



COLLEGE CATALOG

2018-2019

MercyCollege
of Ohio



MercyCollege of Ohio

CIVIL RIGHTS/NONDISCRIMINATION STATEMENT

Mercy College of Ohio is committed to a policy of nondiscrimination on the bases of race, color, national and ethnic origin, sex, sexual orientation, disability, age, marital status, religion, pregnancy, genetic information, and any other legally-protected class in admissions and educational programs, services and activities, in accord with applicable federal and state law.

For more information about Mercy College of Ohio policies, compliance and consumer information, please visit: www.mercycollege.edu/compliance.

Any member of the College community who is a witness to or victim of discrimination should immediately notify the Director of Compliance and Risk Management at 419-251-1710, or 2221 Madison Avenue Toledo, OH 43604. The College prohibits retaliation based upon reporting of violations of this policy.

Mercy College of Ohio
Toledo Campus
2221 Madison Avenue
Toledo, Ohio 43604

Mercy College of Ohio
Youngstown Location
1044 Belmont Avenue
Youngstown, Ohio 44501

DISCLOSURES

STUDENT RIGHT TO KNOW (SRTK)

The Student Right to Know (SRTK) and Campus Security Act of 1990 require student consumer information disclosures from all institutions, including completion rates. All colleges are required to participate in the disclosure of completion rates.

SRTK reports full-time, first-time degree-seeking students for each fall semester. The SRTK reports the following outcomes: Completion Rate (the total number of students in the cohort who earn either a degree, a certificate, or who successfully complete a two-year-equivalent transfer-preparatory program) and the Transfer Rate (the total number of cohort non-completers who are identified as having enrolled in another institution). A student shall be counted as a completion or graduated if, within 150 percent of the normal time for completion of/or graduation from the program, the student has completed or graduated from the program, or enrolled in any program of an eligible institution for which the prior program provides substantial preparation.

CATALOG PURPOSE

Mercy College of Ohio's College Catalog is the official source of the College's undergraduate and graduate academic programs, courses, policies, and procedures. The catalog should be used as a guide in planning a course/program of study and in meeting requirements for graduation. Please see the Table of Contents and Index for an overview of the information provided. This catalog is not intended to state contractual terms and should not be regarded as a contract between the student and the institution.

The course offerings and requirements of Mercy College of Ohio for both the Toledo campus and Youngstown location are continually under examination and revision. Each semester, the list of courses to be offered, with times and locations, can be found on the Mercy College website. Not all courses listed in this catalog are offered every semester.

All College publications contain current pertinent information. While striving to ensure the accuracy of published information, the College may need and reserves the right, to make corrections. Corrections and omissions can be found at <https://www.mercycollege.edu/my-mercy/college-catalogs/>.

A student follows the catalog guidelines in effect the first semester of enrollment in a course/program of study.

Questions or concerns regarding the application of any stated policy must be referred to the appropriate College official for final determination. All policies are subject to change within any given academic year.

AMENDMENTS TO CATALOG

Amendment 1	Section: Undergraduate Course Descriptions/IMG	page 259
Amendment 2	Section: Paramedic Certificate Requirements	page 227
Amendment 3	Section: Undergraduate Course Descriptions/HIS	page 251



PRESIDENT'S WELCOME

Dear Mercy College Students:

Welcome to Mercy College of Ohio, a Catholic institution that educates students in the tradition of the Religious Sisters of Mercy and the Sisters of Charity of Montreal (Grey Nuns). Mercy College of Ohio is an affiliate of Mercy Health, one of the nation's largest and most respected healthcare systems. In 2018, the College will celebrate its rich history of educating healthcare professionals as we mark our 100th anniversary. Your participation in the many special events and activities throughout 2018-2019 are highly encouraged as we commemorate this centennial year. The College also celebrates its 25th year as a College, another important milestone. In Fall 2018, the College will launch its second graduate program, a Master of Health Administration to advance leadership in today's dynamic healthcare environment.

The faculty and staff of the College seek to inspire students to a commitment of lifelong learning and social responsibility in the spirit of the Mercy heritage and values. The College is committed to providing all students with a high quality education that prepares them for their respective careers. Students in clinical programs graduate as proficient, knowledgeable, and competent professionals. Graduates of nonclinical programs are knowledgeable in the administrative functions of healthcare and are prepared to provide high quality service in a caring manner. The Certificate programs prepare students to work in specialized fields upon completion. Regardless of the program selected, Mercy College faculty, staff, and administration want you to succeed in reaching your goals!

WELCOME TO MERCY COLLEGE!

Susan C. Wajert, PhD, MSN, MBA, RN
Mercy College of Ohio President

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ACADEMIC CALENDARS

2018-2019

2018 FALL SEMESTER	August 20 to December 16, 2018
FALL 2018 – Fall Semester & 16 Week Session (16WK)	August 20 to December 16, 2018
Registration Begins (All Sessions)	Tuesday, March 27, 2018
Graduation Applications Due for Fall Graduates	Friday, June 29, 2018
First Day of the Semester Classes Begin - 16 Week Session (16WK)	Monday, August 20, 2018
Last Day to Add Courses - 16 Week Session (16WK); Last Day to Drop Courses with 100% refund - 16 Week Session (16WK)	Monday, August 27, 2018
Labor Day – NO CLASSES/COLLEGE CLOSED (All Sessions)	Monday, September 3, 2018
Last Day to Drop Courses with 80% refund - 16 Week Session (16WK); Last Day to Drop Courses with No Record of Enrollment - 16 Week Session (16WK)	Tuesday, September 4, 2018
Last Day to Withdraw from Courses with 25% refund - 16 Week Session (16WK)	Monday, September 17, 2018
Last Day to Withdraw from Courses and Receive a Grade of “W” on Academic Record - 16 Week Session (16WK)	Monday, October 15, 2018
Fall Break – NO CLASSES (All Sessions)	Monday, October 15 to Tuesday, October 16, 2018
Graduation Applications Due for Spring Graduates	Friday, November 2, 2018
Thanksgiving Break - NO CLASSES	Wednesday, November 21 to Friday, November 23, 2018
Classes End - 16 Week Session (16WK)	Sunday, December 9, 2018
Finals Week - 16 Week Session (16WK)	Monday, December 10 to Sunday, December 16, 2018
Commencement – Toledo Campus	Friday, December 14, 2018
Last Day of the Semester - 16 Week Session (16WK)	Sunday, December 16, 2018
Session Grades are available in ‘EMPOWER ME’ – 16 Week Session (16WK)	Monday, December 17, 2018
Christmas Holiday – COLLEGE CLOSED	Tuesday, December 25, 2018

FALL 2018 – 1st 8 Week Session (8WK1)**August 20 to October 14, 2018**

First Day of Classes	Monday, August 20, 2018
Last Day to Add Courses/Drop Courses with 100% refund	Monday, August 27, 2018
Last Day to Withdraw from Courses with 50% refund	Tuesday, September 4, 2018
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Monday, September 17, 2018
Last Day of Classes	Sunday, October 14, 2018
Session Grades are available in ‘EMPOWER ME’	Monday, October 15, 2018

FALL 2018 – 2nd 8 Week Session (8WK2)**October 17 to December 16, 2018**

First Day of Classes	Wednesday, October 17, 2018
Last Day to Add Courses/Drop Courses with 100% refund	Tuesday, October 23, 2018
Last Day to Withdraw from Courses with a 50% refund	Tuesday, October 30, 2018
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Tuesday, November 13, 2018
Last Day of Classes	Sunday, December 16, 2018
Session Grades are available in ‘EMPOWER ME’	Monday, December 17, 2018

FALL 2018 – Important Faculty Dates

Faculty First Day	Monday, August 13, 2018
Faculty/Staff Development Days	Wednesday, August 15 to Thursday 16, 2018
Labor Day – NO CLASSES/COLLEGE CLOSED	Monday, September 3, 2018
1 st 8 Week Session (8WK1) Grades are Due	Monday, October 15, 2018 @ 12 noon
Faculty Development Days – NO CLASSES	Monday, October 15 to Tuesday, October 16, 2018
Thanksgiving Break – NO CLASSES/FACULTY DO NOT REPORT	Wednesday, November 21 to Friday, November 23, 2018
16 Week Session (16WK) & 2 nd 8 Week Session (8WK2) Grades are Due	Sunday, December 16, 2018 @ 12 midnight
Faculty Last Day	Sunday, December 16, 2018
Christmas Holiday – COLLEGE CLOSED	Tuesday, December 25, 2018

2019 SPRING SEMESTER**January 7 to May 5, 2019****SPRING 2019 – Spring Semester & 16 Week Session (16WK)****January 7 to May 5, 2019**

Registration Begins (All Sessions)	Tuesday, November 6, 2018
Graduation Applications Due for Spring Graduates	Friday, November 2, 2018
New Year Holiday – COLLEGE CLOSED	Tuesday, January 1, 2019
First Day of the Semester Classes Begin - 16 Week Session (16WK)	Monday, January 7, 2019
Last Day to Add Courses - 16 Week Session (16WK); Last Day to Drop Courses with 100% refund - 16 Week Session (16WK)	Monday, January 14, 2019
Martin Luther King Day – NO CLASSES	Monday, January 21, 2019
Last Day to Drop Courses with 80% refund - 16 Week Session (16WK); Last Day to Drop Courses with No Record of Enrollment - 16 Week Session (16WK)	Tuesday, January 22, 2019
Graduation Applications Due for Summer to Student Records	Monday, January 28, 2019
Last Day to Withdraw from Courses with 25% refund - 16 Week Session (16WK)	Monday, February 4, 2019
Last Day to Withdraw from Courses and Receive a Grade of “W” on Academic Record - 16 Week Session (16WK)	Monday, March 4, 2019
Spring Break – NO CLASSES	Monday, March 4 to Friday, March 8, 2019
Good Friday – COLLEGE CLOSED	Friday, April 19, 2019
Classes End - 16 Week Session (16WK)	Sunday, April 28, 2019
Finals Week - 16 Week Session (16WK)	Monday, April 29 to Sunday, May 5, 2019
Last Day of the Semester - 16 Week Session (16WK)	Sunday, May 5, 2019
Session Grades are available in ‘EMPOWER ME’ – 16 Week Session (16WK)	Monday, May 6, 2019
Commencement – Toledo Campus	Friday, May 3, 2019
Commencement – Youngstown Campus	To Be Determined

SPRING 2019 – 1st 8 Week Session (8WK1)**January 7 to March 3, 2019**

First Day of Classes	Monday, January 7, 2019
Last Day to Add Courses/Drop Courses with 100% refund	Monday, January 14, 2019
Last Day to Withdraw from Courses with 50% refund	Tuesday, January 22, 2019
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Monday, February 4, 2019
Last Day of Classes	Sunday, March 3, 2019
Session Grades are available in ‘EMPOWER ME’	Monday, March 4, 2019

SPRING 2019 – 2nd 8 Week Session (8WK2)**March 11 to May 5, 2019**

First Day of Classes	Monday, March 11, 2019
Last Day to Add Courses/Drop Courses with 100% refund	Monday, March 18, 2019
Last Day to Withdraw from Courses with 50% refund	Monday, March 25, 2019
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Monday, April 8, 2019
Last Day of Classes	Sunday, May 5, 2019
Session Grades are available in ‘EMPOWER ME’	Monday, May 6, 2019

SPRING 2019 – Important Faculty Dates

New Year Holiday – COLLEGE CLOSED	Tuesday, January 1, 2019
Faculty First Day	Wednesday, January 2, 2019
Faculty/Staff Development Days	Thursday, January 3, 2019
All 1 st 8 Week Session (8WK1) Grades are Due	Monday, March 4, 2019 @ 12 noon
Spring Break – NO CLASSES/FACULTY DO NOT REPORT	Monday, March 4 to Friday, March 8, 2019
Good Friday – COLLEGE CLOSED	Friday, April 19, 2019
All 16 Week Session (16WK) & 2 nd 8 Week Session (8WK2) Grades are Due	Sunday, May 5, 2019 @ midnight
Faculty Last Day	Sunday, May 5, 2019

2019 SUMMER TERM**May 13 to August 4, 2019****SUMMER 2019 – Summer Term & 12 Week Session (12WK)****May 13 to August 4, 2019**

Registration Begins (All Sessions)	Tuesday, March 19, 2019
Graduation Applications Due for Summer Graduates	Monday, January 28, 2019
First Day of the Semester Classes Begin - 12 Week Session (12WK)	Monday, May 13, 2019
Last Day to Add Courses - 12 Week Session (12WK); Last Day to Drop Courses with 100% refund - 12 Week Session (12WK)	Monday, May 20, 2019
Memorial Day – COLLEGE CLOSED	Monday, May 27, 2019
Last Day to Drop Courses with 80% refund - 12 Week Session (12WK); Last Day to Drop Courses with No Record of Enrollment - 12 Week Session (12WK)	Tuesday, May 28, 2019
Last Day to Withdraw from Courses with 25% refund - 12 Week Session (12WK)	Monday, June 3, 2019
Last Day to Withdraw from Courses and Receive a Grade of “W” on Academic Record - 12 Week Session (12WK)	Monday, June 24, 2019
Graduation Applications Due for Fall 2019 to Student Records	Friday, July 5, 2019
4th of July – COLLEGE CLOSED	Thursday, July 4, 2019
Last Day of Summer - 12 Week Session (12WK)	Sunday, August 4, 2019
Session Grades are available in ‘EMPOWER ME’ – 12 Week Session (12WK)	Monday, August 5, 2019

SUMMER 2019 – 10 Week Session (10WK)**May 20 to July 28, 2019**

First Day of Classes	Monday, May 20, 2018
Last Day to Add Courses/Drop Courses with 100% refund	Tuesday, May 28, 2019
Last Day to Withdraw from Courses with 50% refund	Monday, June 3, 2019
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Monday, June 24, 2019
Last Day of Classes	Sunday, July 28, 2018
Session Grades are available in ‘EMPOWER ME’	Monday, July 29, 2019

SUMMER 2019 – 1st 8 Week Session (8WK)**May 13 to July 7, 2019**

First Day of Classes	Monday, May 13, 2019
Last Day to Add Courses/Drop Courses with 100% refund	Monday, May 20, 2019
Last Day to Withdraw from Courses with 50% refund	Tuesday, May 28, 2019
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Monday, June 10, 2019
Last Day of Classes	Sunday, July 7, 2019
Session Grades are available in ‘EMPOWER ME’	Monday, July 8, 2019

SUMMER 2019 – 2nd 8 Week Session (8WK2)**June 10 to August 4, 2019**

First Day of Classes	Monday, June 10, 2019
Last Day to Add Courses/Drop Courses with 100% refund	Monday, June 17, 2019
Last Day to Withdraw from Courses with 50% refund	Monday, June 24, 2019
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Monday, July 8, 2019
Last Day of Classes	Sunday, August 4, 2019
Session Grades are available in ‘EMPOWER ME’	Monday, August 5, 2019

SUMMER 2019 – 1st 6 Week Session (6WK1)**May 13 to June 23, 2019**

First Day of Classes	Monday, May 13, 2019
Last Day to Add Courses/Drop Courses with 100% refund	Monday, May 20, 2019
Last Day to Withdraw from Courses with 50% refund	Tuesday, May 28, 2019
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Monday, June 3, 2019
Last Day of Classes	Sunday, June 23, 2019
Session Grades are available in ‘EMPOWER ME’	Monday, June 24, 2019

SUMMER 2019 – 2nd 6 Week Session (6WK2)**June 24 to August 4, 2019**

First Day of Classes	Monday, June 24, 2019
Last Day to Add Courses/Drop Courses with 100% refund	Monday, July 1, 2019
Last Day to Withdraw from Courses with 50% refund	Monday, July 8, 2019
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Monday, July 15, 2019
Last Day of Classes	Sunday, August 4, 2019
Session Grades are available in ‘EMPOWER ME’	Monday, August 5, 2019

SUMMER 2019 – Important Faculty Dates

Faculty First Day	May 13, 2019
Memorial Day – COLLEGE CLOSED	Monday, May 27, 2019
All 1 st 6 Week Session (6WK1) Grades are Due	Sunday, June 23, 2019 @ 12 midnight
All 1 st 8 Week Session (8WK) Grades are Due	Tuesday, July 9, 2019 @ 12 midnight
4th of July – COLLEGE CLOSED	Thursday, July 4, 2019
All 2 nd 6 Week Session (6WK2), 2 nd 8 Week Session (8WK2), 10 Week Session (10WK), 12 Week Session (12WK) Grades are Due	Sunday, August 4, 2019 @ 12 midnight
Faculty Last Day	August 4, 2019

2019-2020*DATES ARE SUBJECT TO CHANGE*

2019 FALL SEMESTER	August 21 to December 22, 2019
FALL 2019 – Fall Semester & 16 Week Session (16WK)	August 21 to December 22, 2019
Registration Begins (All Sessions)	Tuesday, March 26, 2019
Graduation Applications Due for Fall Graduates	Friday, July 5, 2019
First Day of the Semester Classes Begin - 16 Week Session (16WK)	Monday, August 26, 2019
Labor Day – NO CLASSES/COLLEGE CLOSED (All Sessions)	Monday, September 2, 2019
Last Day to Add Courses - 16 Week Session (16WK); Last Day to Drop Courses with 100% refund - 16 Week Session (16WK)	Tuesday, September 3, 2019
Last Day to Drop Courses with 80% refund - 16 Week Session (16WK); Last Day to Drop Courses with No Record of Enrollment - 16 Week Session (16WK)	Monday, September 9, 2019
Last Day to Withdraw from Courses with 25% refund - 16 Week Session (16WK)	Monday, September 23, 2019
Last Day to Withdraw from Courses and Receive a Grade of “W” on Academic Record - 16 Week Session (16WK)	Monday, October 21, 2019
Fall Break – NO CLASSES (All Sessions)	Monday, October 21 to Tuesday, October 22, 2019
Graduation Applications Due for Spring Graduates	Friday, November 8, 2019
Thanksgiving Break - NO CLASSES	Wednesday, November 27 to Friday, November 29, 2019
Classes End - 16 Week Session (16WK)	Sunday, December 22, 2019
Finals Week - 16 Week Session (16WK)	Monday, December 16 to Sunday, December 22, 2019
Commencement – Toledo Campus	To Be Determined
Last Day of the Semester - 16 Week Session (16WK)	Sunday, December 22, 2019
Session Grades are available in ‘EMPOWER ME’ – 16 Week Session (16WK)	Monday, December 23, 2019
Christmas Holiday – COLLEGE CLOSED	Wednesday, December 25, 2019

FALL 2019 – 1st 8 Week Session (8WK1)**August 26 to October 21, 2019**

First Day of Classes	Monday, August 26, 2019
Last Day to Add Courses/Drop Courses with 100% refund	Tuesday, September 3, 2019
Last Day to Withdraw from Courses with 50% refund	Monday, September 9, 2019
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Monday, September 23, 2019
Last Day of Classes	Sunday, October 20, 2019
Session Grades are available in ‘EMPOWER ME’	Monday, October 21, 2019

FALL 2019 – 2nd 8 Week Session (8WK2)**October 23 to December 22, 2019**

First Day of Classes	Wednesday, October 23, 2019
Last Day to Add Courses/Drop Courses with 100% refund	Tuesday, October 29, 2019
Last Day to Withdraw from Courses with a 50% refund	Tuesday, November 5, 2019
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Tuesday, November 19, 2019
Last Day of Classes	Sunday, December 22, 2019
Session Grades are available in ‘EMPOWER ME’	Monday, December 23, 2019

FALL 2019 – Important Faculty Dates

Faculty First Day	Monday, August 19, 2019
Faculty/Staff Development Days	Wednesday, August 21 to Thursday, August 22, 2019
Labor Day – NO CLASSES/COLLEGE CLOSED	Monday, September 2, 2019
1 st 8 Week Session (8WK1) Grades are Due	Monday, October 21, 2019 @ 12 noon
Faculty Development Days – NO CLASSES	Monday, October 21 to Tuesday, October 22, 2019
Thanksgiving Break – NO CLASSES/FACULTY DO NOT REPORT	Wednesday, November 27 to Friday, November 29, 2019
16 Week Session (16WK) & 2 nd 8 Week Session (8WK2) Grades are Due	Sunday, December 22, 2019 @ 12 midnight
Faculty Last Day	Sunday, December 22, 2019
Christmas Holiday – COLLEGE CLOSED	Wednesday, December 25, 2019

2020 SPRING SEMESTER**January 13 to May 10, 2020****SPRING 2020 – Spring Semester & 16 Week Session (16WK)****January 13 to May 10, 2020**

Graduation Applications Due for Spring Graduates	Friday, November 8, 2019
Registration Begins (All Sessions)	Tuesday, November 12, 2019
New Year Holiday – COLLEGE CLOSED	Wednesday, January 1, 2020
First Day of the Semester Classes Begin - 16 Week Session (16WK)	Monday, January 13, 2020
Martin Luther King Day – NO CLASSES	Monday, January 20, 2020
Last Day to Add Courses - 16 Week Session (16WK); Last Day to Drop Courses with 100% refund - 16 Week Session (16WK)	Tuesday, January 21, 2020
Last Day to Drop Courses with 80% refund - 16 Week Session (16WK); Last Day to Drop Courses with No Record of Enrollment - 16 Week Session (16WK)	Monday, January 27, 2020
Graduation Applications Due for Summer to Student Records	Monday, February 3, 2020
Last Day to Withdraw from Courses with 25% refund - 16 Week Session (16WK)	Monday, February 10, 2020
Last Day to Withdraw from Courses and Receive a Grade of “W” on Academic Record - 16 Week Session (16WK)	Monday, March 9, 2020
Spring Break – NO CLASSES	Monday, March 9 to Friday, March 13, 2020
Good Friday – COLLEGE CLOSED	Friday, April 10, 2020
Classes End - 16 Week Session (16WK)	Sunday, May 3, 2020
Finals Week - 16 Week Session (16WK)	Monday, May 4 to Sunday, May 10, 2020
Last Day of the Semester - 16 Week Session (16WK)	Sunday, May 10, 2020
Session Grades are available in ‘EMPOWER ME’ – 16 Week Session (16WK)	Monday, May 11, 2020
Commencement – Toledo Campus	To Be Determined
Commencement – Youngstown Campus	To Be Determined

SPRING 2020 – 1st 8 Week Session (8WK1)**January 13 to March 8, 2020**

First Day of Classes	Monday, January 13, 2020
Last Day to Add Courses/Drop Courses with 100% refund	Tuesday, January 21, 2020
Last Day to Withdraw from Courses with 50% refund	Monday, January 27, 2020
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Monday, February 10, 2020
Last Day of Classes	Sunday, March 8, 2020
Session Grades are available in ‘EMPOWER ME’	Monday, March 9, 2020

SPRING 2020 – 2nd 8 Week Session (8WK2)**March 16 to May 10, 2020**

First Day of Classes	Monday, March 16, 2020
Last Day to Add Courses/Drop Courses with 100% refund	Monday, March 23, 2020
Last Day to Withdraw from Courses with 50% refund	Monday, March 30, 2020
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Monday, April 13, 2020
Last Day of Classes	Sunday, May 10, 2020
Session Grades are available in ‘EMPOWER ME’	Monday, May 11, 2020

SPRING 2020 – Important Faculty Dates

New Year Holiday – COLLEGE CLOSED	Wednesday, January 1, 2020
Faculty First Day	Wednesday, January 8, 2020
Faculty/Staff Development Days	Thursday, January 9, 2020
All 1 st 8 Week Session (8WK1) Grades are Due	Monday, March 9, 2020 @ 12 noon
Spring Break – NO CLASSES/FACULTY DO NOT REPORT	Monday, March 9 to Friday, March 13, 2020
Good Friday – COLLEGE CLOSED	Friday, April 10, 2020
All 16 Week Session (16WK) & 2 nd 8 Week Session (8WK2) Grades are Due	Sunday, May 10, 2020 @ midnight
Faculty Last Day	Sunday, May 10, 2020

SUMMER 2020**May 11 to August 2, 2020****SUMMER 2020 – Summer Term & 12 Week Session (12WK)****May 11 to August 2, 2020**

Registration Begins (All Sessions)	Tuesday, March 17, 2019
Graduation Applications Due for Summer Graduates	Monday, February 1, 2020
First Day of the Semester Classes Begin - 12 Week Session (12WK)	Monday, May 11, 2020
Last Day to Add Courses - 12 Week Session (12WK); Last Day to Drop Courses with 100% refund - 12 Week Session (12WK)	Monday, May 18, 2020
Memorial Day – COLLEGE CLOSED	Monday, May 25, 2020
Last Day to Drop Courses with 80% refund - 12 Week Session (12WK); Last Day to Drop Courses with No Record of Enrollment - 12 Week Session (12WK)	Tuesday, May 26, 2020
Last Day to Withdraw from Courses with 25% refund - 12 Week Session (12WK)	Monday, June 1, 2020
Last Day to Withdraw from Courses and Receive a Grade of “W” on Academic Record - 12 Week Session (12WK)	Monday, June 22, 2020
Graduation Applications Due for Fall 2020 to Student Records	Thursday, July 2, 2020
4th of July – COLLEGE CLOSED	Friday, July 3, 2020
Last Day of Classes - 12 Week Session (12WK); Last Day of All Summer Sessions	Sunday, August 2, 2020
Session Grades are available in ‘EMPOWER ME’ – 12 Week Session (12WK)	Monday, August 3, 2020

SUMMER 2020 – 10 Week Session (10WK)**May 18 to July 26, 2020**

First Day of Classes	Monday, May 18, 2020
Last Day to Add Courses; Last Day to Drop Courses with 100% refund	Tuesday, May 26, 2020
Last Day to Withdraw from Courses with 50% refund	Monday, June 1, 2020
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Monday, June 22, 2020
Last Day of Classes	Sunday, July 26, 2020
Session Grades are available in ‘EMPOWER ME’	Monday, July 27, 2020

SUMMER 2020 – 1st 8 Week Session (8WK)**May 11 to July 5, 2020**

First Day of Classes	Monday, May 11, 2020
Last Day to Add Courses/Drop Courses with 100% refund	Monday, May 18, 2020
Last Day to Withdraw from Courses with 50% refund	Tuesday, May 26, 2020
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Monday, June 8, 2020
Last Day of Classes	Sunday, July 5, 2020
Session Grades are available in ‘EMPOWER ME’	Monday, July 6, 2020

SUMMER 2020 – 2nd 8 Week Session (8WK2)**June 8 to August 2, 2020**

First Day of Classes	Monday, June 8, 2020
Last Day to Add Courses/Drop Courses with 100% refund	Monday, June 15, 2020
Last Day to Withdraw from Courses with 50% refund	Monday, June 22, 2020
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Monday, July 6, 2020
Last Day of Classes	Sunday, August 2, 2020
Session Grades are available in ‘EMPOWER ME’	Monday, August 3, 2020

SUMMER 2020 – 1st 6 Week Session (6WK1)**May 11 to June 21, 2020**

First Day of Classes	Monday, May 11, 2020
Last Day to Add Courses/Drop Courses with 100% refund	Monday, May 18, 2020
Last Day to Withdraw from Courses with 50% refund	Tuesday, May 26, 2020
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Monday, June 1, 2020
Last Day of Classes	Sunday, June 21, 2020
Session Grades are available in ‘EMPOWER ME’	Monday, June 22, 2020

SUMMER 2020 – 2nd 6 Week Session (6WK2)**June 22 to August 2, 2020**

First Day of Classes	Monday, June 22, 2020
Last Day to Add Courses; Last Day to Drop Courses with 100% refund	Monday, June 29, 2020
Last Day to Withdraw from Courses with 50% refund	Monday, July 6, 2020
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Monday, July 13, 2020
Last Day of Classes	Sunday, August 2, 2020
Session Grades are available in ‘EMPOWER ME’	Monday, August 3, 2020

SUMMER 2020 – Important Faculty Dates

Faculty First Day	May 11, 2020
Memorial Day – COLLEGE CLOSED	Monday, May 25, 2020
All 1 st 6 Week Session (6WK1) Grades are Due	Sunday, June 21, 2020 @ 12 midnight
All 1 st 8 Week Session (8WK) Grades are Due	Sunday, July 5, 2020 @ 12 midnight
4th of July – COLLEGE CLOSED	Friday, July 3, 2020
All 2 nd 6 Week Session (6WK2), 2 nd 8 Week Session (8WK2), 10 Week Session (10WK), 12 Week Session (12WK) Grades are Due	Sunday, August 2, 2020 @ 12 midnight
Faculty Last Day	August 2, 2020

2020-2021***DATES ARE SUBJECT TO CHANGE*****2020 FALL SEMESTER****August 24 to December 20, 2020****FALL 2020 – Fall Semester & 16 Week Session (16WK)****August 24 to December 20, 2020**

Registration Begins (All Sessions)	Tuesday, March 24, 2020
Graduation Applications Due for Fall Graduates	Friday, July 3, 2020
First Day of the Semester Classes Begin - 16 Week Session (16WK)	Monday, August 24, 2020
Labor Day – NO CLASSES/COLLEGE CLOSED (All Sessions)	Monday, September 7, 2020
Last Day to Add Courses - 16 Week Session (16WK); Last Day to Drop Courses with 100% refund - 16 Week Session (16WK)	Monday, August 31, 2020
Last Day to Drop Courses with 80% refund - 16 Week Session (16WK); Last Day to Drop Courses with No Record of Enrollment - 16 Week Session (16WK)	Tuesday, September 8, 2020
Last Day to Withdraw from Courses with 25% refund - 16 Week Session (16WK)	Monday, September 21, 2020
Last Day to Withdraw from Courses and Receive a Grade of “W” on Academic Record - 16 Week Session (16WK)	Monday, October 19, 2020
Fall Break – NO CLASSES (All Sessions)	Monday, October 19 to Tuesday, October 20, 2020
Graduation Applications Due for Spring Graduates	Friday, November 6, 2020
Thanksgiving Break - NO CLASSES	Wednesday, November 25 to Friday, November 27, 2020
Classes End - 16 Week Session (16WK)	Sunday, December 13, 2020
Finals Week - 16 Week Session (16WK)	Monday, December 14 to Sunday, December 20, 2020
Commencement – Toledo Campus	To Be Determined
Last Day of the Semester - 16 Week Session (16WK)	Sunday, December 20, 2020
Session Grades are available in ‘EMPOWER ME’ – 16 Week Session (16WK)	Monday, December 21, 2020
Christmas Holiday – COLLEGE CLOSED	Friday, December 25, 2020

FALL 2020 – 1st 8 Week Session (8WK1)**August 24 to October 18, 2020**

First Day of Classes	Monday, August 24, 2020
Last Day to Add Courses/Drop Courses with 100% refund	Monday, August 31, 2020
Last Day to Withdraw from Courses with 50% refund	Tuesday, September 8, 2020
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Monday, September 21, 2020
Last Day of Classes	Sunday, October 18, 2020
Session Grades are available in ‘EMPOWER ME’	Monday, October 19, 2020

FALL 2020 – 2nd 8 Week Session (8WK2)**October 21 to December 20, 2020**

First Day of Classes	Wednesday, October 23, 2020
Last Day to Add Courses/Drop Courses with 100% refund	Tuesday, October 27, 2020
Last Day to Withdraw from Courses with a 50% refund	Tuesday, November 3, 2020
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Tuesday, November 17, 2020
Last Day of Classes	Sunday, December 20, 2020
Session Grades are available in ‘EMPOWER ME’	Sunday, December 20, 2020

FALL 2020 – Important Faculty Dates

Faculty First Day	Monday, August 17, 2020
Faculty/Staff Development Days	Wednesday, August 19 to Thursday, August 20, 2020
Labor Day – NO CLASSES/COLLEGE CLOSED	Monday, September 7, 2020
1 st 8 Week Session (8WK1) Grades are Due	Monday, October 19, 2020 @ 12 noon
Faculty Development Days – NO CLASSES	Monday, October 19 to Tuesday, October 20, 2020
Thanksgiving Break – NO CLASSES/FACULTY DO NOT REPORT	Wednesday, November 25 to Friday, November 27, 2020
16 Week Session (16WK) & 2 nd 8 Week Session (8WK2) Grades are Due	Sunday, December 20, 2020 @ 12 midnight
Faculty Last Day	Sunday, December 20, 2020
Christmas Holiday – COLLEGE CLOSED	Friday, December 25, 2020

2021 SPRING SEMESTER**January 11 to May 9, 2021****SPRING 2021 – Spring Semester & 16 Week Session (16WK) January 11 to May 9, 2021**

Graduation Applications Due for Spring Graduates	Friday, November 6, 2020
Registration Begins (All Sessions)	Tuesday, November 10, 2020
New Year Holiday – COLLEGE CLOSED	Friday, January 1, 2021
First Day of the Semester Classes Begin - 16 Week Session (16WK)	Monday, January 11, 2021
Martin Luther King Day – NO CLASSES	Monday, January 18, 2021
Last Day to Add Courses - 16 Week Session (16WK); Last Day to Drop Courses with 100% refund - 16 Week Session (16WK)	Tuesday, January 19, 2021
Last Day to Drop Courses with 80% refund - 16 Week Session (16WK); Last Day to Drop Courses with No Record of Enrollment - 16 Week Session (16WK)	Monday, January 25, 2021
Graduation Applications Due for Summer to Student Records	Monday, February 1, 2021
Last Day to Withdraw from Courses with 25% refund - 16 Week Session (16WK)	Monday, February 8, 2021
Last Day to Withdraw from Courses and Receive a Grade of “W” on Academic Record - 16 Week Session (16WK)	Monday, March 8, 2021
Spring Break – NO CLASSES	Monday, March 8 to Friday, March 12, 2021
Good Friday – COLLEGE CLOSED	Friday, April 2, 2021
Classes End - 16 Week Session (16WK)	Sunday, May 2, 2021
Finals Week - 16 Week Session (16WK)	Monday, May 3 to Sunday, May 9, 2021
Last Day of the Semester - 16 Week Session (16WK)	Sunday, May 9, 2021
Session Grades are available in ‘EMPOWER ME’ – 16 Week Session (16WK)	Monday, May 9, 2021
Commencement – Toledo Campus	To Be Determined
Commencement – Youngstown Campus	To Be Determined

SPRING 2021 – 1st 8 Week Session (8WK1)**January 11 to March 7, 2021**

First Day of Classes	Monday, January 11, 2021
Last Day to Add Courses/Drop Courses with 100% refund	Tuesday, January 19, 2021
Last Day to Withdraw from Courses with 50% refund	Monday, January 25, 2021
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Monday, February 8, 2021
Last Day of Classes	Sunday, March 7, 2021
Session Grades are available in ‘EMPOWER ME’	Monday, March 8, 2021

SPRING 2021 – 2nd 8 Week Session (8WK2)**March 15 to May 9, 2021**

First Day of Classes	Monday, March 15, 2021
Last Day to Add Courses/Drop Courses with 100% refund	Monday, March 22, 2021
Last Day to Withdraw from Courses with 50% refund	Monday, March 29, 2021
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Monday, April 12, 2021
Last Day of Classes	Sunday, May 9, 2021
Session Grades are available in ‘EMPOWER ME’	Monday, May 9, 2021

SPRING 2021 – Important Faculty Dates

New Year Holiday – COLLEGE CLOSED	Friday, January 1, 2021
Faculty First Day	Wednesday, January 6, 2021
Faculty/Staff Development Days	Thursday, January 7, 2021
All 1 st 8 Week Session (8WK1) Grades are Due	Monday, March 8, 2021 @ 12 noon
Spring Break – NO CLASSES/FACULTY DO NOT REPORT	Monday, March 8 to Friday, March 12, 2021
Good Friday – COLLEGE CLOSED	Friday, April 2, 2021
All 16 Week Session (16WK) & 2 nd 8 Week Session (8WK2) Grades are Due	Sunday, May 9, 2021 @ midnight
Faculty Last Day	Sunday, May 9, 2021

SUMMER 2021**May 10 to August 1, 2021****SUMMER 2021 – Summer Term & 12 Week Session (12WK)****May 10 to August 1, 2021**

Graduation Applications Due for Summer Graduates	Monday, February 1, 2021
Registration Begins (All Sessions)	Tuesday, March 16, 2020
First Day of the Semester Classes Begin - 12 Week Session (12WK)	Monday, May 10, 2021
Last Day to Add Courses - 12 Week Session (12WK); Last Day to Drop Courses with 100% refund - 12 Week Session (12WK)	Monday, May 17, 2021
Last Day to Drop Courses with 80% refund - 12 Week Session (12WK); Last Day to Drop Courses with No Record of Enrollment - 12 Week Session (12WK)	Tuesday, May 24, 2021
Memorial Day – COLLEGE CLOSED	Monday, May 31, 2021
Last Day to Withdraw from Courses with 25% refund - 12 Week Session (12WK)	Tuesday, June 1, 2021
Last Day to Withdraw from Courses and Receive a Grade of “W” on Academic Record - 12 Week Session (12WK)	Monday, June 21, 2021
Graduation Applications Due for Fall 2021 to Student Records	Friday, June 25, 2021
4th of July – COLLEGE CLOSED	Monday, July 5, 2021
Last Day of Classes - 12 Week Session (12WK); Last Day of All Summer Sessions	Sunday, August 1, 2021
Session Grades are available in ‘EMPOWER ME’ – 12 Week Session (12WK)	Monday, August 1, 2021

SUMMER 2021 – 10 Week Session (10WK)**May 17 to July 25, 2021**

First Day of Classes	Monday, May 17, 2021
Last Day to Add Courses; Last Day to Drop Courses with 100% refund	Tuesday, May 24, 2021
Last Day to Withdraw from Courses with 50% refund	Tuesday, June 1, 2021
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Monday, June 21, 2021
Last Day of Classes	Sunday, July 25, 2021
Session Grades are available in ‘EMPOWER ME’	Monday, July 26, 2021

SUMMER 2021 – 1st 8 Week Session (8WK)**May 10 to July 4, 2021**

First Day of Classes	Monday, May 10, 2021
Last Day to Add Courses/Drop Courses with 100% refund	Monday, May 17, 2021
Last Day to Withdraw from Courses with 50% refund	Tuesday, May 24, 2021
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Monday, June 7, 2021
Last Day of Classes	Sunday, July 4, 2021
Session Grades are available in ‘EMPOWER ME’	Tuesday, July 6, 2021

SUMMER 2021 – 2nd 8 Week Session (8WK2)**June 7 to August 1, 2021**

First Day of Classes	Monday, June 7, 2021
Last Day to Add Courses/Drop Courses with 100% refund	Monday, June 14, 2021
Last Day to Withdraw from Courses with 50% refund	Monday, June 21, 2021
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Tuesday, July 6, 2021
Last Day of Classes	Sunday, August 1, 2021
Session Grades are available in ‘EMPOWER ME’	Sunday, August 1, 2021

SUMMER 2021 – 1st 6 Week Session (6WK1)**May 10 to June 20, 2021**

First Day of Classes	Monday, May 10, 2021
Last Day to Add Courses/Drop Courses with 100% refund	Monday, May 17, 2021
Last Day to Withdraw from Courses with 50% refund	Monday, May 24, 2021
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Tuesday, June 1, 2021
Last Day of Classes	Sunday, June 20, 2021
Session Grades are available in ‘EMPOWER ME’	Monday, June 21, 2021

SUMMER 2021 – 2nd 6 Week Session (6WK2)**June 21 to August 1, 2021**

First Day of Classes	Monday, June 21, 2021
Last Day to Add Courses; Last Day to Drop Courses with 100% refund	Monday, June 28, 2021
Last Day to Withdraw from Courses with 50% refund	Tuesday, July 6, 2021
Last Day to Withdraw from Courses to Receive a Grade of “W” on Academic Record	Monday, July 12, 2021
Last Day of Classes	Sunday, August 1, 2021
Session Grades are available in ‘EMPOWER ME’	Sunday, August 1, 2021

SUMMER 2021 - Important Faculty Dates

Faculty First Day	May 10, 2021
Memorial Day - COLLEGE CLOSED	Monday, May 31, 2021
All 1 st 6 Week Session (6WK1) Grades are Due	Monday, June 21, 2021 @ 12 midnight
4th of July - COLLEGE CLOSED	Monday, July 5, 2021
All 1 st 8 Week Session (8WK) Grades are Due	Tuesday, July 6, 2021 @ 12 noon
All 2 nd 6 Week Session (6WK2), 2 nd 8 Week Session (8WK2), 10 Week Session (10WK), 12 Week Session (12WK) Grades are Due	Sunday, August 1, 2021 @ 12 midnight
Faculty Last Day	August 1, 2021

COLLEGE OVERVIEW

HISTORY

Mercy College of Ohio, located in Toledo, Ohio, is a private Catholic institution of higher learning with a focus on healthcare education. Tracing its heritage to the school of nursing founded by the Sisters of Mercy in 1918, Mercy College of Ohio was incorporated in 1992 and grants a Master of Science degree in Nursing and a Master of Science in Health Administration, as well as Bachelor of Science degrees in Nursing, Biology, Medical Imaging, and Healthcare Administration. The College grants an Associate of Science degree in Health Sciences and Associate of Applied Science Degrees in Health Information Technology, Nursing, and Radiologic Technology. Certificate programs are offered in Community Health Worker, Emergency Medical Technician - Basic, Medical Coding, Ophthalmic Technology, Paramedic, and Polysomnographic Technology. In 2002, the College expanded into Youngstown, Ohio and offers an Associate of Science degree in nursing.

Mercy takes great pride in the quality healthcare education it provides to every student. More than an educational institution, faculty, staff, and students embrace the spirit, mission, and heritage set forth by the founders of the College. The Mercy College vision is to be the leader in educating individuals committed to intellectual inquiry, social engagement, and lifelong learning. Faculty, staff, and students persistently practice the six values in all college and clinical settings. Graduates are prepared to enter their respective healthcare professions with the knowledge – and the edge – they need to make a difference – the Mercy difference.

TOLEDO CAMPUS

The Toledo campus of Mercy College of Ohio is located on the corner of Madison Avenue and Twenty-Third Street. Located on the western tip of Lake Erie, Toledo is known as the “Glass City.” Toledo’s expressway system is linked to the east-west by the Ohio Turnpike and to the north-south by Interstate 75. Toledo is the fourth largest city in Ohio and home to the Toledo Mud Hens baseball team.

The city offers many recreational and cultural opportunities that complement academic life. The Toledo Museum of Art is one of the world’s leading museums, and the Toledo Zoo has a Museum of Health and Natural History, botanical center, amphitheater and a newly renovated aquarium.

YOUNGSTOWN LOCATION

Mercy College of Ohio’s second location is in Youngstown, Ohio, easily accessible from the Ohio and Pennsylvania Turnpike system and many major interstates. The Cardiac Health Center Building on the corner of Belmont and Park Avenues houses the Youngstown location. The College occupies the second and fourth floors.

Situated halfway between Cleveland and Pittsburgh – the Mahoning Valley – known for its history of steel production, is today a dynamic light manufacturing and distribution hub. It is home to the Youngstown Business Incubator, an internationally recognized program focused on the development of B2B software applications.

MERCY ALUMNI ASSOCIATION

The Mercy Alumni Association, founded in 1923, currently serves more than 6,000 living graduates from Mercy School of Nursing and Mercy College of Ohio.

Every graduate that completes a degree or certificate program is considered a member of the Association. There are no annual dues. The Association is organized for charitable, educational, and social purposes to support both the College and alumni. Information about the Association can be found on the College's website: www.mercycollege.edu/alumni-friends.

MERCY COLLEGE OF OHIO SEAL

The Mercy College of Ohio seal combines symbols of the traditions of the Sisters of Mercy, healthcare and higher education, all of which reflect the mission of the College.

The Mercy cross is the central symbol representing Christian values embedded in a shield symbolizing a tradition of excellence. The lamp and book signify the pursuit of knowledge and truth with the guiding flame of light. The College motto "Misericordia et Cura," denotes compassion and caring, and focuses on the values that are vital to the healing ministries.



MISSION

Mercy College of Ohio, a Catholic institution with a focus on healthcare, educates and inspires students to lead and to serve in the global community.

VISION

To be the leader in educating individuals committed to intellectual inquiry, social engagement, and lifelong learning.

VALUES

Compassion: Displaying respect, empathy, and a willingness to listen.

Human Dignity: Respecting the significance of each individual.

Excellence: Pursuing distinction in our professional and personal lives through quality academics and intellectual inquiry.

Service: Engaging the College Community to enrich the lives of students through professional and community service.

Sacredness of Life: Revering all life through our thoughts, words, and actions.

Justice: Acting with integrity, fairness, honesty, and truthfulness.

ACCREDITATION

Accreditation ensures stakeholders that an educational institution meets acceptable standards of quality. Through an ongoing process of self-study and external peer review, it affirms that the College and its programs are of the highest standards as recognized by regional, state, and programmatic accreditors. Mercy College of Ohio is accredited by the Higher Learning Commission (HLC), a regional accreditation agency recognized by the U.S. Department of Education, State of Ohio authorization through the Ohio Department of Higher Education (formerly the Ohio Board of Regents), and programmatic accreditation for a number of individualized programs of study.

INSTITUTIONAL ACCREDITATION

THE HIGHER LEARNING COMMISSION

230 South LaSalle Street, Suite 7-500

Chicago, IL 60604-1411

Phone: 800-621-7440

Phone: 312-263-0456

Fax: 312-263-7462

hlcommission.org

Complaints to the Higher Learning Commission

The Higher Learning Commission (HLC) has established a clear distinction between individual grievances and complaints that appear to involve broad institutional practices. Where a complaint does raise issues regarding the institution's ongoing ability to meet the Criteria of Accreditation, the Commission forwards the complaint to the institution and requests a formal response.

inquiry@hlcommission.org

HLC complaints webpage: <https://www.hlcommission.org/HLC-Institutions/complaints.html>.

STATE AUTHORIZATION

OHIO DEPARTMENT OF HIGHER EDUCATION (FORMERLY THE OHIO BOARD OF REGENTS)

25 South Front Street

Columbus, OH 43215

Phone: 614-466-6000

Fax: 614-466-5866

ohiohighered.org

Complaints to the Ohio Department of Higher Education

The Ohio Department of Higher Education is responsible for responding to formal complaints against public, independent non-profit, and proprietary institutions of higher education in Ohio. While the Ohio Department of Higher Education has limited authority over colleges and universities, and cannot offer legal advice or initiate civil court cases, their staff will review submitted complaints and work with student complainants and institutions.

<https://www.ohiohighered.org/students/complaints>

Complaints to the Ohio Attorney General

The Ohio Attorney General reviews general consumer complaints about business, non-profit and public entities. More information is available via the Attorney General's office and website.

Ohio Attorney General
30 East Broad St., 14th Floor
Columbus, OH 43215
General: 800-282-0515

<http://www.ohioattorneygeneral.gov/about-ag/file-a-complaint.aspx>

PROGRAM ACCREDITATIONS AND APPROVALS

The following are programmatic or specialized accreditors:

MASTER OF SCIENCE IN NURSING

The Master of Science in Nursing Program at Mercy College of Ohio is pursuing initial accreditation by the Commission on Collegiate Nursing Education.

Commission on Collegiate Nursing Education
655 K Street, NW, Suite 750
Washington, DC 20001
Phone: (202) 887-6791
Fax: (202) 887-8476

BACHELOR OF SCIENCE IN NURSING

Accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Ohio Board of Nursing (OBN).

Commission on Collegiate Nursing Education
655 K Street, NW, Suite 750
Washington, DC 20001
Phone: 202-887-6791
Fax: 202-887-8476

www.ccneaccreditation.org

Ohio Board of Nursing
17 South High Street, Suite 660
Columbus, OH 43215
Phone: 614-466-3947
Fax: 614-466-0388

www.nursing.ohio.gov

ASSOCIATE OF SCIENCE IN NURSING/ASSOCIATE OF APPLIED SCIENCE IN NURSING

Accredited by the Accreditation Commission for Education in Nursing (ACEN) and is approved by the Ohio Board of Nursing.

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road, Suite 850
Atlanta, GA 30326
404-975-5000

www.acenursing.org

Ohio Board of Nursing
17 South High Street, Suite 660
Columbus, OH 43215
Phone: 614-466-3947
Fax: 614-466-0388
www.nursing.ohio.gov.

HEALTH INFORMATION TECHNOLOGY

Accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) in association with the American Health Information Management Association (AHIMA).

Commission on Accreditation for Health Informatics and Information Management Education
233 North Michigan Ave. 21st Floor
Chicago, IL 60601-5800
Phone: 312-233-1100
Fax: 312-233-1948
www.cahiim.org

RADIOLOGIC TECHNOLOGY

Accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

Joint Review Committee on Education in Radiologic Technology
20 North Wacker Drive, Suite 2850
Chicago, IL 60606-3182
Phone: 312- 704-5300
Fax: 312-704-5304
Email: mail@jrcert.org
www.jrcert.org

COMMUNITY HEALTH WORKER

Approved by the Ohio Board of Nursing (OBN).

Ohio Board of Nursing
17 South High Street, Suite 660
Columbus, OH 43215
Phone: 614-466-3947
Fax: 614-466-0388
www.nursing.ohio.gov

EMT AND PARAMEDIC

Accredited by Ohio Department of Public Safety, Emergency Medical Services (OH-22).

Ohio Emergency Medical Services
Department of Public Safety
1970 West Broad St.
Columbus, OH, 43223
Phone: 614-387-0648
www.ems.ohio.gov

The Paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

Commission on Accreditation of Allied Health Education Programs
25400 U.S. Highway 19 North, Suite 158
Clearwater, FL 33763
Phone: 727-210-2350
www.caahep.org

Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions
8301 Lakeview Parkway, Suite 111-312
Rowlett, TX, 75088
Phone: 214-703-8445
Fax: 214-703-8992
www.coaemsp.org

OPHTHALMIC TECHNOLOGY

Accredited by The International Council of Accreditation (ICA) *formerly* Commission on Accreditation for Ophthalmic Medical Programs (CoA-OMP).

International Council of Accreditation
2025 Woodlane Drive
St. Paul, MN 55125
Phone: 651-731-7243
Email: CoA-OMP@jcahpo.org
<http://www.icaccreditation.org>

POLYSOMNOGRAPHIC TECHNOLOGY

Accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), upon the recommendation of the Committee on Accreditation for Polysomnographic Technologist Education (CoA PSG).

Committee on Accreditation for Polysomnographic Technologist Education
1711 Frank Avenue
New Bern, NC 28560
Phone: 252-626-3238
Email: office@coapsg.org
www.coapsg.org

Commission on Accreditation of Allied Health Education Programs
25400 U.S. Highway 19 North, Suite 158
Clearwater, FL 33763
Phone: 727- 210-2350
www.caahep.org.

COLLEGE ASSOCIATIONS

The College holds membership in the following associations:

American Association of Colleges of Nursing (AACN)
 American Association of Collegiate Registrars & Admissions Officers (AACRAO)
 American Health Science Education Consortium (AHSEC)
 Association for Institutional Research (AIR)
 Association for Student Affairs at Catholic Colleges and Universities (ASACCU)
 Association of Catholic Colleges and Universities (ACCU)
 Association of Governing Boards of Universities and Colleges: AGB
 Association of Independent Colleges and Universities of Ohio (AICUO)
 Association for University and College Counseling Center Directors (AUCCD)
 Catholic College Admission Association (CCAA)
 College Student Educators International (ACPA)
 Council for the Advancement and Support of Education (CASE)
 Consortium of Ophthalmic Training Programs
 Independent College Advancement Associates (ICAA)
 Michigan Association for College Admission Counseling (MACAC)
 National Association for College Admission Counseling (NACAC)
 National Association of College and University Business Officers (NACUBO)
 National Association of Colleges and Employers (NACE)
 National Association of Financial Aid Administrators (NASFAA)
 National Association of Independent Colleges and Universities (NAICU)
 National Association of Student Personnel Administrators (NASPA)
 National Catholic College Admission Association
 National League for Nursing (NLN)
 National Organization for Associate Degree Nursing (NOADN)
 Ohio Association for College Admission Counseling (OACAC)
 Ohio Association of College Registrars and Admissions Officers (OACRAO)
 Ohio Association of Financial Aid Administrators (OASFAA)
 Ohio Campus Compact (OCC)
 Ohio Council of Associate Degree Nursing Education Administrators (OCADNEA)
 Ohio Council of Deans and Directors of Baccalaureate and Higher Degree Programs in Nursing
 Ohio League for Nursing (OLN)
 Organization for Associate Degree Nursing (OADN)

ENROLLMENT MANAGEMENT

The Division of Enrollment Management includes the Office of Admission, Office of Financial Aid, and the Office of Communication.

Guided by the Mission, Vision, Values, and Strategic Plan of Mercy College of Ohio, the goals of the Division of Enrollment Management are to design, implement, and monitor programs and services that support the recruitment, enrollment, retention, and graduation of highly qualified and diverse students.

The objectives of the Division of Enrollment Services are to:

1. Work as a team to provide enrollment-related services that are seamless, student-centered, and efficient.
2. Create a welcoming and inviting environment for students and visitors as they arrive on campus.
3. Provide accurate, clear, and honest communication to prospective students, their families, and other constituencies.
4. Assist students in securing federal, state, private, and institutional funds for college affordability.
5. Collaborate with other Mercy College Divisions to assist and provide support for programs and services that foster student development.
6. Use technology to better serve students as well as improve efficiency.
7. Continuously evaluate policies, procedures, and practices to ensure that operations are effective and improvement is achieved.
8. Use ethical marketing practices in all communication efforts.

Mercy College of Ohio has established a Civil Rights/Nondiscrimination policy with the purpose of committing to the practice of nondiscrimination on the bases of race, color, national and ethnic origin, sex, sexual orientation, disability, age, marital status, religion, pregnancy, genetic information, and any other legally-protected class in admissions and educational programs, services and activities, in accord with applicable federal and state law at Mercy College of Ohio (“the College”).

This policy applies to all College employees, students, and third parties conducting business on behalf of the College.

Discrimination occurs when persons are excluded from participation in, or denied the benefits of, a College program or activity because of their status in a legally-protected class. Discrimination can involve subjecting someone to unwelcome conduct (i.e., harassment). To reflect its commitment to nondiscrimination, the College has adopted the following nondiscrimination statement.

Nondiscrimination Statement

Mercy College of Ohio is committed to a policy of nondiscrimination on the bases of race, color, national and ethnic origin, sex, sexual orientation, disability, age, marital status, religion, pregnancy, genetic information, and any other legally-protected class in admissions and educational programs, services and activities, in accord with applicable federal and state law.

The College will promptly and thoroughly investigate all allegations of discrimination. If an individual is found to have violated the College's nondiscrimination statement, the College will take appropriate action to redress the violation, up to and including dismissal. Any member of the College community who is a witness to or victim of discrimination should immediately notify the Director of Compliance and Risk Management, or any member of the College's administration, faculty, or staff. The College prohibits retaliation based upon reporting of violations of this policy.

The following policies and procedures are used by the College in addressing various forms of discrimination complaints:

- Title IX, Violence against Women, Campus SaVE Policy
- Accessibility Policy
- Hazing Policy
- Student Code of Conduct

Formal complaints of discrimination, harassment, including sexual harassment or retaliation, should be directed to the following:

- Questions or concerns regarding compliance with Title IX:
Director of Compliance and Risk Management
Title IX Coordinator
Leslie Erwin
419-251-1710
- Questions or concerns regarding compliance with ADA/Section 504:
Director of Accessibility and Testing Services
Christine Miller
419-251-1784
- Questions or concerns regarding any other types of discrimination:
Director of Compliance and Risk Management
Leslie Erwin
419-251-1710
- Inquiries regarding discrimination may also be addressed to:
Director, Office for Civil Rights, U.S. Department of Education
1350 Euclid Avenue, Suite 325
Cleveland, OH 44115-1812
Telephone (216) 522-4970
FAX: 216-522-2573; TDD: 800-877-8339
Email: OCR.Cleveland@ed.gov

OFFICE OF ADMISSION

Before submitting an application, a prospective student should read the requirements for admission to the College and to his/her program of study. Each candidate is screened individually to determine eligibility for admission. Careful consideration is given to a number of factors: academic records, performance in math and science courses, likelihood of success in a program of study and standardized test scores (ACT and/or SAT).

CAMPUS VISIT

A prospective student is encouraged to visit campus and/or talk to an admission officer regarding the admission process. The Division of Enrollment Management, which houses the Office of Admission, is located on the sixth floor of the Jefferson Avenue side of the College. The Office of Admission is open each week Monday through Friday, Saturdays by appointment. Please check the website for up-to-date office hours. In addition, Open Houses and Online Information Sessions are offered throughout the year so that a prospective student can learn more about the College, its programs, and course offerings. To schedule a tour and meeting with an Admission Officer or for the most up-to-date visit and open house schedules call 419-251-1313 or 1-888-80-MERCY or visit mercycollege.edu.

GENERAL COLLEGE ADMISSION CRITERIA

A Student is admitted to Mercy College of Ohio and then into the program of choice. Admission to the College does not guarantee admission to a program. **Please note:** Admission requirements are subject to change. A student should contact the Admission Department or consult mercycollege.edu for the most up-to-date information.

Entrance into Mercy College of Ohio requires either an earned diploma from an accredited high school, a homeschooled program in a college preparatory course of study, or a general equivalency diploma (GED).

Following are the requirements for admission to Mercy College of Ohio

- Cumulative high school Grade Point Average(GPA) of 2.0 or higher or a general equivalence diploma (GED) recipient with a score of 500 (score of 53 prior to 2002).
- ACT (American College Test) or SAT (Scholastic Aptitude Test) test scores

Types of Applicants

1. Direct from High School – student who has applied for admission within one year of their graduation from high school and have not completed any college coursework post-graduation.
2. Homeschooled – student who has been excused from compulsory attendance for education by the school district’s superintendent.
3. Adult Student – student who has been out of high school for over 1 year and not attended a regionally accredited college or university or earned less than or equal to 14 hours at a regionally accredited college or university.
4. Transfer Student – student who has earned 15 or more credit hours at a regionally accredited college or university.
5. Online Student – student who is interested in a Mercy College program that is only offered online with the College.
6. International Student – student who originated in a country other than the United States of America and is not a permanent resident or U.S. citizen.

PLEASE NOTE: Mercy College has not petitioned or received approval from the United States Department of Homeland Security to sponsor international students for F-1, J-1, or M-1 immigration status and cannot issue Form I-20 or other sponsoring documentation. An applicant for admission must be a U.S. Citizen or a U.S. Permanent Resident, possess valid immigration status, or must have permission to be present and attend school in the United States. We require all non-U.S. citizen students to provide proof of immigration status or lawful presence in the United States.

Immigration Status Admission Policy

Mercy College of Ohio only admits students who are U.S. Citizens, U.S. Permanent Residents, who have valid immigration status, or who otherwise have permission to be present and attend school in the United States. Students who lose their immigration status or lose their permission to remain and attend school in the United States during the course of their studies will no longer be eligible for enrollment in the school and will be dismissed.

Students whose degree or educational program requires licensure in order to practice their profession are responsible for contacting the licensing board in the state(s) in which the student intends to sit for the appropriate licensure exam(s) to determine the requirements for obtaining licensure and whether the student will be able to meet those requirements. Mercy College of Ohio makes no representations regarding any students' ability to sit for the licensure exams or to obtain employment in their chosen field.

Applicants with international transcripts are required to submit their official transcripts to World Education Services (WES) for a course-by-course level evaluation and calculated cumulative grade point average (GPA). Contact WES at www.wes.org.

7. Non-degree Seeking Student – Student who wishes to take a course(s) and do not intend to pursue a degree.

PLEASE NOTE: A non-degree student is not eligible for federal and state financial aid programs.

- a. Transient Student – An individual enrolled in another college or university intending to transfer credit earned at Mercy College back to that institution.
- b. Special Status Student – An individual who wants to take courses for his/her own personal or professional development.

The following documents are used in evaluating a direct from high school student for admission:

- High School GPA
- ACT or SAT test scores (ACT Code: 6321; SAT Code: 4685)
- Coursework completed – Algebra, Biology, and Chemistry

High School student's semester grades will be recalculated using the following table to show cumulative subject grades in the subjects of Algebra, Biology, and Chemistry with lab.

Weighted courses will be recalculated using a weighted grading scale. All courses should be completed with a grade of "C" or better; a grade of "B" or better is preferred.

10-Point Grading Scale				
Percentage Grade	Letter Grade	Quality Points	Honors Quality Points	AP Quality Points
93-100	A	4.0	4.5	5.0
90-92	A-	3.7	4.2	4.7
87-89	B+	3.3	3.8	4.3
83-86	B	3.0	3.5	4.0
80-82	B-	2.7	3.2	3.7
77-79	C+	2.3	2.8	3.3
73-76	C	2.0	2.5	3.0
70-72	C-	1.7	2.2	2.7
67-69	D+	1.3	1.8	2.3
63-66	D	1.0	1.5	2.0
60-62	D-	0.7	1.2	1.7
0-59	F	0	0	0

The following documents are used in evaluating a home-schooled student for admission:

- Transcript of coursework completed
- Written verification from the appropriate school district that the student has been excused from compulsory attendance for education (signed by the school district's superintendent).
- ACT or SAT scores

The following documents are used in evaluating an adult student for admission (who have not attended a regionally accredited college or university):

- Official high school transcript listing coursework completed and GPA
- ACT or SAT test scores if applicable

The following documents are used in evaluating a transfer student for admission:

- Official transcripts from all previously attended colleges and universities
- High school transcript or GED for a student that has not earned at least an associate's degree
- Thorough review of all college and/or university coursework.
- GPA which includes all coursework attempted or earned at all regionally accredited colleges or universities attended.

PLEASE NOTE: A transfer student who is pursuing a program at Mercy College that is offered exclusively online is required to submit two (2) forms of verification of Student Identity (see [Verification of Student Identity Policy](#)) in the Admission process.

The following documents are used in evaluating an international student for admission:

- Official transcripts from all previously attended colleges and universities.
 - An applicant with international transcripts are required to submit his/her official transcripts to World Education Services (WES) for a course-by-course level evaluation and calculated cumulative grade point average (GPA). Information is available at www.wes.org.

- High school transcript or GED for a student that has not earned at least an associate's degree.
 - See above rules regarding international transcripts evaluation through WES.
- Thorough review of all college and/or university coursework.
- GPA which includes all coursework attempted or earned at all regionally accredited colleges or universities attended.
- Permanent Resident or Green Card.
- Two forms of verification of student identity.

The following documents are used in evaluating a transient student for admission:

- Transcripts from the post-secondary institution that they are currently enrolled that indicates a minimum GPA of 2.0 on a 4.0 scale (some courses may require a higher GPA unless waived by the instructor for the course to be taken at Mercy College)
- Good standing at the post-secondary institution attending
- Any pre-requisites required for the intended course(s)
- Form completed by the Registrar of post-secondary institution attending indicating the course will transfer back to that institution.

The following documents are used in evaluating a special status student:

- Graduation from high school or its equivalent and a minimum GPA of 2.0 on a 4.0 scale in high school or at the post-secondary institution attending (some courses may require a higher GPA unless waived by the instructor for the course to be taken at Mercy College)
- Good standing at the post-secondary institution attending
- Any pre-requisites required for the intended course(s)

PLEASE NOTE: A special status student enrolled in a course to obtain CEU's is not required to submit the above documents if not currently enrolled at another institution.

If, due to extenuating circumstances, official records cannot be obtained, the student may petition the Vice President of Strategic Planning and Enrollment Management for an interview in order to be considered for admission.

OFFICIAL TRANSCRIPT DEFINITION

Official transcripts must be submitted to the Office of Admission. A transcript is considered official when stamped with the official school seal, signed by the appropriate school official, and received in a sealed envelope from the originating institution. Faxed transcripts are not accepted as official transcripts. In order for a transcript to be considered official when sent by a third party electronically, the College must be able to authenticate it by logging in with a password to extract the document.

ADMISSION DECISIONS

The Office of Admission evaluates all application material submitted to the College. Admission to a specific program is based upon the requirements for that specific program.

Full Admission – is granted to an applicant who has submitted the application fee, enrollment deposit, all required documentation, and meet all minimum admission requirements. Full admission does not automatically assure admittance to a specific program.

Denied Admission – is granted to an applicant who does not meet the minimum qualifications for acceptance to the College.

Readmission – A student who has not attended Mercy College for three consecutive semesters must complete a new application for admission.

1. READMISSION (GOOD STANDING)

Any student who has withdrawn from the College in “good standing” is eligible for readmission within three consecutive semesters, and he/she must complete the application on the Mercy College website and submit any/all updated transcripts to the Office of Admission.

2. READMISSION (NOT IN GOOD STANDING)

A student dismissed from the College may apply for readmission by contacting the Office of Student Records. The written request is to include any pertinent information regarding the dismissal. This material, along with the student’s academic file, will be directed to the Vice President of Academic Affairs, dean, or program director or Lead. Each student request will be handled on a case-by-case basis.

READMISSION FOLLOWING ACADEMIC DISMISSAL

A student who has requested and been approved for readmission following dismissal for academic reasons will be readmitted on academic probation.

A student who has been academically dismissed from Mercy College for the first time must sit out of Mercy College for at least one semester (16 weeks) following dismissal. A student academically dismissed for the second time must sit out a minimum of one academic year prior to applying for readmission to the College. An applicant will not be considered for readmission if he/she has been academically dismissed from Mercy College more than twice.

Readmission to the College does not guarantee readmission to a specific program of study. Admission and/or readmission criteria to the program of study must be met.

READMISSION FOLLOWING NON-ACADEMIC DISMISSAL

A student who has requested and been approved for readmission following dismissal for non-academic reasons will be readmitted with conditions as determined by the Vice President of Student Affairs/Dean of Students.

HOW TO APPLY

A prospective student may apply online by selecting admissions on the College website at www.mercycollege.edu. Select the Complete the online application or select Download Application

for either the Toledo or Youngstown location. Application materials and information can also be obtained by contacting the Office of Admission by phone at 1-888-80-MERCY or by email at admissions@mercycollege.edu or the admissions website at www.mercycollege.edu/contact.

Completed material may be mailed to:

Mercy College of Ohio
Office of Admission
2221 Madison Avenue
Toledo, Ohio 43604

WHEN TO APPLY

Mercy College has a rolling admission policy and accepts applications throughout the calendar year. A student is encouraged to apply for admission and submit all required documents at the earliest possible date and no later than two weeks prior to the start of each semester. An early application provides optimal opportunity for financial aid consideration and course selection. Applications are accepted for the fall, spring, and summer semesters.

Many of the programs at Mercy College with a clinical component have limited capacity and competitive admission. Review of applications begins:

January 15 for the fall semester
September 15 for the spring semester

APPLICATION PROCESS

To complete the application process:

1. Submit a completed Mercy College of Ohio application for admission with a non-refundable application fee. Partially completed applications and/or applications without the application fee will not be accepted for processing.
2. Submit all official documentation as outlined in the “Types of Applicant Section”.
3. Submit a non-refundable \$25 application fee.
 - If attending an official College event such as “Open House” or “Online Information Session”, the application fee is waived.
 - If a Mercy Health Employee or Mercy College Alumni, the application fee is waived.

GENERAL ACCEPTANCE PROCEDURES

Once an applicant has been notified of acceptance into the College, the following steps must be completed:

1. **Enrollment Deposit** – All accepted applicants must submit an enrollment deposit of \$125 to hold a seat in a program. This deposit will be applied toward the student’s tuition upon enrollment at the College. Should an applicant decide not to enroll at Mercy College after submitting the enrollment deposit, he/she should notify the Office of Admission two weeks prior to the start of the semester for a refund, otherwise the enrollment deposit is non-refundable.

2. **Placement assessment** – A student may be required to complete a placement assessment prior to the Student Orientation, Advising, and Registration (SOAR) program. This assessment is designed to guide student placement in mathematics. Depending on the score, the student will be placed in the appropriate course. If a student needs to complete a remedial course, it may extend his/her plan of study.
3. **Student Orientation, Advising, and Registration (SOAR) Program** – All accepted students are required to attend SOAR prior to the start of classes. This orientation allows new students to meet faculty, staff and peers, while receiving information about College policies and procedures. Students enrolling in online programs are required to complete an online orientation prior to the start of classes.

MERCY PLEDGE

The Mercy Pledge provides a student the opportunity for a new start in his/her college career. The student who completes 15 credit hours of coursework at Mercy College of Ohio as a general college student or a pre-program student will establish a new grade point average (GPA) at the College. This new GPA may assist the student in obtaining admission into one of the healthcare programs at the College. *

**It is important to note that not all programs at Mercy College participate in the Mercy Pledge; therefore, it does not guarantee program admission.*

VERIFICATION OF STUDENT IDENTITY POLICY

The purpose of this policy is to ensure that Mercy College of Ohio (“the College”) verifies the identity of all students participating in land-based and distance education, consistent with regulatory and accreditation requirements.

This policy applies to all credit-bearing courses or programs offered by the College, beginning with the application for admission and continuing through to a student’s graduation, transfer, or withdrawal from study.

POLICY:

The College must ensure the student who is enrolled in courses or programs is the same student who participates in and completes and receives the academic credit; therefore, verification of student identity is a standard of admission at the College. It is a required component of the admission process regardless of whether the student participates in land-based or distance education.

In gathering and storing this information regarding student identity, the College complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA). This act protects the privacy of student information 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.

To meet regulatory and accreditation requirements, the College utilizes the following methods of identity verification:

- I. Provide students with a **secure login** and passcode;
- II. Provide for **proctored examinations**; and
- III. Provide **new or other technologies** and practices that are effective in verifying student identification.

Secure Login and Passcode

All students (land-based and distance) at the College are provided a User ID for secure access to college systems. Students are responsible for providing complete and true information in any identification verification process. It is against College policy for a user to give someone his or her password or to allow others to use his or her accounts.

In addition, Canvas, the College's learning management system (LMS) utilizes the OAuth2 security protocol and takes appropriate security measures to protect against unauthorized access to or unauthorized alteration, disclosure or destruction of data. These measures include internal reviews of data collection, storage and processing practices and security measures, including appropriate encryption and physical security measures to guard against unauthorized access to systems where personal information is stored: (<https://www.canvaslms.com/policies/privacy>).

Proctored Examinations

Proctored exams provide a point of contact with the student. Students are informed at the time of enrollment that they may be responsible for any costs incurred at the proctor site. Students are required to show proof of identity at all proctored exams.

New or Other Technologies

The College continuously employs new technologies that are effective in verifying the identity of students, while maintaining reasonable and appropriate safeguards to protect student privacy.

The process for verification of student identity is as follows:

- I. In-seat programs
 - a. Admitted students must provide the following at orientation:
 - i. An active driver's license, active state-issued identification card, U.S. Military ID, or U.S. Passport.
 - b. A photocopy will be placed in the student file as verification of identification, unless it is a U.S. Military ID which will not be photocopied.
- II. Online/At-A-Distance programs
 - a. Students applying for admission must provide the following to the admission officer during the application process:
 - i. A photocopy of his/her active driver's license, active state issued identification card, or U.S. Passport.
 - ii. An additional form of identification to verify identity such as: certificate of birth, U.S. Passport, utility bill in student name at current address, formal work identification badge, active professional state licensure information.
 - b. This information must be mailed to the Office of Admission (Attention: Student Verification) at 2221 Madison Avenue, Toledo, Ohio, 43604. These items will be placed in the file of the prospective student as verification of identification.

Secure Login and Passcode

- I. New land-based students obtain their Username and Student ID through the Office of Student Records at orientation. Online students receive a packet of information with their Username and Student ID.
- II. Students have the option to change their password upon entry into any or all of the three systems that are accessible to them: Empower, Canvas, the online Learning Management System (LMS), and/or Mercy College email. Should the student forget this password, Canvas will issue a password reset link to the email of record.

Phone Verification of Student Identity

For students who call the College to conduct student business, identity is verified through a three-step process:

- Students must verify birthdate.
- Students must verify address of record.
- Students must verify Student ID number.

Proctored Examinations

- I. Faculty who choose to use proctored exams must complete 518-B Notification of Proctored Exam Form. When an instructor requires a proctored exam, a student can either find an approved proctor (e.g., Locating a Proctor) or take the exam at Mercy College where the instructor will proctor the exam.
 - a. Students taking the exam off-campus are required to complete 518-A Student Request for Proctored Exam Form.
- II. Students are required to show proof of identity with a State-issued Photo ID or Passport for any proctored exam.

New or Other Technologies

Methods to verify identity in distance education courses include can include but are not limited to:

- Having students upload a personal photo to their Canvas profile
- Assigning a video presentation for class projects
- Using synchronous methodologies such as a scheduled phone call or the Conference feature in Canvas to meet and discuss course topics with students

TRANSFER CREDIT POLICY

Mercy College of Ohio has adopted the following policy to ensure transfer credit is entered appropriately and properly into the student information system.

POLICY:

New students must submit all relevant official transcripts to the Office of Admission for transfer credit consideration. A transcript is considered official when stamped with the official school seal, signed by the appropriate school official, and received in a sealed envelope from the originating institution. Faxed transcripts are not accepted as official transcript documents. For a transcript sent by a third party electronically to be considered official, the College must be able to authenticate it by logging in with a password to extract the transcript. Documents sent electronically without authentication are

not considered official. Questions pertaining to whether a transcript is official or not official must be directed to the Office of Student Records.

Transfer credit is awarded based on a student's declared first major. Students with more than one program of study will not receive transfer credit for the student's second major until (a) the first major is completed or (b) the student makes the second major the first major. In the event the student completes the second major first, transfer credit would then be assigned the semester before completion.

Transfer credit will not be calculated in a student's cumulative GPA.

I. Coursework accepted as transfer credit

1. The credit was awarded by a post-secondary institution accredited by one of the regional accrediting organizations recognized by the U.S. Department of Education.
2. Post-secondary credit awarded by institutions other than one of the regional accrediting organizations will be awarded as follows:
 - a. Coursework from a post-secondary institution not accredited by one of the regional accrediting organizations recognized by the U.S. Department of Education will be considered on an individual basis through course-to-course validation. Equivalency will be determined through a comparison of course syllabi.
 - b. International transcripts must be evaluated by World Education Services (<https://www.wes.org>) before credit will be reviewed for transfer. The international evaluation must include course-by-course evaluations. International coursework will be considered on an individual basis through course-to-course validation. Equivalency will be determined through a comparison of course syllabi.
 - c. Military experience and training credits will be considered for individuals with experience in the armed forces of the United States, or in the National Guard, or in a reserve component. Students must provide a copy of their DD214, a Joint Services Transcript from <https://jst.doded.mil/smart/signin.do> or Air Force/CCAF transcript from www.au.af.mil/au/ccaf/transcripts.asp to the Student Records Office. Program faculty will review the individual's official military transcripts and occupational experiences to determine whether any of the military education or occupational experiences are substantially equivalent to the curriculum as established in Chapter 4723-5 of the Ohio Administrative Code; and award credit to the individual for any substantially equivalent military education or occupational experiences. The individual must initiate the request for transfer through the Office of Student Records for any course not previously reviewed for transfer.
 - d. Transfer credit may be granted for advanced placement (AP) coursework, college level examination program (CLEP), DSST, and International Baccalaureate (IB). Please refer to the Mercy College Credit by Examination (located on the website at <http://www.mercycollege.edu/my-mercy/student-records/credit-by-examination>) for specific details.
3. Courses must be completed with a "C" (2.0) or better, according to the Mercy College grading scale.

4. The College does not accept transfer credit for developmental coursework (courses with numbering beginning with a 0, for example 099 or 098).
5. Transfer courses must match or exceed the semester credit-hour requirement for the College's courses (quarter hour credits are 2/3 of a semester hour credit).
6. Courses must have the equivalent content (75% or more) based on the catalog, course description, and/or syllabi for the specific term during which the student completed the course.

Transferability of the College's credits to other colleges/universities is not guaranteed and is solely a function of the receiving institution's policies and discretion.

II. Degree-Specific Policy Information

1. Associate Degree Programs

Please note the following rules regarding transfer credit apply to all students seeking an Associate degree:

- a. In accordance with the College's residency requirement, a maximum of 30 transfer semester credit hours toward an Associate degree may be granted.
- b. For students enrolling in the AAS Nursing and AAS Radiologic Technology programs, all math and science courses must be completed within 7 years prior to admission.

2. Bachelor's Degree Programs

Please note the following rules regarding transfer credit apply to all students seeking a Bachelor's Degree:

- a. In accordance with the College's residency requirement, a maximum of 84 transfer credit hours toward a degree may be granted.
- b. For the RN to BSN completion program, a range of 32-39 credit hours may be granted for nursing coursework (with a grade of "C" or better) to students with an active unencumbered RN license.
- c. For a BS in Medical Imaging degree, 39 credit hours are granted for an active registration with the American Registry of Radiologic Technologists (ARRT), Nuclear Medicine Technology Certification Board (NMTCB), or American Registry of Diagnostic Medical Sonography (ARDMS).
- d. For students enrolling in a BS Biology or BS Nursing Pre-licensure degree, all math and science coursework must be completed within 7 years prior to admission.

3. Master's Degree Programs

Please note the following rules regarding transfer credit apply for all students seeking a Master's degree:

- a. A maximum of six transfer credit hours toward a Master's degree may be granted in accordance with the College's graduate residency requirement.
- b. Courses considered for transfer toward a Master's degree must have been taken within seven years of admission.
- c. Only Graduate-level courses completed with a grade of "B" or better from a regionally accredited institution of higher education will be considered for transfer.

III. Articulation Agreements

1. The College has established articulation agreements with other colleges and/or universities as part of its transfer credit policy. Articulation agreements serve as officially approved agreements between two institutions and allow students to apply credits earned in specific programs at one institution toward advanced standing, entry or transfer into a specific program at the other institution. Since articulation agreements are updated from time to time the current list of articulation agreements is maintained on the College's website at <https://www.mercycollege.edu/articulation-agreements/>. The official signed documents are maintained in the Office of the Vice President for Academic Affairs.

IV. Credit for Prior Learning

1. The College embraces the process of lifelong learning. Outside of the traditional college classroom, knowledge can be obtained through military training, advanced high school courses (AP), and college-level exams [CLEP, DSST, and Departmental] as well as through employment experiences, where relevant to specific programs.
2. Documentation of prior learning experience must be through transcript, testing record, or measurable college-level learning evidence that documents the knowledge, skills, and competencies obtained through prior learning.
3. The credit is awarded on a case-by-case basis only when it can be documented and falls within the courses offerings of the College. Individuals are only eligible for prior learning credit after official acceptance to the College with a maximum of 30 credit hours that may be earned and applied to degree requirements. (Exceptions include RN to BSN degree students with an active unencumbered RN license or BS Medical Imaging students who have validation for having successfully passed the American Registry of Radiologic Technologists (ARRT), Nuclear Medicine Technology Certification Board (NMTCB), or American Registry of Diagnostic Medical Sonography (ARDMS) certification exams as noted in Section II, 2).
4. The Office of Student Records in collaboration with deans/program directors, and faculty determine the credits to be awarded for prior learning.

V. Waiver and Substitution

1. All course substitutions and waivers should be submitted to the Office of Student Records on the Form 516-A *Waiver/Substitution*.
 - a. To waive credit hour requirements, the Form 516-A [Waiver/Substitution](#) must be completed for any course/requirement over 1 credit hour. For any course/requirement less than 1 credit hour, a waiver is not required if the total required credit hours for the degree is met.
 - b. To waive the 7-year time limit requirement, the Form 516-A [Waiver/Substitution](#) must be submitted for math and science courses, including the prerequisites of MTH 100, BIO 101 and CHM 110.

VI. Post Enrollment Transfer of Credit

1. After a student has initially enrolled, the College may permit the transfer of up to either six semester hours of credit or up to two courses which can exceed six semester hours of credit. To qualify for post enrollment of transfer credit students are subject to the following guidelines:

- a. Students must meet the minimum graduation residency requirements of the College (30 credit hours for an Associate degree and 36 credit hours for a Bachelor's degree).
- b. Students must be in good academic standing (maintaining an overall grade point average of 2.0 or better).
- c. Students must acquire the approval of the program director/lead.
 - i. Form 516-B [Post-Enrollment Transfer Credit](#) must be completed prior to enrolling in a course(s) at another institution. Credits may not be accepted if the form has not been completed and submitted to the Office of Student Records prior to enrolling at another institution.
- d. Students must achieve a grade of "C" or better for the course to be accepted will be accepted for transfer.

The College reserves the right to determine the acceptability of transfer and prior learning credits in accordance with its regulatory bodies and College policies. Acceptable transfer credit must reflect the content and credit-hour requirements set forth by the College, both for general education and specific programs of study. This policy is not a guarantee of transfer credit to be granted for any course. Courses accepted from other institutions, along with approved exams as listed in this policy, are subject to revision on an annual basis; therefore, the College reserves the right to change, at any time, and without notice, the criteria for awarding credit in any or all subject areas.

To be considered for transfer, credit courses must appear on the transcript with a final grade from the original institution from which the course was taken.

1. After the student is accepted for admission to the College and all official transcripts are received, the Office of Student Records evaluates the transcript.
2. The Office of Student Records cross-references the transcript with the previously approved transfer credit and grants credit for equivalent coursework.
3. If the Office of Student Records cannot determine the equivalency, the evaluation of coursework will be completed by the dean, program director, or faculty responsible for determining course content. This evaluation is based on a review of the course syllabus, course description, and course catalog information.
4. Once credit is granted, the Office of Student Records enters the data into the student information management system.
5. A Degree Audit reflecting how the transfer credit is applied to the College program is generated and mailed to the student.

To be considered for post-enrollment transfer of credits, admitted students must perform the following steps:

1. Download the Form 516-B [Post-Enrollment Transfer Credit](#).
2. Meet with academic advisor or program director and review the possible courses for transfer. The program director/lead must sign the form.
3. Submit the signed form to the Office of Student Records.

Appeal Process

If the student disagrees with the awarding of transfer credit and wishes to appeal the award, he/she must submit an appeal in writing to the Office of Student Records within two weeks of receipt of the degree audit.

1. The appeal will then be forwarded to the appropriate division dean.
2. Upon receipt of the appeal, research will be conducted by the appropriate division dean to further assess the transfer credit validity.
3. The division dean will send official notification of the final decision to the student and the Office of Student Records.

ADVANCED PLACEMENT (AP) STANDARDS AT MERCY COLLEGE

To be awarded college credit for Advanced Placement courses taken in high school, a student must obtain a grade of “C” or better, or a specific score based on the College Board Exam criteria (Advanced Placement and CLEP). For exams taken through the College Board (Advancement Placement and CLEP), the credits are transferred to Mercy College and are recorded as total earned hours.

<i>Advanced Placement Semester Credit AP Examination</i>	AP Score	Mercy College Equivalent	Credits Earned
ART HISTORY	3	Arts, Humanities, Culture and Diversity GE	3
BIOLOGY	3	BIO 101	3
CALCULUS AB	3	Math, Statistics, and Logic GE	3
CALCULUS BC	3	Math, Statistics, and Logic GE	3
CHEMISTRY	3	Natural Sciences, Technology, and Innovation GE	3
CHINESE LANGUAGE AND CULTURE	3	Arts, Humanities, Culture and Diversity GE	3
COMPARATIVE GOVERNMENT AND POLITICS	3	Social and Behavioral Sciences GE	3
COMPUTER SCIENCE PRINCIPLES	3	N/A	3
ENGLISH LANGUAGE AND COMP	3	ENG 101	3
ENGLISH LITERATURE AND COMP	3	ENG 101	3
ENGLISH LANGUAGE AND COMP	5	ENG 102	3
ENGLISH LITERATURE AND COMP	5	ENG 102	3
ENVIRONMENTAL SCIENCE	3	Natural Sciences, Technology, and Innovation GE	3
EUROPEAN HISTORY	3	Arts, Humanities, Culture and Diversity GE	3
FRENCH LANGUAGE AND CULTURE	3	Arts, Humanities, Culture and Diversity GE	3
GERMAN LANGUAGE AND CULTURE	3	Arts, Humanities, Culture and Diversity GE	3

<i>Advanced Placement Semester Credit AP Examination</i>	AP Score	Mercy College Equivalent	Credits Earned
HUMAN GEOGRAPHY	3	Social and Behavioral Sciences GE	3
ITALIAN LANGUAGE AND CULTURE	3	Arts, Humanities, Culture and Diversity GE	3
JAPANESE LANGUAGE AND CULTURE	3	Arts, Humanities, Culture and Diversity GE	3
LATIN	3	Arts, Humanities, Culture and Diversity GE	3
MACROECONOMICS	3	Social and Behavioral Sciences GE	3
MICROECONOMICS	3	Social and Behavioral Sciences GE	3
MUSIC THEORY	3	Arts, Humanities, Culture and Diversity GE	3
PHYSICS 1: ALGEBRA-BASED	3	Natural Sciences, Technology, and Innovation GE	3
PHYSICS 2: ALGEBRA-BASES	3	Natural Sciences, Technology, and Innovation GE	3
PHYSICS C: ELECTRICITY AND MAGNETISM	3	Natural Sciences, Technology, and Innovation GE	3
PSYCHOLOGY	3	PSY 101	3
SPANISH LANGUAGE AND CULTURE	3	Arts, Humanities, Culture and Diversity GE	3
SPANISH LITERATURE AND CULTURE	3	Arts, Humanities, Culture and Diversity GE	3
STATISTICS	3	MTH 140	3
STUDIO ART: 2-D DESIGN	3	Arts, Humanities, Culture and Diversity GE	3
STUDIO ART: 3-D DESIGN	3	Arts, Humanities, Culture and Diversity GE	3
STUDIO ART: DRAWING	3	Arts, Humanities, Culture and Diversity GE	3
UNITED STATES GOVERNMENT AND POLITICS	3	Social and Behavioral Sciences GE	3
UNITED STATES HISTORY	3	Arts, Humanities, Culture and Diversity GE	3
WORLD HISTORY	3	Arts, Humanities, Culture and Diversity GE	3

* Advanced Placement courses and exams are subject to revision on a yearly basis. Therefore, Mercy College of Ohio reserves the right to change, at any time and without notice, the criteria for awarding Advanced Placement credit in any or all subject areas.

CLEP STANDARDS AT MERCY COLLEGE

To be awarded college credit for successful completion of a CLEP exam, a student must obtain a grade of “C” or better, or a specific score based on the College Board Exam criteria (Advanced Placement and CLEP). These exams may be attempted if a student has not already audited or failed the course at any college or university. Exams taken through the College Board (Advanced Placement and CLEP) are reflected on the student’s Mercy College transcript, but are not included in the student’s cumulative grade point average.

CLEP Semester Credit*

CLEP Examination	CLEP Score	Mercy College Equivalent	Credits Earned
AMERICAN GOVERNMENT	50	Social and Behavioral Sciences GE	3
AMERICAN LITERATURE	50	Arts, Humanities, Culture and Diversity GE	3
ANALYZING AND INTERPRETATING LITERATURE	50	Arts, Humanities, Culture and Diversity GE	3
BIOLOGY	50	BIO 101	6
CALCULUS	50	MTH 150	4
CHEMISTRY	50	CHM 100	6
COLLEGE ALGEBRA	50	MTH 130	3
COLLEGE COMPOSITION	50	ENG 102	6
COLLEGE COMPOSITION MODULAR	50	ENG 101	3
COLLEGE MATHEMATICS	50	MTH 104	6
ENGLISH LITERATURE	50	Arts, Humanities, Culture and Diversity GE	3
FINANCIAL ACCOUNTING	50	N/A	3
FRENCH LANGUAGE LEVEL 1 PROFICIENCY	50	Arts, Humanities, Culture and Diversity GE	6
GERMAN LANGUAGE LEVEL 1 PROFICIENCY	50	Arts, Humanities, Culture and Diversity GE	6
HISTORY OF THE UNITED STATES I	50	Arts, Humanities, Culture and Diversity GE	3
HISTORY OF THE UNITED STATES II	50	Arts, Humanities, Culture and Diversity GE	3
HUMAN GROWTH AND DEVELOPMENT	50	PSY 201	3
HUMANITIES	50	Arts, Humanities, Culture and Diversity GE	6
INFORMATION SYSTEMS	50	HCA 105	3
INTRODUCTION TO EDUCATIONAL PSYCHOLOGY	50	Social and Behavioral Sciences GE	3
INTRODUCTORY BUSINESS LAW	50	N/A	3
INTRODUCTORY PSYCHOLOGY	50	PSY 101	3
INTRODUCTORY SOCIOLOGY	50	Social and Behavioral Sciences GE	3
NATURAL SCIENCES	50	Natural Sciences, Technology, and Innovation GE	6
PRECALCULUS	50	MTH 130 & MTH 132 or MTH 145	5
PRINCIPLES OF MACROECONOMICS	50	Social and Behavioral Sciences GE	3
PRINCIPLES OF MANAGEMENT	50	N/A	3
PRINCIPLES OF MARKETING	50	N/A	3
PRINCIPLES OF MICROECONOMICS	50	Social and Behavioral Sciences GE	3
SOCIAL SCIENCES AND HISTORY	50	Social and Behavioral Sciences GE	6
SPANISH LANGUAGE LEVEL 1 PROFICIENCY	50	Arts, Humanities, Culture and Diversity GE	6

CLEP Examination	CLEP Score	Mercy College Equivalent	Credits Earned
WESTERN CIVILIZATION I: ANCIENT NEAR EAST TO 1648	50	Arts, Humanities, Culture and Diversity GE	3
WESTERN CIVILIZATION II: 1648 TO THE PRESENT	50	Arts, Humanities, Culture and Diversity GE	3
FRENCH LANGUAGE LEVEL 2 PROFICIENCY	59	Arts, Humanities, Culture and Diversity GE	9
GERMAN LANGUAGE LEVEL 2 PROFICIENCY	60	Arts, Humanities, Culture and Diversity GE	9
SPANISH LANGUAGE LEVEL 2 PROFICIENCY	63	Arts, Humanities, Culture and Diversity GE	6

*CLEP exams are subject to revision on a yearly basis. Mercy College of Ohio reserves the right to change, at any time and without notice, the criteria for awarding CLEP credit in any or all subject areas.

**It is recommended that students take Mercy College's departmentally prepared MTH 100 Credit by Exam versus the CLEP College Algebra exam for equivalency to MTH 100. To schedule the MTH 100 exam at Mercy College, please call the Testing Center at 419-251-2106.

DSST (formerly DANTES Subject Standardized Tests) STANDARDS AT MERCY COLLEGE

To be awarded college credit for successful completion of a DSST exam, a student must obtain a grade of "C" or better, or a specific score based on the DSST Examination Criteria. These exams may be attempted if a student has not already audited or failed the course at any college or university. Exams taken through the DSST are reflected on the student's Mercy College transcript but not included in the student's cumulative grade point average.

DSSTS Semester Credit*

DSST Examination	DSST Score	Mercy College Equivalent	Credits Earned
A History of the Vietnam War	400	Arts, Humanities, Culture and Diversity GE	3
Art of the Western World	400	Arts, Humanities, Culture and Diversity GE	3
Astronomy	400	Natural Sciences, Technology, and Innovation GE	3
Business Ethics & Society	400	Arts, Humanities, Culture and Diversity GE	3
Business Mathematics	400	N/A	3
Computing and Information Technology	400	N/A	3
Criminal Justice	400	Social and Behavioral Sciences GE	6
Environment & Humanity	400	Natural Sciences, Technology, and Innovation GE	3
Ethics in America	400	Arts, Humanities, Culture and Diversity GE	3
Foundations of Education	400	N/A	3

DSST Examination	DSST Score	Mercy College Equivalent	Credits Earned
Fundamentals of College Algebra	400	Math, Statistics, and Logic GE	3
Fundamentals of Counseling	400	N/A	3
Fundamentals of Cybersecurity	400	N/A	3
General Anthropology	400	Social and Behavioral Sciences GE	3
Health & Human Development	400	N/A	3
History of the Soviet Union	400	Arts, Humanities, Culture and Diversity GE	3
Human Resource Management	400	N/A	3
Human/Cultural Geography	400	Social and Behavioral Sciences GE	3
Intro to Law Enforcement	400	N/A	3
Introduction to Business	400	N/A	3
Introduction to World Religion	400	Arts, Humanities, Culture and Diversity (Religion) GE	3
Life Span Develop. Psychology	400	PSY 201	3
Management Info Systems	400	N/A	3
Math for Liberal Arts	400	Math, Statistics, and Logic GE	3
Money and Banking	400	N/A	3
Organizational Behavior	400	N/A	3
Personal Finance	400	N/A	3
Principles of Advanced English Composition	400	ENG 101	3
Principles of Finance	400	N/A	3
Principles of Physical Science	400	Natural Sciences, Technology, and Innovation GE	3
Principles of Public Speaking	400	Arts, Humanities, Culture and Diversity GE	3
Principles of Statistics	400	MTH 140	3
Principles of Supervision	400	N/A	3
Substance Abuse	400	N/A	3
Technical Writing	400	N/A	3
The Civil War and Reconstruction	400	Arts, Humanities, Culture and Diversity GE	3

*DSST exams are subject to revision on a yearly basis. Mercy College of Ohio reserves the right to change, at any time and without notice, the criteria for awarding DSST credit in any or all subject areas.

2018-2019 TUITION AND FEES

Tuition and fees are subject to change. The most current information is available at www.mercycollege.edu/tuition-aid/cost-attendance/

Definition of Fees

Application Fee – One-time fee paid when completing an application for admission to Mercy College of Ohio. Applications are processed after payment is received, unless waived.

Auxiliary Fee – A flat fee charged to all students each semester (fall, spring, and summer). This fee provides safety and security services and resources to both online and land-based students.

General Fee – A per-credit hour fee charged each semester (fall, spring, and summer) to cover the costs of educating students at Mercy College of Ohio.

Matriculation Fee – A one-time matriculation fee is assessed to all students entering Mercy College of Ohio in the first semester of enrollment. This fee covers administration, orientation, and graduation fees for all students.

Student Activity Fee – A flat fee charged to all students enrolled in six (6) or more credit hours during fall and spring semesters. This fee covers all college-sanctioned organizations and events.

Technology Fee – A flat fee charged each semester (fall, spring, and summer) to all students enrolled at Mercy College of Ohio. This fee is used to maintain and upgrade technological resources, including the learning management system, laboratory/simulation equipment, computers, software, etc., and provide updated technology for student learning support.

STUDENT HEALTH INSURANCE

Mercy College of Ohio's insurance program is mandatory for a student enrolled in six (6) or more credit hours. To waive enrollment in the program, a student must have health insurance that meets the basic minimum requirements. A student taking six or more credit hours will automatically be billed for the health insurance. A student can waive the insurance by logging into his/her EMPOWER ME account and clicking on the student insurance waiver link.

PAYMENT OF ACCOUNTS

The student's tuition, fees, and other charges must be paid by the posted due date for each semester. The specific due date appears on the student's EMPOWER ME billing statement or can be found at www.mercycollege.edu/tuition-fees/ on the College website.

There are three ways to pay a student account:

1. Payment in full by cash, check, money order, VISA, MasterCard, Discover, or American Express. Payments using credit cards will be assessed a 2.25% fee.
2. Financial aid
3. The Mercy Installment Payment Plan: This plan is set up each semester and payments are divided into four equal installments (fall semester payments are due the second Friday in September, October, November, and December; spring semester, payments are due the second Friday in February, March, April, and May; and summer semester payments are due the second Friday in June, July, and August). There is a \$25 fee to enroll in the plan. Information is available in the Office of the Bursar, 419-251-1726.

To ensure proper billing, personal information must be current in EMPOWER ME.

Failure to Make Payment

A student with outstanding financial obligations who does not make payment arrangements with the Office of the Bursar by the due date will have a business hold placed on his/her account. Grades or transcripts will not be released for a student who has outstanding financial obligations. A student who does not pay his/her bills after repeated attempts will be sent to collection.

Refunds

If dropping/withdrawing from a single course or from the College, a student is eligible for refunds once the course(s) has (have) been officially dropped or the student has withdrawn. Refer to the following Refund Policy Table for the percentage of tuition refund a student is eligible to receive based on both the length of the course and the official drop or withdrawal date filed in the Office of Student Records or processed online by the student at www.mercycollege.edu/empower. Refunds are issued through the Office of the Bursar.

Refunds of tuition and fees are not made unless the student has followed the Add/Drop or Withdrawal from a Course process. Notification to an individual instructor or failure to attend class does not constitute an official withdrawal. An official withdrawal occurs when a student notifies the Office of Student Records through the completion of a [Withdrawal/Leave Form](#) and email via his/her Mercy College email account. An effective date and clarification of the withdrawal from a course(s) or from the College is required. An exit interview with the Office of Financial Aid is required for a student receiving financial aid.

Refund Table:

Length of Course based on class weeks (Sunday-Sunday)

Refund	16 weeks	12 weeks	10 weeks	8 weeks	6 weeks	5 weeks
100%	By Monday at 4:30pm of the 2 nd week	By Monday at 4:30pm of the 2 nd week	By Monday at 4:30pm of the 2 nd week	By Monday at 4:30pm of the 2 nd week	By Monday at 4:30pm of the 2 nd week	By Monday at 4:30pm of the 2 nd week
80%	By Monday at 4:30pm of the 3 rd week	By Monday at 4:30pm of the 3 rd week				
50%			By Monday at 4:30pm of the 3 rd week	By Monday at 4:30pm of the 3 rd week	By Monday at 4:30pm of the 3 rd week	
25%	By Monday at 4:30pm of the 5 th week	By Monday at 4:30pm of the 4 th week				
0%	By Monday at 4:30pm of the 6 th week	By Monday at 4:30pm of the 5 th week	By Monday at 4:30pm of the 4 th week	By Monday at 4:30pm of the 4 th week	By Monday at 4:30pm of the 4 th week	By Monday at 4:30pm of the 3 rd week

FINANCIAL AID

The Office of Financial Aid provides guidance to the student seeking assistance to finance his/her education.

Youngstown

The Enrollment and Student Affairs Coordinator assists in the administration of financial aid at the Youngstown location. More information is available at <http://www.mercycollege.edu/tuition-aid/financial-aid>.

FINANCIAL AID ELIGIBILITY REQUIREMENTS

To be eligible for federal and/or state financial assistance, a student must:

1. Be a U.S. Citizen or permanent resident.
2. Be enrolled in an eligible program and registered for the number of credit hours required by the type of financial aid requested.
3. Make satisfactory academic progress in the enrolled program.
4. Complete a Free Application for Federal Student Aid (FAFSA).
5. Not be in default on any federal loan and/or owe a repayment on any federal grant.
6. Be registered with Selective Service, if required.

HOW TO APPLY FOR FINANCIAL AID

To be considered for all available forms of financial aid, a student must apply for financial aid as early as possible. The student must reapply each year. To be considered for all forms of financial aid, an interested student must have a complete financial aid file and have applied for acceptance to the College/program. Required documents usually include, but are not limited to:

- Completed FAFSA,
- Copies of the student's and parent's (if applicable) most recent IRS Tax transcripts and all schedules, if requested for verification,
- Loan master promissory note and entrance counseling, if a student loan is desired,
- Completed scholarship application(s).

All necessary forms must be submitted to the Office of Financial Aid by the required deadlines.

TYPES OF FINANCIAL AID AVAILABLE

Grants

Grants are awarded based on financial need and do not require repayment. Grants that are available for qualified undergraduate students through Mercy College include the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant (FSEOG), and State of Ohio – approved grant programs.

Loans

Several different loan options exist. All loans MUST be repaid. Not all loans are based on need. The loan programs available at Mercy College of Ohio are:

- Direct Subsidized Loans (undergraduate only)

- Direct Unsubsidized Loans (undergraduate and graduate)
- Direct PLUS Loans (Parent Loans, credit-based) (undergraduate only)
- Graduate Direct PLUS Loans (graduate only)
- Ohio Nurse Education Assistance Loan Program (NEALP)
- Charles E. Schell – Fifth/Third Bank Trustee No Interest Loan (if funding is available)
- Private Alternative Loans, (credit-based) offered by various lenders
- Paul J. Kessler, III Interest Free Loan (if funding is available)

Mercy College also participates in the Federal Work-Study (FWS) Program. *This is available to Toledo campus students only.*

Other Sources of Financial Aid

Local service clubs, churches, labor unions, companies, etc. offer grants and scholarships for many college students. Many high school organizations have scholarship programs available. Information is available at high school guidance counselor offices.

Veterans and their children and/or spouses may be eligible for educational benefits. Contact the local county Veterans Service Office for further information at 1-800-827-1000. To apply for veterans educational benefits, please visit www.gibill.va.gov. For assistance with your veterans educational benefits, please contact the Director of Financial Aid at 419-251-1598.

There are many scholarships available from Mercy College. A complete listing of all scholarships is available at <http://www.mercycollege.edu/scholarships> or through the Office of Financial Aid at financialaid@mercycollege.edu.

The Ohio National Guard provides tuition assistance for enlisted persons. The applicant must be an Ohio resident and must enlist, re-enlist, or extend current enlistment for six years. For further information, call the National Guard Recruiter at 1-800-GO-GUARD.

FINANCIAL AID PACKAGING

Upon receipt of a student aid report from an accepted student, the Office of Financial Aid combines aid from available sources to form a financial aid package. Some students will be offered a combination of aid from different sources. Acceptance of the package, or any source of aid, constitutes a commitment on the part of the student. The student commits to maintaining satisfactory academic progress and notifying the Office of Financial Aid and/or lender of any changes in housing, finances, status at the institution, etc., that may occur.

FINANCIAL AID - TRANSFER STUDENTS

If the student has financial aid at another institution for the current academic year, the aid may transfer to Mercy College. Please contact the Office of Financial Aid at financialaid@mercycollege.edu for assistance.

RETURN OF TITLE IV AID (R2T4) POLICY

How a withdrawal affects financial aid. Federal regulations require Title IV financial aid funds to be awarded under the assumption that a student will attend the institution for the entire period in which federal assistance was awarded. When a student withdraws from all courses for any reason, including medical withdrawals, he/she may no longer be eligible for the full amount of Title IV funds that he/she was originally scheduled to receive. The return of funds is based upon the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled. A pro-rated schedule is used to determine the amount of federal student aid funds he/she will have earned at the time of the withdrawal. Once 60% of the semester is completed, a student is considered to have earned all of his/her financial aid and will not be required to return any funds.

Federal law requires schools to calculate how much federal financial aid a student has earned if that student:

- Completely withdraws, or
- Stops attending before completing the semester, or
- Does not complete all modules/sessions (courses that are not scheduled for the entire semester or payment period for which he/she has registered at the time those modules/sessions began). Based on this calculation, Mercy College of Ohio students who receive federal financial aid and do not complete their classes during a semester or term could be responsible for repaying a portion of the aid they received. Students who enroll in courses and do not attend must repay all financial aid disbursed for the term.

How a withdrawal affects academics. The following policies will help students understand that a withdrawal potentially affects them academically as well as financially. The financial aid staff members encourage students to read all the information below prior to making a final decision.

- Mercy College of Ohio tuition refund policy is separate from the federal regulations to repay unearned aid. Whether or not a student receives a tuition refund has no bearing on the amount he/she must repay to the federal aid programs.

How the earned financial aid is calculated. Students who receive federal financial aid must “earn” the aid they receive by remaining enrolled in classes. The amount of federal financial aid assistance students earn is on a pro-rated basis. Students who withdraw or do not complete all classes for which they are enrolled during a semester may be required to return some of the financial aid awarded.

Institutions are required to determine the percentage of Title IV aid “earned” by the student and to return the unearned portion to the appropriate aid programs. Regulations require schools to perform calculations within 30 days from the date the school determines a student’s complete withdrawal. The school must return the funds within 45 days of the determination of a student’s withdrawal. For example, if a student completes 30% of the payment period, they earn 30% of the aid they were originally scheduled to receive. This means 70% of the scheduled awards remain “unearned” and must be returned to the federal government. Once 60% of the semester is completed, a student is considered to have earned all of his/her financial aid and will not be required to return any federal funds.

The following formula is used to determine the percentage of unearned aid that has to be returned to the federal government:

- The percent earned is equal to the number of calendar days completed up to the withdrawal date, divided by the total number of calendar days in the payment period (less any scheduled breaks that are at least 5 days long).
- The payment period is the entire semester.
- The percent unearned is equal to 100% minus the percent earned.

For students enrolled in modules (sessions). A student is considered withdrawn if the student does not fulfill all of the days in the payment period that the student was scheduled to complete. Mercy College of Ohio will track enrollment in each session to determine if a student began enrollment in all scheduled courses. If a student officially drops courses in a later session while still attending a current session, the student is not considered as withdrawn based on not attending the later session. However, a recalculation of aid based on a change in enrollment status may still be required.

Steps in the Return of Title IV funds policy

Mercy College of Ohio will determine:

1. The total amount of Title IV aid disbursed for the semester in which the student withdrew. A student's Title IV aid is counted as aid disbursed in the calculation if it has been applied to the student's account on or before the date the student withdrew.
2. The total amount of Title IV aid disbursed plus the Title IV aid that could have been disbursed for the semester in which the student withdrew.
3. If the calculated percentage of Title IV aid was earned as follows: the number of calendar days completed divided by the total number of calendar days in the semester in which the student withdrew. The total number of calendar days in a semester shall exclude any scheduled breaks of more than 5 days.

$$\text{Days Attended} \div \text{Days in Enrollment Period} = \text{Percentage Completed}$$

4. If the calculated percentage completed exceeds 60%, then the student has "earned" all the Title IV aid for the enrollment period.
5. The calculated amount of Title IV aid is earned as follows: The percentage of Title IV aid earned (Step 2) multiplied by the total amount of Title IV aid disbursed or that could have been disbursed for the term in which the student withdrew.

$$\text{Total Aid Disbursed} \times \text{Percentage Completed} = \text{Earned Aid}$$

6. The Amount of Title IV aid to be disbursed or returned
 - a. If the aid already disbursed equals the earned aid, no further action is required.
 - b. If the aid already disbursed is greater than the earned aid, the difference must be returned to the appropriate Title IV aid program.
 - c. $\text{Total Disbursed Aid} - \text{Earned Aid} = \text{Unearned Aid to be Returned}$
 - d. If the aid already disbursed is less than the earned aid, then Mercy College of Ohio will calculate a post-withdrawal disbursement.

Types of Withdrawals

For financial aid purposes, there are two types of withdrawals: Official and Unofficial.

Official – An official withdrawal from Mercy College of Ohio by the student.

Unofficial – Federal financial aid regulations consider a student to be an unofficial withdrawal if the student receives all “F” (failure) grades or a combination of “F” and “W” (withdraw) grades for the term.

Determination of the Withdrawal Date. The withdrawal date used in the return calculation of a student’s federal financial aid is the actual date indicated on the Withdrawal/Leave Form. If a student stops attending classes without notifying Mercy College of Ohio, the withdrawal date will be the midpoint of the semester or the last date of academic activity determined by Mercy College of Ohio. Additional documentation supporting the last date of academic activity may be provided by the student if he/she verifies a later date of attendance than determined by Mercy College of Ohio.

Withdrawing prior to completing 60% of a term. Unless a student completes 60% of the term in which federal aid was disbursed, the student will be required to return all or part of the financial aid disbursed in the term. This applies to students who have officially or unofficially withdrawn.

When a student fails to begin attendance. If a student receives financial aid, but never attends classes, Mercy College of Ohio will return all disbursed funds to the respective federal aid programs. If the student owes money to Mercy College of Ohio resulting from the return of federal funds, the student will be billed by the Office of the Bursar. If the student does not pay the funds due to Mercy College of Ohio, a business hold will be placed on the student’s account. This means he/she will not be permitted to register for classes or receive transcripts until the balance is paid.

Students who do not receive an earned grade in a term. Financial aid is awarded under the assumption that the student will attend Mercy College of Ohio for the entire term for which federal assistance was disbursed. Mercy College of Ohio is required to have a procedure for determining whether a Title IV recipient who began attendance during a period completed the period or should be treated as a withdrawal. Students who attended class but failed to meet the academic requirements of the course are awarded a grade of “F”. This is an earned grade. Students who started a course but stopped attending class at some point and were given a grade of an “F” (failure), “W” (withdrawal), “IW” (instructor withdrawal), “WP” (withdrawal passing), or “WF” (withdrawal failing) are considered an “unofficial” withdrawal, and will be reviewed to determine the last date of an academically-related activity or the midpoint of the semester.

Repayment calculation process. Once grades are posted for the student who receives either all F’s, or “F” and “W” grades, Mercy College of Ohio will return all unearned aid to the federal aid programs and the student’s billing account will be charged. The Office of the Bursar will mail a bill to the student’s home address. The student is responsible for any balance due.

Definition of an academic-related activity. Examples of Mercy College of Ohio academic-related activities include, but are not limited to, physically attending a class where there is an opportunity for direct interaction between the instructor and students.

Proof of participation:

- Exams or quizzes
- Tutorials

- Computer-assisted instruction
- Completion of an academic assignment, paper or project
- Participating in online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject in the course

Documentation not acceptable as proof of participation:

- Student's self-certification of attendance that is not supported by school documentation
- Participating in academic advising

Repayment of Federal Aid Programs. Federal regulations require that the following aid programs be subject to the repayment calculation if the student did not attend 60% of the term in the following order:

1. Unsubsidized Direct Stafford Loan (undergraduate and graduate)
2. Subsidized Direct Stafford Loan (undergraduate)
3. Direct PLUS (Parent) Loan (undergraduate and graduate)
4. Federal Pell Grant (undergraduate)
5. Federal Supplemental Education Opportunity Grant (SEOG)(undergraduate)

Overpayment of Federal Grant Funds. Federal regulations provide that 50% of the unearned amount of all federal grants is protected by the federal calculation. Any federal grant money subject to repayment is returned by Mercy College of Ohio and that amount will be billed to the student's billing account as a debt to Mercy College of Ohio.

Additional loan information to consider when withdrawing. When a student is enrolled less than part-time, the grace period begins. The student's grace period for loan repayments for Federal Direct Unsubsidized and Subsidized Loans will begin on the day of the withdrawal from the school. If the student is not enrolled part-time for more than 6 months, the loans will go into repayment. The student must contact the U.S. Department of Education or his/her lender(s) to make payment arrangements. Loans must be repaid by the loan borrower (student/parent) as outlined in the terms of the borrower's promissory note. The student should contact the lender if he/she has questions regarding the grace period or repayment status.

Repayment of unearned funds and consequences. Unearned funds are paid to the U.S. Department of Education by Mercy College of Ohio on the student's behalf. The school will return the funds within 45 days of the calculation. If the student owes any money to Mercy College of Ohio resulting from the return of unearned federal financial aid, the student will be billed by Mercy College of Ohio. If the student does not pay the funds, a business hold is placed on the student's account. This means he/she will not be permitted to register for classes or receive transcripts until the balance is paid in full.

School and Student responsibilities in regard to the R2T4 policy & process.

Mercy College of Ohio's responsibilities

1. Provide each student with the information given in this policy
2. Identify students affected by this policy and completing the R2T4 calculation
3. Inform the student of the result of the R2T4 calculation and any balance owed to Mercy College of Ohio as a result of a required return of funds

4. Return any unearned Title IV aid that is due to the Title IV programs and, if applicable, notifying the borrower's holder of federal loan funds of the student's withdrawal date
5. Notify student and/or PLUS borrower of eligibility for a Post-Withdraw Disbursement, if applicable

Student's responsibilities

1. Become familiar with the R2T4 policy and how withdrawing from all courses impacts eligibility for Title IV aid
2. Resolve any outstanding balance owed to Mercy College of Ohio
3. Resolve any repayment to the U.S. Department of Education as a result of an overpayment of Title IV grant funds

How a withdrawal affects future financial aid eligibility. Refer to the Mercy College of Ohio Satisfactory Academic Progress Policy to determine how a withdrawal will impact future financial aid eligibility.

Note: The procedures and policies listed above are subject to change without advance notice based on changes to federal laws, federal regulations, or school policies. If changes are made, students must abide by the most current policy. For further guidance on R2T4 policies and procedures please contact the Mercy College of Ohio Office of Financial Aid.

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

Mercy College of Ohio has established this policy to determine continued eligibility for student financial aid in accordance with Federal regulations, which require the College to establish and implement a policy to measure if a student is making Satisfactory Academic Progress (SAP) toward a degree or certificate.

This policy applies to all eligible degree and certificate-seeking students.

This policy indicates the standards used to measure SAP at the College for purposes of financial aid eligibility. Funds affected by this policy include all applicable federal, state, and college funds including but not limited to Federal Pell Grant, Federal Supplemental Education Opportunity Grant (SEOG), Federal Direct Stafford Loans, Federal Direct PLUS (Parent) Loans, Federal Work Study, State Scholarship and Grant programs, all scholarships administered and/or provided by the College.

The College evaluates SAP at the end of each semester for all students and measures progress as follows:

- Qualitative Progress (GPA requirement)
- Quantitative Progress (Time-based progression requirement, including pace of completion and maximum timeframe)

These criteria evaluate the quality and quantity of the academic work a student completes and progress toward completion of his/her academic program. The SAP requirements are minimum standards, and each are outlined in more detail below. Students are encouraged to exceed all the requirements whenever possible.

REQUIREMENTS FOR SATISFACTORY ACADEMIC PROGRESS*Qualitative Progress Requirement*

- Students' cumulative Mercy College of Ohio grade point average (GPA) will be evaluated each semester. For purposes of meeting SAP requirements, undergraduate and certificate students must maintain a GPA of 2.0; graduate students must maintain a GPA of 3.0. Please note individual programs may have stricter GPA requirements for the purpose of progression.

Quantitative Progress Requirement

- Pace of completion. To be eligible for financial aid, a student is required to complete a minimum of 67% of cumulative attempted credits. The College calculates the pace at which a student is progressing by dividing the total number of hours the student has successfully completed (including transfer credits) by the total number of hours he/she has attempted.

Maximum timeframe. Students must progress through their program to ensure graduation will occur within the specified maximum timeframe. The maximum timeframe for which an undergraduate or graduate student may receive financial assistance may not exceed 150% of the published length of the student's academic program measured in credit hours, whether or not federal aid was received by the student during this time. A student is ineligible for financial aid when it becomes mathematically impossible to complete the program of study within 150% of its published length.

- For example, if the published length of an academic program is 120 credit hours, the maximum timeframe during which the student will be eligible to receive financial aid must not exceed 180* credit hours. Note: this calculation will include any accepted transfer credit hours and prior learning credits that apply toward the degree.

*120 credit hours X 150% = 180 credit hours.

Students not meeting one or both of the SAP requirements outlined above at the end of a semester will be notified of such in writing. Students who fail to meet SAP requirements are initially given a Warning period during which time they may continue being awarded aid (if otherwise eligible). This Warning period is for the next semester in which the student enrolls at the College. Students who do not meet the requirements by the end of the Warning period are denied future financial aid. A student may appeal the termination of financial aid due to exceptional circumstances.

Exceptional circumstances may include but are not limited to illness, death of an immediate family member, or traumatic events in the student's life.

INCOMPLETE (I) GRADE

Incomplete grades will be monitored by the Office of Financial Aid, as the final assigned grade can affect GPA and SAP requirements. The Office of Financial Aid follows the guidelines for Incomplete Grades as determined by the Division of Academic Affairs.

REPEATED COURSES - QUANTITATIVE

Students may receive financial aid when repeating a failed course, and once for retaking a passed course. Any courses that are repeated will be used in determining if a student is meeting SAP

requirements. Each repetition will count toward the attempted hours; however, only the first passing grade will be counted as completed hours for SAP purposes. Financial aid will not cover the third or any subsequent attempts of a course.

PROGRESSION/REPEATING A COURSE - QUALITATIVE

To progress successfully through the College, a student must obtain at least a “C” grade in all courses taken. A grade of “D” is considered unsatisfactory for progression in the College but is recorded on the transcript and calculated as 1.0 for GPA purposes. A student may retake for credit any course in which a grade of “D” or “F” has been earned. Only the second grade will be computed in the cumulative GPA; however, both grades will appear on the transcript. Although a student may be permitted to repeat a course more than one time, this forgiveness policy does not apply beyond the first repeat attempt for any one course, such that unsatisfactory grades will be used in the calculation of a student’s GPA when they occur on a second or subsequent attempt.

WITHDRAWAL FROM A COURSE

Courses from which a student withdraws are considered in “hours attempted” toward the maximum timeframe, including WP (withdraw passing) and WF (withdraw failing) grades, but not as completed hours.

TRANSFER CREDITS

Transfer credit hours that have been accepted by the College toward a current degree are subject to the SAP requirements described in this policy.

CHANGES IN MAJOR OR DEGREE

Students who change their major or degree must submit a plan of study completed by their academic advisor to the Office of Financial Aid. The student is eligible to receive aid for no more than 150% of the credit hours required to complete the new program of study.

PURSUIT OF A SECOND DEGREE

Students who pursue a second degree from the College must submit a plan of study completed by their academic advisor to the Office of Financial Aid. The student is eligible to receive aid for no more than 150% of the credit hours required to complete the second program of study.

Credits earned for a degree already awarded by the College are not included in the 150% calculation for the second degree.

ACADEMIC DISMISSAL

A student who is academically dismissed pursuant to the College’s Academic Dismissal policy will be terminated from financial aid eligibility. For additional Academic Dismissal information, see [Academic Dismissal](#) in the Academic Affairs section of the catalog.

STUDENT LOAN CODE OF CONDUCT

Neither Mercy College of Ohio as an institution, nor any individual officer, employee or agent shall enter into any revenue-sharing arrangements with any lender.

- Revenue-sharing arrangement includes circumstances where an institution recommends a lender or the loan products of a lender who provides or issues a loan in exchange for a fee

or provision of material benefits, including revenue or profit sharing, to the institution, or employee or agent of the institution.

- No officer or employee of Mercy College of Ohio who is employed in the Office of Financial Aid or who otherwise has responsibilities with respect to education loans, or an agent who has responsibilities with respect to education loans, or any of their immediate family members, shall solicit or accept any gift from a lender, guarantor, or servicer of education loans.
- For purposes of this prohibition, the term "gift" means any gratuity, favor, discount, entertainment, hospitality, loan, or other item having a monetary value of more than a de minimis amount. (The term includes a gift of services, transportation, lodging, or meals, whether provided in kind, by purchase of a ticket, payment in advance, or reimbursement after the expense has been incurred.)
- An officer or employee of Mercy College of Ohio who is employed in the Office of Financial Aid or who otherwise has responsibilities with respect to education loans, or an agent who has responsibilities with respect to education loans, shall not accept from any lender or affiliate of any lender any fee, payment, or other financial benefit (including the opportunity to purchase stock) as compensation for any type of consulting arrangement or other contract to provide services to a lender or on behalf of a lender relating to education loans.

Mercy College of Ohio shall not:

- For any first-time borrower, assign, through award packaging or other methods, the borrower's loan to a particular lender; or
- Refuse to certify, or delay certification of, any loan based on the borrower's selection of a particular lender or guaranty agency.
- Mercy College of Ohio shall not request or accept from any lender any offer of funds to be used for private education loans, including funds for an opportunity pool loan, to students in exchange for the institution providing concessions or promises regarding providing the lender with:
 - A specified number of loans made, insured, or guaranteed under Title IV;
 - A specified loan volume of such loans; or
 - A preferred lender arrangement for such loans.
 - "Opportunity pool loan" means a private education loan made by a lender to a student attending the institution or the family member of such a student that involves a payment, directly or indirectly, by such institution of points, premiums, additional interest or financial support to such lender for the purpose of such lender extending credit to the student or the family (20 U.S.C.A. §1094(e) (5) (B)).
- Mercy College of Ohio shall not request or accept from any lender any assistance with call center staffing or Office of Financial Aid staffing.
- Any Mercy College of Ohio employee who is employed in the Office of Financial Aid, or who otherwise has responsibilities with respect to education loans or other student financial aid, and who serves on an advisory board, commission, or group established by a lender, guarantor, or group of lenders or guarantors, shall be prohibited from receiving anything of

value from the lender, guarantor, or group of lenders or guarantors, except that the employee may be reimbursed for reasonable expenses incurred in serving on such advisory board, commission, or group.

- Any and all reimbursement received for any service on advisory boards, commissions or other groups by lenders, servicers or guarantors must be reported annually to the Department of Education by Mercy College of Ohio.

STUDENT AFFAIRS

The Division of Student Affairs includes the Vice President of Student Affairs/Dean of Students, the Student Success Center, Office of Campus Ministry and Service Learning, Office of Student Life, Office of Career, Professional Development, and Retention, Office of Accessibility, the Testing Center, and Office of Diversity and Inclusion. Services are provided for both the Toledo campus and Youngstown location.

Mission

The Division of Student affairs, guided by the Mission and Values of Mercy College, provides supportive and educational programs, services, and resources that enhance the individual student experience.

Guiding Philosophy

We will incorporate the Mission, Vision, and Values of Mercy College by welcoming all students into an inclusive and vibrant campus community that celebrates God's love for all.

We will inspire, challenge, and empower the college community by providing engaging opportunities that cultivate academic success, leadership development, spirituality, service, social justice, and wellness.

We will foster a culture of reflection, evaluation, and assessment in order to ensure impact in students' personal and professional transformations.

SUPPORT SERVICES

A variety of support services are available to assist students at both the Toledo campus and Youngstown location. These services include advising, tutoring, personal counseling, accessibility, career and professional development, campus ministry, community engagement, and student life.

STUDENT SUCCESS CENTER (Formerly known as Academic Resource Center)

The Student Success Center incorporates dedicated professional academic advisors, tutors, and mental health counselors who offer guidance and resources to Mercy College Students. Consistent with the Mission, Vision, Values, and Strategic Plan of Mercy College, the mission of the Student Success Center is to guide and empower students to develop holistically into lifelong learners and to succeed in college and beyond. The Student Success Center staff recognizes the diverse needs of students and aims to promote academic excellence within students by providing exceptional services designed to strengthen the engagement of students within Mercy College.

ACADEMIC ADVISING

Academic advisors help a student navigate his/her academic journey. The academic advisors assist the student to clarify personal and career goals, develop consistent educational goals and plans, and evaluate progress toward established goals. Academic advisors also provide information to the student about the extensive network of support services available.

TUTORING

Tutors provide supplemental instruction and guidance to the student in meeting course requirements. Tutoring services are provided in the areas of nursing, math, science, and writing. In addition to academic support, the student is assisted in making adjustments to college life in the areas of decision-making, goal setting, time management, and study skills.

Youngstown

All nursing students at the Youngstown location are advised by the Nursing Advisor and/or the Nursing Program Director. Students at the Youngstown location have access to a dedicated Nursing Tutor in addition to all tutors at the Toledo campus.

COUNSELING AND WELLNESS SERVICES

As a part of the Student Success Center, Counseling and Wellness Services promote the growth and wellness for all students through personal counseling, group counseling, campus programming, and crisis response. Confidential services provided by a licensed mental health professional are available to assist a student in resolving personal difficulties to help promote holistic development. Counseling and Wellness Services are available on both the Toledo campus and at the Youngstown location. Appointments can be scheduled by:

- Counseling Services online form: <https://mercycollege.edu/forms/request-counseling-services-form>
- Walk-in
- Email
- Phone at 419-251-1454 (Toledo), 330-480-2874 (Youngstown)
- Counseling website at <https://mercycollege.edu/student-affairs/student-success/counseling-wellness>

More information on the Mercy College Student Success Center is available on the Student Success Center website at <https://www.mercycollege.edu/success>

OFFICE OF DIVERSITY AND INCLUSION

The Office of Diversity and Inclusion collaborates with other campus constituencies to promote the recruitment and retention of faculty, staff, and students from underrepresented groups, to incorporate inclusion in the curriculum, and to identify opportunities for student success.

Diversity Statement

Mercy College of Ohio strives to be an inclusive environment in which faculty, staff, students, and the greater community are respected and embraced regardless of variations in thoughts, experiences, values, and traditions.

Diversity and Inclusion Committee

The Mercy College Diversity and Inclusion committee is comprised of students, faculty, and staff who have a passion for promoting diversity by fostering an inclusive campus environment. The committee will serve in an advisory capacity to Mercy College's executive leadership and monitor the effectiveness of diversity initiatives consistent with the mission of the Office of Diversity and Inclusion.

OFFICE OF ACCESSIBILITY AND TESTING CENTER

Accessibility

The mission of the Office of Accessibility is to provide equal access to all students and to enhance academic and personal development through advocacy, education, and accommodation. The goal is to create a supportive community that promotes awareness and understanding of students with disabilities. The office gives reasonable and appropriate accommodations, assists students with self-advocacy, provides academic support, and ensures compliance with state and federal disability laws (ADA/Section 504).

Services Offered:

- Accommodations for students, including but not limited to: alternative testing, alternative format texts, note-taking services, enlarged material, interpretation (ASL), transcription, extension on assignments, and flexible attendance.
- Education for faculty and staff, students, and the community.
- For students with approved testing accommodations, the Testing Center provides secure test proctoring services to include distraction-reduced space, private space, and screen reader software.

Information regarding Accessibility Services and how to request accommodations can be found at <https://mercycollege.edu/student-affairs/accessibility>

For accommodations in Toledo, students should contact (419) 251-1784. For accommodations in Youngstown, students should contact (330) 480-2874.

Testing Center

The Mercy College of Ohio Testing Center is available to students for the following:

- Academic testing with accommodations
- Make-up exams or quizzes
- Credit by exam
- Placement exams
- Third-party verification for distance education-proctored exams

More information is available on the Mercy College of Ohio Testing Center webpage at <https://mercycollege.edu/student-affairs/testing-center>. For Testing Center information in Toledo, students should contact (419)251-2106. For Testing Center information in Youngstown, students should contact (330-480-2874).

OFFICE OF CAREER, PROFESSIONAL DEVELOPMENT, AND RETENTION

Career and Professional Development

Career and professional development services along with the Career Center are available to all students and alumni.

Services offered include:

- Job Search process and tips
- Career/Job Fairs
- Online career resources (College Central Network, LinkedIn, etc.)

- Career Center resource library
- Classroom presentations
- Networking events and skill development
- Professionalism skill development
- Cover Letter and Resume development
- Interviewing skills

More information is available at <https://mercycollege.edu/student-affairs/career-services> or 419-251-1339.

Retention

Early Alert Referral System (EARS)

The Early Alert Referral System (EARS) is used by faculty and/or staff to submit concerns to the Office of Retention about students who may be experiencing academic or personal difficulties. Referred students will be provided resources, options, and/or potential solutions from a number of sources. Referred students should remain in contact with their faculty and academic advisor to develop an educational plan for a successful semester.

OFFICE OF STUDENT LIFE

Student Life is committed to students' development and college success through intentional co-curricular engagement experiences. The office provides oversight for student government, student organizations, leadership programs, Student Orientation and Registration (SOAR), and campus-wide programming and recognition events.

- Student Government Association (SGA) – This is the governing organization of the Mercy College of Ohio student body. SGA has a fiscal responsibility in developing an allocation process for the student activity fee.
- Registered Student Organizations (RSOs) – Active membership in student organizations is an excellent way for a student to meet and work with his/her peers, gain and further enhance leadership skills, and positively contribute to the Mercy College community. A full list of current and active RSOs is available at: <https://mercycollege.edu/student-affairs/student-life>
- Leadership Programs – Components, which are grounded in the Mercy College Values and a servant leadership model, include the Student Leader Retreat, a Leader Scholar program, and a Leadership Series.
- Student Orientation and Registration (SOAR) – The SOAR program prepares a new Mercy College student for success in his/her academic endeavors and provides an opportunity to learn more about the campus community. Additional SOAR information can be found at <https://mercycollege.edu/admissions/admitted/soar-information>

OFFICE OF CAMPUS MINISTRY AND SERVICE LEARNING

The Office of Campus Ministry serves the needs of students from all religious backgrounds. In this setting of religious diversity, the goal of campus ministry is to encourage the exploration and

expression of spiritual values in the midst of the College community. This is accomplished in the areas of community building, worship, service learning, and volunteer activities.

More information is available at <https://mercycollege.edu/student-affairs/service-learning> or (419) 251-1866.

Hoffman Ambassadors

Through the Office of Campus Ministry and Service Learning, students are selectively chosen to serve as Mercy College Hoffman Ambassadors. Hoffman Ambassadors are provided a variety of opportunities to enhance civic responsibility, leadership development, and service learning experiences. Ambassadors will:

- Gain a better understanding of values, integrity, ethics and accountability through training, common reading and programming on and off campus.
- Meet and reflect through participation in activities and group discussions.
- Complete 250 service hours over a twelve-month period, starting at the beginning of the academic year. Hours include service in the community and to the College, training, and leadership workshops.
- Receive a \$3,000 scholarship per year from the College.

Interested students should contact the Director of Campus Ministry and Service Learning at 419-251-1866.

CLOTHING STORE

Mercy College apparel, basic school supplies, and other items are available for purchase through the College Clothing Store, located on the sixth floor of the Jefferson building on the Toledo campus and in the Cardiac building, on the fourth floor, in Youngstown.

FOOD SERVICES

The cafeteria is available Monday through Friday for students in Toledo and Youngstown. Most clinical/practicum locations also have cafeterias available for students to purchase items.

Vending machines can be found on the ground, second, third, fifth floors, and in the student lounge on the Toledo Campus. Vending machines are located throughout the St. Elizabeth's Hospital for students in Youngstown to purchase items.

IDENTIFICATION BADGES

The student will be issued an identification badge during the first term. The badges can be obtained from the Student Affairs Coordinator on the Toledo campus or the Student Support Services Coordinator in Youngstown. The badge is used for various purposes, including discounted meals and access to clinical agencies. It should be worn at all times when on campus or at affiliated agencies. The badge will be deactivated upon graduation, withdrawal, or a leave. There is a \$12 fee for replacement badges.

TRANSPORTATION

The student is responsible for his/her own transportation to and from the College and clinical agencies. The use of public transportation and car pools is encouraged.

STUDENT AFFAIRS POLICIES

Current and detailed information on policies applying to students can be found on the Mercy College compliance webpage at <https://mercycollege.edu/about/compliance-consumer-information>.

STUDENT CODE OF CONDUCT

The purpose of the Student Code of Conduct at Mercy College of Ohio is to provide an environment conducive to student learning guided by the Values of the College:

- Compassion
- Excellence
- Human Dignity
- Justice
- Sacredness of Life
- Service

Student learning takes place in the following formats:

- Classroom (face-to-face)
- Online (Distance Education)
- Laboratories (Assessment labs, skills labs, science labs, etc.)
- Clinical Settings
- Student Activities (both on and off-campus)

Students who participate in the learning environment at Mercy College of Ohio must conduct themselves with the highest level of professional and ethical behavior regardless of the setting.

Professional and Ethical Conduct mean that students will demonstrate the following:

- Honesty
- Integrity
- Responsibility
- Accountability
- Confidentiality
- Respect for others
- Comply with college policies and procedures
- Provide care in a safe manner for all clients and/or patients
- Seek assistance as needed for learning and/or care of clients/patients

In cases where students engage in questionable or inappropriate conduct, the student(s) is/are subject to disciplinary action.

Examples of inappropriate conduct include, but are not limited to the following:

- Criminal violation of local, state, and/or federal laws.

- Violation of college policies and procedures as outlined in the college catalog, program handbooks, as well as the student housing handbook.
- Knowingly furnishing false academic or personal information to college faculty, staff, or administration; forgery; or tampering with college documents, records, and identification cards with the intent to deceive or commit fraud.
- Misuse of fire safety equipment, including sending a false fire alarm and/or tampering with fire extinguishers or other safety equipment; tampering with plumbing and lighting fixtures outside of normal use; and inappropriate usage of library materials and/or any other private property on the campus.
- Actual or attempted violation of the computer use policy, computer security, and/or tampering with computer software equipment.
- Possession or use of unauthorized weapons (such as firearms, knives, bows, and arrows, and martial arts weaponry), explosives (including fireworks), and dangerous chemicals.
- Use, possession, or distribution of illegal and controlled substances (such as marijuana and cocaine), and violation of state laws and college policies governing the use, possession, and distribution of alcoholic beverages.
- Involvement in acts of public indecency, disorderly conduct, and/or use of lewd, indecent, or obscene language.
- Unprofessional behavior in the classroom, online environment, clinical settings or on- or off-campus activities.
- Violation of the Hazing Policy, or other serious forms of physical or mental harassment, abuse, threats, or intimidation, racial harassment, or action, which intentionally subjects another person to public ridicule.
- Unauthorized entry to college facilities and/or possession of keys or duplicate keys.
- Academic dishonesty such as cheating, plagiarism, and violation of copyright laws.
- Gambling on any supervised properties of the college.
- Disruption of the learning environment.
- Conduct that threatens or endangers the health and/or safety of the college community.
- Bullying or cyber bullying.
- Violation of the Tobacco/Smoking Policy.
- Breach of client/patient confidentiality.
- Unsafe clinical practices.

Depending on the severity of the inappropriate conduct, Mercy College of Ohio reserves the right to begin the disciplinary process at any of the steps listed below:

Students who are seeking admission, admitted to, or participating in an online program will adhere to the same policy and procedures, however, their meetings may be held using electronic technologies (phone, internet conference, conference call, or web camera, etc.).

Recordings may occur during the investigation process. The only official recording for the purposes of the investigative process will be that of the Vice President of Student Affairs/Dean of Students and/or his/her designee.

Step 1: Verbal Warning

Faculty and/or staff who are notified of student misconduct or who observe a student engaging in inappropriate behavior will discuss the behavior/misconduct with the student in private. A report documenting the verbal discussion will be forwarded to both the program director and division dean for academic misconduct, and to the Vice President of Student Affairs for non-academic misconduct. The report is completed using the College Disciplinary Form and is kept in a confidential file in the appropriate office/offices (program director and dean or Vice President of Student Affairs).

Step 2: Written Warning

If the student misconduct from Step 1 is unresolved or if there are additional violations of the Student Code of Conduct, the student misconduct will be reported to the appropriate program director. If the program director was involved in Step 1 or observes the inappropriate misconduct, the program director will report the misconduct to the division dean. The program director or division dean, or the Vice President of Student Affairs will meet with the student and prepare a written warning using the College Disciplinary Form. An action plan that includes present and future consequences of continued inappropriate behavior/misconduct will be written and the student may be referred to additional College personnel (accessibility services, counseling center, and student success center just to name a few). A copy of the written warning and written action plan will be placed in the student's file and removed at graduation if no further violations occur. The program director will monitor the student's conduct.

Step 3: Suspension, Dismissal, Expulsion, and Other

Serious or illegal misconduct will begin at Step 3 of the discipline process. Students who have unresolved and or continued inappropriate conduct from Step 2 will progress to Step 3, and they will meet with their respective division dean or the Vice President of Student Affairs to review the written action plan that was developed in Step 2 and to activate the consequences identified as part of that written action plan.

Students who have serious or illegal violations of the misconduct policy will be reported to the division dean or to the Vice President of Student Affairs. Students may be temporarily suspended pending investigation of the alleged serious or illegal misconduct. For illegal misconduct, the College will make a report to the appropriate legal authority. The division dean or Vice President of Student Affairs will make a decision on the disciplinary action to be imposed.

The division dean or Vice President of Student Affairs will document his/her discussion and activation of consequences on the College Disciplinary Form for those students who have continued from Step 2.

Within ten business days of meeting with the division dean or the Vice President of Student Affairs, students will be notified in writing of the discipline to be imposed by the division dean or Vice President of Student Affairs. The College Disciplinary Form will be signed by the division dean or Vice President of Student Affairs and placed in the student's permanent file.

The student may appeal the findings or imposed consequences as outlined in the Student Code of Conduct Appeal Procedure.

For those students who have a serious or illegal misconduct violation, the division dean or Vice President of Student Affairs will render a decision based on the findings of his/her investigation. The division dean or the Vice President of Student Affairs will complete and sign the College Disciplinary Form that will be placed in the student's permanent file. This form will outline the misconduct violation, findings of the investigation, discipline imposed, and written action plan (if applicable). The student will be provided with written notification of the findings, the discipline imposed along with a written action plan (if applicable). Since time for investigations varies, every effort will be made to notify the student within a reasonable timeframe.

The division dean or designee will monitor the student's conduct. Further repeated violations of misconduct may result in temporary suspension, suspension, dismissal, or expulsion from the College. Referrals may be made to other College personnel (See Step 2).

The student may appeal the findings or imposed consequences as outlined in the Student Code of Conduct Appeal Procedure.

Mercy College of Ohio reserves the right to suspend, dismiss, or expel students from the College or college-related activities for inappropriate behavior or misconduct.

Definitions

Temporary Suspension: Students are suspended from all college classes and activities and not permitted to be on College property or assigned clinical sites for the period of time during which an investigation is being conducted or the discipline is occurring.

Suspension: A student can be suspended from all college classes and activities and not permitted to be on College property or assigned clinical sites for a specified period due to an infraction of the Student Code of Conduct.

Dismissal: A student dismissed from a program or the college may be permitted to return to the college through the readmission process.

Expulsion: A student expelled from the college is not permitted to return to the college through the readmission process. Disciplinary action may continue for events that occurred prior to a student's expulsion from the college.

NON-ACADEMIC DISMISSAL/GRADING

If a student is dismissed for non-academic reasons, the student will be dropped or withdrawn from his/her courses based on the add/drop deadline or withdrawal deadline policy depending on the date of the dismissal. If the student is dismissed prior to the add/drop deadline, he/she will be dropped from all courses. If the student is dismissed after the add/drop deadline but during the withdrawal period, he/she will be withdrawn from all courses and receive a grade of "W". If the student is dismissed after the withdrawal period, he/she will be withdrawn from all courses and receives grades of "WP" or "WF" depending upon the student's grade at the time of the dismissal.

STUDENT APPEALS COMMITTEE

The Student Appeals Committee that hears student complaints is appointed by the Vice President of Student Affairs. The committee is a non-biased group of individuals and serves on an ad hoc basis.

The committee is comprised of the following five individuals:

- Division dean from a division outside the student's program of study.
- Three full-time faculty members (no adjunct faculty members will be included): one from Nursing/Allied Health, one from Arts and Sciences, and one who teaches in the online format in either Nursing/Allied Health or Arts and Sciences.
- One staff member.

The Committee hears appeals that progress to Step 3 of the disciplinary process.

Students disputing the discipline issued by a division dean or by the Vice President of Student Affairs may secure the [Student Code of Conduct Appeals and Grievance Form](#) from the College website and file the appeal no later than five business days after the student's receipt of the final decision or written action plan as set forth in the Student Discipline Procedure.

- **Step 1:** Upon receipt of a student appeal that is filed in a timely manner, the Vice President of Student Affairs or his/her designee will organize the ad hoc committee of five individuals within five business days. At times, the five business days may have to be extended depending on the circumstances. The Vice President of Student Affairs will inform all parties of the student appeal and the division dean from outside the student's program of study will call and chair the meeting of three faculty members and one staff member (all five members of the committee are voting). The student and any other party who was part of the original disciplinary procedure will attend the meeting to present relevant information. The student and the other party may have a support person attend the appeal meeting; however, the support person must agree to strict confidentiality and may not participate in the hearing.
- **Step 2:** The dean who serves as chair presides over the meeting that reviews all relevant materials and hears the relevant information presented by the student and other party. The other four voting members of the committee will make a recommendation to the presiding dean.
- **Step 3:** The dean will be the deciding vote in case of ties. The dean shall make a decision within five business days and he/she will provide written notification of the decision to all parties including the committee members. Written notification may extend beyond five business days if circumstances warrant the extension. The decision of the committee will be final and binding.
- **Step 4:** The dean will place a copy of the signed and dated written decision in the separate appeal file that is maintained in the office of the Vice President of Academic Affairs.

Any student who has filed a Student Code of Conduct Appeal should continue to attend all classes and clinical assignments unless notified to the contrary.

CONFIDENTIALITY POLICY

The purpose of this policy is to educate users of their rights and responsibilities regarding confidential information. This policy applies to students, faculty, staff, and anyone else who has authorized access to Mercy College of Ohio ("the College") information including vendors and agents associated with the College.

The College is the owner of the confidential information it collects. The College reserves the right to deny access to those who fail to use such information in accordance with this policy. Users must adhere to all applicable laws such as HIPAA and FERPA and to all College policies.

- I. The College expects all users to meet the highest standards of ethics and responsibility.
- II. The College is committed to protecting the privacy of its students, alumni, parents, faculty, and staff. Students, faculty, staff, and anyone else authorized to use college confidential information are responsible for reading, understanding and complying with this Privacy and Confidentiality Policy.
- III. The College strives to educate the College community in responsible use and will respond when violations are pointed out. Questions regarding this policy should be directed to the Chief Compliance Officer or Vice President of Student Affairs or the Vice President of Academic Affairs.
- IV. Students who are found in violation of this policy will be subject to the Student Code of Conduct.
- V. Faculty and staff who are found in violation of this policy will be subject to disciplinary action.

ACCESSIBILITY/ADA/504

To provide for equal access, Mercy College of Ohio is committed to making individuals with disabilities full participants in its programs, services, and activities through compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

Responsibility for Equal Access

It is the policy of Mercy College of Ohio that no otherwise qualified individual with a disability shall be denied access to the benefits of, or participation in, any program, service, or activity offered by the College. As such, individuals with disabilities have a right to request reasonable accommodations. Specifically, the College does not discriminate on the basis of disability in its admission, recruitment, academics, research, financial aid, counseling, employment assistance, and/or any other service, facility, or privilege available to students or potential students. Further, the College does not screen out, exclude, expel, limit, or otherwise discriminate against an individual seeking admission as a student, or an individual enrolled as a student, based on disability. All College representatives, including faculty, staff, and students are responsible for the implementation of this policy and adherence to the principles of equal access.

Initiating Consideration for Accommodation

Students who are seeking assistance from the Office of Accessibility, on the basis of a specific disability are responsible for:

- a) Contacting the Office of Accessibility. Students bear the responsibility for disclosure of a disability and the request of services. Official notification usually must be done by the person requesting services, depending on the nature of the disability.
- b) Providing complete, adequate, and current documentation from an appropriately qualified professional regarding the disability and the need for accommodations (see the following

Documentation Guidelines below.) Students are responsible for costs associated with obtaining the appropriate documentation.

- c) Notifying the College of accommodation requests prior to the beginning of a semester in order to provide the granted accommodation. However, accommodation requests can be made and will be considered at any time. Please note that granted accommodations are not effective retroactively so that a student will not be able to retake exams or redo assignments that were originally completed before he or she asked for and received an accommodation.

In order for Mercy College to fully determine eligibility for services and evaluate requests for accommodations or auxiliary aids, the Office of Accessibility needs documentation of the disability.

Reasonable Accommodations

Reasonable accommodations include modifications to policy, procedure, or practice and the provision of auxiliary aids and services that are designed to provide equal access to programs and services for qualified individuals with disabilities. Accommodations are reasonable when they do not pose a direct threat to health, safety, or quality of care; when they do not fundamentally alter the nature of a program or service; and when they do not represent an undue financial or administrative burden.

Definition of Disability

The United States' Americans with Disabilities Act (ADA) defines "disability" as "having a physical or mental impairment that substantially limits one or more of the major life activities." In addition, the ADA protects individuals from discrimination if they have a record of such impairments or if they are regarded as having such impairments. Additional protections are provided through Section 504 of the Rehabilitation Act of 1973.

Essential Elements of Disability Documentation

1. **The credentials of the evaluator(s).** Documentation should be provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected (e.g., an orthopedic limitation might be documented by a physician, but not a licensed psychologist).
2. **A diagnostic statement identifying the disability.** Documentation should include a clear diagnostic statement that describes how the condition was diagnosed, provide information on the functional impact, and detail the typical progression or prognosis of the condition. When appropriate, include diagnostic codes from the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Classification of Diseases (ICD).
3. **A description of the diagnostic methodology used.** As appropriate, documentation should include a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with the norming population identified) within the report is

recommended. Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended.

4. **A description of the current functional limitations.** Information on how the disabling condition(s) currently impacts the individual provides useful information for both establishing a disability and identifying possible accommodations. Documentation should be thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency, and pervasiveness of the condition(s). A combination of the results of formal evaluation procedures, clinical narrative, and the individual's self-report will be reviewed. While recent documentation is recommended in most circumstances, discretion will be used in accepting older documentation of conditions that are permanent or non-varying. Likewise, changing conditions and/or changes in how the condition impacts the individual may warrant more frequent updates in order to provide an accurate picture. The need for recent documentation depends on the facts and circumstances of the individual's condition.
5. **A description of the expected progression of stability of the disability.** Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts. If the condition is not stable, information on interventions for exacerbations and recommended timelines for re-evaluation are most helpful.
6. **A description of current and past accommodations, services, and/or medications.** Documentation should include a description of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness (and side effects) in ameliorating functional impacts of the disability.
7. **Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services.** Recommended accommodations and strategies should be logically related to functional limitations; if connections are not obvious, a clear explanation of their relationship can be useful in decision-making. Mercy College has no obligation to provide or adopt recommendations made by outside entities.

High school special education evaluations, Summary of Performance (SOP), or Individual Educational Program (IEP) documentation, while helpful, may not provide adequate information to document a disability. In addition, references to academic weaknesses/learning differences/test anxiety alone may not substantiate a learning disability diagnosis.

Specific Disability Documentation

Learning Disabilities:

Psycho-educational assessment conducted by the diagnosing licensed psychologist, psychiatrist, or other appropriately credentialed professional specializing in learning disabilities.

Psycho-educational Testing:

The comprehensive psycho-educational test battery should include intelligence/ability testing and educational/achievement testing. A full diagnostic report, including all standard test scores

as well as subtest scores and the evaluator's narrative is recommended. Assessments should be normed for adults, i.e. WAIS-III rather than WISC-III.

Attention Deficit Disorder:

Psychological/Psycho-educational assessment conducted by the diagnosing licensed psychologist, psychiatrist, or other appropriately credentialed professional.

Psychological Disabilities:

Psychological assessment conducted by the diagnosing licensed psychologist, psychiatrist, or other appropriately credentialed professional.

Speech and Hearing:

Full report of assessments conducted by the diagnosing licensed speech/hearing specialist, audiologist, or other appropriately credentialed professional.

Visual:

Full report of assessments conducted by the diagnosing licensed ophthalmologist, optometrist, or other appropriately credentialed professional.

Mobility:

Evidence of substantial limitation in upper and/or lower extremity mobility. As appropriate, this may or may not include full report of assessments conducted by the diagnosing licensed medical doctor/physician or other appropriately credentialed professional.

Review of Documentation and the Determination of Accommodation

All documentation will be reviewed on an individual, case-by-case basis. This calls for an individualized inquiry, examining the impact of a disability on the individual and within the specific context of the request for accommodations. There is no list of covered disabilities or accepted diagnostic criteria.

1. **Determination of accommodations is an interactive process.** The Director of Accessibility may contact the evaluator, as necessary and with the student's permission, for clarification of any information (tests results, conclusions, recommendations, etc.) contained in the documentation. An interview with the student will be conducted in order to inquire about the disability, understand its impacts, and identify appropriate accommodations. The institution and the individual with a disability will determine appropriate accommodations.
2. **Documentation of a specific disability does not translate directly into specific accommodations. Reasonable accommodations** are individually determined and based on the functional impact of the condition and its likely interaction with the environment. As such, accommodations may vary from individual to individual with the "same" disability diagnosis and from environment to environment for the same individual.

Accommodations granted at Mercy College of Ohio in no way guarantee that the same accommodations will be granted at other institutions, testing centers, or licensing agencies. Students are solely responsible for pursuing accommodations at other institutions, testing centers, or licensing agencies. The Office of Accessibility may assist in the process at the student's request.

Process of Approved Accommodations

Once an accommodation has been granted, the student's instructors will receive, by the student's request, email notification from the Office of Accessibility to verify the accommodations each semester. Students with accommodations are also responsible to speak with each of their instructors about their needs and work with them to enhance their learning.

Students with accommodations are to submit their testing schedule to the Student Affairs Coordinator at the beginning of each semester if their tests will be proctored in the Testing Center. Students who have received accommodations may request modifications to those accommodations at any time.

Academic Honesty & Integrity

An accommodation based on a student's disability may relate to the administration of testing, examinations, or other coursework. Students provided with such accommodations must continue to adhere to the College's Academic Honesty & Integrity Policy and to the Student Code of Conduct/Discipline Protocol. Failure to adhere to either of these policies may result in disciplinary action.

TITLE IX, VIOLENCE AGAINST WOMEN AND CAMPUS SAVE POLICY

Mercy College of Ohio does not discriminate on the basis of sex, gender, or sexual orientation in its educational programs and activities. Mercy College is committed to building and preserving a community in which its members can learn, work, live, and conduct business together free from all forms of sexual misconduct exploitation, intimidation, harassment, and violence. This policy addresses the ten areas a sexual misconduct policy should address according to the 2014 White House Task Force to Protect Students from Sexual Misconduct as outlined on the www.notalone.gov website.

This policy addresses the requirements of Title IX of the Education Amendments of 1972 a federal law prohibiting sex discrimination in federally-funded education programs and activities. This policy applies to all students, employees, and third-party vendors on campus, including visitors and guests. Title IX states as follows:

No persons in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Discrimination on the basis of sex includes sex discrimination, sexual harassment, sexual assault, sexual violence, and sexual exploitation/misconduct (as defined below). Title IX prohibits sex discrimination in both the educational and employment settings, so this policy applies to administration, faculty, staff, and students regardless of sexual orientation or gender identity and also applies to third parties.

This policy also addresses the requirements of the Campus Sexual Violence Elimination Act, or Campus SaVE Act, a 2013 amendment to the federal Jeanne Clery Act. The SaVE Act addresses sexual violence in the form of sexual assault, domestic violence, dating violence, and stalking.

Mercy College of Ohio encourages victims of sexual assault and violence to talk to the Title IX Coordinator, Deputy Title IX Coordinator or Counselor at the institution about what happened, so victims can get the support they need and the College can respond. Different employees at the College have different abilities to maintain a victim's confidentiality. For complete details please refer to the College's [Confidentiality Policy](#).

Minors

Students under the age of 18 may enroll full or part-time at Mercy College of Ohio. In addition to having students who are minors enrolled, Mercy College hosts minors as guests and as participants in a variety of programs. In accordance with Mercy College of Ohio policy 176 (Minors on Campus) and as well as Ohio law, any employee who knows or has reasonable cause to suspect that a minor has been subjected to abuse or neglect, may be subjected to abuse or neglect, or faces a threat of abuse or neglect shall immediately make a report to the appropriate officials (please refer to Mercy College policy 176 for options). In certain instances, mental health professionals, counselors, clergy and law enforcement are imposed to report certain crimes involving minors, and abuse, to appropriate officials as well. Further, all responsible employees will report suspected violations of this policy, whether the complainant or respondent is a minor, to the Title IX Coordinator/Deputy Title IX Coordinator. Clery Act reporting of offenses for statistical purposes occurs whether victims are minors or adults.

Mercy College will notify parents/guardians of minor students/guests/participants of any possible child abuse or neglect, as well as any possible violation of this policy, whether the minor is the complainant or the respondent. The College also reserves the right to designate which college officials have a need to know about incidents that fall within this policy, pursuant to the Family Educational Rights and Privacy Act (FERPA).

Title IX Coordinator/Deputy Title IX Coordinator

Title IX Coordinator

The Title IX Coordinator is responsible for the prompt and objective investigation of reports and allegations of sexual misconduct, as well as training, education, communication, and administration of grievance procedures for handling complaints alleging violations of this policy. In the absence of the Title IX Coordinator, the Deputy Title IX Coordinator will assume all responsibility for compliance relative to Title IX.

Deputy Title IX Coordinator

The Deputy Title IX Coordinator is responsible for implementing and monitoring policy compliance at Youngstown. This includes working with the Title IX Coordinator for training, education, communication, and administration of grievance procedures for handling complaints alleging violations of the policy at Youngstown. The Deputy Coordinator is responsible for informing the Title IX Coordinator of alleged violations and procedures to address these violations at Youngstown. In the absence of the Deputy Title IX Coordinator at Youngstown, the Title IX Coordinator will assume all responsibility for compliance relative to Title IX.

Definitions

The following definitions are taken from the federal government's Not Alone website www.notalone.gov and other federal sources (e.g., U.S. Department of Justice).

Complainant

The term used for an individual who files a complaint under the College's grievance procedures or an individual or organization filing a complaint with the U.S. Departments of Education or Justice.

Consent

Consent must be informed, voluntary, and mutual, and can be withdrawn at any time. There is no consent where there is force, expressed or implied, or when coercion, intimidation, threats or duress is used. Whether a person has taken advantage of a position of influence over another person may be a factor in determining consent. Silence or absence of resistance does not imply ongoing future consent with that person or consent to that same sexual activity with another person. Past consent does not imply future consent.

If a person is mentally or physically incapacitated or impaired so that such person cannot understand the fact, nature, or extent of the sexual situation, there is no consent; this includes impairment or incapacitation due to alcohol or drug consumption that meets this standard, or being asleep or unconscious.

Dating Violence

Dating violence is defined as violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim, and where the existence of such a relationship shall be determined based on a consideration of the following factors:

- The length of the relationship,
- The type of relationship, and
- The frequency of interaction between the persons involved in the relationship.

Domestic Violence

Domestic violence is defined as a pattern of abusive behavior that is used by an intimate partner to gain or maintain power and control over the other intimate partner. Domestic violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person. This includes any behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure, or wound someone.

Gender-Based Harassment

Gender-based harassment is unwelcome conduct of a nonsexual nature based on a student's actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes.

Hostile Environment

A hostile environment exists when sex-based harassment is sufficiently serious to deny or limit a student's ability to participate in or benefit from the College's programs or activities. A hostile environment can be created by anyone involved in a College program or activity including administrators, faculty, staff, students, and campus visitors.

Incapacitation

Incapacitation is defined as the lack of physical or mental ability to make informed, rational judgments. Examples of incapacitation include unconsciousness, sleep, and blackouts.

Intimidation

Unlawful act of intentionally coercing or frightening someone to do (or to not do) something against his or her will.

Preponderance of the Evidence

To find an individual in violation of sexual misconduct only a preponderance of evidence standard needs to exist. This means it is “more likely than not” that the violation occurred and is less strict than “proof beyond a reasonable doubt.” The evidence does not have to be “clear and convincing”.

Respondent

The party against whom an appeal, motion, or allegation has been made.

Responsible Employee

Employees who are required to report knowledge of gender discrimination to the Title IX Coordinator or Deputy Title IX Coordinator. All Mercy College employees are designated responsible employees, except employees bound by confidentiality (professional counselors and clergy).

Retaliation

Retaliation is defined as no person or other persons shall intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege, or because he/she has made a complaint, testified, assisted, or participated in any manner in an investigation, proceeding or hearing.

Sexual Assault

Sexual assault is actual or attempted sexual contact with another person without that person’s consent. Sexual assault includes, but is not limited to:

- Intentional touching of another person’s intimate parts without that person’s consent;
- Other intentional sexual contact with another person without that person’s consent;
- Coercing, forcing, or attempting to coerce or force a person to touch another person’s intimate parts without that person’s consent; or,
- Rape, which is penetration, no matter how slight, of (1) the vagina or anus of a person by any body part of another person or by an object, or (2) the mouth of a person by sex organ of another person, without that person’s consent.

Sexual Exploitation

Sexual exploitation occurs when a person takes sexual advantage of another person for the benefit of anyone other than that person without that person’s consent. Example of behavior that could rise to the level of sexual exploitation included, but is not limited to:

- Prostituting another person;

- Recording images or audio of another person’s sexual activity, intimate body parts, or nakedness without that person’s consent;
- Distributing images or audio of another person’s sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not consent to such disclosure and objects to such disclosure; and,
- Viewing another person’s sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person’s consent, and for the purpose of arousing or gratifying sexual desire.

Sexual Harassment

Sexual harassment is unwelcome conduct of a sexual nature, including but not limited to unwelcome sexual advances, requests for sexual favors, or other verbal or nonverbal conduct of a sexual nature, including rape, sexual assault and sexual exploitation. In addition, depending on the facts, dating violence, domestic violence, and stalking may also be forms of sexual harassment.

Sexual Offense

Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent. (a) Rape-The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. (b) Fondling-The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity. (c) Incest—Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law. (d) Statutory Rape—Nonforcible sexual intercourse with a person who is under the statutory age of consent.

Note: Sex Offenses are criminalized under Ohio Revised Code as follows - Rape (ORC 2907.02); Sexual Battery (ORC 2907.03); Gross Sexual Imposition (ORC 2907.05); Sexual Imposition (ORC 2907.06); Unlawful Sex with a Minor (ORC 2907.04)

Stalking

Stalking is defined as a pattern of repeated and unwanted attention, harassment, contact, or any other course of conduct directed at a specific person that would cause a reasonable person to feel fear.

Reporting Procedures and Protocol

The College’s primary concern is the safety of its campus community and members. The use of alcohol or drugs never makes the victim at fault for sexual violence or assault. Moreover, victims should not be deterred from reporting incidents of sexual violence or assault.

Although there is no specific time limit for reporting a suspected violation of this policy, a student or employee who believes that he or she has been subjected to conduct that violates this policy is encouraged to contact the Title IX Coordinator and/or Deputy Title IX Coordinator.

A report to the Title IX Coordinator will result in one of the following:

1. Informal Inquiry and/or Resolution
 - a. May be used to meet confidentiality requests of the reporting party; when there is not a threat to the greater community; when there is not enough information to proceed with formal investigation
2. Formal Investigation
 - b. Investigator will speak with all parties involved, witnesses, and gather evidence.
 - c. Determine if a violation of the Title IX Policy occurred.
 - i. If yes, investigation is forwarded to administrative hearing or hearing panel for adjudication.
 - ii. If no, case is closed.
 - iii. Unfounded: there is not enough information available to make a determination.

Refer to the following for detailed information on these processes.

Confidentiality Requests

A victim of sexual violence or assault may ask that the incident be kept confidential. The College may not be able to grant that request, if in doing so, limits the College's ability to investigate the particular incident or to provide a safe, nondiscriminatory environment for all students. When appropriate and possible, the College may take steps to limit the effects of the alleged sexual misconduct and prevent its recurrence without initiating formal action against the alleged perpetrator or revealing the identity of the student complainant. Examples of steps that may be taken are: providing increased monitoring, supervision, or security at locations or activities where the misconduct occurred; providing training and education materials for students and employees; revising and publicizing the College policies on sexual misconduct; and conducting climate surveys regarding sexual misconduct.

Even absent of confidentiality requests, information will be shared with a limited number of "responsible employees" and kept securely maintained in a secure file in the office of the Title IX Coordinator/Deputy Title IX Coordinator. Responsible employees who are not bound by confidentiality (e.g., licensed counselors, licensed medical professionals, and clergy) should let the student know up front that they must disclose the identity of that student and the incident to the Title IX/Deputy Title IX Coordinator.

All victims of sexual violence or assault are provided with information and options regarding:

- Hospital, medical, nurse forensic examiner availability;
- Seeking personal counseling and advocacy;
- Preserving evidence;
- Making a complaint to local law enforcement and/or Public Safety;
- Calling 911 as needed;
- Victim's rights and College responsibilities regarding judicial non-contact, restraining, protective orders, changing living arrangements, and federal student aid options; and,
- Filing a complaint under this policy.

Criminal Reporting Procedures

Reporting to Public Safety and/or the local police is an option at any time following a sexual violence or assault incident. If the victim chooses not to report to the police immediately, he/she can still make the report at a later time. However, with the passage of time, the ability to gather evidence to assist with criminal prosecution may be limited. Depending on the circumstances, the police may be able to obtain a criminal restraining order on the victim's behalf.

Administrative Reporting to the College

A student, faculty member or staff member who has a complaint against a student, faculty, staff member or other individual involving a suspected violation of this policy or of retaliation should contact the Title IX Coordinator and/or Deputy Title IX Coordinator. All Mercy College Responsible Employees (as defined above) are required to report any suspected violations of this policy. This should occur within twenty-four hours. Ohio law requires all employees with knowledge of a felony to report it to law enforcement. All college personnel shall report conduct prohibited by the College's Anti-Discrimination and Harassment Policy and this Title IX/Sexual Misconduct procedure to the Title IX Coordinator.

To encourage reporting on the part of students, victims of misconduct will not be charged with alcohol, drug and most other policy violations related to their efforts to seek assistance. Contact information for the Title IX and Deputy Title IX Coordinators is listed earlier in the document. The Title IX Coordinator and/or Deputy Title IX Coordinator will provide the victim with written and verbal information regarding the procedures for investigating and addressing the incident.

Content of a Complaint

A complaint should contain the dates and times of the alleged misconduct. The names of persons involved, including potential witnesses, should also be included. The complaint should outline what occurred in as much detail as possible and the redress that is being sought. Finally, the contact information for the complainant (or reporting person) should be included.

Prohibition against Retaliation

Retaliation exists when action is taken against a participant in the complaint process that adversely affects the individual's employment or academic status, and is motivated in whole or in part by the individual's participation, or lack thereof, in the complaint process.

No individual involved in a complaint alleging a violation of this policy or participating in the investigation or resolution of such a complaint shall be subject to retaliation as a result of such activity or participation. Any acts of retaliation, as defined in this policy, shall be grounds for disciplinary action, up to and including dismissal for students and termination for faculty and staff.

Interim Remedial Measures

The Title IX Coordinator and/or Deputy Title IX Coordinator will also discuss with the victim any reasonable interim remedies the College may offer prior to the conclusion of an investigation or potential disciplinary action to reduce or eliminate the negative impact and provide available assistance. Interim protective measures and actions were discussed earlier in this policy.

These interim protective measures and actions may be available whether or not the individual chooses to report the sexual violence or assault to Public Safety/Protective Services or local law enforcement. The Title IX Coordinator and/or Deputy Title IX Coordinator remain available to assist the individual and provide reasonable remedies requested by the individual throughout the reporting, investigative and disciplinary processes, and thereafter.

Health/Counseling/Clergy

The individual may choose to seek advice and assistance from physicians, psychotherapists, professional counselors, clergy, sexual assault and domestic violence counselors and advocates, including individuals who work or volunteer for them.

Civil Lawsuit

The individual may choose to file a civil lawsuit against the respondent, whether or not criminal charges have been filed. A civil lawsuit provides the victim the opportunity to recover actual damages, which may include compensation for medical expenses, lost wages, pain, suffering, and emotional distress.

The victim may also choose to obtain a protective or restraining order. Restraining orders must be obtained from a court in the jurisdiction where the incident occurred. Restraining orders can protect victims who have experienced or are reasonably in fear of sexual violence or assault, including domestic violence, dating violence or stalking. The Title IX Coordinator/ Deputy Title IX Coordinator can offer assistance with obtaining a protective or restraining order.

Clergy Act

The College is obligated to report any incidents of sexual violence or assault on its annual crime statistics under the Clergy Act. The College, under this Act, is also obligated to issue a timely warning when an incident of sexual violence or assault has occurred.

Non-Reporting

The individual is strongly encouraged to report any incident of sexual violence or assault to the police and/or the College's Title IX Coordinator/Deputy Title IX Coordinator so that steps may be taken to protect the College community. However, non-reporting is also an option.

Investigation Procedures and Protocol

An investigation into the report of a violation of the Title IX Policy will be conducted by either the Title IX Coordinator, Deputy Title IX Coordinator, or another faculty/staff member trained in conducting Title IX investigations to determine if a violation of policy has occurred. The investigating officer will commence an investigation no later than seven (7) days after the complaint was made. The purpose of the investigation is to gather all relevant facts from involved parties and provide this information to the hearing officer. During the course of an investigation, the investigating officer may receive counsel from College administrators or other parties as needed. A prompt, fair, and thorough investigation of the complaint will occur. The investigation will be concluded as quickly as possible typically no later than sixty (60) days after the start of the investigation.

Pending Criminal Investigation

Mercy College of Ohio will comply with law enforcement request for cooperation when appropriate. Such cooperation may require the College to temporarily suspend the fact-finding aspect of the Title IX investigation while the law enforcement agency is in the process of gathering evidence. The criminal investigation, however, does not relieve the College of its responsibilities under Title IX. The College will promptly resume its investigation as soon as notified by the law enforcement agency that it has completed the evidence gathering process of its investigation. The parameters of what information may or may not be shared with law enforcement are outlined in a Memorandum of Understanding with Public Safety and local law enforcement.

Content of the Investigation

During the course of the investigation, the investigating officer will conduct interviews with the complainant, respondent, and witnesses. The investigating officer will also collect any non-testimonial evidence including, physical and electronic and will preserve evidence in a manner that protects the quality of the evidence.

Rights of the Parties

During the course of the investigation and resolution of a complaint, the complainant and respondent shall have equal rights, including:

- Respect, dignity, and sensitivity throughout the process.
- Equal opportunity to identify and have considered witnesses and other relevant evidence.
- Similar and timely access to all information considered by the investigating officer.
- Equal opportunity to review any statements or evidence provided by the other party.
- Equal access to review and comment upon any other information independently developed by the investigating officer.
- The respondent will be prohibited from questioning or seeking evidence about the complainant's prior sexual conduct with anyone other than the alleged perpetrator. (This includes clarifying the evidence of a prior consensual dating or sexual relationship between the parties by itself does not imply consent or preclude a finding of sexual misconduct.)
- If the victim does not wish to participate in an investigation or hearing process, the individual has the right to decline.

Both a complainant and a respondent may ask a support person/advisor to accompany him or her at all stages of the process. The support person/advisor does not serve as an advocate on behalf of the complainant or respondent may not be actively involved in any proceedings, and he or she must agree to maintain the confidentiality of the process. Mercy College reserves the right to dismiss a support person/advisor who is disruptive or who does not abide by the limitations in the previous sentence.

Interim Remedial Measures

Pending the outcome of the investigation, Mercy College of Ohio will take steps necessary to protect the parties and the College community. At any time during the investigation, the investigating officer, the Title IX/Deputy Title IX Coordinator may determine interim remedies or protections for the parties involved or witnesses as appropriate. Possible interim measures were identified earlier

in this policy. Failure to comply with the terms of any interim remedial measures or protections may constitute a separate violation of College policy.

Grievance/Adjudication Procedures

If the investigating officer determines a violation of Title IX policy occurred, the matter will be adjudicated in the following manner.

Hearing

1. A Hearing Panel will be established. Its members will consist of the Vice President of Student Affairs and two other individuals from a predetermined pool of trained faculty and staff. If the Vice President of Student Affairs is involved in the investigation process in any way, another member of the Executive Staff will serve on the Hearing Panel.
2. The Title IX Coordinator, Deputy Title IX Coordinator or other investigating officer will present their findings to the Hearing Panel.
3. The complainant and the respondent will be requested to be present at the hearing. If the respondent accepts the findings of the investigation, no hearing is required. If the respondent does not accept the findings, the hearing process will continue and will not exceed thirty (30) business days.
4. The College will maintain documentation of all hearings or other proceedings, which may include various forms (e.g., notes, written findings of fact, transcripts, audio recordings, etc.).
5. Within three (3) business days of the conclusion of the hearing, both the complainant and respondent will simultaneously be informed in writing by the Vice President of Student Affairs of the outcome of the hearing. The letter will state the ruling of “violation” or “no violation” of the policy and any corrective actions/remedies/disciplinary actions or sanctions that will be put into place. A decision will always be reached. The College may disclose to the complainant information about any corrective actions/remedies taken that relate directly to the complainant (e.g., “no contact” order). In no event will the complainant be required to abide by a nondisclosure agreement that would prevent disclosure of the outcome.
6. If there is a finding of policy violation, appropriate, corrective action/remedies/disciplinary actions or sanctions by the College will be taken to:
 - a. Eliminate the policy violation;
 - b. Prevent the recurrence of the violation; and,
 - c. Address the effects of the violation.
7. Recordings, notes, investigations, findings, and determinations will be kept in a secure file within the office of the Title IX Coordinator/Deputy Title IX Coordinator.

Mediation is never appropriate in sexual misconduct cases. However, in all other alleged Title IX violations informal resolution is appropriate if both parties agree. At any point during an informal resolution process either the complainant or respondent can suspend the proceedings and move to formal resolution.

Disciplinary Action

If it is determined that the College’s Title IX Policy was violated, the respondent will be subject to discipline, up to and including dismissal from College employment (employee) or expulsion from the College (student). In cases of sexual assault, the minimum sanction will consist of suspension.

Student Sanctions

The following are possible sanctions that may be imposed upon students or organizations singly or in combination:

Verbal Warning: Students will be counseled privately by faculty, staff, or administration regarding inappropriate behavior or misconduct, and a report will be completed documenting the verbal discussion.

Written Warning: Students will receive a written warning and a corrective action plan will be developed, including present and future consequences of inappropriate behaviors or misconduct.

Temporary Suspension: Students are suspended from all college classes and activities and not permitted to be on college property or assigned clinical sites for the period of time during which an investigation is being conducted or the discipline is occurring.

Suspension: A student can be suspended from all college classes and activities and not permitted to be on college property or assigned clinical sites for a specified period of time.

Dismissal: A student dismissed from a program or the college may be permitted to return to the college through the readmission policy to the College.

Expulsion: A student expelled from the college is not permitted to return to the college through the readmission process. Disciplinary action may continue for events that occurred prior to a student's expulsion from the college.

Other Actions: In addition to or in place of the above sanctions, the Mercy College may assign any other sanctions as deemed appropriate.

Appeals

A complainant or respondent may appeal the determination of a complaint only on the following grounds:

1. There is a substantial likelihood that newly discovered information, not available at the time evidence was presented, would result in a different decision.
2. There was a procedural error significant enough to call the outcome into question.
3. There was a clear error in factual findings.
4. Bias or prejudice was shown on the part of the investigating officer or hearing panel.
5. The disciplinary sanction imposed is disproportionate to the offense.

Appeals must be filed in writing with the President of the College within seven (7) business days of receipt of the written report determining the outcome of the complaint and include:

- Name of the complainant;
- Name of the respondent;
- A statement of the determination of the complaint, including corrective action if any;
- A detailed statement of the basis for the appeal including the specific facts, circumstances, and argument in support of it; and,
- Requested action, if any.

The President will resolve the appeal within fifteen (15) business days of receiving it and may take any and all actions that he/she determines to be in the interest of a fair and just decision. The

decision of the President is final. The President shall issue a short and plain, written statement of the resolution of the appeal, including any changes made to the investigating officer or hearing panel's previous written determination. The written statement shall be provided to the complainant, respondent, and the Title IX Coordinator/Deputy Title IX Coordinator within three (3) business days of the resolution.

Training, Prevention, and Education

In order to promote the awareness of policies against sex discrimination, sexual harassment, and sexual violence or assault (including domestic violence, dating violence, and stalking) and to make victim resources available, a training, prevention, and education program has been established. The following information will be included in a variety of programs for new students and employees and training for students who serve as resident advisors. Ongoing prevention and awareness campaigns for all students, faculty, staff, and administrators will also be conducted. The information included in these programs consists of the following:

- A statement that Mercy College of Ohio prohibits sex discrimination, including sexual harassment, sexual violence or assault, domestic violence, dating violence, and stalking.
- The definitions of sex discrimination, sexual harassment, sexual violence or assault, domestic violence, dating violence, and stalking.
- The definition of consent.
- A statement that sexual violence or assault (including domestic violence, dating violence, and stalking) violates College policy and criminal law.
- Common facts and myths about the causes of sexual violence or assault.
- Safe and positive options for bystander intervention that may be taken by an individual to prevent harm or intervene in risky situations involving these offenses.
- Methods of encouraging peer support for victims.
- A statement explaining the College's primary concern is the safety of members of the College community; that the use of alcohol or drugs never makes the victim at fault for sexual violence or assault; and that students or employees who are victims should not be deterred from reporting incidents out of concern that they might be disciplined for related violations of drug, alcohol, or other College policies.
- How to recognize warning signs of abusive behavior and how to avoid potential attacks.
- What someone should do if she/he has been a victim of, or witness to sex discrimination, sexual harassment, sexual violence or assault, domestic violence, dating violence and stalking.
- Individuals to whom incidents may be reported.
- The availability of, and contact information for, campus and community resources for sexual violence or assault victims.
- College policies and disciplinary procedures available for addressing alleged violations and the consequences of violating these policies. Such proceedings shall:
 - Provide a prompt, fair, and impartial investigation and resolution;
 - Be conducted by officials who receive annual training on issues related to sex discrimination, sexual harassment, sexual violence, domestic violence, dating

violence, and stalking, and how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability.

- The complainant and the respondent are entitled to the same opportunities to have others present during a disciplinary proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice.
- Both the complainant and the respondent shall be simultaneously informed in writing of:
 - The outcome of any disciplinary proceedings that arises from an allegation of sexual violence, domestic violence, dating violence, and stalking;
 - The College's procedures for the accused to appeal the results of the disciplinary proceeding;
 - Any change to the disciplinary results that occurs prior to the time such results become final; and
 - When disciplinary results become final.
- Possible sanctions or protective measures the College may impose following the final determination of the College's disciplinary procedure regarding sexual violence, domestic violence, dating violence, and stalking.
- How the College will protect the confidentiality of victims, including how publicly- available recordkeeping (e.g., campus Clery reports) will be handled without the inclusion of identifying information about the victim, to the extent permissible by law.
- That persons who report being a victim of sexual violence, domestic violence, dating violence, and stalking must receive written notification about:
 - Existing counseling, health, mental health, victim advocacy, legal assistance, and other services available for victims, both on campus and in the community.
 - Options for, and available assistance in, changing academic, living, transportation, and working situations, if requested by the victim and if such accommodations are reasonably available, regardless of whether the victim chooses to report the crime to campus police or local law enforcement.
- Procedures complainants should follow if sexual violence, domestic violence, dating violence, and stalking has occurred, as well as the fact that the following written information must be provided to victims:
 - The importance of preserving evidence as may be necessary to prove criminal domestic violence, dating violence, sexual assault, and stalking, or to obtain a temporary restraining or other protective order;
 - The name and contact information of the College employee(s) to whom the alleged offense should be reported;
 - Reporting to law enforcement and campus authorities, including the victim's option to (a) notify law enforcement authorities, including on-campus and local police; (b) be assisted by campus authorities in notifying law enforcement authorities if the victim so chooses; and (c) decline to notify such authorities;
 - Where applicable, the rights of victims and the College's responsibilities regarding orders of protection, no contact orders, restraining orders, or similar lawful orders issued by a criminal, civil, or tribal court.

Options for Assistance Following an Incident of Sexual Misconduct

Call 911 if the victim is in the midst of any kind of emergency, immediate harm or threat of harm. Mercy Public Safety-(419) 251-1444 or Mercy Health Police-Youngstown (330)-480-3288 are also resources which can be contacted with an emergency.

The College has designated a Director of Compliance and Risk Management/Title IX Coordinator (Toledo campus), and a Deputy Title IX Coordinator (Youngstown location), to monitor and oversee overall compliance with laws and policies related to nondiscrimination based on sex. The Title IX Coordinator and Title IX Deputy Coordinator at Mercy College are available to explain and discuss: the victim’s right to file criminal complaint (in cases of Sexual Violence); the process for filing a Title IX complaint; the right to receive assistance with the process; how confidentiality is handled; available resources both on and off campus; and other related matters. The victim is encouraged to ***seek immediate assistance from police and healthcare providers*** for physical safety, emotional support, and medical care.

Title IX Coordinator – Toledo

Director of Compliance and Risk Management
 Title IX Coordinator
 2221 Madison Avenue
 Toledo, Ohio 43604
 419-251-1710
titleIX@mercycollege.edu

Deputy Title IX Coordinator – Youngstown

1044 Belmont Avenue
 Youngstown, Ohio 44501
 330-480-2170
Elizabeth.Cardwell@mercycollege.edu

Mercy Health Public Safety – Toledo

Police Chief, Director of Emergency Management
 MOB 1 Garage
 Mercy St. Vincent Medical Center
 2213 Cherry Street
 Toledo, OH 43608
 (419) 251-1444

Mercy Health Police – Youngstown

Mercy Youngstown Police- Chief
 Mercy St. Elizabeth Hospital
 1044 Belmont Avenue
 Youngstown, OH 44501
 (330)-480-3288

Toledo Police

Toledo Police Department
 525 North Erie Street
 Toledo, OH 43604
 (419) 245-3256 (non-emergency number)

Youngstown Police

Youngstown Police Department
 116 West Boardman Street
 Youngstown, OH 44503
 (330) 747-7911 (non-emergency number)

The College’s Title IX and Deputy Title IX Coordinators are available to assist the victim in notifying Public Safety, if so desired. Mercy Public Safety will escort the victim to a safe place and transport to one of the System’s hospitals or a sexual assault response center for a medical examination, if needed. Public Safety can also provide access to a confidential sexual assault advocate. If the victim would prefer not to notify Public Safety or the local police, the individual is strongly encouraged to seek assistance from the College’s Title IX and Deputy Title IX Coordinators who can provide the victim with information on options, rights, and remedies. Victims can also go to the Counseling and Wellness Center for additional support.

Information for victim's seeking medical care:

For the preservation of evidence in the event of a sexual assault, the following guidelines are recommended:

- (a). Do not destroy the physical evidence that may be found in the vicinity of the crime. If the crime occurred in the victim's home, the victim should not clean until the police have had an opportunity to collect evidence.
- (b). Tell someone all details remembered about the assault. Write down all details remembered as soon as possible.
- (c). Do not bathe or douche. Do not urinate, if possible.
- (d). Do not eat, drink liquids, smoke, or brush teeth if oral contact took place.
- (e). Keep the clothes worn during the offense. If clothes are changed, place clothes in a paper bag (evidence deteriorates in plastic).
- (f). Get prompt medical attention at a local hospital.

Interim Protective Measures:

The College reserves the right to suspend or place on immediate administrative leave any member of the College community accused of violating this policy, or take any other interim measures deemed appropriate, pending the outcome of an investigation and/or disciplinary proceedings. Such interim measures can include, but are not limited to, placing an employee on paid or unpaid administrative leave, removing a student from campus housing and/or current classes, modifying course schedules, and issuing a "no-contact" order, among other remedies.

RESOURCES:

Medical and Counseling Services

Mercy College Counseling Services:
Lisa Sancrant
Director of the Academic Resource Center
2221 Madison Avenue
Toledo, OH 43604
(419) 251-1454
lisa.sancrant@mercycollege.edu

Off-Campus Services – Toledo

Sexual Assault/Rape
YMCA H.O.P.E. Center
1018 Jefferson Avenue
Toledo, OH 43624
(419) 241-3235 non-emergencies
24-Hour Hotline: (866) 557-7273

Area Hospitals that Provide Sexual Assault Examinations and Information and Referrals:

Mercy St. Vincent Hospital
2213 Cherry Street
Toledo, OH 43608
(419) 251-3232

Mercy St. Charles Hospital
2600 Navarre Avenue
Oregon, OH 43616
(419) 696-7300

University of Toledo Medical Center
3000 Arlington Avenue
Toledo, OH 43614
(419) 275-1620

St. Luke's Hospital
5901 Monclova Road
Maumee, OH 43537
(419) 893-5920

The Toledo Hospital
2142 North Cove Boulevard
Toledo, OH 43606
(419) 874-1494

Off-Campus Services – Youngstown

Rape Crisis and Counseling Services
535 Marmion Avenue
Youngstown, OH 44502
(330) 782-5664 non-emergencies
24 Hour Hotline: (330) 782-3936

Area Hospitals that Provide Sexual Assault Examination and Information and Referrals:

Mercy St. Elizabeth Hospital
1044 Belmont Avenue
Youngstown, OH 44504
(330) 480-2344
Coordinator of the Sexual Assault Nurse Examiner (SANE) Program
Office Phone: (330) 480-3323
Cell Phone: (330) 301-8418

U.S. Department of Education, Office of Civil Rights

(800) 421-3481 or ocr@ed.gov

Legal Assistance

Legal Aid of Western, OH, Inc. provides legal services to those recovering from domestic violence, Sexual Assault, and Stalking. (419) 724-0460 (Lucas County), (888) 534-1432 or www.legalaidline.org

Protection Orders – Contact Local Police Department or Legal Aid

PREGNANT STUDENT POLICY

This policy addresses the requirements of Title IX of the Education Amendments of 1972, a federal law prohibiting sex discrimination in federally-funded education programs and activities. Mercy College of Ohio prohibits discrimination on the basis of sex, which can include pregnancy and pregnancy-related conditions, in its educational programs and activities. This policy establishes guidelines and associated procedures for the protection and equal treatment of pregnant individuals or persons with pregnancy-related conditions at Mercy College.

This policy applies to all aspects of Mercy College of Ohio’s programs, including, but not limited to, admissions, financial assistance, educational programs and activities, extra-curricular activities, hiring, leave policies, employment policies, and health insurance coverage.

I. Policy Statement

1. A student who is pregnant is strongly encouraged to notify the College as soon as possible. By doing so, the student and College personnel can collaborate and develop an appropriate plan for the continuation of the student’s education in light of the unique nature of the College’s health sciences programs and their clinical requirements. Pre-planning can also help with particular challenges a student may face while pregnant or when recovering from childbirth (e.g., missed classes, make-up work, etc.). However, the choice to declare a pregnancy is voluntary, and a student is not required to disclose this information to the College.

II. Voluntary Disclosure and Options

1. If a student voluntarily decides to disclose a pregnancy to the College, the student should contact the Title IX Coordinator/Deputy Title IX Coordinator. Once this disclosure occurs, the student will have several options, as described below.
 - a. Continue at the College
 - (1) If a student decides to continue in her program and desires to have any adjustments to her academic program due to the pregnancy, the student and the Title IX Coordinator/Deputy Title IX Coordinator, along with the Director of Accessibility Services as needed, will discuss any reasonable adjustments that may be necessary to continue in the program.
 - (2) While reasonable adjustments will be made in appropriate circumstances, nothing in this policy requires modification of the essential elements of any academic program.
 - (3) Adjustments that have been agreed upon, if any, will be documented and signed by both the student and the Title IX Coordinator/Deputy Title IX Coordinator.
 - b. Request a leave of absence
 - (1) A student may desire to take a leave of absence due to pregnancy, and the Title IX Coordinator/Deputy Title IX Coordinator is available to discuss this option with the student.
 - (2) A leave of absence due to pregnancy may be for various amounts of time depending on a student's particular circumstances. Such a leave may be extended if deemed medically necessary by the student's doctor.
 - (3) Due to the structure of the College's health sciences programs, the timing and/or length of a student's leave of absence may result in the student being required to re-take or finish course(s) in a future term.
 - (4) If taking a leave of absence due to a pregnancy, an Education Plan will be discussed and signed by the student and the Title IX Coordinator/Deputy Title IX Coordinator.
 - c. Withdraw from the College
 - (1) The student may, in her sole discretion, determine that she must withdraw from the College for an indefinite period of time or permanently due to her pregnancy. Normal College withdrawal procedures, and readmission procedures (if applicable), apply.

III. Questions or Concerns

1. A student who has questions about this policy or who is concerned about its implementation, should contact the Title IX Coordinator/Deputy Title IX Coordinator.

CLERY- ANNUAL SECURITY, FIRE, AND CRIME REPORT

The purpose of the Annual Security Report is to provide information on campus safety and security in compliance with the Clery Act. In keeping with the Jeanne Clery Disclosure of Campus Security Policy and the Campus Crime Statistics Act of 1998 (20 USC § 1092(f)), Mercy College of Ohio ("the College") publishes crime statistics annually. This law is tied to an institution's participation in federal student financial aid programs and applies to both public and private institutions. The Clery

Act is enforced by the United States Department of Education. The Violence Against Women Reauthorization Act (VAWA) amended the Jeanne Clery Act to afford additional rights to campus victims of sexual assault, domestic violence, dating violence, and stalking. Institutions should maintain credible documentation that substantiates their crime statistics. Institutions will be required to report the contact information of their lead Title IX Coordinator in their 2015 Campus Safety and Security Survey.

The Clery Act requires colleges and universities to:

- Publish an annual security report
- Have a public crime log
- Disclose crime statistics for incidents that occur on campus, in unobstructed public areas immediately adjacent to, or running through, the campus at certain non-campus facilities
- Issue timely warnings
- Devise an emergency response, notification and testing policy
- Compile and report fire data to the federal government and publish an annual safety report
- Enact policies and procedures to handle reports of missing students

The statistics are filed on an annual basis with a report of the past of three years of Clery data available to faculty/staff/students/public. This report also includes the Fire and Safety Report.

Timely Warnings

In the event of crimes, either on or off-campus, that in the judgment of the head of security (Chief Mercy Public Safety-Toledo and Chief of Mercy Youngstown Police Department), or his/her designee constitute an ongoing or continuing threat, a campus-wide “timely warning” will be issued. In the event a warning is needed, the head of police/security shall provide the Vice President of Student Affairs or his/her designee with the specifics of the case for the purposes of drafting the timely warning notice. The warning will be issued through the College email system to students, faculty, and staff. Depending on the particular circumstances of the crime, especially in situations that could pose an immediate threat to the community and individuals, notices may be posted around campus, as well.

Preparing the Annual Security Report

The report is prepared by the Vice President of Student Affairs/Dean of Students, or his/her designee, and the Director of Compliance and Risk Management. The report is prepared in cooperation with campus security/police officials including Mercy Public Safety, Toledo Campus and Mercy Police Department Youngstown location.

Availability of the Campus Security Report

The report is updated annually on the College website. The campus community is notified of the availability of the report by email and newsletter when the report is published. Clery reports are published annually and provide the past three years of statistics.

Reporting of Criminal Offenses

To report a crime, call 911 (emergencies) or campus police/security (emergencies and non-emergencies).

Mercy Public Safety-Toledo Campus	419-251-4444
Mercy Health Youngstown Police Department	330-480-3288

In addition, a crime may be reported to the following areas:

Vice President Student Affairs/Dean of Students	419-251-1512
Director of Student Life (Toledo)	419-251-2133
Dean/COO, Youngstown Location	330-480-5374

Missing Student Notification (Toledo only)

Any student, employee, or other individual can file a missing student report. If a student living in Mercy College housing is reported missing for more than 24 hours, report the incident to one of the following:

Director of Student Life	419-251-2133
Vice President of Student Affairs/Dean of Students	419-251-1512

Within 24 hours, all official missing reports of students are referred to Mercy Public Safety and local law enforcement. Students also have the option of identifying a contact person who will be notified within 24 hours if the student is determined to be missing. If a student is under 18 and not emancipated, their parents and contact person will be contacted within the 24-hour timeframe. This contact information is maintained by the Director of Student Life and is confidential.

Registered Sex Offenders

Information on registered sex offenders provided by the State of Ohio can be found at http://sheriffalerts.com/cap_main.php?office=55149

Voluntary Confidential Reporting

Anyone who is a victim of or witness to any crime should promptly report the incident to the Vice President of Student Affairs/Dean of Students at 419-251-1512. Campus police/security cooperates with local criminal justice agencies, whose records are public, and cannot keep crime reports confidential.

Security of and Access to Campus Facilities and Locations

Toledo Campus. College facilities are open during normal business hours. During non-business hours, access is controlled by key, key-card ID badge, or admittance by Mercy Public Safety. Facilities are patrolled by Mercy Public Safety.

Youngstown location. College facilities are open during normal business hours. During non-business hours, access is controlled by key-card ID badge. Facilities are patrolled by Mercy Health Youngstown Police Department.

Maintenance of Facilities. During the year, facility safety concerns can be forwarded to campus police/security officers, the Vice President of Student Affairs, the Director of Student Life (Toledo), and/or the Dean/COO, Youngstown. Security officers regularly check the campus to ensure safety features are in working order. The Director of Student Life (Toledo) works with Hillcrest facility management to ensure safety features are operating properly. Students are also regularly surveyed for feedback on campus safety features.

Campus Law Enforcement Policy

Authority to arrest/working relationships. Mercy Health police/security employs both security personnel and commissioned law enforcement personnel (State of Ohio Peace Officers). The Mercy Health police have complete police authority to apprehend and arrest persons involved in illegal activity on or adjacent to campus. Major offenses are reported to the local police and may be investigated jointly. Mercy Health police/security work closely with local, state, and federal police agencies. Mercy Health police/security also maintains a contract with the City of Toledo Police Department to operate as a law enforcement agency.

Accurate and prompt reporting. Community members, students, faculty, and guests are encouraged to report all crimes and public safety-related incidents to Mercy Health law enforcement in a timely manner.

Pastoral and professional counselors confidential reporting. Pastoral and professional counselors are not required to report crimes recounted to them. These reports are not included in the annual crime statistics. Counselors are encouraged to inform persons being counseled of the procedures to report crimes for inclusion in the annual crime statistics.

Monitoring and reporting of criminal activity off-campus. Mercy College does not have student organizations that maintain officially recognized off-campus locations.

Emergency Notification and Evacuation Policy

Emergency Notification Policy. The College will, without delay, and taking into account the safety of the community, determine the content of the notification and initiate the notification system, unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist the victim or to contain, respond to or otherwise mitigate the emergency.

Confirmation. Determination of an emergency or dangerous situation will be made by any or all of the following:

1. Mercy Health police/security
2. National Incident Management System (NIMS) campus incident management team (Mercy Healthcare Campus, Mercy St. Vincent Medical Center, or Mercy Health St. Elizabeth).
3. President or his/her designees

Notification. The President, his/her designee and any advisory staff will determine whether the situation affects the entire campus or a segment of campus, and whether the entire campus or only a segment should be notified. This will be based on geography, impact on operations, and safety. The situation will be assessed continually.

Content/initiation of notification. The content of the notification will be developed with input from campus security/police/NIMS team, the President (or designee), as well as any advisory staff. Notification will be made through applicable and multiple means, if necessary, including email, text message, TV/radio message, phone message, alarms, PA announcements, and signage.

Persons responsible for carrying out the actions described above include:

Campus police/security/NIMS team
President or designee, and Vice Presidents
Director of Marketing and Communication

Emergency Drills, Testing, and Evacuation Procedures.

Annual testing. On an annual basis, the institution will test its emergency response and evacuation procedures. Each test will be documented with a description of the exercise, the date, start/end time, and whether the test was announced or unannounced.

Annual notification. Emergency response and evacuation procedures will be publicized in conjunction with at least one test per calendar year.

Security Awareness and Crime Prevention Programs

Mercy College offers a variety of programs and services designed to make students, faculty, and staff aware of security on campus and reduce crime. Programs include:

Program	Information	Frequency
New Student Orientation (both)	police/security information distributed in orientation handbook and College catalog	each semester
Security Escorts (both)	24/7 campus escort service	by request
ALICE training (both)	Active shooter training	monthly
Counseling (both)	appointments available for crime victims	by request
Electronic Alarm Systems (both)	can be used to alert campus security in case of an emergency	ongoing
Campus Telephones (both)	can be used to call 911 and/or campus security	ongoing
Safety Fair	police/security poster displays and handouts	annually
Personal Safety Seminars	information provided on safety such as domestic violence, personal defense, etc.	ongoing
Annual Education update (both)	online training for faculty and staff, includes information on safety, security, and crime	annually
Counseling Website (both)	resources on personal safety	ongoing

Drug, Alcohol, and Substance Abuse Policy Statements

Mercy College has an ethical and professional duty to students, employees, patients, and to the community to provide an environment that maintains high standards of safety, health, and efficiency. The use, sale, transfer, or possession of controlled substances or alcohol by students creates a potential for harm. This policy provides guidelines to deal with actual or potential situations in a systematic manner.

Sex Offense, Title IX, VAWA Policy Statements

Title IX of the Education Amendments of 1972 (20 U.S.C. §1861 et. seq.) prohibits any entity that receives federal student financial assistance from discriminating against individuals on the basis of sex in education programs or activities. Mercy College of Ohio does not discriminate on the basis of sex, gender, or sexual orientation in its educational programs and activities. Mercy College is committed to building and preserving a community in which its members can learn, work, live, and conduct business together free from all forms of sexual exploitation, intimidation, harassment, and

violence. This policy addresses the ten areas a sexual misconduct policy should address according to the 2014 White House Task Force to Protect Students from Sexual Misconduct as outlined on the www.notalone.gov website.

Disclosure of Results of Disciplinary Proceedings

Mercy College will upon written request, disclose to the alleged victim of a crime of violence, or a non-forcible sex offense, the report on the results of any disciplinary proceeding conducted by the College against a student who is the alleged perpetrator of such offense. If the alleged victim is deceased as a result of such crime or offense, the victims' next of kin shall be treated as the alleged victim for the purposes of this policy.

TITLE: Tobacco Free Campus POLICY NUMBER: MHP-HR-1545.0 Date of Review 10/25/2015
Effective January 1, 2008, all facilities and campuses of Mercy are tobacco-free. This policy applies to all tobacco products including cigarettes, cigars, pipes, herbal tobacco products, and smokeless tobacco, none of which will be sold, used, or transferred on campus or at any facility owned, leased, or operated by Mercy.

Tobacco use is prohibited anywhere on any Mercy property and is regulated by law. Tobacco use is also prohibited in all facilities used by Mercy including Mercy buildings, property, parking lots, company-leased buildings, vehicle spaces, parking garages, company-owned/leased vehicles, private vehicles used on company business, and private vehicles on company property.

There are no designated smoking areas on any Mercy properties. Employees will be restricted from use of any designated smoking areas on properties leased by Mercy.

This policy applies to everyone, including by not limited to, all employees, patients, medical staff, students, contracted personnel, Mercy Auxiliary members, volunteers, visitors, vendors, and tenants of Mercy.

CAMPUS VIOLENCE PREVENTION

To provide the students, faculty, staff, and visitors ("Community") of Mercy College of Ohio ("College") with a safe and secure environment to work, study, and live. The College Community should be able to pursue their education, work, and other activities in a safe, non-threatening environment. College safety and security is based on the ability to set forth guidelines and have a plan with response options in the event of an act of campus violence. Safety and prevention of violence is **everyone's** responsibility. The College complies with the Higher Education Opportunity act, which includes Campus Safety and Security (PL 110-315).

Violence: The College, in its commitment to safety and security for the College Community, treats all actual, real, or alleged threats of violence as serious concerns and they are addressed immediately. Conduct that threatens the health and/or safety of any person, or creates a reasonable fear that such a result will occur, including but not limited to: acts of violence, threats of violence, possession of weapon(s) on college-controlled property, without proper written authorization, threatening behavior, and/or reckless disregard for the health or safety of any person are not acceptable conduct and will not be tolerated. Violation of this policy and/or the

Code of Conduct for Students and Faculty/Staff will result in disciplinary action up to and including termination or dismissal from the College.

Responsibility: The entire College Community shares the responsibility for a safe and secure campus. Knowledge of violent acts or threats planned or carried out are to be reported to supervisors or other appropriate campus administration immediately. In case of emergency, please contact 911 and/or contact Mercy Public Safety (419-251-4444), Mercy Public Safety-Youngstown (330-480-3288). If in parking garages, please use the closest blue light to call for assistance.

Application:

This policy covers all persons:

- On College property
- At College-sponsored functions
- Fulfilling duties of a college student off-campus (such as work in the clinical setting)
- Engaging in any action having direct impact on the College Community.

Reporting on Campus: The College has a procedure for responding to and addressing conduct that violates this policy that urges all students, employees, and visitors to be alert to the possibility of violence on campus. As part of the College Community, all individuals are responsible for reporting violence that they experience or witness.

The College Community should address emergencies by calling 911 or by contacting Mercy Public Safety at 419-251-4444, Mercy Health Police Department-Youngstown at 330-480-3288. Violence or threats against self or others should not be ignored or disregarded. If experiencing or observing an immediate threat or violent situation, local law enforcement is to be alerted as soon as possible. Delayed reporting may unnecessarily allow the behavior to continue, cause harm, or jeopardize the investigation due to the passage of time, fading memories or departure of witnesses.

The A.L.I.C.E. response uses five steps to increase chances of survival during a surprise act of violence on campus. This does not follow a set of required actions. Survival is paramount in this situation. It may be appropriate to use only one or two parts or all parts of the A.L.I.C.E. response plan. This is dependent upon the situation at hand. In this type of incident, perception is the reality and individuals will decide what appropriate action to take when confronted with known information and disregarding unknown information:

1. **Alert-Announcement** of the onset of the emergency can be anything.
 - a. Gunfire
 - b. Witness
 - c. Phone alert
2. **Lockdown**-This is a semi-secure starting point from which to make a survival decision. Internal lockdown should occur immediately by all who decide not to evacuate.
 - a. Secure the room
 - b. Lock the door
 - c. Cover any window in the door, if possible
 - d. Tie down the door, if possible.
 - e. Barricade the door with anything available

- f. Look for alternate escape routes
 - g. Call 911
 - h. Pull the fire alarm if necessary
 - i. Move out of the doorway in case gunfire comes through
 - j. Silence or place cell phone on vibrate
 - k. Once the room is secured, do not open the door for anyone. Police will enter the room when the situation is over.
 - l. Gather weapons (coffee cups, chairs, books, etc.) and mentally prepare to defend yourself or others
 - m. Put yourself in a position to surprise an active shooter should they enter the room
 - n. If you are in lockdown for a long period of time, give consideration to issues such as bathroom use, keeping people calm, etc.
 - o. Be prepared to provide first aid
- External lockdown-Exterior campus lockdown will be determined by law enforcement based on the circumstances of the incident.
3. **Inform-** Use any means necessary to pass on real time information.
 - a. Can be derived from 911 calls
 - b. Give in plain language
 - c. Tell who you are
 - d. Explain **what** is happening, **where** it is happening/where you are in relation to the action, and **how** it is happening (gunfire, stabbing, etc.)
 4. **Counter-** This is the use of simple, proactive techniques should students and/or staff be confronted by the aggressor(s); counter techniques interrupt the violent actions of the suspect.
 - a. Anything can be a weapon
 - b. Throwing things at the aggressor's head to disrupt their aim
 - c. Create as much noise as possible
 - d. Attack in a group (swarm)
 - e. Grab the aggressor's limbs, head-taking him/her to the ground
 - f. Fight dirty-bite, kick, scratch, gouge eyes, etc.
 - g. If you gain control of the aggressor, call 911 and tell the police your location and listen to their commands when officers arrive on the scene
 5. **Evacuate-**Remove yourself from the danger zone as quickly as possible
 - a. Decide if you can safely evacuate
 - b. Run in a zigzag pattern as fast as you can
 - c. Do not stop running until you are far away from the area
 - d. Bring something to throw in case you would encounter the aggressor(s)
 - e. Break out windows and attempt to quickly clear glass from the frame
 - f. Do not attempt to drive from the area

The College requires all faculty, staff, and administration to participate in A.L.I.C.E training. Students are introduced to the A.L.I.C.E. acronym, process, and procedures during orientation or during their success strategies course.

Protective Orders/Restraining Orders Issued by a Court: Members of the College Community who have an Order of Protection should provide a copy of the order to the Vice President of Student Affairs who will notify the College staff and the Mercy Campus Police/Security.

Non-Emergency Concerns: Members of the College Community are encouraged to report other unusual or threatening behavior even if it is not perceived as an immediate, dangerous, or imminent risk. To report concerns that do not pose an immediate threat, a Non-Emergent Occurrence Report should be completed. The Vice President of Student Affairs and the Vice President of Academic Affairs should be contacted. The Non-Emergent Occurrence Form can be found online under the Consumer and Compliance Information tab on the College website.

Campus Violence Prevention Committee: The Mercy College Campus Violence Prevention Committee (CVPC) is charged with implementing the Mercy College of Ohio Emergency Response Plan and coordinating campus-wide violence prevention education, programs and services that are designed to create a campus culture and climate of safety, respect, and emotional support.

Campus Assessment Response and Evaluation (CARE) Team: The Campus Assessment Response and Evaluation (CARE) Team at Mercy College of Ohio (“College”) reinforces the College’s efforts to provide the students, faculty, staff, and visitors (“Community”) with a safe environment to work, study, and live. As a subset of the Campus Violence Prevention Committee (CVPC), the CARE Team assists with the prevention and intervention in incidents where members of the campus community are experiencing distress or engaging in harmful or disruptive behaviors, as well as supports individuals impacted by such incidents. The goal and mission of the CARE Team is to: gather information about students of concern; assess information about each case brought before the CARE Team; define and coordinate plan/response; implement a response to a perceived or threat; and monitor the disposition of the case (Derived from the Higher Educational Mental Health Alliance (HEMHA) Project, Balancing Safety and Support on Campus: A Guide for Campus Teams – <https://www.jedfoundation.org/wp-content/uploads/2016/07/campus-teams-balancing-safety-support-campus-jed-guide.pdf>). The CARE Team acts as a mechanism for improved coordination and communication across the campus and/or system and makes recommendations in accordance with existing college policies.

**Note: The CARE Team, and its functions, does not replace faculty classroom management, disciplinary processes (either student conduct or Human Resources), campus emergency response protocols, or Campus Security responses to incidents.*

The CARE Team promotes the success, health, and safety of individuals within the community through identifying and monitoring individuals whose behaviors may be troubling with the intention to provide assistance and intervention to prevent incidents from occurring. The role of the CARE Team is to: understand threats/concerns; evaluate legitimacy of concerns; identify motivations for violence; assess likelihood of physical harm to self and/or others; develop

strategies for risk reduction; guide implementation of strategies, re-evaluate threat; and evaluate the needs of the community (as outlined by Deisinger & Randazzo, 2010; Best Practices in Campus Threat Assessment & Management).

Definition of Threat: Threat is the expression of intent to cause physical or mental harm to self and/or others. An expression constitutes a threat without regard to whether the party communicating the threat has the present ability to carry it out, and without regard to whether the expression is contingent, conditional, or future.

Members of the CARE Team:

- Vice President of Student Affairs/Dean of Students
- Director of Student Life and Housing (Co-Chair)
- Director of Counseling and Wellness Center (Co-Chair)
- Campus Safety
- Deputy Title IX Coordinator (Youngstown location)

*Other individuals may be included as needed, such as, but not limited to: academic advisors, legal counsel, Director of Diversity, Inclusion, and Retention, Human Resources, etc.

All members of the CARE Team will participate in training upon initial participation and at regular intervals thereafter in areas such as best practices for assessment teams, legal issues, risk management, documentation, and any other topics to ensure that the team functions effectively.

Receiving Information

All members of the campus community are encouraged to report behaviors or incidents that are concerning to the CARE Team. Upon receiving a report, the CARE Team will follow up to assess and intervene, if needed. However, in the event of an emergency that requires immediate intervention, call 911 and/or Public Safety & Security (419-251-4444).

Members of the campus community should report any behavior that is questionable, suspicious, or inappropriate, which may be presented through an individual's appearance, spoken or written words, or specific actions. Examples of such "red flag" behaviors include:

- Behaviors that regularly interfere with classroom environment or management
- Notable change in academic performance, including repeated absences
- Notable change in behavior or appearance
- Impairment of thoughts, verbally or in writing
- Extreme disorganization or erratic performance
- Overly aggressive behaviors toward others
- Poor decision making and coping skills
- Inappropriate or strange behavior
- Low frustration tolerance
- Overreaction to circumstances
- Lack of resiliency
- Writing and comments endorsing violence; unusual interest in violence
- Indirect or direct threats in writings or verbalizations
- Lack of empathy and concern for others; inability to care
- Anger management problems
- Threats to others
- Appearance of being overly nervous, tense, or tearful
- Expression of suicidal thoughts or feelings of hopelessness.

It is the responsibility of the CARE Team to provide education to the campus community about its role and responsibility to report, “red flag” behaviors or what to report, where to report, how reports will be handled, and regular reminders of the process.

Assessment and Intervention

Upon receiving a report, the Co-Chairs of the CARE Team will ensure that all members of the CARE Team receive the information. The CARE Team will meet to assess the incident through gathering information evaluating the risk to the community, identify and implement the appropriate intervention(s), and follow-up as appropriate.

Gathering Information

The CARE Team may wish to gather information from several sources, such as:

- Review of student’s academic and disciplinary history
- Documented disabilities
- Local law enforcement or legal/criminal background check
- Previous colleges, if student has transferred
- Interviews with all parties involved, including targets of inappropriate/concerning behaviors
- Interview with the person alleged to have displayed inappropriate/concerning behavior
- Assessment by counselor/mental health professional
- Online search of the student’s name, and the name(s) of anyone the student may have threatened, harasses, pursued, or scared

Level of Risk

Based on the information gathered, the CARE Team will utilize the following scale to determine the level of the risk that the incident/behavior poses to the campus community. Levels of Risk are based on the National Behavioral Intervention Team Association’s (NaBITA) Threat Assessment Tool: <https://nabita.org/docs/2009NABITAwitepaper.pdf>

Mild Risk: Includes some disruptive or concerning behaviors, the individual may or may not show signs of distress, depressed, withdrawn, lack of trust, argumentative, or not interested in the perspective of others. At this risk level, there is no serious threat to the student of concern or the campus community. Any concerns can generally be resolved through consultation with the CARE Team and addressed between the parties involved.

Moderate/Elevated Risk: Behaviors that may indicate a moderate risk include repeated disruptive behavior, behaviors involving more than one person, challenging authority, destructive or vandalizing behaviors, alcohol or drug misuse/abuse, eating disorders, self-injurious behavior, vague threats, inconsistent threats, or suicidal thoughts.

Severe/Extreme Risk: May include seriously disruptive incident(s), repeated derogatory statements to others, erratic behavior, suicidal thoughts with plans or intent, aggression, or threatening others.

Possible Interventions

- Referral to college and/or community resources
- Voluntary withdrawal from classes – based on discussions with a counselor or member of CARE Team, the student may choose to temporarily take time away from the College.
- Referral to disciplinary process

- Removal from campus housing
- Mandatory direct threat/safety assessment – It may be recommended that the student participate in a mandatory assessment for assessment of direct threat and for assistance in gaining access to treatment, if needed.
- Interim suspension – The CARE Team may recommend that the student is at a high risk of danger to self or others and should temporarily separate from the college. The student would then require a mental health assessment prior to returning.
- Involuntary withdrawal – In the event of extremely high-risk situations, the CARE Team may find it necessary to recommend and involuntary withdrawal.
- Criminal charges

Follow-up

Upon implementation of interventions, the CARE Team will determine a plan for follow-up monitoring of each student. This may include checking with faculty and staff regarding behaviors. Additionally, students may be required to have periodic meetings with a counselor or a member of CARE Team.

Documentation and Recordkeeping

The CARE Team will track cases and document discussions and action. The documentation generated from the CARE Team will be kept in a secure electronic database system or kept in paper form in a locked file cabinet in the VPSA/Dean of Students' office.

HAZING POLICY

Mercy College of Ohio (“the College”) is committed to providing an environment of well-being, learning, and accountability for its members.

“Hazing” is the act or coercing of another, including the person being hazed, to do any act of initiation into any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person.

The College Hazing Policy is grounded in three standards and applies to both individuals and groups:

- (1) Compliance with governing law and College policies;
- (2) Respect for the College community, through the prevention/zero tolerance of hazing;
- (3) Accountability for reporting hazing.

This policy informs students of their individual and community responsibilities regarding hazing, and the College's response to Hazing Policy violations. The policy refers to College students whether they are on or off campus.

The Vice President of Student Affairs/Dean of Students (VPSA) has primary responsibility for enforcement of this policy. The VPSA/Dean of Students and/or his/her designee will impose or modify sanctions for violations of this policy, as they deem appropriate in their sole discretion.

Any student who participates in hazing is subject to disciplinary action, up to and including dismissal, pursuant to the Student Code of Conduct.

It is also a violation of policy for an administrator, staff, or faculty member to permit the hazing of any person. College employees who observe or otherwise become aware of hazing (1) must make a

reasonable attempt to prevent it and (2) must immediately report the situation to the Vice President of Student Affairs/Dean of Students. When determining whether this policy has been violated, the College will consider whether the employee knew or reasonably should have known of the hazing and failed to take appropriate action.

DRUG AND ALCOHOL ABUSE/PREVENTION

Purpose

Mercy College has an ethical and professional duty to students, employees, patients, and to the community to provide an environment that maintains high standards of safety, health, and efficiency. The use, sale, transfer or possession of controlled substances or alcohol by students creates a potential for harm. This policy provides guidelines to deal with actual or potential situations in a systematic manner. An agreement to abide by this policy is a condition of enrollment at Mercy College.

General Statement

It is the responsibility of all students to conduct themselves in a manner consistent with College requirements for maintaining an environment free from threat to person, property, efficiency or reputation because of illegal use, sale, transfer, or possession of alcohol or dangerous drugs as defined by Section 2925.01 of the Ohio Revised Code and United States Code 21, Section 811 and 844.

Policy

1. The use, sale, transfer or possession of controlled substances, alcohol or dangerous drugs, as defined by Section 2925.01 of the Ohio Revised Code during working hours, on clinical assignment or any Mercy organization property is forbidden, and are grounds for disciplinary action including dismissal from the College. The presence of controlled substances and/or alcohol in a student's physical system during working hours or while the student is on clinical assignment is grounds for dismissal from the College.
2. The illegal use, sale, transfer or possession of controlled or illegal substances off college property or clinical sites constitutes grounds for dismissal from the College.
3. Law enforcement may be notified of illegal sale, use, transfer or possession of controlled or illegal substances required by Section 2921.22, Ohio Revised Code, which states in part, "No person knowing that a felony is being committed shall knowingly fail to report such information to law enforcement authorities."
4. Mercy College may take any disciplinary action deemed appropriate for violation of this policy. Violation of this policy may result in dismissal from Mercy College.
5. Mercy College is under no financial obligation to assist any student who violates this policy. However, efforts would be made to assist and guide the student in initiating appropriate referral and rehabilitation.
6. Mercy College will permit the legal use of medication or drugs prescribed by a licensed practitioner if such usage does not adversely affect the student or others. Mercy College reserves the right to define "adversely affect," and it will do so in consideration of the health and safety of the student and others. The College may, at its discretion and upon consideration of the

specific circumstances, take all necessary action (which may include disability accommodation or a range of discipline, as appropriate to those circumstances) when a student is deemed to be adversely affected by the use of legally prescribed medications.

7. In cases in which the faculty or staff member reasonably suspect violations of this policy, these individuals may request a drug screen. The same drug screening protocol outlined in the College's "Criminal Background Check/Drug Screen Policy and Procedures for Clinical Students" will be utilized. A student's failure to comply with a request to undergo a drug screen sampling or refusal to sign a consent authorizing testing will result in disciplinary action, which may include dismissal from the College.
8. Students must notify the College of any criminal drug statute conviction (this includes misdemeanor or felony) within five (5) days after the conviction. Mercy College will notify any appropriate government agency entitled to notice within ten (10) days of receiving notice of a conviction.

Legal Sanctions Related to Drugs and Alcohol

Federal Law

Federal law prohibits, among other things, the manufacturing, distributing, selling and possession of controlled substances as outlined in 21 United States Code, Sections 801 through 971.

Depending on the amount, first offense maximum penalties for trafficking marijuana range from up to five years' imprisonment and a fine of up to \$250,000 to imprisonment for life and a fine of \$4 million. Depending on the amount, first offense maximum penalties for trafficking other controlled substances (e.g., methamphetamine, heroin, cocaine, cocaine base, PCP, LSD, fentanyl and fentanyl analogue) range from five years to life imprisonment and fines range from \$2 to \$4 million. First offense penalties and sanctions for the illegal possession of small amounts of controlled substances, including marijuana, range from up to one year in prison or a fine of at least \$1,000. Penalties are more severe for subsequent offenses.

Convictions for federal drug offenses can also result in the loss of eligibility for federal financial aid.

Ohio State Law (Alcohol)

Ohio's laws related to the use of alcohol include, but are not limited to, the following:

Ohio Revised Code ("O.R.C.") Section 4301.63 provides that no person under the age of 21 years shall purchase beer or intoxicating liquor. The penalty for a violation may include a fine of not less than \$25, but no more than \$100 may be imposed. The court may order that the fine be paid by the performance of public work at a reasonable hourly rate established by the court and shall designate the time within which the public work shall be completed.

- O.R.C. Section 4301.631 provides that no underage person can purchase low alcohol beverages, that no person may furnish low alcohol beverages to an underage person, and that no person shall allow underage persons to consume low alcohol beverages on his or her property. Punishments for violating O.R.C. Section 4301.631 range from fines of \$25 to \$250 and imprisonment up to 30 days.
- O.R.C. Section 4301.633 provides that no person shall knowingly furnish any false information as to the name, age, or other identification of any person under 21 years of age

for the purpose of obtaining beer or intoxicating liquor for a person under 21 years of age, by purchase or as a gift. Violation of this law is a misdemeanor of the first degree. The maximum penalty is imprisonment for not more than 6 months and a \$1,000 fine.

- O.R.C. Section 4301.634 provides that no person under the age of 21 years shall knowingly show or give false information concerning his name, age, or other identification for the purpose of purchasing or otherwise obtaining beer or intoxicating liquor in any place in this state where beer or intoxicating liquor is sold under a permit issued by the department of liquor control. Violation of this law is a misdemeanor of the first degree. The maximum penalty is imprisonment for not more than 6 months and a \$1,000 fine.
- O.R.C. Section 4301.64 prohibits the consumption of any beer or intoxicating liquor in a motor vehicle. Violation of this law is a misdemeanor of the fourth degree. The maximum penalty is imprisonment for not more than 30 days and a \$250 fine.
- O.R.C. Section 4301.69(A) prohibits selling beer or intoxicating liquor to a person under the age of 21 years, or buying it for or furnishing it to such a person. Violation of this law is a misdemeanor. The maximum penalty is imprisonment for not more than 6 months and a fine of not less than \$500 and no more than \$1,000.
- O.R.C. Section 4301.69(E) provides that no underage person shall knowingly possess or consume any beer or intoxicating liquor, in any public or private place, unless he is accompanied by a parent, spouse, or legal guardian, who is not an underage person, or unless the beer or intoxicating liquor is given for medical or religious purposes. Violation of this law is a misdemeanor of the first degree. The maximum penalty is imprisonment for not more than 6 months and a \$1,000 fine.
- O.R.C. Section 4511.19 prohibits any person from driving a motor vehicle while under the influence of alcohol and/or any drug of abuse. Violation of this law is a misdemeanor of the first degree. The maximum penalty is imprisonment for not more than 6 months and a \$1,075 fine, in addition to license suspension and attendance and satisfactory completion of a treatment or education program. Penalties for repeat offenders can result in up to 5 years in prison and an increase in fines.

Ohio State Law (Drugs)

Ohio's laws related to the illegal use of drugs include, but are not limited to, the following:

- O.R.C. Section 2925.03 provides that no person shall knowingly "traffic" in controlled or illicit substances, including marijuana. Trafficking includes selling, offering to sell, delivering, distributing, preparing, cultivating, and manufacturing of controlled substances. The penalty is mandatory fines ranging from \$100 to \$20,000, depending on the offense and drug involved, and mandatory jail sentences ranging from 6 months to 10 years.
- O.R.C. Section 2925.11 provides that no person shall knowingly obtain, possess, or use a controlled substance. Drug abuse offenses involving amounts of marijuana less than 100 grams carries a penalty of not more than \$150. Possessing larger amounts of marijuana will result in more severe penalties up to a mandatory jail term of not more than 8 years and a fine of up to \$15,000. Drug abuse offenses involving other drugs may result in jail terms of up to 11 years and fines of \$20,000.

- O.R.C. Section 2925.12 provides that no person shall make obtain, possess, or use drug abuse instruments. A first offense can carry a jail term of up to 90 days and fines of \$750, plus driver’s license suspension for a period of six months to five years.
- O.R.C. Section 2925.14 provides that no person shall knowingly use, possess with purpose to use, sell, manufacture or advertise drug paraphernalia. Depending upon the facts, the penalty is imprisonment up to 6 months and fines up to \$1,000.
- O.R.C. Section 2925.31 provides, except for lawful research, clinical, medical, dental, or veterinary purposes, no person with intent to induce intoxication or similar effect, shall obtain, possess, or use a harmful intoxicant. The penalty is fines up to \$1,000 and 6 months in jail, plus driver’s license suspension for a period of six months to five years.
- O.R.C. Section 2925.37 provides that no person shall knowingly possess, make, sell, or deliver counterfeit controlled substances. Depending upon the facts, the penalty can be up to 180 days in jail and a \$1,000 fine, and result in a driver’s license suspension for a period of six months to five years. Aggravating circumstances can also cause the offense to become a felony of the fourth degree with prison terms between 6-18 months and a fine up to \$5,000.

Local Law

The cities of Toledo and Youngstown enforce all of the state criminal statutes cited above and may provide for additional sanctions for illegal alcohol and drug use.

Awareness Program

Any student who wishes counseling or help with substance abuse should contact the Director of Counseling, Vice President of Student Affairs, or Vice President of Academic Affairs, for assistance with referral. Since the College does not currently have professional rehabilitation services, referrals will generally be to outside agencies or programs. The student will be responsible for the cost of the programs if not covered by medical insurance.

Examples of available agencies or programs in the Toledo area are:

Lutheran Social Services	(419) 243-9178
Comprehensive Addiction Service System	(419) 241-8827
Philio Inc.	(419) 531-5544
Fresh Attitude, Inc.	(419) 244-4081
Unison Behavioral Health Group	(419) 242-9577
Substance Abuse Services, Inc.	(419) 241-8827
Rescue Mental Health Services	(419) 255-9585
Racing for Recovery	(419) 824-8462

Examples of available agencies or programs in the Youngstown area are:

The Treatment Center 24-hour line	(888) 819-1270
Meridian Community Care	(330) 797-0074
Ohio Valley Teen Challenge	(330) 743-9030
Alcoholics Anonymous	(330) 270-3000

Health Risks

There is a vast array of health risks associated with chronic drug and alcohol use including but not limited to:

- Depression
- Liver and kidney disease
- Psychosis and impaired thinking
- Heart attack
- Seizures
- Strokes
- High blood pressure
- Violent outbursts
- Paranoia
- Anxiety
- Increased risk of birth defects and developmental issues during and after pregnancy.

For more information about the health risks associated with chemical dependency please see www.drugabuse.gov.

Drug and Alcohol Abuse Prevention

In accordance with FSA requirements from the 1989 Amendments to the Drug-Free Schools and Communities Act of 1986 and 1988 (Public Law 101-226), Mercy College must make a good faith effort on a continuing basis to maintain a drug-free environment for its faculty, staff and students. The Division of Student Affairs at Mercy College of Ohio is responsible for providing campus programming in support of an Alcohol and Drug Free Environment. The Vice President of Student Affairs is responsible for conducting a biennial review of such programming.

MINORS ON CAMPUS POLICY

Minors visit Mercy College of Ohio (the “College”) for a variety of reasons. They may visit as prospective students, as participants on field trips, to attend camps, and for other occasions. Whatever the reason for their presence, all College employees are to be particularly vigilant regarding their safety and security. With that in mind, the College has created policies aimed at protecting children who are involved with the community.

This policy applies to all minors, as defined below, who are on College property or are otherwise participating in College-sponsored programs and activities.

Faculty, staff and students are also subject to the Mercy Health Abuse and Neglect: Child, Elder, Domestic and Sexual Policy (Number: MHP-ADM-1004).

POLICY:

I. Definitions

1. “Child abuse or neglect” is when a child has suffered or faces a substantial threat of suffering any physical or mental injury that reasonably indicates abuse or neglect, including that of a sexual nature.

2. "Minors" are persons under the age of eighteen (18) who are not enrolled or accepted for enrollment at Mercy College of Ohio as a student. The term "minor" and "child" are used interchangeably in this policy.

II. Reporting Suspected Abuse or Neglect

1. Consistent with Ohio law, it is the College's policy that any employee who knows or has reasonable cause to suspect that a minor has been subjected to abuse or neglect, may be subjected to abuse or neglect, or faces a threat of abuse or neglect shall immediately make a report as described in Procedure 176, Section I. For purposes of this paragraph, "reasonable cause" does not require that the individual making the observation conduct an investigation prior to making the report of his or her "reasonable" suspicion that a minor has been abused or neglected or is at risk of it.
2. The College will make every reasonable effort to conduct its investigation of reported child abuse or neglect in a manner that protects the confidentiality of the person making the report. However, it may be necessary to disclose details in the course of an investigation or when required by law.
3. Nothing in this policy is intended to prevent non-employees, such as students and visitors, from making a report if they have reasonable cause to suspect that child abuse or neglect has occurred or may occur.

III. Supervision of Minors on Campus

1. No minors are to be left alone or unsupervised on college property: this includes, but is not limited to classrooms, offices, skills labs, science labs, student lounges, waiting areas, etc. It is the responsibility of anyone who brings minors to campus to ensure supervision of that minor. If a minor has been left unattended, this should be reported as described in Procedure 176, Section II.

IV. Minors in the Workplace or Classroom

1. As discussed in this section, in certain circumstances, it may be appropriate for faculty, staff, and students to bring their minor children to the workplace or classroom. In such situations, the goal should be to foster respect for the needs of all parties impacted by the presence of the minor children. Employees and supervisors must consider issues of safety, confidentiality, disruption of operations, disruption of services, disruption to other employees, appropriateness and liability posed by the presence of the minor children in the workplace. Faculty, staff, and students:
 - a. May occasionally bring minors to the workplace for brief visits, specific campus events, situational convenience, or family emergencies. These should be occasional and not in the place of regular childcare.
 - b. Must obtain prior approval from their workplace supervisor or classroom instructor before bringing a minor to the workplace or classroom.
 - c. Accept full responsibility for the minor's safety and supervision, and for any damage to property or injury to persons that is caused by the minor's presence.
 - d. Accept responsibility for monitoring the minor's behavior to prevent interruptions to College business or instruction.

2. Minors are not allowed in high-risk or hazardous areas as defined by the supervisor or instructor. These areas may include mechanical rooms, food preparation areas, areas with heavy equipment, College vehicles, or laboratories or other specialized hazardous areas.
3. At all times, the College reserves the right to not allow a minor to attend work or class with a faculty member, staff member, or student.

Procedures for Reporting

- I. Reporting Child Abuse or Neglect
 - a. An external report should be made to one of the following:
 - i. Ohio's Child Abuse Reporting Hotline at 1-855-OH-CHILD (1- 855-642-4453)
 - ii. Toledo Resources
 1. Lucas County Children Services Agency
Child Abuse & Neglect Hotline: 419-213-CARE (419-213-2273)
In person report: 705 Adam St., Toledo, OH 43604
Hours: 8:00-5:00, Mon-Fri
 2. Toledo Police Department
Emergency: 911
Non-emergency: 419-245-3246
 - iii. Youngstown Resources
 1. Mahoning County Children Services Agency
Child Abuse & Neglect Hotline: 330-941-8888
In person report: 222 W. Federal St., 4th Floor, Youngstown, OH 44503
Hours: 8:30-4:30, Mon-Fri
 2. Youngstown Police Department
Emergency: 911
Non-emergency: 330-742-8926
 - b. To the extent possible, the report made pursuant to subsection a, above, should include the following information:
 - i. The names and address(es) of the child and the child's parents or the person or persons having custody of the child.
 - ii. The child's age.
 - iii. The nature and extent of the child's injuries, abuse, or neglect (or the threat thereof) that is known or reasonably suspected or believed to have occurred, including any evidence of previous injuries, abuse, or neglect.
 - iv. Any other information that might be helpful in establishing the cause of the injury, abuse, or neglect (or the threat thereof) that is known or reasonably suspected or believed to have occurred.
 - c. After the report has been made pursuant to subsection a, above, the reporter should promptly provide relevant information to the following college official: Vice President of Student Affairs/Dean of Students at (419) 251-1512.
- II. Reporting Unattended Minors on Campus
 - a. If it believed that a minor is unattended on campus for any reason, this should be reported immediately to the Vice President of Student Affairs/Dean of Students at 419-251-1512.

STUDENT COMPLAINT POLICY

Mercy College has established a policy and procedure for addressing the concerns and complaints of students fairly and promptly, when there is no other more specific policy or procedure that governs the matter at hand.

This policy applies only to concerns and complaints of students at the College, and the procedure will only be utilized when the subject matter of the concern or complaint is not covered by another policy or procedure.

The College is committed to providing an educational climate that is conducive to the personal and professional development of each individual. The Student Complaint Policy and Procedure can be used when students believe they have been treated unfairly or inequitably by another member of the College community or if they have other complaints about their experience at the College, and the subject matter of the concern or complaint is not covered by existing policies and procedures, such as the College's Title IX, Violence Against Women and Campus SaVE Policy and Procedures, the Student Code of Conduct and the Student Academic Appeal Process.

Before filing a complaint under this policy, a student is encouraged to seek an informal resolution of the matter by discussing it directly with the individual(s) involved. However, seeking informal resolution is not required. Also, note that the College prohibits retaliation against any individual for bringing a complaint under this policy or participating in an investigation. Additionally, students are advised that the Student Complaint Policy and Procedure will not be used as an additional appeal when another set of procedures has already been applied.

External complaints: In addition to filing an internal complaint with the College using the procedure below, students also have the right to file a complaint with any of the following:

Complaints to the Ohio Department of Higher Education (formerly the Ohio Board of Regents)

The Ohio Department of Higher Education is responsible for responding to formal complaints against public, independent non-profit and proprietary institutions of higher education in Ohio. While the Ohio Department of Higher Education has limited authority over colleges and universities, and cannot offer legal advice or initiate civil court cases, their staff will review submitted complaints and work with student complainants and institutions.

Ohio Department of Higher Education
25 South Front Street
Columbus, OH 43215
Phone: (614) 466-6000
Fax: (614) 466-5866
hotline@highered.ohio.gov

Complaints to the Ohio Attorney General

The Ohio Attorney General reviews general consumer complaints about business, non-profit and public entities. More information is available via the Attorney General's office and website.

Ohio Attorney General
30 E. Broad St., 14th Floor
Columbus, OH 43215
Phone: (800) 282-0515
<http://www.ohioattorneygeneral.gov/about-ag/file-a-complaint.aspx>

Complaints to the Higher Learning Commission

The Higher Learning Commission (HLC) has established a clear distinction between individual grievances and complaints that appear to involve broad institutional practices. Where a complaint does raise issues regarding the institution's ongoing ability to meet the Criteria of Accreditation, the Commission forwards the complaint to the institution and requests a formal response.

HLC Contact information:

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604-1411
Phone: (312) 263-0456 or 800-621-7440
Fax: (312) 263-7462
info@hlcommission.org

HLC complaints webpage: <https://www.hlcommission.org/Student-Resources/complaints.html>

Students having concerns or complaints for which they are unsure of the applicable process or reporting mechanism may file such concern with the Vice President of Student Affairs/Dean of Students by utilizing Form 511/519-A [Concern and Complaint Electronic Form](#). The Vice President of Student Affairs/Dean of Students will communicate with the student to gain an understanding of the situation. If the Vice President of Student Affairs/Dean of Students determines that another College policy or procedure governs the situation (e.g., grade appeal, sexual misconduct, etc.), the Vice President of Student Affairs/Dean of Students will act as a facilitator to ensure the information is directed to the appropriate College official. If the Vice President of Student Affairs/Dean of Students determines that no other College procedures govern, the Vice President of Student Affairs/Dean of Students will work informally with the student, and others as necessary, to reach a resolution of the situation.

If the student and Vice President of Student Affairs/Dean of Students are unable to resolve the situation, the student may file a formal written complaint with the President of the College. The President of the College will conduct an investigation into the matter, taking all steps deemed necessary based on the circumstances, and will issue a written decision to the student. The President's decision is final and not subject to further appeal.

Documentation

Formal complaints made under this policy or other any other College policy, and their respective resolutions, are appropriately tracked and documented. Electronic copies of complaints are kept with the Vice President of Student Affairs/Dean of Students; however, resolutions may also be kept with the appropriate Vice President and/or member of Mercy College Administration. If applicable, hard copies of each complaint and any related documentation are kept with the Vice President of Student Affairs/Dean of Students' office in a locked file.

An annual summary of complaints will be prepared and kept by the Vice President of Student Affairs/Dean of Students. The summary will be brought to Executive Staff for review prior to May 1 of each year, and the summary will be shared with the Board of Trustees at the annual meeting in June.

COMMUNICATION AND THE USE OF INFORMATION TECHNOLOGY

Mercy College communicates with students in a variety of ways, and students are expected to take an active role in reading and responding to College communication in a timely manner. College communication is provided in the following ways:

- Email
- Mercy College Website and News Blog
- Student Weekly News: Inside Mercy College (*delivered by email*)
- Bulletin Boards throughout campus
- Building intercom announcements
- Digital Monitors
- RAVE Alert

EMAIL

All Mercy College students are required to have a College email account. An email account is assigned to a student when admitted, including a network user name, email address and password. The email account will be used to send important correspondence from the College. Email accounts should be checked daily. All email is the property of Mercy College. Email accounts have 2GB of storage space, so it is important to delete unwanted messages. Remember to check the Sent box and the Deleted box, also. Mercy College email cannot be bulk forwarded to another email address, but you can forward individual emails as needed.

Passwords expire every 90 days for security protection. Students can change their email passwords at any time via the link provided on the Mercy College website under the [IT Help](#) page. If a password is forgotten, contact the Service-Desk at 1-800-498-1408.

INFORMATION TECHNOLOGY ACCEPTABLE USE POLICY

The purpose of this policy is to outline the use of Mercy College of Ohio's ("College") computer resources accessed by students for educational and research purposes. The intention is to keep restrictions on individual use to a minimum. It is essential that users observe reasonable standards of behavior regarding the use of the computing facilities and services. The College reserves the right to access all information on the College's computers, equipment, and network without prior notice.

- I. Students who are, as part of their study and/or work (paid, volunteer or contract), required to or involved with use of the College's computers ("users") must agree to abide by the standards of this policy to use these resources, which prohibits the following:
 - A. Any attempt to modify or damage computer equipment;
 - B. Tampering of computer and/or network resources or engaging in any activity to interfere with normal operations of computers, network, and facilities;
 - C. Improper use of computer equipment including, but not limited to:
 1. Connecting personal or unapproved equipment to any college-owned computer or to the network;
 2. Installing personal software, including non-academic games, on college-owned computer;
 3. Installing college software on equipment that is personally owned;

4. Recreational game playing;
 5. Knowingly using any system to produce system failure or degrade performance (e.g., creating or propagating viruses, overloading network with excessive data, instituting or promulgating chain letters, or instigating unauthorized mass posting of any types).
- D. Using an ID belonging to another individual or sharing user IDs and passwords with other users or any other person;
 - E. Making unauthorized copies of licensed software and illegally using copyrighted software and materials;
 - F. Using computer resources for private purposes including for-profit endeavors or illegal purposes and in a manner inconsistent with the College's license agreements;
 - G. Unauthorized reading, use of, or deletion of private files or email belonging to another user. This includes accessing or intentionally destroying college software;
 - H. Engaging in the unauthorized duplication, alteration or destruction of data, programs, or software;
 - I. Communicating any credit card number or other financial account number, or any social security number with/without the permission of the owner;
 - J. Circumventing or subverting any system or network security measures;
 - K. Posting of obscene materials; this activity is unlawful and users are specifically cautioned against linking to sites that contain such materials, even if the site has other useful content;
 - L. Use of College email should adhere to the same standards of conduct as any other form of mail. The use of distasteful, inflammatory, harassing, or otherwise unacceptable comments is prohibited. The College may engage in monitoring of email messages or other electronic files created by students, faculty, and staff. Users are asked to delete unnecessary emails on a regular basis.
- II. Students that are as part of their study and/or work, (paid, volunteer or contract), required to or involved with use of the College's computers will attest to their understanding of this policy at orientation.
 - III. Each user is responsible for any misuse of the Information System perpetrated using the user's account or network access. Therefore, the user must take steps to ensure that others do not gain unauthorized access to Information Systems through the user's account. It is never appropriate to print, store online, or give personal passwords to others. Should tech support require the sharing of an individual's password, it is the user's responsibility to ensure the password is changed upon completion of support services. This requirement also includes the sharing of passwords with supervisors and managers.
 - IV. Users are responsible for taking reasonable precautions to ensure that they do not introduce viruses into the network. Users must scan files and downloads for viruses and other destructive programs before storing or installing them on a workstation or other computer system. This includes laptops and home machines that access the network remotely. Users are required to protect any personal computer that connects to the network with an anti-

virus software package, specifically the package site-licensed by Mercy Health. The anti-virus software operated on Mercy Health-supplied workstations is configured for automatic updates to the software and virus definitions on a weekly basis, e-mail scanning, automated disk scanning, and on access scanning where possible. Interruption or overriding any of these settings is strictly prohibited without prior authorization from Information System management or staff.

- V. There is no expectation of privacy in the Mercy College e-mail system, computer equipment, network, or other informational technology resources. The following actions are specifically NOT allowed on the Mercy College e-mail system:
- Knowingly sending or forwarding any type of malicious code such as Viruses, Worms, Trojan Horses, etc.
 - Sending numerous copies of the same or substantially similar messages, or sending very large messages or files to a recipient with the intent to disrupt a server or account. The propagation of chain letters is similarly prohibited, whether the recipient wishes to receive such mailings. The College is not responsible for the forwarding of e-mail sent to any account that has been suspended or terminated. Such e-mail will be returned to sender, ignored, or deleted.

COLLEGE SAFETY AND SECURITY

All items of College property, including furniture, equipment, and other accouterments, are to remain in their designated locations. Removal of College property from the campus premises will be interpreted as an act of theft. Appropriate disciplinary and/or legal action may be taken against the violator(s).

COLLEGE CLOSING/CANCELLATIONS

Guidelines for cancelling classes, delaying, early closing and/or closing:

1. The decision to alter the hours of operation of the College will be determined by College administration.
2. Generally, this decision will be made between 5:30 and 6:00 am, but circumstances may alter this timeline. If administration decides to delay opening or to close the College, notification is made through the following ways:
 - The RAVE alert system
 - Posted to Facebook
 - Posted on the Mercy College website
 - Posted to various media outlets (TV, radio)
3. **NO COMMUNICATION WILL BE SENT** if the College stays open.
4. In the case of a Level 3 Snow Emergency for Lucas County, as issued by the Sheriff's Department, the College will close and there will be no open labs.
5. Distance Education courses will be delivered regardless of delayed starts, cancellation of classes or closing the College.

6. In the case of a weather-related delay or closure **employees do not report to work**. Based on their regular work schedule, employees will be paid for the hours of weather-related delays and closures.
7. Classes with scheduled start times that are prior to the start of the delay are considered cancelled (i.e., an 8:00 am – 11:30 am class and a delay until 10:00 am).
8. In the case of cancelled classes due to reasons other than inclement weather (such as broken pipes, lack of heat, etc.), the College is open and employees are to report to work, unless otherwise notified.
9. Toledo and Youngstown are treated as separate locations for weather-related decisions.

EMERGENCY RESPONSE PLAN (ERP)

The Emergency Response Plan (ERP) serves as the campus crisis communication plan. It details the resources available, and how the college would use those resources, in responding to one of many emergency scenarios/situations that may occur on campus. The Campus Violence and Prevention Committee, consisting of Mercy College faculty, staff, and Mercy Public Safety personnel, is responsible for the ERP and its annual review. The Emergency Response Plan is located on the College website at <https://mercycollege.edu/student-affairs/campus-safety>. If you have any questions regarding the ERP or its contents, please contact the Vice President of Student Affairs/Dean of Students at 419-251-1512.

FACILITIES

The following are general policies and procedures governing the use of facilities at Mercy College.

1. **Posters.** College policy bans any posting of signs, notices, or posters without the permission of the Division of Student Affairs.
2. **Pets/Animals.** Pets/Animals of any type, with the exception of service dogs for students with disabilities, are prohibited on any Mercy College property, grounds, and buildings.

The College is not responsible for personal property, money or other valuables left unattended.

MOTOR VEHICLE REGULATIONS (PARKING)

General Parking Regulations

1. All vehicles **MUST** be parked within a single parking space.
2. Parking in restricted areas (such as fire lanes, in “no parking” areas, in reserved parking areas, in drives, in outpatient parking areas, etc.) or parking in any area not specifically designed for parking, constitutes a violation and is subject to penalty.
3. Parking in designated handicapped spaces is restricted to individuals with State handicapped permits or plates.

Results of Non-Compliance

1. Refusal of services: Any Mercy Health Public Safety officer responding to an employee requesting a jump-start or vehicle unlock request and finds that the requesting employee is

out of compliance with this policy may refuse to render the requested service until that employee meets compliance with this policy.

2. **Parking Citations:** Parking citations may be issued at any facility and may be either a warning or a State citation. State citations are official court documents that must be dealt with through the local court.
3. **Vehicle Immobilization:** Officers shall be permitted to use vehicle immobilization devices on those vehicles found to be in violation of regulations outlined in this policy. These devices may be used in instances including, but not limited to; parking in reserved spaces. A fee shall be assessed and payable at the time of the removal of the immobilization device.
4. **Towing:** Officers shall be authorized to have a vehicle, found in violation of this policy, towed at the owner's expense.

Students are also subject to Code of Conduct sanctions for parking infractions.

Toledo

Mercy College does not charge students for parking in designated areas on campus.

Youngstown

Mercy College provides free student parking on the 4th level of the parking garage.

ACADEMIC AFFAIRS

The Division of Academic Affairs at Mercy College of Ohio includes the following areas: Office of Student Records, Library, Distance Education, Center for Teaching and Learning Excellence, Institutional Research, Assessment and all Academic Divisions, Departments, and Programs.

ACADEMIC SERVICES

DISTANCE EDUCATION DEPARTMENT

The Distance Education Department at Mercy College of Ohio provides leadership and support to the College community in the development of innovative, engaging, and high-quality learning experiences, on campus or online.

The department strives to accomplish its goals by:

- Collaborating with academic divisions in the design, development, and evaluation/review of both new and existing online/hybrid courses and programs.
- Preparing faculty to implement innovative teaching strategies based on the evidence for distance education practice.
- Promoting a culture that encourages faculty development, training, and collaboration.
- Making effective use of instructional technologies to develop and deliver engaging content that supports student-centered learning.
- Assisting the Student Success Center by providing online learners with advising, tutoring, writing, counseling, etc., to support college student retention efforts.
- Assisting the Division of Student Affairs with training and online orientations.

In keeping with the College Values, the department strives to promote excellence in teaching through the evaluation of instructional technologies and pedagogies that improve learning outcomes within the online and web-enhanced learning environments.

Online Instruction

Online classroom instruction is formalized instruction in which the instructor presents an educational experience to students, applying any combination of instructional methods. The online, distance education courses require the Internet to deliver instruction either synchronously or asynchronously. However, the use of other communication such as video or voice conferencing may be used to supplement the online environment.

Online learning at Mercy College is accomplished using the Learning Management System (LMS), Canvas. This platform is used for fully online and hybrid courses, and to enhance traditional land-based coursework. All students will have access to Canvas and resources on how to use the learning environment.

If the class meets at a specified time online, the instructor must list the day and time of the week in the class schedule. Exclusive online courses have no land-based instruction. However, some courses require a land-based orientation and capstone project presentation, a land-based service

learning/practicum component with a practicum preceptor in attendance. Assessment of student learning (testing) may also require attendance at a proctored location.

The Distance Education Department can be reached at distanceeducation@mercycollege.edu.

LIBRARY

Toledo

The Mercy College of Ohio Library exists to provide materials and services that support the informational needs of students, faculty, staff, and alumni; promote information literacy; encourage lifelong learning; and collaborate with the faculty to further the academic success of students.

The Library is located near the Madison Avenue entrance and maintains a collection of books, audiovisuals, and print journals that support the programs offered at Mercy College. Computers in the Library provide access to online resources, the Internet, OhioLINK, Mercy College communication systems, and software programs, including Word, to help a student with his/her coursework. Rooms/spaces with large tables are available for individual and group study, and a color printer is available.

The Library provides online resources, free of charge, where a patron can search academic databases, and locate electronic journal articles, e-books, and videos. These resources are available 24/7, from on or off-campus. They can be accessed through the Library Resource Bookshelf in Canvas and through the Library Proxy Page at me.opal-libraries.org, where links are provided to the most popular online resources. A library barcode number is provided to the new student the first week of classes. This number allows access to the Mercy College Library resources.

Professional librarians and experienced staff are available to assist as needed.

Youngstown

The Mercy College online resources and Toledo library staff are available to Youngstown faculty, staff, and students. A library barcode is provided to the new student the first week of classes. This barcode allows access to the Mercy College Library resources.

Students at the Youngstown location are also welcome to use the library located on the second floor of Mercy Health St. Elizabeth Hospital. This library provides materials and services that support the educational, professional, and informational needs of Mercy College students, attending physicians, house staff, faculty, and all hospital employees.

In addition, the main branch of the Public Library of Youngstown and Mahoning County is located at 600 South Raccoon Rd, Youngstown, OH 44515.

OFFICE OF STUDENT RECORDS

The Office of Student Records supports the Mission of Mercy College of Ohio and conducts itself in accordance with college policy, state law, and federal law.

Services and Responsibilities Include:

- Compiling and posting the schedule of classes with the assistance of academic departments;

- Maintaining the College online registration, grade processing, and student class schedule generation program (EMPOWER ME);
- Posting student academic standing (President's List, Deans' List, Honor's List, Academic Probation, and Academic Dismissal) in conjunction with the Vice President of Academic Affairs;
- Certifying degree completions, posting degrees, and processing diplomas;
- Processing Student Change of Status Requests (Name and Address Changes);
- Processing Change of Major requests once a student is enrolled;
- Issuing academic transcripts for Mercy College of Ohio (formerly Mercy College of Northwest Ohio), Mercy School of Nursing, St. Vincent School of Nursing, and St. Vincent School of Radiography;
- Processing Enrollment Verification Requests for insurance and student loan purposes;
- Evaluating transfer credit; and
- Processing requests for Credit by Examination.
- Generating the academic calendar, add/drop/withdrawal dates, and final exam schedule
- Planning Commencement
- Enforcing State, Federal and Institutional policies and procedures such as FERPA (Family Education Rights and Privacy Act of 1974), and
- Gathering data required by State and Federal agencies, as well as, internal institutional data

REGISTRATION AND SCHEDULING

Each semester the schedule of classes is made available on the website prior to registration. Information concerning registration is distributed via Mercy College email and posted on the College Digital Monitors. Fall and summer registration typically begins in March. Spring registration typically begins in November.

Registering for courses can be accomplished online: <https://mercycollege.edu/empower> or through EMPOWER ME under the MY MERCY button available on every page of the website. EMPOWER ME is the online student database system that enables a student to access his/her academic and financial records. For questions concerning the Online Registration process, a student may review EMPOWER ME instructions at <https://www.mercycollege.edu/my-mercy/student-records/registration-schedule/>.

ADD/DROP DEADLINES

Refer to the Academic Calendar located on the College website for all add/drop deadlines.

<https://mercycollege.edu/academics/academic-calendar>

A student may add/drop any course through EMPOWER ME during the first week of the semester.* After the first week of the semester, all add/drops must be processed by the Office of Student Records.

ADD/DROP/WITHDRAWAL DEADLINES*Course Offering (*Week is defined as seven calendar days)*

	16 weeks	12 weeks	10 weeks	8 weeks	6 weeks
Last Day to Add	1st week	1st week	1st week	1st week	1st week
Last Day to Drop	2nd week	2nd week	1st week	1st week	1st week
Last Day to Withdraw	8th week	6th week	5th week	4th week	3rd week

NO SHOW

If a student fails to attend any meeting(s) of a course where he/she registered prior to the College's add/drop deadline, the student may be dropped from the course and will not be permitted to re-enroll in that course for that semester or session. A student who is not planning on attending is encouraged to drop courses prior to the end of the add/drop deadline even if he/she has never attended the course.

COURSE LOAD AND ENROLLMENT STATUS

Student enrollment status is determined using the following table:

	Undergraduate	Graduate
Full-Time	12 or more semester hours	6 or more semester hours
Three-Quarter-Time	9 to 11.99 semester hours	5 to 5.99 semester hours
Half-Time	6 to 8.99 semester hours	3 to 4.99 semester hours
Less-Than-Half-Time	Less than 6 semester hours	Less than 3 semester hours

COURSE OVERLOAD

In the fall and spring semesters, an undergraduate student may enroll in a maximum of 18 semester credit hours; a graduate student may enroll in a maximum of 12 semester hours.

In the summer sessions, an undergraduate student may enroll in a maximum of 14 semester credit hours or 7 semester hours in one session; a graduate student may enroll in a maximum of 6 semester credit hours.

To enroll in more than the maximum number of credit hours, as listed above, a student must complete a [Waiver/Substitution Form](#) and acquire signatures of approval from the student's academic advisor and division dean. Once completed, the form must be submitted to the Office of Student Records for processing.

COURSE REPEAT

A student may repeat for credit any course in which he/she received a grade that is not passing. For an undergraduate student, this is a grade of "D" or lower; for a graduate student, this is a grade

of “C” or lower. Both grades will appear on the student’s transcript but only the second grade will be computed in the cumulative GPA.

A student may be permitted to repeat a course more than once, however, all course grades will be calculated in the student’s GPA. A student who wishes to register a third and final time for a course he/she did not pass must present documented reasons to the division as to why he/she was unable to pass the course on the first two attempts and what measures he/she will take to ensure success in the third and final attempt. If the request is granted, the student will not be permitted to take any other course(s) while enrolled in the course being repeated. Attempting to complete a course for a third and final time will impact financial aid and the student will be required to complete a [Learning Contract](#).

COURSE AUDIT (AU)

Auditing a course allows a student to take a class without the benefit of a grade or credit for a course. A student who audits a course does so for the purposes of self-enrichment and academic exploration. The course is offered ONLY on a space-available basis with the approvals of **both** the instructor of the course and the Office of Student Records. A student may not audit the clinical component of any nursing or allied health course.

An audit designation (AU) will appear on the student’s transcript; however, no credit is given, and is not included in the student’s grade point average or total course load for purposes of enrollment certification. An audit withdrawal designation (WA) will be recorded on the student’s transcript if the instructor certifies that the student has not regularly attended classes.

A student may not change class registration status either from audit to credit or from credit to audit after the second week of the class. Credit by Examination may not be requested on the basis of auditing a class. The fee for audited courses is \$100 per credit hour.

DEPARTMENTALLY-PREPARED CREDIT BY EXAMINATION

Standardized or departmentally-prepared examinations may be taken for academic credit (per instructor’s and dean’s approval). A student must obtain a grade of “C” or better on the exam to earn credit.

These examinations may be attempted if:

1. A student has not already audited or attended and failed the course at any college or university.
2. The faculty involved assess that the student’s knowledge is evaluated through either prior work experiences or credits in closely related areas by the appropriate faculty member.

Credit obtained by departmentally-prepared examinations will be recorded on the student’s transcript with a “K” and will not be calculated in the student’s grade point average. There is a \$30 fee to take departmentally-prepared examinations and an additional \$55 per credit hour fee for the administration/recording of credit earned. [Credit by Examination](#) forms for departmentally-prepared exams are available in the Office of Student Records or on the College website.

COURSE NUMBER	COURSE NAME	CREDIT HOURS
BIO 101	Biology	3
BIO 105	Human Structure and Function	5
CHM 110	Chemistry I	4
MTH 098	Basic Math	3
MTH 100	Basic Algebra	3
MTH 104	Mathematical Formulas, Models and Probability	3

*Departmentally-Prepared Credit by Exam Options are subject to revision on a yearly basis. Therefore, Mercy College of Ohio reserves the right to change, at any time and without notice, the Departmentally-Prepared Credit by Exam Options in any or all subject areas.

INDEPENDENT STUDY

A student who wants to complete an independent study must discuss the course proposal with the faculty member who is most knowledgeable of the subject matter being proposed. The faculty member and the division dean must approve the independent study. One to three semester credit hours will be allowed per independent study (one semester credit hour maximum if an associate degree student and three semester credit hour maximum if a bachelor degree student).

The participating student must be in good academic standing with a GPA of 2.7 or better. The [Independent Study Proposal Form](#) is available on the website or in the Office of Student Records.

For progression purposes in extenuating circumstances, a student may contact the program director to complete a course that is not offered. In most cases, this will not include clinical coursework.

WITHDRAWAL FROM A COURSE

Prior to withdrawing from a course, the student should contact the Office of Financial Aid. (See [Return of Title IV](#) in Mercy College Catalog).

A student who elects to withdraw from a course must meet with the instructor of the course, complete a [Registration Form](#) (Add/Drop/Withdrawal), obtain a signature from his/her academic advisor, and submit the completed form to the Office of Student Records. Once a student has been withdrawn from a course, he/she cannot be reinstated into the same course and section for that semester.

The student transcript will indicate a “W” if the student completes the process prior to the withdrawal deadline as indicated by the Academic Calendar. Any course withdrawal after the published deadline for the current semester (or term) will receive a grade of “WP” (withdrawal pass) or “WF” (withdrawal fail) depending on the student’s current grade in the course. A grade of

“WP” will not affect grade point average; however, a grade of “WF” will be calculated in the grade point average. A student is not permitted to withdraw during finals week.

WITHDRAWAL FROM THE COLLEGE

To officially withdraw from the College, a student must submit the [Withdrawal/Leave Form](#) to the Office of Student Records. Please note that the withdrawal process may take up to ten business days. Requests for transcripts will not be granted until the withdrawal has been processed and financial obligations have been met.

The withdrawal date will be determined by the College as either the date the student begins the withdrawal process or the student’s last date of attendance in a course.

LEAVES

A student in good academic standing may request a leave for personal or medical reasons. The request for the leave can be before or after the withdrawal deadline. A Student who withdraws prior to the withdrawal deadline will be awarded a grade of “W.” The student who withdraws after the withdrawal deadline and provide supporting documentation will earn a “W,” or if he/she is making satisfactory progress in his/her current coursework and is in good academic standing.

A leave shall not exceed three consecutive semesters. After that, the student will be considered a readmission applicant, unless an extension of the leave has been granted by the Vice President of Academic Affairs.

The student must request the leave in writing by submitting a completed [Withdrawal/Leave Form](#) along with the supporting documentation to the Office of Student Records.

The student on a leave must satisfy any conditions of the leave before re-entering the College and must comply with the course sequence and/or any curricular changes at the time. The student must notify the College one semester (term) before returning so that orientation can be scheduled and completed. A student’s return is subject to program space availability.

STUDENT MILITARY LEAVE POLICY

From time to time, students who are serving in the National Guard or Armed Forces Reserves may be called to active duty, and the guidelines as outlined in the Higher Education Relief Opportunities for Students Act of 2003 will be followed:

Procedures

1. A student called to active duty or service once enrolled at the College must provide copies of his/her orders. Once this paperwork is received, a withdrawal will be processed for the student.
2. Title IV Student Aid.
 - a. Recipients of student financial assistance under Title IV of the Act who are affected individuals will not be placed in a worse position financially in relation to that financial assistance because of their status as affected individuals;

- b. Administrative requirements placed on affected individuals who are recipients of student financial assistance are minimized, to the extent possible without impairing the integrity of the student financial assistance programs, to ease the burden on such students and avoid inadvertent, technical violations or defaults;
 - c. The calculation of “annual adjusted family income” and “available income”, as used in the determination of need for student financial assistance under Title IV of the Act for any such affected individual (and the determination of such need for his or her spouse and dependents, if applicable), may be modified to mean the sums received in the first calendar year of the award year for which such determination is made, in order to reflect more accurately the financial condition of such affected individual and his or her family;
 - d. The calculation under section 484B(b) (2) of the Act (20 U.S.C. 1091b(b)(2)) of the amount a student is required to return in the case of an affected individual may be modified so that no overpayment will be required to be returned or repaid if the institution has documented the student’s status as an affected individual in the student’s file and the amount of any overpayment discharged.
3. Tuition Refunds or Credits.
- a. Mercy College will provide a full refund to students who are affected individuals for that portion of a period of instruction each student was unable to complete, or for which such individual did not receive academic credit, because he/she was called up for active duty or active service; and
 - b. If affected individuals withdraw from a course of study as a result of such active duty or active service, Mercy College will make every effort to minimize deferral of enrollment or reapplication requirements and will provide as much flexibility as possible with administrative deadlines related to the application process.
4. Repeating a Course.
- An affected individual enrolled in a nursing program of study who has been away from the College for more than one full academic year may be required to repeat any nursing courses he/she has taken. This may apply to courses in other professional programs as well.

Military Tuition Assistance Policy

In accordance with Change 3, DoDI 1322.25 (July 07, 2014) (Appendix to Enclosure 3, 4, f. (2) (d) (page 42)), Mercy College of Ohio will return any unearned tuition assistance (TA) funds on a proportional bases through at least the 60 percent portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. Mercy College of Ohio will work with the affected Service member to identify solutions that will not result in a student debt for the returned portion. All TA funds not earned will be returned to the Military Service, not the Service member. Any unearned TA funds will be returned on a weekly basis.

PLEASE NOTE: An affected individual will need to comply with revisions in the admission criteria that may have occurred while he/she was on active duty or service.

ORC 3345.53 Military leave of absence for student on active duty

(<http://codes.ohio.gov/orc/3345.53>)

As used in this section, "active duty" means full-time duty in the active military service of the United States, including full-time training duty, annual training duty, and active state duty for members of the National Guard.

- (A) Each institution of higher education, as defined in section [3345.011](#) of the Revised Code, shall grant a student a military leave of absence from the institution while the student is serving on active duty, and for one year after the conclusion of that service, if the student is a member of the United States National Guard or other reserve component of the armed forces of the United States, or a member of those armed forces in a retired status, and is called to active duty. The student shall not suffer an academic penalty as a result of the leave of absence.
- (B) If requested by a student granted a military leave of absence pursuant to division (A) of this section not later than one year after the student's release from active duty, the state institution of higher education in which the student is enrolled shall do either of the following, as elected by the student:
- (1) Credit tuition and fee charges toward a subsequent academic term in an amount that is one hundred per cent of what the student paid the institution for the academic term in which the student withdraws;
 - (2) Refund tuition and fees paid for the academic term, provided the student withdraws before the withdraw date established by the institution. The refund shall equal one hundred per cent of the tuition and fee charges the student paid the institution for the academic term. If the student withdraws after the withdraw date established by the institution, the student is ineligible for a refund of tuition and fee charges. For the purposes of this section, the "withdraw date" shall be the same as the date set by the institution for its general student population to withdraw from the institution or a course or class without academic penalty.
- (C) If requested by a student granted a military leave of absence pursuant to division (A) of this section not later than one year after the student's release from active duty, the state institution of higher education shall restore the student to the educational status the student had attained prior to being called to active duty without loss of academic credits earned, scholarships or grants awarded, or tuition and other fees paid prior to the commencement of active duty, except as provided in division (B) of this section.
- (D) If a state institution of higher education fails to comply with this section, the student may bring an action against the institution to enforce its provisions in the court of claims. The court may award reasonable attorney's fees and expenses if the student prevails in the action.

Effective Date: 05-18-2005

UNDERGRADUATE CLASS LEVEL

The number of credit hours used in determining an undergraduate student's academic class level is based on the cumulative credit hours earned at the end of a semester, including transfer credit awarded.

An undergraduate student's class level is based on cumulative credit hours earned (total transfer credit hours in addition to Mercy College of Ohio credit hours earned and/or completed).

First Year: 0-29.9 credit hours

Second Year: 30-59.9 credit hours

Third Year: 60-89.9 credit hours (Bachelor programs only)

Fourth Year: 90+ credit hours (Bachelor programs only)

GRADING SYSTEM

Mercy College of Ohio will use the following grading system to calculate a student's grade point average (GPA):

GRADE	QUALITY POINTS/DESCRIPTION
A	4.0 points
B	3.0 points
C	2.0 points
D	1.0 point
F	0 points
I	Incomplete (no effect on grade point average)
K	Credit by examination (no effect on grade point average)
P	Pass (no effect on grade point average; equal to "C" or better)
AU	Audit (no credit; no effect on grade point average)
NG	No Grade reported per instructor at the time grades are due. (No effect on grade point average)
R	Repeated course (see Course Repeat section in the catalog;)
SP	Satisfactory Progress (see Satisfactory Progress section in catalog; applies to the graduate student only)
T	Transfer
W	Withdrawal prior to mid-term (no effect on grade point average)
WA	Withdrawal from an audited class (no effect on grade point average)
WF	Withdrawal failing at or following mid-term
WP	Withdrawal passing at or following mid-term (no effect on grade point average)

SATISFACTORY PROGRESS (GRADUATE STUDENTS ONLY)

For specified graduate level courses, such as a thesis or a scholarly project, the grade of "SP" may be given to denote work in progress and is used for student work not completed at the end of a particular grading period. No credit is awarded until the final grade is recorded. "SP" grades require the student to enroll in a zero credit continuation course for each subsequent session until

the course is complete. The student will be charged the equivalent of one (1) semester hour of tuition for this course. "SP" grades not completed within one calendar year from the last day of the semester (term) will convert to an "F" grade.

GRADE REPORTS

Grade reports are available online through the EMPOWER ME link. Grade reports are not available to a student who has outstanding account balances.

CUMULATIVE GRADE POINT AVERAGE

Cumulative grade point average is based only on work completed while enrolled at Mercy College. The following grades are not calculated in a student's cumulative grade point average:

- "W" Courses from which a student has withdrawn prior to the last withdrawal date of the semester
- "WP" Withdrawal passing
- "K" credit by examination
- "P" pass grade
- "R" repeated once (see above for details)
- "AU" audited
- "T" transferred from another institution or
- "I" incomplete.

All other grades, including Withdrawal failing grades "WF", are included in a student's cumulative GPA.

INCOMPLETE GRADE PROCEDURE

1. An Incomplete must be requested prior to the last day of the term as listed on the Academic Calendar.
2. The student must submit the [Incomplete Grade Request Form](#) to the course faculty. This form can be found on the Mercy College website.
3. The student must complete 75% of the course assignments/available points to be eligible for an Incomplete.
4. Documentation outlining the extenuating circumstances must be submitted to the course faculty member.
5. The instructor recommends to the dean the limit for the length of time to complete the Incomplete. If the student does not complete the required work in the agreed upon timeframe, the grade will revert to an "F."

GRADE APPEAL

A student disputing a final course grade may submit an appeal following the process below. If the student does not follow the timeline outlined below the appeal may be denied.

1. Initiate a good faith discussion with the instructor of the course within ten business days following the semester.

- a. If the good faith discussion resolves the matter and the grade is to be modified, the instructor must submit a Change of Grade Form to the Office of Student Records.
 - b. If the discussion does not resolve the matter, the student may initiate step 2 below.
2. Within five business days from the date of the good faith discussion, the student must submit the following to the program director (For general education subject areas (ex. English) there is no program director; the student may proceed to step 3):
- A [Grade Appeal Form](#);
 - A written statement indicating the following:
 - Date of good faith discussion with instructor,
 - Reason for further appeal, and
 - Desired outcome;
 - Any documentation supporting claims in the written statement
- a. The program director, instructor, or student may request a meeting to discuss the appeal with the parties involved.
 - b. The program director will issue a written decision to the student and instructor.
 - i. If the program director's decision resolves the matter all documents must be submitted to the Office of Student Records; if the decision results in a change of grade, a Change of Grade Form must be submitted to the Office of Student Records.
 - ii. If the matter is not resolved, the student or instructor may initiate step 3 below.
3. Within ten business days from the date of the program director's decision the student or instructor must submit the following to the dean¹:
- All prior documentation,
 - The written response of the program director,
 - A written statement indicating the reason for disagreement with the prior decision, and
 - Any documentation supporting claims in the written statement
- a. The dean, program director, instructor, or student may request a meeting to discuss the appeal with the parties involved.
 - b. The dean will issue a written decision to the student, instructor, and program director.
 - i. If the dean's decision resolves the matter all documents must be submitted to the Office of Student Records; if the decision results in a change of grade, a Change of Grade Form must be submitted to the Office of Student Records.
 - ii. If the matter is not resolved, the program director, student, or instructor may initiate step 4 below.
4. Within ten business days from the date of the dean's decision the student must submit the following to the Vice President of Academic Affairs:
- All prior documentation,

¹ If the course instructor is the program director or dean to whom the appeal is being submitted, the student may skip to the next step.

- The written response of the dean,
 - A written statement indicating the reason for disagreement with the prior decision, and
 - Any documentation supporting claims in the written statement
- a. The Vice President of Academic Affairs, dean, program director, instructor, or student may request a meeting to discuss the appeal with the parties involved.
 - b. The Vice President of Academic Affairs will issue a written decision to the dean, student, instructor, and program director. The decision of the VPAA is final.
 - c. The Vice President of Academic Affairs decision and all documents must be submitted to the Office of Student Records; if the decision results in a change of grade, a Change of Grade Form must be submitted to the Office of Student Records.

The College will make every reasonable effort to complete the appeal process within a reasonable timeframe.

ACADEMIC HONORS

Academic Honors are awarded at the end of each semester to a student who has achieved academic excellence. A student receives the highest honor based on his/her semester GPA. A student who has one or more grades of Incomplete at the end of the semester will not be eligible for academic honors. Academic honors and their qualifications:

President's List

A student who completes 14 or more credit hours during the semester and earn a grade point average of 4.0 will be named to the President's List.

Dean's List for the Full-time Student

A student who completes 12 or more credit hours during the semester with a grade point average of 3.3 or higher will be named to the Dean's List.

Honors List for the Part-time Student

A student who completes 6-11 credit hours with a grade point average of 3.3 or higher will be named to the Honors List.

HONOR SOCIETIES

Alpha Delta Nu Nursing Honor Society (Gamma Delta Chapter)

The Alpha Delta Nu Nursing Honor Society recognizes the academic excellence of a student in the study of Associate Degree Nursing. This society encourages the pursuit of advanced degrees in the profession of nursing as well as continuing education as a lifelong professional responsibility. Additionally, the society participates in the recruitment of qualified individuals into the profession of nursing.

Phi Theta Kappa

Phi Theta Kappa was founded in 1918 and is the official honor society for two-year college programs. Today, Phi Theta Kappa, now an international organization, is the largest honor society in American higher education. The purpose of Phi Theta Kappa is to recognize and encourage

scholarship among the two-year college student. Mercy College chartered the Phi Theta Kappa Honor Society in 2008 with the Beta Pi Xi chapter. Since that time, more than 300 members have been inducted.

Sigma Theta Tau

Sigma Theta Tau, or Sigma, is the second-largest nursing organization in the world with approximately 135,000 active members residing in more than 90 countries. It was founded in 1922 at what is now the Indiana University School of Nursing. The Zeta Theta-at-Large Chapter, founded in 1982, includes the University of Toledo/Bowling Green State University Consortium, Lourdes University, and Mercy College of Ohio. Sigma's purpose is to recognize superior achievement and development of leadership qualities; foster high professional standards; encourage creative work; and, strengthen commitment to the ideals and purposes of the profession.

COMMENCEMENT

Commencement ceremonies are held at the conclusion of both fall and spring semesters. A student who has completed all degree requirements by the end of fall or spring semesters is encouraged to participate in commencement exercises. The student who plans to complete his/her degree requirements during the summer semester are also encouraged to participate in spring commencement, provided he/she is registered for all classes required for degree completion at the time of the graduation ceremony. A diploma will be issued to each graduate after all grades are posted, providing all graduation and financial requirements have been met.

GRADUATION HONORS

The degree student who has demonstrated academic excellence will receive a diploma with honors. Honor cords will be distributed at the end of each term and will be awarded based on the student's final cumulative grade point average. Diplomas and transcripts will include the "honor's designation" based on the final cumulative grade point average.

A Bachelor Degree-Seeking student may earn Latin honors:

Summa Cum Laude	3.90-4.00	Gold and Blue Braided Cords
Magna Cum Laude	3.75-3.89	Gold Cords
Cum Laude	3.5-3.74	Blue Cords

An Associate Degree-Seeking student may earn honors:

High Honors	3.70 – 4.0	White and Gold Braided Cords
Honors	3.30 – 3.69	White Cords

POSTHUMOUS DEGREE/CERTIFICATE

A deceased student may be considered a candidate for a posthumous degree/certificate if:

- The student was in good standing at the time of death.
- The student declared and was enrolled at the time of death (unless circumstances prohibited enrollment) in the major and degree/certificate program.
- The student completed 75% or more of the degree/certificate requirements.

The request to award a posthumous degree/certificate must originate in an academic division by the dean or program director.

Approval by the Vice President of Academic Affairs and College President is required prior to awarding of the posthumous degree/certificate.

A posthumous degree will be printed in the commencement program with the major degree/certificate being awarded.

The statement “awarded posthumously” will be noted on the student’s academic record and transcript, but not on the diploma.

TRANSCRIPTS

The Mercy College of Ohio transcript is the official record of student academic progress, documenting all course grades, grade point average, and degree(s) awarded. Transcripts are issued by the Office of Student Records upon request by the student.

Transcripts will not be issued for a former or current student who has outstanding financial obligations to the College. “Unofficial” copies of transcripts are not issued by the College but are available through the [EMPOWER ME](#) student system.

When requesting a transcript, a student must include name, present address, social security number or student id (7-digit number), birth date, maiden name, estimated date of last attendance, signature, and the name and address to which the transcript should be sent. Transcripts for Mercy College of Northwest Ohio, St. Vincent School of Nursing, St. Vincent School of Radiography, and Mercy School of Nursing can also be obtained from the Office of Student Records.

There is no transcript fee charged for official or unofficial transcripts.

ACADEMIC POLICIES, PROCEDURES, AND STUDENT RESPONSIBILITIES

ATTENDANCE

A student is expected to attend class and clinical experiences if applicable. Attendance policies are located in course syllabi and in the program handbooks if applicable.

CHANGE of ADDRESS or NAME

To change a name, a student must complete a [Change of Address/Name Form](#), and submit this form with a copy of a government issued document indicating the prior name and updated name to the Office of Student Records.

To change an address, a student may submit the request through the EMPOWER ME student system or submit a Change of Address/Name Form to the Office of Student Records.

CRIMINAL BACKGROUND CHECKS, DRUG SCREENS, AND HEALTH REQUIREMENTS

CRIMINAL BACKGROUND CHECK AND DRUG SCREEN POLICY

Mercy College of Ohio is committed to the health, safety, and well-being of all patients cared for by its students, as well as the health, safety, and well-being of the students who participate in its programs and represent the College in clinical agencies. On January 1, 2004, the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) updated regulations for hospitals, home health agencies, clinics, and other healthcare providers to gain or maintain accreditation status. One of the regulations requires all persons working at the facility – including employees, volunteers, and students – to have a criminal background check. Other evaluations such as drug screens are often required.

This policy applies to all College students who participate in clinical/practicum/field experiences.

To meet JCAHO requirements, the College requires all students entering a program which includes a clinical component, practicum, or field experience (hereinafter referred to as “health program”) to undergo a criminal background check/fingerprint screen (hereinafter referred to as “background check”) and drug screen. The results of a background check and drug screen can impact a student’s ability to participate in clinical rotations, and become licensed, credentialed or employed in a particular state.

It is the responsibility of all students to conduct themselves in a manner consistent with College requirements for maintaining an environment free from threat to person, property, efficiency or reputation because of illegal use, sale, transfer, or possession of alcohol or dangerous drugs as defined by Section 2925.01 of the Ohio Revised Code and United States Code 21, Section 811 and 844. Students must also abide by the College’s [Drug and Alcohol Abuse/Prevention Policy](#).

I. Required Background Checks and Drug Screens

All students who have been accepted into a designated health program at the College are required to successfully complete the background check and drug screen through the vendor designated by the Office of Compliance and Risk Management. Previously conducted criminal background checks

and/or drug screens are not acceptable for purposes of this policy. The health programs at the College also abide by the requirements of each specific clinical site, which periodically may require updated background checks and/or drug screens. Students may not be permitted to participate in their designated program if the criminal background check includes findings of the following: any felony or misdemeanor criminal convictions, charges, or arrests (not including minor traffic violations).

New Students

Students are responsible for the costs and activities associated with meeting the clinical requirements and completing the criminal background check and drug screen process. Students retain access to their account information after graduating from the health program.

Students Who Have Failed a Course

Students who have failed a course will not be required to create a new Vendor account *if*:

- They have been continuously enrolled at the College (an official leave is not considered continuous enrollment);
and
- The other health requirements of the program are met.

However,

- Students may be required by the clinical agency to complete updated background check/fingerprints, drug screen and/or physical.

Students Returning After an Absence of Less than One Year

Students re-entering a health program after an absence of less than one year will not be required to create a new Vendor account *if*:

- They have been continuously enrolled at the College (an official leave is not considered continuous enrollment);
- Original background check/fingerprints, drug screen and physical were all completed less than one year earlier;
and
- The other health requirements of the program are met.

Students Who Have Been Absent from the Clinical Program for a Year or More

Students who have been absent from the clinical portion of the health program longer than a year are required to create a new Vendor account to meet all current requirements, including new background check/fingerprinting, drug screen, and physical.

Students Who Withdraw and/or Change Programs

Students who begin a health program and subsequently withdraw may be allowed to transfer their Vendor account upon acceptance into the new health program *if*:

- Original background check/fingerprints, drug screen and physical were all completed less than one year earlier;
- The other health requirements of the new program are met; and
- Approval is given by the dean.

II. Drug Screens

It is the policy of the College to prohibit the purchase, possession, use or abuse, sale, distribution, or manufacture of any controlled substance on campus, on any College property, or on the premises of his/her clinical assignment. Students are responsible for complying with the College's *Drug and Alcohol Abuse/Prevention Policy*; failure to comply with the policy may result in immediate dismissal.

The College recognizes chemical dependency as a major health problem and as a health, safety, and security concern. As part of a prevention program, all incoming students are required to participate in substance abuse training during orientation and again annually in an online training module.

Re-Admission after Dismissal due to a Positive Drug Screen

If a student is dismissed from the College after a positive drug screen, the student may apply for readmission to the College according to the Readmission guidelines outlined in the College Catalog. If re-admitted, the student must agree to random drug testing. Individuals who wish to be re-admitted to the College must comply with all program changes and catalog revisions at the time re-admission is requested. An additional positive drug screen will result in dismissal from the College with no opportunity for re-admission.

III. Additional Required Background Checks and Drug Screens

In most circumstances, criminal background checks and drug screens are only performed after a student has been accepted into a health program (or is ready to begin the clinical/practicum/field experience portion of their program). However, some agencies require current results from the student prior to clinical placement at that site.

The cost of any additional testing or updated criminal background checks is the responsibility of the student and must be coordinated through the contracted Vendor.

Reasonable Suspicion

Students who are performing in an unsafe manner, and/or whose behaviors are suspect, may be subject to an assessment by a healthcare provider and may be asked to submit to an immediate screening. For purposes of this policy an assessment may include, but is not limited to, a drug/alcohol screen, medical or mental assessment, and/or rehabilitation. Action and/or pattern of behaviors that may warrant an assessment include, but are not limited to, the following:

- Sudden changes in work performance;
- Violation of safety policies;
- Repeatedly not following work direction;
- Disorientation;
- Personality changes;
- Behavior problems;
- Drowsiness;
- Slurred speech;
- Glassy or bloodshot eyes;
- Suspicious odors;

- Frequent absences;
- Incoherent communication or inexplicable behavior;
- Possession of drugs or drug paraphernalia;
- Observation of drug use;
- A report of drug use provided by a reliable and credible source; or
- A self-report of a drug-related arrest, charge, or conviction.

IV. Student Duty to Self-Report

Students are asked on their application for admission to indicate whether they have been convicted of child or dependent adult abuse; whether they have been convicted of a crime in this state or any other; whether they are currently incarcerated; or if they have been excluded from or served with notice of exclusion from any governmental programs, *i.e.* Medicare, Medicaid, financial aid, student loan default. Students are then asked to explain any “yes” answers.

Students are informed during the admission process that a past felony or misdemeanor may disqualify them from entering a clinical setting, testing for licensure, or being hired by potential employers in a healthcare profession. It is the responsibility of the student to check with the program administrator, the licensing/credentialing organization and/or state prior to application into the program of study.

Failure to disclose or provide material misrepresentation of information about an arrest, charge, or pending charges may result in disciplinary action up to and including dismissal from the College.

Students currently enrolled in a health program at the College have an ongoing duty to report any arrests, charges, or convictions that occur after they are enrolled in their health program. The student must notify the program administrator of the healthcare program in which he/she is enrolled as soon as is reasonably possible - and no later than five (5) calendar days (in accordance with the *Drug and Alcohol Abuse/Prevention Policy*) - after the incident occurs.

V. Placement at Clinical Agencies

Acceptance into a health program at the College despite negative information on a background check does not guarantee placement at a clinical agency for a clinical experience. For a student already placed at a clinical site, self-reporting subsequent criminal history may result in the clinical agency prohibiting the student from continuing in the clinical experience. If a student is unable to participate in a clinical experience as required for a program of study, he/she will not be able to progress and will be dismissed from the academic program in which he/she is enrolled.

When a student, who has negative information on a criminal background check, self-reports subsequent criminal history and attempts to be placed at a specific clinical site or wishes to continue at his/her current site, the appropriate personnel at the clinical site evaluate the information and surrounding circumstances. Clinical site personnel have sole discretion to determine whether the student can participate in a clinical experience at their site or continue with the current placement. The College makes no final decisions regarding student acceptability for a clinical placement site or the ability of the student to continue with a current placement based on

the results of a criminal background check or in a self-report of new criminal activity other than minor traffic violations.

College faculty and staff will not provide advice on a student's ability to obtain licensure, credentialing or employment notwithstanding an adverse criminal background check, and students should not rely on any general information provided by College personnel in that regard. It is the responsibility of students to check with the licensing/credentialing board and/or state in which they want to practice to determine if they are able to sit for exams; however, some states may not advise about the inability of students to sit for exams until the students are prepared to do so.

VI. Sharing Results of Criminal Background Checks and Drug Screens

Results of background checks and drug screens are shared with the student and appropriate College personnel. Program administrators or designees are responsible for monitoring students' accounts. Findings may require further action, and students will be notified of such by the program administrator and/or the Vendor. Students are responsible for monitoring their account for such notifications.

In order to share results of background checks and drugs screens with clinical agencies, students must sign 530-B Student Consent. Without confirmation that a background check and drug screen were obtained and results are acceptable to that clinical agency, placement in a clinical setting is unlikely. Non-placement will result in dismissal from the academic program.

Confidentiality

Results of a student's criminal background check(s) and drug screen(s) are not kept as part of the student's educational file. The results are protected on the Vendor's website and are accessible only by the student, the Vendor, and authorized personnel as long as the College is contracted with the Vendor. Students have access to their online records with the Vendor while they are enrolled and post-graduation, even if the College is no longer contracted with the Vendor. All materials collected from the students regarding review of criminal background checks or drug screen investigations will be secured in a locked file in the Office of the Clinical Compliance Coordinator.

The procedures associated with the Criminal Background Check and Drug Screen policy are as follows.

I. Required Background Checks and Drug Screens

1. The Clinical Compliance Coordinator provides instructions for creating Vendor accounts and communicates the due date for each health program. Instructions for completing the background check and drug screen are provided by the Vendor. Students are responsible for setting up their online account, scheduling, and completing the background check and drug screen in a timely fashion, so results can be returned to the Vendor prior to the due date established by the health program. **Students will not be permitted to participate in their designated health program if they have not cleared the background check and drug screen and other clinical requirements by the health program's due date**, unless an extension is granted by the program administrator, i.e., in the instance of late admittance to the program.

2. Background check and drug screen results are returned directly to the student's account, where they are available to both the student and authorized College personnel.
3. Students aware of findings which may show up on the background check or drug screen should be prepared to discuss with his/her program administrator whether findings may impact participation in clinical rotation, licensing or credentialing.

Findings on Criminal Background Checks

1. Students disputing background check results must contact the Vendor to initiate an investigation. Status of the dispute will be communicated to the Clinical Compliance Coordinator.
2. Findings on a student's background check or fingerprint results require the following actions:
 - a. If student has findings on the BCI&I (Ohio Bureau of Criminal Identification and Investigation) or the Background Check Summary Report:
 - i. Student may be asked to request additional official documents.
 - ii. Student may be asked to provide detailed, legibly written (or typed) explanation of the recorded information.
 - iii. Student must schedule a face-to-face meeting with the program administrator.
 - b. If student receives the FBI (Federal Bureau of Investigation) "May Not Meet" letter:
 - i. Additional instructions will be posted to student's account.
 - ii. Student must request a copy of his/her RAP (Record of Arrests and Prosecutions) sheet.
 - iii. Student must upload the full RAP sheet report to his/her account.
 - iv. Student must prepare a detailed, legibly written (or typed) explanation of the recorded information.
 - v. Student must schedule a face-to-face meeting with the program administrator.
3. At the face-to-face meeting, the program administrator reviews the information to determine whether the findings will affect clinical placement or licensure/credentialing. The information will be reviewed and a final decision rendered based on the following:
 - Seriousness, circumstances, and frequency of the offense(s);
 - The relationship between the duties to be performed as part of the designated health program and the offense(s);
 - The length of time that has passed since the offense(s);
 - Evidence of successful rehabilitation; and
 - The accuracy of the information provided by the applicant.

The program administrator:

1. Reviews RAP sheet with the student, student's written explanation of the events, and any other documentation provided by the student, such as police reports, certified court records, and other information that is pertinent to the case.

2. Completes and signs the *Student Acknowledgment - Criminal Background Findings* form.
 - i. If there are no issues that will affect the student's clinical placement, as determined by the program administrator and/or dean:
 1. Student signs the *Student Waiver for Criminal Background* form to continue the clinical experience.
 2. Program administrator forwards the signed waiver form, completed *Criminal Background Findings* form, RAP sheet, and student's detailed written explanation to the Clinical Compliance Coordinator.
 3. Clinical Compliance Coordinator secures all documents in a locked file.
 4. Signed *Student Waiver for Criminal Background* form will be uploaded to the student's Vendor account.
 - ii. If the issue(s) could affect the student's clinical placement and/or licensure or credentialing:
 1. Program administrator and/or dean advises the student that he/she WILL NOT be allowed to continue with the clinical experience.
 2. Program administrator and student complete and sign the *Student Acknowledgment - Criminal Background Findings* form.
 3. Program administrator forwards the completed form, student's RAP sheet, student's detailed written explanation and any other documentation provided by the student to the Clinical Compliance Coordinator.
4. If the student wishes to dispute the decision of the program administrator and/or dean, the student must submit a request for appeal in writing to the VPAA within five (5) business days of the determination. A written decision will be provided to the student within five (5) days of the appeal submission. The decision of the VPAA is final and not subject to appeals.
5. If a student has signed a waiver to continue in the program but a finding is found from a subsequent report received after the waiver was signed:
 - a. Program administrator determines whether there is new information that affects the student's clinical placement.
 - b. If the new finding appears on the FBI/BCI results, the student must provide a full copy of the RAP sheet or other documentation as requested.
 - c. If new findings are the same as that which was previously discussed with the student:
 - i. Program administrator communicates this with the student.
 - ii. Program administrator sends an email to the Clinical Compliance Coordinator stating that the findings are the same and that no further action is required.
 - iii. Program administrator forwards RAP sheet and any other documentation to the Clinical Compliance Coordinator.

- d. If the findings are different from the previously reviewed charges:
 - i. The process outlined previously in Findings on Criminal Background Checks should be repeated.

II. Drug Screens

1. The Vendor conducts a 10-panel drug screen checking for amphetamine [methamphetamine], barbiturates, benzodiazepine, cocaine, marijuana, methadone, methaqualone, opiates [codeine, morphine], phencyclidine, and propoxyphene.
2. If drug screen results are returned as “dilute negative” or “dilute positive,” the student will be told that he/she must order a new drug screen and provide another sample. Results of the second test are considered final. If student declines to take a required retest because of a dilute specimen, the action will be considered a “refusal to be tested” and treated the same as a confirmed and positive result.
3. The program administrator or designee monitors student accounts for drug screen finding alerts. If an alert is found:
 - a. Program administrator contacts the Clinical Compliance Coordinator to confirm that the Clinical Compliance Coordinator is aware of the findings.
4. All positive test results are automatically sent to the Medical Review Officer (MRO) contracted by the Vendor for further confirmation testing. If the applicant tests positive for a drug for which there could be a legitimate prescription, the MRO contacts the student for that prescription and validates the information. If prescription information is validated, the MRO will update the test results to show a negative drug screen.
 - a. If prescription information cannot be validated, the drug test results will show a positive drug screen.
 - b. If the MRO is unable to reach the student, a notation will be made on the student’s drug screen and notification will be sent to the Clinical Compliance Coordinator.
 - i. The Clinical Compliance Coordinator contacts the student and advises that the MRO must be provided with any additional prescription information immediately. If the drug screen results remain unchanged after seven days, the drug screen test results will be considered positive.
 - ii. If the results are changed to a negative drug screen, no additional action is required.
 - iii. If results are changed to a verified positive drug screen, the Clinical Compliance Coordinator:
 1. Notifies the program administrator.
 2. Program administrator notifies the student of the positive drug screen and sets up a meeting.
 - a. The drug screen results and the rules set forth by the specific program’s accrediting or credentialing agency determine whether there are immediate consequences.

- b. The student is informed he/she has the right to initiate a formal dispute of the findings (as outlined in the following section Disputing Drug Screen Finding).
 - c. Student signs the *Drug Screen Findings* form.
 - d. Program administrator consults with the dean, VPAA, and VPSA to determine additional steps for student.
 - e. If allowed to continue, the *Student Waiver of Background and/or Drug Screen Findings* must be signed.
 - i. Permission to continue in the health program does not guarantee participation in required clinical experiences or licensure in certain states.
 - ii. If the student is currently attending classes:
 - 1. Student will be suspended from participating in the clinical experience until the drug screen is fully reviewed by the program administrator, VPAA, and VPSA.
 - 2. Student may be allowed to continue attending class instruction until the drug screen issue is resolved.
 - f. Disciplinary action according to the College's *Drug and Alcohol Abuse/Prevention Policy and Program* will be determined by the VPSA/Dean of Students.
3. All communication with the student must be documented, including what additional steps (random drug testing, etc.) are required for the student.
 4. All documentation and completed forms must be sent to the Clinical Compliance Coordinator.

Disputing Drug Screen Findings

Students wishing to dispute the drug screen results must initiate a formal dispute within five (5) business days of notification by the program administrator. Student must contact clinicalcompliance@mercycollege.edu to initiate a re-test of the original specimen. The drug screen re-test package code will be provided to the student by the Clinical Compliance Coordinator or by the Vendor. Cost of the new drug screen package is paid by the student. Vendor will coordinate testing of the same specimen sample at a different lab. If the result is overturned, the Vendor will refund the cost of the new drug screen package to the student.

III. Additional Required Background Checks and Drug Screens

Reasonable Suspicion

If a faculty or staff member at the College feels that a "reasonable suspicion" drug/alcohol screen is required consistent with College policy, the faculty or staff member should:

- a. Contact the program administrator, program director, dean and/or (in the event of occurrence at a clinical site) another medical healthcare professional to observe the student.
- b. Remove the student from the clinical or classroom setting.
- c. Advise the student there is concern for student and/or patient safety.
- d. Advise the student that he or she will be required to submit to a screening within 24 hours.
- e. Advise the student that he or she will not be allowed to attend clinicals until there is proof of a negative drug/alcohol screen (student will be given the opportunity to make up lost clinicals if the drug/alcohol screen report is negative).
- f. Advise the student they will be allowed to continue attending classroom instruction only until the drug/alcohol screen result has been received and reviewed for further action.

Student must provide results of alcohol or drug screen to the program administrator, who will then forward the results to the Clinical Compliance Coordinator, who will upload the documentation to the student's Vendor account.

Failure to participate in an assessment at the request of a College faculty or staff member will result in the assessment being considered a violation of the College's *Drug and Alcohol Abuse/Prevention Policy* and grounds for disciplinary action up to and including dismissal from the College.

If results are positive, the student will be immediately suspended from the College by his/her program administrator and subject to the policies and procedures outlined in the Student Code of Conduct. The student is encouraged to contact the Director of Counseling for an assessment appointment with possible referral to a drug and/or alcohol counseling program.

IV. Sharing Results of Criminal Background Checks and Drug Screens

1. Students are required to complete and sign the *Student Consent for Disclosure* form permitting the College to discuss results with clinical agencies. This is in accordance with the Family Educational Rights and Privacy Act (FERPA).
2. If a student refuses to provide this consent, the College will not be able to inform the clinical agency of results, which may prevent the student from participation in clinical experiences.

HEALTH REQUIREMENTS

The College requires all students entering a program which includes a clinical component, practicum, or field experience (health program) to comply with specific health requirements, such as proof of vaccinations. The requirements may vary depending on the program of study and the clinical agency. Students in such programs can find information on criminal background checks, drug screens, and health requirements at (<https://www.mercycollege.edu/background>). Current information is maintained on the College website and is subject to change. Students are responsible for all costs associated with criminal background checks, drug screens, and health requirements.

CLINICAL LIABILITY INSURANCE

Mercy College students who are enrolled in a health program are required to have clinical liability insurance. The cost of the liability insurance is included in the matriculation fee, and these students are enrolled in clinical liability insurance coverage by the Clinical Compliance Coordinator at the College. Questions regarding clinical liability insurance may be directed to the Clinical Compliance Coordinator and/or the Office of Compliance and Risk Management.

COURSE WAIVER/SUBSTITUTION

A student may request a course waiver/substitution based on previous coursework, departmental exams, or credit for prior learning. More information on course waiver/substitutions and credit for prior learning is available in the [Transfer Credit policy](#). A [Waiver/Substitution Form](#) must be completed and filed with the Office of Student Records to ensure credit may be considered for any of the following situations:

COURSE WAIVER

- The course instructor, in consultation with the program director/dean, decides whether a student's previous coursework in a particular area is equivalent to a Mercy College course.
- The program director, in consultation with the dean, decides whether to accept transfer credits for courses that are beyond the seven-year time limit.

COURSE SUBSTITUTION

A student must take the following into account when requesting a course substitution:

- Proposed course substitutions must be consistent with the academic goals of the program.
- Mercy College residency requirements must be followed.
- A student may substitute a higher-level class for a lower-level course requirement (e.g. Calculus for College Algebra).
- Substitutions may be approved by the program director in consultation with the dean.

POST-ENROLLMENT TRANSFER CREDIT

The College may permit up to six credit hours of transfer credit after a student has enrolled. More information about post-enrollment of transfer credit eligibility can be found in the [Transfer Credit Policy](#).

COLLEGE ACADEMIC PROBATION

At the end of a semester, a student will be placed on academic probation when his/her cumulative grade point average in all college work attempted at Mercy College falls below 2.0.

If a student is on academic probation, the program director/dean may impose enrollment restrictions, and a [Learning Contract](#) will be developed and implemented.

College Academic Probation Procedure

The student will be notified in writing by the Office of Student Records that he/she is being placed on academic probation. This notification will include the reason for being placed on academic probation, the conditions for removal of probation, and information regarding academic dismissal.

Copies of all correspondence regarding academic probation will be sent to the student's advisor, the retention officer, the program director, dean, and student.

Removal from College Academic Probation

The student will be removed from academic probation when the cumulative grade point average in all college coursework attempted at Mercy College is 2.0 or higher and/or when all other conditions have been met.

COLLEGE ACADEMIC DISMISSAL

1. A student may be dismissed from Mercy College at the end of a semester if he/she fails to maintain the required cumulative grade point average. College academic dismissal will occur when a student's cumulative grade point average falls below the following on all attempted coursework while enrolled at Mercy College:
 - Less than 1.0 after attempting 10-19 semester hours
 - Less than 1.5 after attempting 20-29 semester hours
 - Less than 1.7 after attempting 30-39 semester hours
 - Less than 1.8 after attempting 40-49 semester hours
 - Less than 1.9 after attempting 50-59 semester hours
 - Less than 2.0 after attempting 60 or more semester hours.
2. A student will be dismissed from the College after failing MTH 098 twice.

A student who is academically dismissed from the College is also dismissed from his/her program of study.

College Academic Dismissal Procedure

The student will be notified in writing by the Office of Student Records that he/she is being academically dismissed from the College. This notification will include the reason for academic dismissal. Copies of all correspondence regarding academic dismissal will be sent to the student's advisor, the retention officer, the program director, dean, and student.

APPEAL FOR COLLEGE ACADEMIC DISMISSAL

A student disputing college academic dismissal may appeal according to the following procedure:

1. The student must submit the following to the Office of Student Records:
 - An Academic [Dismissal Appeal Form](#) within five business days of the date of electronic notification of dismissal,
 - A written statement of why the student disagrees with the decision for dismissal, and
 - Any evidence or material supporting the reasons for disagreement.

The Vice President of Academic Affairs will issue a written decision (electronic and mail) to the student, dean, and the Office of Student Records within ten business days from the date of the receipt of the appeal.

PROGRAM DISMISSAL

Program progression requirements, provisions for program dismissal and procedures to appeal a program dismissal can be found in the program handbooks and/or program sections of the College

Catalog. A student who fails to meet the requirements for progression within a specific program of study may be academically dismissed from the program but may be eligible to continue as a Mercy College student.

The student will be notified in writing by the Office of Student Records that he/she is being dismissed from the program of study. This notification will include the reason for dismissal. Copies of all correspondence regarding program dismissal will be sent to the student's advisor, the retention officer, the program director, dean, and student

ACADEMIC INTEGRITY

The purpose of education is to advance one's intellectual skills and knowledge and to demonstrate the outcomes of these efforts. An essential and shared value in higher education is presenting one's own work and properly acknowledging that of others. Any violation of academic integrity constitutes **academic dishonesty** which will result in disciplinary action. Forms of academic dishonesty include, but are not limited to, the following:

Plagiarism – Submitting all or part of another's work as one's own in an academic exercise, such as an examination, computer file, or written assignment. This includes, but is not limited to, submitting papers written by someone else, such as a family member or friend, or downloading parts of or entire term papers from the internet and then submitting them as one's own work. It also includes use of another's words as one's own, be that paraphrasing or direct quotation, without proper citation.

Cheating – Using or attempting to use unauthorized materials on an examination or assignment, such as using unauthorized texts or notes or improperly obtaining, or attempting to obtain, copies of an examination or answers to an examination. This also includes sharing or receiving content from exams or quizzes by way of another student.

Facilitating academic dishonesty – Helping another to commit an act of academic dishonesty, such as substitution for an examination, completing an assignment for someone else, or sharing of computer files.

Fabrication – Altering or transmitting, without authorization, academic information or records.

Multiple submissions – Submitting the same paper/project for credit in multiple classes, without permission of the instructors involved.

REPORTING CASES OF ACADEMIC DISHONESTY

Step One

Each case of academic dishonesty must be submitted to the appropriate dean on the [Violation of Academic Integrity Form](#) by the faculty or staff member with firsthand knowledge of the violation, as soon as possible after the incident is discovered.

Step Two

The faculty or staff member must notify the student of the charge within five class days after the incident is reported to the dean. The written charge must contain the following:

- The particular allegation;
- The names of other participants or witness(es) when appropriate;

- The date and time, location and relevant circumstances of the incident; and
- A copy of the relevant sections of the College Catalog concerning academic dishonesty and the appeal process.

Step Three

The dean will issue a decision regarding the appropriated penalty within 10 business days of receiving the initial notification from the faculty or staff member.

PENALTY FOR ACADEMIC DISHONESTY

During a student's academic career at Mercy College, each incident of academic dishonesty will be reported in writing to the appropriate dean. A disciplinary notation for academic dishonesty will be entered in the academic record.

A student found to have committed an act of academic dishonesty will not have the option to withdraw from the class. A second finding of academic dishonesty shall exclude a student from consideration for academic honors.

The penalties for academic dishonesty are as follows:

- First incident will be a score of zero on the particular item being submitted and a written warning.
- Second incident in the same course as the first incident occurred or any other course will result in a failing grade for the course in which the second infraction occurred.
- Third incident of academic dishonesty will result in dismissal. The dean will notify the Office of Student Records to enter the notation "dismissed for academic dishonesty" on the student's academic record.

All records of violations of academic integrity and penalties will be kept by the Office of Academic Affairs.

ACADEMIC DISHONESTY APPEAL

A student disputing academic integrity penalties may appeal according to the following procedure:

1. The student must submit the following to the appropriate dean:
 - An [Academic Integrity Appeal Form](#) within five business days of the date of the charge of the Academic Integrity violation
 - A written statement of why the student disagrees with the decision for dismissal or the academic integrity violation, and
 - Any evidence or material supporting the reasons for disagreement
 - a. The dean will issue a written decision (electronic and mail) to the student and the Office of Student Records within ten business days from the date of the receipt of the appeal.
 - b. If the matter is not resolved the student may initiate step 2.
2. Within five business days from the date of the dean's decision, the student must submit the following to the Vice President of Academic Affairs:
 - All previous documentation submitted,
 - The written response of the dean,

- A written statement of why the student disagrees with the dean’s decision, and
 - Any additional evidence or material supporting the written statement
- a. The Vice President of Academic Affairs will conduct hearings with the parties specifically involved as necessary.
 - b. The Vice President of Academic Affairs will issue a written decision (electronic and mail) to the student, dean, and the Office of Student Records within ten business days from the date of the receipt of the appeal.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

Introduction:

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal privacy law affording students certain rights related to the release of and access to their education records. The Office of Student Records ensures compliance with FERPA at Mercy College of Ohio (“the College”), and this office should be contacted with any questions or concerns about this policy, including any questions about FERPA rights or to request clarification or further information:

Office of Student Records, 419-251-8989, registrar@mercycollege.edu

Purpose:

To ensure the privacy and protection of student files.

Scope:

FERPA applies to enrolled students, not students who have applied but never enrolled. All College employees are responsible for knowing and abiding by this policy.

Policy:

FERPA affords students certain rights with respect to their education records. The definition of “education records” is any record maintained by the College that is directly related to a student and includes, but is not limited to, grades, transcripts, and disciplinary files. Education records can exist in any medium, including hardcopy, typed, or electronic. However, there are some exclusions from the definition of education records, including:

1. Records kept in the sole possession of the maker, that are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
2. Records of the College’s law enforcement unit that are created by it for law enforcement purposes and maintained by it;
3. Records relating to an individual who is employed by the College (except if the individual is a student employed as a result of his or her status as a student) that are made and maintained in the normal course of business, relate exclusively to the individual in that individual’s capacity as an employee and are not available for any other purpose;
4. Records on a student 18 years of age or older made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity so long as the

records are made, maintained or used only in connection with treatment of the student and are disclosed only to individuals providing treatment;

5. Records created or received by the College after the student is no longer in attendance and are not directly related to the individual's attendance as a student.

Beginning with the first day of the student's first term at the College, students have the following rights under FERPA:

1. **The right to inspect and review the student's education records within 45 days of the date the College receives a request for access.** A student should submit to the Office of Student Records, a written request that identifies the record(s) the student wishes to inspect. The College's Office of Student Records will make arrangements for access and notify the student of the time and place where the records may be inspected. The College reserves the right to have a school official present during a student's review of his/her education records. The right of inspection and review includes the right to access and an explanation of the record. It does not include the right to a copy of the education record except in limited circumstances when failure to provide a copy would effectively prevent the student from inspecting and reviewing the record (e.g., the student lives outside of a reasonable commuting distance from the College). Students have the right to inspect their education records regardless of their financial status with the College. However, the College is not required to release an official transcript if the student has a past due account. If the College official to whom the request was submitted does not maintain the records, that official shall advise the student of the correct official to whom the request should be addressed. At the postsecondary level, parents have no inherent rights to inspect or review their son or daughter's education records. This right is limited solely to the student. A student's education records may be released to parents only if they have been given a written release by the student or if an exception to FERPA's general rule against nonconsensual disclosure applies (such as in the case of a health and safety emergency or in order to comply with a lawfully issued subpoena). This right of inspection and access does not extend to the financial records of a student's parents. Also, certain restrictions apply to a student's access to confidential letters and confidential statements of recommendation placed in a student's education records.
2. **The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.** A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Students are permitted to include explanatory comments with the record(s) they believe should have been amended, but the College decided not to modify. Additional information regarding the hearing procedures will be provided to the student when notified of the right

to a hearing. Requesting an amendment to an education record is not the proper avenue for challenging course grades. Students challenging a grade must complete Form 510-C Application for Academic Appeal located in the College's Office of Student Records.

3. **The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.** The College discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests, except to the extent that FERPA authorizes disclosures without consent. *See* 34 CFR § 99.31. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (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 school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.
4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.** The name and address of the Office that administers FERPA is:

Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Public Notification of Directory Information

At its discretion, the College may provide "directory information" in accordance with FERPA. Directory Information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Designated directory information at the College includes the following:

- student's name
- address
- telephone listing
- electronic mail address
- photographs
- date and place of birth
- field(s) of study
- dates of attendance
- class

- enrollment status (e.g. undergraduate or graduate, full-time or part-time)
- degrees, honors, and awards received
- participation in officially recognized activities and sports
- the most recent educational agency or institution attended.

Students may block public disclosure of directory information (all or in part) by notifying the Office of Student Records in writing by using Form 510-B Request to Opt Out of Directory Information.

Students should carefully consider the consequences of a decision to withhold directory information. For example, the names of students who have restricted their directory information will not appear in the commencement program or other College publications. Also, employers, potential employers, credit card companies, loan agencies, scholarship committees, and the like will be informed that the College has no information available about the student's attendance at the College if these entities were to request directory information that has been restricted. A non-disclosure block will prevent the College from releasing any or all "directory information;" thus, any further requests for such information from non-institutional persons or organizations will be refused.

The College will honor requests to withhold directory information but cannot assume responsibility to contact students for subsequent permission to release this information. Regardless of the effects, the College assumes no liability as a result of honoring students' instructions that such information be withheld.

Although the initial request may be filed at any time, requests for non-disclosure will be honored by the College until removed, in writing, by the student. *Please note: a student cannot opt out of the disclosure of his/her name or email address in the classroom environment.*

As a private institution, the College is not governed by the Ohio statutes that allow release of additional types of information to employees, employers, and applicants.

For additional information concerning FERPA, please visit:

<http://www.ed.gov/policy/gen/guid/fpc/index.html>

FERPA Procedure

1. The entire FERPA policy is available in the Office of Student Records for review.
2. Students may opt out of the release of directory information by completing Form 510-B Request to Opt Out of Directory Information. This form is then filed in the student's permanent file and noted in the student database system. Students may indicate student account access to a parent, spouse, or other individual on the Form 510-B Request to Opt Out of Directory Information.
3. Students will be notified at the beginning of each semester regarding their FERPA rights through the Public Notification of Directory Information via the College's Website, Inside Mercy, and/or by email.
4. All College sanctioned employees (full and part-time faculty, staff, administration, student workers) and those working on behalf of the college in clinical, internship or practicum

experiences are required to sign and adhere to Form 510-D Code of Responsibility and Confidentiality of Data, which is signed at the time the employee is hired, and filed in their permanent files. In addition, each new employee receives FERPA training materials from the Office of Student Records. FERPA training occurs annually for employees via college-wide presentation and/or the submission of FERPA training materials in the weekly Mercy College faculty and staff newsletter or other appropriate means of communication.

5. Faculty completing a letter of recommendation for a student must have the student complete Form 510-A Letter of Recommendation Release prior to completing the letter.
6. Institutions requesting information will be given directory information upon request, unless the student has requested that no directory information should be released.

Any concerns or questions regarding release of student information should be directed to the Office of Student Records.

RECORDING OF CLASSROOM PRESENTATIONS

The purpose of the Recording of Classroom Presentations policy is to provide an appropriate approval and use of such activity as it takes place in the classroom.

Mercy College of Ohio prohibits students from the recording and transmission of classroom presentations with any faculty member unless that student has obtained the expressed written consent of the faculty member.

For purposes of this policy, a “recording” is a video or audio replication or photographic image recorded on devices including, but not limited to, audio recorders, video recorders, cellular/smart phones, digital cameras, media players, computers and other devices that record images or sound.

Obtaining Permission

Before any lecture or at the beginning of the course, students who wish to record the proceedings must sign the Mercy College of Ohio [Electronic Recording Release Form](#) and submit a signed copy to the faculty member prior to activating any recording device. The faculty member has the option to approve or disapprove the request on the form.

If the faculty member approves of the recording request, he/she will copy the signed agreement and return one copy to the student, retain a copy for his/her files and provide one copy to his/her program director and/or dean.

The student must obtain signed permission from each instructor whose class he/she wishes to record. This includes when two or more faculty members are teaching the same class. A new Electronic Recording Release Form must be signed each semester for each class where permission to record is being requested.

Revoking Permission

Faculty member(s) may rescind permission to record at any time and will do so by notifying the student in writing. Further, a faculty member may require that all recording devices be turned off at any point during the class period. The faculty member does not have to give an explanation in either of these situations.

Proper Use of a Recording

The following concepts apply to students' use of recordings:

- Recording of lectures or classroom presentations is solely for the purpose of individual or group study with other students enrolled in the same class.
- The recorded materials and all information contained within, are protected under federal copyright laws and may not be published or quoted without written permission of the presenter(s) and Mercy College of Ohio.
- The student will not use any recording for commercial, compensatory, or non-educational purposes.
- The recorded materials cannot be copied, retransmitted, or disseminated in any fashion.
- The recorded materials cannot be posted on any website or social media site.
- Recorded materials cannot be used for any purpose against any faculty, Mercy College of Ohio, or other students whose classroom comments may be recorded; including, but not limited to internal/external legal actions, retaliation, etc.

Destruction of Recordings

Students must destroy all recordings at the end of the semester unless they have received written permission from the faculty member to retain them.

Exception

Students with disabilities, registered with the Office of Accessibility, may be preapproved to record any and all lectures as a reasonable accommodation in keeping with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Under these conditions, students are not required to obtain permission for each class in which the student is currently receiving accommodations. The Electronic Recording Release Form content is included in the student's Academic Accommodations Agreement which outlines specific information related to individually-assigned accommodations. The original copy will be kept in the student's file in the Office of Accessibility Services with a copy provided to the student, and outlined in the Student's Accommodations Notification letter to instructor(s). A copy of the signed Agreement will also be provided to the Dean of Students from the Office of Accessibility.

In this situation, a faculty member does not have discretion to prevent a student from recording classroom lectures. However, the concepts from the Proper Use section above remain applicable.

Students with disabilities may also be able to keep the recordings past the end of the semester if specifically outlined in his/her assigned accommodations through the Office of Accessibility. Recordings must be destroyed when they are no longer a student at Mercy College of Ohio.

Policy Violation

A faculty member who believes that an unauthorized recording has been made or that there has been an improper use of a recording should make a report to their respective dean who will notify the Vice President of Academic Affairs.

Violations of this policy may constitute copyright infringement in violation of federal law and may subject the violator to College disciplinary action pursuant to the Student Judicial System.

INSTRUCTION

PHILOSOPHY OF GENERAL EDUCATION

The foundation for General Education coursework is based on a Judeo-Christian philosophy. General education courses are required in Oral and Written Communication (GCOM), Math, Statistics and Logic (GMSL), Social and Behavioral Sciences (GSBS), Arts, Humanities, Culture and Diversity (includes Religion) (GAHD & GAHR), and Natural Sciences, Technology and Innovation (GNST).

The purpose of general education coursework is to provide the student with a broad base of knowledge that is relevant to all educated persons. Participation in this coursework enables/empowers the student to develop his/her intellect, examine his/her values in ethical decision making, think critically, solve problems, communicate effectively, embrace cultural diversity, pursue lifelong learning, and serve in the global community.

MERCY COLLEGE OF OHIO INSTITUTIONAL GOALS AND LEARNING OUTCOMES

Students who graduate/complete programs from Mercy College of Ohio will be prepared to lead and to serve in the global community as evidenced by the integration of the Mercy College values in general education and academic program requirements. The institutional learning outcomes for students will lead to graduates/completers who:

1. Are committed to social engagement, by demonstrating an understanding of servant leadership that improves the community and broader society.

To achieve this goal, students will...

Level 1 (Knowledge/Comprehension): Describe how one's specific course/program of study contributes to community and society.

Level 2 (Application/Analysis): Complete a service learning activity that benefits an organization/community.

Level 3 (Synthesis/Evaluation): Demonstrate an understanding of a complex community or societal problem that impacts one's own life or the lives of others.

2. Are committed to intellectual inquiry, able to identify, evaluate, and propose solutions to problems in creative ways.

To achieve this goal, students will...

Level 1 (Knowledge/Comprehension): Identify and explain problems/issues.

Level 2 (Application/Analysis): Participate in the problem-solving process to address a simple problem using appropriate sources.

Level 3 (Synthesis/Evaluation): Participate in the problem-solving process to identify multiple solutions to a complicated or complex problem using appropriate sources.

3. Are effective communicators, able to write, speak, and listen as a professional.

To achieve this goal, students will...

Level 1 (Knowledge/Comprehension): Demonstrate appropriate use of the vocabulary of one's specific course/program of study.

Level 2 (Application/Analysis): Present organized ideas through the various communication media in an understandable way to a designated audience.

Level 3 (Synthesis/Evaluation): Critically evaluate information and sources used for written work and presentations.

4. Are proficient with ethical reasoning, using the lens of the Mercy Core Values as part of one's everyday decision-making process.

To achieve this goal, students will...

Level 1 (Knowledge/Comprehension): Express Mercy's Values when communicating with others.

Level 2 (Application/Analysis): Explain the significance of the Mercy College Values in a course/program of study.

Level 3 (Synthesis/Evaluation): Defend ethical decisions made using Mercy College Values.

5. Are professionally competent, displaying the capacity to successfully join the workforce in one's desired course/program of study upon graduating.

To achieve this goal, students will...

Level 1 (Knowledge/Comprehension): Demonstrate proficiency in the performance of general responsibilities required of entry level employees in their program of study.

Level 2 (Application/Analysis): Operate in a manner that safely contributes to the effectiveness of teams.

Level 3 (Synthesis/Evaluation): Evaluate the performance of professionals in the course/program of study.

6. Are committed to lifelong learning, exhibiting responsibility for the future of one's own educational experience.

To achieve this goal, students will...

Level 1 (Knowledge/Comprehension Level): Describe one's own professional requirements.

Level 2 (Application/Analysis): Demonstrate the ability to set professional goals that support lifelong productivity.

Level 3 (Synthesis/Evaluation): Develop an action plan for future growth and development.

ASSESSMENT OF STUDENT LEARNING

Mercy College assesses student learning outcomes through a variety of methods that are linked to coursework and aligned with course assignments that include testing, journals, reflections, written work, oral presentations, and participation in co-curricular activities. Rubrics are used as a tool for

assessment of the assigned work. The data gained from the assessment rubrics provides information regarding the achievement of the learning outcomes.

Assessment of student learning is completed at the following levels: course, programmatic, and institutional. Assessment of student learning provides quantitative and qualitative data for measurement of student achievement. The assessment process produces information that supports data-driven decisions for overall curricular improvement.

Assessment activities are conducted from the time a student enters the College until the time they exit, plus post-graduation surveys, etc. Student participation is essential to the process as it completes the cycle of assessment. Learning Outcomes identified – Assessment of Learning Outcomes – Data Collection and Analysis – Curricular Improvement measures recommended and implemented. Overall assessment is part of the institutional effectiveness of the organization.

CREDIT HOUR DEFINITION AND LENGTH OF SEMESTER

As required in the Higher Education Reauthorization Act of 2011, Mercy College of Ohio has adopted the following federal definition of a credit hour (Source: <http://www.gpo.gov/fdsys/pkg/CFR-2012-title34-vol3/xml/CFR-2012-title34-vol3-sec600-2.xml>):

Credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

In addition, Mercy College of Ohio has adopted the credit hour guidelines, revised March 2010, by the Ohio Department of Higher Education (formerly the Ohio Board of Regents), as specifically defined in the procedures that follow. The policy in its entirety can be found at <https://mercycollege.edu/about/compliance-consumer-information>.

TYPES OF COURSE DELIVERY METHODS

The following types of course modalities are offered at Mercy College of Ohio.

Face-To-Face

A face-to-face course is one in which instruction is delivered fully on-site with face-to-face interaction between the instructor and student. A face-to-face course may make use of computers, the internet or other electronic media in the classroom. Students may be directed to online materials provided by publishers, or to other internet accessible sources as part of their coursework. A face-to-face course does not use the institution's chosen Learning Management System (Canvas).

Web Enhanced

A Web-Enhanced (also, web-facilitated) course utilizes the institutions chosen web based Learning Management System (Canvas) to augment a face-to-face course. Online resources are posted by the instructor to support specific pedagogical needs. All classes meet face-to-face as in a regular face-to-face course.

Blended

A Blended (also, hybrid) course has fewer in person course meetings than a face-to-face or web-enhanced course. A portion of the course is delivered online and a portion is delivered on-site face-to-face. Blended courses use the institution's chosen Learning Management System (Canvas) for the online portion of the course.

Online

An online course is a course that is provided entirely through the institution's chosen Learning Management System. No on-site class meetings are required. Although it is preferred that all assessments occur within an online course, a proctored in-person exam may be required.

Accelerated

An accelerated course runs in a compressed time and either meets more often to ensure adequate contact time or utilizes other proven accelerated learning methods to replicate the required contact hours. Specialized accelerated learning cognitive methods may also be used. An accelerated course may be offered face-to-face, online, web-enhanced or in a blended modality.

FINAL EXAMINATIONS

Final exams are administered during the 16th week of the semester. In an emergency, a student may contact the instructor prior to the exam to request rescheduling. The instructor will reschedule the exam at the earliest possible time. If the exam cannot be rescheduled before the end of the semester, the student may request an incomplete grade. For more information regarding incompletes, please refer to [Incomplete Grade](#) in the Office of Student Records Grading System section.

ACADEMIC RESOURCES**CLINICAL FACILITIES**

A student in clinical experiences at hospitals or other healthcare facilities must follow all policies and procedures of those institutions. Specific information concerning policies and procedures can be obtained from the clinical instructor or the clinical site. Mercy College of Ohio uses a variety of healthcare facilities in both Toledo and Youngstown.

COMPUTER LABS

Toledo: Three computer laboratories are available and are located on the 2nd and 3rd floors of Madison and on the 6th floor of Jefferson. Student computers are also scattered throughout the college and are located in the Student Lounges, Library and Study rooms. They house modern computer hardware and programs. Internet, Microsoft Office Suite, and college email are available

in these settings. Software programs are available for self-testing, self-evaluation, word processing, spreadsheet, presentation, and database applications.

Youngstown: Two computer laboratories are available on-site in Youngstown. Additional computers are available for student use in the Mercy Health St. Elizabeth Health Center computer laboratory and in the Medical Library.

SCIENCE AND CLINICAL LABORATORIES

Dedicated laboratory spaces containing high-quality equipment and an environment conducive to student learning are available for instruction in Toledo and Youngstown. Toledo houses laboratory spaces for science, nursing, radiography, polysomnography, ophthalmic technology, and EMS/paramedic, and the Youngstown location has nursing skills laboratory space.

PROGRAM HANDBOOKS

Where necessary, programs have handbooks containing additional policies and procedures specific to the requirements of that program. [Program Handbooks](#) are available online or from the program director/lead of each respective program.

TEXTBOOKS

Orders for textbooks and medical supplies can be placed online at www.webmedbooks.com/mercyoh. A student who does not have internet access can place orders via telephone 1-800-633-2665 or fax 1-800-421-8816. Payment can be made using Visa, MasterCard, Discover, American Express, and personal checks, and Mercy College Financial Aid.

UNDERGRADUATE GRADUATION REQUIREMENTS

BACHELOR OF SCIENCE DEGREE GRADUATION REQUIREMENTS

To be eligible for a Bachelor of Science degree from Mercy College of Ohio, a student must:

- Complete all required courses with a minimum of a 2.0 cumulative GPA.
- Complete all required courses with a minimum grade of “C”.
- Complete a minimum of 120 credit hours.
- Complete a minimum of 36 credit hours at the 300/400. Coursework from other institutions is accepted at the level at which the course was taught at the institution.
- Complete a minimum of 36 credit hours of Bachelor of Science General Education requirements. Specific General Education requirements are outlined in the General Education Section of this catalog.
- Complete the [Graduation Application Form](#) by the deadline indicated on the academic calendar.
- Submit all official transcripts from high school and colleges/universities previously attended.
- Be enrolled in at least one credit hour at Mercy College of Ohio in the term the student anticipates completing graduation requirements.
- Complete a minimum of 36 credit hours from Mercy College of Ohio.

ASSOCIATE OF SCIENCE DEGREE

To be eligible for the Associate of Science degree from Mercy College of Ohio, a student must:

- Satisfy all specified courses with a minimum of a 2.0 cumulative GPA.
- Complete all required courses with the minimum grade of “C”
- Complete a minimum of 60 credit hours.
- Complete a minimum of 36 credit hours of Associate of Science General Education requirements. Specific General Education requirements are outlined in the General Education Section of this catalog.
- Complete the [Graduation Application Form](#) by the deadline indicated on the academic calendar.
- Submit all official transcripts from high school and colleges/universities previously attended.
- Be enrolled in at least one credit hour at Mercy College of Ohio in the term the student anticipates completing graduation requirements.
- Complete a minimum of 30 credit hours from Mercy College of Ohio.

ASSOCIATE OF APPLIED SCIENCE DEGREE

To be eligible for the Associate of Applied Science Degree from Mercy College of Ohio, a student must:

- Satisfy all specified courses with a minimum of a 2.0 cumulative GPA.
- Complete all required courses with a minimum grade of “C”.
- Complete a minimum of 60 credit hours.
- Complete a minimum of 30 credit hours of Associate of Applied Science General Education requirements. Specific General Education requirements are outlined in the General Education Section of this catalog.
- Complete the [Graduation Application Form](#) by the deadline indicated on the academic calendar.
- Submit all official transcripts from high school and colleges/universities previously attended.
- Be enrolled in at least one credit hour at Mercy College of Ohio in the term the student anticipates completing graduation requirements.
- Complete a minimum of 30 credit hours from Mercy College of Ohio.

GENERAL EDUCATION GRADUATION REQUIREMENTS

The Ohio Department of Higher Education requires that all degree-seeking students complete credits in the following general education areas of study. The College determines the number of hours required for completion of the areas as follows:

BACHELOR OF SCIENCE GENERAL EDUCATION REQUIREMENTS

Oral and Written Communication - GCOM (Three credit hours in ENG 101 and three credit hours in ENG 102 are required)	6 Credit Hours
Math, Statistics and Logic - GMSL	3 Credit Hours

Social and Behavioral Sciences - GSBS	6 Credit Hours
Arts, Humanities, Culture and Diversity (includes Religion) - GAHD (Six credit hours in religious studies are required. - GAHR)	9 Credit Hours
Natural Sciences, Technology and Innovation - GNST	6 Credit Hours
Additional Hours from one or more of the above categories	6 Credit Hours
Total Credit Hours	36 Credit Hours

ASSOCIATE OF SCIENCE GENERAL EDUCATION REQUIREMENTS

Oral and Written Communication - GCOM (Three credit hours in ENG 101 and three credit hours in ENG 102 are required)	6 Credit Hours
Math, Statistics and Logic - GMSL	3 Credit Hours
Social and Behavioral Sciences - GSBS	6 Credit Hours
Arts, Humanities, Culture and Diversity - GAHD (Three credit hours in religious studies are required - GAHR)	6 Credit Hours
Natural Sciences, Technology and Innovation - GNST	6 Credit Hours
Additional Hours from one or more of the above categories	9 Credit Hours
Total Credit Hours	36 Credit Hours

ASSOCIATE OF APPLIED SCIENCE GENERAL EDUCATION REQUIREMENTS

Oral and Written Communication - GCOM (Three credit hours in ENG 101 and three credit hours in ENG 102 are required)	6 Credit Hours
Math 100 or Math, Statistics and Logic - GMSL	3 Credit Hours
Religious Studies - GAHR	3 Credit Hours
Natural Sciences, Technology and Innovation - GNST	6 Credit Hours
Additional Credit Hours from one or more of the above categories; Social and Behavioral Sciences (GSBS); Arts, Humanities, Culture and Diversity (GAHD), and/or Applied General Education (GAPL) courses	12 Credit Hours
Total Credit Hours	30 Credit Hours

GENERAL EDUCATION COURSES**ORAL AND WRITTEN COMMUNICATION (GCOM)**

Prefix	Course Number	Course Name	Credit Hours
ENG	101	English Composition I	3
ENG	102	English Composition II	3

MATH, STATISTICS AND LOGIC (GMSL)

Prefix	Course Number	Course Name	Credit Hours
MTH	104	Mathematical Formulas, Models, and Probability	3
MTH	130	College Algebra	4
MTH	132	Basic Trigonometry	1
MTH	140	Introduction to Statistics	3
MTH	145	Pre-calculus Mathematics	4
MTH	150	Calculus	4

SOCIAL AND BEHAVIORAL SCIENCES (GSBS)

Prefix	Course Number	Course Name	Credit Hours
POL	301	Women and Politics	3
PSY	101	Introduction to Psychology	3
PSY	201	Lifespan Psychology	3
PSY	280	<i>Independent Study</i>	1-5
PSY	320	Social Psychology	3
PSY	340	Abnormal Psychology	3
PSY	350	Interpersonal Relationships	3
PSY	370	Psychology of Music	3
PSY	380	Behavior Modification	3
PSY	390	Forensic Psychology	3
PSY	399	Special Topics	3
SOC	101	Introduction to Sociology	3
SOC	150	Gerontology Overview	1
SOC	211	Cultural Diversity	3
SOC	280	Independent Study	1-5
SOC	350	Global Issues	3
SOC	380	Understanding Consumer Behavior	3
SOC	399	Special Topics	3
SOC	420	Sociology of Global Markets	3
SOC	450	Sociology of Health Care and Health Professions	3

ARTS, HUMANITIES, CULTURE AND DIVERSITY (GAHD)

Prefix	Course Number	Course Name	Credit Hours
ART	101	Art Appreciation	3
ART	300	Non-Western Art	3
COM	260	Public Speaking	3
COM	290	Entertainment in American Life	3
COM	360	Communication for Professional Success	3
ENG	210	The Short Story	3
ENG	280	Independent Study	1-5
MUS	101	Introduction to Music Appreciation	3
MUS	301	The History of Rock & Roll	3
MUS	311	History of Jazz	3
SOC	211	Cultural Diversity	3
SPN	216	Spanish for Healthcare Professionals	3

ARTS, HUMANITIES, CULTURE AND DIVERSITY - RELIGION (GAHR)

Prefix	Course Number	Course Name	Credit Hours
REL	101	Introduction to Theology	3
REL	204	Spirituality for Healthcare Providers	3
REL	211	Introduction to Scripture	3
REL	250	Death, Dying and Bereavement	3
REL	261	Spirituality, Religion, and Healthcare in the United States	3
REL	280	Independent Study	1-5
REL	290	Medical Ethics	3
REL	299	Special Topics	1-3
REL	311	World Religions	3
REL	330	Spirituality and Theology in Christian Art	3
REL	335	Spirituality on the Page, Stage, and Screen	3
REL	360	Women and Religion	3
REL	380	Mission, Values, and Social Teaching	3
REL	382	Spirituality Care: Integration of Body, Mind, and Spirit Healing	3
REL	385	Mission, Healthcare Ministry, and Enculturation	3
REL	386	Native American Spirituality & Healthcare	3
REL	399	Special Topics	1-3
REL	410	The Church in History	3

NATURAL SCIENCES, TECHNOLOGY AND INNOVATION (GNST)

Prefix	Course Number	Course Name	Credit Hours
BIO	101	Biology	3
BIO	103	Essentials of Human Anatomy and Physiology	3
BIO	105	Human Structure and Function	5
BIO	200	Science in the News	2
BIO	201	Physiological Basis of Nutrition	2
BIO	205	General Biology I	5
BIO	206	General Biology II	5
BIO	210	Microbiology	4
BIO	210L	Microbiology Laboratory	1
BIO	220	Anatomy and Physiology I	4
BIO	220L	Anatomy and Physiology I Laboratory	1
BIO	221	Anatomy and Physiology II	4
BIO	221L	Anatomy and Physiology II Laboratory	1
BIO	280	Independent Study	1-5
BIO	290	Pathophysiology	3
BIO	330	Cardiovascular Physiology	2
BIO	331	Renal Physiology	2
BIO	332	Fluid and Electrolyte Balance	2
BIO	336	Genetics	4
BIO	350	Biology of Human Reproduction	3
BIO	400	Service Learning in Biology	2
BIO	410	Cell Biology	4
BIO	420	Histology	4
BIO	430	Principles of Ecology	4
CHM	100	Elementary Chemistry	5
CHM	111	Basic Organic and Biochemistry	4
CHM	111L	Basic Organic and Biochemistry Lab	1
CHM	210	General College Chemistry I	5
CHM	211	General College Chemistry II	5
CHM	320	Organic Chemistry I	5
CHM	321	Organic Chemistry II	5
CHM	410	Biochemistry	5
PHS	220	College Physics I	4
PHS	221	College Physics II	4

APPLIED GENERAL EDUCATION COURSES (GAPL)

Prefix	Course Number	Course Name	Credit Hours
BIO	100	Student Success Strategies for Biology Majors	2
BIO	280	Independent Study	1-5
EMS	103	Anatomy and Physiology for Pre-Hospital Providers	4
ENG	280	Independent Study	1-5
EYE	112	Ocular Terminology, Anatomy, Physiology, and Diseases	4
GEN	100	College Academic Skills Seminar	0.5
GEN	101	Student Success Strategies	2
HCA	105	Productivity Applications for Healthcare Professionals	3
HIT	105	Medical Terminology	3
HIT	110	Pharmacology for Health Information Technology	2
HIT	205	Data Management and Applications	2
HIT	238	Healthcare Registries and Statistics	3
RAD	140	Radiographic Pathology	2
RAD	215	Radiation Biology and Protection	2

UNDERGRADUATE PROGRAMS OF STUDY

The following degrees, major, minors, and certificates are offered at Mercy College of Ohio.

BACHELOR OF SCIENCE DEGREES

Biology

Healthcare Administration (Completion)

Medical Imaging (Completion)

Nursing (Pre-licensure and RN to BSN)

BIOLOGY - BACHELOR OF SCIENCE

Overview

The Bachelor of Science in Biology is a stand-alone major that serves as the first step to post-baccalaureate education in the health care professions such as medicine, pharmacy, physician assistant, physical therapy, occupational therapy, dentistry or scientific research. A student completing this major would also be eligible for immediate employment as a science lab technician in an academic setting or in industry, scientific or pharmaceutical sales or technical representatives, etc. This is a rigorous major built on a strong foundation in the natural sciences which allows for many different pathways for the Biology graduate.

Mission Statement

The mission of the degree program is to graduate individuals who will be prepared to go on to graduate school or secure science related jobs such as research assistants or technologists. The program strives to educate students beyond their professional goals to their role as a citizen in a diverse society and a steward of the environment.

Goals of the Biology Major

Upon completion of the Bachelor of Science in Biology, graduates will be able to:

1. Demonstrate understanding and application of scientific principles.
2. Integrate critical thinking skills to examine and interpret scientific questions.
3. Collect and analyze scientific data.
4. Locate, evaluate and communicate analytical information.
5. Enter graduate schools or scientific fields.

Biology Major

Any Mercy College student in good standing can declare a biology major. High school science courses (Biology and Chemistry with a lab) or their college equivalents must be taken within the past seven years with a "C" or better prior to the first semester. For a student to progress to semester III of the program, the mathematics pre-requisites must be met. (High school courses or their college equivalents within the past seven years with a "C" or better include Algebra I; Algebra II and Trigonometry or Pre-Calculus or an integrated sequence of advanced math courses (Statistics, Business Math, and/or computer courses will not fulfill this requirement). All program courses must be completed with a grade of "C" or better; a grade of "B" or higher preferred, to progress through the program and for graduation.

BACHELOR OF SCIENCE DEGREE MAJOR IN BIOLOGY DEGREE REQUIREMENTS

To earn the Bachelor of Science Degree with a major in Biology a student must complete all college requirements for a Bachelor of Science Degree including the following:

GENERAL EDUCATION REQUIREMENTS

*Specific courses listed are required by the program.

COMPLETE ALL OF THE FOLLOWING COURSES:**CREDIT HOURS**

Oral and Written Communication (GCOM)	6 minimum
ENG 101 English Composition I	3
ENG 102 English Composition II	3
Math, Statistics and Logic (GMSL)	3 minimum
MTH 140 Introduction to Statistics	3*
MTH 150 Calculus	4*
Social and Behavioral Sciences (GSBS)	6 minimum
PSY 101 Introduction to Psychology	3*
SOC 101 Introduction to Sociology	3*
PSY 201 Lifespan Psychology	3*
Arts, Humanities, Culture and Diversity (includes Religion) (GAHD)	9 minimum
REL 290 Medical Ethics	3*
SOC 211 Cultural Diversity	3*
REL ___ Religious Studies course	3
Natural Sciences, Technology and Innovation (GNST)	6 minimum
CHM 210 General College Chemistry I	5*
CHM 211 General College Chemistry II	5*
CHM 320 Organic Chemistry I	5*
CHM 321 Organic Chemistry II	5*
CHM 410 Biochemistry	5*
Additional hours from one or more of the above categories	6 minimum
PHS 220 College Physics I	4*
PHS 221 College Physics II	4*
One additional course at the 300/400 level general education course in the Arts, Humanities, Culture and Diversity general or a Social and Behavioral Sciences areas	3*
TOTAL GENERAL EDUCATION CREDIT HOURS REQUIRED	67

REQUIRED BIOLOGY PROGRAM/MAJOR COURSE REQUIREMENTS**COMPLETE ALL OF THE FOLLOWING PROGRAM/MAJOR COURSES:****CREDIT HOURS**

BIO 200 Science in the News	2
BIO 205 General Biology I	5
BIO 206 General Biology II	5
BIO 210 Microbiology	4

BIO 220 Anatomy and Physiology I	4
BIO 221 Anatomy and Physiology II	4
BIO 240 Career Topics for Biology Majors	1
BIO 290 Pathophysiology	3
BIO 336 Genetics	4
BIO 350 Biology of Human Reproduction	3
BIO 400 Service Learning in Biology	2
BIO 410 Cell Biology	4
BIO 420 Histology	4
BIO 430 Principles of Ecology	4
TOTAL PROGRAM/MAJOR CREDIT HOURS REQUIRED	49

ADDITIONAL COURSE REQUIREMENTS

COMPLETE THE FOLLOWING COURSE: **CREDIT HOURS**

HSC 100 Introduction to Health Careers	3
TOTAL PROGRAM/MAJOR CREDIT HOURS REQUIRED	3

CREDIT HOUR REQUIREMENTS**CREDIT HOURS**

Total Required Bachelor of Science General Education Credit Hours	67
Total Required Biology Program/Major Credit Hours	49
Total Additional Courses Credit Hours	3
Free Elective Credit Hours ²	1
TOTAL CREDIT HOURS FOR GRADUATION³	120

BACHELOR OF SCIENCE IN BIOLOGY SAMPLE PROGRAM GUIDE

SEMESTER I		SEMESTER II		SEMESTER III	
BIO 205	General Biology I (5)	BIO 206	General Biology II (5)	BIO 220	Anatomy and Physiology I (4)
CHM 210	General College Chemistry I (5)	CHM 211	General College Chemistry II (5)	MTH 150	Calculus (4)
ENG 101	English Composition I (3)	ENG 102	English Composition II (3)	PHS 220	College Physics I (4)
HSC 100	Introduction to Health Sciences (3)	PSY 101	Introduction to Psychology (3)	REL ___	Religious Studies course (3)
16 Semester Hours		16 Semester Hours		15 Semester Hours	

² Student may be required to take additional free elective credit to reach the 120 semester credit hours required for graduation. Free elective credit may be satisfied through previous coursework and transfer credit. See your academic advisor for more details.

³ To complete college requirements students will be required to complete a minimum of 36 semester hours of 300 to 400 level coursework.

SEMESTER IV		SEMESTER V		SEMESTER VI	
BIO 221	Anatomy and Physiology II (4)	BIO 200	Science in the News (2)	BIO 210	Microbiology (4)
BIO 240	Career Topics for Biology Majors (1)	BIO 290	Pathophysiology (3)	BIO 336	Genetics (4)
MTH 140	Introduction to Statistics (3)	CHM 320	Organic Chemistry I (5)	CHM 321	Organic Chemistry II (5)
PHS 221	College Physics II (4)	SOC 211	Cultural Diversity (3)	REL 290	Medical Ethics (3)
SOC 101	Introduction to Sociology (3)				
15 Semester Hours		13 Semester Hours		16 Semester Hours	

SEMESTER VII		SEMESTER VIII	
BIO 350	Biology of Human Reproduction (3)	BIO 400	Service Learning in Biology (2)
BIO 410	Cell Biology (4)	BIO 420	Histology (4)
BIO 430	Principles of Ecology (4)	CHM 410	Biochemistry (5)
PSY 201	Lifespan Psychology (3)	GEN ED	300/400 level General Education course in Arts, Humanities, Culture and Diversity; or Social and Behavioral Sciences (3)
— —	Free elective credit (1)		
15 Semester Hours		14 Semester Hours	

HEALTHCARE ADMINISTRATION – BACHELOR OF SCIENCE (ONLINE COMPLETION)[Program Handbook](#)**Philosophy**

The Bachelor of Science in Healthcare Administration (HCA) program provides a foundation of management skills and business knowledge specific to healthcare. The curriculum prepares the student for meaningful and productive careers as administrators and managers in the healthcare workplace. Emphasis is placed on developing strong communication and critical thinking skills that highlight the effective healthcare manager.

Program Learning Outcomes

At the completion of the Healthcare Administration program, graduates will be able to:

1. Demonstrate an understanding of the U.S. healthcare system.
2. Identify legal and government regulations that impact healthcare organizations.
3. Demonstrate fiscal and economic principles necessary for value creation within healthcare organizations.
4. Determine practices required to support, develop, and motivate a diverse healthcare workforce.
5. Identify essential organizational processes, infrastructure, and quality initiatives required within healthcare organizations.

Admission Requirements

A student holding an associate/bachelor's degree from a regionally accredited institution with a minimum GPA of 2.3, will be considered for program admission. Students whose GPA falls below a 2.3 but above a 2.0 will be considered on an individual basis. A student without an associate/bachelor's degree will be considered for admission provided he/she has earned 60 or more transferable credit hours, with a minimum GPA of 2.3, and has completed the following general education coursework: Natural Sciences (6 cr. hrs.), ENG 101 or equivalent (3 cr. hrs.), Mathematics (3 cr. hrs.), and Social and/or Behavioral Sciences (3 cr. hrs.).

Requirements for Clinicals

Criminal background checks, drug screens, health records, and immunizations are required prior to the start of the clinical program. The *Health Requirements Overview by Program* list and instructions are maintained on the College website at <https://www.mercycollege.edu/my-mercy/background-checks-health-records/>. The Policy can be found at <https://mercycollege.edu/about/compliance-consumer-information>.

BACHELOR OF SCIENCE IN HEALTHCARE ADMINISTRATION REQUIREMENTS

To earn the Bachelor of Science Degree in Healthcare Administration a student must complete all college requirements for a Bachelor of Science Degree including the following:

GENERAL EDUCATION REQUIREMENTS

**Specific courses listed are required by the program.*

COMPLETE <u>ALL</u> OF THE FOLLOWING COURSES:	CREDIT HOURS
Oral and Written Communication (GCOM)	6 minimum
ENG 101 English Composition I	3
ENG 102 English Composition II	3
Math, Statistics and Logic (GMSL)	3 minimum
Social and Behavioral Sciences (GSBS)	6 minimum
SOC 211 Cultural Diversity ⁴	3*
Arts, Humanities, Culture and Diversity (includes Religion) ⁵ (GAHD/GAHR)	9 minimum
Natural Sciences, Technology and Innovation (GNSI)	6 minimum
Additional hours from one or more of the above categories	6 minimum
TOTAL GENERAL EDUCATION CREDIT HOURS REQUIRED	36

REQUIRED HEALTHCARE ADMINISTRATION PROGRAM/MAJOR COURSE REQUIREMENTS

COMPLETE <u>ALL</u> OF THE FOLLOWING PROGRAM/MAJOR COURSES:	CREDIT HOURS
HCA 301 Introduction to the U.S. Healthcare System	3
HCA 310 Organizational Behavior in Healthcare	3
HCA 312 Human Resource Management in Healthcare Organizations	3
HCA 316 Healthcare Information Systems	3
HCA 318 Principles of Healthcare Marketing	3
HCA 330 Principles of Accounting for Healthcare	3
HCA 410 Introduction to Healthcare Finance	3
HCA 412 Healthcare Law and Ethics	3
HCA 419 Reimbursement, Insurance, and Managed Care	3
HCA 420 Fundamentals of Healthcare Economics	3
HCA 435 Quality Improvement and Patient Safety	3
HCA 440 Fundamentals of Population Health for Healthcare Administrators	3
HCA 450 Healthcare Management	3

⁴ This course may be used to complete either the Social and Behavioral Science General Education requirement; or the Arts, Humanities, Culture and Diversity General Education requirement.

⁵ Mercy College students must complete at least six credit hours in Religious Studies to meet this requirement.

TOTAL PROGRAM/MAJOR CREDIT HOURS REQUIRED	39
CREDIT HOUR REQUIREMENTS	<i>CREDIT HOURS</i>
Total Required Bachelor of Science General Education Credit Hours	36
Total Required Healthcare Administration Program/Major Credit Hours	39
Free Elective Credit Hours ⁶	45
TOTAL CREDIT HOURS FOR GRADUATION⁷	120

HEALTHCARE ADMINISTRATION PRACTICUM

As determined by the program director, a student without prior experience or current healthcare employment will be required to complete HCA 404, Healthcare Administration Practicum (1 credit hour, 120 contact hours) as a graduation requirement. The student who may become employed in healthcare while enrolled in the program will not be required to complete the practicum experience, as approved by the program director. This experience allows for acquisition of specific skills in a real-world healthcare setting. Additional practicum information may be obtained from the program director.

⁶ Student may be required to take additional free elective credit to reach the 120 semester credit hours required for graduation. Free elective credit may be satisfied through prior coursework and transfer credit. See your academic advisor for more details.

⁷ To complete college requirements students will be required to complete a minimum of 36 semester hours of 300 to 400 level coursework.

MEDICAL IMAGING – BACHELOR OF SCIENCE (ONLINE COMPLETION)[Program Handbook](#)**Philosophy**

The Bachelor of Science in Medical Imaging Degree Online Completion Program is designed to meet the needs of a variety of medical imaging professionals. The program builds upon prior credits earned from regionally accredited institutions and professional certifications, allowing individuals to progress towards the completion of a bachelor degree. The program is delivered in a dynamic online environment to meet the needs of working healthcare professionals.

The Bachelor of Science in Medical Imaging program provides technologists with a diversified plan of study in advanced imaging, healthcare administration, technical imaging specialties, and general studies in a balanced curricular approach to prepare technologists for advancement in multiple career areas. For technologists wishing to pursue additional certification, the program curriculum will prepare them with the theoretical knowledge required for a variety of American Registry of Radiologic Technologists (ARRT) post-primary certification exams *. The program also prepares students for roles in healthcare management through the study of human resources, asset management, operational management, and finance. For students who wish to continue their education beyond a bachelor degree, the Bachelor of Science in Medical Imaging program provides a solid foundation towards graduate study.

** Students preparing for the ARRT post-primary certification exams must meet clinical experience requirements not required with this program. Contact the ARRT for complete exam requirements.*

Mission Statement

To support career advancement and academic progression by providing a balanced plan of study for medical imaging professionals in a flexible, responsive and engaging learning environment.

Program Goals

1. To prepare students for successful career progression in medical imaging.
2. To provide students with a balanced and diversified education to promote multiple career opportunities.
3. To prepare students for continuation to a graduate level education.

Program Learning Outcomes

Upon completion of the Bachelor of Science in Medical Imaging program, graduates will be able to:

1. Demonstrate knowledge of advanced imaging modalities that supports post-primary certification.
2. Exhibit the essential managerial skills necessary in the direction of a medical imaging department.
3. Make use of research and supportive technical applications in medical imaging.

Admission Requirements

Qualifying Pathways

Pathway 1: An applicant with an associate degree in Radiologic Technology, Radiation Therapy, Magnetic Resonance Imaging, Nuclear Medicine Technology, and/or Sonography (General, Cardiac, and/or Vascular) from a regionally accredited institution.

- Minimum cumulative College GPA of 2.70.
- An applicant must be currently registered and in good standing with the American Registry of Radiologic Technologists (ARRT), Nuclear Medicine Technology Certification Board (NMTCB), and/or American Registry of Diagnostic Medical Sonography (ARDMS).

Certifications must be maintained throughout the program of study.

- An applicant can apply for program admission ahead of completion of his/her imaging sciences program. A student must be ARRT, NMTCB, and/or ARDMS registered before the start of the second semester in the program. Failure to obtain the required professional registration may result in dismissal from the program.

Pathway 2: An applicant without an associate degree who completed a hospital-based certificate or diploma program in the imaging sciences.

- Minimum cumulative high school GPA of 2.70 or minimum cumulative college GPA of 2.70 if 15 or more credits have been earned from a regionally accredited institution.
- An applicant must be currently registered and in good standing with the ARRT, NMTCB, and/or ARDMS. Certifications must be maintained throughout the program of study.
- A pathway applicant is granted 39 college credits for his/her primary certification with the ARRT, NMTCB, or ARDMS.

Requirements for Clinicals

Criminal background checks, drug screens, health records, and immunizations are required prior to the start of the clinical program. The *Health Requirements Overview by Program* list and instructions are maintained on the College website at <https://www.mercycollege.edu/my-mercy/background-checks-health-records/>. The Policy can be found at <https://mercycollege.edu/about/compliance-consumer-information>.

Prior Learning Credit

A student who has earned credentials and maintain active status for the below certifications will be recognized as having achieved the learning outcomes for the corresponding coursework in the Medical Imaging program. A student will be granted the credit hour equivalent for his/her respective credentials.

Credentialing Body	Credential	Credit Hours	Course Equivalent
ABII	Certified Imaging Informatics Professional (CIIP)	3	IMG 305
ABMRS	Magnetic Resonance Safety Officer (MRSO)	3	IMG 445
ARRT	Bone Densitometry (BD)	3	IMG 345
ARRT	Breast Sonography (BS)	3	IMG 499 (3)
ARRT	Cardiac Interventional (CI)	3	IMG 499 (3)
ARRT	Cardiovascular Interventional (CV)	6	IMG 499 (6)
ARRT	Computed Tomography (CT)	9	IMG 310; IMG 330; IMG 340
ARRT	Magnetic Resonance Imaging (MR)	9	IMG 310; IMG 430; IMG 440
ARRT	Mammography (M)	3	IMG 350
ARRT	Quality Management (QM)	3	IMG 410
ARRT	Vascular Interventional (VI)	3	IMG 499 (3)
MDCB	Certified Medical Dosimetrist (CMD)	15	IMG 499 (15)
NMTCB	Computed Tomography (CT)	9	IMG 310; IMG 330; IMG 340
NMTCB	Nuclear Cardiology (NCT)	3	IMG 499 (3)
NMTCB	Positron Emission Tomography (PET)	6	IMG 499 (6)
NMTCB	Radiation Safety (RS)	3	IMG 499 (3)
RACC	Certified Radiology Administrator (CRA)	12	HCA 312; HCA 410; HCA 412; IMG 470
ARRT/ ARDMS/ NMTCB	Multiple Primary Certifications – See below for criteria	15	IMG 499 (15)

MULTIPLE PRIMARY CERTIFICATIONS

- *ARRT/NMTCB/ARDMS Certification in two (2) or more Primary Pathways will result in 15 credit hours for IMG 499 – Medical Imaging Independent Study.
- Primary pathways are defined as:
 - Radiography, Nuclear Medicine Technology, Radiation Therapy, General Sonography (RDMS), Vascular Sonography (RVT), and Cardiac Sonography (RDCS).
 - Magnetic Resonance Imaging is considered a primary pathway if credential is acquired through the completion of a JRCERT-accredited MR program – otherwise MR certification will be considered a post-primary modality, equivalent to 9 credit hours.

A student must meet institutional residency credit hour requirements regardless of total number of credits earned for professional certifications. 36 credit hours will need to be taken at Mercy College and 15 of those 36 hours must be courses with an IMG prefix.

BACHELOR OF SCIENCE IN MEDICAL IMAGING REQUIREMENTS

To earn the Bachelor of Science Degree in Medical Imaging a student must complete all college requirements for a Bachelor of Science Degree including the following:

GENERAL EDUCATION REQUIREMENTS

*Specific courses listed are required by the program.

COMPLETE <u>ALL</u> OF THE FOLLOWING COURSES:	CREDIT HOURS
Oral and Written Communication (GCOM)	6 minimum
ENG 101 English Composition I	3
ENG 102 English Composition II	3
Math, Statistics and Logic (GMSL)	3 minimum
Social and Behavioral Sciences (GSBS)	6 minimum
Arts, Humanities, Culture and Diversity (includes Religion) ⁸ (GAHD/GAHR)	9 minimum
REL 290 Medical Ethics	3*
Natural Sciences, Technology and Innovation (GNSI)	6 minimum
Additional hours from one or more of the above categories	6 minimum
TOTAL GENERAL EDUCATION CREDIT HOURS REQUIRED	36

REQUIRED MEDICAL IMAGING PROGRAM/MAJOR COURSE REQUIREMENTS

COMPLETE <u>ALL</u> OF THE FOLLOWING PROGRAM/MAJOR COURSES:	CREDIT HOURS
HCA 301 Introduction to U.S. Healthcare System	3
HCA 312 Human Resource Management in Healthcare Organizations	3
HCA 410 Introduction to Healthcare Finance	3
IMG 305 Imaging Informatics	3
IMG 325 Communication & Patient Education	3
IMG 400 Safety & Standards	3
IMG 410 Quality Improvement in Medical Imaging	3
IMG 415 Research Methods & Information Literacy	3
IMG 470 Medical Imaging Management	3
IMG 480 Medical Imaging Capstone	3
TOTAL PROGRAM/MAJOR CREDIT HOURS REQUIRED	30

MEDICAL IMAGING PROGRAM/MAJOR ELECTIVE COURSE REQUIREMENTS

COMPLETE FIFTEEN CREDIT HOURS FROM THE FOLLOWING COURSES:

IMG 310 Sectional Anatomy for Medical Imaging	3
IMG 330 Principles of Computed Tomography	3
IMG 340 Computed Tomography Applications	3

⁸ Mercy College students must complete at least two courses in Religious Studies to meet this requirement.

IMG 345 Principles of Bone Densitometry	3
IMG 350 Principles of Mammography	3
IMG 355 Advanced Breast Imaging	3
IMG 370 Advanced Sonography Topics	3
IMG 430 Principles of Magnetic Resonance Imaging	1-3
IMG 431 Advanced Imaging Practicum	3
IMG 440 Magnetic Resonance Imaging Applications	3
IMG 445 Magnetic Resonance Imaging Safety	3
IMG 499 Independent Study in Medical Imaging	1-3
<hr/>	
TOTAL PROGRAM/MAJOR CREDIT HOURS REQUIRED	15
CREDIT HOUR REQUIREMENTS	CREDIT HOURS
Total Required Bachelor of Science General Education Credit Hours	36
Total Required Medical Imaging Program/Major Credit Hours	30
Total Required Medical Imaging Program/Major Elective Credit Hours	15
Free Elective Credit Hours ⁹	39
<hr/>	
TOTAL CREDIT HOURS FOR GRADUATION¹⁰	120

⁹ Student may be required to take additional free elective credit to reach the 120 semester credit hours required for graduation. Free elective credit may be satisfied through prior coursework and transfer credit. See your academic advisor for more details.

¹⁰ To complete college requirements students will be required to complete a minimum of 36 semester hours of 300 to 400 level coursework.

NURSING – BACHELOR OF SCIENCE[Program Handbook](#)**History**

From the inception of Mercy College in 1992, its strategic plan had included the eventual implementation of a baccalaureate program in nursing. In 1999, the Ohio Board of Nursing (OBN) and the Ohio Board of Regents (now the Ohio Department of Higher Education) granted program approval. In June 2000, The North Central Association of Colleges and Schools (now HLC) approved the Bachelor of Science in Nursing (BSN) program. Both Pre-licensure and Registered Nurse (RN) to BSN completion students were admitted for the first BSN classes in fall 2000.

Program Learning Outcomes

The baccalaureate program of study is further based on sound principles of education progressing from simple to complex, familiar to unfamiliar, and general to specific. The program provides students with the opportunity to achieve program objectives through the acquisition of knowledge, skills, values, and competencies necessary to function as professional nurses who meet the healthcare needs of individuals across the lifespan. The following student learning outcomes emphasize Christian values, critical thinking, clinical competence, and professional development:

1. Demonstrate knowledge of liberal education (arts and sciences) in making clinical judgments for diverse populations with complex health problems.
2. Demonstrate leadership skills, quality improvement, and patient safety in caring for populations with complex health problems.
3. Demonstrate ability to participate in basic nursing research by sharing evidence-based nursing practices with the interprofessional healthcare team.
4. Employ knowledge and skills of information management in patient care technology.
5. Apply principles of legal, ethical, and economic policy related to influencing healthcare delivery and practice.
6. Effectively communicate and collaborate with interdisciplinary professionals to deliver evidence-based, patient-centered care.
7. Provide therapeutic nursing interventions that assist populations, communities, groups, and individuals across the lifespan whose lives are affected by illness, distress, disease, disability, or death.
8. Incorporate professional behavior, the commitment to lifelong learning, and professional values, including legal and ethical aspects into the practice of nursing.
9. Integrate holistic care to a diverse population in a variety of healthcare settings.

BACHELOR OF SCIENCE IN NURSING – PRE-LICENSURE

Admission Requirements into Nursing Coursework in the BSN Pre-Licensure Program of Study

Notes about Admission requirements: Admission requirements listed below are for entry into nursing coursework for the BSN Pre-licensure Program. A student who does not meet these requirements or who needs to complete the necessary program prerequisite courses should review [General College Admission Requirements](#) in the Enrollment Management section of the College catalog.

A student should review the basic requirements below along with the additional prerequisite and nursing program entrance requirements listed below this section.

Admission Requirements

An applicant must be a high school graduate with a grade point average (GPA) of at least 2.7 or a general equivalency diploma (GED) recipient with a score of 570 (score of 57 prior to 2002). In addition to a candidate having at least a 2.7 cumulative grade point average, each candidate will be reviewed using the Nursing Division BSN Program Admission Scoring Rubric. The rubric score will provide an objective view of the candidate's educational record.

An Applicant must have achieved the following test scores:

- ACT composite score of 21, with a score of 20 on mathematics sub-test and a score of 19 on scientific reasoning sub-test, or SAT with a combined score of 1060-1090 (The College Board concordance tables, 5.9.2016) or above.
- ACT/SAT is waived for a transfer student who has earned a minimum of 15 college semester hours at a regionally accredited institution of higher education with a minimum cumulative GPA of 2.7.

An Applicant should have completed and passed these high school courses, or their college equivalents:

- *Biology – one year
- *Chemistry with a lab – one year
- *Math – Algebra – one year

All courses should be completed with a grade of “C” or better; a grade of “B” or better is preferred.

*Courses must have been completed within the past seven years with grade of “C” or better; a grade of “B” or better is preferred.

Transfer Student Guidelines

A transfer student must be a high school graduate or a GED recipient and have earned a minimum of 15 credit hours of college coursework from a regionally accredited college, with a GPA of at least 2.7. For an applicant who has attended more than one regionally accredited college, the cumulative GPA from all colleges must equal at least 2.7. The Nursing Division BSN Program Admission Scoring Rubric will be used to objectively review a candidate's educational record as described above.

The BSN Pre-licensure nursing program Admissions Committee will not consider an applicant for admission into the program if an applicant has failed two or more nursing courses at another college or university or has been dismissed from another nursing program in the past five (5) years.

Using the Mercy Pledge

The BSN Program faculty support the Mercy Pledge by allowing a student to take 15 credit hours of coursework in the program of study to show he/she is capable of achieving the necessary GPA required for consideration into the nursing program. This new GPA established at Mercy College may assist the student in obtaining admission to the program. However, it is important to note that the applicant's entire academic record will be reviewed in selecting candidates for the program, and the applicant's cumulative GPA and the Nursing Division BSN Program Admission Scoring Rubric will be used in this process. Admission into the nursing program is not guaranteed.

If the criteria exclude an applicant from admission, the applicant can appeal in writing to the BSN Program Director for consideration.

The Direct from High School Initiative BSN Pre-licensure Program

The College offers a Direct Admission into the Bachelor of Science in Nursing (BSN) program, called EDGE (Early Decision Guaranteed Enrollment), which guarantees a seat within the Nursing program after four semesters of specific coursework.

This option is specifically designed for high school seniors with:

- A minimum 3.3 grade point average and
- A minimum composite ACT score of 24 or SAT score of 1160-1190.
- A high school student who is accepted in the direct admit BSN program will begin at Mercy College in the fall semester following his/her May/June high school graduation.

The Direct Admit initiative is a full-time nine-semester program that gives the qualified student an advantage in a competitive market. The student must meet the following criteria during his/her college coursework:

- Maintenance of at least a 3.0 cumulative grade point average (GPA) on a 4.0 scale in Mercy College coursework with a 3.0 average in the science courses.
- Successful completion of all prerequisite courses and be eligible for the nursing major courses within two years of initial enrollment.

The student will not have to apply to begin the upper-level nursing courses.

BSN Pre-Licensure Nursing Coursework Entrance Requirements

The following guidelines and process are required for entrance into BSN Pre-Licensure nursing (NUR prefix) coursework.

Process for entrance into BSN Pre-licensure Nursing coursework (NUR Courses): NUR 251, NUR 252, and NUR 290

1. A transfer student must apply to Mercy College of Ohio per admission process listed in the Mercy College of Ohio catalog.
2. A current Mercy College of Ohio student seeking entrance into BSN Pre-licensure Nursing coursework (NUR courses) is required to fill out a Candidacy for Program of Study-Bachelor of Science in Nursing Form after Semester I- III (listed below) courses are completed with a grade of "C" or better. Forms are located on the Mercy College website under [Student Records Forms](#) or in the Nursing Advisor's office.
3. A student seeking entrance into nursing (NUR prefix) courses must have a cumulative collegiate grade point average (GPA) of at least 2.7 to be considered for entrance into NUR 251, NUR 252, and NUR 290. Entrance into nursing coursework is competitive and not guaranteed.
4. A student must successfully complete courses listed in Semester I-IV (listed below) with a grade of "C" or better, to begin in NUR 251, NUR 252, and NUR 290. *Science and math courses marked with * must have been completed within the past seven years with grade of "C" or better;
5. Nursing (NUR prefix) coursework is sequential and begins each fall (August,) and spring (January) with NUR 251, NUR 252, and NUR 290. An applicant must have submitted the Candidacy for Program of Study-Bachelor of Science in Nursing Form and all transcripts by the priority application date for his/her file to be complete. A candidate who applies after the priority application date will be considered based on seat availability.

Application for	Priority Application Date for File to be Complete	Review of Candidates
Fall Start (August)	January 15 th	February 15 th
Spring Start (January)	September 15 th	October 15 th

6. The student will be notified of acceptance into nursing coursework by the Dean of Nursing and Allied Health.

Requirements for Clinicals

Criminal background checks, drug screens, health records, and immunizations are required prior to the start of the clinical program. The *Health Requirements Overview by Program* list and instructions are maintained on the College website at <https://www.mercycollege.edu/my-mercy/background-checks-health-records/>. The Policy can be found at <https://mercycollege.edu/about/compliance-consumer-information>.

Pre-requisite courses for BSN-Pre-Licensure Nursing Coursework

SEMESTER I		CREDIT HOURS
ENG 101	English Composition I	3
PSY 101	Introduction to Psychology	3
REL 101	Foundations of Faith and Religion	3
BIO 220*	Anatomy & Physiology I	4
		<hr/> 13

SEMESTER II		CREDIT HOURS
ENG 102	English Composition II	3
PSY 201	Lifespan Psychology	3
BIO 210*	Microbiology	4
BIO 221*	Anatomy & Physiology II	4
		<hr/> 14

SEMESTER III		CREDIT HOURS
CHM 111*	Basic Organic & Biochemistry	4
MTH 104*	Mathematical Formulas, Models, and Probability	3
	Or MTH 130* College Algebra equivalent	
	One additional General Education course in the Arts, Humanities, Culture and Diversity category	3
BIO 201*	Physiological Basis of Nutrition	2
		<hr/> 12

A student can apply to the BSN Pre-Licensure program at this point if courses within Semester I-III are successfully completed.

SEMESTER IV		CREDIT HOURS
BIO 290*	Pathophysiology	3
	One additional General Education course in the Arts, Humanities, Culture and Diversity: Religion category	3
SOC 211	Cultural Diversity	3
MTH 140*	Introduction to Statistics	3
		<hr/> 12

If approved by the BSN Program Advisor and Director, the student may be considered for entrance into higher level nursing coursework (NUR Courses) if Humanities Elective and Religious Studies elective courses have not yet been completed, with the expectation that these courses be completed during the program with a grade of "C" or better.

BACHELOR OF SCIENCE DEGREE IN NURSING PRELICENSURE REQUIREMENTS

To earn the Bachelor of Science Degree in Nursing a student must complete all college requirements for a Bachelor of Science Degree including the following:

GENERAL EDUCATION REQUIREMENTS

**Specific courses listed are required by the program.*

COMPLETE ALL OF THE FOLLOWING COURSES:

	<i>CREDIT HOURS</i>
Oral and Written Communication	6 minimum
ENG 101 English Composition I	3
ENG 102 English Composition II	3
Math, Statistics and Logic	3 minimum
MTH 104 Mathematical Formulas, Models and Probability, OR	
MTH 130 College Algebra	3-4*
MTH 140 Introduction to Statistics	3*
Social and Behavioral Sciences	6 minimum
PSY 101 Introduction to Psychology	3*
PSY 201 Lifespan Psychology	3*
SOC 211 Cultural Diversity	3*
Arts, Humanities, Culture and Diversity (includes Religion)	9 minimum
REL 101 Foundations of Faith and Religion	3*
REL 290 Medical Ethics	3*
Arts, Humanities, Culture and Diversity	3*
Arts, Humanities, Culture and Diversity – Religious Studies course	3*
Natural Sciences, Technology and Innovation	6 minimum
BIO 201 Physiological Basis of Nutrition	2*
BIO 210 Microbiology	4*
BIO 220 Anatomy and Physiology I	4*
BIO 221 Anatomy and Physiology II	4*
BIO 290 Pathophysiology	3*
CHM 111 Basic Organic & Biochemistry	4*
Additional hours from one or more of the above categories	6 minimum
One additional course at the 300/400 level general education course in the Social and Behavioral Sciences category	3*
One additional course at the 300/400 level general education course	3*
TOTAL GENERAL EDUCATION CREDIT HOURS REQUIRED	60-61

REQUIRED NURSING PRELICENSURE PROGRAM/MAJOR COURSE REQUIREMENTS

COMPLETE ALL OF THE FOLLOWING PROGRAM/MAJOR COURSES:

	<i>CREDIT HOURS</i>
NUR 251 Introduction to Nursing	3
NUR 252 Nursing Skills and Assessment	5
NUR 290 Introduction to Nursing Pharmacology	1

NUR 302 Professional Nursing I	3
NUR 303 Professional Nursing II	3
NUR 311 Pharmacology for Nursing I	1
NUR 312 Pharmacology for Nursing II	1
NUR 335 Population Health Concepts I	5
NUR 345 Population Health Concepts II	5
NUR 380 Evidence-Based Practice in Nursing and Healthcare	3
NUR 402 Professional Nursing III	3
NUR 403 Professional Nursing IV	4
NUR 411 Pharmacology for Nursing III	1
NUR 413 Pharmacology for Nursing IV	2
NUR 435 Population Health Concepts III	5
NUR 445 Population Health Concepts IV	5
NUR 481 NCLEX-RN Preparation	2
TOTAL PROGRAM/MAJOR CREDIT HOURS REQUIRED	52

NURSING PRELICENSURE PROGRAM/MAJOR ELECTIVE COURSE REQUIREMENTS

COMPLETE EIGHT CREDIT HOURS FROM THE FOLLOWING COURSES: Credit Hours

NUR 245 Introduction to Critical Care Nursing	2
NUR 351 Introduction to Advanced Practice Nursing	2
NUR 352 Introduction to Forensic Nursing	2
NUR 353 Advanced Wound Care Management	2
NUR 354 Nursing Care of Oncology Patient	2
NUR 355 Palliative Care Nursing	2
NUR 356 Holistic Nursing	2
NUR 357 Gerontological Nursing	2
NUR 358 Clinical Genetics in Nursing Practice	2
TOTAL PROGRAM/MAJOR CREDIT HOURS REQUIRED	8

CREDIT HOUR REQUIREMENTS CREDIT HOURS

Total Required Bachelor of Science General Education Credit Hours	60
Total Required Nursing Program/Major Credit Hours	52
Total Required Nursing Program/Major Elective Credit Hours	8
Free Elective Credit Hours ¹¹	0
TOTAL CREDIT HOURS FOR GRADUATION¹²	120

¹¹ Student may be required to take additional free elective credit to reach the 120 semester credit hours required for graduation. Free elective credit may be satisfied through previous coursework and transfer credit. See your academic advisor for more details.

¹² To complete college requirements students will be required to complete a minimum of 36 semester hours of 300 to 400 level coursework.

BACHELOR OF SCIENCE IN NURSING SAMPLE PROGRAM GUIDE

SEMESTER I		SEMESTER II		SEMESTER III	
ENG 101	English Composition I (3)	ENG 102	English Composition II (3)	CHM 111	Basic Organic & Biochemistry (4)
PSY 101	Introduction to Psychology (3)	PSY 201	Lifespan Psychology (3)	MTH 104	Mathematical Formulas, Models and Probability (3)
REL 101	Introduction to Theology (3)	BIO 210	Microbiology (4)	GEN ED	General Education course in Arts, Humanities, Culture and Diversity (3)
BIO 220	Anatomy & Physiology I (4)	BIO 221	Anatomy & Physiology II (4)	BIO 201	Physiological Basis of Nutrition (2)
13 Semester Hours		14 Semester Hours		12 Semester Hours	
SEMESTER IV		SEMESTER V		SEMESTER VI	
BIO 290	Pathophysiology (3)	NUR 251	Introduction to Nursing (3)	NUR 302	Professional Nursing I (3)
GEN ED	Religious Studies general education course (3)	NUR 252	Nursing Skills and Assessment (5)	NUR 311	Pharmacology for Nursing I (1)
SOC 211	Cultural Diversity (3)	NUR 290	Introduction to Nursing Pharmacology (1)	NUR 335	Population Health Concepts I (5)
MTH 140	Introduction to Statistics (3)	GEN ED	300/400 level General Education course in the Social and Behavioral Sciences Category (3)	NUR ELC	Program Elective (2)
				NUR 380	Evidence-Based Practice in Nursing and Healthcare (3)
12 Semester Hours		12 Semester Hours		14 Semester Hours	
SEMESTER VII		SEMESTER VIII		SEMESTER IX	
NUR 303	Professional Nursing II (3)	NUR 402	Professional Nursing III (3)	NUR 403	Professional Nursing IV (4)
NUR 312	Pharmacology for Nursing II (1)	NUR 411	Pharmacology for Nursing III (1)	NUR 413	Pharmacology for Nursing IV (2)
NUR 345	Population Health Concepts II (5)	NUR 435	Population Health Concepts III (5)	NUR 445	Population Health Concepts IV (5)
NUR ELC	Program Elective (2)	NUR ELC	Program Elective (2)	NUR ELC	Program Elective (2)
REL 290	Medical Ethics (3)	GEN ED	300/400 level General Education course (3)	NUR 481	NCLEX-RN Preparation (2)
14 Semester Hours		14 Semester Hours		15 Semester Hours	

Graduates of the baccalaureate Pre-licensure nursing program are eligible to sit for the NCLEX-RN National Council Licensure Examination- Registered Nurse examination to practice as a registered nurse. The baccalaureate nurse is prepared to plan, provide, and coordinate care for clients experiencing problems across the health-illness continuum.

NURSING – BACHELOR OF SCIENCE: POSTLICENSURE (ONLINE COMPLETION) RN TO BSN COMPLETION PROGRAM

[Program Handbook](#)

Admission Requirements

- A. An applicant must present documentation of a current, active and unencumbered RN license.
- B. All official transcripts of previous coursework must show a minimum cumulative GPA of 2.0.
- C. Official transcripts must show a conferred associate degree in nursing, or diploma in nursing, from a program accredited by either the Accreditation Commission for Education in Nursing (ACEN) (formerly NLNAC), or the Commission for Nursing Education Accreditation (CNEA).
 1. See conditional admission criteria if you are a graduate of a non-accredited nursing program.
- D. Conditional Admission
 Graduates of non-accredited nursing programs seeking admission to the completion (RN to BSN) program must meet the following criteria to ensure that standards set forth by ACEN and/or CNEA have been met:
 1. Petitions for conditional admission will be considered on an individual basis by the Dean of Nursing and the RN to BSN Completion Program Director.
 2. Completion of NUR 304 and NUR 324 with a grade of “C” or better.
 3. Admission will be granted to qualified candidates on a “space available” basis.
- E. Block Credit
 1. A prospective student applying for the RN to BSN Completion Program at Mercy College of Ohio may receive blocked credit for a previously earned college degree or diploma. The Program Director and Nursing Advisor for the RN to BSN Completion Program will evaluate the curriculum based on the accreditation essentials for the discipline, and recommend to the Office of Student Records the amount of credit to be granted in the block. Blocked credit may range from 32 – 39 credits hours for previous nursing knowledge acquired in a student’s associate degree or diploma program.
 2. Graduates of non-accredited nursing programs will receive the 32 – 39 blocked credit hours after successfully passing NUR 304 and NUR 324 with a grade of “C” or better.

Requirements for Clinicals

Criminal background checks, drug screens, health records, and immunizations are required prior to the start of the clinical program. The *Health Requirements Overview by Program* list and instructions are maintained on the College website at <https://www.mercycollege.edu/my-mercy/background-checks-health-records/>. The Policy can be found at <https://mercycollege.edu/about/compliance-consumer-information>.

BACHELOR OF SCIENCE IN NURSING – POST-LICENSURE REQUIREMENTS

To earn the Bachelor of Science Degree in Nursing Post-licensure a student must complete all college requirements for a Bachelor of Science Degree including the following:

GENERAL EDUCATION REQUIREMENTS

**Specific courses listed are required by the program.*

COMPLETE <u>ALL</u> OF THE FOLLOWING COURSES:	CREDIT HOURS
Oral and Written Communication (GCOM)	6 minimum
ENG 101 English Composition I	3
ENG 102 English Composition II	3
Math, Statistics and Logic (GMSL)	3 minimum
MTH 140 Introduction to Statistics	3*
Social and Behavioral Sciences (GSBS)	6 minimum
PSY 101 Introduction to Psychology	3*
PSY 201 Lifespan Psychology	3*
Arts, Humanities, Culture and Diversity (includes Religion) ¹³ (GAHD/GAHR)	9 minimum
REL 290 Medical Ethics	3*
Natural Sciences, Technology and Innovation (GNSI)	6 minimum
BIO 220 Anatomy & Physiology I	4*
BIO 221 Anatomy & Physiology II	4*
Additional hours from one or more of the above categories	6 minimum
BIO 210 Microbiology	4*
TOTAL GENERAL EDUCATION CREDIT HOURS REQUIRED	36

REQUIRED NURSING POST-LICENSURE PROGRAM/MAJOR COURSE REQUIREMENTS

COMPLETE <u>ALL</u> OF THE FOLLOWING MAJOR COURSES:	CREDIT HOURS
NUR 304 Transitions in Professional Nursing	3
NUR 324 Nursing Informatics	3
NUR 374 Population Health Assessment	3
NUR 384 Evidence Based Practice	3
NUR 414 Current Issues in Nursing	3
NUR 434 Community Health Nursing	3
NUR 444 Global Focused Nursing Care	3
NUR 494 Nursing Leadership	3
TOTAL PROGRAM/MAJOR CREDIT HOURS REQUIRED	24

¹³ Mercy College students must complete at least two courses in Religious Studies to meet this requirement.

CREDIT HOUR REQUIREMENTS*CREDIT HOURS*

Total Required Bachelor of Science General Education Credit Hours	36
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Total Required Nursing – Post-licensure Program/Major Credit Hours	24
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Free Elective Credit Hours ¹⁴	60
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TOTAL CREDIT HOURS FOR GRADUATION¹⁵	<i>120</i>
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PROGRESSION

To progress in the nursing program, a grade of “C” or better is required in all nursing theory, clinical, and laboratory courses, as well as required non-nursing support courses, and required elective hours. Once admitted into the nursing program, a student must maintain an overall cumulative GPA of 2.0 or above. If the GPA falls below 2.0, the student will be dismissed from the nursing program. Additional program progression requirements are available in the program handbook.

¹⁴ Student may be required to take additional free elective credit to reach the 120 semester credit hours required for graduation. Free elective credit may be satisfied through prior coursework and transfer credit. See your academic advisor for more details.

¹⁵ To complete college requirements students will be required to complete a minimum of 36 semester hours of 300 to 400 level coursework.

MINORS

Any Mercy College bachelor degree-seeking student may pursue a minor after completing a minimum of 18 credit hours or more as designated by the department. Minors are offered in the following areas:

- Chemistry
- Healthcare Administration
- Psychology
- Religious Studies

CHEMISTRY

(23-25 credit hours)

Any bachelor degree-seeking Mercy College student may pursue a minor in chemistry by completing 23-25 credit hours or 5 courses in chemistry. The requirements for the minor in chemistry are as follows:

Core Courses in Chemistry

(25 credit hours)

- CHM 210 General College Chemistry I
- CHM 211 General College Chemistry II
- CHM 320 Organic Chemistry I
- CHM 321 Organic Chemistry II or Chemistry elective at the 300/400 level
- CHM 410 Biochemistry or Chemistry elective at the 300/400 level

HEALTHCARE ADMINISTRATION

(18 credit hours)

Any bachelor degree-seeking Mercy College student may pursue a minor in healthcare administration by completing 18 credit hours or 6 courses in healthcare administration. Nine credit hours of the required 18 credit hours must be 300 level or above classes completed at Mercy College of Ohio. The requirements for the minor in healthcare administration are as follows:

Required Course (3 credit hours):

HCA 301 Introduction to the U.S. Healthcare System

Elective Courses (15 credit hours):

- HCA 310 Organizational Behavior in Healthcare
- HCA 312 Human Resource Management in Healthcare Organizations
- HCA 316 Healthcare Information Systems
- HCA 318 Principles of Healthcare Marketing
- HCA 330 Principles of Accounting for Healthcare
- HCA 410 Introduction to Healthcare Finance
- HCA 412 Healthcare Law and Ethics
- HCA 419 Reimbursement, Insurance, and Managed Care
- HCA 420 Fundamentals of Healthcare Economics

HCA 435 Quality Improvement and Patient Safety
HCA 440 Fundamentals of Population Health for Healthcare Administrators
HCA 450 Healthcare Management
IMG 470 Medical Imaging Management

PSYCHOLOGY

(18 credit hours)

Any bachelor degree-seeking Mercy College student may pursue a minor in psychology by completing 18 credit hours or 6 courses in psychology. The requirements for the minor in psychology are as follows:

Required Core Courses (6 credit hours)

PSY 101 Introduction to Psychology
PSY 20 I Lifespan Psychology

Elective Courses (12 credit hours):

PSY 280 Independent Study
PSY 320 Social Psychology
PSY 340 Abnormal Psychology
PSY 350 Interpersonal Relationships
PSY 370 The Psychology of Music
PSY 380 Behavior Modification

***Nine credit hours of the required 18 credit hours must be 300 level or above classes completed at Mercy College of Ohio.**

RELIGIOUS STUDIES

(18 credit hours)

Any Mercy College bachelor degree-seeking student may pursue a minor in religious studies by completing 18 credit hours or 6 courses in religion. The requirements for the minor in Religious Studies are as follows:

Required Core Courses (9 credit hours)

REL 101 Foundations of Faith and Religion
REL 290 Medical Ethics

Choose ONE of the following 3 credit hour courses:

REL 324 Old Testament: Torah, Prophets, and Writings
REL 325 New Testament: Gospels, Acts, Epistles, and Revelation

Elective Courses (9 credit hours)

REL 204 Spirituality for Healthcare Providers
REL 250 Death, Dying and Bereavement
REL 260 History of Christianity
REL 280 Independent Study

REL 299/399 Special Topics

REL 311 World Religions

REL 330 Image and Identity: Theologies of Christian Art

REL 335 Spirituality of Page, Stage, and Screen

REL 350 Liturgy and Sacraments

REL 360 Women and Religion

REL 380 Mission, Values, and Social Teaching

REL 382 Spiritual Care: Integration of Body, Mind, and Spirit

REL 385/IDS 385 Mission, Healthcare Ministry, and Enculturation

REL 390 Contemporary Issues and Catholic Thought

***Nine credit hours of the required 18 credit hours must be 300 level or above classes completed at Mercy College of Ohio.**

ASSOCIATE DEGREES

Associate degrees are offered in the following areas:

Associate of Science in Health Sciences

Associate of Applied Science in Health Information Technology

Associate of Applied Science in Nursing (Day, Evening/Weekend in Toledo and in Youngtown)

Associate of Applied Science in Radiologic Technology

HEALTH SCIENCES - ASSOCIATE OF SCIENCE

For those who wish to prepare for admission to a health-related program of study at Mercy College, the courses outlined in this program of study are equivalent to the freshman and sophomore years of a Bachelor of Science Degree Program. The natural sciences, mathematics and general education courses outlined in this degree provide the foundation for a bachelor's degree in a health field.

Program Learning Outcomes

Graduates of the Associate of Science in Health Sciences will be:

1. committed to social engagement, demonstrating the knowledge and skills required to be an active participant in the betterment of society.
2. committed to intellectual inquiry, able to identify, evaluate, and propose solutions to problems in creative ways.
3. effective communicators, able to write, speak, and listen as a professional in the graduate's chosen field.
4. proficient with ethical reasoning, using the Mercy Values as part of graduate's everyday decision-making process.
5. professionally competent, displaying the capacity to successfully join the workforce in one's desired field upon graduating.

Admission Requirements

[General College Admission Requirements](#) are located in the Enrollment Management section of the college catalog.

Requirements for Clinicals

Criminal background checks, drug screens, health records, and immunizations are required prior to the start of the clinical program. The *Health Requirements Overview by Program* list and instructions are maintained on the College website at <https://www.mercycollege.edu/my-mercy/background-checks-health-records/>. The Policy can be found at <https://mercycollege.edu/about/compliance-consumer-information>.

ASSOCIATE OF SCIENCE DEGREE IN HEALTH SCIENCES REQUIREMENTS

To earn the Associate of Science Degree in Health Sciences a student must complete all college requirements for an Associate of Science Degree including the following:

GENERAL EDUCATION REQUIREMENTS

**Specific courses listed are required by the program.*

COMPLETE ALL OF THE FOLLOWING COURSES:

	<i>CREDIT HOURS</i>
Oral and Written Communication	6 minimum
ENG 101 English Composition I	3
ENG 102 English Composition II	3
Math, Statistics and Logic	3 minimum
MTH 130 College Algebra	3*
Social and Behavioral Sciences	6 minimum
PSY 101 Introduction to Psychology	3*
PSY 201 Lifespan Psychology	3*
Arts, Humanities, Culture and Diversity (includes Religion)	6 minimum
REL 290 Medical Ethics	3*
SOC 211 Cultural Diversity	3*
Natural Sciences, Technology and Innovation	6 minimum
BIO 220 Anatomy and Physiology I	4*
BIO 221 Anatomy and Physiology II	4*
Additional hours from one or more of the above categories ¹⁶	9 minimum
SOC 101 Introduction to Sociology	3*
MTH 140 Introduction to Statistics	3*
TOTAL GENERAL EDUCATION CREDIT HOURS REQUIRED	35

REQUIRED HEALTH SCIENCES PROGRAM/MAJOR COURSE REQUIREMENTS

COMPLETE THE FOLLOWING PROGRAM/MAJOR COURSE:

	<i>CREDIT HOURS</i>
HSC 100 Introduction to Health Careers	3
TOTAL PROGRAM/MAJOR CREDIT HOURS REQUIRED	3

HEALTH SCIENCES PROGRAM/MAJOR ELECTIVE COURSE REQUIREMENTS

COMPLETE TWENTY-THREE CREDIT HOURS FROM THE FOLLOWING COURSES:

	<i>CREDIT HOURS</i>
BIO 210 Microbiology	4
CHM 210 General College Chemistry I	5
CHM 211 General College Chemistry II	5
COM 260 Public Speaking	3
HIT 105 Medical Terminology	3
HCA 105 Productivity Applications for Healthcare Professionals	3
Up to 10 Credit Hours of Program Approved Electives	10
TOTAL PROGRAM/MAJOR CREDIT HOURS REQUIRED	23

¹⁶ Coursework taken as a Health Science elective may be used to meet this additional hour requirement.

CREDIT HOUR REQUIREMENTS

	CREDIT HOURS
Total Required Associate of Science General Education Credit Hours	35
Total Required Health Sciences Program/Major Credit Hours	3
Total Required Health Sciences Program/Major Elective Credit Hours	23
Free Elective Credit Hours ¹⁷	0
TOTAL CREDIT HOURS FOR GRADUATION	61

ASSOCIATE OF SCIENCE IN HEALTH SCIENCES SAMPLE PROGRAM GUIDE

SEMESTER I		SEMESTER II		SEMESTER III	
HCA 105	Productivity Applications for Healthcare Professionals (3)	ENG 102	English Composition II (3)	BIO 210	Microbiology (4)
HIT 105	Medical Terminology (3)	MTH 130	College Algebra (4)	COM 260	Public Speaking (3)
HSC 100	Introduction to Health Careers (3)	PSY 101	Introduction to Psychology (3)	PSY 201	Lifespan Psychology (3)
ENG 101	English Composition I (3)	SOC 101	Introduction to Sociology (3)	ELEC	One 3 semester hour general elective course (3)
12 Semester Hours		13 Semester Hours		13 Semester Hours	

SEMESTER IV		SEMESTER V	
BIO 220	Anatomy and Physiology I (4)	BIO 221	Anatomy and Physiology II (4)
CHM 210	General College Chemistry I (5)	CHM 211	General College Chemistry II (5)
MTH 140	Introduction to Statistics (3)	REL 290	Medical Ethics (3)
SOC 211	Cultural Diversity (3)		
15 Semester Hours		12 Semester Hours	

¹⁷ Student may be required to take additional free elective credit to reach the 60 semester credit hours required for graduation. Free elective credit may be satisfied through previous coursework and transfer credit. See your academic advisor for more details.

HEALTH INFORMATION TECHNOLOGY - ASSOCIATE OF APPLIED SCIENCE (ONLINE)[Program Handbook](#)**Overview**

The Associate of Applied Science Degree Program in Health Information Technology (HIT) prepares graduates to serve the healthcare industry and the public by managing, analyzing, and utilizing data vital for patient care. Health Information Technicians work to ensure the quality of health records and healthcare data by verifying their completeness, accuracy, and proper entry into computer systems. Health Information Technicians use computer applications to analyze patient data to improve clinical documentation and the quality of patient care. Some areas of specialization include coding diagnoses and procedures in patient records for reimbursement and research, privacy roles due to HIPAA legislation and other clinical data management functions.

Employment opportunities exist in any organization that uses health information, including: hospitals, managed care organizations, long term care facilities, consulting and law firms, information system vendors, ambulatory care facilities, skilled nursing facilities, home care providers, government agencies, pharmaceutical companies, physician practices and insurance companies.

Mission Statement

It is the mission of the Health Information Technology Program to provide an educational experience that includes the professional and technical skills necessary to prepare students for entry-level positions in the field of health information management.

Philosophy

In accordance with the College mission statement, the philosophy of the Health Information Technology Program is to provide associate degree education based on the Christian values underlying the educational efforts of the Sisters of Mercy of the Americas and the Sisters of Charity of Montreal (Grey Nuns). It is a belief that the education of Health Information Technicians is responsive to national and community needs.

Changes in society influence the values and expectations placed upon healthcare professionals and institutions. The needs and influences of society impact the delivery of healthcare and the continued development of Health Information Technicians.

The program strives to set realistic and achievable goals/objectives for each student based on professional standards. The goal is to produce a competent practitioner who can function in a rapidly changing healthcare environment. In addition, the Health Information Technology program is based on the belief that the education of the associate degree graduate should not be limited to their professional/technical area of study, but include exposure to a diverse general education.

Education is a continuous process through which learners develop knowledge, skills, and attitudes resulting in cognitive, affective, and psychomotor changes. The faculty facilitates the teaching/learning process through the sequential presentation of concepts, theories, and

experiential activities within an environment that promotes mutual trust, critical thinking, and self-development.

Program Learning Outcomes

At the completion of the Associate of Applied Science in Health Information Technology program, the graduate will be able to:

1. Apply legal policies, regulations, principles, and standards for the control and disclosure of protected health information.
2. Review health records for timeliness, accuracy, appropriateness and completeness of healthcare documentation
3. Perform processes related to collection, storage, and retrieval of healthcare data/records.
4. Code, abstract, classify, and index diagnoses and procedures for the purpose of reimbursement, standardization, retrieval, and statistical analysis.
5. Apply principles of supervision and leadership and the tools used to manage effectively human, financial, and physical resources.
6. Review, abstract, retrieve, and compile health data for reimbursement, quality assessment, patient care research, clinical registries, and other informational needs.
7. Collect, organize, and apply quality management and quality improvement tools and techniques for performance improvement.

Admission Requirements for All Health Information Technology Program Applicants

In addition to meeting college admission requirements, the following Health Information Technology Program admission requirements must be met:

- All applicants must be a high school graduate with a grade point average (GPA) of at least 2.3, a general equivalency diploma (GED) recipient with a score of 530 (score of 53 prior to 2002), or a transfer student with a cumulative GPA of a 2.3. Students whose GPA falls below a 2.3 but above a 2.0 will be considered on an individual basis.
- Math placement test required with the following exceptions:
 - Meet or exceed ACT/SAT math score required for MTH 100 (within the past 5 years), OR
 - Successful completion of college-level math (grade of “C” or better) from a regionally accredited institution of higher education, OR
 - Transfer credit (MTH 100 level or higher with a grade of “C” or better) from a regionally accredited institution of higher education.

Requirements for Clinicals

Criminal background checks, drug screens, health records, and immunizations are required prior to the start of the clinical program. The *Health Requirements Overview by Program* list and instructions are maintained on the College website at <https://www.mercycollege.edu/my-mercy/background-checks-health-records/>. The Policy can be found at <https://mercycollege.edu/about/compliance-consumer-information>.

ASSOCIATE OF APPLIED SCIENCE DEGREE IN HEALTH INFORMATION TECHNOLOGY REQUIREMENTS

To earn the Associate of Applied Science Degree in Health Information Technology a student must complete all college requirements for an Associate of Applied Science Degree including the following:

GENERAL EDUCATION REQUIREMENTS

**Specific courses listed are required by the program.*

COMPLETE ALL OF THE FOLLOWING COURSES: **CREDIT HOURS**

Oral and Written Communication 6 minimum

 ENG 101 English Composition I 3

 ENG 102 English Composition II 3

Math, Statistics and Logic 3 minimum

 MTH 100 Intermediate Algebra 3*

Religious Studies 3 minimum

 REL 290 Medical Ethics 3*

Natural Sciences, Technology and Innovation 6 minimum

 BIO 105 Human Structure and Function 5*

 BIO 290 Pathophysiology 3*

Additional hours from one or more of the above categories; Social and 12 minimum

Behavioral Sciences; Arts, Humanities, Culture and Diversity, and/or

Applied General Education courses

 HCA 105 Productivity Applications for Healthcare Professionals 3*

 HIT 105 Medical Terminology 3*

 HIT 110 Pharmacology for HIT 2*

 HIT 205 Data Management and Applications 2*

 HIT 238 Healthcare Registries and Statistics 3*

TOTAL GENERAL EDUCATION CREDIT HOURS REQUIRED **33**

REQUIRED HEALTH SCIENCES PROGRAM/MAJOR COURSE REQUIREMENTS

COMPLETE ALL OF THE FOLLOWING PROGRAM/MAJOR COURSES: **CREDIT HOURS**

 HIT 104 Introduction to Medical Coding Systems 1

 HIT 114 Foundations in Health Information Technology 3

 HIT 126 Clinical Coding/Classifications Systems I 3

 HIT 142 Legal Aspects in Health Information 3

 HIT 150 Professional Practice Lab 1

 HIT 216 Information Systems in Healthcare 3

 HIT 220 Health Information in Ancillary Care Facilities 3

 HIT 234 Clinical Coding/Classifications Systems II 3

 HIT 243 Clinical Quality Management 3

 HIT 244 Healthcare Data in Reimbursement 3

 HIT 248 Health Information Management & Leadership 3

 HIT 250 Professional Practice Experience & HIT Seminar 3

TOTAL PROGRAM/MAJOR CREDIT HOURS REQUIRED **32**

CREDIT HOUR REQUIREMENTS**CREDIT HOURS**

Total Required Associate of Applied Science General Education Credit Hours	33
Total Required Health Information Technology Program/Major Credit Hours	32
Free Elective Credit Hours ¹⁸	0
TOTAL CREDIT HOURS FOR GRADUATION	65

**ASSOCIATE OF APPLIED SCIENCE IN HEALTH INFORMATION TECHNOLOGY SAMPLE
PROGRAM GUIDE**

SEMESTER I		SEMESTER II		SEMESTER III	
BIO 105	Human Structure and Function (5)	BIO 290	Pathophysiology (3)	HIT 150	Professional Practice Lab (1)
ENG 101	English Composition I (3)	ENG 102	English Composition II (3)	HIT 234	Clinical Coding / Classifications Systems II (3)
HIT 104	Introduction to Medical Coding Systems (1)	HCA 105	Productivity Applications for Healthcare Professionals (3)	MTH 100	Intermediate Algebra (3)
HIT 114	Foundations in Health Information Technology (3)	HIT 110	Pharmacology for HIT (2)		
HIT 105	Medical Terminology (3)	HIT 126	Clinical Coding / Classifications Systems I (3)		
15 Semester Hours		14 Semester Hours		7 Semester Hours	

SEMESTER IV		SEMESTER V	
HIT 142	Legal Aspects in Health Information (3)	HIT 238	Healthcare Registries and Statistics (3)
HIT 205	Data Management and Applications (2)	HIT 244	Healthcare in Reimbursement (3)
HIT 216	Information Systems in Healthcare (3)	HIT 248	Health Information Management & Leadership (3)
HIT 220	Health Information in Ancillary Care Facilities (3)	HIT 250	Professional Practice Experience & HIT Seminar (3)
HIT 243	Clinical Quality Management (3)	REL 290	Medical Ethics (3)
14 Semester Hours		15 Semester Hours	

¹⁸ Student may be required to take additional free elective credit to reach the 60 semester credit hours required for graduation. Free elective credit may be satisfied through previous coursework and transfer credit. See your academic advisor for more details.

NURSING - ASSOCIATE OF APPLIED SCIENCE (DAY AND EVENING/WEEKEND)[Program Handbook](#)**Overview**

Associate degree nursing education that occurs in institutions of higher learning prepares the graduate with the values, knowledge, and skills needed to practice nursing with integrity and professional competence.

Associate degree nursing education, in conjunction with integration of knowledge from other disciplines, provides a broad theoretical base in nursing, related sciences and general studies; knowledge of the role of the associate degree nurse; the ability to practice in multiple settings; and a foundation for advanced nursing study. An essential component of nursing education is the concurrent integration of theory into the clinical practice setting. The graduate is prepared to function as a manager of care in acute and long-term settings where policies and procedures are specified and guidance is available.

As a member of the health team, this graduate is also able to collaborate with other nursing and health team members and to provide guidance to less skilled workers in the delivery of nursing care.

Upon completion of the degree, the student is eligible to sit for the National Council Licensure Exam for Registered Nurses (NCLEX-RN) to practice as a registered nurse.

Program Student Learning Outcomes

The program student learning outcomes identify behaviors that are to be demonstrated by the graduate. Derived from the mission, philosophy and organizing framework, they are:

1. Apply the nursing process in assisting the patient to meet self-care requisites.
2. Integrate health-illness concepts in the provision of care.
3. Synthesize concepts of the teaching/learning process in the delivery of care.
4. Demonstrate accountability and professional behavior in entry-level associate degree nursing practice.
5. Using the concepts of the Self-Care Deficit Theory of Nursing, formulate plans of care for patients across the life span.
6. Integrate knowledge of the humanities, sciences, and nursing research to provide rationale for nursing practice.
7. Demonstrate the consistent performance of safe, effective nursing skills in entry level associate degree practice.
8. Demonstrate interpersonal skills throughout nursing practice.
9. Practice Christian values within the ethical, legal, and professional standards of nursing practice.

Admission Requirements

1. An applicant must be a high school graduate with a grade point average (GPA) of at least 2.7 or a general equivalency diploma (GED) recipient with a score of 570 (score of 57 prior to 2002).
2. An applicant must have achieved the following test scores:
 - ACT composite score of 21, with a score of 20 on mathematics sub-test and a score of 19 on scientific reasoning sub-test, or SAT with a combined score of 1060 or above.
 - ACT/SAT is waived for a transfer student who has earned a minimum of 15 college semester hours at a regionally accredited institution of higher education with a minimum cumulative GPA of 2.7.
3. An applicant must have completed and passed these high school courses, or his/her college equivalents:
 - Biology* - one year
 - Chemistry with a lab* - one year
 - Math – Algebra*
4. All courses must be completed with a grade of “C” or better; a grade of “B” or better is preferred. Courses marked with * must have been completed within the past seven years with a grade of “C” or better; a grade of “B” or better is preferred.

Each completed application is given individual attention. Admission is competitive and the most qualified applicants will be considered first. Admission is not guaranteed.

If an applicant is denied admission, he or she can appeal in writing to the program director.

The Associate of Applied Science in Nursing Pre-licensure nursing program Admission Committee will not consider an applicant for admission into the program if the applicant has failed two or more nursing courses or has been dismissed from another nursing program in the past five (5) years.

The student’s entire academic record will be reviewed in selecting candidates for the program. Admission into the nursing program is not guaranteed.

Requirements for Clinicals

Criminal background checks, drug screens, health records, and immunizations are required prior to the start of the clinical program. The *Health Requirements Overview by Program* list and instructions are maintained on the College website at <https://www.mercycollege.edu/my-mercy/background-checks-health-records/>. The Policy can be found at <https://mercycollege.edu/about/compliance-consumer-information>.

ASSOCIATE OF APPLIED SCIENCE DEGREE IN NURSING REQUIREMENTS

To earn the Associate of Applied Science Degree in Nursing a student must complete all college requirements for an Associate of Applied Science Degree including the following:

GENERAL EDUCATION REQUIREMENTS

**Specific courses listed are required by the program.*

COMPLETE ALL OF THE FOLLOWING COURSES:

	<i>CREDIT HOURS</i>
Oral and Written Communication	6 minimum
ENG 101 English Composition I	3
ENG 102 English Composition II	3
Math, Statistics and Logic	3 minimum
MTH 104 Mathematical Formulas, Models and Probability, OR	3*
MTH 140 Introduction to Statistics	
Religious Studies	3 minimum
REL 290 Medical Ethics	3*
Natural Sciences, Technology and Innovation	6 minimum
BIO 210 Microbiology	4*
BIO 220 Anatomy & Physiology I	4*
Additional hours from one or more of the above categories; Social and Behavioral Sciences; Arts, Humanities, Culture and Diversity, and/or Applied General Education courses	12 minimum
BIO 221 Anatomy & Physiology II	4*
PSY 101 Introduction to Psychology	3*
PSY 201 Lifespan Psychology	3*
One additional Arts, Humanities, Culture and Diversity course	3*
TOTAL GENERAL EDUCATION CREDIT HOURS REQUIRED	33
REQUIRED NURSING PROGRAM/MAJOR COURSE REQUIREMENTS	
COMPLETE THE FOLLOWING PROGRAM/MAJOR COURSE:	CREDIT HOURS
NUR 110 Introduction to the Profession of Nursing	4
NUR 112 Universal Self-Care Requisites I	5
NUR 122 Universal Self-Care Requisites II	3
NUR 123 Integration of Self-Care Requisites I	3
NUR 232 Integration of Self-Care Requisites II	5
NUR 233 Developmental Self-Care Requisites I	4
NUR 239 Integration of Self-Care Requisites III	6
NUR 243 Transition to Practice	1
NUR 246 Clinical Practicum	1
TOTAL PROGRAM/MAJOR CREDIT HOURS REQUIRED	32
CREDIT HOUR REQUIREMENTS	
	CREDIT HOURS
Total Required Associate of Applied Science General Education Credit Hours	33
Total Required Nursing Program/Major Credit Hours	32
Free Elective Credit Hours ¹⁹	0
TOTAL CREDIT HOURS FOR GRADUATION	65

¹⁹ Student may be required to take additional free elective credit to reach the 60 semester credit hours required for graduation. Free elective credit may be satisfied through previous coursework and transfer credit. See your academic advisor for more details.

ASSOCIATE OF APPLIED SCIENCE IN NURSING SAMPLE PROGRAM GUIDE

SEMESTER I		SEMESTER II		SEMESTER III	
BIO 220	Anatomy & Physiology I (4)	BIO 221	Anatomy & Physiology II (4)	NUR 122	Universal Self-Care Requisites II (3)
ENG 101	English Composition I (3)	ENG 102	English Composition II (3)	NUR 123	Integration of Self-Care Requisites I (3)
MTH 104 or 140	Mathematical Formulas, Models and Probability, or Introduction to Statistics (3)	NUR 112	Universal Self-Care Requisites I (5)	PSY 201	Lifespan Psychology (3)
NUR 110	Introduction to the Profession of Nursing (4)	PSY 101	Introduction to Psychology (3)		
14 Semester Hours		15 Semester Hours		9 Semester Hours	

SEMESTER IV		SEMESTER V	
BIO 210	Microbiology (4)	NUR 239	Integration of Self-Care Requisites III (6)
NUR 232	Integration of Self-Care Requisites II (5)	NUR 243	Transition to Practice (1)
NUR 233	Developmental Self-Care Requisites I (4)	NUR 246	Clinical Practicum (1)
		REL 290	Medical Ethics (3)
		GEN ED	One additional General Education course in the Arts, Humanities, Culture and Diversity category (3)
13 Semester Hours		14 Semester Hours	

Progression

To progress in the nursing program, a grade of "C" or better is required in all nursing theory, clinical, and laboratory courses, as well as required non-nursing support courses, and required elective hours. Once admitted into the nursing program, a student must maintain an overall cumulative GPA of 2.0 or above. If the GPA falls below 2.0, the student will be dismissed from the nursing program.

RADIOLOGIC TECHNOLOGY – ASSOCIATE OF APPLIED SCIENCE[Program Handbook](#)**Philosophy**

Radiologic Technologists are allied health professions who perform diagnostic imaging procedures with the use of x-rays to assist in diagnosing patients. The field requires professionals to manipulate radiographic equipment, prepare patients for imaging procedures, protect patients by utilizing appropriate radiation techniques and dose reduction approaches, position patient to acquire appropriate images, and evaluate images for diagnostic quality.

The program strives to set realistic and achievable goals/objectives based on professional standards. The faculty facilitates the teaching/learning process through sequential presentation of concepts, theories, and experiential activities within an environment that promotes mutual trust, critical thinking, and self-development. The goal is to produce a competent Radiologic Technologist who can function in a rapidly changing healthcare environment.

Program Learning Outcomes

At the completion of the Associate of Applied Science in Radiologic Technology program, the graduate will be able to:

1. Produce diagnostic quality radiographs
2. Evaluate radiographic images for appropriate quality
3. Apply proper radiation protection to patients, self and others
4. Provide appropriate patient care in changing situations
5. Perform effectively in a variety of imaging areas
6. Demonstrate effective communication skills
7. Practice professional and ethical behaviors
8. Integrate Mercy College Values into clinical practice
9. Perform at entry-level expectations

Mission Statement

The mission of the Radiologic Technology program is to educate and prepare students for entry-level Radiologic Technology positions as compassionate, competent healthcare professionals.

Program Information

The Radiologic Technology student is admitted to the program in the spring/summer with courses beginning in the fall semester (once a year). The number of students selected for admission each year is determined by the availability of space in the clinical facilities affiliated with the program.

The Radiologic Technology Program follows the recommendations of the National Council on Radiation Protection, the Nuclear Regulatory Commission and the laws of the State of Ohio. A copy of the Pregnancy Policy and other pertinent policies are available in the Program Handbook that can be obtained by contacting the Radiologic Technology Program Director.

Admission Requirements

An applicant must be a high school graduate with a grade point average (GPA) of at least 2.7 or higher or a general equivalency diploma (GED) recipient with a score of 570 (score of 57 prior to 2002).

An applicant must have the following test scores:

- ACT composite score of 21, with a score of 20 on mathematics sub-test and a score of 19 on scientific reasoning sub-test or SAT combined score of 1060 or above.
- ACT/SAT is waived for a transfer student who has earned a minimum of 15 college semester hours at a regionally accredited institution of higher education with a minimum 2.7 GPA.

An applicant must have completed and passed these high school courses (or their college equivalents) within the past seven years:

- Algebra** – one unit
- Biology** – one unit
- Chemistry** with a lab – one unit

All courses must be completed with a grade of “C” or better; a grade of “B” or better preferred. The seven-year limit applies to all students, even for a student who hold degrees.

Each completed application is given individual attention. Admission is competitive and the most qualified applicants will be considered first. Admission is not guaranteed.

Requirements for Clinicals

Criminal background checks, drug screens, health records, and immunizations are required prior to the start of the clinical program. The *Health Requirements Overview by Program* list and instructions are maintained on the College website at <https://www.mercycollege.edu/my-mercy/background-checks-health-records/>. The Policy can be found at <https://mercycollege.edu/about/compliance-consumer-information>.

Associate of Applied Science in Radiologic Technology Curriculum Plan

All curriculum requirements for the Associate of Applied Science Degree Program in Radiologic Technology are so arranged that a student follows a sequence of prerequisite courses building on studies preparing him/her for future courses.

ASSOCIATE OF APPLIED SCIENCE DEGREE IN RADIOLOGIC TECHNOLOGY REQUIREMENTS

To earn the Associate of Applied Science Degree in Radiologic Technology a student must complete all college requirements for an Associate of Applied Science Degree including the following:

GENERAL EDUCATION REQUIREMENTS

**Specific courses listed are required by the program.*

COMPLETE ALL OF THE FOLLOWING COURSES:

	<i>CREDIT HOURS</i>
Oral and Written Communication	6 minimum
ENG 101 English Composition I	3
ENG 102 English Composition II	3
Math, Statistics and Logic	3 minimum
MTH 104 Mathematical Formulas, Models and Probability	3*
Religious Studies	3 minimum
REL 290 Medical Ethics	3*
Natural Sciences, Technology and Innovation	6 minimum
BIO 220 Anatomy & Physiology I	4*
BIO 221 Anatomy & Physiology II	4*
Additional hours from one or more of the above categories; Social and Behavioral Sciences; Arts, Humanities, Culture and Diversity, and/or Applied General Education courses	12 minimum
HIT 105 Medical Terminology	3*
RAD 140 Radiographic Pathology	2*
RAD 215 Radiation Biology & Protection	2*
One additional Social and Behavioral Sciences Course	3*
One additional General Education course in any of the following categories: Mathematics, Statistics and Logic; Arts, Humanities, Culture and Diversity (includes Religion); Social and Behavioral Sciences; or Natural Science and Technology	3*
TOTAL GENERAL EDUCATION CREDIT HOURS REQUIRED	33

REQUIRED RADIOLOGIC TECHNOLOGY PROGRAM/MAJOR COURSE REQUIREMENTS

COMPLETE THE FOLLOWING PROGRAM/MAJOR COURSE:

	<i>CREDIT HOURS</i>
RAD 105 Radiography Fundamentals & Patient Care	2
RAD 111 Radiography Practicum I	2
RAD 115 Radiographic Procedures I	4
RAD 121 Radiography Practicum II	2
RAD 125 Radiographic Procedures II	3
RAD 128 Radiologic Science I	2
RAD 131 Radiography Practicum III	2
RAD 138 Radiologic Science II	2
RAD 208 Radiologic Science III	2
RAD 225 Radiographic Procedures III	3
RAD 241 Radiography Practicum IV	3
RAD 251 Radiography Practicum V	3
RAD 280 Radiography Capstone	2
TOTAL PROGRAM/MAJOR CREDIT HOURS REQUIRED	32

CREDIT HOUR REQUIREMENTS

	<i>CREDIT HOURS</i>
Total Required Associate of Applied Science General Education Credit Hours	33
Total Required Radiologic Technology Program/Major Credit Hours	32
Free Elective Credit Hours ²⁰	0
TOTAL CREDIT HOURS FOR GRADUATION	65

ASSOCIATE OF APPLIED SCIENCE IN RADIOLOGIC TECHNOLOGY SAMPLE PROGRAM GUIDE

SEMESTER I		SEMESTER II		SEMESTER III	
BIO 220	Anatomy & Physiology I (4)	BIO 221	Anatomy & Physiology II (4)	ENG 101	English Composition I (3)
HIT 105	Medical Terminology (3)	MTH 104	Mathematical Formulas, Models, and Probability (3)	RAD 131	Radiography Practicum III (2)
RAD 105	Radiography Fundamentals & Patient Care (2)	RAD 121	Practicum II (2)	RAD 138	Radiologic Science II (2)
RAD 111	Radiography Practicum I (2)	RAD 125	Procedures II (3)	RAD 140	Radiographic Pathology (2)
RAD 115	Radiographic Procedures I (4)	RAD 128	(2)		
15 Semester Hours		14 Semester Hours		9 Semester Hours	

SEMESTER IV		SEMESTER V	
ENG 102	English Composition II (3)	RAD 215	Radiation Biology & Protection (2)
RAD 208	Radiologic Science III (2)	RAD 251	Radiography Practicum V (3)
RAD 225	Radiographic Procedures III (3)	RAD 280	Radiography Capstone (2)
RAD 241	Radiography Practicum IV (3)	REL 290	Medical Ethics (3)
GEN ED	General Education course in the Social and Behavioral Sciences Category (3)	GED ED	One additional General Education course (3)
14 Semester Hours		13 Semester Hours	

* GEN 101 is strongly recommended for the first time college student.

NOTE: Successful completion of these courses with a "C" or better is necessary for continued progression in the Radiologic Technology program.

²⁰ Student may be required to take additional free elective credit to reach the 60 semester credit hours required for graduation. Free elective credit may be satisfied through previous coursework and transfer credit. See your academic advisor for more details.

CERTIFICATE PROGRAMS - ALLIED HEALTH

Credit and non-credit certificate programs teach entry-level skills needed to begin a healthcare career. Admission requirements and program policies for non-credit certificates may not be the same as credit programs. Specific information on non-credit programs can be found on the College website. Certificate programs include:

Credit Certificates

Community Health Worker
 Computed Tomography
 Emergency Medical Technician - Basic
 Medical Coding
 Magnetic Resonance Imaging
 Ophthalmic Technology
 Paramedic
 Polysomnographic Technology

Non-Credit Certificates

Phlebotomy

COMMUNITY HEALTH WORKER

CREDIT

[Program Handbook](#)

Overview

The Community Health Worker Certificate program seeks to prepare a student to work as part of the healthcare team to provide services as part of the patient-centered medical home (PCMH). The program includes didactic, laboratory, and clinical components.

The certificate program in Community Health Worker is established as a two semester program of study. Classes are conveniently offered to accommodate the busy adult who often has work and other commitments to balance. The directed clinical practice, which occurs in the second semester, may take place during a variety of days and times. The program is 18 credit hours over two consecutive semesters.

Philosophy

Course goals and objectives were established based on Ohio Board of Nursing standards and required knowledge clusters and learning domains. The goal is to produce a competent individual ready to become a practitioner who can function in a rapidly changing healthcare environment.

Program Goal

The goal of the Community Health Worker program at Mercy College is:

- To prepare competent entry-level community health workers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Program Learning Outcomes

A student that completes a certificate will be able to:

- Demonstrate basic knowledge of healthcare and health education across the lifespan in a community health setting.
- Utilize interpersonal skills and community resources to effectively advocate for individuals and communities that they serve.
- Demonstrate competence in service skills and responsibilities in a professional manner.
- Articulate effective communication skills.
- Relate the importance of continuous learning, professional development, and Christian values.

Admission Requirements

1. An applicant must be a high school graduate with a grade point average (GPA) of at least a 2.0, or a general equivalency (GED) recipient with a score of 500 (score of 50 prior to 2002). If an applicant's GPA or GED score is below the minimum, he/she may be eligible for admission under transfer student guidelines.
2. A transfer student must be a high school graduate or a GED recipient and have earned a minimum of 15 credit hours of college coursework from a regionally accredited college, with a GPA of at least 2.0. For an applicant who has attended more than one regionally accredited college, GPA's from all colleges must combine to equal at least a 2.0.

Requirements for Clinicals

Criminal background checks, drug screens, health records, and immunizations are required prior to the start of the clinical program. The *Health Requirements Overview by Program* list and instructions are maintained on the College website at <https://www.mercycollege.edu/my-mercy/background-checks-health-records/>. The Policy can be found at <https://mercycollege.edu/about/compliance-consumer-information>.

Progression

Once enrolled in the program the student is required to:

1. Maintain a 2.0 cumulative grade point average (GPA)
2. Maintain a "C" grade, or higher, in all courses of the Community Health Worker Program.

Any grade lower than a "C" is considered a failure. A student who fail a Community Health Worker course or withdraws from a Community Health Worker course while failing (WF), may repeat the course one time only.

Community Health Worker Certificate Requirements

To qualify for the Community Health Worker Certificate a student must complete all of the following program requirements:

REQUIRED PROGRAM COURSES

<i>COMPLETE ALL OF THE FOLLOWING COURSES:</i>		<i>CREDIT HOURS</i>
CHW 101	Introduction to Community Health Worker	4
CHW 102	Advanced Topics for the Community Health Worker	3
CHW 103	Directed Clinical Practice in Community Health	2
CHW 104	Community Health Worker Capstone	1
HIT 105	Medical Terminology	3
GEN 101	Student Success Strategies	2
SOC 211	Cultural Diversity	3
<i>CREDIT HOURS</i>		<i>18</i>

COMMUNITY HEALTH WORKER CERTIFICATE – SAMPLE PROGRAM GUIDE

SEMESTER I		SEMESTER II	
CHW 101	Introduction to Community Health Worker (4)	CHW 102	Advanced Topics for the Community Health Worker (3)
HIT 105	Medical Terminology (3)	CHW 103	Directed Clinical Practice in Community Health (2)
SOC 211	Cultural Diversity (3)	CHW 104	Community Health Worker Capstone (1)
GEN 101	Student Success Strategies (2)		
12 Semester Hours		6 Semester Hours	

**COMPUTED TOMOGRAPHY
CREDIT****Overview**

The online credit certificate program offers a student a plan of study that provides fundamental didactic training on the essentials of computed tomography (CT) imaging. The program will prepare a student for advanced roles in medical imaging. All earned college credits from the CT Credit Certificate program will apply directly to the Bachelor of Science in Medical Imaging program.

Philosophy

Course goals and objectives are based on the American Registry of Radiologic Technologists (ARRT) CT post-primary certification exam content specifications. The program goal is to provide students with focused instruction to expand their technical knowledge in CT, with a supporting objective of preparing students for the ARRT post-primary certification exam in CT*.

* Clinical repetitions are required to apply for ARRT CT certification. The CT Credit Certificate does NOT incorporate a clinical practicum. However, for those with experience in CT, the credit certificate does meet ARRT Structured Education requirements.

Program Learning Outcomes

A student that completes a certificate will be able to:

1. Indicate anatomy in various sectional imaging planes.

2. Explain the physical principles, system components and the image formation process for CT.
3. Describe CT imaging protocols.
4. Identify patient safety concerns associated with advanced imaging modalities.

Admission Requirements

Pathway 1

A student must have the following:

- Certification in Radiography or Radiation Therapy by the American Registry for Radiologic Technologists (ARRT); or Certification in Nuclear Medicine Technology by the Nuclear Medicine Technology Certification Board (NMTCB); AND
- Associate's degree in related field.

Pathway 2

A student must be currently enrolled in Mercy College of Ohio's Radiologic Technology Program.

- A student will be eligible to enroll in his/her third semester of the Radiologic Technology Program.
- A student must have a cumulative GPA of 2.70 or higher at Mercy College of Ohio.
- Note: Certificate will not be conferred until after graduating from the Radiologic Technology Program.

Progression

Pathway 1 - Once enrolled in the program the student is required to:

- Maintain a "C" grade, or higher, in all courses of the CT Credit Certificate program. Any grade lower than a "C" is considered failure. A student who fails an imaging (IMG) course or withdraws from an IMG course failing may repeat the course one-time only.

Pathway 2 - Once enrolled in the program the student is required to:

1. Maintain a 2.0 cumulative grade point average (GPA).
2. Maintain a "C" grade, or higher, in all courses of the CT Credit Certificate program. Any grade lower than a "C" is considered failure. Students who fail an imaging (IMG) course or withdraw from an IMG course failing may repeat the course one time only.
3. If a student should fail an IMG and/or RAD course, the program director reserves the right to consider the student for dismissal from the CT Credit Certificate program.

Computed Tomography Credit Certificate Curriculum Plan

To qualify for the Computer Tomography Certificate students must complete all of the following program requirements:

REQUIRED COURSES CREDIT HOURS

COMPLETE ALL OF THE FOLLOWING COURSES:

	<i>CREDIT HOURS</i>
IMG 310 Sectional Anatomy for Medical Imaging	3
IMG 330 Principles of Computed Tomography	3
IMG 340 Computed Tomography Applications	3
IMG 400 Safety & Standards	3
<i>CREDIT HOURS</i>	<i>12</i>

**EMERGENCY MEDICAL TECHNICIAN - BASIC
CREDIT**[Program Handbook](#)**Overview**

The EMT certificate program seeks to prepare students to work as part of the healthcare team to provide care to emergency patients in an out-of-hospital setting. The program will include didactic, laboratory, and clinical components specifically designed to prepare students for entry into professional practice as Emergency Medical Technicians in the State of Ohio and prepare them to sit for the National Registry Written Examination. The program has been accredited by the State of Ohio, Department of Public Safety, and Division of Emergency Medical Services (OH-22).

Philosophy

The education of Emergency Medical Technicians is responsive to national and community needs that are supported by the national agenda to streamline Emergency Medical Technician education and credentialing in the field of Emergency Medical Technology.

Course goals and objectives are determined based on the Committee on Accreditation of Educational Programs for the Emergency Medical Service Professions (CoAEMSP) and Commission on Accreditation of Allied Health Education Programs (CAAHEP) standards and guidelines, as well as the National Standard Curriculum. The goal is to produce a competent practitioner who can function in a rapidly changing healthcare environment as well as pass the National Registry of Emergency Medical Technicians (NREMT) exam.

Program Goal

The goal of the Emergency Medical Technician - Basic program at Mercy College is to prepare competent entry-level basic technicians in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Program Learning Outcomes

A student that completes a certificate will be able to:

1. Demonstrate basic problem-solving skills in a pre-hospital environment.
2. Demonstrate fundamental and foundational knowledge in performing basic pre-hospital assessment of the ill or injured victim in a professional manner.
3. Utilize effective communication skills.
4. Relate the importance of continuous learning, professional development, and Christian values.
5. Successfully complete the National Registry of Emergency Medical Technicians (NREMT) examination.

Admission Requirements

1. An applicant must be a high school graduate with a grade point average (GPA) of at least a 2.0, or a general equivalency (GED) recipient with a score of 500 (score of 50 prior to 2002). If an applicant's GPA or GED score is below the minimum, he/she may be eligible for admission under transfer student guidelines.
2. A transfer student must be a high school graduate or a GED recipient and has earned a minimum of 15 credit hours of college coursework from a regionally accredited college, with a GPA of at least 2.0. For an applicant who has attended more than one regionally accredited college, GPA's from all colleges must combine to equal at least a 2.0.
3. An applicant must possess current and valid certification for American Heart Association Basic Life Support (BLS) for Healthcare Providers, as well as certificates for NIMS IS100 & IS700 and submit proof of such.

Requirements for Clinicals

Criminal background checks, drug screens, health records, and immunizations are required prior to the start of the clinical program. The *Health Requirements Overview by Program* list and instructions are maintained on the College website at <https://www.mercycollege.edu/my-mercy/background-checks-health-records/>. The Policy can be found at <https://mercycollege.edu/about/compliance-consumer-information>.

Progression

Once enrolled in the program the student is required to:

1. Maintain a 2.0 cumulative grade point average (GPA)
2. Maintain a "C" grade, or higher, in all courses of the EMT Program. Any grade lower than a "C" is considered a failure. Students who fail or withdraw from an EMT program course may repeat the course one time only. However, if a student should fail two EMT program courses, the Program Lead reserves the right to consider the student for dismissal from the EMT program.

Emergency Medical Technician - Basic Certificate Requirements

To qualify for the Emergency Medical Technician - Basic Certificate students must complete all of the following program requirements:

REQUIRED PROGRAM COURSES

<i>COMPLETE <u>ALL</u> OF THE FOLLOWING COURSES:</i>		<i>CREDIT HOURS</i>
EMS 101	Introduction to Basic Pre-Hospital Emergency Medicine	8
EMS 102	Basic Pre-Hospital Emergency Medicine Clinical Practicum	0.5
EMS 103	Anatomy and Physiology for Prehospital Providers	4
GEN 100	College Academic Skills Seminar	0.5
HIT 105	Medical Terminology	3
<i>CREDIT HOURS</i>		<i>16</i>

MAGNETIC RESONANCE IMAGING CREDIT

Overview

The online credit certificate program offers students a plan of study that provides fundamental didactic training on the essentials of magnetic resonance (MR) imaging. The program will prepare students for advanced roles in medical imaging. All earned college credits from the MR Credit Certificate program will apply directly to the Bachelor of Science in Medical Imaging program.

Philosophy

Course goals and objectives are based on the American Registry of Radiologic Technologists (ARRT) MR post-primary certification exam content specifications. The program goal is to provide students with focused instruction to expand their technical knowledge in MR, with a supporting objective of preparing students for the ARRT post-primary certification exam in MR*.

* Clinical repetitions are required to apply for ARRT MR certification. The MR Credit Certificate does NOT incorporate a clinical practicum. However, for those with experience in MR, the credit certificate does meet ARRT Structured Education requirements.

Program Learning Outcomes

A student that completes a certificate will be able to:

1. Indicate anatomy in various sectional imaging planes.
2. Explain the physical principles, system components and the image formation process for MR.
3. Describe MR imaging protocols.
4. Identify safety concerns associated with MRI.

Admission Requirements

Pathway 1

A student must have the following:

- Certification in Radiography or Radiation Therapy by the American Registry for Radiologic Technologists (ARRT); or Certification in Nuclear Medicine Technology by the Nuclear Medicine Technology Certification Board (NMTCB); or Certification in Sonography by the American Registry for Diagnostic Medical Sonography (ARDMS); AND
- Associate's degree in related field.

Pathway 2

A student must be currently enrolled in Mercy College of Ohio's Radiologic Technology Program.

- A student will be eligible to enroll in his/her third semester of the Radiologic Technology Program
- A student must have a cumulative GPA of 2.70 or higher at Mercy College of Ohio.
- Note: Certificate will not be conferred until after graduating from the Radiologic Technology Program.

Progression

Pathway 1 - Once enrolled in the program the student is required to:

- Maintain a “C” grade, or higher, in all courses of the MR Credit Certificate program. Any grade lower than a “C” is considered failure. Students who fail an imaging (IMG) course or withdraw from an IMG course failing may repeat the course one-time only.

Pathway 2 - Once enrolled in the program the student is required to:

- Maintain a 2.0 cumulative grade point average (GPA).
- Maintain a “C” grade, or higher, in all courses of the MR Credit Certificate program. Any grade lower than a “C” is considered failure. Students who fail an imaging (IMG) course or withdraw from an IMG course failing may repeat the course one time only.
- If a student should fail an IMG and/or RAD course, the program director reserves the right to consider the student for dismissal from the MR Credit Certificate program.

Magnetic Resonance Imaging Credit Certificate Curriculum Plan

To qualify for the Magnetic Resonance Imaging Certificate students must complete all of the following program requirements:

REQUIRED COURSES CREDIT HOURS

<i>COMPLETE ALL OF THE FOLLOWING COURSES:</i>		<i>CREDIT HOURS</i>
IMG 310	Sectional Anatomy for Medical Imaging	3
IMG 430	Principles of Magnetic Resonance Imaging	3
IMG 440	Magnetic Resonance Imaging Applications	3
IMG 445	Magnetic Resonance Safety	3
<i>CREDIT HOURS:</i>		<i>12</i>

MEDICAL CODING (ONLINE) CREDIT

[Program Handbook](#)

Overview

The Medical Coding certificate program will prepare students to work as part of the healthcare team as integral members of the health information industry. Medical coders are responsible for selecting the appropriate diagnostic and procedural codes of various medical services for data analysis and reimbursement.

The program will include didactic and simulated laboratory components specifically designed to prepare students for entry into professional practice as medical coders and prepare them to sit for the Certified Coding Associate (CCA) exam through the American Health Information Management Association (AHIMA).

Mercy College’s Medical Coding certificate program is offered over three semesters. Program content includes several courses that currently exist as part of the Associate degree program in Health Information Technology (HIT) at Mercy College. The credit certificate program in Medical Coding will allow the student to smoothly transition into the Associate degree program in HIT if he/she chooses or employment trends dictate the need to do so.

Mission Statement

It is the mission of the Medical Coding Certificate program to provide an educational experience that includes the professional and technical skills necessary to prepare students for entry-level positions in the field of medical coding.

Philosophy

In accordance with the college mission statement, the philosophy of the Medical Coding program is to provide a certificate level education based on Christian values underlying the educational efforts of the Sisters of Mercy of the Americas and the Sisters of Charity of Montreal (Grey Nuns).

Course goals and objectives are based on the American Health Information Management Association (AHIMA) standards. The goal is to produce a competent practitioner who can function in a rapidly changing healthcare environment as well as pass the Certified Coding Associate (CCA) exam.

Education is a continuous process through which learners develop knowledge, skills, and attitudes resulting in cognitive, affective, and psychological changes. The faculty facilitates the teaching/learning process through the sequential presentation of concepts, theories, and experimental activities within an environment that promotes mutual trust, critical thinking, and self-development.

Program Learning Outcomes

At the end of the certificate program, students will be able to:

1. Review health records for timeliness, accuracy, appropriateness and completeness of healthcare documentation
2. Perform processes related to collection, storage, and retrieval of healthcare data/records.
3. Code, abstract, classify, and index diagnoses and procedures for the purpose of reimbursement, standardization, retrieval, and statistical analysis.
4. Review, abstract, and compile health data for reimbursement, patient care research, clinical registries, and other informational needs.

Admission Requirements

An applicant must be a high school graduate with a grade point average (GPA) of at least a 2.0, or a general equivalency (GED) recipient with a score of 500 (score of 50 prior to 2002). If an applicant's GPA or GED score is below the minimum, he/she may be eligible for admission under transfer student guidelines.

Transfer Student Guidelines

A transfer student must be a high school graduate or a GED recipient and has earned a minimum of 15 credit hours of college coursework from a regionally accredited college, with a GPA of at least 2.0. For an applicant who has attended more than one regionally accredited college, GPA's from all colleges must combine to equal at least a 2.0.

Progression

Once enrolled in the program the student is required to:

1. Maintain a 2.0 cumulative grade point average (GPA)
2. Maintain a "C" grade, or higher, in all courses of the Medical Coding Program.

Any grade lower than a "C" is considered a failure. Students who fail a Medical Coding program course or withdraw failing (WF) from a Medical Coding course may repeat the course one time only. However, if a student should fail two Medical Coding program courses, the program director reserves the right to consider the student for dismissal from the Medical Coding program.

Medical Coding Certificate Requirements

To qualify for the Medical Coding Certificate students must complete all of the following program requirements:

REQUIRED PROGRAM COURSES

COMPLETE ALL OF THE FOLLOWING COURSES:

CREDIT HOURS

BIO 105	Human Structure and Function	5
BIO 290	Pathophysiology	3
HIT 104	Introduction to Medical Coding Systems	1
HIT 105	Medical Terminology	3
HIT 110	Pharmacology for HIT	2
HIT 114	Foundations in Health Information Technology	3
HIT 126	Clinical Coding/Classifications Systems I	3
HIT 150	Professional Practice Lab	1
HIT 234	Clinical Coding/Classifications Systems II	3
HIT 235	Medical Reimbursement	2
<i>CREDIT HOURS</i>		<i>26</i>

MEDICAL CODING CERTIFICATE – SAMPLE PROGRAM GUIDE

SEMESTER I		SEMESTER II		SEMESTER III	
BIO 105	Human Structure and Function (5)	BIO 290	Pathophysiology (3)	HIT 150	Professional Practice Lab (1)
HIT 104	Introduction to Medical Coding Systems (1)	HIT 110	Pharmacology for HIT (2)	HIT 234	Clinical Coding/Classifications Systems II (3)
HIT 105	Medical Terminology (3)	HIT 126	Clinical Coding / Classifications Systems I (3)	HIT 235	Medical Reimbursement (2)
HIT 114	Foundations in Health Information Technology (3)				
12 Semester Hours		8 Semester Hours		6 Semester Hours	

OPHTHALMIC TECHNOLOGY CREDIT

[Program Handbook](#)

Overview

The Ophthalmic Technology Certificate prepares students to work as part of the healthcare team in the essential fields of ophthalmology and optometry. The program includes didactic, laboratory and clinical components specifically designed to prepare students for entry into practice as an ophthalmic assistant and to take the Certified Ophthalmic Assistant (COA) entry-level examination as administered by the Joint Commission on Allied Health Personnel in Ophthalmology (JCAHPO). JCAHPO maintains accreditation through the National Commission for Certifying Agencies (NCCA), who verifies that programs meet the highest national voluntary standards for private certification. The certificate program curriculum was developed using content defined by the Commission on Accreditation of Ophthalmic Medical Programs (CoA-OMP).

Philosophy

Course goals and objectives are determined based on the Joint Commission on Allied Health Personnel in Ophthalmology (JCAHPO) and the Association of Technical Personnel in Ophthalmology (ATPO) standards and required knowledge and learning outcomes. The goal is to produce a competent professional who can function in a rapidly changing healthcare environment as well as pass the Certified Ophthalmic Assistant (COA) exam.

Education is a continuous process through which learners develop knowledge, skills, and attitudes resulting in cognitive, affective, and psychological changes. The faculty facilitates the teaching/learning process through the sequential presentation of concepts, theories, and experimental activities within an environment that promotes mutual trust, critical thinking, and self-development.

Program Learning Outcomes

At the end of the certificate program, students will be able to:

1. Demonstrate technical competence when performing ophthalmic procedures.
2. Demonstrate responsible, ethical, and professional patient care.
3. Employ components of effective communication.
4. Apply an understanding of scientific and mathematical concepts to eye care situations.
2. Demonstrate the ability to solve problems and think critically.

Progression

Once enrolled in the program the student is required to:

1. Maintain a 2.0 cumulative grade point average (GPA)
2. Maintain a "C" grade, or higher, in all courses of the Ophthalmic Technology Program.

Any grade lower than a "C" is considered a failure. Students who fail or withdraw from an Ophthalmic Technology course may repeat the course one time only. However, if a student should

fail two OT courses, the Program Lead reserves the right to consider the student for dismissal from the OT program.

Requirements for Clinicals

Criminal background checks, drug screens, health records, and immunizations are required prior to the start of the clinical program. The *Health Requirements Overview by Program* list and instructions are maintained on the College website at <https://www.mercycollege.edu/my-mercy/background-checks-health-records/>. The Policy can be found at <https://mercycollege.edu/about/compliance-consumer-information>.

Ophthalmic Technology Certificate Requirements

To qualify for the Ophthalmic Technology Certificate students must complete all of the following program requirements:

REQUIRED PROGRAM COURSES

<i>COMPLETE ALL OF THE FOLLOWING COURSES:</i>		<i>CREDIT HOURS</i>
EYE 111	Essentials of Ophthalmic Technology	2
EYE 112	Ocular Terminology, Anatomy, Physiology, and Diseases	4
EYE 113	Ophthalmic Technology Application and Practice	4
EYE 114	Ophthalmic Capstone	1.5
EYE 117	Ophthalmic Clinical Practicum	5
GEN 100	College Academic Skills Seminar	0.5
<i>CREDIT HOURS</i>		<i>17</i>

OPHTHALMIC TECHNOLOGY CERTIFICATE – SAMPLE PROGRAM GUIDE

SEMESTER I		SEMESTER II	
EYE 111	Essentials of Ophthalmic Technology (2)	EYE 114	Ophthalmic Capstone (1.5)
EYE 112	Ocular Terminology, Anatomy,	EYE 117	Ophthalmic Clinical Practicum (5)
EYE 113	Physiology, and Diseases (4)		
	Ophthalmic Technology Application and Practice (4)		
GEN 100	College Academic Skills Seminar (0.5)		
10.5 Semester Hours		6.5 Semester Hours	

PARAMEDIC CREDIT

[Program Handbook](#)

Overview

The Paramedic Certificate program seeks to prepare students to work as part of the healthcare team to provide care to emergency patients in an out-of-hospital setting. The program will include didactic, laboratory, clinical and field practicum components specifically designed to prepare students for entry into professional practice as Paramedics and prepare them to sit for the National Registry of Emergency Medical Technicians (NREMT) exam.

Accreditation

The Paramedic Certificate program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). The program is also accredited by Ohio Department of Public Safety, Emergency Medical Services.

Commission on Accreditation of Allied Health
Education Programs

25400 U.S. Highway 19 North, Suite 158

Clearwater, FL 33763

Phone: 727-210-2350

www.caahep.org

Ohio Emergency Medical Services

Department of Public Safety

1970 West Broad St.

Columbus, OH, 43223

Phone: 614-387-0648

www.ems.ohio.gov

Committee on Accreditation of Educational
Programs for the Emergency Medical Services
Professions

8301 Lakeview Parkway, Suite 111-312

Rowlett, TX, 75088

Phone: 214-703-8445

Fax: 214-703-8992

www.coaemsp.org

Philosophy

The education of Paramedics is responsive to national and community needs that are clearly supported by the national agenda to streamline Emergency Medical Technician and Paramedic education and credentialing in the field of Emergency Medical Technology.

Course goals and objectives are determined based on the Committee on Accreditation of Educational Programs for the Emergency Medical Service Professions (CoAEMSP) and Commission on Accreditation of Allied Health Education Programs (CAAHEP) standards and guidelines, as well as the National Standard Curriculum. The goal is to produce a competent practitioner who can function in a rapidly changing healthcare environment as well as pass the National Registry of Emergency Medical Technicians (NREMT) exam.

Program Goal

To prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels.

Program Learning Outcomes

A student that completes the Paramedic certificate program will be able to:

1. Demonstrate problem-solving and critical thinking skills in a pre-hospital environment.
2. Demonstrate clinical competence in performing pre-hospital assessment of the ill or injured victim in a professional manner.
3. Utilize effective communication skills.
4. Relate the importance of continuous learning, professional development, and Christian values.
5. Successfully complete the National Registry of Emergency Medical Technicians (NREMT) examination.

Admission Requirements

In addition to the general college admission criteria, the following requirements must also be met for program consideration:

1. An applicant must possess a current and valid Emergency Medical Technician certificate in the State of Ohio and submit proof of such.
2. An applicant must complete EMS 103, Anatomy and Physiology for Prehospital Providers, or its equivalent, with a grade of "C" or better.

Progression

Once enrolled in the program the student is required to:

1. Maintain a 2.0 cumulative grade point average (GPA)
2. Maintain a "C" grade, or higher, in all courses of the Paramedic Program.

Any grade lower than a "C" is considered a failure. Students who fail or withdraw from a Paramedic program course may repeat the course one time only. However, if a student should fail two Paramedic program courses, the Program Lead reserves the right to consider the student for dismissal from the Paramedic program.

Requirements for Clinicals

Criminal background checks, drug screens, health records, and immunizations are required prior to the start of the clinical program. The *Health Requirements Overview by Program* list and instructions are maintained on the College website at <https://www.mercycollege.edu/my-mercy/background-checks-health-records/>. The Policy can be found at <https://mercycollege.edu/about/compliance-consumer-information>.

Catalog Amendment 2 added 11/12/2018**Paramedic Certificate Requirements**

To qualify for the Paramedic Certificate students must complete all of the following program requirements:

REQUIRED PROGRAM COURSES

COMPLETE ALL OF THE FOLLOWING COURSES:

CREDIT HOURS

EMS 112	Introduction to Paramedic Pre-Hospital Emergency Medicine	6.5
EMS 113	Pre-Hospital Emergency Medicine Directed Clinical Practice I	1.5
EMS 121	Pre-Hospital Emergency Medicine Directed Clinical Practice II	2
EMS 122	Emergency Cardiovascular Disease	6.5
EMS 132	Pre-Hospital Emergency Medicine Practicum	2
EMS 133	Medical Emergencies I	4.5
EMS 134	Medical Emergencies II	4.5
EMS 135	Pre-Hospital Capstone Experience	2
EMS 136	Emergency Medical Operations	3
GEN 100	College Academic Skills Seminar	0.5
CREDIT HOURS		33

PARAMEDIC CERTIFICATE - SAMPLE PROGRAM GUIDE

SEMESTER I		SEMESTER II		SEMESTER III	
EMS 112	Introduction to Paramedic Pre-Hospital Emergency Medicine (6.5)	EMS 121	Pre-Hospital Emergency Medicine Directed Clinical Practice II (2)	EMS 132	Pre-Hospital Emergency Medicine Practicum (2)
EMS 113	Pre-Hospital Emergency Medicine Directed Clinical Practice I (1.5)	EMS 122	Emergency Cardiovascular Disease (6.5)	EMS 135	Pre-Hospital Capstone Experience (2)
EMS 133	Medical Emergencies I (4.5)	EMS 134	Medical Emergencies II (4.5)	EMS 136	Emergency Medical Operations (3)
GEN 100	College Academic Skills Seminar (0.5)				
13 Semester Hours		13 Semester Hours		7 Semester Hours	

End Amendment 2

**POLYSOMNOGRAPHIC TECHNOLOGY
CREDIT**

[Program Handbook](#)

Overview

Polysomnographic Technology is a healthcare field that utilizes diagnostic tests known as sleep studies (polysomnography) to diagnose and treat sleep disorders. Sleep studies are used to gather extensive data concerning an individual's physiologic activity while sleeping. A Sleep Technologist is the healthcare practitioner who performs and helps interpret these studies. He/she provides

data and makes recommendations to physicians specifically trained in Sleep Medicine so that patients can receive appropriate therapy to treat discovered sleep disorders. The program is designed to train a polysomnographic technologist to work as part of a healthcare team under the general supervision of a licensed physician to assist in the education, evaluation, treatment and follow up of sleep disorders in patients of all ages. Upon successful completion of the program, a graduate will be eligible to sit for a national examination offered by the Board of Registered Polysomnographic Technologists (BRPT) to become credentialed as a Registered Polysomnographic Technologist.

Philosophy

It is a belief that the education of polysomnographic technologists is responsive to national and community needs that is supported by the national agenda to streamline polysomnographic education and credentialing in the field of sleep medicine.

Course goals and objectives are determined for each student based on CoA-PSG and CAAHEP standards and required knowledge clusters and learning domains. The goal is to produce a competent practitioner who can function in a rapidly changing healthcare environment as well as pass the RPSGT and/or RST exam.

Education is a continuous process through which learners develop knowledge, skills, and attitudes resulting in cognitive, affective, and psychomotor changes. The faculty facilitates the teaching/learning process through the sequential presentation of concepts, theories, and experimental activities within an environment that promotes mutual trust, critical thinking, and self-development.

Program Learning Outcomes

At the end of the certificate program students will be able to:

1. Demonstrate behaviors reflective of the entry-level cognitive (knowledge), psychomotor (skills), and affective (behavior) competencies required in polysomnography.
2. Display responsible, ethical, and professional patient care.
3. Employ components of effective communication.
4. Apply an understanding of scientific and mathematical concepts to polysomnography situations.
5. Demonstrate the ability to solve problems and think critically.

Admission Requirements

1. An applicant must be a high school graduate with a grade point average (GPA) of at least a 2.0, or a general equivalency (GED) recipient with a score of 500 (score of 50 prior to 2002). If an applicant's GPA or GED score is below the minimum, he/she may be eligible for admission under transfer student guidelines.
2. A transfer student must be a high school graduate or a GED recipient and has earned a minimum of 15 credit hours of college coursework from a regionally accredited college,

with a GPA of at least 2.0. For an applicant who has attended more than one regionally accredited college, GPA's from all colleges must combine to equal at least a 2.0.

3. An applicant must possess current and valid certification for American Heart Association Basic Life Support (BLS) for Healthcare Providers prior to PSG 113, with certification maintained through the completion of practicum courses.

Progression

Once enrolled in the program the student is required to:

1. Maintain a 2.0 cumulative grade point average (GPA)
2. Maintain a "C" grade, or higher, in all courses of the Polysomnographic Technology Program.

Any grade lower than a "C" is considered a failure. Students who fail or withdraw from a Polysomnographic Technology course may repeat the course one time only. However, if a student should fail two PSG courses, the Program Lead reserves the right to consider the student for dismissal from the PSG program.

Requirements for Clinicals

Criminal background checks, drug screens, health records, and immunizations are required prior to the start of the clinical program. The *Health Requirements Overview by Program* list and instructions are maintained on the College website at <https://www.mercycollege.edu/my-mercy/background-checks-health-records/>. The Policy can be found at <https://mercycollege.edu/about/compliance-consumer-information>.

Polysomnographic Technology Certificate Requirements

To qualify for the Polysomnographic Technology Certificate students must complete all of the following program requirements:

REQUIRED PROGRAM COURSES

COMPLETE ALL OF THE FOLLOWING COURSES:

		CREDIT HOURS
BIO 103	Essentials of Human Anatomy and Physiology	3
PSG 101	Fundamentals of Sleep	3
PSG 102	Essentials of Polysomnographic Technology	3
PSG 110	Polysomnography Analysis	3
PSG 111	Respiratory Monitoring	3
PSG 113	Polysomnographic Practicum I (90 hrs.)	1
PSG 123	Advanced Topics in Polysomnographic Technology	3
PSG 124	Polysomnographic Technology Capstone Seminar	2
PSG 125	Polysomnographic Practicum II (180 hrs.)	2
GEN 100	College Academic Skills Seminar	0.5
HIT 105	Medical Terminology	3
CREDIT HOURS		26.5

POLYSOMNOGRAPHIC TECHNOLOGY CERTIFICATE – SAMPLE PROGRAM GUIDE

SEMESTER I		SEMESTER II		SEMESTER III	
GEN 100	College Academic Skills Seminar (0.5)	PSG 110	Polysomnography Analysis (3)	PSG 123	Advanced Topics in Polysomnographic Technology (3)
BIO 103	Essentials of Human Anatomy and Physiology (3)	PSG 111	Respiratory Monitoring (3)	PSG 124	Polysomnographic Technology Capstone Seminar (2)
HIT 105	Medical Terminology (3)	PSG 113	Polysomnographic Practicum I (1)	PSG 125	Polysomnographic Practicum II (2)
PSG 101	Fundamentals of Sleep (3)				
PSG 102	Essentials of Polysomnographic Technology (3)				
12.5 Semester Hours		7 Semester Hours		7 Semester Hours	

PHLEBOTOMY**NON-CREDIT**

[Program Handbook](#)

Overview

The Phlebotomy Certificate program seeks to prepare students to work in healthcare by collecting blood samples for laboratory testing. The program includes didactic, laboratory, and clinical components specifically designed to prepare students for entry into a career in phlebotomy while preparing them for a national phlebotomy certification examination.

Philosophy

The education of Phlebotomist is responsive to national and community needs that are supported by state and national regulations, education and credentialing in the field of phlebotomy.

Program Learning Outcomes

At the completion of the Phlebotomy Certificate program, the student will be able to:

1. Demonstrate knowledge of important concepts of healthcare delivery such as infection control, safety, quality assurance, and legal implications associated with the role of phlebotomy.
2. Understand basic medical terminology, anatomy, and physiology that are associated with the procurement of quality laboratory specimens.
3. Apply knowledge of blood and other specimen collection equipment to maximize results in the clinical setting.
4. Perform venipuncture and other specimen collection procedures safely and competently.
5. Integrate pre-analytical considerations into the procurement of quality specimens.
6. Display ability to interact professionally and confidently with clients and co-workers.

Admission Requirements

An applicant must be a high school graduate or a general equivalency (GED) recipient.

Requirements for Clinicals

Criminal background checks, drug screens, health records, and immunizations are required prior to the start of the clinical program. The *Health Requirements Overview by Program* list and instructions are maintained on the College website at <https://www.mercycollege.edu/my-mercy/background-checks-health-records/>. The Policy can be found at <https://mercycollege.edu/about/compliance-consumer-information>.

Program Completion

Students must complete the lecture and lab portion of the course with a minimum of 80% and successfully complete the required skills in order to progress to the clinical portion of the program. It is an expectation that during the clinical component, students will successfully complete over 100 draws, including both venipuncture and dermal. Those who meet all of these qualifications will be awarded a certificate of program completion.

A cumulative grade, lower than a “C”, is considered a failure. Students who fail the Phlebotomy program or withdraw from the course will not receive a course refund or certificate of completion.

Phlebotomy Certificate Program Curriculum Plan

The Certificate program in Phlebotomy is a comprehensive program and provides students with 55 contact hours of didactic and laboratory education and 100-hours of clinical externship. This course offers instruction pertaining to phlebotomy safety, infection control, venipuncture equipment, routine venipuncture and dermal techniques, complications, medical ethics, confidentiality, patient communication, and specimen handling. Some non-blood collection procedures will also be discussed as well as the operations of a full services laboratory. Upon completion, students will be offered a national phlebotomy credentialing exam.

UNDERGRADUATE COURSE DESCRIPTIONS

The number that follows the title of the course is the number of credit hours that the student earns upon completion of the course.

- The first digit within the parentheses following the number of credit hours indicates the number of lecture/class hours per week.
- The second digit indicates the number of laboratory hours per week.
- The third digit is the number of clinical/practicum credit hours per week.

Example: COURSE 101 5 Hours (3 - 1 - 1)

Lecture
Lab
Clinical/
Practicum

Special Topics courses may be offered by programs to provide additional breadth and enrichment. When offered, these courses will be listed on the semester schedule under the prefix of the appropriate department and will carry a course number of 199 – 499 depending upon course level. Check with the program director for the most current information.

Course prerequisites must be completed with a grade of “C” or better. Course co-requisites may be completed prior to taking the course or be enrolled simultaneously with the course. Transferable course equivalents and other course substitutions may be allowed by the program directors. In special circumstances course instructors or program directors may allow students to enroll in courses without meeting prerequisites.

GENERAL EDUCATION COURSE IDENTIFICATION

Courses used to meet General Education requirements are designated by using the following identifiers:

General Education Category	Course Identifier
Oral and Written Communication	GCOM
Math, Statistics and Logic	GMSL
Social and Behavioral Sciences	GSBS
Arts, Humanities, Culture and Diversity	GAHD
Arts, Humanities, Culture and Diversity – Religion	GAHR
Natural Sciences, Technology and Innovation	GNST
Applied General Education Courses	GAPL

ART (ART)

ART 101

Art Appreciation

3 HOURS (3-0-0)

This course will introduce students to the study, practices, and production of visual art styles throughout history and across many cultures. Students will trace the history of art from prehistory to the present day with special attention to the artist's role in culture and in history. Students will have the opportunity to compose critical papers and creative projects that explore the complex relationship between culture and history. **GAHD**

ART 300

Non-Western Art

3 HOURS (3-0-0)

This course is a survey of non-Western art, including painting, sculpture, and architecture, from the establishment of various civilizations and societies to the present. It is a study of the art of China, Japan, Korea, India, Africa, and Mesoamerica within the context of each culture. *Prerequisites: ENG 101; ENG 102.* **GAHD**

BIOLOGY (BIO)

BIO 101

Biology

3 HOURS (3-0-0)

Introduces the unique properties of living organisms and fundamental biological processes. Emphasis on molecular and cellular biology, bioenergetics, genetics, and ecological systems. **GNST**

BIO 103

Essentials of Human Anatomy and Physiology

3 HOURS (3-0-0)

This course explores the major organ systems responsible for the maintenance of life, which are monitored in a healthcare setting. The focus is on the structure and function of the brain, systemic nerves, endocrine, cardiovascular, and respiratory systems. Blood and fluid/electrolyte balance are also considered. This will not fulfill BIO 220 and BIO 221 course requirements. **GNST**

BIO 105

Human Structure and Function

5 HOURS (5-0-0)

Study of structure and function of the human body. Focuses on fundamental concepts of body organization and cellular function. Structure, functions, and terminology of the body systems are considered. Note: This will not fulfill BIO 220 and BIO 221 course requirements.

Prerequisite: High school biology or BIO 101 or equivalent with a grade of "C" or better within the last seven years or with instructor approval. **GNST**

BIO 200*Science in the News*

2 HOURS (2-0-0)

Scientific advances are written about and broadcast every day in newspapers, radios, television, and the internet. The information to evaluate the validity of these advances is not. In this course, students will delve more deeply into popular science articles and critically analyze their accuracy, validity, and viewpoints. Topics will include current research that is reported in the popular press to long running scientific debates. Prerequisites: BIO 101 within the last seven years; ENG 101.

GNST**BIO 201***The Physiological Basis of Nutrition*

2 HOURS (2-0-0)

Adequate nutrition is the foundation of good health. The chemical compositions of carbohydrates, lipids, and proteins are reviewed. The physiology of food utilization within the body and the chemistry of metabolism are examined in health. Basic principles of nutrition, including the Dietary Reference Intakes, assessment, and disease states are covered. *Prerequisite: BIO 220 or BIO 105; either must be taken within the last seven years.* **GNST**

BIO 205*General Biology I*

5 HOURS (4-1-0) FA

The basic concepts of biology upon which students can begin to develop a conceptual framework of the discipline will be developed in this course and reinforced in upper-level courses. Cell structure and function, molecular biology, Mendelian and population genetics, and evolutionary theory will be covered in this first semester of a two-semester sequence. Three hour lecture, one hour problem solving and quiz session, and a three hour lab. **GNST**

BIO 206*General Biology II*

5 HOURS (4-1-0) SP

The basic concepts of biology upon which students can begin to develop a conceptual framework of the discipline will be developed in this course and reinforced in upper-level courses. This course covers biological diversity, taxonomy, homeostasis, internal transport and gas exchange in plants and animals, plant hormones, osmoregulation, mechanisms of action of muscular, nervous and neuroendocrine systems and ecology will be covered in this second semester of a two-semester sequence. Three-hour lecture, one-hour problem solving and quiz session, and a three hour lab. *Prerequisite: BIO 205; must be taken within the last seven years.* **GNST**

BIO 210

Microbiology

4 HOURS (3-1-0)

Survey of representative types of microorganisms in terms of their structure, function, cultivation, identification, and methods employed for their control. Emphasis is placed on those causing human disease and the role of the immune system. Three-hour lecture and three hour lab. *Prerequisite: High school biology; must be taken within the last seven years. GNST*

BIO 210L

Microbiology Laboratory

1 HOUR (0-1-0)

In this laboratory course, students will observe, cultivate, characterize and identify microorganisms and practice techniques that control, kill, and prevent the spread of them. *Prerequisite: A transferable microbiology course without a lab component; must be taken within the last seven years. GNST*

BIO 220

Anatomy and Physiology

4 HOURS (3-1-0)

Study of structure and function of the human body. Focuses on fundamental concepts of body organization and cellular function. Structure, functions and terminology of the skeletal, muscular, integumentary and nervous system are considered. Three-hour lecture, two hour lab, and one hour of recitation. *Prerequisite: High school biology; high school chemistry; both must be taken within the past seven years. GNST*

BIO 220L

Anatomy and Physiology I Laboratory

1 HOUR (0-1-0)

In this laboratory course, students will study the interrelationship between structure and function of the human body. The lab focuses on fundamental concepts of body organization and cellular function. Structure, functions, and terminology of the skeletal, muscular, and nervous system are examined. *Prerequisites: A transferable Anatomy and Physiology I course without a lab; or a completed Anatomy course without a lab and a completed Physiology course without a lab; all must be within the past seven years. GNST*

BIO 221

Anatomy and Physiology II

4 HOURS (3-1-0)

Study of the structure and function of the human body. Focuses on structure and function of the circulatory, respiratory, digestive, excretory, endocrine, and reproductive systems. Acid-base and

fluid electrolyte balance are also considered. Three-hour lecture, two hour lab, and one hour of recitation. *Prerequisite: BIO 220; must be taken within the past seven years. GNST*

BIO 221L

Anatomy and Physiology II Laboratory

1 HOUR (0-1-0)

In this laboratory course, students will study the interrelationship between structure and function of the human body. During the course of study, students will focus on the important interaction between structure and function of the circulatory, respiratory, digestive, excretory, endocrine, and reproductive systems through the use of gross anatomical and histological preparations. Virtual labs are used to allow students to observe what happens to organ function following anatomical manipulations. *Prerequisites: A transferable Anatomy and Physiology I and II course without a lab, or a transferable Anatomy course and a transferable Physiology course without a lab; all must be taken within the past seven years. GNST*

BIO 240

Career Topics for Biology Majors

1 HOUR (1-0-0)

Introduces Biology majors to a variety of career paths. Guest speakers from health and research related fields will present what their field and job entails, along with the path they took to obtain their position. Students will also be required to do a minimum of two shadowing experiences within job fields they may like to pursue. *Prerequisites: Biology major of sophomore standing. BIO 205; CHM 210.*

BIO 280

Independent Study

1-5 HOURS ((1-5)-0-0)

Supervised independent work in science designed to meet approved objectives/learner outcomes. Student must meet specific criteria and present the instructor with a detailed written proposal. Written approval must be obtained from the instructor and dean. Up to three hours of credit will be awarded. *Prerequisites: BIO 105, BIO 220 and 221, or BIO 205 and 206; all must be taken within the past seven years. GNST, GAPL*

BIO 290

Pathophysiology

3 HOURS (3-0-0)

Examination of basic pathophysiological processes, followed by a survey of diseases of the various body systems. The various ways in which these diseases manifest themselves as symptoms and signs, as well as laboratory findings leading to diagnosis, treatment and prognosis, will be discussed. Students will critically analyze several case study examples. *Prerequisites: BIO 105, or BIO 220 and BIO 221; all must be taken within the past seven years. GNST*

BIO 330*Cardiovascular Physiology*

2 HOURS (2-0-0)

This course is designed to give students a better understanding of the functioning of the cardiovascular system. Focus will be placed on the structure and function of the cardiovascular system and how both systemic and local factors influence its functions. Additionally, students will gain an understanding of the autorhythmicity of cardiac cells, the influence of the autonomic nervous system and autorhythmicity and the cardiovascular system, the cardiac conduction system, neurophysiology of cardiac cells, ECG's and cardiovascular pathophysiology. *Prerequisites: BIO 105, or BIO 220 and BIO 221; all must be taken within the past seven years. GNST*

BIO 331*Renal Physiology*

2 HOURS (2-0-0)

This course is designed to give students a better understanding of the important aspects and fundamental concepts of how the kidneys function in health and disease. The course focuses on the important information necessary for students to develop a firm understanding of how the kidneys operate to maintain homeostasis. A greater understanding of the renal system serves as a frame of reference that students must comprehend before they can truly understand how alteration in renal function are associated with diseases and their clinical manifestations. *Prerequisites: BIO 105, or BIO 220 and BIO 221; all must be taken within the past seven years. GNST*

BIO 332*Fluid and Electrolyte Balance*

2 HOURS (2-0-0)

This course is designed for students to gain a better understanding of the care and management of the patient with fluid and electrolyte disorders/imbalance. Focus will be placed on the composition of body fluids, fluid compartments, and factors that affect movement of water and solutes. The regulation of vascular volume and extracellular fluid osmolality will also be presented. Etiology, signs and symptoms, and treatment of patients with fluid and electrolyte imbalance, including but not limited to sodium, potassium, calcium, phosphorous and magnesium, will be explored. *Prerequisites: BIO 105, or BIO 220 and BIO 221; all must be taken within the past seven years. GNST*

BIO 336*Genetics*

4 HOURS (3-1-0)

This course focuses on in-depth coverage of classical and molecular genetics. An emphasis will be placed on eukaryotic organisms, beginning with basic inheritance patterns and their uses in pedigrees and chromosomal mapping and continuing with the molecular biology of the cell including gene and chromosome structure, DNA replication, DNA repair, regulation of gene

expression, and control of cell division. Laboratory sessions will focus on molecular genetic techniques and their potential use in research and medicine. Three hours of lecture and three hours of lab. *Prerequisite: BIO 205; must be taken within the past seven years. GNST*

BIO 350

Biology of Human Reproduction

3 HOURS (3-0-0)

This course examines the biological aspects of sexuality from a structural, functional, and evolutionary standpoint. Topics include human inheritance and genetic counseling, reproductive hormones, anatomy and physiology of the reproductive organs, the human sexual response, pregnancy and birth, fertility and infertility, sexual disorders and sexually transmitted diseases, evolution of human sexual behavior, and other related issues from a biological perspective.

Prerequisites: BIO 105, or BIO 220 and BIO 221; all must be taken within the past seven years. GNST

BIO 400

Service Learning in Biology

2 HOURS (1-1-0)

Students will learn and develop through active participation in organized service that is conducted in and meets a need of the community. Projects in the community will be identified based on community needs in health or science and student interest. Along with off-campus experiential learning in the community project, students will have structured time in class to reflect on the service experience and clarify goals and expectations of the project. *Prerequisite: Junior status in the Biology degree program.*

BIO 410

Cell Biology

4 HOURS (3-1-0)

This course focuses on the underlying molecular mechanisms of biological function at the cellular level. It includes the study of the internal organization of the cell, organelle and membrane function, cell-cell signaling, cell movement, cell adhesion, and the extracellular matrix. Three hours of lecture and a three hour lab. *Prerequisites: BIO 205 and 206, or BIO 220 and 221; all must be taken within the past seven years. GNST*

BIO 420

Histology

4 HOURS (3-1-0)

Histology is an introduction to the microscopic anatomy of mammalian cells, tissues, and organs. The emphasis of the course will be on the study of human tissues and organs. The intention of the course is to build upon previously acquired knowledge of the cell and expand to cell differentiation, tissue, and organ development. Topics that will be covered include Cells and Basic tissues, such as Epithelium and Integumentary tissues; Loose, Dense and specialized Connective Tissue; Adipose,

Circulatory, Respiratory, and Endocrine tissues; Nervous and Sensory Tissue; Digestive tissue; Renal and Reproductive Tissues. Three hour lecture and a three hour lab. *Prerequisites: BIO 205 and 206, or BIO 220 and BIO 221; all must be taken within the past seven years. GNST*

BIO 430

Principles of Ecology

4 HOURS (3-1-0)

Ecology is the discipline in biology that studies the interaction between organisms and their environment. Topics covered include the dynamics among individuals of the same species, interactions between species, relations between living organisms and their nonliving environment, and the cycling of nutrients and energy. Three hour lecture and a three hour lab. *Prerequisites: BIO 205; BIO 206; both must be taken within the past seven years. GNST*

BIO 440

Research Experience

1-5 HOURS (0-(5-0)-0)

Off campus experiential learning of a pre-professional nature for work in research laboratories. *Prerequisites and or Co-Requisites: Junior status in the Biology degree program and permission of instructor.*

CHEMISTRY (CHM)

CHM 100

Elementary Chemistry

5 HOURS (4-1-0)

A laboratory introductory course with atomic structure and bonding as a basis for understanding valence, formulas, compounds, and chemical reactions. Measurement, states of matter, solutions, ionization, and their applications in daily life are discussed. Math skills are applied to comprehend chemistry content. Four hour lecture and three hour lab. **GNST**

CHM 111

Basic Organic and Biochemistry

4 HOURS (3-1-0)

A laboratory course that focuses on organic chemistry, (hydrocarbons, alcohols, ethers, aldehydes, ketones, carboxylic acids, esters, amines, and amides), the structure and function of biomolecules (carbohydrates, lipids, amino acids, proteins, nucleic acids) and metabolism. *Prerequisite: CHM 100 or high school chemistry; either must be taken within the last seven years. GNST*

CHM 111L

1 HOURS (0-1-0)

Basic Organic and Biochemistry Laboratory

In this laboratory course, students will study the relationship between the structure and function of organic and biomolecules. The course includes the analysis of organic compounds, synthesis and analysis of biomolecules, enzyme kinetics, and the analysis of carbohydrates and lipids.

*Prerequisite: A transferable organic-without a laboratory. **GNST***

CHM 210

General College Chemistry I

5 HOURS (4-1-0) FA

Deals with the principles of inorganic chemistry including formulas, equations, reaction principles, atomic and molecular structure, bonding thermochemistry, states of matter, stoichiometry, and the periodic table. Provides the basis of all higher levels of chemistry. Three hour lecture, one hour problem solving and quiz session, and a three hour lab. *Prerequisite: High school chemistry; high school integrated math series, or co-requisite of MTH 130; must be taken within the last seven years.*

GNST**CHM 211***General College Chemistry II*

5 HOURS (4-1-0) SP

Continues the study of General College Chemistry I (CHM 210). Includes chemical equilibria, kinetics, solutions, acids and bases, complex ions and coordination compounds redox reactions, thermodynamics, nuclear chemistry, and brief introduction to organic chemistry and qualitative analysis. Three hour lecture, one hour problem solving and quiz session, and a three hour lab.

*Prerequisite: CHM 210; must be taken within the last seven years. **GNST***

CHM 320*Organic Chemistry I*

5 HOURS (4-1-0) FA

This course is the first semester of a two semester organic chemistry sequence. The intention of the course is to provide a good background in organic for subsequent science classes. Topics that will be covered include bonding theories, alkanes, cycloalkanes, acid-base chemistry, stereochemistry, alkenes, alkynes, haloalkanes, nucleophilic substitution and elimination reactions, alcohols, and ethers. Three hour lecture, one hour problem solving, and a three hour lab. *Prerequisite: CHM 211; must be taken within the last seven years. **GNST***

CHM 321*Organic Chemistry II*

5 HOURS (4-1-0) SP

This course is the second semester of a two semester organic chemistry sequence. The intention of the course is to provide a good background in organic chemistry for subsequent science classes. Topics that will be covered include; aldehydes, ketones, carboxylic acids, carboxylic acid derivatives, enolate chemistry, conjugated dienes, aromatic compounds, amines, carbohydrates, and amino acids. Three hour lecture, one hour problem solving, and a three hour lab. *Prerequisite: CHM 320; must be taken within the last seven years. GNST*

CHM 410*Biochemistry*

5 HOURS (4-1-0)

This course introduces the fundamental principles of modern biological chemistry. Includes the structure, chemistry and metabolism of proteins, lipids, carbohydrates, and other biomolecules. In the biochemistry laboratory, students will become familiar with many of the laboratory practices and techniques that are used in the preparation, isolation, purification, and identification biochemical compounds. Specifically, the course is designed to teach common biochemical techniques such as electrophoresis, protein assays, enzyme kinetics protein purification and recombinant DNA methods, and give students an appreciation for the application of these techniques in solving various kinds of problems in biochemistry research. Four hour lecture and a three hour lab. *Prerequisite: CHM 320; must be taken within the last seven years. GNST*

COMMUNITY HEALTH WORKER (CHW)**CHW 101***Introduction to Community Health Worker*

4 HOURS (3-1-0) FA

This course presents an overview of the roles and responsibilities of a community health worker as an integral member of an interdisciplinary healthcare team, or a patient centered medical home (PCMH). Areas of focus include healthcare and social needs across the lifespan, health education, and individual and community advocacy. Confidentiality and basic office skills required of community health workers will be also be covered. *Prerequisite: Admission into the Community Health Worker certificate program.*

CHW 102*Advanced Topics for the Community Health Worker*

3 HOURS (2-1-0) SP

This course is designed to broaden the students' skill set required to effectively advocate, refer, and assist in care coordination in the communities in which they will serve, especially with diverse and high-risk populations. Emphasis will be placed on community resources, referral systems, documentation, care coordination, and skills to execute an effective home visit. *Prerequisite: CHW 101.*

CHW 103

Directed Clinical Practice in Community Health

2 HOURS (0-0-2) SP

This course will provide students the opportunity to act in their roles as community health workers in a variety of community settings and with diverse client populations. Students will demonstrate knowledge and skills in six major competency areas: healthcare, community resources, communication skills, individual & community advocacy, health education and service skills & responsibilities. *Prerequisite: CHW 101. Co-requisite: CHW 102*

CHW 104

Community Health Worker Capstone

1 HOUR (1-0-0) SP

This course explores a variety of concepts focusing on the professional aspects of a community health worker and skills necessary to transition into the workforce. Topics such as professionalism, job-readiness, resume writing, and interviewing skills, and current healthcare trends and case studies will be addressed. *Prerequisite: CHW 101. Co-requisites: CHW 102; CHW 103*

COMMUNICATIONS (COM)

COM 201

Principles of Communication

3 HOURS (3-0-0)

The purpose of this course is to examine communication theories and to practice fundamentals essential for developing oral, written and visual communication skills. Participation in class exercises and individual presentation leading to effective interpersonal and group communication are required.

COM 260

Public Speaking

3 HOURS (3-0-0)

This course develops student's skills in several forms of public address and presentation, making them effective communicators in their chosen fields. **GAHD**

COM 290

Entertainment in American Life

3 HOURS (3-0-0)

Entertainment plays a vital role in American culture. This course raises awareness and deepens understanding of this role in intrapersonal, interpersonal, group, organizational, and mass communication; traces its historical origins and ethical implications; and enables conscious and responsible choices as the result of this awareness and understanding. **GAHD**

COM 360

Communication for Professional Success

3 HOURS (3-0-0)

Communication and critical thinking skills are necessary both to secure a job and succeed in the diverse, ever-changing workplace of the 21st Century. Students in this course study resume building, interviewing, self-care, face-to-face communication on the job, development of interpersonal skills, meeting management presentational speaking, electronic communication skills, and communication flow in organizations. *Prerequisite: ENG 101; ENG 102. GAHD*

CONTINUING EDUCATION

CED PH01

Phlebotomy Theory and Practice

0 HOURS (0-0-0) FA, SP

This course covers essential professional knowledge required of an entry-level phlebotomist. Anatomy, physiology, infection control, patient safety, HIPAA, professionalism, medical terminology, and venipuncture techniques will be studied. Students will also practice laboratory skills and venipuncture techniques necessary for clinical fieldwork. *This course is only available to students in the Phlebotomy Program and is not considered college level coursework.*

EMERGENCY MEDICAL SERVICES (EMS)

EMS 101

Introduction to Basic Pre-Hospital Emergency Medicine

8 HOURS (8-0-0) FA

This course will introduce the student to preparatory pre-hospital care including roles and responsibilities, wellness of the EMT-Basic, injury and illness prevention, and medical/legal & ethical issues. A general review of anatomy and physiology, pharmacology, communication and documentation techniques and principles of operations will be discussed. Important techniques such as airway management and ventilation, patient assessment of the medical and trauma patient, caring for the infant, child, adult and geriatric patient will be covered.

EMS 102

Basic Pre-Hospital Emergency Medicine Clinical Practicum

0.5 HOURS (0-0-0.5) FA

This course will introduce the student to preparatory pre-hospital care including roles and responsibilities, wellness of the EMT-Basic, injury and illness prevention, and medical/legal & ethical issues. Students will be given opportunities to demonstrate proficiency in important techniques such as airway management and ventilation, patient assessment of the medical and trauma patient, and caring for the infant, child, adult and geriatric patient. *Co-requisite: EMS 101.*

EMS 103

Anatomy and Physiology for Prehospital Providers

4.0 HOURS (3.5-0.5-0) FA

This course will provide a study of the basic structure and function of the human body as it relates to emergency prehospital medicine. Topics include identifying anatomy and essential concepts of physiology as it relates to injury, illness, and emergency medical procedures. **GAPL**

EMS 112

Introduction to Paramedic Pre-Hospital Emergency Medicine

6.5 HOURS (4-2.5-0) SP

This course will introduce the student to preparatory pre-hospital care including roles and responsibilities, wellness of the EMT-Paramedic, injury and illness prevention, and medical/legal & ethical issues. A general review of anatomy and physiology as well as pharmacology, venous access and medication administration, therapeutic communications and life span development will be covered. Important techniques such as airway management and ventilation, patient assessment and trauma integration & management will be included.

Prerequisites: EMS 103.

EMS 113

Pre-Hospital Emergency Directed Clinical Practice I

1.5 HOURS (0-0-1.5) SP

This course will focus on demonstration and performance of accurate patient assessments, safe venous access, administration of medications, endotracheal intubation, and ventilation of patients of all age groups. *Prerequisites: EMS 103 or equivalent. Co-requisite: EMS 112.*

EMS 121

Pre-Hospital Emergency Directed Clinical Practice II

2 HOURS (0-0-2) SU

This course will enhance the clinical skills of the paramedic student to perform comprehensive patient assessments and integrate assessment findings while formulating a treatment plan in the pre-hospital clinical setting. *Prerequisites: EMS 110.*

EMS 122

Emergency Cardiovascular Disease

6.5 HOURS (4-2.5-0) SU

This course will cover the aspects of the cardiovascular system including disease pathology, cardiac arrhythmias, and vascular disorders. Students will understand cardiovascular complaints, cardiac monitoring, and management of cardiovascular emergencies. *Prerequisites: EMS 112.*

EMS 132

Pre-Hospital Emergency Medicine Practicum

2 HOURS (0-0-2) FA

In this course, the paramedic student will exhibit behaviors indicative of a team leader in a field setting, utilizing critical thinking and decision making skills in the assessment, management, and treatment of the pre-hospital emergency patient. Important considerations regarding continuing education, job requirements and professionalism will be included. *Prerequisite: EMS 121. Co-requisite: EMS 130*

EMS 133

Medical Emergencies I

4.5 HOURS (2-2.5-0) SP

This course will allow the student to study a variety of common medical emergencies, as well as proper patient assessment, exam and interventions. Disorders of the following types will be addressed: behavioral and psychiatric, hematologic, musculoskeletal, and head, eye, ear, nose, and throat. Emergencies involving gynecology and obstetrics will also be studied. Care of special populations will be addressed, including the neonatal, pediatric, and geriatric patients, as well as victims of abuse or assault. Acute intervention of the chronically ill patient will also be presented. *Prerequisites: EMS 103.*

EMS 134

Medical Emergencies II

4.5 HOURS (2-2.5-0) SU

This course will allow the student to study a variety of common medical emergencies, including appropriate patient assessment, exam, and interventions. Topics will include disorders of the respiratory, neurological, immune, endocrine, gastrointestinal, renal, urogenital, and cutaneous systems, as well as toxicology, substance abuse and infectious and communicable diseases.

EMS 135

Pre-Hospital Capstone Experience

2 HOURS (1-1-0) FA

This course will provide students with the skills necessary to transition into the EMS field as a paramedic. It offers integration of current trends/topics in the field, continuing education requirements, resume writing and interviewing, values, personal excellence, professionalism, self-assessment, special interventions and review for the National Registry Exam. *Prerequisites: EMS 113; EMS 133; EMS 122; EMS 121; EMS 134.*

EMS 136

Emergency Medical Operations

3 HOURS (2-1-0) FA

Assessment-based management and ambulance operations will be covered in this course. Students will learn general incident and multiple casualty incident management techniques, as well as rescue awareness.

ENGLISH (ENG)

ENG 101

English Composition I

3 HOURS (3-0-0) FA, SP, SU

Various reading and writing assignments broaden understanding of diverse topics, varied cultures, life experiences and social and professional issues while improving skills in writing and oral expression. The overall course goal is that students enjoy a richer personal and professional life through writing and gain a basic command of Standard English. APA documentation style, critical analysis, and basic research techniques are introduced. **GCOM**

ENG 102

English Composition II

3 HOURS (3-0-0) FA, SP, SU

This course is designed to reinforce a process approach to writing while developing the variety of styles required for effective communication. Analytical thinking and critical reading form the basis for clear and concise writing addressing differing purposes with an emphasis on argumentation. A review of standard English rules is integrated with peer review and instructor critique of major project and presentation. A passing grade or waiver of Composition I is required. *Prerequisite: ENG 101.* **GCOM**

ENG 210

The Short Story

3 HOURS (3-0-0)

Introduces readers to a wide range of narratives, both classical and contemporary. It provides a variety of reading experiences from both men and women and from various ethnic as well as mainstream cultures. The course will review plot elements and certain literary devices that enhance the reading experience. Students explore what they believe to be the author's purpose(s) as well as meanings they find in the works themselves. **GAHD**

ENG 280

Independent Study

1-5 HOURS (1-5-0)

Supervised independent work in English designed to meet approved objectives/learner outcomes. Student must meet specific criteria and present the instructor with a detailed written proposal.

Written approval must be obtained from the instructor and dean. Up to three hours of credit will be awarded. **GAHD, GAPL**

EYE (EYE)

EYE 111

Essentials of Ophthalmic Technology

2 HOURS (2-0-0) FA

Instruction includes introduction to the field of ophthalmic practice, the function of the ophthalmic assistant, types of medical practices, specialties, principles of ophthalmic services, basic optical properties, and the role of an ophthalmic professional. Content includes the history of the ocular profession, compliance with Health Insurance Portability and Accountability Act (HIPAA) and Occupational Safety and Health Act (OSHA), medical law and ethics, and the importance of proper patient interaction. History taking, patient triage and flow, office forms, scribing, quality assurance, and informed consent are addressed. Professional standards of care and accommodations for special populations are explored.

EYE 112

Ocular Terminology, Anatomy, Physiology, and Diseases

4 HOURS (4-0-0) FA

The content will cover medical terminology, anatomy, and physiology specific to the eye and the eye conditions. The course will introduce diseases of the eye, eye emergencies, and appropriate pharmacology. **GAPL**

EYE 113

Ophthalmic Technology Application and Practice

4 HOURS (0-4-0) FA

This course introduces the use and maintenance of ophthalmic instruments used in eye care. Visual and papillary assessment, ocular motility, refractometry, Keratometry, tonometry, visual fields, and Ophthalmic imaging are addressed. Instruction includes discussion of sterilization and preparation of surgical instruments, sterile fields, and laser safety. This course provides students with hands-on experiences performed in an ophthalmic setting. Content includes microbiology, surgical procedures and assisting, and contact lens measurements, patient instructions, and fitting.

EYE 114

Ophthalmic Capstone

1.5 HOURS (1.5-0-0) SP

This course provides Ophthalmic Technology students with the skills necessary to transition into the workforce. It offers discussions of current trends/topics related to eye care, continuing education, interviewing and resume writing, values, personal excellence, professionalism, self-assessment and review for the national certification exam. *Prerequisites: EYE 111, EYE 112.*

EYE 117

Ophthalmic Clinical Practicum

5.0 Hours (0-0-5) SP

This course provides supervision of student learning experiences in an ophthalmic setting allowing the student to view and perform a variety of skills and patient interaction opportunities. Students will also be required to interact with other eye care professionals and patients. *Prerequisites: EYE 111; EYE 112; EYE 113.*

GENERAL EDUCATION (GEN)

GEN 100

College Academic Skills Seminar

0.5 HOURS (0.5-0-0)

The seminar provides students with basic study skills and academic management strategies necessary for college success. Topics include active listening and note taking, recalling material for tests and exams, and test preparation and taking skills. Course may only be taken during the first semester of study with permission granted by an academic advisor. **GAPL**

GEN 101

Student Success Strategies

2 HOURS (2-0-0)

For all students interested in enhancing academic performance and achieving efficient learning. Topics include learning styles, listening, note taking, reading comprehension, test-taking, critical thinking, APA style, and college resources. **GAPL**

HEALTHCARE ADMINISTRATION (HCA)

HCA 105

Productivity Applications for Healthcare Professionals

3 HOURS (3-0-0) FA, SP, SU

This course will introduce essential applications used in the healthcare business environment. Emphasis will be placed on Word, Excel, and PowerPoint within Office 365. Cloud integration and other Office 365 applications will also be explored. Computer fundamentals required for Office 365 will be reviewed. Students will be required to have a current Office 365 subscription. **GAPL**

HCA 110

Essentials of Personal Finance for Healthcare Professionals

1 HOUR (1-0-0) FA, SP, SU

This course introduces practical applications of personal finance for current and future healthcare professionals. Subjects include investments, debt, insurance, and credit. Retirement planning, education funding, and budgeting will be discussed.

HCA 316

Healthcare Information Systems

3 HOURS (3-0-0) FA

This course introduces information systems and applications essential for healthcare administration. The importance of healthcare information system to patient outcomes are discussed. Topics also include the selection process, service requirements, and portfolio management of healthcare information systems. Data security and confidentiality will be explored.

Prerequisite: HCA 301; ENG 101.

HCA 301

Introduction to the U.S. Healthcare System

3 HOURS (3-0-0) FA, SP, SU

This course is an introduction to the U.S. healthcare system, its components, organization, and management systems. Subjects include the historical development and the role of government within healthcare. Key stakeholders and major funding sources will be discussed. *Prerequisite: ENG 101.*

HCA 310

Organizational Behavior in Healthcare

3 HOURS (3-0-0) FA

This course is an introduction to the analysis of individual and group behavior in healthcare organizations. Topics include motivation, stress, individual and group behavior, conflict, power and politics, and leadership. Job design, organizational culture and structure, decision making, communication, and organizational change will be discussed. *Prerequisite: HCA 301; ENG 101.*

HCA 312

Human Resource Management in Healthcare Organizations

3 HOURS (3-0-0) FA, SP

This course examines the management of human resources in healthcare organizations. Subjects include recruitment, selection, training, retention, performance, motivation, and workforce diversity. Legal and regulatory requirements will be discussed. *Prerequisite: HCA 301; ENG 101.*

HCA 318

Principles of Healthcare Marketing

3 HOURS (3-0-0) SP

This course is an introduction to marketing concepts with emphasis on marketing practices for healthcare organizations. Subjects include consumer orientation, marketing plans, and strategy development. Current marketing issues and future trends will be discussed. *Prerequisite: HCA 301; ENG 101.*

HCA 330

Principles of Accounting for Healthcare

3 HOURS (3-0-0) SP, SU

This course is an introduction to managerial and financial accounting. In addition, the course will review specific accounting practices and applications within healthcare organizations. *Prerequisite: HCA 301; ENG 101.*

HCA 404

Healthcare Administration Practicum

1 HOUR (0-0-(1-3)) SP

This course provides an experiential learning experience at a healthcare organization in which students will apply professional skills, knowledge, and behaviors learned in the program. Course must be taken within two semesters or less of expected graduation. This course is repeatable once. *Prerequisite: HCA 301; ENG 101.*

HCA 410

Introduction to Healthcare Finance

3 HOURS (3-0-0) SP, SU

This course is an introduction to financial principles and concepts required for healthcare operations. Subjects include financial statement analysis, costs structure and allocation, dashboards, and variance analysis. Return on investment, financial ratios, financial risk, investment analysis, and working capital will be discussed. *Prerequisite: HCA 301; ENG 101.*

HCA 412

Healthcare Law and Ethics

3 HOURS (3-0-0) FA, SU

This course is an introduction to the laws and ethics that affect healthcare decisions, relationships among professionals and patients, and the management aspects of healthcare delivery. Subjects include regulatory processes, legal terminology, and the U.S. legal system. Ethical issues will be explored within the context of healthcare operations and delivery. *Prerequisite: HCA 301; ENG 101.*

HCA 419

Reimbursement, Insurance, and Managed Care

3 HOURS (3-0-0) SP

This course covers health insurance products and managed care approaches to the financing and delivery of healthcare services. Subjects include reimbursement and payment methodologies. Concepts in insurance, third party and prospective payments, and managed care organizations will be discussed. *Prerequisite: HCA 301; ENG 101.*

HCA 420

Fundamentals of Healthcare Economics

3 HOURS (3-0-0) FA

This course provides an introduction of basic economic models and theories applicable to healthcare delivery. Supply, demand, and their interaction in the healthcare economy are explored. Influences on demand, including pricing, insurance coverage, and income will be analyzed. Competition and other market structures will be discussed. *Prerequisite: HCA 301; ENG 101.*

HCA 435

Quality Improvement and Patient Safety

3 HOURS (3-0-0) FA

This course introduces quality management principles, tools, and techniques, with an emphasis on the application of management theory and best practices to healthcare organizations. Concepts and practices for patient safety within an organizational context will be discussed. *Prerequisite: HCA 301; ENG 101.*

HCA 440

Fundamentals of Population Health for Healthcare Administrators

3 HOURS (3-0-0) SP

This course will examine how health services are proactively used to maintain and improve health with the benefit of improving outcomes and lowering costs. The use of data, provider and patient engagement, and community integration will be discussed. *Prerequisite: HCA 301; ENG 101.*

HCA 450

Healthcare Management

3 HOURS (3-0-0) SP, SU

This course will unify multiple content areas presented throughout the Healthcare Administration program to develop a cohesive study of roles and responsibilities required of healthcare managers. Subjects include human resources, accounting and finance, law and ethics, marketing, and professional development. Population health, organizational behavior, quality improvement, patient safety, leadership, and career planning will be discussed. This course is to be taken in the same semester as graduation. *Prerequisite: HCA 301; HCA 312; HCA 410; HCA 419; HCA 435; ENG 101.*

HISTORY (HIS)

Catalog Amendment 3 added 02/06/2019

HIS 210

Healthcare Right or Privilege?

1 HOURS (1-0-0)

Learn and explore the relationship between the U.S. federal government, as framed in the Constitution, and the U.S. healthcare system. In the preamble of the Constitution it is noted that our government was formed to "promote the General Welfare of the United States." This class explores

and debates various interpretations of the government's connection to healthcare since the Constitution was ratified in 1788.

End Amendment 3

HEALTH INFORMATION TECHNOLOGY (HIT)

HIT 104

Introduction to Medical Coding Systems

1 HOUR (1-0-0) FA, SP

Introduction to various coding and classification systems used in healthcare. The format, structure, and appropriate use of various coding and classification systems in both inpatient and outpatient settings will be discussed.

HIT 105

Medical Terminology

3 HOURS (3-0-0) FA, SP, SU

Introduces the student to the language for the health profession. Emphasis will be on basic principles of medical word building, definitions, spelling, and pronunciation. **GAPL**

HIT 110

Pharmacology for Health Information Technology

2 HOURS (2-0-0) SP

This basic course focuses on a survey of multiple therapeutic substances with emphasis on drug classification, physiologic effects, response monitoring, and evaluation of action. Side effects, medication interactions, and indications for use will also be discussed. **GAPL**

HIT 114

Foundations in Health Information Technology

3 HOURS (2-1-0) FA

Students are introduced to the health information technology profession primarily in the acute setting and the role it plays throughout the continuum of healthcare. Health record content and documentation requirements along with record collection, analysis, storage, and retrieval processes will be discussed and practiced through simulation.

HIT 126

Clinical Coding/Classification Systems I

3 HOURS (2-1-0) SP

An introduction to various coding and classification systems used in healthcare. This course will focus on the current International Classification of Diseases (ICD) revision for acute care inpatient diagnosis and procedure coding. Laboratory practice time devoted to code assignment using computerized and manual methods. *Co-requisites: HIT 110; BIO 290. Prerequisites: HIT 105; HIT 114; BIO 105.*

HIT 142

Legal Aspects in Health Information

3 HOURS (3-0-0) FA

The student will evaluate health records for legal purposes. The Health Insurance Portability and Accountability Act (HIPAA) legislation is discussed with emphasis on privacy regulations. To provide a foundation in federal and state legislation regarding the release of health information, retention, authorizations, and consents. The importance of confidentiality and professional ethics will be emphasized. *Prerequisite: HIT 114.*

HIT 150

Professional Practice Lab

1 HOUR (0-1-0) SU

Practical aspects of health Information management (HIM) are introduced in a virtual setting. This experience provides the students with hands-on exposure of the various functions and the operational flow of an HIM department through simulating tasks using various software applications. *Prerequisites: HIT 110; BIO 290; HIT 126.*

HIT 190

ICD-9 to ICD-10 Transition

3 HOURS (2-1-0) SP

This course is intended for those with medical coding experience or those who have completed an approved ICD-9-CM medical coding course and need the necessary skills to transition to the ICD-10-CM and ICD-10-PCS code sets. In addition to guided hands-on exercises, students will be given instruction on using the industry codebooks, including the format, use, and requirements of the new code sets. *Prerequisite: HIT 126 or proficiency in ICD-9-CM coding with HIT Program Director approval*

HIT 205

Data Management and Applications

2 HOURS (2-0-0) FA

This course introduces students to database architecture and design. Intermediate spreadsheet techniques and concepts are also incorporated. Students will learn how to apply these applications, along with emerging technology, to health information analysis and the decision-making process. *Prerequisite: HCA 105. **GAPL***

HIT 216

Information Systems in Healthcare

3 HOURS (3-0-0) FA

Students are introduced to various health information systems, with a focus on the electronic health record. The role, selection process, use, privacy and security of information technology in the healthcare delivery system are also explored. *Prerequisite: HIT 114 (or permission of the Health Information Technology Program Director).*

HIT 220

Health Information in Ancillary Care Facilities

3 HOURS (3-0-0) FA

Introduction to health information, medical staff, and personnel requirements in non-acute care settings. Includes aspects related to licensing, certifying, and accrediting agencies. *Prerequisite: HIT 114.*

HIT 234

Clinical Coding/Classification Systems II

3 HOURS (3-0-0) SU

Introduction to coding using Current Procedural Terminology (CPT) and Healthcare Procedure Common Coding System (HCPCS) classifications with emphasis on the basic skills required to code medical services and procedures. *Prerequisites: HIT 110; HIT 126; BIO 290.*

HIT 235

Medical Reimbursement

2 HOURS (2-0-0) SU

Students are introduced to basic reimbursement terminology and how validation of data collected, clinical coding systems, and various reimbursement methodologies are used for appropriate payment for inpatient and outpatient healthcare services.

HIT 238

Healthcare Registries and Statistics

3 HOURS (3-0-0) SP

Introduction to healthcare data, vital statistics, indices, and registries. Statistics related to health information, including calculation of rates and percentages. In-depth instruction in cancer registries. Manual and automated techniques of maintaining completeness, accuracy, and appropriateness of data and data sources. *Prerequisites: HIT 114; HCA 105. **GAPL***

HIT 243

Clinical Quality Management

3 HOURS (3-0-0) FA

Emphasis is on current philosophy and methodology in conducting an effective quality improvement, utilization review/case management program for a healthcare facility. Requirements of various governmental, third party payers and accreditation bodies regarding appropriate utilization of resources and continuous quality improvement will be included. Case studies and simulated chart reviews will be integrated in the course. *Prerequisites: HIT 114; HCA105 (or equivalent).*

HIT 244

Healthcare Data in Reimbursement

3 HOURS (3-0-0) SP

Theory and practice related to healthcare reimbursement using the current classification systems for diagnosis and procedure codes in healthcare settings. Emphasis will be on inpatient and outpatient prospective payment systems. *Prerequisites: HIT 220; HIT 150; HIT 234.*

HIT 248

Health Information Management and Leadership

3 HOURS (3-0-0) SP

Overview of management principles and practices essential to the health information profession. Concepts related to leadership roles, strategic, financial, organizational, and human resource management in an ever-changing environment will be studied. *Prerequisites: HIT 150; HIT 220; HIT 216 (or equivalent).*

HIT 250

Professional Practice Experience and HIT Seminar

3 HOURS (1- 1- 1) SP

Practical, technical, and managerial aspects of health information management are emphasized. Students are given broader perspective of health information management and its use throughout various departments and healthcare settings. Practicum is supplemented with lecture, observation, and simulated activities using web-based software applications.

Also included is preparation for RHIT examination. *Co-requisites: HIT 244; HIT 238; HIT 248*
Prerequisites: HIT 220; HIT 216 (or equivalent); HIT 142; HIT 243

HEALTH SCIENCES (HSC)

HSC 100

Introduction to Health Careers

3 HOURS (3-0-0)

This course introduces students planning a career in health sciences to the broad and diverse range of occupations and specializations they could pursue. Subjects covered will include types of careers, job requirements, educational and licensing requirements, as well as leadership and communication skills necessary for these types of professions.

IMAGING (IMG)

IMG 305

Imaging Informatics

3 HOURS (3-0-0) FA, SU

This course will present foundations and applications of Picture Archival and Communication Systems (PACS). Network fundamentals, information systems and imaging standards, user training, workflow, vendor selection, and imaging disaster recovery will be examined. *Prerequisites: Admittance to BS Medical Imaging program.*

IMG 310

Sectional Anatomy for Medical Imaging

3 HOURS (3-0-0) FA, SU

This course is a study of human anatomy as viewed in sectional planes. Gross anatomical structures will be located and identified in axial (transverse), sagittal, coronal and orthogonal (oblique) planes. The characteristic appearance of each anatomical structure as it appears on computed tomography (CT) and magnetic resonance imaging (MRI) will be stressed. Studies include the head, brain, neck, chest, abdomen, spine, pelvis, and extremities. Common pathologic conditions seen in CT and MRI will also be discussed. *Prerequisites: Admittance to BS Medical Imaging or AS Radiologic Technology program or General College or other Programs: BIO 105, or BIO 220 and 221.*

IMG 325

Communication & Patient Education

3 HOURS (3-0-0) FA, SP

This course will focus on patient and professional communication strategies in the imaging sciences. Topics will include patient-centered approaches, care for special-patient populations, team communication, and patient education. Concepts of health literacy, health disparities, and patient satisfaction will be emphasized throughout the course. *Prerequisites: Admittance to BS Medical Imaging.*

IMG 330

Principles of Computed Tomography

3 HOURS (3-0-0) SP

This course explores physical principles and instrumentation associated with computed tomography (CT). Computer technology, system components, image characteristics, and quality control methods are introduced. Topics will include methods of data acquisition and manipulation, CT systems and operations, and image processing and display. *Prerequisites: Admittance to BS Medical Imaging or AS Radiologic Technology program. Co-requisite: IMG 340.*

IMG 340

Computed Tomography Applications

3 HOURS (3-0-0) SP

This course is designed to provide detailed coverage of procedures for computed tomography (CT) imaging. Imaging protocols for the head, neck, chest, abdomen, pelvis, and spine will be discussed. Topics include indications for the procedure, patient education, preparation, orientation and positioning, patient history and assessment, contrast media usage, scout image and selectable scan parameters. *Co-requisite: IMG 330.*

IMG 345

Principles of Bone Densitometry

3 HOURS (3-0-0) SP

This course will overview bone densitometry procedures, osteoporosis, and bone health. Procedures of the lumbar spine, femur, and forearm will be discussed. Topics will include patient preparation and safety, equipment operation, and quality control as it relates to bone densitometry. *Prerequisites: Admittance to BS Medical Imaging program.*

IMG 350

Principles of Mammography

3 HOURS (3-0-0) FA

This course will present a comprehensive overview of mammographic imaging. Topics will include breast imaging procedures, mammographic technique and image evaluation, breast anatomy and physiology, and instrumentation as it relates to breast imaging. Patient communication, education, and assessment from a mammographic viewpoint will also be discussed. *Prerequisites: Admittance to BS Medical Imaging program.*

IMG 355

Advanced Breast Imaging

3 HOURS (3-0-0) FA

This course will present various breast imaging modalities and procedures to create a holistic overview of breast imaging. Topics may include traditional mammography, breast ultrasound, breast MRI, sentinel node mapping, and interventional procedures. Pathologic conditions of the breast will also be discussed. *Prerequisites: Admittance to BS Medical Imaging program.*

IMG 370

Advanced Sonography Topics

3 HOURS (3-0-0) SP

This course will cover the history of ultrasound development and current advances in ultrasound technology and sonography imaging. Students will research new methods of testing and new equipment developments. Topics will include 4-D imaging, elastography, sonothrombolysis, contrast media use, drug delivery, gene therapy, and others. *Prerequisites: Admittance to BS Medical Imaging program.*

IMG 400

Safety & Standards

3 HOURS (3-0-0) FA, SP, SU

This course will focus on patient safety in the imaging sciences. Topics will include modality-specific safety considerations, radiation protection, imaging utilization management, and relevant medical imaging standards. Resources from radiation-related organization will be emphasized to expose students to on-going safety initiatives and available clinical guidelines. *Prerequisites: Admittance to BS Medical Imaging program or Imaging Certificate Programs.*

IMG 410

Quality Improvement in Medical Imaging

3 HOURS (3-0-0) FA, SP

This course will expose medical imaging professionals to continuous quality improvement culture. Topics will include medical imaging improvement targets, performance indicators, and process improvement models and tools. The review, assessment, and development of quality improvement resources will be emphasized to empower students to contribute to workplace interventions.

Prerequisites: Admittance to BS Medical Imaging program.

IMG 415

Research Methods and Information Literacy

3 HOURS (3-0-0) FA, SU

This course is an introduction to methods and techniques of research in the radiologic sciences. Topics include basic terminology of research, qualitative and quantitative methods, fundamental research designs, and data analysis techniques. Analysis and evaluation of research reports/studies as they apply to medical imaging are also addressed. *Prerequisite: Admittance to BS Medical Imaging program.*

IMG 430

Principles of Magnetic Resonance Imaging

3 HOURS (3-0-0) SP

This course will familiarize the student with physical principles and theories of magnetic resonance, instrumentation, imaging sequences and computer parameters of magnetic resonance imaging. Topics include image formation, artifact production, volume imaging, and multiplanar reconstruction. *Prerequisites: Admittance to the program. Co-requisite: IMG 440.*

IMG 431

Advanced Imaging Practicum

1-3 HOURS (0-0-(1-3)) FA, SP, SU

This course allows students to perform clinical repetitions in advanced imaging modalities. Repetitions will be directly related to post-primary certification exam requirements. This course is repeatable for a maximum of 9 credit hours.

IMG 440

Magnetic Resonance Imaging Applications

3 HOURS (3-0-0) SP

This course is designed to provide a functional understanding of MRI procedures. Imaging protocols for the central nervous system, musculoskeletal system, thorax, and abdomen/pelvis will be discussed. Topics include indications for the procedure, patient education, preparation, patient screening, contrast media usage, and special procedures. *Co-requisite: IMG 430.*

IMG 445

Magnetic Resonance Imaging Safety

3 HOURS (3-0-0) SU

This course will present a holistic overview of safety considerations in MRI. Topics may include magnetic fields, contrast agents, implant and device safety, and comprehensive screening procedures. Safety zones, pregnancy policies, patient codes, and the role of a Magnetic Resonance Safety Officer will also be discussed. *Prerequisite: IMG 440 or MR certification.*

Catalog Amendment 1 added 10/30/2018

IMG 450

Principles of Vascular-Interventional Radiography

3 HOURS (3-0-0)

This course will overview vascular-interventional radiography fundamentals. Various procedures will be investigated including neurologic, thoracic, abdominal, and peripheral vascular exams. Additional topics will include equipment and instrumentation, interventional pharmacology, venous access, and common pathologies and corresponding treatments. *Prerequisites: Admittance to BS Medical Imaging program.*

End Amendment 1

IMG 470

Medical Imaging Management

3 HOURS (3-0-0) FA, SP

This course will emphasize tasks, responsibilities, and skills necessary for leading multi-modality medical imaging departments. Focus will be placed on operational and asset management. *Co-requisite: IMG 480.*

IMG 480

Medical Imaging Capstone

3 HOURS (3-0-0) FA, SP

In this course, students will integrate the various topics within the curriculum focusing on current developments in the medical imaging field such as healthcare costs, teleradiology, radiation exposure concerns, changing patient demographics, rapid technological innovation, etc. Students will be required to deliver summative presentations using prescribed media capture and delivery methods. This course must be taken in the same semester as expected graduation.

IMG 499

Independent Study in Medical Imaging

1-3 HOURS ((1-3)-0-0) FA, SP, SU

This course will allow the student to design and complete individual projects geared toward their particular interests in medical imaging. *Prerequisite: project intent plans must be formally approved by the program director and an appropriate faculty member who will supervise and grade the project outcome.*

MATHEMATICS (MTH)**MTH 098***Basic Math*

3 HOURS (3-0-0)

This course is designed to strengthen students' basic mathematical skills. Includes a thorough review and practice of addition, subtraction, multiplication, and division with whole numbers, fractions, decimals, and percent. Converting between fraction, decimal and percent is stressed. Solving ratio and proportion, the basic percent equation, and business and consumer applications, reading statistical graphs, converting units of measure, using rational numbers, and solving simple equations are also incorporated. This course does not meet graduation requirements. Placement scores are used to determine course enrollment. If a student is unsuccessful in a second enrollment, he/she will be dismissed from the College.

MTH 100*Intermediate Algebra*

3 HOURS (3-0-0)

This course includes is a review of the fundamentals of algebra from order of operations to logarithmic and exponential equations. The course uses the four mathematical operations with signed numbers and variable expressions, solving linear inequalities and quadratic equations, applying the four mathematical operations to rational expressions and polynomials, factoring polynomials, graphing linear equations and inequalities, solving system of linear equations, exponential and logarithmic functions and applications, and introduction to radicals and the quadratic formula. There is an emphasis on critical thinking problems and ratio and proportions problems as they relate to solving drug dosage problems. *Prerequisite: MTH 098, or approved score on math placement*

MTH 104*Mathematical Formulas, Models, and Probability*

3 HOURS (3-0-0)

This course consists of five parts: a review of basic math and algebra needed for coursework; higher level applications of basic concepts including dimensional analysis; probability concepts needed for Statistics and life situations including combinations and permutations; exponential and logarithmic equations as applied to financial and scientific calculations; and independent demonstration of critical thinking. *Prerequisite: High school algebra, approved score on math placement exam, MTH 100, or equivalent; must be taken within the last seven years. GMSL*

MTH 130*College Algebra*

4 HOURS (4-0-0)

This is a more advanced course in the study of algebra. Topics include relations; functions; complex numbers; logarithms; solving linear, quadratic, and other higher degree equations and inequalities;

graphing equations and functions; solving system of equations in two and three variables; using matrices and determinants; and sequences, series and probability. Modeling is emphasized. A Scientific Calculator is required. *Prerequisite: High school algebra, approved score on math placement exam, MTH 100, or equivalent; must be taken within the last seven years. **GMSL***

MTH 132

Basic Trigonometry

1 HOUR (1-0-0)

An introduction or review of basic trigonometric functions, characteristics, and relationships that are used in MTH 150 Calculus. A graphing calculator is required. **GMSL**

MTH 140

Introduction to Statistics

3 HOURS (3-0-0)

This course provides an overview of tools for the analysis and interpretation of data. Topics include use of normal distributions; tests of means, variances and proportions; analysis of variance and covariance models; correlation and regression; and non-parametric analysis. *Prerequisite: High school algebra, approved score on math placement exam, MTH 100, or equivalent; must be taken within the last seven years. **GMSL***

MTH 145

Precalculus Mathematics

4 HOURS (4-0-0)

An introduction to analysis of functions including exponential, logarithmic, rational, polynomial, absolute value, and trigonometric functions. Application of theorems on rational and complex zeros of polynomials, and solving systems of linear equations. Trigonometric identities and trigonometric equations. *Prerequisite: High school algebra, approved score on math placement exam, MTH 100, or equivalent; must be taken within the last seven years. **GMSL***

MTH 150

Calculus

4 HOURS (4-0-0)

Differential and integral calculus including applications. *Prerequisite: High school algebra, approved score on math placement exam, MTH 100, or equivalent; and high school trigonometry or precalculus; or an integrated sequence of advanced math courses and an approved score on math placement exam; or MTH 145; all must be taken within the last seven years. **GMSL***

MUSIC (MUS)

MUS 101

Introduction to Music Appreciation

3 HOURS (3-0-0)

An introduction to musical literature and its development from the Common Practice Period through the 20th Century. The course emphasizes important composers, compositions, and stylistic traits that are universally recognized in western music. **GAHD**

MUS 301

The History of Rock and Roll

3 HOURS (3-0-0)

This course will enable students to trace the musical stylistic and societal impact of Rock and Roll music from its origins in the mid-Twentieth Century to the present day. Many of the American and British artists, innovators, and industry names of the Rock music phenomenon will be discussed, as well as the music's reflections on and reactions to events in our society. Musical styles discussed include Tin Pan Alley, Blues, Rhythm and Blues, Gospel, Rockabilly, Country and Western, and Jazz, and their contributions toward the many different stylistic subcategories that have emerged under the umbrella of Rock music. *Prerequisites: ENG 101; ENG 102.* **GAHD**

MUS 311

History of Jazz

3 HOURS (3-0-0)

This course will enable students to trace the musical, stylistic, and societal impact of Jazz music from its origins around 1900 in New Orleans to the present day. Many of the most important musical artists, composers, stylistic periods, and stylistic subcategories that have emerged since the beginning of Jazz will be discussed. *Prerequisites: ENG 101; ENG 102.* **GAHD**

NURSING (NUR)

Nursing Courses:

TD signifies Toledo day program

TE signifies Toledo evening program

Y signifies Youngstown Location

ASN signifies Associate of Science in Nursing Course

BSN signifies Bachelor of Science in Nursing Pre-Licensure Course

BSNC signifies Bachelor of Science in Nursing Post-Licensure Course

NUR 105

Nursing Drugs and Solutions: A Dimensional Analysis Approach

2 HOUR (2-0-0) FA, SP ASN, BSN

Designed as an elective, supplemental course, Nursing 105 provides instruction and practice in basic mathematics and basic to advanced drug and solution calculations utilizing a dimensional

analysis approach. Instruction will include faculty lecture, small group assignments, and individual homework. The course is offered over a five week period, mid semester. *Prerequisites: High School Algebra or MTH 100; must be taken within the last seven years.*

NUR 110

Introduction to the Profession of Nursing

4 HOURS (2-1.3-0.7) FA (TD, TE, Y) ASN

The initial course in the nursing curriculum is designed as an introduction to nursing through historical development and current trends. Students in this basic course examine the organizational framework of the nursing program with focus on Orem's Self-Care Deficit Theory of Nursing. The concepts of the nursing process, Health/Illness Continuum, Teaching/Learning, Role of the Nurse, Scientific Rationale, Interpersonal Skills, Ethical/Legal Implications, and Basic Pharmacokinetics are discussed. The roles of the Associate Degree Nurse are examined in light of healthcare trends. The Nursing 110 course includes instruction and practice in basic care skills necessary to care for adult patients. A portion of the course involves independent study of medical terminology and drug/solutions. Skills include measurement, evaluation, and recording of vital signs; general hygiene; body mechanics; comfort and safety measures; physical assessment, and prevention of hazards of immobility. Concepts of sterile technique are presented with wound care and urinary catheterization. Practice hours are scheduled in the nursing skills lab. After successful completion of skill evaluation in the laboratory setting, the student is assigned to care for selected patients in the clinical area. *Co-requisites: BIO 220; ENG 101; PSY 101. Prerequisite: Admission to the Nursing Program.*

NUR 112

Universal Self-care Requisites I

5 HOURS (3-0.7-1.3) SP (TD, TE, Y) ASN

This course examines current trends in healthcare and the impact of managed care on the role of the nurse. Universal self-care requisite areas of balance between activity and rest, prevention of hazards to human life, functioning and well-being, maintaining sufficient intake of air, food, water and promoting social interaction are explored. Emphasis is on nursing interventions for rest and sleep promotion, fluid and electrolyte balance, ABG's, inflammation, infection, care of patients with musculoskeletal disorders, immunity, and the perioperative experience. Skills include medication administration and peripheral intravenous therapy. Clinical practice complements theory presented. *Co-requisites: BIO 221; BIO 201; ENG 102. Prerequisites: BIO 220; ENG 101; NUR 110; PSY 101.*

NUR 122

Universal Self-care Requisites II

4 HOURS (2-0.5-1.5) / 3 HOURS (2-0.25-0.75) FA (TD, TE), SU (TD, Y) ASN

The focus of this course is on developmental self-care requisites of the middle to older adult. Concepts, principles, and therapeutic self-care demands of these developmental age groups are discussed. The universal self-care requisites of air, food, water, elimination processes, prevention

of hazards and normalcy are reinforced throughout the course. Emphasis is on nursing interventions necessary to maintain health in patients with acute and/or chronic alterations in elimination and abnormal cellular proliferation. Skills include nasogastric/nasopharyngeal suctioning and intermittent/continuous tube feedings. Clinical practice complements theory presented. *Co-requisite: BIO 290. Prerequisites: BIO 201; BIO 220; BIO 221; ENG 101; ENG 102; NUR 110; NUR 112; PSY 101.*

NUR 123

Integration of Self-Care Requisites I

3 HOURS (2-0.2-0.8) SU (TD, TE, Y) ASN

The foci of this course include self-care agency, the developmental self-care requisites and the universal self-care requisites of solitude, social interaction, and normalcy of individuals and groups. Emphasis is placed on the concepts and principles of the therapeutic relationship and mental health interventions. The legal, ethical, spiritual, social, and cultural aspects of mental healthcare are examined. Clinical experiences are in acute care and community environments. *Prerequisites: BIO 201; BIO 220; BIO 221; ENG 101, ENG 102, NUR 110; NUR 112; PSY 101.*

NUR 232

Integration of Self-Care Requisites II

5 HOURS (3-0.3-1.7) FA (TD, Y), SU (TD, TE) ASN

This course includes the self-care agency of chronically ill patients in both the acute care and community setting. Universal self-care requisites and developmental requisites are explored in light of existing or newly diagnosed health deviations. Promoting the health and well-being of these patients is done through the use of the nursing process, patient education, and therapeutic communication. The legal, ethical, spiritual, social, and cultural dimensions of chronic health deviations are examined. Clinical experiences are in acute care and community settings. *Co-requisite: BIO 210; Humanities Elective. Prerequisites: BIO 290; NUR 110; NUR 112; NUR 122; NUR 123.*

NUR 233

Developmental Self-care Requisites

4 HOURS (3-0-1) FA (TD, Y), SP (TD, TE) ASN

This course focuses on life stages of childbearing and childrearing families. Concepts, principles, and therapeutic self-care demands of these families are explored. Focus is on the developmental self-care requisites and health deviations of the individual patient and family. Self-care deficits and therapeutic nursing interventions of the obstetrical and pediatric patient are discussed with emphasis on health promotion. Promoting the health and well-being of patients is accomplished through use of the nursing process, patient education, and therapeutic communication. Skills include newborn, child, antepartum, and postpartum assessments. Clinical experiences complement theory presented. *Prerequisites: BIO 290; NUR 110; NUR 112; NUR 122; NUR 123; PSY 201.*

NUR 239*Integration of Self-Care Requisites III*

6 HOURS (3-0.4-2.6) FA (TD, TE), SP (TD, Y) ASN

This is the exit course in the curriculum and is designed to prepare the student for entry-level nursing practice. The course focuses on the concepts, principles, and skills necessary in the nursing management of acutely ill clients across the life span with multiple deficits. The clinical component focuses on the concepts, principles, and skills necessary in the nursing management of acutely ill patients with multiple self-care deficits. A key component is for the student to use critical thinking in the process of problem solving and decision-making. *Co-requisite: MTH 104 or MTH 140, REL 290. Prerequisites: BIO 201; BIO 210; BIO 290; NUR 110; NUR 112; NUR 122; NUR 123; NUR 232; NUR 233; PSY 201.*

NUR 240*Integration of Self-Care Requisites III*

7 HOURS (4-0.4-2.6) FA (TD, TE), SP (TD, Y) ASN

This is the exit course in the curriculum and is designed to prepare the student for entry-level nursing practice. The course focuses on the concepts, principles, and skills necessary in the nursing management of acutely ill clients across the life span with multiple deficits. The clinical component focuses on the concepts, principles, and skills necessary in the nursing management of acutely ill patients with multiple self-care deficits. A key component is for the student to use critical thinking in the process of problem solving and decision-making. *Co-requisite: MTH 104 or MTH 140, REL 290. Prerequisites: BIO 201; BIO 210; BIO 290; NUR 110; NUR 112; NUR 122; NUR 123; NUR 232; NUR 233; PSY 201.*

NUR 241*Integration of Self-Care Requisites III*

8 HOURS (5-0.4-2.6) FA (TD, TE), SP (TD, Y) ASN

This is the exit course in the curriculum and is designed to prepare the student for entry-level nursing practice. The course focuses on the concepts, principles, and skills necessary in the nursing management of acutely ill clients across the life span with multiple deficits. The clinical component focuses on the concepts, principles, and skills necessary in the nursing management of acutely ill patients with multiple self-care deficits. A key component is for the student to use critical thinking in the process of problem solving and decision-making. *Co-requisite: REL 290. Prerequisites: BIO 201; BIO 210; BIO 290; NUR 110; NUR 112; NUR 122; NUR 123; NUR 232; NUR 233; PSY 201.*

NUR 242*Transition to Practice*

3 HOURS (1-0-2) FA (TD, TE), SP (TD, Y) ASN

The theoretical content of the course includes an introduction to leadership/management concepts and styles, current issues affecting the delivery of nursing care, development of nurse agency and the role of manager of care, communication, and group dynamics and the characteristics of

healthcare systems. The student manages the nursing care of a group of clients, examines the dynamics of healthcare delivery, and acts as a member of the healthcare team. This capstone course also offers a concentrated clinical practicum as the student's last clinical experience in the nursing program. *Prerequisites: NUR 110; NUR 112; NUR 122; NUR 123; NUR 232; NUR 233; NUR 240; REL 290.*

NUR 243

Transition to Practice

1 HOURS (1-0-0) FA (TD, TE), SP (TD, Y) ASN

The theoretical content of the course includes an introduction to leadership/management concepts and styles, current issues affecting the delivery of nursing care, development of nurse agency and the role of manager of care, communication and group dynamics, and the characteristics of healthcare delivery. *Co-requisites: MTH 104 or MTH 140; NUR 240. Prerequisites: NUR 110; NUR 112; NUR 122; NUR 123; NUR 232; NUR 233; REL 290.*

NUR 244

Clinical Practicum

2 HOURS (0-0-2) FA (TD, TE), SP (TD, Y) ASN

The student manages the nursing care of a group of clients, examines the dynamics of healthcare delivery, and acts as a member of the healthcare team. This course offers a concentrated clinical practicum as the student's last clinical experience in the nursing program. *Prerequisites: MTH 104 or 140; NUR 110; NUR 112; NUR 122; NUR 123; NUR 232; NUR 233; NUR 240; NUR 243.*

NUR 246

Clinical Practicum

1 HOURS (0-0-1) FA (TD, TE), SP (TD, Y) ASN

The student manages the nursing care of a group of clients, examines the dynamics of healthcare delivery, and acts as a member of the healthcare team. This course offers a concentrated clinical practicum as the student's last clinical experience in the nursing program. *Prerequisites: MTH 104 or 140; NUR 110; NUR 112; NUR 122; NUR 123; NUR 232; NUR 233; NUR 240; NUR 243.*

NUR 245

Introduction to Critical Care Nursing Skills

2 HOURS (1.5-0.5-0) FA, SP BSN

This elective course builds upon previously learned knowledge while building technical skills using critical thinking principles for the care of the high acuity adult patient. Participants will demonstrate an increased understanding and ability using the necessary technical skills related to high-risk patients, assessment and interventions of the acutely ill patient through the use of classroom theory, case scenarios, and hands on simulation. *Prerequisites: NUR 345.*

NUR 251

Introduction to Nursing

3 HOURS (3-0-0) FA, SP BSN

This course is designed to be the initial course in the nursing curriculum and introduces nursing through historical development and current trends. The roles of the baccalaureate nurse are examined in light of current healthcare trends. This course will also include strategies that enhance academic performance and achieving efficient learning. Topics will include learning styles, critical thinking, test-taking skills, review of NCLEX test plan, medical terminology, and how to read a nursing textbook. *Prerequisites: Acceptance into BSN Pre-licensure Program. Co-requisites: NUR 252; NUR 290.*

NUR 252

Nursing Skills and Assessment

5 HOURS (3-2-0) FA, SP BSN

This course is designed as preparatory for the nursing clinical curriculum. This course emphasizes the dimensions of collecting data relevant to health status. It provides opportunities for learning to use the tools and skills of data assessment in the nursing skills lab. Content includes concepts involving assessment, caring interventions and technical skills. This course explores the gender, physical and cultural aspects of physical assessment. *Prerequisites: Acceptance into BSN Pre-licensure Program. Co-requisites: NUR 251; NUR 290.*

NUR 290

Introduction to Nursing Pharmacology

1 HOUR (1-0-0) FA, SP BSN

This course provides the BSN Pre-licensure student with an introduction to pharmacological concepts, laws and regulations, and error prevention strategies. It builds the nurse's role in the safe administration of medications using nursing assessment, nursing implications, and patient education. The study of drugs in broad classifications including over-the-counter drugs and herbal supplements along with ethical and legal issues, and the influence of culture and age on drug therapy is introduced. *Prerequisites: Acceptance into BSN Pre-licensure Program. Co-requisites: NUR 251; NUR 252*

NUR 302

Professional Nursing I

3 HOURS (2-0.13-0.87) FA, SP BSN

Professional Nursing I is the first of a series of four courses that focus on professional attributes, core roles, and the context in which nurses practice. Concepts covered in this introductory course include spirituality, patient education, self-management, communication, safety, healthcare law, professional identity, and clinical judgment. The clinical portion of Professional Nursing I will allow students to explore the course concepts on a nursing unit while providing basic care to patients. *Prerequisites: NUR 251; NUR 252; NUR 290. Co-requisites: NUR 311; NUR 335.*

NUR 303

Professional Nursing II

3 HOURS (2-0.27-0.73) SP, FA BSN

This is course two of four courses that focus on professional attributes, core roles, and the context in which nurses practice. Concepts covered in this course include ethics, technology and informatics, culture, collaboration, palliative care, and family based practice. The clinical portion of Professional Nursing II will allow students to explore the course concepts while working with nursing professionals in various hospital-based settings. *Prerequisites: NUR 302; NUR 311; NUR 335; NUR 380. Co-requisites: NUR 312; NUR 345.*

NUR 304

Transitions in Professional Nursing

3 HOURS (3-0-0) FA, SP, SU BSNC

This course provides an overview of the distance-learning program and the college course management software used to deliver courses. The course is intended to enhance student success by orienting them to strategies and resources for online learning as well as Mercy College policy and procedure. This course initiates the transition from associate degree or diploma-based nursing practice to the baccalaureate degree nurse. Recurrent themes are philosophy of nursing, nursing theory, critical thinking, application of nursing research, standards of practice, and continuity of care over time and setting. *Prerequisites: Admission into the BSN Completion Program (RN-to-BSN).*

NUR 311

Pharmacology for Nursing I

1 HOUR (1-0-0) FA BSN

This course provides the BSN Pre-licensure student with an introduction to pharmacological concepts. The nurse's role in the safe administration of medications is the primary focus of the course. Drug therapy with an emphasis on nursing assessment, nursing implications and patient education is explored. The role of the nurse in light of ethical and legal issues and the influence of culture and age are examined. Drugs are studied in broad classifications using prototypes and the nursing process. *Prerequisites: BIO 290; NUR 251; NUR 252; NUR 290. Co-requisites: NUR 302; NUR 335.*

NUR 312

Pharmacology for Nursing II

1 HOUR (1-0-0) FA, SP BSN

This course provides the BSN Pre-licensure student with information related to pharmacological concepts in the areas of fluid and electrolyte balances, perfusion, mobility, oxygenation, metabolism, sensory perception, development, reproduction, and sexuality. The nurse's role in the safe administration of medications is analyzed using nursing assessment, nursing implications, and patient education across diverse populations. *Prerequisites: NUR 311; NUR 302; NUR 335; NUR 380. Co-requisites: NUR 303; NUR 345.*

NUR 324

Nursing Informatics

3 HOURS (3-0-0) FA, SP, SU BSNC

This course focuses on an introduction to the role of a nurse in informatics as it relates to the delivery of healthcare services. An emphasis will be placed on educational requirements, patient safety, evidence-based practice, information management, legal and ethical issues, teamwork, and patient support systems in the field of nursing informatics. *Prerequisites: Admission into the BSN Completion Program (RN-to-BSN); NUR 304.*

NUR 335

Population Health Concepts I

5 HOURS (3-0.4-1.6) FA, SP BSN

This is the first course in a series of four courses and serves as an introduction to nursing through current trends. Content includes concepts involving comfort, illness, infection, self and thermoregulation, tissue integrity, and elimination. Concepts related to evidence based practice, critical thinking, caring, communication, and the nursing process are integrated within the course. Clinical practice provides experiences to compliment the concepts presented throughout the course. *Prerequisites: NUR 251; NUR 252; NUR 290. Co-requisites: NUR 302; NUR 311.*

NUR 345

Population Health Concepts II

5 HOURS (3-0.27-1.87) FA, SP BSN

This is the second of four courses involving concepts associated with an individual's physical health and illness that require nursing care. Concept categories include fluid & electrolytes, perfusion, mobility, oxygenation, metabolism, sensory perception, development, sexuality and reproduction. This course will utilize the nursing process, evidence based practice, caring, therapeutic communication, and critical thinking to guide therapeutic nursing interventions. *Prerequisites: NUR 302; NUR 311; NUR 335; NUR 380. Co-requisites: NUR 303; NUR 312.*

NUR 351

Introduction to Advanced Practice Nursing Roles

2 HOURS (2-0-0) FA, SP BSN

This course focuses on current and emerging issues affecting advanced practice nursing roles. An emphasis will be placed on historical, political, legal, ethical, technological advances, and economic factors that impact the role of the advanced practice nurse. *Prerequisites: NUR 345.*

NUR 352

Introduction to Forensic Nursing

2 HOURS (2-0-0) FA, SP BSN

This course focuses on an introduction to the role of a forensic nurse in the delivery of healthcare services. An emphasis will be placed on educational requirements, patient safety, evidence-based practice, information management, legal and ethical issues, teamwork, and patient support systems in the field of forensic nursing. *Prerequisites: NUR 251; NUR 252; NUR 290.*

NUR 353

Advanced Wound Care Management in Nursing

2 HOURS (1.5-0.5-0) FA, SP (Prerequisite needed) BSN

This course is designed to prepare students to effectively assess and treat acute and chronic wounds. Principles will be based on evidence-based practice while considering the financial, ethical, and legal implications. *Prerequisites: NUR 345.*

NUR 354

Nursing Care of the Oncology Patient

2 HOURS (2-0-0) FA, SP BSN

In this course students have the opportunity to explore an area of interest related to the care of the oncology patients. They will apply basic knowledge about cancer pathophysiology, and nursing management of oncology patients. The course will also emphasize current trends and practices in oncology nursing and issues related to end of life care. *Prerequisites: NUR 251; NUR 252; NUR 290.*

NUR 355

Palliative Care Nursing

2 HOURS (2-0-0) FA, SP BSN

This course is designed to enhance the knowledge on current and emerging issues affecting palliative care nursing and the role of the nurse in improving palliative care. *Prerequisites: NUR 251; NUR 252; NUR 290.*

NUR 356

Holistic Nursing

2 HOURS (2-0-0) FA, SP BSN

Healthcare in the 21st century requires a radically different type of nurse who understands relationship-centered care and human flourishing. Holistic, integral, and integrative nursing along with nurse coaching, are guiding behavioral change strategies, health promotion, health maintenance, and disease prevention. The holistic perspectives and mind-body-spirit strategies provided in this course are fundamental to transforming healthcare globally from a disease model of care to one that focuses on health and wellness. *Prerequisites: NUR 251; NUR 252; NUR 290.*

NUR 357

Gerontological Nursing

2 HOURS (2-0-0) FA, SP BSN

In this course students have an opportunity to explore a unique area of interest related to the care of the older adult patient. The demand for age appropriate care for the older adult patient population is a growing challenge in healthcare. The student will apply basic knowledge about physiology, pathophysiology, pharmacology, and nursing management of the older adult patient. This course will also explore current trends in the care of the older adult as well as legal and ethical issues related to the care of the older adult. *Prerequisites: NUR 251; NUR 252; NUR 290.*

NUR 358

Clinical Genetics in Nursing Practice

2 HOURS (2-0-0) FA, SP BSN

This course is an essentials guide specifically for nursing practice. From genetic factors and trends affecting health care today, to the more complex discussions of human variation, every genetic topic critical to the practice of nursing and nursing education is covered, including: prevention of genetic disease, genetic testing and treatment, genetic counseling, maternal-child nursing, psychiatric/mental health nursing, community/public health nursing, and trends, policies, and social and ethical issues. *Prerequisites: NUR 251; NUR 252; NUR 290.*

NUR 374 (formerly NUR 404)

Population Health Assessment

3 HOURS (3-0-0) FA, SP, SU BSNC

This course focuses beyond the physical assessment and includes a comprehensive examination of other health parameters and health behaviors of the adult and older adult patient. Physical, cultural, psychosocial, spiritual, environmental, genomic, nutritional, health-beliefs, and lifestyle variables will be examined through the use of a health history and health assessment of the adult and older adult. Individual models to promote health behaviors will be discussed. Planning and interventions for health promotion and prevention for the adult and older adult patient will be explored. *Prerequisites: Admission into the BSN Completion Program (RN to BSN); ENG 102; NUR 304; NUR 324.*

NUR 380

Evidence-Based Practice in Nursing and Healthcare

3 HOURS (3-0-0) FA, SP BSN

This course provides an introduction to concepts, issues, and processes in nursing research. Emphasis is on the research role, critical analysis, and evaluation of published research in nursing practice. Emphasis based on evidence based practice and dissemination of research findings in practice. *Prerequisites: Acceptance into BSN Pre-licensure Program, MTH 140; NUR 251; NUR 252; NUR 290. Co-requisite: NUR 302; NUR 311; NUR 335.*

NUR 384 (formerly NUR 314)

Evidence-based Practice

3 HOURS (3-0-0) FA, SP, SU BSNC

This course provides an introduction to concepts, issues, and processes in nursing research. Emphasis is on the research role, critical analysis, and evaluation of published research in nursing practice. Emphasis based on evidence based practice and dissemination of research findings in practice. *Prerequisites: Admission into the BSN Completion Program (RN to BSN); ENG 102; NUR 304; NUR 324; NUR 374.*

NUR 402

Professional Nursing III

3 HOURS (2-0.13-0.87) FA, SP BSN

This is course three of four courses that focus on professional attributes, core roles, and the context in which nurses practice. Concepts covered in this course are related to nursing in the community, and include caregiving, disaster preparedness, quality, care coordination, adherence, and health disparities. The clinical portion of Professional Nursing III will allow students to explore the course concepts while working with nursing professionals in various community-based healthcare settings. *Prerequisites: NUR 303; NUR 312; NUR 345. Co-requisites: NUR 411; NUR 435.*

NUR 403

Professional Nursing IV

4 HOURS (2- 0.13 -1.87) FA, SP BSN

This is course four of four courses that focus on professional attributes, core roles, and the context in which nurses practice. Concepts covered in this course focus on leadership and include leadership, health policy, health care law, health care organizations, healthcare economics, and communication. In addition, this course will cover special topics such as role transition and career management in order to prepare graduates for entry into the workforce. The clinical portion of Professional Nursing IV will be a clinical practicum which includes time spent with nurse leaders and managers and working one-on-one in the inpatient setting with a dedicated nurse preceptor. *Prerequisites: NUR 402; NUR 411; NUR 435. Co-requisites: NUR 413; NUR 445.*

NUR 411

Pharmacology for Nursing III

1 HOUR (1-0-0) FA, SP BSN

This course provides the BSN Pre-licensure student with an advanced ideation to pharmacological concepts in the areas of inflammation, immunity, elimination, metabolism, self, violence, stress and coping, mood and affect, and cognition. The nurse's role in the safe administration of medications is developed using nursing assessment, nursing implications, and patient education to address populations with mental health concerns. *Prerequisites: NUR 303; NUR 312; NUR 345. Co-requisites: NUR 402; NUR 435.*

NUR 412

Pharmacology for Nursing IV

1 HOUR (2-0-0) FA, SP BSN

This course provides the BSN Pre-licensure student with an advanced ideation to pharmacological concepts in the areas of oxygenation, perfusion, tissue integrity, cellular regulation, acid-base, thermoregulation, immunity, intracranial regulation, and fluid and electrolytes. The nurse's role in the safe administration of medications is formulated using nursing assessment, nursing implications, and patient education in patient populations with complex healthcare needs. *Prerequisites: NUR 402; NUR 411; NUR 435. Co-requisites: NUR 403; NUR 445.*

NUR 413

Pharmacology for Nursing IV

2 HOURS (2-0-0) FA, SP BSN

This course provides the BSN Pre-licensure student with an advanced ideation to pharmacological concepts in the areas of oxygenation, perfusion, tissue integrity, cellular regulation, acid-base, thermoregulation, immunity, intracranial regulation, and fluid and electrolytes. The nurse's role in the safe administration of medications is formulated using nursing assessment, nursing implications, and patient education in patient populations with complex healthcare needs.

Prerequisites: NUR 402; NUR 411; NUR 435. Co-requisites: NUR 403; NUR 445.

NUR 414

Current Issues in Nursing

3 HOURS (3-0-0) FA, SP, SU BSNC

This course addresses the nursing profession, the environment and nursing practice, the person in health care, and health and nursing issues. The essentials of information given are intended to provide the nurse with the necessary details to think critically about issues and trends in nursing, engage in relationships with clients within an informed context of the issues and their environment, and create therapeutic plans to improve health outcomes. *Prerequisites: Admission into the BSN Completion Program (RN to BSN); ENG 102; NUR 304; NUR 324; NUR 374; NUR 384.*

NUR 434

Community Health Nursing

3 HOURS (3-0-0) FA, SP, SU BSNC

This course will provide an overview of the theoretical and practical basis for community oriented population-nursing practice. Promoting and protecting the health of the public utilizing health promotion, risk reduction, and disease management control strategies will be addressed with a special focus on vulnerable populations and persons. *Prerequisites: Admission into the BSN Completion Program (RN to BSN); ENG 102; NUR 304; NUR 324; NUR 374; NUR 384; NUR 414.*

NUR 435

Population Health Concepts III

5 HOURS (3-0.27-1.73) FA, SP BSN

This is the third of four courses involving concepts associated with an individual's physical health and illness that require nursing care. Concept categories include inflammation, immunity, elimination, metabolism, self, violence, stress and coping, mood and affect, cognition, nursing process, caring, evidence-based practice, communication, and critical thinking. *Prerequisites: NUR 312; NUR 303; NUR 345. Co-requisites: NUR 402; NUR 411.*

NUR 444*Global Focused Nursing Care*

3 HOURS (3-0-0) FA, SP, SU BSN

This course addresses global and population focused health promotion, and disease and injury prevention based on determinants of local, national and global health including lifestyle, environmental, cultural, and genetic factors. The purpose of this course is to introduce students to global and population focused nursing care. A major focus of this course is for students to critically think about and discuss health and nursing care within a global environment. Nursing students will be exposed to health disparities that exist in the United States and countries around the world. Students will be provided with information and tools that nurses can use to confront health care challenges. Emphasis will be placed on helping to improve the health of vulnerable persons and populations. The course synthesizes theory, research, and practice related to global and population focused nursing care, with emphasis on health promotion of aggregates across the lifespan.

Prerequisites: Admission into the BSN Completion Program (RN to BSN); ENG 102; NUR 304; NUR 324; NUR 374; NUR 384; NUR 414; NUR 434.

NUR 445*Population Health Concepts IV*

5 HOURS (3-0.27-1.73) FA, SP BSN

This is the fourth course in a series of four courses involving concepts associated with an individual's physical health and illness that require nursing care. Concept categories include oxygenation, perfusion, tissue integrity, cellular regulation, acid-base balance, thermoregulation, immunity, intracranial regulation, and fluid and electrolyte balance. Emphasis is also placed on synthesizing knowledge and managing care for patients with complex and multi-system health issues. Concepts related to evidence based practice, critical thinking, caring, communication, and the nursing process are integrated within the course. Clinical practice provides experiences to compliment the theories presented throughout the course. *Prerequisites: NUR 402; NUR 411; NUR 435. Co-requisites: NUR 403; NUR 413.*

NUR 481*NCLEX-RN Preparation*

2 HOURS (2-0-0) FA, SP BSN

This course is designed to prepare the student for taking the NCLEX-RN Examination. The emphasis of the course is to assist the student in planning for success on the NCLEX-RN Exam. The course includes strategies for coping with test anxiety, improving test-taking skills, building confidence, and creating a focused individual study plan in preparation for taking the NCLEX-RN Exam. *Prerequisites: Acceptance into the BSN Pre-licensure Program with Senior Status and enrolled in the last semester.*

NUR 494 (formerly NUR 424)

Nursing Leadership

3 HOURS (3-0-0) FA, SP, SU BSNC

This nursing leadership course builds on past knowledge of leadership roles and management functions. The nurse will further explore key management components and leadership theories necessary for nursing care delivery in the 21st century. The coursework focuses on theory and application concepts of planning, organizing, staffing, leading, and managing in nursing practice. A project component focuses on incorporating the key management and leadership concepts into daily clinical practice in a healthcare setting. *Prerequisites: Admission into the BSN Completion Program (RN to BSN); ENG 102; NUR 304; NUR 324; NUR 374; NUR 384; NUR 414; NUR 434; NUR 444.*

NUR 495

Essentials of Palliative Care Nursing

3 HOURS (3-0-0) FA, SP, SU (RN to BSN online)

Essentials of Palliative Care Nursing is an elective nursing course developed to prepare nurses to provide palliative patient and family centered care that optimizes quality of life by anticipating, preventing, and treating suffering. This palliative care course addresses illness throughout the life span which includes the physical, intellectual, emotional, social, and spiritual needs and patient autonomy, access to information, and choice. *Prerequisites: NUR304, Concurrent with NUR304, or by BSN Completion Program (RN to BSN) Program Director Approval*

NUR 496

Essentials of Holistic Nursing

3 HOURS (3-0-0) FA, SP (RN to BSN online)

Essentials of Holistic Care Nursing is an elective nursing course developed to prepare nurses to integrate current Holistic care practices into the patient plans of care. The enables the nurse to apply the principles of Holism and interconnectedness through interdisciplinary collaboration. *Prerequisites: NUR304, Concurrent with NUR304, or by BSN Completion Program (RN to BSN) Program Director Approval*

NUR 497

Essentials of Gerontological Nursing

3 HOURS (3-0-0) BSNC FA, SP (RN to BSN online)

This course will examine current trends in the care of the older adult including effective communication, safety concerns and medication use considerations. Legal and ethical issues related to the care of the older adult will also be explored. The student will apply his or her knowledge about physiology, pathophysiology, pharmacology, and nursing management of the older adult patient. *Prerequisites: NUR 304, Concurrent with NUR 304, or by BSN Completion Program (RN to BSN) Program Director Approval*

NUR 498

Essentials of Genetics in Nursing Practice FA, SP

3 HOURS (3-0-0) BSNC FA, SP (RN to BSN online)

Essentials of Genetics in Nursing Practice is an elective nursing course developed to prepare nurses to integrate genetics into the patient's plan of care. Including but not limited to, prevention of genetic disease, genetic testing and treatment, genetic counseling, maternal-child nursing, psychiatric/mental health nursing, community/public health nursing, trends, policies, and social and ethical issues. *Prerequisites: NUR 304, Concurrent with NUR 304, or by BSN Completion Program (RN to BSN) Program Director Approval*

PHYSICS (PHS)

PHS 220

College Physics I

4 HOURS (3-1-0)

Includes in-depth algebra and trigonometry-based presentation of physics, emphasizing physical principles, problem solving, and laboratory experiences. Involves a study of translational and angular kinematics, forces, impulse-momentum, fluids, and heat. Three hour lecture and a three hour lab. *Prerequisites: High school algebra. Co-requisite: MTH 130; or MTH 145; or MTH 150. GNST*

PHS 221

College Physics II

4 HOURS (3-1-0)

Continues the topics of PHS 210, includes an in-depth, algebra and trigonometry-based presentation of physics, emphasizing physical principles, problem solving and laboratory experiences. Involves a study of electricity, magnetism, waves, sound, and atomic physics. Three hour lecture and a three hour lab. *Prerequisite: PHS 220. GNST*

POLITICAL SCIENCE (POL)

POL 301

Women and Politics

3 Hours (3-0-0)

This course is designed to explore women's roles, impact, and participation in politics. The primary concentration of the course will be American, with secondary focus on international comparisons.

GSBS

POLYSOMNOGRAPHY (PSG)

PSG 101

Fundamentals of Sleep

3 HOURS (3-0-0) SP

This course emphasizes the biological and neurological systems that control sleep and wake in humans, the development of sleep over the life cycle, the function of sleep, consequences of sleep deprivation, and the various pathologies that lead to sleep disorders. The course will also address the process, function, and content of dreaming from a neurological and psychological perspective.

Co-requisites: BIO 103.

PSG 102

Essentials of Polysomnographic Technology

3 HOURS (2-1-0) SP

This course will cover the basic duties of a PSG technologist beginning with patient preparation, monitoring, and completing a sleep study. Additional focus will be given to issues concerning professionalism, ethical behavior, patient safety, confidentiality, safety, and infection control. This course also contains mandatory lab time. Lab time will contain specific instruction on patient hook-up, monitoring, and quality control. During this time, the 10-20 placement of EEG sensors as well as basic EMG, EKG, and respiratory sensor placement will be covered. In depth instruction on patient monitoring, trouble-shooting, and responding to medical emergencies will also be covered during the lab portion. *Co-requisites: BIO 103.*

PSG 110

Polysomnography Analysis

3 HOURS (1-2-0) SU

This is a course on scoring adult and pediatric PSGs including staging, respiratory events, periodic limb movements, artifact recognition, and atypical PSG activity. Protocols for PSG report generation, as well as MSLT and MWT reports will be covered. *Prerequisites: PSG 101; PSG 102.*

PSG 111

Respiratory Monitoring

3 HOURS (1.5-1.5-0) SU

This course will review basic respiratory physiology as well as monitoring techniques used during the PSG. The basic electrical/mechanical principles of respiratory monitoring equipment will be presented. The second part of the course will deal specifically with Positive Airway Pressure titrations and modalities (e.g. CPAP, BPAP, BPAP ST, and Adaptive Ventilation) and PSG oxygen titration. *Prerequisites: PSG 101; PSG 102; BIO 103.*

PSG 113

Polysomnographic Practicum I

1 HOURS (0-0-1) SU

Students will review orders, history and physical characteristics of patients, conduct patient assessments and orientations, organize PSG equipment, perform hook up procedures, calibrate PSG equipment, perform documentation and monitoring, and participate in event recognition.

Prerequisites: BIO 103; PSG 101; PSG 102; PSG 110; PSG 111.

PSG 123

Advanced Topics in Polysomnographic Technology

3 HOURS (3-0-0) FA

This course is divided into three primary categories: 1) Advanced Assessment of sleep disorders; 2) Pediatric Sleep and Polysomnography; and 3) Therapeutics and Interventions for Sleep Disorders. From a technical perspective, the course broadens the student's skill set to include alternative testing conducted in a Sleep Center beyond a standard PSG, and extends their skills into the area of sleep studies with children. The last section of the course moves beyond the diagnostics of sleep, and into the treatment phase of sleep services. *Prerequisites: PSG 101; PSG 102; PSG 110; PSG 111.*

PSG 124

Polysomnographic Technology Capstone Seminar

2 HOURS (2-0-0) FA

This course explores a variety of concepts focusing on professional aspects of a Polysomnographic Technologist. Topics such as certification and continuing education, values, personal excellence, self-assessment, discussion of current trends and case studies, and the overall promotion of the field of Sleep Medicine will be addressed. *Co-requisites: PSG 123; PSG 125. Prerequisites: PSG 101; PSG 102; PSG 110; PSG 111, PSG 113.*

PSG 125

Polysomnographic Practicum II

2 HOURS (0-0-2) FA

Students will review orders, history and physical characteristics of patients, conduct patient assessments and orientations, organize PSG equipment, perform hook up procedures, calibrate PSG equipment, perform documentation and monitoring, and participate in event recognition. Students will also gain hands on experience in the following areas: PAP training, titration and end of study procedures. *Co-requisites: PSG 123; PSG 124. Prerequisites: PSG 101; PSG 102; PSG 110; PSG 111, PSG 113.*

PSYCHOLOGY (PSY)

PSY 101

Introduction to Psychology

3 HOURS (3-0-0) FA, SP, SU

This introductory course includes a survey of the various fields of study comprising modern scientific psychology. It examines the theories, basic research findings, and applications in each of the major areas of psychology. The course utilizes a scientific perspective in examining the different processes that govern psychological phenomena and behavior. Some of the topics covered are the biological basis of behavior, perception, learning and thinking, memory, personality and psychopathology. **GSBS**

PSY 201

Lifespan Psychology

3 HOURS (3-0-0) FA, SP, SU

This course is designed to examine the scientific knowledge of human development as it unfolds across the lifespan from birth to old age. The major developmental theories and research findings are explored providing insight and understanding of the biological, cognitive and social factors associated with development. Central themes of the course focus on physical, cognitive, and psychosocial development of the individual. **GSBS**

PSY 280

Independent Study

1-5 HOURS (1-3-0)

Supervised independent work in psychology designed to meet approved objectives/learner outcomes. Student must meet specific criteria and present the instructor with a detailed written proposal. Written approval must be obtained from the instructor and dean. Up to three hours of credit will be awarded. *Prerequisite: ENG 101; PSY 101.* **GSBS**

PSY 320

Social Psychology

3 HOURS (3-0-0)

This course addresses the various ways that people think about, influence, and relate to one another. Major research findings regarding the self, attitudes, gender, social influence, prejudice and stereotyping, altruism and aggression, and interpersonal relationships are explored. The application of course material is emphasized through student-conducted research and the study of how social psychology is used in settings such as the clinic and the courtroom. *Prerequisite: ENG 102; PSY 101.* **GSBS**

PSY 340

Abnormal Psychology

3 HOURS (3-0-0)

This course examines the major behavioral, cognitive, developmental, and emotional disorders from a scientific perspective. The areas covered include symptomatology, assessment, causes, and treatment methods. Both historical and current views of the definition and treatment of mental illness are explored as are ethical and legal issues relating to mental illness. Topics include personality, anxiety, mood, schizophrenia, and eating disorders. *Prerequisite: ENG 102; PSY 101.*

GSBS

PSY 350

Interpersonal Relationships

3 HOURS (3-0-0)

This course will introduce the student to the foundations of interpersonal relationships. The major focus will be on the application of the principles of cultivating and maintaining healthy relationships with others. Topics include attraction, communication, friendship, love, power, and conflict resolution. *Prerequisite: ENG 102; PSY 101. GSBS*

PSY 370

The Psychology of Music

3 HOURS (3-0-0)

This course is designed to provide an introduction to the ways in which various psychological principles apply to the experience of music. Major research findings regarding the psychology of music, nature and nurture's role in the development of musical ability, musical tastes, and preferences, and social issues in music will be presented. An eclectic variety of music will be explored, including music from many different cultures. *Prerequisites: ENG 102; PSY 101. GSBS*

PSY 380

Behavior Modification

3 HOURS (3-0-0)

This course provides an introduction to advanced behavioral modification techniques for use in applied settings such as hospital, schools, and business and industry. The major focus of this course will be on the application of classical and operant conditioning principles for the purpose of identification of behavioral contingencies, the implementation of behavior modification programs, and program assessments. *Prerequisites: ENG 102; PSY 101. GSBS*

PSY 390

Forensic Psychology

3 HOURS (3-0-0)

This course is designed to give students an introduction and overview of the field of forensic psychology as used in a wide range of law enforcement settings. Topics to be covered are the

history of the field, psychological principles influential in the courtroom, antisocial behavior, criminal profiling, and crime scene investigation. A particular emphasis will be placed on applying course concepts in reviewing actual cases. *Prerequisites: ENG 102; PSY 101. GSBS*

PSY 399

Special Topics

3 HOURS (3-0-0)

During various semesters throughout the academic year, special topics in psychology will be presented. Past topics include Interpersonal Relationships and The Psychology of Music.

Prerequisites: ENG 102; PSY 101. GSBS

RADIOLOGY (RAD)

RAD 105

Radiography Fundamentals & Patient Care

2 HOURS (2-0-0) FA

This course will introduce the student to the field of radiologic technology. Topics will include an overview of radiographic equipment, radiation protection, basic patient care skills, infection control, professional organizations, and ethical and legal issues in the field of radiologic technology.

Prerequisite: Admittance to the program or Program Director Approval.

RAD 111

Radiography Practicum I

2 HOURS (1-0-1) FA

This course will introduce the student to the clinical facility and radiology department. Emphasis will be placed on department workflow, patient care skills, and clinical application of radiographic approaches. Students will observe, assist, and perform basic radiographic procedures. A series of clinically-related lectures regarding communication, supervision, and safety will be presented prior to the student entering the clinical environment. *Prerequisite: Admittance to the program. Co-requisite: RAD 115.*

RAD 115

Radiographic Procedures I

4 HOURS (3-1-0) FA

This course is designed to introduce the language of radiography. Basic anatomy and positioning skills for radiographic exams, including the chest and abdomen, upper and lower extremities, and shoulder and pelvic girdles will be emphasized. Students will enhance clinical analysis skills through simulation, image critique and evaluation. *Prerequisite: Admittance to the program. Co-requisite: RAD 111.*

RAD 121

Radiography Practicum II

2 HOURS (0-0-2) SP

This course is a continuation of clinical application of radiographic positioning and techniques, radiation protection, and radiographic and fluoroscopic equipment operation. Professionalism, values, diversity and procedural competency under direct supervision will be emphasized.

Prerequisite: RAD 111. Co-requisite: RAD 125.

RAD 125

Radiographic Procedures II

3 HOURS (2-1-0) SP

This course is designed to develop understanding of basic anatomy and positioning skills for radiographic exams, including the spine, bony thorax, urinary system, reproductive system, and gastrointestinal system. Fundamentals of venipuncture will be introduced. Students will enhance clinical analysis skills through simulation, image critique and evaluation. *Prerequisite: BIO 220; RAD 115. Co-requisite: RAD 121.*

RAD 128

Radiologic Science I

2 HOURS (2-0-0) SP

This course will introduce common radiographic systems and imaging components. Radiation production and image formation, including image quality considerations will be explored. Course topics will include x-ray production, radiation interactions with matter, radiation physics, radiation safety principles, and radiology information and storage systems. *Prerequisite: Admittance to the program.*

RAD 131

Radiography Practicum III

2 HOURS (0-2-0) SU

This course is a continuation of clinical application of radiographic positioning and techniques, radiation protection, radiographic and fluoroscopic equipment operation, and image evaluation. Communication, patient education, procedural competency under direct supervision, and procedural mastery under indirect supervision will be emphasized. *Prerequisite: RAD 121. Co-requisite: RAD 140.*

RAD 134

Basic Sectional Anatomy in Medical Imaging

1 HOUR (1-0-0) SU

This course is designed to develop student knowledge in basic sectional anatomy of the head, neck, thorax, abdomen, and pelvis. Image plane and anatomical structure identification will be the focus. Sectional anatomy images from computed tomography (CT) and magnetic resonance imaging (MRI) will be reviewed. *Prerequisite: BIO 221; RAD 125; RAD 121.*

RAD 138*Radiologic Science II*

2 HOURS (1.5-0.5-0) SU

This course will integrate application of radiographic experiments, demonstrating exposure principles and their effect on radiographic quality. Topics will include radiographic interactions, x-ray circuitry, and timing mechanisms. Students will apply mathematical formulas to correlate radiographic techniques and patient exposure. *Prerequisite: RAD 128, MTH 104.*

RAD 140*Radiographic Pathology*

2 HOURS (2-0-0) SU

This course is designed to introduce terminology and concepts of radiographic pathologies with an emphasis on radiographic disease appearance. Radiographic pathology of the cardiovascular, gastrointestinal, reproductive, respiratory, skeletal, and urinary systems will be covered. Basic pharmacology and radiographic contrast media will also be emphasized. *Prerequisite: BIO 221; HIT 105; RAD 125. Co-requisite: RAD 131. GAPL*

RAD 205*Radiologic Science*

2 HOURS (2-0-0) FA

This course will cover the basic principles of atomic structure, electromagnetic radiation energy, and electromagnetism. The student will begin with an overview of the basic laws of physics, and progress to more advanced concepts that apply these laws to radiography. A study of the x-ray imaging system and circuitry, x-ray tube, and x-ray production will help the student develop the correlation of theory and practice. Prerequisites: MTH 103; MTH 104 or MTH 130; RAD 135; RAD 131.

RAD 208*Radiologic Science III*

2 HOURS (2-0-0) FA

This course will overview molecular and cellular effects of ionizing radiation interactions. Rationale for radiation protection practices for patients, technologists, and others will be emphasized. Topics will include radiation detection and measurement, principles of radiobiology, current radiation protection practices, and legal and regulatory requirements. *Prerequisites: RAD 138.*

RAD 215*Radiation Biology and Protection*

2 HOURS (2-0-0) SP

This course will overview molecular and cellular effects of ionizing radiation interactions. Rationale for radiation protection practices for patients, technologists, and others will be emphasized. Topics will include radiation detection and measurement, principles of radiobiology, current radiation protection practices, and legal and regulatory requirements. *Prerequisite: RAD 208. GAPL*

RAD 225

Radiographic Procedures III

3 HOURS (2-1-0) FA

This course is designed to develop understanding of basic anatomy and radiographic positioning for the skull, facial bones, and sinuses. Additional topics will include trauma radiography, geriatric radiography, pediatric radiography, and special radiographic procedures and projections.

Radiographic image evaluation and critical thinking will be emphasized throughout the course.

Prerequisite: RAD 125, 140. Co-requisite: RAD 241.

RAD 241

Radiography Practicum IV

3 HOURS (0-0-3) FA

Students will continue to participate in clinical assignments that reinforce technical skills gained from previous Radiology Practicums under appropriate supervision. Rotations in surgical areas, image evaluation, and advanced critical thinking skills will be emphasized. Qualified students must continue to earn clinical competencies. Prerequisite: RAD 135; RAD 131.

RAD 245

Advanced Medical Imaging

2 HOURS (2-0-0) FA

This course is designed to study advanced imaging modalities and specialty procedures. Topics will include special projections, trauma radiography, pediatric and geriatric radiography, CT, MRI, interventional radiography, and several others. Prerequisite: RAD 135; RAD 131.

RAD 251

Radiography Practicum V

3 HOURS (0-0-3) SP

The student will rotate through specialty clinical areas where the use of advanced technology and cross-sectional imaging techniques will be demonstrated. Additionally, an alternative diagnostic radiology rotation will be scheduled. The student will learn through a combination of observation and direct participation as appropriate. Students continue to earn clinical competencies. Prerequisite: RAD 205; RAD 245; RAD 241.

RAD 255

Technology of Medical Imaging

2 HOURS (2-0-0) SP

Digital radiographic imaging components will be featured, as well as the uses of computers, PACS, and networks in radiologic sciences. In addition, this course will also cover the principles of quality assurance and quality control as applied to medical imaging. Prerequisite: RAD 245; RAD 241.

RAD 260

Transition to Practice

3 HOURS (3-0-0) SU

This course is designed to serve as a comprehensive review for the American Registry of Radiologic Technologists (ARRT) examination. Professional development and career skills will also be emphasized. Prerequisite: RAD 215; RAD 255; RAD 251.

RAD 261

Radiology Practicum VI

1-2 HOURS (0-0-(1-2)) SU

In this final clinical practicum students will demonstrate a high level of clinical competence in diagnostic radiography. Opportunities to rotate in advanced imaging modalities will be offered once all required radiography clinical competencies are achieved. Early clinical release options are also associated with this course for qualified students. Prerequisite: RAD 215; RAD 255; RAD 251.

RAD 280

Radiography Capstone

2 HOURS (2-0-0) SP

This course is designed to investigate, discuss, and elaborate upon radiologic technology principles and concepts. Emphasis will be placed on review and preparation for the national certification exam in Radiography. Professional development and career skills will also be discussed. Prerequisite: RAD 208; RAD 225; RAD 241. Co-requisite: RAD 251.

RELIGION (REL)

REL 101

Introduction to Theology

3 HOURS (3-0-0)

This course is an examination of faith, religion, and theology. Topics will include foundations in religious faith traditions: theology, Scripture, doctrines, worship practices, spirituality, and social justice, and an historical-critical study of the evolution of Christianity, and the relationship of Christianity to other religions. **GAHR**

REL 204

Spirituality for Healthcare Providers

3 HOURS (3-0-0)

This course is designed to assist the students in their articulation of and reflection on their spiritual values as integrated in both their personal and professional relationships. The history of spiritual practices and persons who exemplified faith-filled lives primarily within the Roman Catholic tradition are explored and studied. This is a process course that provides opportunities for students to participate in a variety of prayer experiences, prayer rituals, reflections, values in art

and music, along with discussions designed to enhance the students' spirituality in relationship with personal, professional, and healthcare contexts. **GAHR**

REL 211

Introduction to Scripture

3 HOURS (3-0-0)

This course is an examination of the Old and New Testaments of the Christian Bible, as literature and as evidence of the faith relationship between human persons and God. Topics will include historical, theological, and spiritual context for Biblical literature, literary styles, and interpretation, divisions of Old and New Testament writings, revelation, and salvation history in Scripture.

Prerequisite: ENG 101. GAHR

REL 250

Death, Dying and Bereavement

3 HOURS (3-0-0)

This course is designed to enhance the understanding of death and dying as it relates to human development. The focus of the course is to promote personal and professional growth regarding topics associated with death and dying, loss, grief and bereavement. Various religious beliefs about the afterlife will also be explored. Participants will discuss topics related to the biological, psychological, cultural, and spiritual dimensions of death. **GAHR**

REL 261

Spirituality, Religion, and Healthcare in the United States

3 HOURS (3-0-0)

This course provides a thorough overview of healthcare in the United States beginning with the Biblical foundation upon which our country was founded. It also discusses non-Christian commitments to healthcare in America. The course addresses religious similarities, differences, and practices that will be encountered in healthcare. Contemporary issues such as the healthcare crisis in America justice, and religious community mergers will be studied. In a personal but respectful way, the course will challenge students to think about their own spiritual and religious beliefs as preparation for becoming excellent caregivers for people of both religious and non-religious backgrounds. *Prerequisites: ENG 101. GAHR*

REL 280

Independent Study

1-5 HOURS ((1-5)-0-0)

Supervised independent work in religion is designed to meet approved objectives/learner outcomes. Student must meet specific criteria and present the instructor with a detailed written proposal. Written approval must be obtained from the instructor and dean. Up to three hours of credit will be awarded. **GAHR**

REL 290

Medical Ethics

3 HOURS (3-0-0)

The purpose of this course is to deepen the ethical and moral competence of the student in the healthcare field. Students will learn various ethical theories and principles and apply them to concrete medical cases. Students will understand Catholic directives on healthcare and Catholic ethical principles based on Church documents, tradition, scripture, and Catholic moral teaching. It will also explore issues involved in healthcare systems from a social justice perspective. Students will reflect on the meaning of suffering and death and discuss the ethical implications of new technologies in healthcare. *Prerequisites: ENG 102. GAHR*

REL 299/399

Special Topics

1-3 HOURS (1-3-0)

During various semesters throughout the academic year, special topics in theology will be presented. Past topics include Scriptural Studies and Catholicism in the Movies. *Prerequisites: ENG 102. GAHR*

REL 311

World Religions

3 HOURS (3-0-0)

This course will introduce students to the reality of the twenty-first century global village through the perspectives of the major religions of the world, particularly Hinduism, Judaism, Buddhism, Christianity, and Islam. Students will be challenged to examine the sacred traditions, sacred texts, prayer rituals, religious celebrations, art, music, and foods of these religious traditions. Students will explore, experience, and reflect upon the similarities and differences in each of the major world religions focusing upon creed, code, ceremony, worldview and perceptions of the divine. Additionally, students will examine basic beliefs, practices, and historical developments, along with the relationship of each major world religion's view of suffering and death and the implications for healthcare. *Prerequisites: ENG 102. GAHR*

REL 330

Spirituality and Theology in Christian Art

3 HOURS (3-0-0)

This course is an examination of the development of Christian theologies as expressed in Christian art from the 1st through 21st centuries. Topics will include a survey of the major periods of theological development and their expression in the visual arts of painting, sculpture, architecture, and other media. Emphasis will be placed on the cultural context and interpretation of image-texts and word-texts. *Prerequisites: ENG 102. GAHR*

REL 335

Spirituality on Page, Stage, and Screen

3 HOURS (3-0-0)

This course explores spiritual and religious themes in contemporary literature, theatre, and cinema. Students will analyze these themes through reading, video, discussion, and written projects.

Prerequisites: ENG 102. GAHR

REL 360

Women and Religion

3 HOURS (3-0-0)

This course will examine the influence of women in Western religious traditions in a historical, cultural, and religious context (emphasizing Christianity). Particular focus will address women's historical and cultural participation in ministerial outreach in education and healthcare.

Prerequisites: ENG 102. GAHR

REL 380

Mission, Values, and Social Teaching

3 HOURS (3-0-0)

This course will provide students with a basic knowledge of the foundations of mission, an understanding of moral/ethical development as an approach to see, judge, act with regard to social issues, and practice in understanding, interpreting, and evaluating modern social teaching documents. *Prerequisites: ENG 102. GAHR*

REL 382

Spiritual Care: Integration of Body, Mind, and Spirit Healing

3 HOURS (3-0-0)

This course will provide students with a basic knowledge of the biblical roots, pastoral images, and healing ministry of Jesus as they relate to the discipline of Spiritual Care. Through the identification of spiritual care approaches and the examination of ethical and developmental issues, students will gain insight into the complexity of the healthcare delivery system and the importance of interdisciplinary relationships among caregivers. *Prerequisites: ENG 102. GAHR*

REL 385

Mission, Healthcare Ministry, and Enculturation

3 HOURS (3-0-0)

This course examines the role of mission, the Mercy College Values and healthcare from their origins in Scripture and throughout history, specifically in the lives of Jesus Christ, Catherine McAuley, Florence Nightingale, Marguerite d'Youville, and Mother Teresa of Calcutta with special emphasis on the development of a personal and professional perspective of integrating these virtues into healthcare in the present. The course requires the student to participate in a week long (during Spring Break) mission experience in a developing country. *Prerequisites: ENG 102;*

participation in the application process, including a letter of recommendation from a member of the faculty at Mercy College. GAHR

REL 386

Native American Spirituality and Healthcare

3 HOURS (3-0-0)

This course examines spirituality, the Mercy College Values, and healthcare from their origins in Native American story and myth, the Bible, history Native American culture, and Catholic Social Teaching. Special emphasis is given to the development of a personal and professional perspective of integrating these components into the student's knowledge and understanding of healthcare issues for Native American people in the United States. **GAHR**

REL 410

The Church in History

3 HOURS (3-0-0)

This course will provide, in a seminar style, a historical-critical examination of the development and influence of the Catholic Church in events of world history from the 1st Century CE to the present day. The Church's relationship with other faith traditions, as well as with secular movements, will be examined. *Prerequisite: ENG 101. GAHR*

SOCIOLOGY (SOC)

SOC 101

Introduction to Sociology

3 HOURS (3-0-0)

Sociology is the scientific study of society and social interaction. This course is designed to help students prepare for their medical profession in a cross-cultural setting by providing tools for more effective intercultural communications as well as giving us a mirror in which to see our own culture and society more clearly. Topics include socialization, culture, the social construction of knowledge, inequality, race and ethnic relations, social stratification, population, family, gender, religion, and political sociology. **GSBS**

SOC 150

Gerontology Overview

1 HOUR (1-0-0)

This course is designed as an exploratory overview of the field of aging (gerontology) for anyone in a healthcare field. Topics covered will include the biology, psychology, spirituality, and sociology of aging, human development in the late years, and leisure and retirement. **GSBS**

SOC 211

Cultural Diversity

3 HOURS (3-0-0)

This course provides an exploration of various cultures within modern American society. The definition of culture, cultural practices, prejudice and discrimination and cultural sensitivity are covered. The exposure of students to new cultures is emphasized through presentations, hands-on learning, and experience. Topics include race and ethnicity, religion, gender, social class, family background, language and age and generation. **GAHD** or **GSBS**

SOC 280

Independent Study

1-5 HOURS ((1-5)-0-0)

Supervised independent work in sociology designed to meet approved objectives/learner outcomes. Student must meet specific criteria and present the instructor with a detailed written proposal. Written approval must be obtained from the instructor and dean. Up to three hours of credit will be awarded. **GSBS**

SOC 350

Global Issues

3 HOURS (3-0-0)

The main focus of this course will be to examine various definitions and concepts of globalization, current global issues focusing on poverty, crime, war, inequality, environment, global health policy and diseases, and proposed solutions to these problems. In addition, students will locate evidence from a variety of sources, using the perspectives of different cultures. *Prerequisites: ENG 102.* **GSBS**

SOC 380

Understanding Consumer Behavior

3 HOURS (3-0-0)

This course is an exploration of buyer behavior of goods and services. Students will be encouraged to reflect upon their own consumption experiences amid a multicultural society. Topics covered will include globalization and consumer behavior, the consumer decision-making process, cross-cultural variations in consumer behavior, consumer healthcare behavior, and consumer movement and public policy. *Prerequisites: ENG 102.* **GSBS**

SOC 399

Special Topics

3 HOURS (3-0-0)

During various semesters throughout the academic year, special topics in sociology will be presented. Past topics include Global Issues and Korean Society. *Prerequisites: ENG 102.* **GSBS**

SOC 420

Sociology of Global Markets

3 HOURS (3-0-0)

This course is a sociological exploration of the global marketing process and practices. Case studies will include skin whitening and the cosmetics market, Whirlpool and the American appliance industry, the corporate sport media complex, global knowledge economy, global franchising, fashion, dietary supplements, organic vegetables supply chain, medical tourism, and the New Orleans' Mardi Gras celebration. *Prerequisites: ENG 102. GSBS*

SOC 450

Sociology of Health Care and Health Professions

3 HOURS (3-0-0)

This course introduces the sociological perspective on medicine, health, disease, health policy, and the health professions. The first part of the course focuses on many of the vital cultural, ethical, political, and economic issues affecting health and medical care today. The second part highlights professional socialization, patient-physician interactions and the subjective experience of illness and disability. This course is particularly well-suited for health care students and professionals.

GSBS

SPANISH (SPN)

SPN 216

Spanish for Healthcare Professionals

3 HOURS (3-0-0)

The course is designed for students to gain beginning-level competence in Spanish for Healthcare Professionals that will enable them to communicate more effectively with Spanish-speaking patients and their families. Students will develop critical Spanish lexicon and language skills along with learning about relevant aspects of Hispanic cultures.

GAHD

GRADUATE PROGRAMS

INTRODUCTION TO GRADUATE STUDIES

Graduate academic programs build upon the foundation of baccalaureate education with a continuing focus on ethical, professional, and intellectual development. Graduate education is designed to enhance both knowledge and expertise in specific academic disciplines and individual areas of professional practice. Emphasis is placed on preparing graduates who think critically and creatively engage in research and scholarship, demonstrate excellence in their discipline, and are socially and ethically responsible. The most visible activity of graduate education is the intellectual interaction of faculty and students involved in learning and devoted to advancing knowledge in their fields. Supporting these endeavors are academic leaders in the College, who are committed to providing an atmosphere in which graduate education and research can flourish.

GRADUATE STUDIES MISSION

Mercy College Graduate Programs promote a distinct and collaborative learning environment rooted in the Catholic intellectual tradition. Graduate programs support intellectual inquiry within the specific discipline and prepare students to respond to the ever-changing opportunities and challenges in the profession of healthcare.

GRADUATE STUDIES COMMITTEE

The Graduate Studies Committee is a standing committee of Faculty Assembly. The purpose of the Committee is to initiate, review and recommend graduate policy, curriculum, and program assessment/academic program review to the general faculty for consensus approval. The Committee serves as the advocate for the advancement of graduate education in accordance with the Mission, Vision and Values of the College.

GRADUATE STUDENT POLICIES AND PROCEDURES

The Graduate program section outlines the information, requirements, policies, and procedures specific to Mercy College's Division of Graduate Studies and graduate programs. Mercy College graduate students are expected to be familiar with the information, requirements, and policies and to abide by them. Failure to do so may impede a student's progress or may result in disciplinary action and, in some cases, dismissal. In addition to the information provided in the Graduate program section, students are responsible for knowing and abiding by all Mercy College requirements, policies, and procedures in the entire catalog or the College website.

Mercy College website: <https://www.mercycollege.edu/>

Policies: <https://mercycollege.edu/about/compliance-consumer-information>

GRADUATE ADMISSION

The applicant to graduate programs at Mercy College of Ohio is assessed according to academic background, aptitude for graduate-level work, and professional experience.

The applicant to graduate programs is required to have access to the Internet to complete online coursework.

ADMISSION CRITERIA

The following are the criteria for an applicant seeking admission to Mercy College graduate programs:

- An applicant must possess a bachelor's degree or higher from a regionally accredited institution with a minimum 3.0 cumulative GPA (on a 4.0 scale)
- International Student – student who originated in a country other than the United States of America and is not a permanent resident or U.S. citizen.

PLEASE NOTE: Mercy College has not petitioned or received approval from the United States Department of Homeland Security to sponsor international students for F-1, J-1, or M-1 immigration status and cannot issue Form I-20 or other sponsoring documentation. An applicant for admission must be a U.S. Citizen or a U.S. Permanent Resident, possess valid immigration status, or must have permission to be present and attend school in the United States. We require all non-U.S. citizen students to provide proof of immigration status or lawful presence in the United States.

Immigration Status Admission Policy

Mercy College of Ohio only admits students who are U.S. Citizens, U.S. Permanent Residents, who have valid immigration status, or who otherwise have permission to be present and attend school in the United States. Students who lose their immigration status or lose their permission to remain and attend school in the United States during the course of their studies will no longer be eligible for enrollment in the school and will be dismissed.

Students whose degree or educational program requires licensure in order to practice their profession are responsible for contacting the licensing board in the state(s) in which the student intends to sit for the appropriate licensure exam(s) to determine the requirements for obtaining licensure and whether the student will be able to meet those requirements. Mercy College of Ohio makes no representations regarding any students' ability to sit for the licensure exams or to obtain employment in their chosen field.

Applicants with international transcripts are required to submit their official transcripts to World Education Services (WES) for a course-by-course level evaluation and calculated cumulative grade point average (GPA). Contact WES at www.wes.org.

ADMISSION PROCEDURES

An applicant must submit the following items to the Office of Admission in order to be considered for admission. Final admission decisions are made after all documentation has been received and evaluated.

STEPS FOR ADMISSION:

1. Application for Admission

Applications can be completed online at www.mercycollege.edu/. An application fee will be required at the time of submission to the Office of Admission.

2. Application Fee

Application fees are nonrefundable.

3. Academic Records

See program specific academic record requirements.

4. Resume'/Curriculum Vitae and Statement of Purpose

A resume or curriculum vitae and a statement of purpose for seeking enrollment to graduate studies at Mercy College, including professional goals, must be submitted.

5. Letters of Reference

Reference letters as determined by program of study must be submitted.

Additional Requirement for Admission

Please see the Program Specific Admissions Procedures in the individual program section of this Catalog for information regarding minimum grade-point-average requirements and additional items needed for acceptance.

ADMISSION DECISIONS

The Admission Committee for the individual's Graduate program determines the admission status of all applicants. Admission is not guaranteed.

The following admission decisions are based on the status of the application materials:

Full Admission

Applicant has submitted application, all required documents, and fees required for the Graduate Studies program.

Conditional Admission

Applicant is missing one to two required components of the application materials and is admitted conditionally based on the receipt of the missing component(s).

Special Status Admission

Applicant who wishes to take a graduate level course, but is not admitted to a graduate program, may be admitted as a special status student. The graduate program director and the course faculty must approve admission into a course.

Special Status Students – An individual taking classes for his/her own interest or knowledge or who have already earned a college degree and want to take classes for personal and/or professional development.

Provisional Admission

An applicant not meeting the required 3.0 cumulative GPA who has a minimum 2.7 cumulative GPA in his/her baccalaureate studies may request consideration for provisional admission by writing a letter of appeal to the graduate program director. In order to be removed from provisional status, a student must have a cumulative graduate GPA of 3.0 (at least a "B" in all courses) after completing the first semester of enrollment or a total of six credit hours, whichever comes first. Students admitted on a provisional status who do not achieve a cumulative GPA of 3.0 or have earned a grade less than a "B" after completing the first semester of enrollment or a total of six credit hours will be dismissed from the program and may not apply for re-admission.

Denied Admission

An applicant who does not meet the minimum qualifications for acceptance will be denied admission.

APPLICATION REVIEW

Applications to the program will be reviewed on a rolling basis. Applications received less than ten business days prior to the start of each semester may be moved to the next semester, excluding summer.

Upon review of applications and required items, an applicant will be notified of an admission decision from the appropriate graduate program. An accepted applicant will receive additional information such as a sample program of study, scheduling advising appointments, course registration, accessing online orientation, and other pertinent information about the program.

GRADUATE STUDENT TRANSFER CREDIT

Please note the following rules regarding graduate transfer credit:

- A maximum of six semester credit hours can be transferred in accordance with the Mercy College Graduate residency requirement at the discretion of the Program Director.
- Courses considered for transfer must have been taken within 7- years of admission.
- Only Graduate level courses completed with a grade of "B" or 3.00 from a regionally accredited institution of higher education will be considered for transfer.

FINANCIAL AID

The Office of Financial Aid provides guidance to a student seeking assistance to finance his/her education. For information regarding financial aid, please refer to the College website www.mercycollege.edu/tuition-aid/financial-aid. Detailed financial aid information and policies can also be found in the [undergraduate section](#) of this catalog.

VERIFICATION OF STUDENT IDENTITY

Verification of Student Identity policy is located in the [Enrollment Management](#) section.

GRADUATE STUDENT GRADING SCALE

GRADE	PERCENTAGE	QUALITY POINTS
A	90-100	4.0
B	80-89.99	3.0
C	70-79.99	2.0
F	69.99 & below	0
I	Incomplete (No effect on grade point average)	
NG	No Grade reported per instructor at the time grades are due. (No effect on grade point average)	
R	Repeated course (See Course Repeat section in the Undergraduate Catalog; No effect on grade point average.)	
SP	Satisfactory Progress (No effect on grade point average)	
W	Withdrawal prior to mid-term (No effect on grade point average)	
WF	Withdrawal failing at or following mid-term	
WP	Withdrawal passing at or following mid-term (No effect on grade point average)	

GRADUATE STUDENT PROGRESSION

GOOD STANDING

A student is expected to earn a minimum of a “B” grade in all attempted graduate degree courses. A grade lower than a “B” is not considered passing, can only be earned in a graduate program one time, and must be repeated to improve the grade.

At the end of each semester, a student must have earned a cumulative grade point average of at least a 3.0 to be considered in “Good Standing” and allowed to progress in the graduate degree program.

ACADEMIC PROBATION

A student will be placed on academic probation when:

1. The cumulative grade point average in all graduate work attempted falls below a 3.0.
2. The student fails to comply with academic requirements or regulations as outlined in the program of study.

As long as a student remains on academic probation, the graduate program director may impose restrictions on enrollment. A student who fails to meet the requirements for progression in the graduate program may be academically dismissed. An academic dismissal notification will be sent to the student by the graduate program director.

Removal from Academic Probation

The student will be removed from academic probation when the cumulative grade point average in all graduate coursework attempted at Mercy College is 3.0 or higher and when all other academic requirements or regulations have been met.

ACADEMIC DISMISSAL

A student will be academically dismissed for failure to maintain a 3.0 cumulative GPA or any of the following reasons:

- Second “C” or “F” is earned in a course in the graduate program
- Second withdrawal from a single graduate course
- Failure to achieve a cumulative GPA of 3.0 or higher within one semester of enrollment or a total of six credit hours, whichever comes first, after being granted provisional admission.
- Failure to achieve a cumulative GPA of 3.0 or higher within two semesters after being placed on academic probation.

GRADUATION REQUIREMENTS

The following general guidelines for graduation apply to each candidate for a graduate degree. Any additional requirements are specified in the section which describes a particular program.

1. The student must complete all program requirements for the degree, as outlined in the catalog when the student initially enrolls.
2. The student must have a cumulative GPA of 3.0 unless otherwise stated.
3. The student must submit a [Graduation Application](#) to the Office of Student Records one semester prior to graduation. (Refer to Academic Calendar for due date.)

GRADUATE PROGRAMS OF STUDY

MASTER OF HEALTH ADMINISTRATION (MHA)

Overview

The Master of Health Administration (MHA) program is an **online program**, with the exception of the required practicum experience for students with less than one year of healthcare leadership experience. The program is built on the College Mission and Values and is designed to prepare **aspiring** and **existing** healthcare professionals to serve or advance in healthcare leadership roles. The program will encourage students to **demonstrate an understanding of evidence-based decision making** within a context that values diversity and is sensitive to the ethical implications of decision making within healthcare delivery. The program provides a **broad base of knowledge and** prepares graduates to lead in a value-based healthcare environment.

Mission

The mission of the MHA program is to provide individuals with the advanced knowledge and skills needed to lead and to serve in dynamic healthcare organizations.



Program Learning Outcomes

Upon completion of the MHA program, the graduate will be able to:

1. **Knowledge of the Healthcare Environment:** Explain the legislative, regulatory, political, and consumerism impact on the environment of healthcare and the components of healthcare delivery systems in the United States.

2. **Essential Business Literacy:** Demonstrate the essential business principles required for the stewardship of healthcare organizations.
3. **Ethical Practice, Diversity, and Inclusion:** Evaluate the professional and ethical standards of decision making within the management and delivery of healthcare, including inclusion and diversity within employee and patient populations, and other related complex health issues.
4. **Population Health and Evidence-Based Decision Making:** Analyze population health management strategies in the delivery of value-based healthcare, utilizing health information science, technologies, and analytics to drive evidence-based decisions in the management of care.
5. **Communication and Relationship Management:** Demonstrate effective communication and human resource practices in the management of healthcare organizations.
6. **Health Leadership:** Inspire individual and organizational excellence and successfully lead change to attain the healthcare organization's strategic initiatives.

CURRICULUM

COURSE NUMBER	COURSE NAME	CREDIT HOURS
HCA 510	Healthcare Delivery in the U.S.	3
HCA 515	Healthcare Economics	3
HCA 520	Health Policy and Law	3
HCA 525	Human Resource Management	3
HCA 530	Healthcare Operations Management	3
HCA 535	Healthcare Financial Management	3
HCA 540	Healthcare Informatics	3
HCA 545	Quality Improvement in a Changing Healthcare Environment	3
HCA 550	Leadership, Communications and Organizational Culture	3
HCA 555	Healthcare Ethics and Spirituality	3
HCA 560	Population Health and Managed Care	3
HCA 565*	Health Administration Practicum	3
<u>HCA 570</u>	<u>Healthcare Strategic Management</u>	<u>3</u>
Total Credit Hours		36-39

SAMPLE MHA PROGRAM OF STUDY

Course ID	Course Title	Credit Hours
SEMESTER I		
HCA 510	Healthcare Delivery in the U.S.	3
HCA 550	Leadership, Communications & Organizational Culture	3
	Semester credit hours	6
SEMESTER II		
HCA 515	Healthcare Economics	3
HCA 520	Health Policy & Law	3
	Semester credit hours	6
SEMESTER III		
HCA 525	Human Resource Management	3
HCA 535	Healthcare Financial Management	3
	Semester credit hours	6
SEMESTER IV		
HCA 530	Healthcare Operations Management	3
HCA 540	Healthcare Informatics	3
	Semester credit hours	6
SEMESTER V		
HCA 545	Quality Improvement in a Changing Healthcare Environment	3
HCA 555	Healthcare Ethics & Spirituality	3
	Semester credit hours	6
SEMESTER VI		
HCA 560	Population Health & Managed Care	3
HCA 565	Health Administration Practicum	3 (0-0-1-3)
HCA 570	Healthcare Strategic Management	3
	Semester credit hours	6 - 9
	TOTAL CREDIT HOURS	36 - 39

***HEALTH ADMINISTRATION PRACTICUM**

- Students having one-year or more of healthcare leadership experience as approved by the program director (by the end of semester IV), are not required to take the practicum course, but will have the option to participate in the practicum experience in a varying credit hour format (1-3 credit hours). Note: One credit hour = 40 hours.
- Students with less than one year of healthcare leadership experience as approved by the program director (by the end of semester IV), will be required to take the practicum course (3 credit hours = 120 hours).

HEALTH REQUIREMENTS

The College requires all students entering a program which includes a clinical component, practicum, or field experience (health program) to comply with specific health requirements, such as proof of vaccinations. The requirements may vary depending on the program of study and the clinical agency. Students in such programs can find information on criminal background checks, drug screens, and health requirements at (<https://www.mercycollege.edu/background>). Current

information is maintained on the College website and is subject to change. Students are responsible for all costs associated with criminal background checks, drug screens, and health requirements.

ADMISSION REQUIREMENTS

A student seeking admission to the MHA program must meet the following criteria:

- Submit a completed graduate program application with required documents and fee.
- Possess a bachelor's degree or higher from a regionally accredited higher education institution
- Submit official transcripts from bachelor degree granting higher education institution and all graduate-level transcripts. An applicant with less than 40 credit hours on the bachelor degree granting transcript, will be required to provide additional transcripts.
- Possess a minimum overall GPA of 3.0/4.0 scale on bachelor degree and graduate-level coursework.
- Submit a current professional resume or Curriculum Vitae and a statement of purpose. The statement of purpose (750-1000 words) should state education and career goals as well as the reason for seeking this degree.
- Provide three professional references: [MHA Reference Form](https://mercycollege.edu/academics/programs/graduate/health-administration) at <https://mercycollege.edu/academics/programs/graduate/health-administration>. References may include employers, previous instructors, or healthcare professionals with whom the student has worked who can speak to professional/leadership experience and capacity for successfully completing the MHA program.

Deferring Admission

An applicant who is admitted to the MHA program may choose to defer admission for up to one year.

Readmission to MHA Program

Any student who has withdrawn from the MHA program in good standing is eligible for readmission within one year. The student must submit a written request to the MHA Program Director requesting readmission. Approval is contingent on space being available within the program and course availability relative to the individual's progress to date.

GRADUATION REQUIREMENTS

The Master of Health Administration degree will be awarded to students who have successfully completed all required coursework, have a minimum of 36 semester hours, and have fulfilled all other requirements for graduation. The program of study must be completed within five years as measured by the first semester of enrollment through degree completion.

MASTER OF SCIENCE IN NURSING (MSN)

Overview

The Master of Science in Nursing (MSN) program prepares baccalaureate nurses for the professional nursing practice role in leadership. “Graduates of master’s degree programs in nursing are prepared with broad knowledge and practice expertise that builds and expands on baccalaureate or entry-level nursing practice. This preparation provides graduates with a fuller understanding of the discipline of nursing in order to engage in higher-level practice and leadership in a variety of settings and commit to lifelong learning” (AACN, 2006, 2010). A master’s education will allow the nurse to transition into a research or practice-focused doctoral program. The MSN program is built on the College Mission, Vision, and Values.

The Master of Science in Nursing program, with a focus in leadership, is a 36 credit hour program of study that aligns with the nine Essentials of Master’s Education in Nursing identified by the American Association of Colleges of Nursing (2011). The curriculum is designed to provide all courses in an asynchronous, online, distance education platform with the exception of the practicum experiences that will be completed in a geographical location most convenient for the student. Students can complete the program in six semesters by enrolling in six credit hours per semester. The semesters are divided into 8-week sessions; this design allows students to take one course at a time, with the exception of courses taken in the summer semester and the Capstone II course. The program of study must be completed within five years as measured by the first semester of enrollment through degree completion.

Mission

The Master of Science in Nursing program prepares nurses in an advanced nursing practice specialty rooted in the principles of social responsibility and service, excellence in scholarship, personal and professional development, and lifelong learning.

Goals

The MSN program is designed to:

- Promote excellence in the education of nurses for the advanced role as leaders in healthcare.
- Cultivate Christian values of compassion, excellence, human dignity, justice, sacredness of life and service in the profession of the nurse leader.
- Prepare graduates for the advanced role in nursing leadership through the application of nursing theory and evidence-based practice.
- Foster self-direction in pursuit of lifelong learning and personal and professional development.
- Prepare graduates to address top priorities in global health based on needs and emerging health issues.

Program Learning Outcomes

Upon completion of the MSN program the graduate will:

1. Demonstrate the College Values of compassion, excellence, human dignity, justice, sacredness of life, and service within the advanced nursing practice role.
2. Employ holistic critical thinking and diagnostic reasoning to guide nursing actions in advanced nursing practice situations.
3. Develop articulate communication skills for use in client care, teambuilding, advanced practice, education, research, and leadership.
4. Function as a leader in advanced nursing practice.
5. Integrate scholarship into advanced professional practice through intellectual inquiry, generating scholarly activities, and unique nursing knowledge through research, and applying new knowledge to advanced nursing practice.
6. Demonstrate professional expertise in knowledge development, clinical practice, research, systems leadership, and communication technologies.
7. Synthesize and integrate knowledge from nursing and relevant sciences to influence quality care in advanced nursing practice that affects healthcare outcomes across varied populations.

Philosophy

Individual

Based on fundamental Christian principles, sacredness of life and human dignity, the individual is a creature of God, composed of body and soul, endowed with intellect and free will from which stems a person's integrity as a unique individual. Each individual has the right to be treated with respect and dignity. The individual is a complex being with unique values, beliefs, and life experiences that influence self-care behavior. Individuals have vast resources for self-directed behavior enabling them to make decisions, set goals, and take action to promote, maintain and restore health.

Society

Society is a complex social system comprised of unique individuals, groups, families, and communities existing within a changing environment. The environment includes spiritual, physical, psychological, cultural, social, technological, economic, geographic, ecological, and political forces. Changes in society influence the values and expectations placed upon healthcare professionals and institutions. The needs and influences of society impact the delivery of nursing care, and the continued development of nurse leaders will promote the advancement of the profession.

Health

Health is a dynamic state of bio-psycho-social-spiritual functioning of a person, family, group, or community. Health is viewed on a continuum through the lifespan and is described for given phases of the developmental process in relation to complex and changing interactions of biological, psychological, spiritual, social, and environmental dimensions. All individuals have the right as well as a responsibility to maintain health based on their inherent capabilities, depth of knowledge, growth and development, environment, culture, perception of needs, and the accessibility to resources. Individuals, families, groups, and communities take deliberative actions to maintain an optimal state of health. The nursing profession initiates and supports efforts to assure access to

quality health care for all individuals. Nursing collaborates with others in shaping health care policy.

Nursing

Nursing as a practice-based discipline, encompasses the components of nursing science, as well as, the art of nursing, personal knowing and ethics (Carper, 1978). The discipline synthesizes theoretical frameworks from nursing and other disciplines into an expanded knowledge base while integrating the arts, sciences, and humanities. The discipline is expressed in nursing practice, the development of theory, and interaction of scholarship.

As a caring service, nursing involves acting with compassion to design, provide, manage, and coordinate care for individuals, families, groups, and communities within established legal, ethical, and professional standards. Holistic nursing practice at the graduate level is further defined through the development and implementation of evidenced-based practice and culturally sensitive care.

As a member of the nursing profession, the graduate nurse is responsible and accountable for care management, positive patient care outcomes, and quality care. The graduate nurse, in partnerships with others, assures effective responses to the complexity of health issues. The graduate nurse functions as an advocate for individuals, families, groups, and communities through interdisciplinary collaboration delegation, education, and communication in the organization and management of care.

Learning

Graduate nursing education is on the continuum of life-long learning through which learners acquire advanced knowledge in leadership roles in healthcare. Learning is a reciprocal process in which the learner and faculty are active and willing participants.

Faculty members facilitate and promote learning in an environment, which fosters mutual trust, accountability, responsibility, self-expression, intellectual curiosity, critical thinking, and creativity. Faculty members recognize that learners enrich this environment by bringing to it a diversity of backgrounds, age, education, life experience and professional nursing practice. The success of the learner is dependent upon self-motivation, active participation, and goal directed behavior in the planned curriculum experiences.

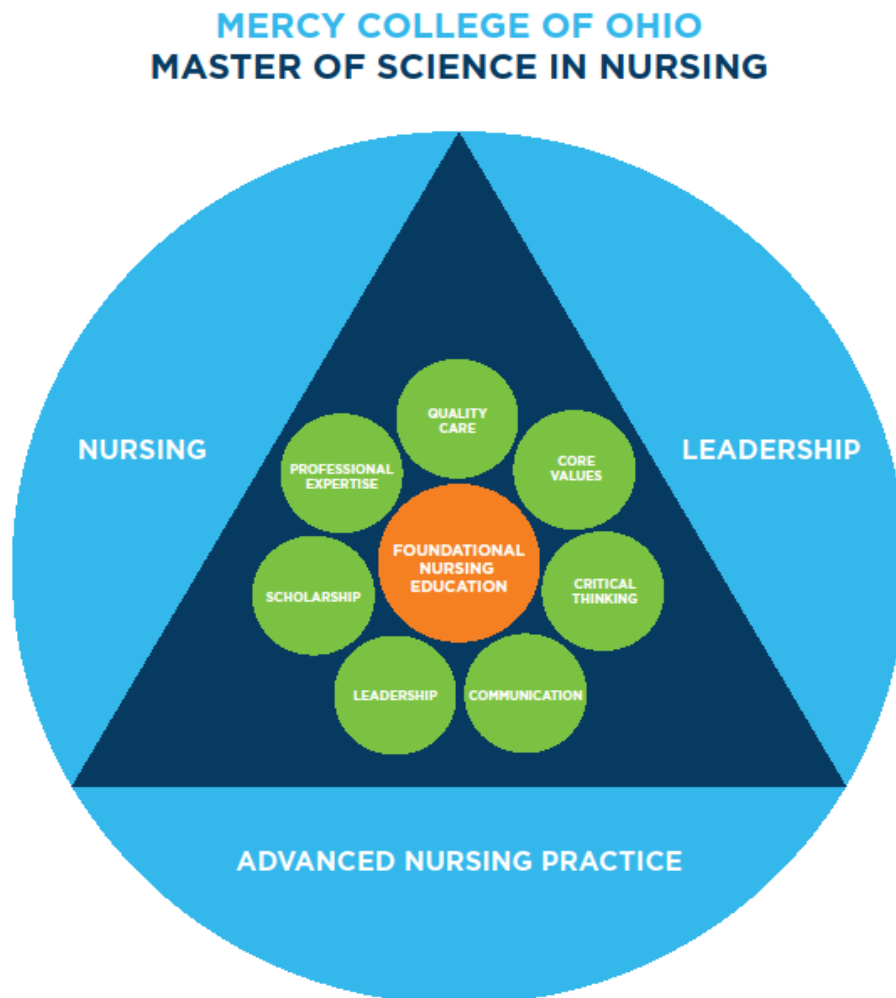
Master of Science in Nursing

Master of Science in Nursing education prepares graduates with the multifaceted knowledge, skills, and values needed to practice advanced nursing with competence, compassion, and integrity. Advanced nursing practice is dependent upon the understanding and integrating nursing theory, evidence-based practice, human relations, strategic management, technology, and leadership in today's complex healthcare delivery systems.

MSN graduates are prepared to function as nursing leaders in healthcare and educational settings. They are responsible for improving practice settings and patient care delivery, and for facilitating the education of nursing students, healthcare clients, and healthcare colleagues.

Professional Development

Changes in healthcare and the role of professional nurses mandate that nurses at the Master of Science in Nursing degree level are prepared for leadership roles in healthcare and nursing. Continued inquiry into theory, scholarship and practice provides the framework for facilitating personal and professional development in leadership roles.



CURRICULUM

The MSN curriculum is a 36 credit hour program of study that is designed to be completed in six semesters. Courses are offered in eight-week sessions so students can take one course at a time, with the exception of the courses offered in the summer and the Capstone II course that is offered over a full semester.

MSN Program Courses

COURSE NUMBER	COURSE NAME	CREDIT HOURS
NUR 510	Theoretical Foundations for Professional Nursing Practice	3
NUR 515	Research and Evidence-Based Practice	3
NUR 520	Healthcare Policy in the Global Community	3
NUR 525	Population-Based Healthcare	3(2 - 1)*
NUR 530	Informatics and Healthcare Technologies	3
NUR 535	Leadership and Strategic Management for Advanced Nursing Roles	3
NUR 540	Healthcare Systems and Organization for Nurse Leaders	3
NUR 545	Strategic Management of Human Resources	3
NUR 550	Capstone I	3
NUR 555	Financial Management in Healthcare	3
NUR 560	Leadership Practicum	3(0.5 - 2.5)*
NUR 565	Capstone II	3
TOTAL CREDIT HOURS		36

*Practicum hours are based on a 15-week semester and are calculated as one credit hour for every 40 hours. Example: Leadership Practicum has 2.5 credit hours. Practicum hours are calculated as: $2.5 = 40 + 40 + 20 = 100$ total hours.

SAMPLE PROGRAM OF STUDY

YEAR 1		
SEMESTER I	SEMESTER II	SEMESTER III
<u>EIGHT WEEK 1 SESSION</u> NUR 510: Theoretical Foundations for Professional Nursing Practice	<u>EIGHT WEEK 1 SESSION</u> NUR 520: Healthcare Policy in the Global Community	<u>EIGHT WEEK 1 SESSION</u> NUR 530: Informatics and Healthcare Technologies
<u>EIGHT WEEK 2 SESSION</u> NUR 515: Research and Evidence-Based Practice	<u>EIGHT WEEK 2 SESSION</u> NUR 525: Population-Based Healthcare	<u>EIGHT WEEK 2 SESSION</u> NUR 535: Leadership and Strategic Management for Advanced Nursing Roles
YEAR 2		
SEMESTER IV	SEMESTER V	SEMESTER VI
<u>EIGHT WEEK 1 SESSION</u> NUR 540: Healthcare Systems and Organization for Nurse Leaders	<u>EIGHT WEEK 1 SESSION</u> NUR 550: Capstone I	<u>EIGHT WEEK 1 SESSION</u> NUR 560: Leadership Practicum
<u>EIGHT WEEK 2 SESSION</u> NUR 545: Strategic Management of Human Resources	<u>EIGHT WEEK 2 SESSION</u> NUR 555: Financial Management in Healthcare	<u>TWELVE WEEK SESSION</u> NUR 565: Capstone II

ADMISSION REQUIREMENTS

A student seeking admission to the MSN program must meet the following criteria:

- Submit a completed graduate program application with required documents and fee.
- Possess a degree in nursing at the bachelor's level or higher from a regionally accredited institution and a professionally accredited (ACEN or CCNE) program.
- Submit official transcripts from higher education institution(s) where the original nursing degree was earned (Associate of Applied Science, Associate of Science, and/or Bachelor of Science in Nursing degree), and any subsequent coursework thereafter.
- Possess a minimum overall GPA of 3.0/4.0 scale on undergraduate and graduate coursework.
- Proof of an active unencumbered RN license.
- Submit a current professional resume or Curriculum Vitae and a statement of purpose. The statement of purpose (750-1000 words) should state the student's education and career goals and reason for seeking the MSN.
- Provide three professional references using the forms provided at <https://www.mercycollege.edu/program/nursing-master-of-science/admission-requirements>. References may include an employer, previous nursing faculty, or nursing professionals with whom the applicant has worked. The applicant will send an electronic link to the person from whom he/she is seeking a reference. The person providing a reference will identify his/her name, position, e-mail, phone number, and will complete a short survey about the applicant using an online application process, identifying personal and professional strengths.

MASTER OF SCIENCE IN NURSING PRACTICUM

Students are required to complete two practicum experiences during the curriculum. The first is associated with NUR 525 Population-Based Healthcare course (1 credit hour = 40 hours), the second is associated with NUR 560 Leadership Practicum course (2.5 credit hours = 100 hours).

Requirements for Clinicals

Criminal background checks, drug screens, health records, and immunizations are required prior to the start of the clinical program. The *Health Requirements Overview by Program* list and instructions are maintained on the College website at <https://www.mercycollege.edu/my-mercy/background-checks-health-records/>. The Policy can be found at <https://mercycollege.edu/about/compliance-consumer-information>.

Deferring Admission

An applicant who is admitted to the MSN program may choose to defer admission for up to one year.

Readmission to MSN Program

Any student who has withdrawn from the Nursing graduate program in good standing is eligible for readmission within one year. The student must submit a written request to the Director of the MSN program requesting readmission. Approval is contingent on space being available within the program and course availability relative to the individual's progress to date.

GRADUATION REQUIREMENTS

Master of Science in Nursing degree will be awarded to students who have successfully completed all required coursework in the graduate nursing curriculum, have a minimum of 36 semester hours, and have fulfilled all other requirements for graduation.

GRADUATE COURSE DESCRIPTIONS

The number that follows the title of the course is the number of credit hours that the student earns upon completion of the course. The first digit within the parentheses following the number of credit hours indicates the number of lecture/class hours per week (based on a 15-week semester). The second digit indicates the number of laboratory hours per week (based on a 15-week semester). The third digit is the number of practicum credit hours.

Example: COURSE 500 5 Hours $\begin{matrix} \text{Lecture} \\ \text{Lab} \\ \text{Practicum} \end{matrix} (3 - 1 - 1)$

MASTER OF HEALTH ADMINISTRATION (HCA)

HCA 510

Healthcare Delivery in the U.S.

3 HOURS (3-0-0)

Understanding the United States (U.S.) healthcare landscape, factors influencing the industry, and the impact of changes is critical for health leaders' success. This course provides a foundational summary and analysis of the U.S. health system, including how healthcare transformation meets market forces to achieve population health.

HCA 515

Healthcare Economics

3 HOURS (3-0-0)

This course provides knowledge and application of economic principles to the changes impacting healthcare and an understanding of the flow of funds through the health care system and its continuum of care, including physicians, hospitals, managed care, nursing home and pharmaceutical firms.

HCA 520

Health Policy & Law

3 HOURS (3-0-0)

This course provides an overview of health policy through analysis of the legislative, regulatory, and political processes and their impact on the United States Healthcare System. Students will also examine the legal concepts that influence healthcare administrator decision-making.

HCA 525

Human Resource Management

3 HOURS (3-0-0)

This course provides a leadership-level view of Human Resources (HR) as a critical healthcare strategy support function in a changing healthcare environment. Students gain insight into evidence-based human resource management to further optimize health system performance.

HCA 530

Healthcare Operations Management

3 HOURS (3-0-0)

This course provides a review of critical principles needed for the effective administration of healthcare operations across the continuum of care. A series of relevant topics reflective of the move from volume-based, hospital-focused delivery to value-based, consumer-centric delivery will be presented.

HCA 535

Healthcare Financial Management

3 HOURS (3-0-0)

This course focuses on the financial drivers of healthcare institutions and how funds flow across the continuum of care. Through financial analysis, the implications of strategic and operational decisions on the organization's financial outcomes will be explored.

HCA 540

Healthcare Informatics

3 HOURS (3-0-0)

This course provides a comprehensive overview of health information science and technology with a focus on the use of evidence-based analysis to improve individual and population health, education, and research.

HCA 545

Quality Improvement in a Changing Healthcare Environment

3 HOURS (3-0-0)

This course provides an overview of traditional healthcare quality management methods and how improvement science methodologies are changing to ensure patient-centered quality care services. The student will learn how to manage and lead disciplined process improvement science methods that are highly-visible, measurable and detectable at all levels of the organization.

HCA 550

Leadership, Communications & Organizational Culture

3 HOURS (3-0-0)

This course provides an overview of leadership strategies and analysis of historical and contemporary leaders' traits and behaviors. The methods of how healthcare leaders translate vision and strategy into optimal organizational performance will be explored. The study of how communication, the impact of organizational culture and climate on people and processes will also be included.

HCA 555

Healthcare Ethics & Spirituality

3 HOURS (3-0-0)

This course prepares students to uphold high professional and ethical standards in congruence with organizational mission & values. Students will utilize tools and interventions (ethical discernment, values-based decision-making, and assessments) to navigate through morally complex healthcare issues.

HCA 560

Population Health & Managed Care

3 HOURS (3-0-0)

This course will focus on the fundamental epidemiologic concepts and applications in healthcare management practice. Various theories and contributing factors of population health strategies, as both drivers and functions of managed care, will also be explored.

HCA 565

Health Administration Practicum

3 HOURS (0-0-1-3)

This practicum course focuses on experiential learning. Students complete the healthcare practicum experience in a healthcare-related department/facility of their choice. An experienced healthcare administrator will serve as a preceptor for each student in a healthcare organization. The course faculty member will facilitate and monitor each student's progress.

Note: Students having one-year or more of healthcare leadership experience as approved by the program director (by the end of semester IV), are not required to take the practicum course, but will have the option to participate in the practicum experience in a varying credit hour format (1-3 credit hours). Note: One credit hour = 40 hours.

Students with less than one year of healthcare leadership experience as approved by the program director (by the end of semester IV), will be required to take the practicum course (3 credit hours = 120 hours).

HCA 570

Healthcare Strategic Management

3 HOURS (3-0-0)

This course provides an overview of healthcare strategic planning. Students will develop and implement actionable strategies key to a successful values-driven, consumer-centered healthcare environment.

MASTER OF SCIENCE IN NURSING (NUR)

NUR 510

Theoretical Foundations for Professional Nursing Practice

3 HOURS (3-0-0)

This course explores the evolution of nursing theory and its contribution to advanced nursing science. A major focus of this course will be the examination of the purpose of nursing theory, and how to analyze, critique, and evaluate the components of theory for use in nursing practice and research. The importance of concepts to nursing practice, as well as theory development, will be examined. Multiple theories from nursing and relevant fields will be explored relative to nursing education, nursing leadership, nursing research, and nursing practice.

NUR 515

Research and Evidence-Based Practice

3 HOURS (3-0-0)

This course focuses on the evaluation and utilization of nursing research to acquire evidence for nursing practice. Research studies will be evaluated for theoretical elements, ethical principles, validity, reliability, and feasibility of integration into practice. Evidence will be evaluated for evidence-based practice through the adoption of innovative quality improvement activities to an identified problem in the practice setting that is amenable to evidence-based change.

NUR 520

Healthcare Policy in a Global Community

3 HOURS (3-0-0)

This course focuses on analyzing health policy formation, how to affect this process, and how it impacts nursing practice and healthcare delivery. It will integrate theory and empirical research about leadership and health policy formulation into the policy development process. The student will examine legal and regulatory processes and their effects on nursing practice, healthcare delivery and health outcomes. Students will evaluate trends in healthcare and their influences in future healthcare delivery systems, and health outcomes.

NUR 525

Population-Based Healthcare

3 HOURS (2-0-1)

This course explores the concepts of population-based healthcare, patient-centered medical home, health promotion and disease prevention from both the theoretical and application views. Discussion will focus on the health goals of the United States, as well as globally, and how health promotion efforts can assist in achieving these global health goals. Lifestyle influences on the development of major diseases and life quality are discussed, as well as the economic impact of unhealthy behaviors. Patient and family education is examined as a strategy for assisting with implementation of healthy habits. Topics include: concepts of health and wellness, Healthy People 2020, health promotion and disease prevention, health promotion theories, risk assessment and reduction theories, prevention of illness, maintenance of high-level functioning in an evolving

healthcare delivery system, exploration of multidimensional, culturally-sensitive intervention strategies, wellness programs, evidence-based health practice, and safe and effective care. (2 credit hours didactic, 1 credit hour practicum = 40 hours)

NUR 530

Informatics and Healthcare Technologies

3 HOURS (3-0-0)

In this course, nurse leaders will investigate emerging clinical information systems and technologies and how they impact patient safety, quality of care, patient outcomes, and the healthcare environment. Informatics and healthcare technologies encompass five broad areas: Use of patient care and other technologies to deliver and enhance care; Communication technologies to integrate and coordinate care; Data management to analyze and improve outcomes of care; Health information management for evidence-based and health education; and Facilitation and use of electronic health records to improve patient care.

NUR 535

Leadership and Strategic Management for Advanced Nursing Roles

3 HOURS (3-0-0)

This course provides an exploration of innovative leadership principles, practices, and strategies for advanced nursing roles. It examines the constantly emerging and changing healthcare environment. Students will be challenged to develop knowledge and skills to lead healthcare teams and healthcare organizations today and in the future. Additionally, students will learn core competencies for healthcare leaders. Topics include: leadership, management, innovation and change, quality improvement, communication, organizational behavior, strategic planning, mentorship, and professional development. Students will develop a personal leadership plan.

NUR 540

Healthcare Systems and Organization for Nurse Leaders

3 HOURS (3-0-0)

This course is designed to enable the advanced nurse to develop an understanding of healthcare organizations and systems. Emphasis is placed on describing the relationship between organizational structure, leadership, and decision-making. Students examine the internal and external environments, financing of healthcare, resource management, and utilization.

NUR 545

Strategic Management of Human Resources

3 HOURS (3-0-0)

Students will examine leaders'/managers', individual's, and team member's roles as human resources in a healthcare environment, and investigate strategies to optimize performance of human resources in relation to the strategic goals of the healthcare organization. Recruitment and retention, supply and demand along with workforce development, planning, and managing diversity are key topics. The student will learn to adapt to the latest methods to compete and survive in today's healthcare industry and meet the needs of the organization.

NUR 550

Capstone I

3 HOURS (3-0-0)

This course explores the Capstone Project/Thesis research problem, theoretical framework, methodology, and data analysis method to launch graduate research. This is in partial fulfillment of requirements for the Master of Science in Nursing degree, culminating in the Capstone Project.

NUR 555

Financial Management in Healthcare

3 HOURS (3-0-0)

This course focuses on the financial health of rural/urban healthcare institutions. The student will learn about basic accounting and finance principles as well as the terminology necessary to assess the financial status of healthcare organizations. The course will introduce the student to the use of spreadsheets in the budgeting process.

NUR 560

Leadership Practicum

3 HOURS (0.5-0-2.5)

This course focuses on both theoretical and experiential learning. Students complete a leadership practicum in their area of choice. An experienced nurse leader will serve as a preceptor for each student in a healthcare organization. Course faculty members will serve as mentors and monitor the student's progress. (0.5 credit hours didactic, 2.5 credit hours practicum = 100 hours)

NUR 565

Capstone II

3 HOURS (3-0-0)

The Capstone II is a continuation of the work initiated in Capstone I. The Capstone is a written scholarly project or thesis that integrates research, practice, and theory specific to a phenomena related to nursing practice in the graduate study specialty. A nursing faculty advisor who also serves as the student's project committee director, supervises completion of the written project/thesis and verbal defense.

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Up-to-date directory information is located on the Mercy College website at:
<https://www.mercycollege.edu/directory/>

ADMINISTRATION

Marc Adkins

Vice President of Student Affairs/Dean of Students
 B.S., M.Ed., Heidelberg University

Trevor Bates

Vice President of Academic Affairs/Dean of Faculty
 B.S., Millikin University
 M.S., University of Illinois
 D.H.Sc., A.T. Still University of Health Sciences

David Burgin

Director of Information Technology Services
 A.S., Owens Community College
 B.S., University of Toledo

Lori Edgeworth

Vice President of Strategic Planning and Enrollment Management
 B.A., M.Ed., University of Toledo

Leslie Erwin, CPP

Director of Compliance and Risk Management
 Title IX Coordinator
 B.S., The Ohio State University
 M.A., Spring Arbor University

Andrea Fleming

Chief Financial Officer
 B.B.S., University of Toledo

Patricia McAllen, RN, CNE

Dean/Chief Operations Officer of Youngstown Location
 Professor, Nursing
 Diploma, St. Elizabeth School of Nursing
 B.S.N., Youngstown State University
 M.S.N., La Roche College
 Ph.D., Kent State University

Elizabeth Sprunk, RN, CNE

Dean of Nursing and Allied Health
 Associate Professor, Nursing
 B.S.N., Franklin University
 M.S.N., Medical College of Ohio
 Ph.D., University of Northern Colorado

Barbara Stoos

Dean of Arts and Sciences
 Program Director, Bachelor of Science in Biology and the Associate of Science in Health Sciences
 Professor, Physiology
 B.S., Bowling Green State University
 Ph.D., Medical College of Ohio

Susan Wajert
 President of the College
 B.S.N., Bowling Green State University
 M.S.N., Norwich University
 M.B.A., University of Toledo
 Ph.D., Union Institute

Kimberly Watson, RHIA
 Dean of Graduate Studies
 Director, Master of Health Administration
 Professor, Allied Health
 B.S., Bowling Green State University
 M.B.A., Tiffin University
 Ed.D., Bowling Green State University

STAFF

Mary Ach
 Advisor
 B.A., University of Findlay
 M.A., Argosy University

Krista Bachli
 Assistant Director of Financial Aid
 B.S., University of Toledo

Mary Bergs
 Institutional Research Analyst
 B.S.C.E., Marquette University
 M.S., Vanderbilt University
 Ph.D., University of Iowa
 M.A.T., Bowling Green State University

Janice Bernard
 Clinical Compliance Coordinator
 B.S., Southwest Missouri State University

Sherri Boggs
 Manager of Operations
 A.S., Stautzenberger College

Sr. Sally Marie Bohnett, SND
 Director of Campus Ministry & Service Learning
 B.S., University of Dayton
 M.A., Creighton University

Kristi Brock
 Instructional Designer
 B.S., Bowling Green State University
 M.Ed., Marygrove College

Kathryn Bubrig
 Communication Assistant
 B.A., M.A., University of Alabama

Betsy Cardwell
Deputy Title IX Compliance Coordinator for Youngstown
B.S.W., M.Ed., Youngstown State University

Clayton Chiarelott
Writing Tutor
B.A., M.Ed., Bowling Green State University

Keri Cline
Assistant Registrar
Diploma, Davis College
B.S., Mercy College of Ohio

Jessica Coombs
Professional Practice Experience/Laboratory Coordinator
Health Information Technology Program
Admissions Officer
A.S., B.S., Mercy College of Northwest Ohio

Tracy Darr
Advisor
B.S.Ed., M.Ed., University of Toledo

Sarah Dollarhide RN, PCC
Nursing Tutor
Diploma, St. Vincent School of Nursing
B.S.N., M.S.N., Lourdes University

Kristian Emerich
Library Services Assistant
B.A., University of Toledo

Hannah Firsdon
Admissions Officer
B.A., Kent State University

Noah Foster
Client Services Specialist

Christine Fowler
Administrative Assistant/Admissions Specialist
B.G.S., Youngstown State University

Dan French
Director of Distance Education and Teaching Resources
B.A.Com., M.L.A., Ph.D., University of Toledo

Samantha Habusta
Testing Assistant
B.S., University of Toledo

Suzanne Hall, LPCC-S
Mental Health Counselor
B. A., Wittenberg University
M.A., Ohio State University

Cheryle Harrison
Financial Aid Counselor
A.A.B., Owens State Community College
B.S.B.M., University of Findlay
M.Ed., University of Toledo

Lori Haye
Administrative Specialist, Arts and Sciences
A.A.B., Stautzenberger College

Juliette Hebert
Library Service Assistant
B.A., Bowling Green State University

Scott Hevner
Math & Science Tutor
A.S., Manchester Community College
B.S., Central Connecticut State University
M.S., Bowling Green State University

Jay Hoying
Records and Data Specialist
B.A., M.Ed., University of Toledo

Denise Hudgin
Director of Communication
B.S., University of Toledo

Darnell Irvine
Enrollment and Student Affairs Coordinator
Youngstown Location
B.A., Castleton State College

Deborah Johnson
Director, College Library
B.S., Findlay College
M.L.I.S., University of Toledo

George Kellerbauer
Client Services Specialist

Denise Kohler
Administrative Specialist, Nursing
A.A.S., Lima Technical College

Julie Leslie
Director of Financial Aid
A.S., B.S., Mercy College of Northwest Ohio

Angela Lust
Administrative Specialist, Allied Health
A.A.S., Columbus State University

Mark McKellip
Director of Institutional Research and Registrar
B.A., University of LaVerne

Amy Mergen
Director of Enrollment Management
M.O.L., Lourdes College
B.Ed., University of Toledo

Mary Kay Meyer
Director of Enrollment, Cincinnati
B.A., Georgetown College
M.Ed., University of Louisville
Ed.D., University of Cincinnati

Beverly Miller
Academic Administrator

Christine Miller
Director of Accessibility Services and Testing Center
B.A., M.O.L., Lourdes College

Kristen Porter
Director of Career, Professional Development, and Retention
B.A., M.Ed., University of Toledo

Andrea Raftery
Executive Assistant to Administration

Diane Rahn
Bursar
A.A.B, B.A., University of Toledo

Sharon Riennerth
Librarian
B. Mus., Youngstown State University
M.L.S., Kent State University

Lisa Rockwell
Office of Financial Aid
B.B.A., University of Toledo

Jennifer Salyard, RN
Nursing Tutor/Advisor, Youngstown Location
B.S.N, Kent State University
M.S.N., Walden University

Lisa Sancrant, PCC-S
Director of Student Success Center
B.A., M.A., University of Toledo
Ph.D., Capella University

Emily Scheuer, RN
Coordinator, Nursing Skills Lab
B.B.A., M.S.N., University of Toledo

Gina Schultz
Admissions Officer
B.A., University of Toledo

Linda Shaw, RN
Advisor
R.N., Diploma, St. Vincent Hospital School of Nursing
B.S.N., Medical College of Ohio, University of Toledo
M.Ed., University of Toledo

Jason Steele
Client Services Specialist

Lisa Stevens
Nursing Tutor
A.S.N., Lutheran College, Fort Wayne, IN
B.S.N., Spring Arbor University
M.S.N./Ed., University of Phoenix

Juleen Tajblik
Admission Specialist/Processor
A.S., Owens Community College

Elizabeth Tore
Grants Coordinator
B.A., B.S., University of Cincinnati

Laurie Tyler
Nursing Support Center Coordinator
B.A., Lourdes University

Deanna Vatan
Director of Student Life
B.A., Bowling Green State University
M.Ed., Pace University

Michael Whitmer II
Instructional Science Laboratory Supervisor
B.S., Shawnee State University

Jana Zervos
Front Desk Receptionist

FACULTY

Joely Austin
Assistant Professor, Nursing
M.S.N., Lourdes University
A.D.N., College of Southern Nevada

Tamam Baiz
Associate Professor, Chemistry
B.S., B.A., M.S., Ph.D., University of Toledo

Jennifer Barber, RN
 Assistant Professor, Nursing
 B.S.N., M.S.N., University of Toledo

Sharon Bee, RN, BC- Pediatric Nursing
 Assistant Professor, Nursing
 Diploma, Toledo Hospital School of Nursing
 B.S.N., University of Toledo
 M.S.N., Lourdes University

James Bier
 Associate Professor, Biology and Microbiology
 B.S., Xavier University
 Ph.D., Indiana University

Carol Campbell, RN
 Assistant Professor, Nursing
 ASN Program Director & Evening/Weekend Program Coordinator
 A.S.N., Owens Community College
 B.S.N., M.S.N., Lourdes College

Sung-Chang Chun
 Professor, Sociology
 B.A., Korea University
 M.A., Academy of Korean Studies
 Ph.D., University of Notre Dame

Jeanne Cluff, RN, CNE
 Assistant Professor, Nursing
 A.D.N., Owens Community College
 B.S.N., University of Detroit Mercy
 M.S.N., University of Toledo

Lorraine Coalmer, RN, CCRN, CNE
 Associate Professor, Nursing Youngstown Location
 Diploma, St. Elizabeth School of Nursing
 B.S.N., M.S.N., Youngstown State University
 Ph.D., Indiana University of Pennsylvania

Lakshmi Dalwalla
 Associate Professor, Mathematics
 B.S., Jyoti Niwas College
 M.S., Bangalore University
 M.A., Ph.D., Bowling Green State University

Susan Deckelman, RN, APRN
 Associate Professor, Nursing
 Diploma, Mercy Hospital School of Nursing
 B.S.N., M.S.N., Medical College of Ohio

Lori Doll-Speck, RN, CNE
 Associate Professor, Nursing
 B.S.N., Ph.D., Bowling Green State University
 M.S.N., Medical College of Ohio

Judy Dudley, RHIA
 Health Information Technology/ Medical Coding Program Director
 Associate Professor
 B.S., Bowling Green State University
 M.A., Spring Arbor University

Dana Eskins, RDMS, R.T(R) (CT)
 Radiologic Technology Program Director
 B.S., Weber State University
 M.Ed., Bowling Green State University

Jill Fabian, RN
 Assistant Professor, Nursing
 A.S., Mercy College of Ohio
 B.S.N., Pennsylvania State University
 M.S.N., University of Cincinnati

Dan French
 Assistant Professor
 Director of Distance Education and Teaching Resources
 B.A.Com., M.L.A., Ph.D., University of Toledo

Christopher Gibbons, RT (R)(CT)
 Program Director, Healthcare Administration (undergraduate)/Allied Health Certificates
 Assistant Professor
 A.S., Mercy College of Northwest Ohio
 B.S., The Ohio State University
 M.B.A., University of Findlay

Kimberly Gillespie, RN
 Assistant Professor, Nursing
 A.D.N., Owens Community College
 M.S.N., Lourdes University

Annette Hinrichs, RN, ACNS-BC, PCCN
 Assistant Professor, Nursing Youngstown Location
 B.S.N., M.S.N., Youngstown State University

Jennifer Jones, RHIT
 Instructor, Health Information Technology
 A.A.S., Owens Community College
 B.A., University of Toledo
 M.S., Nebraska Methodist College

Amy Jost, COMT, CCRC, OSC
 Program Lead, Ophthalmic Technology
 B.S., Purdue University

Deborah Karns, RN, CNE
 BSN & MSN Program Director
 Associate Professor, Nursing
 Diploma, St. Vincent School of Nursing
 B.S.N., Lourdes University
 M.S.N., Medical College of Ohio
 Ph.D., University of Northern Colorado

Jennifer Keiser, RN
Assistant Professor, Nursing
B.S.N., University of Wisconsin
M.S.N., Liberty University

Susan Klarr
Associate Professor, Physiology
B.S., Ph.D., Wayne State University

Lynn Labardee, RN, CNE
Assistant Professor, Nursing
B.S.N., The Ohio State University
M.S.N., Walden University

Melissa Mellein, RN
Assistant Professor, Nursing
B.S.N., M.S.N., Capital University School of Nursing

Cindy Miller, RT (R)
Assistant Professor, Radiologic Technology
Diploma, NW Academy of Massotherapy
A.S., Owens Community College
B.S., Mercy College of Northwest Ohio
M.A., Spring Arbor University

Victor Monroe
Assistant Professor, English
B.A., California State University
M.A., San Diego State University

Quentin Moore, RT (R) (T) (QM)
Program Director of Medical Imaging Sciences and Program Director, Medical Imaging
Assistant Professor
A.S., Mercy College of Northwest Ohio
B.S., Washburn University
M.P.H., Bowling Green State University, University of Toledo

Leisa Morrison
Physiology Program Coordinator
Associate Professor, Physiology
B.S., M.S., Alcorn State University
Ph.D., Kent State University

Jennifer Morrow, RN
Assistant Professor, Nursing
A.D.N., Mercy College of Northwest Ohio
M.S.N., Chamberlain College of Nursing

Shannon Murphy, RN
Instructor, Nursing Youngstown Location
B.S.N., Youngstown State University
M.S.N., University of Phoenix

Emily Niedzwiecki, RN
 Assistant Professor, Nursing
 A.S., Owens Community College
 B.S.N., University of Toledo
 M.S.N., University of Phoenix

Theresa O'Donnell, RN
 Assistant Professor, Nursing
 Diploma, Mercy School of Nursing
 B.S.N., University of Toledo
 M.S.N., Madonna University

Darrah Okeke
 Assistant Professor, Nursing
 B.S.N., M.S.N., Lourdes College

Kristin Pacak, RN, AGCNS-BC, PCCN
 Instructor, Nursing Youngstown Location
 A.S.N., Butler Community College
 B.S.N., University of Pittsburgh
 M.S.N., Kent State University

Kimberly Pavel, RN, ACNS-BC, CNE
 Associate Professor, Nursing Youngstown Location
 Diploma, St. Elizabeth School of Nursing
 B.S.N., Youngstown State University
 M.S.N., Kent State University

Debra Phillips, RN, CNE
 Associate Professor, Nursing Youngstown
 Diploma, Jameson Memorial Hospital School of Nursing
 B.S.N., Pennsylvania State University
 M.S.N., Case Western Reserve University

Aaronica Phommalle, RN
 Assistant Professor, Nursing
 B.S., M.S.N., University of Toledo

Emily Riegsecker, RN
 Assistant Professor, Nursing
 A.D.N., Northwest State Community College
 M.S.N., Lourdes University

Nicholas Schmall
 Assistant Professor, Physics and Mathematics
 B.A., University of Dayton
 M.S., Bowling Green State University

Janice Servick, RN
 RN to BSN Program Director
 Assistant Professor, Nursing
 A.D.N., Gannon University
 B.S.N., Spring Arbor University
 M.S.N., Waynesburg University

Tami Steveson
Associate Professor, Biology
B.S., M.S., Ph.D., University of Denver

Treasure Sucheck
Program Coordinator and Professor, Chemistry
B.S., Defiance College
Ph.D., University of Toledo

Claudia Swantek, RN
Assistant Professor, Nursing Youngstown
B.S.N., M.S.N., Youngstown State University

William Taylor, RPSGT, RST
Program Lead, Polysomnographic Technology
B.A., University of Toledo

Jamie Tooman, RN
Assistant Professor, Nursing
A.S., Owens Community College
B.S.N., Spring Arbor University
M.S.N., University of Phoenix

Thomas Voyles, RN
Assistant Professor, Nursing
Diploma, Mercy School of Nursing
B.S.N., M.S.N., Lourdes College

Justin Ways
Assistant Professor, Physiology
B.S., University of Toledo
M.S., Medical College of Ohio
Ph.D., University of Toledo College of Medicine

Paul Yarab
Associate Professor, Psychology
B.A., Youngstown State University
M.A., Ph.D., Bowling Green State University

Lori Yarger, RN
Assistant Professor, Nursing
B.S.N., Spring Arbor University
M.S.N., University of Phoenix

Deborah Zajac, RN, CCRN-K, CNE
ASN Program Director, Youngstown Location
Associate Professor
B.S.N., Carlow College
M.S.N., LaRoche College

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