time period, the condition(s) of SAP probation have been met, the probation status will be removed. Notification will be sent to the student within three (3) business days following the removal.
10. If, after the probation period, SAP is not met, Student Services with the help of the Academics department will determine whether student should be terminated or have probation extended for an additional period.
11. If, after the probation period, SAP has been met, the student will be notified within three (3) business days following the decision.
12. Students who fail to meet academic standards after an extension period may have to **repeat** the course or be terminated from the program of study.
13. Students are allowed to repeat the course if they have only failed **one (1) course** in the program of study.
14. Students repeating the course will be responsible for repeat course fees which will include tuition for the course and other processing fees.
15. Students repeating a course must begin the next available course in the program they are repeating (unless otherwise indicated and approved).
16. Tuition and processing fees must be paid within five (5) business days of notification and approval to repeat course. Tuition fees will be based on the clock or credit hours of the failed course.
17. Students who fail the retake examination may be allowed to repeat the course, provided they have not repeated a course previously.
18. Students auditing courses will be required to complete the same work as other students in the same course and maintain SAP. The audited course will be listed with a grade of “AU” on the transcript.
19. Students failing more **than two (2) core nursing courses** will be terminated from the program. Students may appeal to be re-admitted and continue with their program of study.
20. Students terminated from the program may reapply for re-enrollment. Re-enrollment will be based upon the review of the student’s history and record, current admission requirements, available space, and the student’s petition explaining why they feel they can now succeed in the program. Additionally, current, and prior conduct as well as the student’s ability to meet their financial obligations to the school will be considered in the determination.
21. Students approved for re-enrollment will be required to fill out new enrollment paperwork and pay any applicable fees. Arrangement for tuition and fees must be made within five (5) business days of notification of the approval for re-enrollment.
22. Other matters that may not have been reviewed in the SAP policy will be reviewed on a case-by-case basis.

## **Section 5.19 Remediation Department**

Hope College has a Remediation Department that addresses students’ learning gaps. The Remediation Department is dedicated to providing tutoring to the students who are struggling with their learning.

## **Section 5.20 Assessing SAP**

Satisfactory Academic Progress (SAP) is a major factor in defining student's progress, and it is measured after each semester of enrollment. Each evaluation will include qualitative, quantitative, and maximum timeframe standards.

## **Section 5.21 Effect of Other Actions on SAP**

### **Official Withdrawal**

In extreme situations, students may be allowed to withdraw from a course past the withdrawal deadline without any academic penalties. Students may petition the Chief Academic Officer/Dean of Nursing for late withdrawal from all courses. Tuition charges for the time of attendance will be calculated according to the refund policy. If granted, the student will receive a grade of either "W" or "F" for any course not completed in the payment period.

### **Unofficial Withdrawal from School**

A student who does not complete the official withdrawal process as defined in the withdrawal policy but stops attending will receive a withdrawal ("W") grade or a failing grade ("F") in all courses for the term in question. This grade will depend on if the withdrawal occurs before or after the 50% course mark.

Students who received federal financial aid and receive all F's for non-attendance are considered unofficially withdrawn for the semester.

If Hope College unofficially withdraws a student from Hope College, the Dean of Academics will notify the registrar to record the circumstances and last day in writing and include the information in the student's official file.

Any student that does not provide official notification of his or her intent to withdraw and is absent for more than 14 consecutive calendar days, fails to maintain satisfactory academic progress, fails to comply with the school's attendance and/or conduct policy, does not meet financial obligations to Hope College, or violates conditions mentioned in the contractual agreement with Hope College will be subject to termination and considered to have unofficially withdrawn. Within two weeks of the student's last date of academic attendance, the following procedures will take place.

1. The Office of the Registrar will make three attempts to notify the student regarding his/her enrollment status.
2. Hope College will determine and record the student's last date of attendance as the last recorded date of academic attendance on the attendance record.
3. The student's date of determination is determined as the date the day after 14 consecutive calendar days of absence.
4. Hope College will notify the student in writing of the student's failure to contact Hope College and inform them that the student's attendance status has resulted in the current termination of enrollment from Hope College.

5. Hope College will next calculate the amount of funds the student has earned, and, if any, the amount of funds for which the school is responsible.
6. Hope College calculates the school's refund requirements (see school refund calculation).
7. If applicable, Hope College will provide the student with a refund letter explaining Title IV requirements: (a) the amount of Title IV aid the student has earned based upon the length of time the student was enrolled and scheduled to attend in the program and the amount of aid the student received; and (b) advise the student in writing of the amount of unearned Title IV, the Higher Education Act of 1965 ("HEA") aid and tuition and fees that the student must return, if applicable.
8. Hope College will provide the student with a final student ledger card showing the outstanding balance due to Hope College and available methods of repayment; and
9. Hope College will place a copy of the completed worksheet, check, letter, and final ledger card to be kept in the student's file.

Withdrawal Courses will not be factored into student's grade point average, but the completion rate will count toward the SAP.

### **Transfer**

Transfer credit from other institutions will be counted toward the program completion rate but will not be factored into the grade point average.

### **Incomplete**

Incomplete will count toward the completion rate but will not be factored into the grade point average.

### **Noncredit Courses**

Noncredit courses will not be factored into the grade point average and will count toward the completion rate.

### **Remedial Courses**

Hope College offers remedial courses and test preparatory courses. However, students may have to pay additional fees for remedial and test preparatory courses. Remedial courses will not be factored into the student's grade point average and will count toward the completion rate.

### **Non-Punitive Grades**

All Pass or Fail and Satisfactory or Unsatisfactory grades will count toward the completion rate. All Pass/Fail and Satisfactory/Unsatisfactory courses will count as an attempted course and will affect a student's completion rate, but they will not be factored into the student's grade point average.

### **Repeated Courses**

All courses that were repeated and passed will count toward the completion rate. Courses repeated and failed will count as an attempted course, will affect a student's completion rate, and will be factored into the student's grade point average.

## Section 5.22 Academic Honors

To encourage academic excellence and to formally recognize the students who have been outstanding in their study, Hope College offers the following awards and honors:

Dean's List - An acknowledgement of outstanding academic achievement of 3.5 to 3.74 grade point average in a module.

President's List - An acknowledgement of superior academic achievement of 3.75 or greater grade point average in a module.

## Section 5.23 General Education

The General Education in the associate and baccalaureate programs is designed to provide foundational knowledge necessary for the achievement of learning at higher levels. The ability to read, write, and use basic computational skills greatly affects all learning. The General Education courses are designed to help students meet the competence requirement necessary to achieve academic success towards their Nursing Program.

1. Students must complete the Anatomy & Physiology I & II, Microbiology, and English requirements of the general education foundational courses by the end of the semester prior to starting the core nursing classes.
2. All other general education courses must be completed by the end of the first year.

### *General Education Courses: Curriculum Pathway*

*Table 5.8: General Education Courses: Curriculum Pathway*

Course Numbers & Course Title	Theory Credits	Lab Credits	Clinical Credits	Total Contact Hours	MODALITY		
					RESIDENTIAL	HYBRID	ONLINE
CIS 1000 Computer Basics	NC	0.0	0.0	15	-	-	-
SLS 1001 Introduction to College Learning	NC	0.0	0.0	15	-	-	-
ENC 1100 English Composition	3.0	0.0	0.0	45	-	-	-
ENC 1102 English Composition II	3.0	0.0	0.0	45	-	-	-
PHI 1104 Ethics	3.0	0.0	0.0	45	-	-	-
PSY 1106 Psychology							



	3.0	0.0	0.0	45	-	-	-
<b>SOC 1108 Sociology</b>	3.0	0.0	0.0	45	-	-	-
<b>BSC 1110 Anatomy &amp; Physiology I</b>	3.0	0.0	0.0	45	-	-	-
<b>BSC 1110L Anatomy &amp; Physiology I Lab</b>	-	1.0	0.0	30	-	-	-
<b>BSC 1112 Anatomy &amp; Physiology II</b>	3.0	0.0	0.0	45	-	-	-
<b>BSC 1112L Anatomy &amp; Physiology II Lab</b>	-	1.0	0.0	30	-	-	-
<b>CHM 1114 Chemistry</b>	3.0	0.0	0.0	45	-	-	-
<b>CHM 1114L Chemistry Lab</b>	1.0	1.0	0.0	30	-	-	-
<b>BSC 1116 Microbiology</b>	2.0	0.0	0.0	30	-	-	-
<b>BSC 1116L Microbiology Lab</b>	0.0	1.0	0.0	30	-	-	-
<b>MAT 1118 College Algebra</b>	3.0	0.0	0.0	45	-	-	-
<b>CWV 1120 Christian Worldview</b>	NC	0.0	0.0	15	-	-	-
<b>MGF 2100 Finite Mathematics</b>	4.0	0.0	0.0	60	-	-	-
<b>PSY 3102 Human Growth and Development</b>	4.0	0.0		60	-	-	-
<b>STA 3108 Statistical Methods and Application</b>	4.0	0.0	0.0	60	-	-	-
	42	4	0.0	780			

General Education Requirements for Associate of Science in Nursing

*Table 5.9: General Education Requirements for Associate of Science in Nursing*

<b>Course Numbers &amp; Course Title</b>	<b>Credits</b>
<b>CIS 1000 Computer Basics</b>	NC
<b>SLS 1001 Introduction to College Learning</b>	NC

CWV 1120 Christian Worldview	NC
<b>Humanities</b>	
ENC 1100 English Composition	3.0
PHI 1104 Ethics	3.0
PSY 1106 Psychology	3.0
<b>Natural Sciences</b>	
BSC 1110 Anatomy & Physiology I	3.0
BSC 1110L Anatomy & Physiology I Lab	1.0
BSC 1112 Anatomy & Physiology II	3.0
BSC 1112L Anatomy & Physiology II Lab	1.0
BSC 1116 Microbiology	2.0
BSC 1116L Microbiology Lab	1.0
<b>Mathematics</b>	
MAT 1118 College Algebra	3.0
<b>Total</b>	<b>23</b>

### General Education Requirements for RN-BSN Nursing

Table 5.10: General Education Requirements for RN-BSN Nursing

Course Numbers & Course Title	Credits
CIS 1000 Computer Basics	NC
SLS 1001 Introduction to College Learning	NC
CWV 1120 Christian Worldview	NC
<b>Humanities</b>	
ENC 1100 English Composition	3.0
PH I 1104 Ethics	3.0
ENC 1102 English Composition II	3.0
PSY 1106 Psychology	3.0
SOC 1108 Sociology	3.0
PSY 3102 Human Growth and Development	4.0
<b>Natural Sciences</b>	
BSC 1110 Anatomy & Physiology I	3.0
BSC 1110L Anatomy & Physiology I Lab	1.0
BSC 1112 Anatomy & Physiology II	3.0
BSC 1112L Anatomy & Physiology II Lab	1.0
BSC 1116 Microbiology	2.0

<b>BSC 1116L Microbiology Lab</b>	1.0
<b>CHM 1114 Chemistry</b>	3.0
<b>CHM 1114L Chemistry Lab</b>	1.0
<b>Mathematics</b>	
<b>MAT 1118 College Algebra</b>	3.0
<b>MGF 2100 Finite Mathematics</b>	4.0
<b>STA 3108 Statistical Methods and Application</b>	4.0
<b>Total</b>	45

## General Education Course Descriptions

### HCAS-CIS 1000 Computer Basics

#### NG Credit Hours

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

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

#### NG Credit Hours

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

### HCAS-MAT 1118 College Algebra

#### 3.0 Credit Hours

This course includes topics such as solving, graphing, and applying linear and quadratic equations and inequalities; exponential and logarithmic properties; linear, quadratic, rational, absolute value and square root functions; function operations, compositions and inverses; and system of equations and inequalities; all topics will have applications throughout the course. **Prerequisite: None / Co-Requisite: None**

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

### **3.0 Credit Hours**

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

**Prerequisite: None / Co-Requisite: None**

## **HCAS-ENC 1102 English Composition II**

### **3.0 Credit Hours**

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

## **HCAS-PHI 1104 Ethics**

### **3.0 Credit Hours**

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

## **HCAS-PSY 1106 Psychology**

### **3.0 Credit hours**

This course addresses the basic principles of psychology and the scientific study of mental processes and behavior. Topics surveyed include research methodology, biological bases of behavior, sensation and perception, learning, consciousness, memory, thought, and language. Throughout the course, there is an emphasis on developing an understanding of psychology as the science of human thought and behavior and to critically evaluate “common sense” knowledge about how people function.

**Prerequisite: None / Co- Requisite: None**

## **HCAS-BSC 1110 Anatomy and Physiology I**

### **3.0 Credit Hours**

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

### **HCAS-BSC 1110L: Anatomy and Physiology I Lab**

#### **1.0 Credit Hours**

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

### **HCAS-BSC 1112: Anatomy and Physiology II**

#### **3.0 Credit Hours**

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

### **HCAS-BSC 1112L: Anatomy and Physiology II Lab**

#### **1.0 Credit Hours**

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

### **HCAS-BSC 1116: Microbiology**

#### **3.0 Credit Hours**

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

### **HCAS-BSC 1116L: Microbiology Lab**

#### **1.0 Credit Hours**

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

### **HCAS-STA 3108 Statistical Methods and Application**

#### **4.0 Credits Hours**

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

### **HCAS-MGF 2100 Finite Mathematics**

#### **4.0 Credit Hours**

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

### **HCAS-SOC 1108 Sociology**

#### **3.0 Credit hours**

This course introduces the study of culture in today's society. Specifically, the course reviews basic sociological concepts, social processes and structural and functional aspects of social groups, including religious, cultural and societal values and beliefs. The course also explores the social and cultural meanings of death, funeral customs, mortality and morbidity statistics, contemporary issues and modern treatment of dying persons (including hospice), and processes of grief and bereavement. **Prerequisite: None / Co-Requisite: None**

### **HCAS-PSY 3102 Human Growth and Development**

#### **4.0 Credit hours**

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

### **CWV 1120: Christian Worldview**

#### **NG Credit**

This course examines the nature and function of Christian belief structures, as well as a study of religious and philosophical worldviews. The course is designed to deepen and broaden the student's understanding of the core fundamentals of the biblical worldview and to equip the student to present that view in relation to competing worldviews. The goal is to enable the student to think more clearly and critically about Christianity. This course will equip the student to become a more effective witness and to participate more constructively in the larger socio-cultural debate. **Prerequisite(s): None / Co-requisite(s): None**

## **Section 5.24 Academic Programs**

### **Program Learning Outcomes**

Our Academic Programs Learning Outcomes (PLOs) represent the knowledge, skills, behaviors, and attitudes necessary of a student, upon graduation, to display readiness for the National Council Licensing Examination (NCLEX-RN), (NCLEX-PN) and entry level practice as a Registered Nurse or a Practical Nurse. The PLOs also reflect the mission and philosophy of the nursing program. They frame a curriculum that supports diversity, culture, and inclusivity and prepares a graduate who can serve the healthcare needs of a culturally and ethnically diverse population, in a sensitive manner.

Program Learning Outcomes (PLO's) are the impetus from which the nursing courses develop Course Student Learning Outcomes (CSLOs). The faculty design weekly learning activities and modules to assist students in meeting Course Student Learning Outcomes each semester. These CSLOs are leveled, from simple to more complex, as the student progresses through the 2-year curriculum. At the final exit course in the nursing programs, HCAS-NUR 4240-RN, HCAS-NUR 1230-PN, students participate in a number of Pass point assignments, standardized NLN course client category exams, and standardized comprehensive examinations to demonstrate competencies and provide aggregated data to determine to what level of achievement the Program Learning Outcomes were met. PLOs symbolize elements from the National League of Nursing (NLN) Educational Competencies of the nursing programs, the Quality and Safety Education for Nurses (QSEN), National Patient Safety Goals, and Nursing Process.

### **Practical Nursing (Diploma)**

The primary objective of the Practical Nursing Program ("LPN Program") is to prepare students for successful careers in the healthcare industry. A combination of coursework and clinical experiences are used to help nursing students work toward this goal. The program works to instill problem solving, critical thinking, and technical skills in all nursing students. Our holistic approach combines coursework with clinical practice to produce well rounded LPNs skilled in theory, safety, and ethical principles. The program incorporates theoretical teaching, laboratory, and practical clinical experience. A student must complete laboratory and or clinical rotations in fundamentals, pharmacology, maternity, obstetrics, gynecology, pediatric, medical surgical, community, geriatric, mental health, and leadership and management for practical nursing.

#### Program Learning Outcomes

Upon completion of the Practical Nursing program, the student will

1. Demonstrate quantitative reasoning in the practice of nursing.

2. Demonstrate effective communication in the role of practical nurse when interacting with clients and members of the inter-disciplinary inter-professional healthcare team.
3. Utilize the nursing process, critical thinking, and Maslow's Hierarchy of Needs to provide safe and effective nursing care.
4. Utilize technology in the provision of safe nursing care.
5. Provide culturally competent therapeutic nursing care.
6. Collaborate with members of the inter-disciplinary inter professional healthcare team in the role of the practical nurse.

### Credential Awarded

The student receives a Diploma once all program competencies and objectives are fulfilled, and the required basic skills have been demonstrated. The student must complete the program with at least a 2.5 GPA, which is equivalent to a B- average. Students will also be eligible to take the Florida Board of Nursing Licensed Practical Nursing Examination.

### Program Length

**1350** contact hours completed over the course of 52 weeks.

### Program Delivery

The Practical Nursing Program (PN) program is a Residential (on campus) program.

### Supplementary Information

Required: For clinical rotations students must complete a Physical Examination, TB test and an MMR (Measles, Mumps, and Rubella) vaccine or proof of immunity must be completed prior to the clinical rotation. Students are required to wear school uniforms at all times, while on campus and during clinical rotate.

### Practical Nursing Curriculum Pathway

*Table 5.11: Practical Nursing Curriculum Pathway*

PN Course Numbers & Course Title	Theory	Lab	Clinical	Total Clock Hours	RESIDENTIAL
<b>YEAR 1 – SEMESTER 1</b>					
HCAS-NUR 1000: Introduction to Healthcare	40	0.0	0.0	40	✓
HCAS-NUR1000L Introduction to Healthcare Lab	0.0	10	0.0	10	✓
HCAS-NUR 1002 Body Structure and Function	60	0.0	0.0	60	✓



HCAS-NUR 1002L Body Structure and Function	0.0	10	0.0	10	✓
HCAS-NUR 1004 Fundamentals of Nursing Practice	100	0.0	0.0	100	✓
HCAS-NUR 1004L Fundamentals of Nursing Practice Lab	0.0	20	0.0	20	✓
HCAS-NUR 1004C Fundamentals of Nursing Practice Clinical	0.0	0.0	135	135	✓
<b>YEAR 1 – SEMESTER 2</b>					
HCAS-NUR 1010 Medical-Surgical Nursing Concepts	100	0.0	0.0	100	✓
HCAS-NUR 1010C Medical-Surgical Nursing Concepts Clinical/Simulation	0.0	0.0	135	135	✓
HCAS-NUR 1006 Pharmacology and Medication Administration	100	0.0	0.0	100	✓
HCAS-NUR 1006L Pharmacology and Medication Administration Lab	0.0	10	0.0	10	✓
HCAS-NUR 1210 Geriatric Nursing Care	50	0.0	0.0	50	✓
HCAS-NUR1210 Geriatric Nursing Care Clinical/Simulation	0.0	0.0	70	70	✓
<b>YEAR 1 – SEMESTER 3</b>					
HCAS-NUR 1040 Maternal Child Health Nursing	70	0.0	0.0	70	✓
HCAS-NUR 1040L Maternal Child Health Nursing Lab	0.0	10	0.0	10	✓
HCAS-NUR 1030C Maternal Child Health Nursing Clinical/Simulation	0.0	0.0	120	120	✓
HCAS-NUR 1050 Mental Health Concepts	70	0.0	0.0	70	✓
HCAS-NUR 1050C Mental Health Concepts Clinical/Simulation	0.0	0.0	55	55	✓
HCAS-NUR 1200 Personal and Family Nursing in Context of Community	10	0.0	0.0	10	✓
HCAS-NUR 1200C Personal and Family Nursing in Context of Community Clinical	0.0	0.0	10	20	✓
HCAS-NUR 1220 Current Issues, Health Care Concepts, Computer, and Employability Skills	15	0.0	0.0	15	✓
HCAS-NUR 1230 Practical Nursing Integration & NCLEX Seminar	150	0.0	0.0	155	✓
<b>TOTAL</b>	765	60	525	1350	

#### Clinical Breakdown

Specific hours should be provided in order to determine compliance with the statutory allowance for up to 50 percent simulation as outlined in Florida Statute section 464.019(1)(g).

## Practical Nursing Program Course Descriptions

### **HCAS-NUR 1000 Introduction to Healthcare**

**Clock Hours: 40**

This course is an introduction to healthcare and the health care environment. It includes vocational roles and functions, health care systems and networks, and the beginning student's adaptation to this environment. Students are introduced to concepts and procedures necessary to begin to care for patients, to include subjects such as, safety, promotion of wellness and health, prevention of diseases and illnesses, infection control and precautions, interpersonal skills, employability skills, computer literacy, legal ethical accountability and responsibility, and applying basic math and science. In providing care to patients with infectious diseases, the fundamentals of microbiology, medical terminology, infectious diseases, and biohazard control will be discussed. Utilizing nursing principles, the course demonstrates how health care workers must protect others and self from infection. Areas of focus include patient isolation and obtaining lab specimens from infected patients/clients.

**Prerequisite(s): None / Co-requisite(s): HCAS NUR 1000L**

### **HCAS-NUR 1000L Introduction to Healthcare Lab**

**Clock Hours: 10**

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

### **HCAS-NUR 1002 Body Structure and**

**Function Clock Hours: 50**

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

### **HCAS-NUR 1002L Body Structure and Function Lab**

**Clock Hours: 10**

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

## **HCAS-NUR 1004 Fundamentals of Nursing Practice**

**Clock Hours: 100**

The Fundamentals of Nursing course introduces the basic principles of nursing by focusing on the role of the professional nurse in promoting the optimal health of the individual and family. The course emphasizes healthcare quality and safety, communication skills, critical thinking, basic nursing skills, ethical and legal concerns, evidence-based care, and the nursing process. HIV/AIDS training is also delivered in keeping with the State of Florida basic HIV/AIDS course for licensed health-care personnel. The nursing process is presented as the foundation for clinical nursing practice. **Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS NUR 1002, HCAS-NUR 1002L / Co-requisite(s): HCAS-NUR 1004L, HCAS-NUR 1004C**

## **HCAS-NUR 1004L Fundamentals of Nursing Practice Lab**

**Clock Hours: 10**

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

## **HCAS-NUR 1004C Fundamentals of Nursing Practice Clinical**

**Clock Hours: 135**

The course offers an orientation to the practical nursing program including objectives and requirements, responsibilities of the student nurse, communication skills, basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied. **Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L Co-requisite(s): HCAS-NUR 1004, HCAS-NUR 1004L**

## **HCAS-NUR 1006 Pharmacology and Medication**

**Administration Clock Hours:100**

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

## **HCAS-NUR 1006L Pharmacology and Medication Administration Lab:**

**Clock Hours: 10**

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

### **HCAS-NUR 1010 Medical-Surgical Nursing Concepts**

**Clock Hours: 100**

This course teaches the appropriate skills and tasks necessary for practical nurses to care for medical and surgical patients within their role and scope of practice. It will cover subjects such as asepsis, diagnostics, common diseases and conditions, medical-surgical procedures, documenting, reporting and assisting with care planning. Various illness states, data collection, discharge, pre- and post-operative procedures and care, as well as the complexity of the entire patient and family needs, are considered and taught. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied. **Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L, HCAS-NUR 1004, HCAS-NUR 1004L, HCAS-NUR 1004C / Co-requisite(s): HCAS-NUR 1010C**

### **HCAS-NUR 1010C Medical-Surgical Nursing Concepts**

**Clinical Clock Hours: 135**

This course offers clinical experience in order to teach the appropriate skills and tasks necessary for practical nurses to care for medical and surgical patients within their role and scope of practice in a clinical setting. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied.

**Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L, HCAS-NUR 1004, HCAS-NUR 1004L, HCAS-NUR 1004C / Co-requisite(s): HCAS-NUR 1010**

### **HCAS-NUR 1040 Maternal Child Health Nursing Clock Hours: 70**

This course builds on the concepts of previous nursing courses with emphasis on utilizing the nursing process in dealing with women's health and maternity-obstetrics and gynecology, newborn, and child-pediatric health. Students will explore the concepts of health promotion, disease prevention, and alterations in health related to women and children. Emphasis is on whole-person care of childbearing families. Management and planning of the nursing process will include concepts from a variety of culturally diverse settings and nursing in the community.

applied. **Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L, HCAS-NUR 1004, HCAS-NUR 1004L, HCAS-NUR 1004C / Co-requisite(s): HCAS-NUR 1030L, HCAS-NUR 1030C**

### **HCAS-NUR 1040L Maternal Child Health Nursing Lab Clock Hours: 10**

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

**Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L, HCAS-NUR 1004, HCAS-NUR 1004L, HCAS-NUR 1004C / Co-requisite(s): HCAS- NUR 1030, HCAS-NUR 1030C**

### **HCAS-NUR 1040C Maternal Child Health Clinical Clock Hours: 120**

This clinical course includes clinical experiences obtained in obstetrical departments, and pre- and post-natal clinics, well-baby-pediatrics clinics, and physicians' offices, and up to 50% of clinical hours completing virtual simulation activities. A minimum of 50% of the clinical hours may be completed by doing independent clinical activities that will give the student an opportunity to apply theory to actual practice. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied. **Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L, HCAS-NUR 1004, HCAS-NUR 1004L, HCAS-NUR 1004C / Co-requisite(s): HCAS- NUR 1030, HCAS-NUR 1030L.**

### **HCAS-NUR 1050 Mental Health Concepts Clock Hours: 70**

This course is designed to provide instruction on the specialized nursing care needs required for mental illness and associated disorders. Course content includes psychological responses to illness, types of psychiatric disorders, pharmaceutical and other forms of treatment, substance-related disorders, domestic and family violence, causative factors and influences on client behaviors. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied. **Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L, HCAS-NUR 1004, HCAS-NUR 1004L, HCAS-NUR 1004C / Co-requisite(s) HCAS- NUR 1050C**

### **HCAS-NUR 1050C Mental Health Concepts Clinical Clock Hours: 75**

This clinical experience course is designed to provide instruction on the specialized nursing care needs required for mental illness and associated disorders in the hospital and home care settings. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied. **Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L, HCAS-NUR 1004, HCAS-NUR 1004L, HCAS-NUR 1004C / Co-requisite(s): HCAS- NUR 1050**

### **HCAS-NUR 1200 Personal and Family Nursing in the Context of Community Clock Hours: 10**

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

### **HCAS-NUR 1200C Personal and Family Nursing in the Context of Community Clinical**

#### **Clock Hours: 10**

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

### **HCAS-NUR 1210 Geriatric Nursing Care**

#### **Clock Hours: 50**

This course includes theoretical knowledge in the care of the older adult. It provides the practical nursing student the skills needed to provide care for the complex and unique needs of the older adult. Other content areas include multiple diagnoses; geriatric illnesses; dementia and delirium; loss, death and end-of-life care; treatments, modalities and medications; and medication administration for this population. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied. **Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L, HCAS-NUR 1004, HCAS-NUR 1004L, HCAS-NUR 1004C / Co-requisite(s): HCAS-NUR 1210C**

### **HCAS-NUR 1210C: Geriatric Nursing Care Clinical**

#### **Clock Hours: 70**

This course is designed to provide students with clinical experiences in the care of the older adult. It provides the practical nursing student the skills needed to provide care for the complex and unique needs of the older adult. It includes nursing care in long-term-care facilities and in the home. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied. **Prerequisite(s): HCAS-NUR 1000, HCAS-NUR 1000L, HCAS-NUR 1002, HCAS-NUR 1002L, HCAS-NUR 1004, HCAS-NUR 1004L, HCAS-NUR 1004C / Co-requisite(s): HCAS- NUR 1210**

### **HCAS-NUR 1220: Current Issues, Health Care Concepts, Computer and Employability Skills Clock Hours: 15**

This course includes contemporary nursing issues. It describes the healthcare environment and addresses overall healthcare issues that will impact their employment and the settings of healthcare delivery. Interpersonal and communication skills are reviewed; human resource skills are taught to promote successful

employment, and alternative employment opportunities are discussed. Finally, students are given instructions on NCLEX-PN examinations, licensure endorsement, and reciprocity rules and guidelines. **Prerequisite(s): None / Co-requisite(s) None**

### **HCAS-NUR 1230: Practical Nursing Integration & NCLEX Seminar**

**Clock Hours: 150**

This course is offered as the last class of the practical nursing program. This course is designed to provide concepts to be discussed in relation to the transition from student to Licensed Practical Nurse (“LPN”). The course will prepare the student to independently assume the role of the LPN in professional practice and assess the student’s ability to pass the PN-NCLEX State Board examination the **FIRST TIME**. This course offers a comprehensive review of all previous program objectives and coursework so that students can assimilate and integrate all of the principles and vital information they will need to provide quality nursing care safely, efficiently, and effectively. Areas of strengths and weaknesses will be identified to assist the students in directing their continued learning. **THIS COURSE IS COMPREHENSIVE. TOPIC AREAS COVERED DURING THE PROGRAM CAN AND WILL BE TESTED IN THIS COURSE.** The Benchmarks for passing the exit examination are set forth in the course syllabus. **Students must complete ALL assigned focused/remedial testing and Integrated/remedial Kaplan examinations, meet the exam overall benchmark, complete all the three phases of the Kaplan study plan and the recommended NCLEX Bootcamp course of study.** The course syllabus is reviewed every semester, and there are occasions where the benchmarks set forth therein are revised to reflect current best practices. Students are required to take their final exam in-person at the campus and will have two opportunities to pass the Final exam. **Prior to sending your name to sit for the NCLEX EXAM, students are required to fulfill all the necessary requirements and settle their financial obligations.** School reserves the right to change the syllabus. Prerequisite(s): All required courses for PN program / Co-requisite(s): None

### **CWV 1120: Christian Worldview**

**Credit Hour**

This course examines the nature and function of Christian belief structures, as well as a study of religious and philosophical worldviews. The course is designed to deepen and broaden the student’s understanding of the core fundamentals of the biblical worldview and to equip the student to present that view in relation to competing worldviews. The goal is to enable the student to think more clearly and critically about Christianity. This course will equip the student to become a more effective witness and to participate more constructively in the larger socio-cultural debate. **Prerequisite(s): None / Co-requisite(s): None**

### **Associate of Science in Nursing**

The Associate in Science Degree Nursing Program is designed to prepare the individual student for a career as a professional nurse. Hope College’s mission is to prepare qualified entry-level professional nurses to work in diverse healthcare settings. Partnerships with members of the healthcare community are essential to the mission’s success. The programs accomplish their mission by providing a challenging education that prepares students to think logically, critically, and analytically in order to problem solve effectively and make sound clinical decisions; communicate effectively; and integrate knowledge, skills, values, and professionalism into the delivery of high- quality health care, based upon applied scientific principles. The graduate nurse practices holistic nursing incorporating biophysical, psychosocial, spiritual, cultural, and

wellness concepts. Hope College offers the Associate of Science in Nursing Degree to students who are new to the nursing profession and also has an option for students who already hold an LPN license.

### Program Learning Outcomes

Upon successful completion of the Associate of Sciences in Nursing Program, the student will

1. Provide direct nursing care that promotes optimal wellness of clients throughout the lifespan.
2. Produce quality decisions, substantiated with evidence, that promote the health of clients and their families.
3. Demonstrate integrity, responsibility, and ethical practices when interacting with clients and their families.
4. Lead the coordination of care, with a focus on quality and safety, to support human flourishing of the client and their families.
5. Communicate collaboratively as a member of an integrative healthcare team.
6. Utilize technology to communicate, manage data, mitigate error, support decision-making, and improve system effectiveness.

### Credential Awarded

Upon completion of this program, completing all program competencies and objectives, a student will receive an Associate of Science in Nursing degree. The student will then be eligible to take the Board of Nursing NCLEX exam.

### Length of Program

**77 credits** completed in 94 instructional weeks: 104 calendar weeks.

### Semester Length

Spring and Fall Semesters are 17 weeks each; Summer Semester is 13 weeks.

### Curriculum Options

Hope College offers the Associate of Science in Nursing Degree to students who are new to the nursing profession and also has an option for students who already hold an LPN license. ASN students who already hold an LPN license are awarded 8 transfer credits and are exempt from taking NUR1080C, NUR2010C, since skills in those classes are prerequisite to obtaining an LPN license. They will complete transition didactic and clinical courses instead.



## Section 5.25 ASN Traditional Option Curriculum

### Pathway

Table 5.12: ASN Traditional Option Curriculum Pathway

ASN Course Numbers & Course Title YEAR 1 – SEMESTER 1	Credit Hours	Theory	Lab	Clinical	Total Contact Hours	MODALITY		
						RESIDENTIAL	HYBRID	ONLINE
HCAS-CIS 1000 Computer Basics	NG	0.0	0.0	0.0	0.0	-	-	✓
HCAS-SLS 1001: Intro to College Learning (NG)	NG	0.0	0.0	0.0	0.0	-	-	
HCAS-ENG: English Composition I	3.0	45	0.0	0.0	45	-	-	✓
HCAS-BSC: 1110 Anatomy & Physiology I	3.0	45	0.0	0.0	45	✓	✓	✓
HCAS-BSC: 1110L Anatomy & Physiology I Lab*	1.0	0.0	30	0.0	30	✓	✓	-
HCAS-BSC: 1112 Anatomy & Physiology II	3.0	45	0.0	0.0	45	✓	✓	-
HCAS-BSC: 1112L Anatomy & Physiology II Lab *	1.0	0.0	30	0.0	30	✓	✓	-
CWV 1120: Christian World View	0.0	0.0	0.0	0.0	0.0	-	-	✓
<b>Total</b>	<b>11</b>	<b>135</b>	<b>60</b>	<b>0.0</b>	<b>195</b>			
<b>YEAR 1 – SEMESTER 2</b>								
HCAS-BSC: 1116 Microbiology	2.0	30	0.0	0.0	30	✓	✓	-
HCAS-BSC:1116L Microbiology Lab*	1.0	0.0	30	0.0	30	✓	✓	-
HCAS-PHI 1104 Ethics	3.0	45	0.0	0.0	45	-	-	✓
HCAS-PSY1106 Psychology	3.0	45	0.0	0.0	45	-	-	✓
HCAS-MAT: 1118 College Algebra	3.0	45	0.0	0.0	45	-	-	✓
<b>Total</b>	<b>12</b>	<b>165</b>	<b>30</b>	<b>0.0</b>	<b>195</b>			

YEAR 1 – SEMESTER 3								
HCAS-NUR:1080 Fundamentals of Nursing	5.0	75	0.0	0.0	75	✓	✓	-
HCAS-NUR 1080L: Fundamentals of Nursing Lab*	1.0	0.0	30	0.0	30	✓	✓	-
HCAS-NUR 1080C Fundamentals of Nursing Clinical*	4.0	0.0	0.0	180	180	✓	✓	-
HCAS-NUR 1150 Math & Pharmacology for Nurses	3.0	45	0.0	0.0	45	✓	✓	-
<b>Total</b>	13	120	30	180	330			
YEAR 2 – SEMESTER 4								
HCAS-NUR 2010: Medical-Surgical Nursing I	5.0	75	0.0	0.0	75	✓	✓	-
HCAS-NUR 2010L Medical-Surgical Nursing I Lab*	1.0	0.0	30	0.0	30	✓	✓	-
HCAS-NUR 2010C; Medical-Surgical Nursing I Clinical*	4.0	0.0	0.0	180	180	✓	✓	-
HCAS-NUR 2050 Mental Health Nursing	3.0	45	0.0	0.0	45	✓	✓	-
HCAS-NUR 2050C Mental Health Nursing Clinical*	4.0	0.0	0.0	180	180	✓	✓	-
<b>Total</b>	17.0	120.0	30.0	360	510			
YEAR 2 – SEMESTER 5								
HCAS-NUR 2020 Pediatric Nursing	2.0	30	0.0	0.0	30	✓	✓	-
HCAS-NUR 2020C Pediatric Nursing Clinical*	2.0	0.0	0.0	90	90	✓	✓	-
HCAS-NUR 2030 Maternity & Newborn Nursing	2.0	30	0.0	0.0	30	✓	✓	-

HCAS-NUR 2030C Maternity & Newborn Nursing Clinical*	2.0	0.0	0.0	90	90	✓	✓	-
HCAS-NUR 4220 Medical- Surgical Nursing II	5.0	75	0.0	0.0	75	✓	✓	-
HCAS-NUR 4220L Medical- Surgical Nursing II Lab*	1.0	0.0	30	0.0	30	✓	✓	-
HCAS-NUR 4220C Medical- Surgical Nursing II Clinical*	4.0	0.0	0.0	180	180	✓	✓	-
<b>Total</b>	<b>18</b>	<b>135</b>	<b>30</b>	<b>360</b>	<b>525</b>			
<b>YEAR 2 – SEMESTER 6</b>								
HCAS-NUR 4240 Nursing Leadership & NCLEX Seminar	6.0	90	0.0	0.0	90	✓	✓	-
HCAS-CAP 1000 CAPSTONE	0.0	0.0	0.0	0.0	0.0	-	-	✓
<b>TOTALS</b>	<b>77</b>	<b>765</b>	<b>180</b>	<b>900</b>	<b>1845</b>			

## Section 5.26 LPN-to RN Option Curriculum Pathway

Table 5.13: LPN-to RN Option Curriculum Pathway

ASN Course Numbers & Course Title YEAR 1 – SEMESTER 1	Credit Hours	Theory	Lab	Clinical	Total Clock Hours	MODALITY		
						RESIDENTIAL	HYBRID	ONLINE
HCAS-SLS 1001: Intro to College Learning (NG)	0.0	0.0	0.0	0.0	0.0	-	-	✓
HCAS-CIS 1000 Computer Basics	0.0	0.0	0.0	0.0	0.0	-	-	✓
HCAS-ENG: English Composition I	3.0	45	0.0	0.0	45	-	-	✓
HCAS-BSC: 1110 Anatomy & Physiology I	3.0	45	0.0	0.0	45	✓	✓	-

HCAS-BSC: 1110L Anatomy & Physiology I Lab*	1.0	0.0	30	0.0	30	✓	✓	-
HCAS-BSC: 1112 Anatomy & Physiology II	3.0	45	0.0	0.0	45	✓	✓	-
HCAS-BSC: 1112L Anatomy & Physiology II Lab *	1.0	0.0	30	0.0	30	✓	✓	-
CWV 1120: Christian World View	0.0	0.0	0.0	0.0	0.0	-	-	✓
<b>Total</b>	<b>11</b>	<b>135</b>	<b>60</b>	<b>0</b>	<b>195</b>			
<b>YEAR 1 – SEMESTER 2</b>								
HCAS-BSC: 1116 Microbiology	2.0	30	0.0	0.0	30	✓	✓	-
HCAS-BSC:1116L Microbiology Lab*	1.0	0.0	30	0.0	30	✓	✓	-
HCAS-PHI 1104 Ethics	3.0	45	0.0	0.0	45	-	-	✓
HCAS-PSY1106 Psychology	3.0	45	0.0	0.0	45	-	-	✓
HCAS-MAT: 1118 College Algebra	3.0	45	0.0	0.0	45	-	-	✓
<b>Total</b>	<b>12</b>	<b>165</b>	<b>30</b>	<b>0</b>	<b>195</b>			
<b>YEAR 1 – SEMESTER 3</b>								
HCAS-NUR 2000 Fundamental Transitions to Professional Nurse	5.0	75	0.0	0.0	75	✓	✓	-
HCAS-NUR 2000C Fundamental Transitions to Professional*	1.0	0.0	30	0.0	30	✓	✓	-
HCAS-NUR 1080C Fundamentals of Nursing Clinical*CR	4.0	0.0	0.0	180	180	-	-	-
HCAS-NUR 1150 Math & Pharmacology for Nurses	3.0	45	0.0	0.0	45	✓	✓	-
<b>Total</b>	<b>13</b>	<b>120</b>	<b>30</b>	<b>180</b>	<b>330</b>			
<b>YEAR 2 – SEMESTER 4</b>								

HCAS-NUR 2010: Medical-Surgical Nursing I	5.0	75	0.0	0.0	75	✓	✓	-
HCAS-NUR 2010L Medical-Surgical Nursing I Lab*	1.0	0.0	30	0.0	30	✓	✓	-
HCAS-NUR 2010C; Medical-Surgical Nursing I Clinical* CR	4.0	0.0	0.0	180	180	-	-	-
HCAS-NUR 2050 Mental Health Nursing	3.0	45	0.0	0.0	45	✓	✓	-
HCAS-NUR 2050C Mental Health Nursing Clinical*	4.0	0.0	0.0	180	180	✓	✓	-
<b>Total</b>	<b>17</b>	<b>120</b>	<b>30</b>	<b>360</b>	<b>510</b>			
<b>YEAR 2 – SEMESTER 5</b>								
HCAS-NUR 2020 Pediatric Nursing	2.0	30	0.0	0.0	30	✓	✓	-
HCAS-NUR 2020C Pediatric Nursing Clinical*	2.0	0.0	0.0	90	90	✓	✓	-
HCAS-NUR 2030 Maternity & Newborn Nursing	2.0	30	0.0	0.0	30	✓	✓	-
HCAS-NUR 2030C Maternity & Newborn Nursing Clinical*	2.0	0.0	0.0	90	90	✓	✓	-
HCAS-NUR4220 Medical Surgical Nursing II	5.0	75	0.0	0.0	75	✓	✓	-
HCAS-NUR4220L Medical-Surgical Nursing II Lab*	1.0	0.0	30	0.0	30	✓	✓	-
HCAS-NUR4220C Medical-Surgical Nursing II Clinical*	4.0	0.0	0.0	180	180	✓	✓	-
<b>Total</b>	<b>18</b>	<b>135</b>	<b>30</b>	<b>360</b>	<b>525</b>			
<b>YEAR 2 – SEMESTER 6</b>								
HCAS-NUR4240 Nursing Leadership & NCLEX Seminar	6.0	90	0.0	0.0	90	✓	✓	-
HCAS-CAP 1000 CAPSTONE	0.0	0.0	0.0	0.0	0.0	-	-	✓
<b>TOTAL</b>	<b>77</b>	<b>765</b>	<b>180</b>	<b>900</b>	<b>1845</b>			

## Section 5.26.1 Clinical Breakdown of Hours

### *Clinical Breakdown-Traditional Option*

Specific hours should be provided in order to determine compliance with the statutory allowance for up to 50 percent simulation as outlined in Florida Statute section 464.019(1)(b)(2)(c).

### *Clinical Breakdown – LPN-RN Option*

Specific hours should be provided in order to determine compliance with the statutory allowance for up to 50 percent simulation as outlined in Florida Statute section 464.019(1)(b)(2)(c).

## Section 5.26.2 Nursing Course Descriptions

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

#### **3.0 Credit Hours**

This course provides an introduction to nursing pharmacology that integrates the concepts of physiology, pathophysiology, chemistry, and nursing fundamentals to build a foundation for administering drug therapy to patients. Using a simple to complex approach, key content areas are presented to help conceptualize the important components related to nursing pharmacology. The basic concepts of pharmacology, such as drug testing and approval, pharmacokinetics and pharmacodynamics, therapeutic and toxic effects, dosage calculations, and challenges related to drug therapy, provide the foundation from which drug therapy associated with specific body systems can be addressed. Discussion of the major drug groups focuses on therapeutic actions and indications, pharmacokinetics, contraindications and cautions, adverse effects, clinically important drug-drug interactions and nursing considerations which emphasize the nursing process and focus on patient care and teaching. Prototypes of the major drug groups are emphasized. Lifespan considerations, evidence for best practice, patient safety, and critical thinking are integrated throughout the course. **Prerequisite: HCAS-MAT 1118**

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

#### **5.0 Credit Hours**

This course provides the students with an overview of nursing as a science, an art, and a profession and introduces fundamental concepts and knowledge needed to meet the basic needs of all patients. The nursing process is used as a framework for care delivery, as well as concepts from the social, psychological, and physical sciences. It deals with the concept of man as a holistic being comprised of biopsychosocial and spiritual dimensions. It includes a discussion on the different roles of a nurse emphasizing health promotion, maintenance of health, as well as prevention of illness utilizing the nursing process. HIV/AIDS training is also delivered in keeping with the State of Florida basic HIV/AIDS course for licensed health-care personnel. Furthermore, the following topics are also given attention: communication skills, health and illness, levels of care, and meeting needs related to death, dying/grief, and grieving. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied to include personal health concepts, health teaching/counseling, health promotion and community health. **Prerequisite: HCAS-BSC 1116 / Co-Requisite: HCAS-NUR 1080L Fundamentals of Nursing Lab, HCAS-NUR 1080C Fundamentals of Nursing Clinical**

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

### **1.0 Credit Hours**

The Fundamentals of Nursing Lab course introduces required clinical practicum for development and practice of the fundamentals of nursing practice including psychomotor skill development needed to implement safe and effective patient care. Emphasis is placed on practice completing health and physical assessments, recognizing expected findings in patients in the laboratory and clinical settings. Using the nursing process, students will acquire and practice critical reasoning skills in the selection of nursing diagnoses and planning of patient care. Students will demonstrate the principles of effective and accurate nursing documentation. This course provides the practice of foundational knowledge, fundamental skills and attitudes required for the student to implement and monitor selected nursing interventions and technologies. **Prerequisite: HCAS-BSC 1116 / Co-Requisite: HCAS-NUR 1080 Fundamentals of Nursing, HCAS-NUR 1080C Fundamentals of Nursing Clinical**

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

### **5.0 Credit Hours**

This course introduces nursing care practices at various clinical settings. The nursing process is utilized as a framework for care delivery. Students will provide direct care to patients/clients and will be under the supervision of a faculty member. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied to include health teaching/counseling and health promotion. **Prerequisite: HCAS-BSC 1116 / Co-Requisite: HCAS-NUR 1080L, HCAS-NUR 1080C**

## **HCAS-NUR 2000: Fundamental Transition to Professional Nursing**

### **5.0 Credit Hours**

This course introduces the student with selected prior healthcare experience and education to the profession of nursing, the roles basic to nursing practice, nursing process, and the implementation of health-promoting activities to meet patient needs. Nursing care of the adult patient with moderate alterations in health will be explored within a body system's framework. The nurse's role in meeting the short- and long-term needs of the patient and community through preventive, therapeutic, and palliative care will be presented. HIV/AIDS training is also delivered in keeping with the State of Florida basic HIV/AIDS course for licensed health-care personnel. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied to include: personal health concepts, health teaching/counseling, health promotion, and community health. **Prerequisite: LPN License / Co-Requisite: HCAS-NUR 2000C**

## **HCAS-NUR 2000L: Fundamental Transition to Professional Nursing Lab**

### **1.0 Credit Hours**

This course provides opportunities for the student with selected prior healthcare experiences and education to apply the nursing process. The emphasis is on health-promoting activities to meet patient needs in a variety of settings including inpatient and community-based experiences. Students will be encouraged to actively participate in projects emphasizing preventive aspects of nursing care. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal

aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied to include: personal health concepts, health teaching/counseling, health promotion, and community health. **Prerequisite: LPN License / Co-Requisite: HCAS-NUR 2000**

### **HCAS-NUR 2010: Medical Surgical Nursing I**

#### **5.0 Credit Hours**

This course provides an understanding of the nurse's role in health and illness within evolving practice environments and across the spectrum of health and illness to include geriatric care. This course will address nursing care issues from a physiologic, pathophysiologic, and psychosocial context. Nursing students will develop up-to-date knowledge to apply through critical thinking and clinical reasoning. **Prerequisite: HCAS-NUR 1080 / Co-Requisite: HCAS-NUR 2010L, HCAS-NUR 2010C**

### **HCAS-NUR 2010L: Medical Surgical Nursing I Lab**

#### **1.0 Credit Hours**

A strong laboratory focus is provided to enable the student learner to demonstrate competence in selected basic nursing skills. Lab simulation of selected clinical nursing skills will be used to facilitate meeting the needs of clients with basic medical and surgical problems including geriatric care. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied. **Prerequisite: HCAS-NUR 1080, HCAS-NUR 1080L, HCAS-NUR 1080C / Co-Requisite: HCAS-NUR 2010, HCAS-NUR 2010C**

### **HCAS-NUR 2010C: Medical Surgical Nursing I Clinical**

#### **4.0 Credit Hours**

This course will introduce basic clinical experiences in acute-care settings and observational experiences in specialty areas. Students will be providing direct care to patients/clients and will be under the supervision of a faculty member to enhance the clinical learning experiences in the acute-care setting, include health teaching/counseling and health promotion. Practicum experiences in this course may be provided in sub-acute, long-term care, geriatric and/or community-based settings. To reinforce active and independent learning and nursing skills, this course may incorporate interactive computer-based programs and simulation exercises throughout the practicum experience. **Prerequisite: HCAS-NUR 1080, HCAS-NUR 1080L, HCAS-NUR 1080C / Co- Requisite: HCAS-NUR 2010, HCAS-NUR 2010L**

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

#### **2.0 Credit Hours**

The theoretical component of this course addresses the unique biopsychosocial health and illness needs of the pediatric population. Emphasis is placed on exploring strategies that assist children and their caretakers to prevent and/or minimize the effects of illness and disability and to promote, maintain and restore health. Concepts that will be emphasized throughout the curriculum are: caring, communication strategies, critical thinking, clinical competence, and commitment to professionalism. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is applied to include, personal health concepts, health teaching/counseling, health promotion and community health. **Prerequisite: HCAS-NUR 1080/ Co- Requisite: HCAS-NUR 2020C**



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

### **2.0 Credit Hours**

This clinical practice course will focus on the application of theories, concepts, research, issues, and trends in pediatric nursing. Emphasis is placed on the role of the professional nurse in pediatric health nursing and on the use of the nursing process with children and their families. The clinical component provides guided clinical experiences that would allow students to demonstrate caring and clinical competences in the application of the nursing processes in selected pediatric healthcare environments and the clinical simulation laboratory. Students interact with culturally diverse clients and families with emphasis on the integration of critical thinking, effective interpersonal communication, & professionalism. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied, to include personal health concepts, health teaching/counseling, health promotion and community health.

**Prerequisite:** HCAS-NUR 1080, HCAS-NUR 1080L, HCAS-NUR 1080C / **Co- Requisite:** HCAS-NUR 2010, HCAS-NUR 2010L

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

### **2.0 Credit Hours**

This course prepares students to meet the biopsychosocial needs of the normal childbearing family, utilizing knowledge and skills obtained through the theory and clinical components of the course as well as through selected simulation exercises. Common alterations in the childbearing process will be discussed which will enable the student to recognize complications and implement appropriate interventions of a beginning level practitioner. The educational and anticipatory guidance needs of the childbearing family will be integrated throughout the theoretical component equipping students with skills needed to enable families to maintain or restore a state of health and well-being. Concepts emphasized throughout the course will be those of caring, clinical competence, critical thinking, communication, and commitment to professionalism. Specifically, the following sub concepts are discussed in the light of nursing: procreative health, Antepartum/pregnancy, postpartum, newborn, growth and development, infant and family, toddler and family, college bound and family, child and family, adolescent and family, and adulthood. Basic nursing knowledge, legal and ethical aspects, human growth and development, body structure and function, interpersonal relationship skills, nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice is also applied. **Prerequisite:** HCAS- NUR 1080 Fundamentals of Nursing / **Co-Requisite:** HCAS-NUR 2030C

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

### **2.0 Credit Hours**

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

nutrition, legal aspects of practice, medication administration for nursing and skills common to all areas of nursing practice in a clinical setting is applied, to include health teaching/counseling and health promotion.

**Prerequisite:** HCAS-NUR 1080, HCAS-NUR 1080L, HCAS-NUR 1080C Clinical / **Co-Requisite:** HCAS-NUR 2030

### **HCAS-NUR 4220 Medical-Surgical Nursing II**

#### **5.0 Credit Hour**

This course is a continuance from medical surgical nursing I that provides an understanding of the nurse's role in health and illness within evolving practice environments and across the spectrum of health and illness. This course will address nursing care issues from a physiologic, pathophysiologic, and psychosocial context.

Nursing students will develop up-to-date knowledge to apply through critical thinking and clinical reasoning.

**Prerequisites:** HCAS-NUR 1080, HCAS-NUR 1080L, HCAS-NUR 1080C, HCAS-NUR 2010, HCAS-NUR 2010L, HCAS-NUR 2010C / **Co-Requisite:** HCAS-NUR 2040L, HCAS-NUR 2040C

### **HCAS-NUR 4220C Medical-Surgical Nursing II Clinical**

#### **1.0 Credit Hour**

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

**Prerequisite:** HCAS-NUR, HCAS-NUR 1080L, HCAS-NUR 1080C, HCAS-NUR 2010, HCAS-NUR 2010L, HCAS-NUR 2010C / **Co-Requisite:** HCAS-NUR 2040L, HCAS-NUR 2040

### **HCAS-NUR 4220C Medical-Surgical Nursing II Clinical**

#### **4.0 Credit Hour**

Practicum experiences in this course may occur at acute settings, ambulatory care facilities, rehabilitative centers and/or through simulation activities in Hope College's learning laboratory. In addition, the practicum experience may occur in long-term care setting to allow students to demonstrate their leadership/management abilities and other skills learned throughout their program. **Prerequisite:** HCAS-NUR 1080, HCAS-NUR 1080L, HCAS-NUR 1080C, HCAS-NUR 2010, HCAS-NUR 2010L, HCAS-NUR 2010C **Co-Requisite:** HCAS-NUR 2040L, HCAS-NUR 2040

**Prerequisite:** HCAS-NUR 1080, HCAS-NUR 1080L, HCAS-NUR 1080C, HCAS-NUR 2010, HCAS-NUR 2010L, HCAS-NUR 2010C **Co-Requisite:** HCAS-NUR 2040L, HCAS-NUR 2040

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

#### **3.0 Credit Hour**

Contemporary Practice uses the biopsychosocial model to provide a contemporary holistic framework for delivering nursing care to individuals and families living within tumultuous societies. An emphasis on the recovery model is presented throughout the course material. Current advances in psychiatric care, psychiatric nursing care, and nursing education are presented. **Prerequisite:** HCAS-NUR 1080 / **Co-Requisite:** HCAS-NUR 2050C

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

#### **4.0 Credit Hour**

This course provides the student with the knowledge base to apply selected theories and concepts to the management of mental disorders. Continuing themes of growth and development across the life span, therapeutic communications. The practicum portions of this course may include experiences at psychiatric medical facilities,

acute care settings, long term care facilities, community health care experiences and/or simulation activities.  
**Prerequisite:** HCAS-NUR 1080, HCAS-NUR 1080L, HCAS-NUR 1080C /**Co-Requisite:** HCAS-NUR 2050

### **HCAS-NUR 4240C: Nursing Leadership and NCLEX Seminar**

#### **6.0 Credit Hour**

This course introduces the leadership roles and management functions of professional registered nurses within the structure of an organization. The management process (planning, organizing, staffing, directing, and controlling) provides the structure for the course. Emphasis is given to organization theory, management theory, and behavioral theory. Accountability for quality assurance in the provision of nursing care, multidisciplinary communication, and collaborative relationships are emphasized. The legal authority for nursing practice, the impact of political and legislative processes, and ethical issues in management are also discussed. Various modes of inquiry, including nursing process, problem-solving models, and decision-making tools, are emphasized as tools for analyzing complex leadership and management problems common to nursing leaders and managers.

In addition, this course is designed to provide concepts to be discussed in relation to the transition from student to Licensed Registered Nurse (“RN”). The course will prepare the student to independently assume the role of the Registered Nurse in professional practice and assess the student’s ability to pass the RN-NCLEX State Board examination the FIRST TIME. This course offers a comprehensive review of all previous program objectives and coursework so that students can assimilate and integrate all the principles and vital information they will need to provide quality nursing care safely, efficiently, and effectively. Areas of strengths and weaknesses will be identified to assist the students in directing their continued learning. **THIS COURSE IS COMPREHENSIVE. TOPIC AREAS COVERED DURING THE PROGRAM CAN AND WILL BE TESTED IN THIS COURSE.** The Benchmarks for passing this Course are set forth in the course syllabus. Students must complete ALL assigned focused/remedial testing and Integrated/remedial Kaplan examinations, meet the exam overall benchmark, complete all the three phases of the Kaplan study plan and the recommended NCLEX Bootcamp course of study. The course syllabus is reviewed every semester, and there are occasions where the benchmarks set forth therein are revised to reflect current best practices. Students are required to take their final exam in-person at the campus and will have two opportunities to pass the Final exam. Prior to sending your name to sit for the NCLEX EXAM, students are required to fulfill all the necessary requirements and settle their financial obligations. School reserves the right to change the syllabus.

**Prerequisite(s): All required courses for the ASN program / Co-requisite(s): None**

### **HCAS-CAP 1000: CAPSTONE**

#### **0.0 Credit Hour**

This course is an assessment of student learning outcomes which requires students to pass three testing phases. Kaplan Question Trainer exams 1-7 are part of Capstone review course, which includes three (3) CAT Exams, NCLEX Practice Test and a Readiness Exam. Students are required to score 68 or higher to move between phase 1, phase 2, and phase 3. Once all phases are successfully completed, students are required to complete the NCLEX application for Florida Board of Nursing.

**Prerequisite(s): All required courses for the ASN program / Co-requisite(s): None**

## **Section 5.30 Academic Programs for Current Registered Nurses**

### RN-BSN Bachelor of Science in Nursing

The Nursing Bachelor's Degree ("RN-BSN") is designed for current Registered Nurses who seek to improve patients' outcomes and community health. Hope College offers a Bachelor of Science Degree in Nursing. This program will help registered nurses broaden their professional responsibilities and career opportunities. This Hybrid program is created with minimal clinical and designed to be completed in as few as 12 months.

### **RN-BSN Program Learning Outcomes**

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

1. Synthesize knowledge derived from liberal arts, nursing, science, and life experience to provide professional nursing care.
2. Establish evolving independent and collaborative nursing interventions grounded on a holistic, patient-centered assessment, goals, resources and anticipated outcomes.
3. Utilize therapeutic communication skills with culturally diverse patients and populations.
4. Assimilate ethical, legal and professional nursing standards based on a holistic perspective into own professional nursing practice.
5. Adopt accountability and responsibility for professional personal development and continual evaluation of efficacy of own nursing clinical practice.
6. Provide enhancement of excellence in health care and nursing practices in varied healthcare settings and assess findings of research for application and significance to professional nursing practice.

### Credential Awarded:

A Bachelor of Science in Nursing is awarded once the student meets all requirement.

### Length of Program:

66 Credits in 12 months (52 weeks).

### Program Delivery:

The RN-BSN is delivered Hybrid.

### Semester Length:

Spring and Fall Semesters are 17 weeks each; and Summer Semester is 13 weeks.

### Credit for Prior Nursing Education:

Licensed Registered Nurse are allowed to transfer up to 54 eligible pre-requisite credits, including 54 eligible nursing credits from a regionally or nationally accredited college or university. Graduates of Board of Nursing approved professional nursing programs may transfer up to 54 eligible nursing credits.

Table 5.14: RN-BSN-Curriculum Pathway

RN-BSN Course Numbers & Course Title	Credit Hours	Theory	Lab	Clinical	Total Clock Hours	MODALITY		
						RESIDENTIAL	HYBRID	ONLINE
<b>YEAR 1 – SEMESTER 1</b>								
CWV 1120: Christian World View	0.0	0.0	0.0	0.0	0.0	-	-	✓
HCAS-ENC 1102: English Composition II	3.0	45	0.0	0.0	45	-	-	✓
HCAS-SOC 1108: Sociology	3.0	45	0.0	0.0	45	-	-	✓
HCAS-CHM 1114: Chemistry & Lab	4.0	45	30	0.0	75	-	-	✓
HCAS-MGF 2100: Finite Mathematics	4.0	60	0.0	0.0	60	-	-	✓
HCAS-SOP 3100: Social Psychology of Groups	4.0	60	0.0	0.0	60	-	-	✓
HCAS-PSY 3102: Human Growth and Development	4.0	60	0.0	0.0	60	-	-	✓
<b>YEAR 1 – SEMESTER 2</b>								
HCAS-STA 3108: Statistical Methods and Application	4.0	60	0.0	0.0	60	-	-	✓
HCAS-NUR 3220: Concepts of Nursing Leadership and Organizational Management	4.0	60	0.0	0.0	60	-	-	✓
HCAS-NUR 3030: Evidence-Based Nursing Practice	4.0	60	0.0	0.0	60	-	-	✓
HCAS-NUR 3310: Gerontological Nursing	4.0	60	0.0	0.0	60	-	-	✓
HCAS-NUR 3420: Theoretical Application in Nursing Research	4.0	60	0.0	0.0	60	-	-	✓

YEAR 1 – SEMESTER 3								
HCAS-NUR 3500: Advanced Pathophysiology	4.0	60	0.0	0.0	60	-	-	
HCAS-NUR 3820: Transcultural Nursing	4.0	60	0.0	0.0	60	-	-	
HCAS-NUR 4340: Technologies in Nursing	4.0	60	0.0	0.0	60	-	-	-
HCAS-NUR 4350: Concepts of Community- Based Nursing Practice and Practicum	4.0	30	0.0	90	120	-	✓	-
HCAS-NUR 4360: Advanced Pharmacology	4.0	60	0.0	0.0	60	-	-	✓
HCAS-NUR 4370C: Leadership Concepts in Nursing & Practicum	4.0	30	0.0	90	120	-	✓	-
<b>TOTALS</b>	<b>66</b>	<b>915</b>	<b>30</b>	<b>180</b>	<b>1125</b>			

## RN-BSN Core Courses Description

### HCAS-NUR 3030: Evidenced-Based Nursing Practice

#### 4.0 Credit Hour

This course addresses the role of research in professional nursing practice, including conduct of research, research sources utilization and dissemination, and principles and models of evidence-based practice. **Prerequisite: None**  
/ Co-requisite: None

### HCAS-NUR 3220: Concepts of Nursing Leadership and Organizational Management

#### 4.0 Credit Hour

This is the culminating clinical practice course. The Practicum is designed to help students integrate knowledge about the activities, roles, and responsibilities of nurse managers/leader sand to enable students to practice conceptual, technical, and interpersonal management and leadership skills. The successful nurse leader/manager is a person of influence. Thus, “becoming influential” is the primary theme of the practicum. The Practicum embedded in the course provides opportunities for students to translate theory into practice and to build their capacity to influence. Nurse Leaders/Preceptors guides the student in functioning in a leadership role. **Prerequisite: Active RN-License / Co-requisite: None**

### HCAS-NUR 3310: Gerontological Nursing

#### 4.0 Credit Hour

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

### **HCAS-NUR 3420: Theoretical Application in Nursing Research**

#### **4.0 Credit Hour**

This course introduces concepts of critical analysis and outcomes research. Students will analyze the scientific merit of quantitative and qualitative research reports with an emphasis on application to, and implication for, evidence-based nursing practice as it relates to primary, secondary, and tertiary preventions/interventions. Students will also be exposed to contemporary trends and legal and ethical issues guiding the research process.

**Prerequisite: Active RN-License / Co-requisite: None**

### **HCAS-NUR3500: Advanced Pathophysiology**

#### **4.0 Credit Hour**

The focus of the course is on the pathogenesis of selected diseases leading to alterations of body structure and functions across the lifespan. This is emphasized through case study review discussing and applying cell structure, function, genetic control and its impact on the disease process. The students will integrate and apply pathophysiological concepts to client care in the development of primary, secondary, and tertiary interventions to attain, maintain, and retain the health state. Contemporary treatment, legal and ethical issues, and health promotion concepts pertaining to pathophysiological disorders will be explored. **Prerequisite: Active RN-License / Co-requisite: None**

### **HCAS-NUR 3820: Transcultural Nursing Prerequisite**

#### **4.0 Credit Hour**

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

**Prerequisite: Active RN-License / Co-requisite: None.**

### **HCAS-NUR 4340: Technologies in Nursing Prerequisite**

#### **4.0 Credit Hour**

This course teaches students to effectively use information technology in improving the quality of patient care. EMR, HER, and computer documentation will be discussed. Students will integrate evidence-based nursing research into useful data to assist in making mindful decisions on behalf of their patients. Students will be able to navigate through healthcare technology systems. In addition, emphasis will focus on learning to identify scholarly

and non-scholarly methodologies in the support and care of patients. **Prerequisite: Active RN-License / Co-requisite: None**

### **HCAS-NUR 4350: Concepts of Community-Based Nursing Practice and Practicum**

#### **4.0 Credit Hour**

This course teaches students to effectively use information technology in improving the quality of patient care. This course provides the foundation for developing and using nursing theory and theories from other disciplines that, in turn, provide the foundation for developing and using epidemiological theory and concepts in planning and implementing primary, secondary, and tertiary levels of prevention for at-risk aggregates and communities. It focuses on the process of conceptualizing individuals, families, groups, and communities within their environments. Students will learn to facilitate health care delivery to aggregates and communities of diverse cultures, using effective communication, negotiation, problem-solving skills, and collaborating with the interdisciplinary health care team and members of the community. Students will demonstrate an ability to evaluate health and wellness within primary secondary and tertiary levels of prevention using principles of evidence-based practice. Contemporary trends in community-based nursing practice will be discussed. Students will examine the economic, sociocultural, and ethical influences on community-based nursing practice. **Prerequisite: Active RN-License / Co-requisite: None**

### **HCAS-NUR 4360: Advanced Pharmacology**

#### **4.0 Credit Hour**

This course introduces students to pharmacology therapeutic concepts as they are applied to nursing practice. This course discusses basic pharmacological concepts including pharmacokinetics, pharmacodynamics, as well as the principal classification of drugs in clinical use today according to physiological and psychological concepts. The role of the nurse in the safe, effective administration of medications is emphasized. A great variety of interactive and experiential activities will be utilized in the classroom to enable the student to apply pharmacological theory to clinical situations. **Prerequisite: Active RN-License / Co-requisite: None**

### **HCAS-NUR 4370: Leadership Concepts in Nursing & Practicum**

#### **4.0 Credit Hour**

This course provides the student with a leadership practicum experience designed in collaboration with a faculty member, clinical representative, and student to be carried out in an appropriate health care or community-based care setting. Students will integrate knowledge of evidence-based practice, quality and safety initiatives, and leadership to design, implement, and lead an interdisciplinary team project that will improve client outcomes. **Prerequisite: Active RN-License / Co-requisite: None**

**Please Note as to co-requisites courses, Lab and clinical classes should be taken concurrently with lecture courses. The BSN transition students will be eligible to transfer up to 54 Nursing Course Credits for the RN program and experiential learning.**

### **Section 5.31 Graduation Requirements (PN Diploma and ASN Degree)**

- ✓ Students must satisfactorily complete a minimum of 77 credit hours for ASN Degree.
- ✓ Students must satisfactorily complete a minimum of 1350 clock hours for PN Diploma.
- ✓ Successful completion of the required clinical hours with a passing grade.
- ✓ Successful completion of the Leadership NCLEX Seminar course.



- ✓ Successfully passed the Comprehensive assessment exam with the minimum required score\*.
- ✓ All course requirements must be completed with a minimum grade of “C” (77%) General Education Courses and “B” (80%) Nursing Courses; and
- ✓ Complete Board of Nursing and Pearson Vue application after achieving passing score on Exit Exam.

Hope College reserves the right to administer different assessment exams at any given time. While each type of test and all required passing scores for the tests are equivalent, the grading/benchmarks system for each one varies per the publisher’s recommendations. Hope College will use the grade that is recommended by the publisher of the test.

#### Leadership NCLEX Seminar and NCLEX Readiness Examination Policy

- ✓ An NCLEX Readiness Exam will be initially administered to assess the strengths and weaknesses of the student.
- ✓ Category Examinations will be administered after completion of topic review and a minimum of 66% must be achieved; and
- ✓ A final NCLEX Readiness Exam will be administered to students who have successfully completed the course. Students in the ASN must achieve a benchmark of 80 and PN students must achieve a benchmark of 75. In addition, students must meet the benchmark for each of the eight-client category needs within the comprehensive exam.

#### Readiness Testing Requirement

There is a Final Exam requirement at the end of each of the pre-licensure nursing programs (PN and ASN), consisting of a computerized comprehensive nursing exam for RN or PN. This test evaluates students' application of nursing concepts at the conclusion of a program when preparing to take the NCLEX. The college reserves the right to use various testing products. The passing score is determined by the benchmark recommended by each individual test product for the current testing year. The exam will be scheduled at the end of **NUR 4240: Leadership & NCLEX Seminar**. Failure to take the exam within 30 days of completing **NUR 4240: Leadership & NCLEX Seminar** will result in a failure grade. Students are only permitted to take the exit exam 2 times before receiving an automatic failure in NUR 4240: Leadership & NCLEX Seminar. After completing the exam, each student will be able to view his or her or their comprehensive report, showing an overview of the exam result with the raw test score, conversion score, and comparison scores. Retake of the Final exam is to be completed no later than 7 days after failing the first attempt. Failure to take the exam or failing to meet the required benchmark will result in a failure grade for the course.

#### Consequence of Failure of the Readiness Comprehensive Exam

Due to the rigor of the course, a student that fails the readiness exam twice will be required to retake the **NUR 4240: Leadership & NCLEX Seminar** course. **Failure in the NUR 4240: Leadership & NCLEX Seminar course a second time will result in termination from the program.**

This course is an assessment of student learning outcomes which requires students to pass three testing phases. Kaplan Question Trainer exams 1-7 are part of Capstone review course, which includes three (3) CAT Exams, NCLEX Practice Test and a Readiness Exam. Students are required to score 68 or higher to move between phase 1, phase 2, and phase 3. Once all phases are successfully completed, students are required to complete the NCLEX application for Florida Board of Nursing.

### **Section 5.32 Graduation Requirements (RN-BSN)**

- ✓ Students must satisfactorily complete a minimum of 120 credit hours for RN-BSN Degree.
- ✓ Successful completion of the required clinical hours with a passing grade.
- ✓ Successful completion of the practicum courses.

#### Commencement and Graduation

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

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

Graduation is the successful completion of all academic requirements including passage of the exit exam, and fulfillment of all financial obligations.

The graduation fee covers administrative costs associated with completing the graduation review, as well as printing and shipping of the graduate's diploma. Also note, the graduate will receive her or his or their diploma whether he or she or they attend or not attend commencement.

#### Nursing Pinning Ceremony

All active students are invited to attend the Hope College Nursing Pinning Ceremony. Graduating students are eligible to participate in pinning ceremonies when all nursing program requirements for graduation have been met. The attendance and participation in the pinning ceremony does not mean that the student has satisfied graduation requirements of Hope College. Participation in the pinning or commencement ceremonies does not imply that the student has officially graduated. The number of guests per student is at the discretion of Hope College and will take into consideration the number of graduates and facility availability.

## SECTION 6. STUDENT SERVICES



## **Section 6.0 Student Services**

Hope College helps students in preparing for a career in the healthcare industry. Hope College provides current and graduate students diverse support to help the students in strategizing and identifying their responsibilities, and in attaining their educational goals. The Student Services Department provides the following services:

1. Job placement services,
2. Library services,
3. Orientation,
4. Academic advisement,
5. Personal advisement,
6. Virtual bookstore,
7. Remediation and tutoring,
8. Transcript review,
9. Clinical rotation placement and support, and
10. Campus activities and events.

The Student Services Department also assists with state and national examination registrations, fingerprinting locations, and any other students' questions. The Student Services Department assists students with any other paperwork that they may need to ensure their success.

In compliance with Title II of the Americans with Disabilities Act of 1990 ("ADA"), Hope College will make every available effort to accommodate persons with disabilities, so long as the student can provide Hope College with documentation of the disability. Should the disability interfere with the student completing a required element of their program, students must be able to document that their failure is directly related to their disability.

## **Section 6.1 Academic Advisement**

The nursing programs can be pretty challenging. Hope College is committed to assist students in handling their academic challenges. A representative is available, at no cost, to discuss a wide variety of personal issues, such as test anxiety, learning struggles, interpersonal conflict, family struggles, depression, and anxiety.

Furthermore, students are continually informed of their performance via viewable gradebooks and advising sessions with their instructors, the Dean of Nursing, and/or staff from the Student Services Department. Students are also provided personal and professional development seminars and can make arrangements for gratis tutoring assistance through the Student Services Department.

## **Section 6.2 New Student Orientation**

Participation in new student orientation is required of all students who are beginning their first semester at Hope College. New student orientation provides essential information about Hope College policies, campus facilities, and college life. Sessions include special times of fellowship and recreation with other students,

faculty, and staff members. **Attendance at the new student orientation is mandatory.** The new student orientation also provides an opportunity for nursing students to make arrangements for uniforms and to receive their official student identification (“ID”).

## **Section 6.3 Spiritual Development**

Hope College of Arts and Sciences is privileged to have you join our institution to begin your academic journey. Throughout your journey, we will assist you in discovering three essential areas in spiritual development of faith in Christ. We want to assist you in fulfilling God’s plan in your lives during the time you spend at HCAS.

Your journey commences by meeting and building healthy relationships with the HCAS family and community who are committed to assisting you as you begin to process your academic journey through three imperative areas: CONNECT (to God and others), GROW (in Christ, personally and relationally), and SERVE (God and others).

### **CONNECT**

The College assists its community to CONNECT to God, the College, and others. Hope College of Arts and Sciences offers Spiritual Development in-services on a quarterly basis and a mandatory Christian Worldview Class in every program.

### **GROW**

The College ensures that its community understands that growth can only occur in a place when people realize that they need and depend on Christ. Growing in Christ will assist you in discovering His presence in every area of your life, and it is this realization that causes you to trust in God’s grace and remain steadfast to this discipleship lifestyle. The College provides resources through our church affiliates for church services, in-person or virtually, to aid in growing in Christ personally and relationally.

### **SERVE**

Serving is joyful, and it is a fulfilling part of our Christian Walk. It is difficult to find fulfillment when there is no investment of time, energy, gifts, and engagement. God created us specifically to serve Him. When we serve, we continue to connect and grow in Christ and others. Hope College of Arts and Sciences Community serves in ministry at LifePoint Church and Christian Missionary Services with Gio’s House of Hope and Restoration, Seventh Day Baptist Church of Ft. Lauderdale, Heart of Grace, Backpack International, Communaute Saint Francois D’Assise and Teen Challenge.

## **Section 6.4 Student Organizations and Outreach**

### **Opportunities**

Hope College of Arts and Sciences, consistent with its mission and institutional objectives, encourages and supports students’ organization to advance their professional and personal development. These include, but are not limited to, a formal student government, association, or clubs. Additionally, the College may facilitate or otherwise support outreach opportunities in the local, national, or international communities, as identified by need.

### Christian Missionary Services

Missionary Services Outreach gives you several opportunities to serve Christ in public while concentrating on the needs and welfare of others. Hope College of Arts and Sciences is affiliated with several missionary organizations, including Gio's House of Hope and Restoration, Heart of Grace, and Backpack International.

### Gio's House of Hope and Restoration

Gio's House of Hope and Restoration (GHHR) supports the physical, emotional, educational, and spiritual needs of the orphaned children and communities of Haiti. They provide food, housing, healthcare, and more to those in need through their programs and initiatives. Learn more about Gio's House of Hope and Restoration (GHHR) at <https://www.gioshouseofhopeandrestoration.org/>

### Heart of Grace Ministries

Heart of Grace Ministries aims to bring hope to those who are hopeless, provide food to those who are hungry, and clothing to those in need. The ministry's goal is to show the love of Jesus Christ through their actions. Heart of Grace Ministries is dedicated to reaching out to those who are lost and broken and hosts monthly events in Fort Lauderdale, Florida. The organization provides clothing and groceries to communities in need while spreading the message of hope through the Word of God. Learn more about Heart of Grace Ministries at <https://godsgrace.us/what.html>

### Backpack International

Backpack International Inc (BPI) has a global mission to equip students in need for academic success. BPI has served students in seven countries, providing backpacks filled with school supplies, hygiene products, books, shoes, clothing, toys, bicycles, and more. Oslyn Rodriguez, a certified English teacher and school administrator, founded Backpack International in 2016. Learn more about Backpack International Inc (BPI) at <https://www.backpackinternational.org/>

### Communaute Saint Francois D'assise

Communaute Saint Francois D'assise is located in Port-au-Prince, Haiti. Their mission is to serve the orphans in orphanages and the surrounding community by providing them with God's teachings, food, shelter, and free education. +50943196254

### Teen Challenge

Teen Challenge is a licensed counseling service and faith-based residential program that aims to help women from all backgrounds and ages find freedom from addiction and other life-controlling issues. It also strives to restore their relationships with their families and create new and hope-filled futures for themselves and their loved ones. Learn more about Teen Challenge at <https://southeastfloridarehab.com/>

### Seventh Day Baptist Church of Ft. Lauderdale Evangelism Ministry

The Seventh Day Baptist Church of Fort Lauderdale was established in 2003 as a branch of the Miami Seventh Day Baptist Church, with the goal of planting an SDB Church in Fort Lauderdale. Weekly Bible Studies were held in homes for more than 15 years until a strong core group of people emerged to establish the Church. Its mission is to work with "Feed my Sheep Ministries" in St. Ann, Jamaica, distributing food, clothing, toiletries, and Bibles to the

homeless in various parishes. Over 16,000 pounds of food have been sent out in 2022. Learn more about the Seventh Day Baptist Church of Ft. Lauderdale Evangelism Ministry at <https://www.sdbftlauderdale.org/>

### Counseling Services

Counseling Services exists to assist students, faculty, staff, and administration in spiritual healing, searching for individual beliefs and values, and looking for spiritual meaning higher than your individual selves. The College partners with Lifepoint Church to provide spiritual counseling to students, faculty, staff, and administration. For more information, contact Lifepoint Church at 954- 423-2277. The church is located at 8900 NW 44th Street, Sunrise, FL, 3335. Email [Lifepoint6.adm@gmail.com](mailto:Lifepoint6.adm@gmail.com)

### Church Services (in-person or Virtual)

The College is teaching the students that hearing the word of God penetrates hearts, transforms lives, and gives guidance on how to follow God, improve spirituality, and live better lives. The College is affiliated with Lifepoint Church, and students are able to watch the services Sunday morning, 9:00 a.m. & 10:45 a.m; In Spanish, 12:30 p.m.; Wednesday Night Service, 7:00 p.m.; and Bilingual and Friday Prayer Service 6 – 7:00 a.m. & p.m. at <https://www.cometolife.tv/sermons.html>

### Student Government

The Student Government (SG) is an official body representing the students at Hope College, to the administration, the President, and the wider community. On an annual basis, officers and other roles of the SG will be elected from across all active programs to ensure representation of interests. The officers and roles are President, Treasurer, and Secretary, and Fundraising Assistant (who handles requests for assistance for students facing special circumstances, i.e., financial emergencies and or academic circumstances). An alumnus also serves as the Community Outreach Coordinator.

**Student Nurses Association**—Students are encouraged to participate in this national organization. The organization fosters high standards of nursing practice, promotes a safe and ethical work environment, bolsters the health and wellness of nurses, and advocates on health care issues that affect nurses and the public.

**American Nurses Association**—Students are encouraged to participate in this national organization whose mission is to improve patient care through supporting both individuals and organizations to advance the nursing profession.

## **Section 6.5 Career Services**

Hope College assists students in preparing for their nursing careers in the healthcare field. Hope College assists the student with employment assistance opportunities in the form of interview preparation and resume writing workshops, job search, and career planning. Students and graduates are encouraged to take advantage of these services. Hope College does not guarantee employment placement to students. Hope College does not promise or imply any specific market or job availability amounts.

## **Section 6.6 Textbooks/Learning Resources**

Student learning resources are provided by Cengage for general education courses. Students are required to purchase this resource directly from the seller. Lippincott electronic resources for Core Nursing theory and lab courses. Swift River by ATI is a virtual simulation resource for clinical courses. Core nursing and clinical electronic resources are included in the semester charges

## **Section 6.7 Wireless System Access**

Wireless Internet access is available on campus for students. To access the network, please contact the Information Technology (“IT”) Department.

## **Section 6.8 Remediation and Academic Intervention Services**

Academic Intervention Services (“AIS”) is a branch of the Student Services Department that provides students with additional instruction which supplements the instructions provided in the general curriculum to assist students in meeting the required benchmarks. Hope College provides free tutoring, through academic intervention professionals that are instructors or faculty. The foundation of tutoring is a peer and instructor-based tutoring program designed to provide individualized assistance one-on-one or to small group support for students who are struggling. The program is led by the Student Services Department which coordinates students with appropriate tutors. Hope College promotes this program for students who wish to have additional assistance in their classes. The tutors are either instructors or upper-level students who have excelled in courses. Students interested in tutoring services should contact the Student Services Department to schedule an appointment with a tutor. Additionally, students are advised to form study groups as often as possible.

## **Section 6.9 Registrar Department**

The campus registrar maintains all academic records. Students needing to schedule courses, with transfer credit or transcript questions, and graduates seeking official transcripts, copies of their diploma or degree, or copies from their records should schedule an appointment or contact the registrar office via email at [registrar@dp.hcas.edu](mailto:registrar@dp.hcas.edu).

### Transcript Requests

A written transcript request, signed by the student, should be made a minimum of two (2) weeks before transcript is required. The full address of the person/place to which the transcript is to be sent must be included. There will be a \$32.10 fee per transcript requested. In addition, each student requesting expedited service may be subject to additional fees including fees involved in shipping of the transcripts. (Note: All financial obligations to Hope College must be met and fully paid before transcripts will be released.)

## **Section 6.10 Library Resources & Librarian Assistance**

### Library Resources

#### Campus Learning Resource Center

The Campus Learning Resource Center and Online Library serves as an important academic resource for both faculty and students. It is, therefore, important to ensure it is adequately and relevantly stocked to



meet the needs of Hope College of Arts and Sciences scholars. The Director of Library and the LIRN Librarians are available virtually to support all students.

### Online Library Resources

Hope College provides sufficient and consistent financial support to ensure the adequacy of its library and learning resources. Hope College provides students and faculty with the LIRN Librarian Service and database subscriptions as a consortium member of the Library & Information Resources Network (dba LIRN). Hope College subscribes to 94 research databases from Gale Cengage, ProQuest, and Skillsoft Books to provide access to online books, as well as content from journals, magazines, news publications, and other sources covering topics relevant to the field of nursing, numerous allied health topics, interdisciplinary subjects, and content supporting intellectual, spiritual, and cultural development topics and exploration. Students and faculty can access Hope College's online library resources seven days a week, 24 hours a day. Hope College's online library offers an extensive database subscription coverage meeting programmatic and multidisciplinary research needs.

Hope College's online library offers up-to-date research databases/resources and other applicable content solutions to support degree-granting institutions. The Online Library is available via the internet, 24/7 via a dedicated proxy. Students and faculty can access the online library anywhere at any time via the internet. The LIRN Portal and federated search capabilities built within the search interface allow students and faculty to conduct research on various topics via full-text, peer-reviewed journals; eBooks; interactive applications; and more. Online library databases/resources are organized in a manner to sufficiently allow for easy navigation in order to evaluate its holdings. Students can access the online library resources from any location 24/7 by going to <https://www.lirn.net/databases/> and logging in with the college code (provided to all students enrolled in a course). Technical assistance for library access is available by contacting [support@lirn.net](mailto:support@lirn.net).

### Librarian Assistance

In addition to being a subscribing member of library research databases, Hope College subscribes to the LIRN Librarian Service. The LIRN Librarian Services employs professional librarians to staff the college. All LIRN Librarians have masters' degrees in Library and Information Science programs accredited by the American Library Association ("ALA"). Hope College is supported by a team of highly engaged librarians that stay abreast in emerging trends and traditions in higher education. They participate in regular professional development activities to stay current with the latest developments in the field. In addition, please see the credentials document of the Library Director.

Professional librarians are staffed a total of 84 hours (about 3 and a half days)/week. This coverage consists of a team of librarians holding master's degrees that are staffed for support 7 days per week, not including observed holidays.

Library personnel are made directly available to students and faculty, participating in all course delivery models, through instruction, interaction, and intervention in the provision of library services and in facilitating successful use of library resources, particularly electronic resources requiring computer and digital literacy, and information literacy skills.

For research assistance, students and faculty may contact the Campus Librarian as well as the LIRN librarians by accessing Hope College's LIRN Portal, clicking the "Ask a Librarian" button on the right-hand side of the LIRN Portal, and completing a request for help from Hope College's librarians. Depending on the inquiry/need, librarians may follow-up with a student or faculty member via email, phone call, or screenshare.

The Director of Library is responsible for directing all aspects of library operations including long-range strategic planning, interdisciplinary collection development in digital and print formats, management of the library's physical space, budget development and control, cost recovery initiatives, personnel management, professional development, legal research instruction, technology development, and active support of information needs of the institution. Director of Library oversees all aspects of Information Services at HCAS and coordinates with students, faculty and LIRN to ensure effective development and use of all resources.

### Online Resources by Category

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

### Digital Books

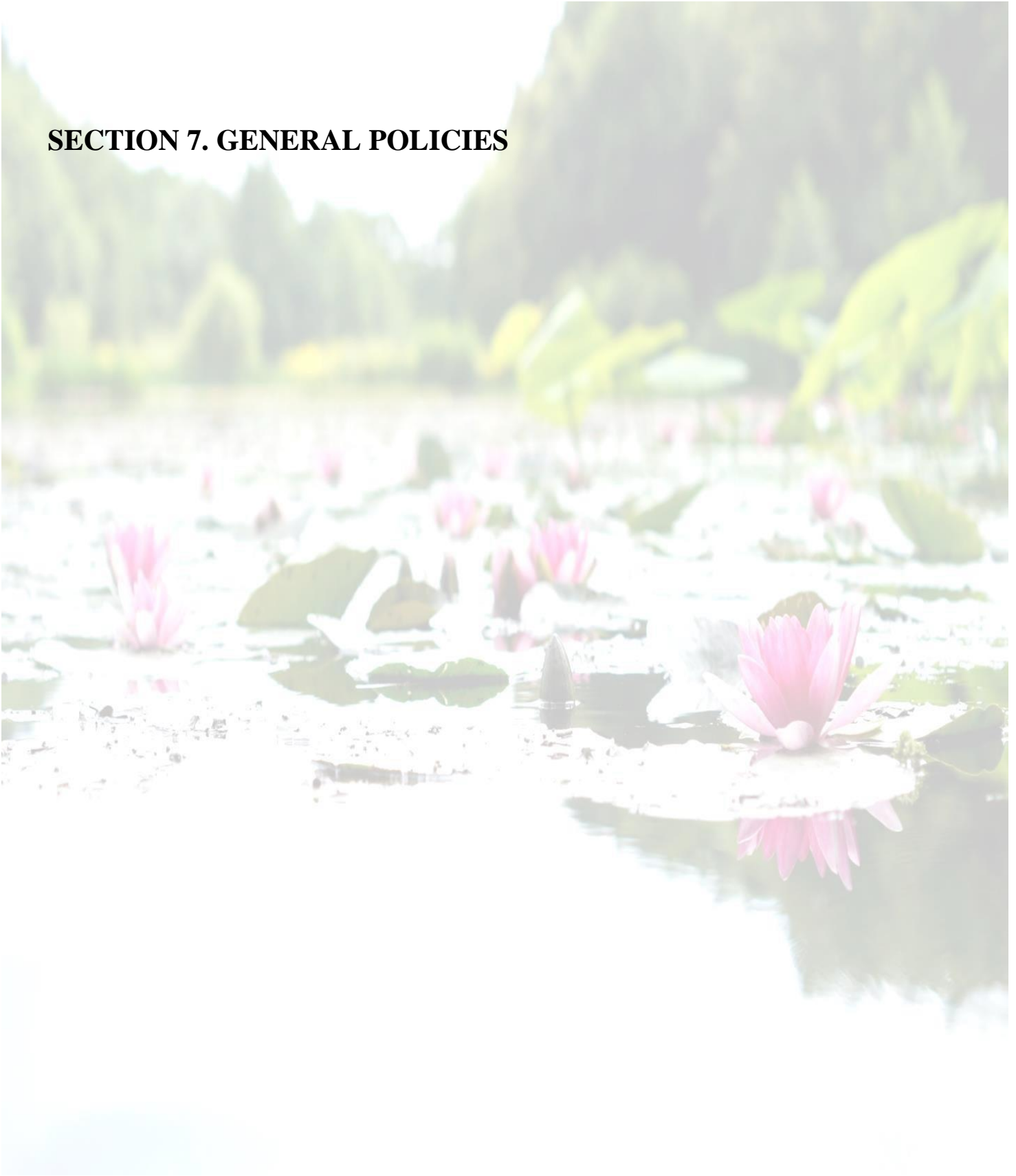
Gale Virtual Reference Library includes over 2,000 online reference books covering many subject areas including medicine.

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

### Nursing & Allied Health Resources

ProQuest Family Health Database has coverage of a range of health subjects, including, but not limited to, sports injuries, women's health, food, nutrition, midwifery, eye care, and dentistry.

## **SECTION 7. GENERAL POLICIES**



## Section 7.1 Attendance Policy

Weekly participation is an integral part of academic success. Therefore, campus or online/e-learning students are expected to attend all synchronous sessions in person or hybrid. Online students are also expected to log into Moodle, complete course orientation, and complete assignments including posting time-stamped content in class forums and other asynchronous activities in the learning management system. Class attendance will be factored into course grades at the instructor's discretion. Each student will be responsible for contacting the instructor for any questions or confusion about weekly expectations.

Hope College believes that academic learning cannot supervene without active participation. Absenteeism is harmful to a student's progress. Students are expected to attend all of their classes. It is the responsibility of each student to know the attendance and absence policy of each class in which he or she is enrolled and to communicate with the instructor, preferably beforehand, concerning an absence. Individual course syllabi include specific academic attendance requirements for that course. Attendance is mandatory for academic classes, so absences may result in course withdrawal or failure.

### Academic Consequences for Lack of Attendance, Preparation, or Other Adverse Conduct

While individual course syllabi contain detailed, specific academic attendance requirements for that course, the following are standard principles that are applied regardless of course:

- Any lack of attendance which causes a faculty member to conclude that unsatisfactory progress is being made may result in the student being withdrawn from the course.
- Any lack of attendance which results in missing a test, quiz, project, report, exam, presentation, etc. may result in a score of zero (0) without the ability to take a make-up test/exam/project.
- Any lack of attendance from a clinical/skill lab course on the day prior to or the day of an examination, but present for the test/exam may result in a reduction in the examination grade.
- Three (3) instances of being tardy to class equals one (1) absence for that class.
- Fourteen (14) consecutive days absent will result in dismissal from the program.
- Arriving late or leaving early from class and/or breaks, will be counted as an absence or a tardy.
- The student will be dismissed for missing two (2) clinical periods. All missed clinical periods must be made up.

Regular attendance is the responsibility of each student. Lateness, early departures, or other missed time may result in any of the following consequences: (i) reduction in a student's course grade or other academic grade; (ii) restriction or limitation of access to a classroom or practicum experience; (iii) make-up work; or (iv) other disciplinary actions.

If a student is not equipped for a course or a practicum session or violates the student conduct policies of Hope College, the instructor may dismiss the student from the course or clinical area. Such students must report directly to administration. Failure to report to the administration may result in additional disciplinary action, including dismissal from the program.

### Make-up Work

Students are permitted to make-up excessive hours to regain eligibility for federal financial aid. In addition, students may be allowed to make-up other missed time to avoid academic penalties. Students who are allowed to make-up work or make-up hours (whether related to excessive hours or academic requirements) have the responsibility of arranging make-up work and make-up hours in a timely manner. Students who are allowed to make-up hours may be responsible for the cost of the additional instruction. The format of make-up work and

make-up hours and opportunities for students to make-up work/hours are at the discretion of the instructor. However, excessive hours may not be made up through outside assignments or homework. All excessive hours must be made-up in a supervised instructional setting (*e.g.*, in the classroom or labs, at clinical sites under supervision of an instructor). Any student who has missed a written or hands-on exam, or any other assignment, as a result of an authorized absence must make arrangements with the instructor to make the exam up within one (1) week from the end of the period of the authorized absence. If the student has not made up the exam within one (1) week from the end of the period of the authorized absence, then the make-up may be subject to penalties. All make-up exams must be scheduled and taken outside of regular classes.

### Course Requirements

Students will be provided with a course outline no later than the first meeting of each class. The course outline contains the course information and formal procedures to be followed in the conduct of the particular course being taught, including the following content: (i) course description, (ii) class schedule, (iii) course clock hours or credit hours, (iv) required texts and recommended reference texts, (v) course objectives, (vi) course competencies to be achieved, (vii) grading criteria—making clear the relative weight of examinations, clinical assignments, class participation, etc., (viii) attendance policy, and (ix) other course policies and procedures. Changes to this information will be supplemented whenever appropriate, either by announcements, by handouts or postings. Hope College provides their resources as part of their enrollment agreement. Students are responsible for purchasing their own books. Students are advised to refer to their Enrollment Agreement for the policies and procedures for resources, purchasing books, etc. Failure to purchase the required books and resources may subject students to failure or withdrawal from classes or their program of study.

### General Education

Hope College expects all students to continuously attend and interact substantively in all General Education Courses in which they are enrolled. However, if students must be absent, they must make arrangements in advance of their absence with their instructors to ensure timely and successful completion of all work missed.

## **Section 7.2 Drug and Alcohol-Free Policy**

Hope College is committed to providing an academic environment which is free from drugs or alcohol and abides by all local, state, and federal statutes regarding the use and prohibition of alcohol and drugs. All students, faculty, and staff are hereby notified of the following:

### **Drug and Alcohol-Free Policy**

It is the policy of Hope College that the manufacture, distribution, possession, use or abuse of alcohol and/or illicit drugs on Hope College's campus or on property owned or controlled by Hope College is strictly prohibited. All categories of employees and students are subject to this policy and to applicable federal, state, and local laws related to this matter. Additionally, any violation of this policy will result in disciplinary actions.

## **Standards of Conduct**

Hope College's employees and students are prohibited from engaging in the manufacture, distribution, dispensation, possession, use or being under the influence of alcohol or illegal drugs on Hope College's campus, and at off-campus facilities affiliated with Hope College, including clinical sites. At off-campus events, to the extent that off-campus activities are considered to be Hope College activities, the standards of conduct in this Drug and Alcohol-Free Policy applies.

## **Federal, State and Local Statutes**

Various federal, state, and local statutes make it unlawful to manufacture, distribute, dispense, deliver, sell, or possess with intent to manufacture, distribute, dispense, deliver, or sell controlled substances. The penalty imposed depends upon many factors which include the type and amount of controlled substance involved, the number of prior offenses (if any), whether death or serious bodily injury resulted from the use of such substance, and whether any other crimes were committed in connection with the use of the controlled substance. Conviction can lead to imprisonment, fines, and assigned community service. Courts do not lift prison sentences in order for convicted persons to attend college or continue their jobs. A felony conviction for such an offense can prevent a person from entering many fields of employment or professions. The Board of Nurse Examiners and State Boards of Nursing may refuse to issue a license or certificate of registration, for conviction of a crime of the grade of felony, or of a crime of a lesser grade which involves moral turpitude (including alcohol and drug violations) and for intemperate use of alcohol or drugs that, in the opinion of the boards, endangers patients.

The possession of drugs is illegal without valid authorization. While penalties for possession are generally not as great as for manufacture and distribution of drugs, possession of a relatively large quantity may be considered distribution. Under both state and federal laws, penalties for possession, manufacture and distribution are much greater for second and subsequent convictions. Many laws dictate mandatory prison terms, and the full minimum term must be served. Persons convicted of drug possession under state or federal laws may be ineligible for federal student grants and loans for up to one year after the first conviction, five years after the second.

The penalty for distributing drugs is loss of benefits for five years after the first conviction, 10 years after the second, and permanently after the third conviction. Moreover, under federal law, distribution of drugs to persons under age 21 is punishable by twice the normal penalty (with a mandatory one year in prison) and after a third conviction is punishable by mandatory life imprisonment. These penalties apply to distribution of drugs in or within 1,000 feet of a college or school. Federal law sets greatly heightened prison sentences for manufacture and distribution of drugs if death or serious injury results from the use of the substance. Under state law, no one under the age of 21 may purchase, possess, or consume alcohol. Transporting an

open alcoholic beverage container in any kind of vehicle, on or off campus, is a violation of the law. The sale or distribution of alcoholic beverages to persons under the legal drinking age is a serious criminal offense. Individuals can be held both criminally and civilly liable for the injury or death of any person resulting, either directly or indirectly, from the distribution of alcoholic beverages by them to a person under the legal drinking age. Moreover, under state law it is unlawful for any person, knowingly or purposely, to manufacture, distribute, or dispense, possess or have under his/her control with the intent to manufacture, distribute, or dispense, a controlled dangerous substance or controlled substance analog. It is unlawful for any person, knowingly or purposely, to obtain or to possess a controlled dangerous substance unless the substance was obtained directly by a valid prescription from a practitioner (physician, dentist, etc.). Violations of these laws are punishable with mandatory imprisonment and/or fines and either as misdemeanors or in some cases felonies.

### **Health Risks Associated with Use of Illicit Drugs and/or Abuse of Alcohol**

Every drug, including alcohol, is a potential poison which may cause disability and death if it is taken incorrectly into the body, consumed in wrong amounts or mixed indiscriminately with other drugs. Drugs cause physical and emotional dependence. Drugs and their harmful side effects can remain in the body long after use has stopped. The extent to which a drug is retained in the body depends on the drug's chemical composition, that is whether or not it is fat-soluble. Fat-soluble drugs such as marijuana, phencyclidine ("PCP"), and lysergic acid diethylamide ("LSD") seek out and settle in the fatty tissues. As a result, they build up in the fatty parts of the body such as the brain and reproductive system. Such accumulations of drugs and their slow release over time may cause delayed effects weeks, months, and even years after drug use has stopped. There are many health risks associated with the use of illicit drugs and the abuse of alcohol including organ damage; impairment of brain activity, digestion, and blood circulation; impairment of physiological processes and mental functioning; and physical and psychological dependence. Such use during pregnancy may cause spontaneous abortion, various birth defects, or fetal alcohol syndrome. Additionally, the illicit use of drugs can increase the risk of contracting hepatitis, AIDS, and other infections. The use of alcohol or drugs or in certain combinations can cause death.

### **Drug and Alcohol Counseling, Treatment and Rehabilitation**

The Hope College Chief Academic Officer maintains information for students and employees on drug and alcohol related problems. Referral services are also provided for professional counseling, treatment, and rehabilitation programs that are available. The counseling services are voluntary and strictly confidential.

### **Drug Violations and Loss of Financial Aid**

Students are advised that any conviction for any offense, during a period of enrollment for which a student is receiving Title IV, Higher Education Act ("HEA") program funds, under any federal or state law involving the possession or sale of illegal drugs will result in the loss of eligibility for any Title IV, HEA grant, loan, or work- study assistance.

### **Institutional Sanctions**

Hope College will impose appropriate sanction(s) on any employee or student who fails to comply with the terms of this drug and alcohol-free policy.

## **Student's Violation of this Drug and Alcohol-Free Policy**

Any alleged violation of this Drug and Alcohol-Free Policy by a student of Hope College shall be reported to the Hope College Chief Academic Officer. Possible disciplinary sanctions for failure to comply with the terms of this policy may include one or more of the following:

1. Letter of warning
2. Suspension,
3. Probation,
4. Termination,
5. Recommendation for professional counseling, and/or
6. Mandatory participation in, and satisfactory completion of, a drug/alcohol abuse program, or rehabilitation program.

## **Compliance with Drug-free Schools and Communities Act Amendment of 1989**

As required by the U.S. Department of Education, the Drug-free Schools and Communities Act Amendment of 1989, P.L. 101-226 20 U.S.C.'s 114 5g Higher Education Act of 1965, Section 1213 and other regulations annually Hope College will provide a written statement to employees and students covering, among other things:

(i) standards of conduct concerning drugs and alcohol; (ii) federal, state, and local legal sanctions governing the unlawful possession or distribution of illicit drugs or alcohol; (iii) health risks associated with the use of illicit drugs and the abuse of alcohol; (iv) a description of counseling and treatment programs available for alcohol and drug abuse; and (v) Hope College's disciplinary sanctions imposed for possession, use, or distribution of illicit drugs and alcohol in violation of Hope College's policies.

## **Anti-Hazing Policy**

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

1. Pressuring or coercing a student into violating Hope College's rules or local, state or federal law;
2. Brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements.
3. Forced/encouraged consumption of any food, liquor, drug, or other substance, or other forced/encouraged physical activity that could adversely affect the physical or mental health or safety of the student.
4. Any activity that would subject the student to extreme mental stress, such as sleep deprivation.
5. Forced/encouraged exclusion from social contact.
6. Forced/encouraged conduct that could result in extreme embarrassment.  
Forced/encouraged activity that could adversely affect the mental health or dignity of the student;  
and/or
7. Any other activity which is inconsistent with the regulations and policies of Hope College.



The following are not considered as a valid defense to a charge of hazing:

1. The consent of the alleged victim had been obtained.
2. The conduct of activity that resulted in the death or injury of a person was not part of an official organizational event or was not otherwise sanctioned or approved by the organization.
3. The conduct or activity that resulted in death or injury of the person was not done as a condition of membership to an organization; or
4. The conduct or activity was not done to intentionally cause physical or emotional harm.

To report any incident related to this Anti-Hazing Policy, please contact the Compliance Director at (954) 532- 9614, or email: [compliance@dp.hcas.edu](mailto:compliance@dp.hcas.edu).

## **Section 7.3 Help Services**

The following national hotlines are available for additional help with Sexual Violations and other issues:

1. AIDS Crisis Line: (800) 221-7044
2. Ambulance & Police 24 Hours: 911
3. American Association of Poison Control Centers: (800) 222-1222
4. Drug Abuse Hotline: (800) 662-4357
5. CDC AIDS Information: (800) 342-2437
6. Family Violence Helpline: (800) 996-6228
7. GLBT Hotline: (888) 843-4564
8. National Crisis Line, Anorexia and Bulimia: (800) 233-4357
9. National Domestic Violence Hotline: (800) 799-7233
10. National Runaway Hotline: (800) 621-4000
11. National Suicide Prevention Lifeline: (800) 273-8255
12. Missing & Exploited Children: (800) 843-5678
13. Planned Parenthood Hotline: (800) 230-7526
14. Self-Harm Hotline: (800) 366-8288
15. The Childhelp National Child Abuse Hotline: (800) 422-4453
16. TREVOR Crisis Hotline (Suicide): (866) 488-7386
17. Youth Crisis Hotline: (800) 448-4663
18. Poison Control Center: (800) 764-7661
19. The Trans Lifeline: (877) 565-8860

In addition, the following websites are available:

1. Lifeline Crisis: [www.contact-usa.org/chat.html](http://www.contact-usa.org/chat.html)
2. Veterans Crisis: [www.veteranscrisisline.net](http://www.veteranscrisisline.net)
3. Suicide Prevention :  
[www.suicideprevention.wikia.org/wiki/International\\_Suicide\\_Prevention\\_Directory](http://www.suicideprevention.wikia.org/wiki/International_Suicide_Prevention_Directory)
4. Child Help: [www.childhelp.org/childhelp-hotline/](http://www.childhelp.org/childhelp-hotline/)
5. Trans Lifeline: [www.translifeline.org/hotline](http://www.translifeline.org/hotline)

## **Section 7.4 Impairment Policy**

Hope College has a professional and ethical responsibility to ensure students are safe to provide nursing care. Hope College defines impairment in accord with the Nurse Practice Act, Florida Statute section 464.018 (1)(j). That section states, in part, this clause: "being unable to practice nursing with reasonable skill and safety to patients by reason of illness or use of alcohol, drugs, narcotics, or chemicals or any other type of material or as a result of any mental or physical condition."

When impairment is the result of suspected or known substance abuse, the faculty shall refer the involved student to the Dean or Dean's designee. The Dean or Dean's designee shall refer the student to the Florida Intervention Project for Nurses ("FIPN") for evaluation and treatment consistent with Florida section 456.076(3)(b). At such time that the student is referred to FIPN, the student's enrollment shall cease. The student will also be assessed and evaluated by the school's administration. If the student is allowed to continue in the program, staying in the program will be dependent upon the student remaining free of all mood-altering, controlled, or addictive substances. The student must also complete any recommended treatment and be physically and mentally able to meet the objectives of the program by providing safe, competent nursing care.

### **Intervention Project for Nurses**

The Florida Department of Health (under the authority of Florida Statute section 456.076, described above) has designated the Intervention Project for Nurses as the approved impaired practitioner program for nurses. The IPN is designated through a contract to serve as consultants and to initiate interventions, recommend evaluations, and refer impaired practitioners to treatment providers or treatment programs. The IPN also monitors the progress and continued care that is provided by approved treatment programs and providers (FAC, 2015).

Florida law addresses issues of impaired practice in nursing, including reporting, discipline, treatment, and recovery. Under Florida law, all licensed nurses must report suspected impairment. Failure to report can lead to disciplinary action by the Board of Nursing and result in serious consequences.

Provision 3.6 addresses nurses' ethical responsibilities in protecting one another from harm due to impaired practice. It calls for nurses to approach impaired colleagues in a supportive and compassionate manner during identification, remediation, and recovery due to impairment. This includes:

- Helping the individual access appropriate resources,
- Following employer policies, professional guidelines, and relevant laws,
- Advocating for appropriate assistance, treatment, and access to fair institutional/legal processes,
- Supporting the individual to return to practice after recovery; and
- Nurses who report impaired practice should likewise be protected from retaliation or other negative consequences (ANA, 2015).

In Florida, any licensed nurse who suspects another nurse practicing while impaired is responsible for reporting. In hospitals or other healthcare environments, reporting may be most appropriate to the clinical manager or nursing supervisor, who then assumes the responsibility of reporting to either the Florida Department of Health or IPN. Reporting to either entity fulfills the mandatory reporting obligation. A nurse

may also contact IPN for a confidential consultation. IPN can be reached by calling this phone number: (800) 840-2710.

## **Section 7.5 Uniform Policy**

While on campus, at a campus-sponsored event, and on clinical, Hope College are expected to wear both their program-specific uniform that has the institution's emblem, and the Hope College issued student ID card at all times. Student uniforms should always be neat and clean and free of any items that were not originally included with the uniforms when purchased. Each student has the responsibility to dress appropriately for the school environment.

Apparel shall be such that it does not disrupt the classroom atmosphere, become unusually distracting to the opposite sex, or violate health and safety rules of Hope College. All dress and grooming shall conform to rules relating to health and safety, and all such rules shall be enforced. The academic administration shall be the final judge as to the appropriateness of the apparel and whether or not such apparel is in violation of campus policies. Students who violate the dress code will be asked to leave, and an absence will be recorded. Students who violate the dress code may also be subject to disciplinary procedure.

### **Uniform Requirements for Clinical Sites**

The Hope College uniform requirements for students consists of the following requirements, terms, conditions, and important information.

#### Female

- Blue turquoise uniform pants (no jeans);
- White scrub top with the Hope College insignia embroidered on the left chest. Neither stirrup pants nor jeans are permitted. All uniforms must be of ample size and length to adequately cover the student and look professional.
- Clean, plain, white shoes without insignia, and white socks must be worn. The shoelaces must be clean and white. Shoe jewelry is not allowed.
- Name badge (provided by Hope College) is to be worn on the left side of the chest.
- White uniform sweater (optional) is to be the same length or slightly longer than the scrub top.

#### Male

- Blue turquoise uniform pants (no jeans).
- White scrub top with Hope College's insignia embroidered on the left chest.
- Clean, plain white shoes without insignia, and white socks must be worn. The shoelaces must be clean and white. Shoe jewelry is not allowed.
- The name badge provided (by Hope College) is to be worn on the left side of the chest.

#### Lab Coat

- Plain white full-length or three-quarter-length lab coat with Hope College’s insignia embroidered on the left chest must be worn if at a Hope College activity and not in uniform. It is the only acceptable covering to wear over uniform while in class, lab, or clinical.

## **Rules While in Uniform**

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

## **Minimum Standards**

All of the minimum standards of dress and grooming set forth below shall apply to all students regardless of what apparel they may be wearing. A Hope College issued photo identification (ID) card must be worn at eye level at all times.

- Student dress and grooming shall be neat and clean.
- White closed toe/closed heel tennis shoes or white closed nursing shoes are to be worn. Slippers, or beach style ‘flip flops’ are prohibited.
- No see-through garments shall be worn.
- All skirts and dresses must be at a length that is at least knee-length.
- Pants must be hemmed so they do not touch the ground and worn with the waistband at the waist.
- No clothing shall be worn which displays profanity, violence, sexually suggestive phrases, gang-related symbols, racially offensive, alcohol, tobacco, drugs, or advertisements for such products.
- products or other phrases or symbols which are inconsistent with an educational environment.
- Tattoos cannot be visible in the clinical, simulation, campus, and/or lab setting. They may be covered with a white shirt or with a skin tone color dressing.
- Sunglasses shall not be worn inside school buildings during regular school hours unless required by a physician.
- No cologne, body spray, scented body lotion, third-hand smoke/tobacco odor, or perfume may be worn.
- No jewelry including bracelets, necklaces, tongue-rings, earrings, or facial piercings is allowed.
- Only plain wedding bands are permitted. No rings with stones are permitted due to the potential for the stone to cause injury to the patient, tear through gloves, or harbor pathogens.

- Nails must be clean and short, and polish may be worn only if clear. No artificial nails of any kind, including gel nails, are allowed in clinical, in simulation, or in lab experiences.
- Bandannas are prohibited on school grounds. No hats, ball caps, headbands, or headscarves are permitted to be worn while in the building. For special circumstances only, appropriate headwear based on a student's religious affiliation or health status is allowed with the permission of the Chief Academic Officer.
- No cellular phones or pagers are allowed in the classroom and may not be allowed at clinical sites.
- Hair must be neatly groomed and above the collar. Long hair must be tied, clipped back with an inconspicuous clip/band, and above the shoulder. Facial hair must be short, trimmed neatly, and clean.

## **Section 7.6 Clinical/Externships**

Students may be required to attend a portion of their program at various medical facilities to complete program- specific clinical/externship requirements. A variety of clinical opportunities are provided to help students successfully complete these requirements. Students must be able to travel to and from clinical assignments. Students must be flexible during clinical rotations. Hours for clinical/externship experiences may vary according to preceptor and site-specific schedules/availability. Thus, no guarantee can be made to students as to a specific location or shift. Students must be aware that placement in the facility is dependent on availability extended to Hope College by the facility. Students will be notified in advance so that arrangements for family care can be made.

## **Section 7.7 Clinical Attendance Policy**

Students are expected to arrive on time for clinical/lab/simulation experiences and stay for the entire time allotted for that clinical/lab/simulation experience. Students arriving late or leaving early will be required to make up the entire day.

Students must notify the Clinical Department of an absence prior to the start of a clinical and/or lab experience. Preceptorship students must notify the agency and instructor one hour before the clinical start time. Failure to notify the Clinical Department of an absence in advance of the clinical or lab experience will be documented, and the student will receive a written warning for failing to provide proper notification. Clinical instructors will notify the Clinical Department of absences the same day the student misses clinical and/or lab.

In order to maintain patient safety, the faculty may dismiss the student from the clinical area with instructions to remedy the problem if the student is not prepared for the clinical experience. Such a dismissal will be documented as an absence. Students are required to make up the missed clinical hours within a designated time period as assigned by the Clinical Department. If the clinical hours are not made up as assigned by the Clinical Department, students will be dropped from the course. Students must meet all required clinical hours listed on the course syllabus, course and clinical objectives to achieve a “pass” for clinical.

## Section 7.8 Laboratory and Clinical Location Disclosure

### Notice

1. Students enrolled in the hybrid mode of instruction are considered students of the Main Campus located at 1200 SW 3rd Street, Pompano Beach, Florida 33069. It is mandatory for these (hybrid) students to commute to the Main Campus to fulfill their laboratory, clinical, and/or simulation requirements of the program.
2. Dependent on a student's geographic location, they may need to travel at their own expense more than 100 miles from their home to fulfill their laboratory, clinical, and/or simulation requirements.
3. The student must acknowledge and agree to the time and financial costs associated with travel to the Main Campus.
4. This Laboratory and Clinical Location Disclosure notice is considered an addendum to the Enrollment Agreement for students that enroll in the hybrid mode of instruction.

## Section 7.9 Clinical Policies

It is the student's responsibility to notify the clinical instructor in advance of any absence. The student's failure to notify the instructor may result in the student being placed on probation immediately. A second occurrence may result in clinical failure. A student who has three (3) tardiness will have earned one (1) absence. In other words, three tardiness equal one (1) absence.

- One clinical absence equals probation and mandatory makeup. (Students will be required to pay \$45 per hour fee to cover the Hope College's administrative cost.)
- Two clinical absences equal clinical failure and dismissal.
- The student must have a penlight, stethoscope, watch with a second-hand and a Hope College ID badge. Students arriving at the clinical site without proper equipment and dress attire will be sent home and this will count against their attendance.
- Clinical rotation or the student's duty to appear for the clinical facility may start as early as 7 a.m. Eastern Standard Time ("EST").
- The student must be prepared for potential childcare needs.
- The student must adjust work schedules accordingly.

Clinical Rotations and placements may change depending on availability of facilities. Whenever possible, the student will be notified in advance. **Clinical policies are further discussed within the Clinical Handbook.**

## Section 7.10 Health Requirements

Students enrolled at Hope College may be exposed to communicable diseases during clinical rotations resulting in the manifestation of the disease and possibly spread to patients and other coworkers. In order to protect students, healthcare providers, and patients, Hope College may require students to timely provide evidence of adequate immunity to Hepatitis B, Mumps, Rubella, and a negative screening for tuberculosis ("TB").

Some of the clinical sites require students to provide evidence of immunity or proof of vaccination against other communicable diseases such as influenza, polio, and meningitides. If an individual is assigned to a clinical site that has specific requirements, then the individual will be required to be in compliance with those requirements and laws.

Hope College does not offer health services on campus. Students will need to locate a health care provider of their choice.

## **Section 7.11 Health Insurance**

Clinical facilities may require students to submit proof of health insurance as a condition of attending the facility for the clinical experience. Students who fail to provide evidence of health insurance or fail to purchase group health insurance place themselves in jeopardy of not being able to attend scheduled clinical experiences or meet the requirements of the nursing course. The College does not offer or provide health insurance to students. It is the student's responsibility to secure their own insurance.

## **Health Services**

The College does not provide on-site health services. In the case of a medical emergency, an ambulance will be called to the campus to provide any necessary medical attention. Students will be responsible for providing proof of insurance and subsequent payment for any services provided by first responders.

## **Section 7.12 Physical Examination**

Due to the physically demanding nature of direct patient contact within nursing education programs, it is necessary for all students entering the program to provide verification of a physical examination performed by a primary care provider prior to admission to Hope College. Physicals are considered valid for a one-year period from the date they were performed. As such students may be required to complete an additional physical, if the original physical is expiring prior to graduation.

## **Section 7.13 Other General Policies**

### **Lost and Found Policy**

The "Lost and Found" is located at the front desk. If an individual finds property, items, or other material that does not belong to that individual, he or she should drop it off at the front desk.

### **Lost IDs and Replacement Policy**

Students who have lost their ID may check with the Front Desk to see if it has been returned. If it has not, students must obtain a new one at their own expense. See the Front Desk to request a new ID.

### **Privacy Policies**

Policy regarding the Family Educational Rights and Privacy Act of 1974

In alignment with Family Educational Rights and Privacy Act of 1974 – (FERPA), Hope College seeks to protect the privacy of student educational records and limit access to the information contained in those

records by third parties. Students may choose to grant Hope College permission to disclose information from the educational records to certain individuals by completing the “Consent to Release Student Information” form. This form does not give permission to disclose any information with regards to health, counseling, disability, or public safety records. Any privileges granted to an individual can also be revoked at any time, by use of the same form. Please be sure to complete the form in its entirety and specify the period for which the form will be valid.

### Students’ Rights

Under FERPA, students have the following rights:

- The right to inspect and review the student’s education records within forty-five (45) days of the day that Hope College receives a request for access. Students should submit to the head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. A campus official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Hope 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.
- The right to request an amendment of the student’s education records that the student believes is inaccurate or misleading. The student should write the official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If Hope College decides not to amend the record as requested by the student, Hope College will notify the student of the decision and advise the student of his or her 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.
- The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to campus officials with legitimate educational interests. A campus official is a person employed by Hope College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the institute has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another official in performing his or her tasks. An official has a legitimate educational interest if the official acts in any of the following capacities is performing a task that is specified in his or her position description or contract agreement, related to a student’s education or to the discipline of a student: providing a service or benefit relating to the student or the student’s family (e.g., counseling, job placement, financial aid, etc.); or maintaining the safety and security of the campus. Upon request, Hope College may disclose education records without a student’s consent to officials of another school in which that student seeks or intends to enroll.

### Student’s Right to File a Complaint

Students should exercise extreme caution in transmitting confidential or sensitive matters and should not assume that email is private and confidential. Extremely sensitive information may be best communicated



in writing. It is especially important that users be careful to send messages only to the intended recipient(s). Particular care should be taken when using the "reply" command during email correspondence, because many mailing lists are configured to deliver replies to the entire list, not just the author of a given message. The confidentiality of student records is protected under FERPA.

Students have a right to file a complaint with the U.S. Department of Education concerning alleged failures by Hope College to comply with the requirement of FERPA. For additional information, please visit the following website: <https://studentprivacy.ed.gov/file-a-complaint>. The name and address of the office that administers FERPA is:

U.S. Department of Education Student Privacy Policy Office  
U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-8520

In addition, an email address that may receive complaints is the following: [FERPA.Complaints@ed.gov](mailto:FERPA.Complaints@ed.gov)

#### Online Student Privacy in the Distance Education Environment

Hope College of Arts and Sciences complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA). This act protects the privacy of student information in distance education by requiring, with certain limited exceptions, that the student's consent must be obtained before disclosing any personally identifiable information in the student's education records.

#### Verification of Student Identity

Currently, all students at Hope College of Arts and Sciences take some classes, labs, or clinicals at the main campus and meet in person. In addition, HCAS verifies student identity in distance education courses using institution generated email addresses, a secure, password protected learning management system, and proctoring services for online exams. Institutional policy prohibits the sharing of login information. Live interaction in distance courses using Zoom provides additional identity protection. There are no additional student fees associated with the verification of student identity at this time.

## **Examination Policies**

### Examination Schedules

Examination schedules vary and are listed in each individual course syllabi.

All midterm and final exams will be proctored by a Third-Party Servicer. A fee will be charged for every proctored exam, paid directly to the servicer.

### Examination Irregularities

Examples of prohibited, irregular behavior include, but are not limited to, the following:

1. Cell/mobile/smartphones, pagers, or other electronic devices may **not** be accessed at all during the student's examination.
2. Unusual behavior during online proctored examination or quiz-based video proctoring are unacceptable and include, but is not limited to, the following.

- Room that is not well lighted or has less visibility.
- The student must be within camera focus and clearly visible at all times
- Candidate taking unauthorized breaks during the test
- Candidate Signaling during test
- Another person found in room
- Mobile phone, iPad or other electronics during testing
- Other objects found such as book, paper, pen, water bottle, glass, blankets, towels and any unauthorized objects
- Consistent unstable internet connection that results in loss of visual view of the student during online proctoring
- Testing Rooms must be empty with only a desk and a chair. There must be no items on testing room walls
- Minimizing the browser
- Resizing the browser
- Opening a new tab
- Opening a new program
- Taking a screenshot (Desktop)
- Pressing Ctrl + C.
- Pressing Ctrl + V
- Pressing Print Screen
- Pressing F12

#### Examination Procedures and Expectations

1. Clarification of exam questions may be sought from an instructor, but the student may not seek help from any other party in answering items (in person, by phone, text or by email) during the student's examination (including breaks).
2. The student may not take the examination for somebody else.
3. The student may not tamper with the computer or use it for any function other than taking the examination.
4. The student may not engage in disruptive behavior at any time while testing.
5. The student who consistently has issues with online tests may be required to take all examinations on campus.
6. Personal items may not be reviewed during examination. Personal items not allowed include, but are not limited to, the following items:
  - All electronic devices, including mobile phones, computers, cameras, watches, video and/or audio recording devices
  - Coats/hats/scarves/gloves
  - Medical aids/devices not requiring a prescription
  - Bags/purses/wallets
  - Food or drinks
  - Weapons of any kind
  - Books/study materials

- Gum/candy; and
  - Lip balm.
7. Writing on any materials other than those provided to the student by her or his or their instructor may be considered cheating and will result in an incident report and results of the exam may be placed on hold until a determination is made.
  8. Breaks are prohibited during testing. Please use the restroom prior to testing. Should the student have a medical necessity for frequent bathroom breaks, he or she or they should please be aware that the student will want to provide medical documentation either upon enrollment or as soon as the condition is diagnosed as breaks are not allowed during testing and this may cause the student to fail the exam.
  9. **Hope College may cancel or withhold a student's results if there is a basis to question the validity of the results for any reason**, notwithstanding the lack of any evidence of the student's personal involvement in irregular activities, if there is an apparent discrepancy in, or falsification of, a test-taker's identification, or a test-taker engages in misconduct and/or a failure to adhere to the Confidentiality Agreement. Evidence of invalid results may include, but are not limited to, the following: unusual response patterns, unusual score increases from one exam to another, failure to obey exam administration rules, or observed irregular behavior and suspicion of cheating.
  10. Students must start the exam within 15 minutes of being assigned an examination. If a student experiences technical difficulties, they must return to the assigned testing room zoom immediately.
  11. Students are required to show up to the testing area within 30 minutes.

### **Examination Makeup Policy**

Students are expected to take all exams on the scheduled day and time. Students who are absent from a regularly scheduled exam may receive a grade of "0" for the exam unless the student has notified the faculty member prior to the scheduled exam. All makeup exams will need to be scheduled within 72 hours after the initial exam and may be different in format from the originally administered exam. In addition to the instructor, the Dean must also approve makeup for final exams or to take a final exam early.

### **Litigation Policy**

Students are informed that they can have legal representation if they choose to have legal representation. It is the student's decision as to whether to hire or not hire an attorney to represent them. Due to the complicated nature of litigation, students who are involved in litigation with Hope College may elect to withdraw from Hope College until the matter of litigation has been resolved.

## **Section 7.14 Annual Crime Report /Clery Act Disclosures**

### **Campus Security Policy**

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

The Safety Committee is under the direction of the Compliance Department. If an incident arises at the hospital or Campus for which assistance is needed, the student or employee should immediately contact the Compliance Director, at extension 202 or [compliance@dp.hcas.edu](mailto:compliance@dp.hcas.edu). If the officer cannot be reached, dial "0" for the front desk, and someone will contact a member of the Safety Committee.

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

In addition to the Hope College Comprehensive Safety Program, Hope College publishes an annual Clery Act Campus Security Report annually. It is available on the internet on the college's webpage at [www.hcas.edu](http://www.hcas.edu). A copy is also placed in each room under the evacuation route and at the front door. A new Clery Act Campus Security Report will be available on the website on October 1st of each year.

### Crime Statistics

The Crime statistics reported to Campus Security authorities or local police agencies for the last three calendar years are illustrated on the Hope College website at: [www.hcas.edu](http://www.hcas.edu).

## **Section 7.15 Student Rights, Responsibilities, and Code of Conduct**

Students have the right to open and honest communication. To this end, Hope College will provide written information and communicate individually with students as necessary. Written information will include Hope College's requirements for acceptable standing and graduation requirements and the student's relationships to those standings. Students have the responsibility to inform their instructors of any problem, concern, or suggestion. Students have the right to utilize the Grievance Policy and Procedures to address any problem in a more formal manner without fear of reprisal. It is the student's responsibility to follow the established Grievance Policy and Procedure.

## **Section 7.16 Grievance Policy and Procedure**

### **Grievance Policy**

Hope College strives to provide a very supportive environment and respects the rights of all students. It is our practice to fairly and objectively address the concerns of any complainant to equitably resolve any grievance.

### **Purpose of the Grievance Policy**

To maintain a professional and harmonious environment where learning can take place and individuals feel respected and all concerns are addressed without fear of retaliation or reprisal.

### **Definitions for the Grievance Policy**

#### **Concern**

The term, "Concern," is something that relates to, is of importance or interest to, or affects a student.

#### **Grievant**

The term, "Grievant," refers to the person who informs the College about a Grievance.

**Grievance**

The term, “Grievance,” means a written or oral statement that alleges an expression of concern made by a student regarding any aspect of her or his or their educational experience, including an alleged misapplication or violation of the College’s policies, procedures, or unfair treatment, such as coercion, reprisal, or intimidation by an instructor or other employee.

**Amicable Resolution**

The term, “Amicable Resolution,” means that the Grievance has been completely disposed of in a way that is satisfactory to the parties.

**Appeal**

The term, “Appeal,” refers to a request by a Grievant, made in writing, to the CEO/President of the College, to review the administrative determination regarding a Complaint.

**Decision**

The term, “Decision,” refers to an administrative determination of the Grievance.

**Respondent**

The term, “Respondent,” refers to the individual against whom the Grievance is being made. In other words, the Respondent is the person who allegedly misapplied or violated the College’s policies, procedure, or purportedly conducted unfair treatment as described, in detail, in the Grievance.

**Written Grievance**

The term, “Written Grievance,” means a written statement that alleges an expression of concern made by a student regarding any aspect of her or his or their educational experience, including an alleged misapplication or violation of the College’s policies, procedures, or unfair treatment, such as coercion, reprisal, or intimidation by an instructor or other employee.

**Procedure for the Grievance Policy**

A Grievant submitting a Grievance shall comply with the following procedure set forth below.

The Grievant should first discuss the Grievance or Concern with their instructor immediately. A Grievant must raise their Grievance or Concern as soon as possible to assure that an Amicable Resolution arises in a timely fashion. Upon notice of the Grievance, the instructor shall have five business days to amicably resolve the Grievance. If the matter is amicably and timely resolved, then the Grievant shall confirm with the instructor that there is an Amicable Resolution.

If a discussion with the instructor does not lead to a timely Amicable Resolution, then the Grievant shall discuss the Grievance with the Compliance Department. Upon notice of the Grievance, the Compliance Department shall have five business days to amicably resolve the Grievance. If the matter is amicably and timely resolved within five business days of the Compliance Department’s receipt of the Grievance, then the Grievant shall confirm with the program administrator that there is an Amicable Resolution.

If the Grievance is not resolved to the Grievant’s satisfaction through either the instructor or the Compliance Director, then the Grievant shall submit a Written Grievance to the Chief Academic Officer, or her or his or their designee, within 14 calendar days of the incident.

The Written Grievance must be typed and signed with original signature by the Grievant. The Written Grievance should include the following details: (a) a description of the disputed items; (b) date of the incident; (c) the reason why the student is escalating the decision; (d) the steps the student has taken to resolve the dispute to date; and (e) the student's desired outcome. When submitting the Written Grievance, the student should include as much factual evidence as possible, such as evidence to support her or his or their statements.

The Grievant can submit the Written Grievance to the email address of: [compliance@dp.hcas.edu](mailto:compliance@dp.hcas.edu), or alternatively, to the following address:

Hope College of Arts & Sciences  
Attention: Chief Academic Officer, Confidential  
1200 SW 3<sup>rd</sup> Street  
Pompano Beach, Florida 33069

1. Upon receipt of the Written Grievance, the Chief Academic Officer, or her or his or their designee, will investigate and gather information about the issue or incident as necessary. The Chief Academic Officer, or her or his or their designee, will also try to resolve the issue or issues set forth in the Written Grievance. The Chief Academic Officer shall schedule a Student Grievance Committee Meeting with the Grievant within five business days from receipt of the Written Grievance unless there is an extenuating circumstance (*e.g.*, emergency, etc.) that requires an extension of time for the meeting. The voting members of the Student Grievance Committee will be comprised of the Chief Academic Officer, Chief Academic Officer, Student Services, Faculty Member, and Student Representative. Further, a non-voting member will serve as a moderator.

A copy of the Written Grievance shall be given, in writing, to the Respondent(s), and the Student Grievance Committee at the Student Grievance Committee Meeting shall review and consider documentary records, the supporting documents, and statements made in connection with the Written Grievance. The Student Grievance Committee based on the official Student Grievance Committee Meeting will arrive at a conclusion in consultation among themselves in which the majority vote will determine the outcome. Qualified members of the Student Grievance Committee may also make recommendations related to disciplinary actions and/or modifications in policy to the appropriate administrative officials.

Ultimately, a Decision which reflects the majority outcome determination by the official Student Grievance Committee shall be submitted by the Chief Academic Officer, or her or his or their designee, and must be provided to the Grievant within 14 calendar days after receipt of the Written Grievance. The Decision will be provided, in writing, and delivered in-person to the Grievant, or to the Grievant's college email address, when applicable, or to the Grievant's mailing address of record with acknowledgement of receipt required.

2. If the Grievance has not resolved or if the student is still unsatisfied after her or his or their receipt of the Decision, the Grievant may submit an Appeal to the College's Board of Trustees. To do so, the Grievant submit the Appeal by mail to the following address:

Hope College of Arts & Sciences Attention: Board of Trustee, Confidential 1200 SW 3<sup>rd</sup> Street  
Pompano Beach, Florida 33069

Upon receipt of the Appeal, the College's Board of Trustee may conduct her own investigation of the issue and respond to the student within 14 calendar days of receiving the Appeal. The College's Board

of Trustee's Decision will be provided, in writing and delivered to, the Grievant's College email address, when applicable, or to the Grievant's mailing address of record with acknowledgement of receipt required.

A Grievant should not request a meeting with the College's Board of Trustee at the outset of the submission of the Grievance and/or Appeal without fully following the procedures set forth in this Grievance Policy unless an exemption is granted by the College's Board of Trustee based on the exercise of her discretion under the circumstances.

3. If the Grievance remains unresolved in the Grievant's opinion, then the Grievant may address his or her or their complaint or Concerns by directing their complaint or Concerns to third parties, such as the State Licensing Authority and the College's accrediting bodies.

The title, address, and phone number of the state licensing authority is:

**Commission for Independent Education ("CIE")**

Florida Department of Education 325 West Gaines Street, Suite 1414

Tallahassee, Florida 32399

Phone: 1-888- 224-6684

The title, address, and phone for the Florida Board of Nursing is:

**Department of Health Board of Nursing**

4052 Bald Cypress Way, Bin C-02 Tallahassee, Florida 32399

Phone Number: (850) 488-0595

The title, address, website, and email of the accrediting body is:

**Transnational Association of Christian Colleges and Schools**

15935 Forest Road Forest, VA 24551

Telephone: (434) 525 – 9539

Email: [info@tracs.org](mailto:info@tracs.org) | Website: <https://www.tracs.org/>

Distance Education Students that have completed the internal institution complaint process and the applicable state process, may appeal non-instructional complaints to the Florida SARA PRDEC Council at [FLSARAinfo@fldoe.org](mailto:FLSARAinfo@fldoe.org)

## **Section 7.17 Students' Rights**

### **Definition**

#### *Personal Advisor*

The term, "Personal Advisor," shall mean a person who may appear at a student conduct proceeding with the accused student to provide advice to the accused student.

### **Introduction and Application**

In general, there is no restriction on who a student may consult or seek advice from except that to the extent that students who are charged in the same fact pattern, or who are not in good standing with Hope College, then students are not eligible to serve as a Personal Advisor on behalf of a student at student conduct

proceedings. The Personal Advisor limitation set forth below pertains to the student conduct proceedings only.

### **Limitation on Scope of Activities of Personal Advisor**

Personal Advisor shall not represent the accused student, nor shall they directly question and/or cross-examine witnesses, except in a case where Hope College is represented by an attorney at the same proceeding.

### **Students' Rights:**

The student has the following rights:

1. The right to know of allegations and/or what they are accused of;
2. The right to legal representation,
3. The right to provide information and witnesses in their defense,
4. The right to contact the Department of Education, state agency, and/or other accreditation body and file a complaint(s),
5. The right to be informed in writing of all allegations against the student,
6. The right to have one person serve as a Personal Advisor for the student to consult with during the student conduct proceedings,
7. The right to witnesses in court of law,
8. The right to review all evidence,
9. The right to present witnesses, though for student conduct proceedings, character witness information and content shall be accepted in written form only,
10. The right to a written statement of the outcome of the student conduct proceeding,
11. The right to request that Hope College to make an audio recording of the student's own proceedings at the student's expense. The record will then become part of the student's conduct file; and
12. The right to appeal a decision through appropriate institutional channels.

### **Section 7.18 Preponderance of Information Standard (Student Rules Determination)**

Hope College uses a standard of evidence called Preponderance of Information to determine if a violation of the Student Rules has occurred. Preponderance of Information means more likely than not. This is a different, and less strict, standard of evidence than is used in the criminal court system. Another way to think about Preponderance of Information is to ask yourself the question: Is it more than 50% likely that a Student Rule violation occurred?

### **Section 7.19 Dismissal for Student's Failure to Appear to a Meeting**

The Hope College President may cancel the enrollment or otherwise change the status of a student who fails without good cause to attend a scheduled meeting with a staff member of Hope College.

### **Section 7.20 Academic Integrity and Violation Definitions**

Academic integrity is a core value at the heart of Hope College and the basis for just about everything we do. It involves honestly reporting the reasons and sources for one's conclusions or creative work.

Healthcare education is highly stressful, and students may feel overwhelmed by the amount of work they need to accomplish and the pressure to achieve passing grades. The student may at times be short of time



with several assignments, tests and quizzes. However, cheating, plagiarism and fabrication are not the answer.

Students must understand that the failure to uphold principles of academic integrity threatens the reputation of Hope College and the value of the degrees and diplomas awarded to its students. Every member of Hope College is therefore responsible for ensuring that the highest standards of academic integrity are upheld.

Students are encouraged to be responsible for understanding the principles of academic integrity and abiding by these values in all aspects of their work at Hope College. Students are encouraged to educate other students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

## **Section 7.21 Cardinal Rules of Academic Integrity**

1. The student must know their rights.
2. The student must report any academic dishonesty observed.
3. Whenever the student uses words or ideas that are not their own when writing a paper, the student must use quotation marks where appropriate and cite your source in a footnote, and back it up at the end with a list of sources consulted.
4. The students must protect their work. During examinations, the student must not allow their neighbors to see what the student has written on the exam or elsewhere in connection with the exam.
5. The student must always avoid suspicion. The student should never put themselves in a position where they can be suspected of having copied another person's work, or of having used unauthorized notes in an examination. Even the appearance of dishonesty may undermine the instructor's confidence in the student's work.
6. The students must do their own work. The purpose of assignments is for the student to develop their own skills and measure the student's progress. Letting someone else do the student's work defeats the purpose of that student's education and may lead to serious charges against the student.
7. The student must never falsify a record or permit another person to do so. Academic records are regularly audited and students whose grades have been altered put their entire transcript at risk.
8. The student must never fabricate data, citations, or experimental results. Many professional careers have ended in disgrace, even years after the fabrication first took place.
9. The student must always tell the truth when discussing their work with the instructor. An attempt to deceive will destroy the trust between instructor and student.
10. The student must demonstrate their own achievement.
11. The student must accept corrections from the instructor as part of the learning process.
12. Students must obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her or their interpretation or conclusions.

For further information concerning academic integrity and student discipline, please see the *Student Handbook*.

## **Section 7.22 Cancellation of Classes or Clinical Experiences**

Hope College reserves the right to cancel classes or schedule any class for which there is insufficient enrollment. When classes are cancelled, students can find information discussing the cancelled classes or clinical experiences by visiting the following sources:

- Hope College's website at: <https://www.hcas.edu/>
- Student e-mail
- Student Portal; or
- Other forms of electronic communication.

If the weather becomes severe, warranting the closure of the campus, Hope College will announce, if necessary, early departure or closure. The decision regarding early dismissal from class or clinical will be made by the Chief Academic Officer. Classes will be conducted via hybrid instruction for theory courses and a recording of the days lecture will be posted for any student unable to attend the session. In the event of a catastrophic disaster, impacted students will receive reasonable financial compensation for services not received.

#### Closures, Delay of Day Classes/Clinical Experience

Hope College may announce closings/delays via the Hope College's website at: <https://www.hcas.edu/> , or the student portal, or via e-mail, or other forms of communication.

#### Building Regulations

Complex flammables, such as gasoline, kerosene, naphtha, and benzene or explosives, or any other article intrinsically dangerous is not allowed on the premises. No bicycle or other vehicle shall be allowed inside the building. No animals, except seeing-eye dogs, shall be allowed inside the building. Premises shall not be used for cooking, (reheating of food is not the same as cooking), lodging, sleeping, or for any immoral or illegal purpose.

#### Health Services

A first aid kit is in the student services office and in the clinical learning lab. Because nearby medical facilities are easily accessed, emergency medical treatment is always available. Students are responsible for charges incurred.

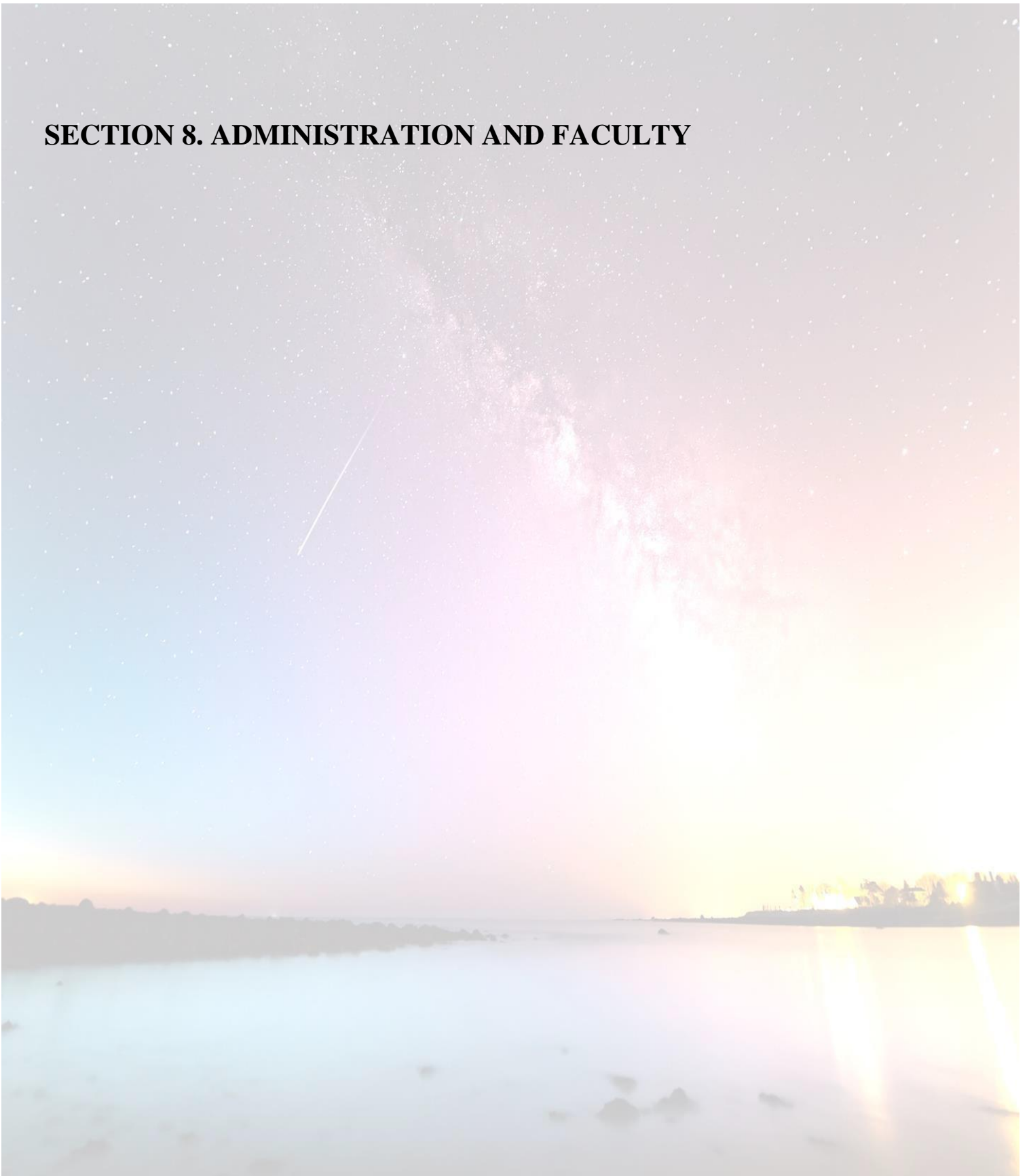
#### Infection Control

While enrolled in healthcare courses, students will be expected to comply with standard precautions and preventive measures as published by the Centers for Disease Control and Prevention ("CDC") in Atlanta, Georgia. The CDC guidelines are incorporated into the Hope College curriculum and will be reviewed during orientation.

#### Policy Changes

Hope College reserves the right to change policies at any time. Students will be informed of these changes via the Learning Management System as changes occur.

## **SECTION 8. ADMINISTRATION AND FACULTY**



## Section 8.1 Administration & Staff

*Table 8.1: Section 8.1 Administration & Staff*

TITLE/POSITION	NAME	DEGREES, DIPLOMAS HELD AND TO BE AWARDED
Chief Executive Officer	Desir, Chantal	Cert. Nurse Practitioner Ed.D University of Science Arts and Technology Monserrat MBA University of Pheonix MSN University of Pheonix BSN State University of New York, Buffalo
Chief Academic Officer	Aragon, Maria Elizabeth	MA Education Management-Pasig Catholic College MA-Educational Psychology-University of the Philippines MA Economics-University of Santo Tomas Espana BS Business Administration/Economics -National College of Business and Arts
Dean of Nursing	Derby, Andrea	Master of Science in Nursing - Florida International University Bachelor of Science in Nursing MSN-ED, FNP-BC, RN
Admissions Officer Compliance Officer	Cahatol, Czarelle	
Administrative Assistant Compliance Officer	Fuller, Dayna	AS Liberal Arts Pending - BA in Business and Leadership Management
Director Information Technology and Distance Education	Lopez, Felipe	BS Informational Technology
Chief Financial Officer	Nguyen, Thao	BS Accounting - University of Phoenix AA Business – Broward College
Financial Aid Director	Tirado, Carmen	BA Accounting – AS Accounting Monroe College
Director of Library	Tuisku, Connie	M.L.S. Heath Science Libraries, BA, Communications
CEO Administrative Assistant	Bonifacio, Paolo	Bachelor of Science in Aircraft Maintenance Technology

		PATTS College of Aeronautics
Information & Technology	Antonio, Andrew	BS Mechanical Engineering University of St. Tomas

<b>TITLE/POSITION</b>	<b>NAME</b>	<b>DEGREES, DIPLOMAS HELD AND TO BE AWARDED</b>
Admissions	Paras, Angeli	BS Pharmacy, Centro Escolar University
Admission	Cahatol, Rowena	BSc Business Administration, National College of Business and Arts Quezon City
Career Services	Maglipon, Jessica	Diploma, Computer Science Gateways Institute of Sciences and Technology
Clinical	Labao, Alice	BSBA major in Marketing Management Rizal Technological University
Finance	Mazo, Jannel	BS, BA major in Marketing Management Rizal Technological University
Student Services	Bonifacio, Paolo	Bachelor of Science in Aircraft Maintenance Technology PATTS College of Aeronautics
Student Services	Picazo, Pauleene	BS Computer Sciences, Technological Institute of the Philippines BA Accountancy Business and Management, Technological Institute of the Philippines
Registrar	Benedicto, Harold	BA Business Administration, Pamantasan ng Lungsod ng Pasig
Registrar	Perez, Lara	AA Hotel & Restaurant Management St. John Bosco Institute of Art and Sciences

## Section 8.2 Faculty

Table 8.2: Faculty listing

INSTITUTION DATA					
Name: Hope College of Arts and Sciences				ID No.: 4548	
FACULTY					
FACULTY MEMBER:	COURSE(S) TAUGHT:	DEGREES/ DIPLOMAS HELD & AWARDING INSTITUTION:	FLORIDA PROFESSIONAL CREDENTIAL(S)		
			TYPE:	LICENSE NUMBER:	EXP. DATE:
Alfred Anelle	Introduction to College Learning Statistics and College Algebra Finite Math	MeD, MBA, BS Florida Agricultural and Mechanical University & Florida Atlantic University, Boca Raton, Florida	N/A	N/A	N/A
Brandon, Germika, RN	Math & Pharmacology, Fundamental Transitions to Professional Nursing, Transition to Professional Nursing, Fundamentals of Nursing Lab, Fundamentals of Nursing Clinical, Medical-Surgical Nursing I, Medical-Surgical Nursing I Lab, Medical-Surgical Nursing I Clinical, Medical-Surgical Nursing II, Medical-Surgical Nursing II Lab, Medical-Surgical Nursing II Clinical	Walden University – Doctor of Philosophy- Master of Science in Nursing Grambling State University – Bachelor of Science in Nursing	RN	RN193570	1/31/2025
Brown, Alicia	Christian World View, Intro to College Learning,	M.Ed Education Leadership, University of Central Florida	N/A	N/A	N/A
Brown, Corilene Yvette, RN	Introduction to Healthcare Core, Fundamentals of Nursing; Medical-Surgical Nursing; Pharmacology; Pediatric,	University of Phoenix – Master of Science in Health Palm Beach Community –	RN	RN2055052	4/30/2024

	Maternity; Community Nursing; Nutrition; Mental Health. Current Issues, Health Care Concepts, Computer, and Employability Skills, Directed Practical Nursing/Integration, Fundamentals of Nursing Clinical, Medical-Surgical Nursing I Clinical, Medical-Surgical Nursing II Clinical, Pediatric Nursing Clinical, Maternity & Newborn Clinical, Mental Health Nursing, Mental Health Nursing Clinical.	Associates of Science in Nursing			
Carkner, Karen, RN	Introduction to Healthcare Core, Fundamentals of Nursing; Medical-Surgical Nursing; Pharmacology; Pediatric, Maternity; Community Nursing; Nutrition; Mental Health. Current Issues, Health Care Concepts, Computer, and Employability Skills, Directed Practical Nursing/Integration	Hope College of Arts & Sciences – Bachelor of Science in Nursing and Associate of Science in Nursing	RN	RN9576451	4/30/2025
Derby, Andrea, FNP	Math & Pharmacology, Fundamental of Nursing, Fundamentals of Nursing Lab, Fundamentals of Nursing Clinical, Fundamental Transitions to Professional Nursing, Fundamental Transitions to Professional Nursing Lab, Medical-Surgical Nursing I, Medical-Surgical Nursing I Lab, Medical-Surgical Nursing I Clinical, Medical-Surgical Nursing II, Medical-Surgical Nursing II Lab, Medical- Surgical Nursing II	BSN, MSN/FNP Florida International University, Boca Raton, Florida,	RN	1732402	4/30/2024



	Clinical, Pediatric Nursing Clinical, Maternity & Newborn Clinical, Mental Health Nursing, Mental Health Nursing Clinical.				
Jean-Charles, Lenide, ARNP, RN	Math & Pharmacology, Fundamental of Nursing, Fundamentals of Nursing Lab, Fundamentals of Nursing Clinical, Fundamental Transitions to Professional Nursing, Fundamental Transitions to Professional Nursing Lab, Medical-Surgical Nursing I, Medical-Surgical Nursing I Lab, Medical-Surgical Nursing I Clinical, Medical- Surgical Nursing II, Medical- Surgical Nursing II Lab, Medical- Surgical Nursing II Clinical, Pediatric Nursing Clinical, Maternity & Newborn Clinical, Mental Health Nursing, Mental Health Nursing Clinical.	MSN, BSN, FNP Florida International University, Boca Raton, Florida; Chamberlain College	ARNP	9276224	4/30/2024
Jothikumar, Ramola, BSN, RN	Fundamentals of Nursing, Fundamentals of Nursing Lab, Medical-Surgical Nursing I, Medical-Surgical Nursing I Lab, Medical-Surgical Nursing I Clinical, Medical-Surgical Nursing II, Medical-Surgical Nursing II Lab, Medical- Surgical Nursing II Clinical,	MSN - Walden University; BSN- Western Governors ASN - Christian Medical College and Hospital	RN	9211038	4/30/2025
Kinlocke, Lauren, DNP	Math & Pharmacology, Fundamental of Nursing, Fundamentals of Nursing Lab, Fundamentals of Nursing Clinical, Fundamental Transitions to Professional Nursing, Fundamental	DNP - Grand Canyon University; MSN, Nova Southeastern University, FL	RN	9210923	4/30/2025

	Transitions to Professional Nursing Lab, Medical-Surgical Nursing I, Medical-Surgical Nursing I Lab, Medical-Surgical Nursing I Clinical, Medical-Surgical Nursing II, Medical-Surgical Nursing II Lab, Medical- Surgical Nursing II Clinical, Mental Health Nursing, Mental Health Nursing Clinical. Concepts of Nursing Leadership and Organizational, Gerontological Nursing, Theoretical Application in Nursing Research, Transformational Nursing, Advanced Pathophysiology, Advanced Pharmacology, Transcultural Nursing, Clinical Practicum, Concepts of Community-Based Nursing Practice, Leadership Concepts in Nursing and Practicum, Technologies in Nursing, Evidence-Based Nursing Practice, Human Growth and Development, Social Psychology of Groups, Transcultural Communication	BSN, Broward College, FL ASN, Broward College, FL			
Lopez, Felipe, BA	College Algebra, Statistical Methods and Application, Finite Mathematic, Computer Basic, Introduction to College Learning	University of Polytechnico Quito, Ecuador – Bachelor of Arts Information Technologies	N/A	N/A	N/A
Mancebo, Maria, RN	Fundamentals of Nursing Clinical, Medical-Surgical Nursing I Clinical, Medical-Surgical Nursing II Clinical, Pediatric Nursing Clinical, Maternity & Newborn Clinical, Mental Health Clinical	Western Governors – Master of Science in Nursing Florida Atlantic University – Bachelor of Science in Nursing	RN	3112252	4/30/2024

Michel, Marlon, RN	Math & Pharmacology, Fundamental of Nursing, Fundamentals of Nursing Lab, Fundamentals of Nursing Clinical, Anatomy & Physiology I & Lab, Anatomy & Physiology II & Lab, Microbiology & Lab	Florida International University- Master of Arts- Biology Bachelor's Science in Nursing	RN	9540747	4/30/2024
Maloney, Dorothy, BSM	Intro to College Learning	Lesley University – Bachelor's in Business Management	N/A	N/A	N/A
Riggs, Darline, DNP	Math & Pharmacology, Fundamental of Nursing, Fundamentals of Nursing Lab, Fundamentals of Nursing Clinical, Fundamental Transitions to Professional Nursing, Fundamental Transitions to Professional Nursing Lab, Medical-Surgical Nursing I, Medical-Surgical Nursing I Lab, Medical-Surgical Nursing I Clinical, Medical-Surgical Nursing II, Medical-Surgical Nursing II Lab, Medical- Surgical Nursing II Clinical, Pediatric Nursing Clinical, Maternity & Newborn Clinical, Mental Health Nursing, Mental Health Nursing Clinical.	Liberty University – DNP Atlantic-University – MSN Florida Atlantic-University – BSN	RN	9254952	7/31/2024
O'Sullivan, Linda, DNP	Concepts of Nursing Leadership and Organizational, Gerontological Nursing, Theoretical Application in Nursing Research, Transformational Nursing, Advanced Pathophysiology, Advanced Pharmacology, Transcultural Nursing, Clinical Practicum, Concepts of	University of Phoenix – Doctor of Nursing Practice University of Phoenix – Master of Science in Nursing University of Phoenix – Bachelor of Science in Nursing	RN	145516	1/31/2024

	Community-Based Nursing Practice, Leadership Concepts in Nursing and Practicum, Technologies in Nursing, Evidence-Based Nursing Practice, Human Growth and Development, Social Psychology of Groups, Transcultural Communication, Fundamental Transitions to professional Nursing, Fundamental Transitions to professional Nursing Lab				
St. Brice, Elie, MS	Introduction to College Learning, English Composition I & II, Sociology, Ethics	University of Massachusetts – Master of Science University of Massachusetts – Bachelor of Science	N/A	N/A	N/A
Williams, Annie, RN	Math & Pharmacology, Fundamental of Nursing, Fundamentals of Nursing Lab, Fundamentals of Nursing Clinical, Fundamental Transitions to Professional Nursing, Fundamental Transitions to Professional Nursing Lab, Medical-Surgical Nursing I, Medical-Surgical Nursing I Lab, Medical-Surgical Nursing I Clinical, Medical-Surgical Nursing II, Medical-Surgical Nursing II Lab, Medical- Surgical Nursing II Clinical, Pediatric Nursing Clinical, Maternity & Newborn Clinical, Mental Health Nursing,	University of Phoenix– Master of Science in Nursing University of Phoenix–Bachelor of Science in Nursing	RN	9180763	4/30/2025

## **SECTION 9. PUBLIC DISCLOSURES**



## **SECTION 9.0 STATE AUTHORIZATION FOR DISTANCE EDUCATION**

Hope College is licensed in the State of Florida and approved by the Florida Board of Nursing to offer distance education/hybrid courses. However, no program can be completed exclusively online. Students may be required to complete specific courses and clinical experiences in the state of Florida. The following section contains important state specific information to be disclosed to residents of these states who are either potential students or current Hope College students. Hope College does not accept students from the states and territories that are not listed below.

1. **Florida** – Hope College is currently licensed by the Florida Commission for Independent Education to provide distance education.
2. **Georgia** – Hope College is not accepting new students from Georgia at this time. However, internships or clinicals are currently exempt, and previously enrolled students (before the change in Georgia regulation) have been grandfathered to allow them to complete their programs.
3. **Louisiana** – Hope College is not required to have authorization from the State of Louisiana. <https://nc-sara.org/agency/louisiana-board-regents-proprietary-schools>
4. **New Jersey** – Hope College is not required to have authorization from the State of New Jersey. For further information, please see New Jersey Administrative Code section 9A:1-7.5(b).
5. **Tennessee** – Hope College is not required to have authorization from the State of Tennessee. [https://www.tn.gov/content/dam/tn/thec/bureau/student\\_aid\\_and\\_compliance/dpsa/Distance%20Education%20Authorization%20Requirements%20in%20Tennessee.pdf](https://www.tn.gov/content/dam/tn/thec/bureau/student_aid_and_compliance/dpsa/Distance%20Education%20Authorization%20Requirements%20in%20Tennessee.pdf)

### **Section 9.1 Consumer Information**

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

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

[https://www.hcas.edu/wpcontent/uploads/2024/01/Student\\_Achievement\\_Data\\_2022\\_v3.pdf](https://www.hcas.edu/wpcontent/uploads/2024/01/Student_Achievement_Data_2022_v3.pdf).

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

The Campus Catalog contains a wide variety of consumer information, including information relating to academic programs, facilities, courses, costs, financial aid, and institutional policies. To view the Campus Catalog, please visit this webpage: <https://www.hcas.edu/nursing-school-academics/college-catalogue>.

Hope College is licensed by the Commission for Independent Education (“CIE”), Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission for Independent Education at:

CIE, Florida Department of Education 325 West Gaines Street, Suite 1414

Tallahassee, Florida 32399

Phone: 1-888- 224-6684

Phone: (850) 245-3200

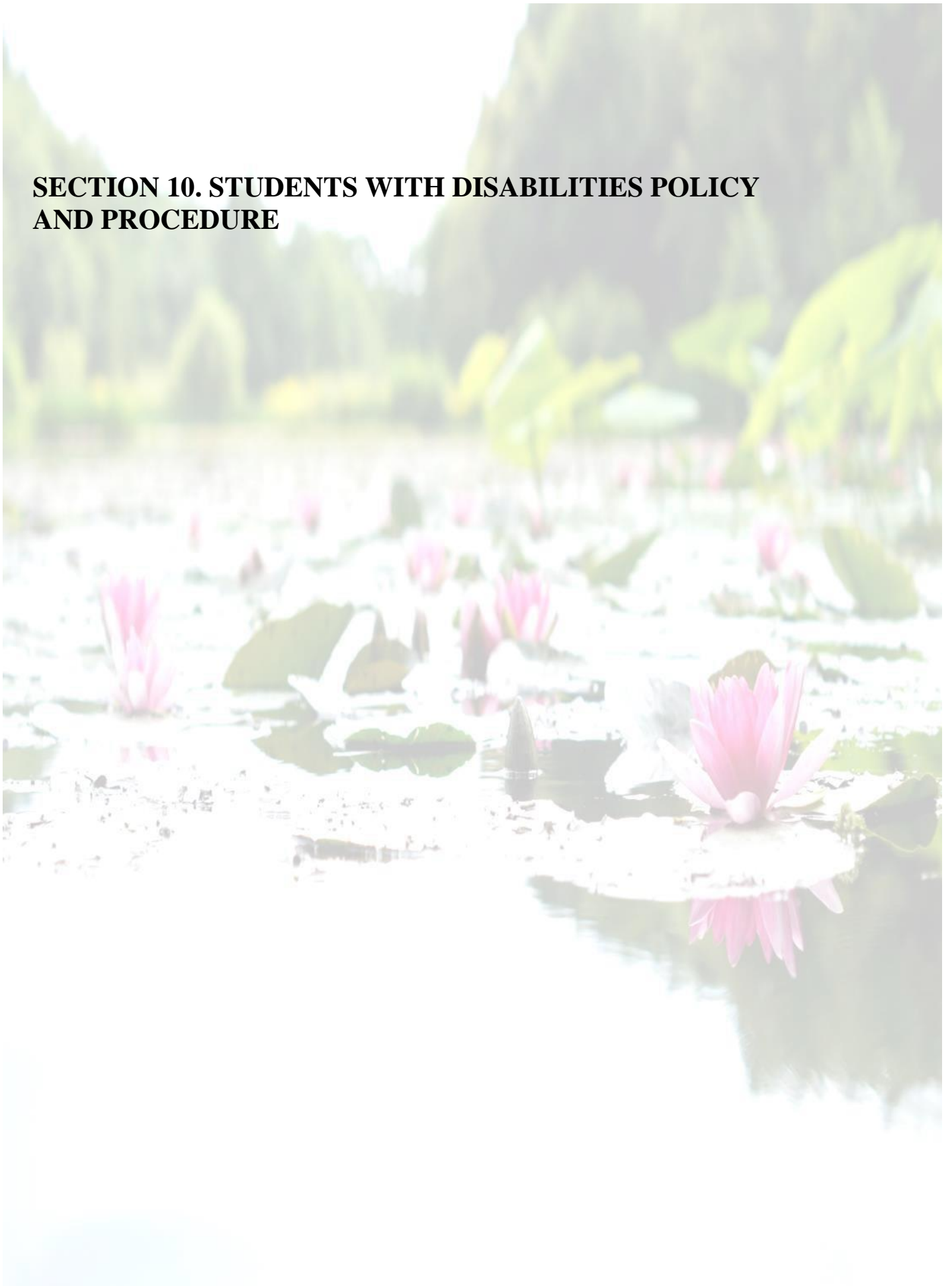
Fax: (850) 245-3233

Website: <https://www.fldoe.org/policy/cie/>

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

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

**SECTION 10. STUDENTS WITH DISABILITIES POLICY  
AND PROCEDURE**





## **Section 10.1 Students with Disabilities Policy**

Hope College accepts students without regard to disability, race, color, religion, age, sexual orientation, origin, or sex. Hope College complies with applicable provisions of the Americans with Disabilities Act of 1990. Hope College is in a standalone building and is equipped with handicapped bathroom stalls and large entry into classrooms and hallways.

Hope College is committed to providing equal access to its academic and social activities to all qualified students. Hope College will maintain the high standards of achievement, which are essential to the integrity of the programs and services offered by Hope College. The facility is equipped with ramp access from the

parking lot, extra wide hallways and doors, ADA required door handles and a restroom to accommodate disabled students. Hope College will ensure that its policies, practices, and procedures conform to federal and state statutes and regulations. Any applicant or student who wishes to request an accommodation may do so by contacting Hope College at [compliance@dp.hcas.edu](mailto:compliance@dp.hcas.edu). Accommodations are individually determined. Hope College reserves the right to modify or decline the accommodation as deemed appropriate and necessary.

## **Section 10.2 Purpose of the Students with Disabilities Policy**

It is Hope College's responsibility to determine, to the extent possible, that every admitted student can benefit from the training he or she or they will receive in the Nursing Programs. Any potential applicant who has a physical disability will be considered for admission if Hope College is reasonably able to provide any special accommodations the applicant would require. In the case of a physical disability that, in the determination of Hope College, might impact the applicant's ability to successfully complete the Nursing program, the potential applicant must provide a certification from a licensed physician that the applicant is physically capable of pursuing the program of study and the physical rigors it involves.

### **Section 10.2.1 Procedure for Candidates with Disability**

All interested candidates must complete all the admission criteria found in the admissions policy. However, if they have a physical or learning disability, they must make a special appointment with the Chief Academic Officer ("CAO") who will help make the determination privately with the applicant.

1. Make an appointment with the Admissions representative and CAO and possibly for an initial interview.
2. If it is determined that additional documents are required including official notification from physician clearing the student, it will be reviewed by all appropriate parties.
3. The physician's note must detail all limitations including, but not limited to, physical, emotional, and psychological challenges.
4. If the CAO/CEO still has some concerns he /she/they will convene a meeting of the Academic Committee who will render a final decision.
5. If the decision is no, then the student will be given a letter to this effect detailing the reasons for the decision.
6. If the decision is yes, the student will complete the admission process and be enrolled into the program. Hope College complies with applicable provisions of the Americans with Disabilities Act of 1990 and its premises are wheelchair accessible. It is, however, Hope College's responsibility to

determine, to the extent possible, that every admitted student can benefit from the training he or she or they will receive in the Nursing Programs.

### **Section 10.2.2 Procedure for Admitted Students with Disabilities**

The provision of academic adjustments and auxiliary aids and services is based upon necessity and appropriateness. Some accommodations may be appropriate in a classroom setting but might prove impossible to accommodate specifically in a clinic placement if they prove a danger to patient safety. Eligible students who receive disability accommodations are expected to review implementation of supported accommodations with Student Service prior to commencement of course. Any individual who has a concern about accommodation, or about discrimination or harassment based on a disability, should report his or her concern and should contact Student Services.

If an individual is interested in attending Hope College, but needs reasonable accommodation, the individual should schedule an appointment with the Student Services Department. At this meeting, the Student Services Department and the individual will discuss the nature of the reported disability and its impact on learning. We will also discuss the process of receiving reasonable accommodation at Hope College, and the types of accommodation available. Requests to meet the Student Services Department to discuss accommodations must be made in writing to the Student Services Department at least two (2) weeks before the beginning of each semester. The student or prospective student must bring copies of all current external treatment documentation from a professional to the meeting. Documentation may include the following content:

- A diagnosis of the student's disability and how the diagnosis was determined (what tests were given and the results).
- The severity of the condition and if intermittent, explain when the condition arises and its impact on functioning.
- The impact of the condition(s) on major life activities in comparison with most people in the general population.
- Functional limitations associated with the condition(s) and a clinical summary, which includes an assessment of how the disability will impact the individual in a school environment.
- Specific recommendations for accommodations, with rationale for recommendations, in any placement setting.

Depending on the nature of the condition, documentation may need to fall within a certain time frame. Most conditions will need to be assessed during adulthood. Hope College recommends that documentation generally be no older than one (1) year. However, a condition that is not likely to change over time will not necessarily be subject to such a timeframe. In all cases, the documentation should include recommendations for reasonable accommodation that may be necessary to address a student's current functional limitations.

### **Section 10.2.3 Rights and Responsibilities of Students with Disabilities**

Students with disabilities at Hope College have the right to:

- Equal access to programs, activities, and services.
- Reasonable accommodations, academic adjustments, and/or auxiliary aids and services.

- Appropriate confidentiality of all information concerning their disability except as disclosures are required or permitted by law.
- Information, reasonably available in accessible formats.
- Meet Hope College's qualifications and maintain essential technical, academic, and institutional standards.
  
- Notify Hope College when a known disability makes accommodation necessary to perform successfully in a course or program.
- Provide appropriate professional documentation that indicates how the disability limits participation in programs, activities, and services of Hope College.
- Follow specified procedure for obtaining reasonable accommodation, academic adjustments, and/or auxiliary aids and service.
- Any applicant or student who wishes to request accommodation may do so by contacting the Student Services Department. The student is expected to provide Hope College with pertinent documents from an external treatment professional, such as a physician, licensed psychologist, or psychiatrist. Documents will be kept confidential, in accordance with the Family Educational Rights and Privacy Act ("FERPA").

At the end of each academic term during which the student is enrolled at Hope College, the student is responsible for requesting that notification about his or her eligibility for accommodations be sent to his or her faculty for the following academic term.



**SECTION 11. TITLE IX POLICY AND PROCEDURE,  
AND RELATED POLICIES**

## **Section 11.1 Purpose of the Title IX Policy**

Hope College seeks to maintain a safe environment free from discrimination based on sex. In addition to this Policy, individuals are encouraged to review all related policies, including but not limited to, the Employee Handbook.

In addition, this policy applies to complaints of alleged Sexual Misconduct. Hope College expressly prohibits any instances of Sexual Misconduct including Sexual Harassment, Domestic Violence, Dating Violence, Sexual Assault, Stalking, and Rape or Acquaintance Rape. Any acts that fall within the definitions of Sexual Harassment, Sexual Assault, Rape, Acquaintance Rape, Stalking, Dating Violence, Domestic Violence or prohibited Sexual Contact are a violation of the Hope College policy, and potentially applicable state and federal law. Hope College is committed to fostering an environment where any type of Sexual Misconduct is promptly reported, and Sexual Misconduct complaints are resolved in a fair and timely manner. Creating a safe environment is the responsibility of all students and staff.

## **Section 11.2 Scope of the Title IX Policy**

This Title IX Policy applies to all members of the Hope College community, including, but not limited to, Hope College's students, employees, faculty, and third parties within Hope College's control ("Affiliates"), and other visitors or guests of Hope College ("Guests").

## **Section 11.3 Title IX Office, Title IX Coordinator, and Compliance Oversight**

Hope College's Title IX Coordinator ("Title IX Coordinator") is responsible for monitoring compliance with this Title IX Policy as well as related federal statutes and regulations about the prohibition of Sexual Misconduct and Sex- or Gender-Based Discrimination in higher education. The Title IX Coordinator may be assisted by College staff, including, but not limited to, Title IX Investigators and Area Title IX Liaisons.

All questions about Title IX can be directed to: [compliance@dp.hcas.edu](mailto:compliance@dp.hcas.edu), or alternatively, to this address:

Hope College of Arts & Sciences  
Attention: Chief Compliance Officer, Confidential 1200 SW 3<sup>rd</sup> Street  
Pompano Beach, Florida 33069

Hope College's resolution of alleged sexual Misconduct, Sex- or Gender-Based Discrimination, or Retaliation is performed under the authority of the College's Title IX Coordinator.

## **Section 11.4 Definitions for the Title IX Policy**

### Actual Knowledge

The term, "Actual Knowledge," means that the alleged Sexual Misconduct has been reported by any person to either the College's Title IX Coordinator, or her or his or their designee.

### Complainant

The term, "Complainant," refers to the person who is alleged to be the victim of conduct that could constitute Sexual Misconduct or other prohibited conduct under this Title IX Policy.

### Complaint

The term, “Complaint,” means a document filed by the Complainant or signed by the Title IX Coordinator alleging Sexual Misconduct against a Title IX Respondent and requesting that the College investigate the allegation of Sexual Misconduct.

### Supportive Measures

The term, “Supportive Measures,” refers to non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or Title IX Respondent before or after the filing of a Complaint or where no Complaint has been filed. Supportive Measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between parties, changes in work or housing locations, leaves of absences, increased security, and monitoring of certain areas of the campus, and other similar measures.

### Title IX Respondent

The term, “Title IX Respondent,” refers to the individual who has been reported to be the perpetrator of conduct that could constitute Sexual Misconduct or other Prohibited Conduct under this Title IX Policy.

### Privacy

The term, “Privacy,” for purposes of this Title IX Policy generally means that information related to a report of Prohibited Conduct will be shared with a limited number of individuals who “need to know” to assist in the active review, investigation, and resolution of the allegations in the report or Complaint. Hope College, of course, will comply with its legal and policy obligations related to Prohibited Conduct that may constitute child abuse, abandonment, and neglect, to the extent those are applicable.

## **Section 11.5 Prohibited Conduct**

Prohibited Conduct broadly includes, but is not limited to, the following forms of Prohibited Conduct: (a) an attempt to commit an act of Sexual Misconduct, even if not completed, or an act prohibited under this Title IX Policy by electronic means (*e.g.*, cyber-sexual harassment); (b) intentionally deliberate false accusations of violations of Title IX Policy; (c) intentionally deliberate encouragement of another person to make a bad faith Complaint knowing the allegations in that Complaint were false; (d) Relationship Violence which can include dating violence and/or domestic violence; (e) Retaliation; (f) Sex-or Gender-Based Discrimination; (g) Sexual Assault; (h) Sexual Harassment; and (i) Stalking.

### **Section 11.5.1 Procedure for the Reporting Prohibited Conduct**

Incidents of Sexual Misconduct may be reported to Hope College, to an external agency, to local law enforcement, or to any combination of the three above.

If Hope College has Actual Knowledge of alleged Sexual Misconduct, it will respond promptly in a way that is not deliberately indifferent and it may offer Supportive Measures and explain the applicable Title IX Grievance Process to the Complainant.

The following reporting options constitute giving Actual Knowledge to Hope College and trigger Hope College’s obligation to respond: a report or Complaint made and emailed to the College to [compliance@dp.hcas.edu](mailto:compliance@dp.hcas.edu), or a report made by calling Hope College at (954) 532-9614 to contact either

the Title IX Coordinator, or a report or Complaint made by mailing to the Title IX Coordinator at the following address:

Hope College of Arts & Sciences  
Attention: Title IX Coordinator, Confidential 1200 SW 3<sup>rd</sup> Street  
Pompano Beach, Florida 33069

As outlined above, a report or Complaint may be made at any time (including during non-business hours). Note that this does not mean that an individual will be available to make a report in real time during non-business hours; however, all reports received during non-business hours will be acknowledged shortly after business hours have resumed.

Upon receipt of a report or Complaint, a Title IX Coordinator will review the allegations of the report or Complaint and reasonably investigate the allegations.

If the conduct alleged in the Complaint does not constitute Sexual Misconduct or falls outside the scope of the Title IX Policy, Hope College must dismiss the report or Complaint as it relates to the Title IX Policy. In such a case, the Title IX Coordinator may review with the Complainant other policies or procedures under which the reported behavior may be actionable or refer the Complainant to a College staff member who can assist the student and/or employee with the process. Hope College will remain committed to protecting the Privacy of all individuals involved under this Title IX Policy.

Hope College may also dismiss the report or the Complaint or any allegations therein, if at any time during the investigation, a Complainant notifies the Title IX Coordinator, in writing, that the Complainant would like to withdraw the report or Complaint or any allegations therein, the Respondent is no longer enrolled or employed by the College, or specific circumstances prevent Hope College from gathering evidence sufficient to reach a determination on the Complaint or the allegations set forth within it. If a report or Complaint is dismissed, Hope College will send a timely written notice of the dismissal with reasons for that dismissal to all the parties involved.

Additionally, upon receipt of a report or Complaint, during or after the investigation process, Hope College may take and/or make available and/or withdraw at any time in its discretion Supportive Measures to either the Complainant or Title IX Respondent.

If there is a conflict of interest between the parties and the Title IX Coordinator, or her or his or their designee, the Title IX Coordinator or designee will work with appropriate offices within Hope College to have an alternate person assigned within five business days to conduct the investigation.

### **Section 11.5.2 External Reporting Options related to Title IX**

For students, he or she or they may contact the U.S. Department of Education Office for Civil Rights (“OCR”) Enforcement Office in Florida or at the OCR headquarters in Washington D.C.

The OCR Enforcement Office for Florida is: Atlanta Office  
United States Department of Education Office for Civil Rights  
61 Forsyth St. S.W. Suit 19T10 Atlanta, Georgia 30303-8927  
Telephone: (404) 984-9406

Facsimile: (404) 974-9471  
TDD: (800) 877-8339  
Email: [OCR.Atlanta@ed.gov](mailto:OCR.Atlanta@ed.gov)

The OCR National Headquarters is:  
U.S. Department of Education Office for Civil Rights  
400 Maryland Avenue, SW Washington, DC 20202  
Telephone: (800) 421-3481  
Facsimile: (202) 453- 6012  
TDD: (800) 877-8339  
Email: [OCR@ed.gov](mailto:OCR@ed.gov)

For employees, he or she or they may contact the following government entities:

U.S. Equal Employment Opportunity Commissions (“EEOC”) Miami District Office, Miami Tower  
100 SE 2<sup>nd</sup> Street, Suite 1500  
Miami, FL 33131  
Telephone: (800) 669-4000  
TTY: 1-800-669-6820  
Facsimile: (305) 808-1855  
Website: <https://www.eeoc.gov/field-office/miami/location>

Florida Commission on Human Relations (“FCHR”) 4075 Esplanade Way, Unit 110  
Tallahassee, FL 32399-7020  
Telephone: (850) 488-7082  
Facsimile: (850) 487-1007 Website: <http://fchr.state.fl.us>  
Email: [fchrinfo@fchr.myflorida.com](mailto:fchrinfo@fchr.myflorida.com)

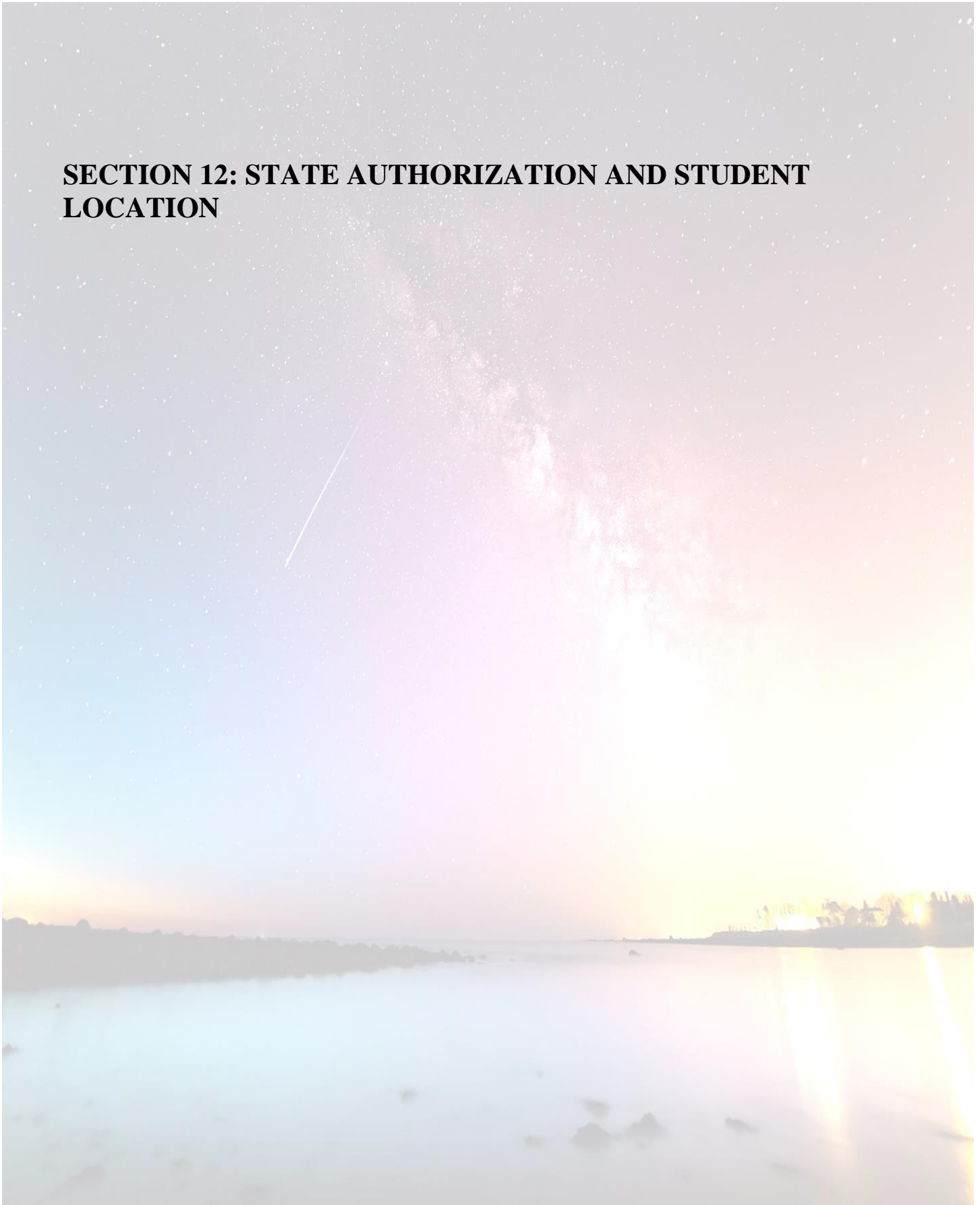
Broward County Professional Standards/ Human Rights Section Telephone: (954) 357-6500  
Website: <https://www.broward.org/ProfessionalStandards/Pages/default.aspx> Email:  
[profstandards@broward.org](mailto:profstandards@broward.org)

### **Section 11.6 Nondiscrimination, Equal Opportunity, and Harassment**

In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Hope College does not illegally discriminate based on race, sex, color, national or ethnic origin, age, disability, or military service in its administration of education policies, programs, or activities; admissions policies; or employment. Inquiries or complaints should be directed to the Compliance Department via phone at: (954) 532-9614 ext. 202, or email at: [compliance@dp.hcas.edu](mailto:compliance@dp.hcas.edu).



**SECTION 12: STATE AUTHORIZATION AND STUDENT  
LOCATION**



## **Section 12: State Authorization and Student Location Policy**

To ensure compliance with regulatory requirements until such a time as Hope College of Arts (HCAS) and Sciences is eligible for membership in NC-SARA, HCAS requires all students to provide evidence of the state in which they are located at the time of application and at the beginning of each semester. In addition, students are responsible to notify Hope College of Arts and Sciences if their location changes.

### **Purpose of State Authorization and Student Location Policy**

The College is committed to complying with requirements for state authorization to offer distance education. Since the institution only accepts students from Florida, Tennessee, New Jersey, Louisiana, or a state which does not require additional authorization to offer distance education without a physical presence, each student is required to submit documentation that they are located in an approved state.

### **Procedures for State Authorization and Student Location**

To maintain accurate records of state authorization and student location and meet all federal, state, and accreditation regulations, HCAS takes the following steps:

1. Annually or as needed, Hope College of Arts and Sciences prepares and publishes on the website and in applicable institutional publications a distance education disclosure statement which informs students and the public of the states from which students can be accepted. This disclosure statement is based on research into individual state regulations concerning authorization of out of state distance education programs without a physical presence.
2. As part of the admission process, students are required to present proof of the state in which they are located by presenting a state driver's license, appropriate state ID, or documentation deemed equivalent by the HCAS Compliance Officer.
3. At the beginning of each semester, continuing students are required to confirm the state in which they are located and provide applicable new documentation in Verity when a change has been made.
4. Documentation provided will be reviewed and approved by the appropriate supervisor or advisor and will be audited regularly by the compliance officer.
5. Before classes begin each semester, the Registrar will generate a composite report documenting each student's affirmed or updated information.
6. In those cases where a current student has moved to a state that is outside of the College's approved list, the student will be notified in writing that he/she must come to campus for classes or withdraw from the program.
7. Students who do not meet the State Authorization and Student Location Policy requirements will not be granted Moodle access.
8. The College will work with students on an individual basis to facilitate their enrollment in on-campus classes/modules or their withdrawal from classes and/or transfer to another institution if the appropriate state location cannot be verified. The actions will take place within 14 days of the date on which the student notifies the institution of a change of location.
9. If no response is received to the institutional request to update personal information each semester, the student in question will be administratively withdrawn from the program.

## **SECTION 13.0 RESERVATION OF RIGHTS TO MAKE CHANGES TO POLICIES, TUITION, FEES, ETC.**

The information contained in this catalog was accurate at the time of publication. However, whenever necessary, the trustees, administrators, and faculty of Hope College reserve the right to make changes in regulations and policies. Hope College reserves the right to change policies, tuition, fees, calendars, and curricula as deemed necessary or required. When changes are made to the catalog, the College will issue an Addendum and students will be notified. Students are required to adhere to all policies as outlined in the Catalog as well as any revised policies in the Addendum.

## **SECTION 14.0 ATTRIBUTION OF ARTISTS AS TO PHOTOS IN CATALOG**

For photos in watermarks of this catalog, grateful attribution to artists: Fabian Quintero, Christofer Maximilian, Ravi Sharma, Hana Skoromna, Han Lahando, Leo Wieling, Kristopher Roller, and Sime Basioli with free-usable images available at: <https://unsplash.com> (last visited July 20, 2022).

## **SECTION 15.0 ALTERNATE FORMATS**

Hope College does not discriminate based on disability in the admissions or access to, or treatment of or employment in, its programs or activities. Requests for alternative formats of this Catalog can be made by contacting the College at [compliance@dp.hcas.edu](mailto:compliance@dp.hcas.edu).

# ADHERENCE AGREEMENT



Address :1200 SW 3rd Street  
Pompano Beach, Florida 33069  
Phone Number: (954) 532-9614  
Fax Number: (754) 222-9835  
Website: [www.hcas.edu](http://www.hcas.edu)

I understand and agree that I am responsible for adhering to all policies and procedures, including but not limited to, the terms and conditions set forth in section 4., “Miscellaneous Information, including Outstanding Balances, Past Due Accounts, and Withdrawals” as set forth in the Hope College of Arts and Sciences Academic Catalog.

I understand that successful completion of the program curriculum will result in the award of a Diploma or Degree in my area of study.

I understand that completion of the program does not ensure the granting of a license to practice nursing.

I understand that the State Board of Nursing is the issuing agency for licensure.

I understand that licensure is based on meeting all the requirements set forth by the State Board of Nursing as well as successfully passing the licensing exam.

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Student Signature

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Print Name

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Date

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

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Date

---

Hope College Official

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Date