# MercyCollege
## of Ohio

*2020-2021*

# UNDERGRADUATE CATALOG

# 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](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 requires 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 completed 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

The Mercy College of Ohio Catalog is published by the College Administration and is the official notification of its policies, procedures and standards of conduct applicable to students.  Each student is responsible for knowledge of the policies, procedures and standards of conduct described in the Catalog; enrollment is considered acceptance of all conditions discussed in this Catalog.  However, the provisions of this Catalog do not constitute a contract between any student and Mercy College of Ohio.  The College reserves the right to change any of the policies, procedures and standards of conduct at any time as may be necessary in the interest of the College.  The College also reserves the right to modify or discontinue any of the services, programs or activities described in this Catalog.  If a material revision to a policy, procedure or standard of conduct is made and becomes effective during the academic year, students will be notified of such and will be expected to abide by the updated terms.  Questions regarding this Catalog should be directed to College Administration at 419-251-1314.

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

The College Catalog can be found at [https://www.mercycollege.edu/catalog](https://www.mercycollege.edu/catalog).

*Ammendments:*

October  31, 2020: *Page  311-312 MTH 098 course added*

## 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 celebrated its 100th anniversary of preparing healthcare professionals in the Mercy Tradition.  In fall 2018, the College launched its second graduate program and a new Associate of Science in Health Sciences Degree.

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

## 2020-2021                                              Academic Calendar

*DATES ARE SUBJECT TO CHANGE*

**Fall 2020 Semester**                    Monday, August 24 to Sunday, December 20,2020

| Semester & 16 Week Session (16WK) | Fall 2020 |
|---|---|
| Registration Begins (All Sessions) | Tuesday, March 24, 2020 |
| Graduation Applications Due for Fall Graduates | Friday, July 3, 2020 |
| Classes Begin - 16 Week Session (16WK) | Monday, August 24, 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 |
| Labor Day – NO CLASSES/COLLEGE CLOSED (All Sessions) | Monday, September 7, 2020 |
| Last Day to Drop Courses with 80% refund - 16 Week Session (16WK); Last Day to Drop Courses with No Record on Transcript - 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  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; COLLEGE CLOSED Thursday and Friday. | 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 |
| Last Day of the Semester - 16 Week Session (16WK) | Sunday, December 20, 2020 |
| Commencement – Toledo Campus | TBD |
| Commencement- Youngstown Location | TBD |
| All Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, December 21, 2020 |
| Christmas Holiday – COLLEGE CLOSED | Thursday, December 24,2020 at 2:00 P.M. and Friday, December 25, 2020 |

# 2020-2021                    Academic Calendar

*DATES ARE SUBJECT TO CHANGE*

| Fall 1st 8 Week Session (8WK1) | Fall 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' at 12 noon | Monday, October 19, 2020 |

| Fall 2nd 8 Week Session (8WK2) | Fall 2020 |
|---|---|
| First Day of Classes | Wednesday, October 21, 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' at 12 noon | Monday, December 21, 2020 |

| Fall Important Faculty Dates | Fall 2020 |
|---|---|
| Faculty First Day | Monday, August 17, 2020 |
| Faculty/Staff Development Days | Wednesday, August 19 to Thursday, August 20 |
| Labor Day – NO CLASSES/COLLEGE CLOSED | Monday, September 7, 2020 |
| 1st 8 Week Session (8WK1) Grades are Due at 12 noon | Monday, October 19, 2020 |
| Thanksgiving Break – NO CLASSES | Wednesday, November 25 to Friday, November 27, 2020 |
| 16 Week Session (16WK) & 2nd 8 Week Session (8WK2) Grades are Due at 12 noon | Monday, December 21, 2020 |
| Christmas Holiday – COLLEGE CLOSED | Thursday, December 24,2020 at 2:00 P.M. and Friday, December 25, 2020 |

# 2020-2021                                        Academic Calendar

*DATES ARE SUBJECT TO CHANGE*

**Spring 2021 Semester**                    Monday, January 11 to Sunday, May 09,2021

| Semester & 16 Week Session (16WK) | Spring 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 |
| 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 on Transcript - 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 (All Sessions) | Monday, March 08 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 03 to Sunday, May 9, 2021 |
| Last Day of the Semester - 16 Week Session (16WK) | Sunday, May 9, 2021 |
| Commencement – Toledo Campus | TBD |
| Commencement- Youngstown Location | TBD |
| All Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, May 10, 2021 |
| **Spring 1st 8 Week Session (8WK1)** | **Spring 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' at 12 noon | Monday, March 8, 2021 |

# 2020-2021                    Academic Calendar

| Spring 2nd 8 Week Session (8WK2) | Spring 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 a 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' at 12 noon | Monday, May 10, 2021 |

| Spring Important Faculty Dates | Spring 2021 |
|---|---|
| New Year Holiday – COLLEGE CLOSED | Friday, January 1, 2021 |
| Faculty First Day | Wednesday, January 6, 2021 |
| Faculty/Staff Development Days | Thursday, January 07 to Friday, January 8, 2021 |
| 1st 8 Week Session (8WK1) Grades are Due at 12 noon | Monday, March 8, 2021 |
| Spring Break – NO CLASSES/FACULTY DO NOT REPORT | Monday, March 08 to Friday, March 12, 2021 |
| Good Friday – COLLEGE CLOSED | Friday, April 2, 2021 |
| 16 Week Session (16WK) & 2nd 8 Week Session (8WK2) Grades are Due at 12 noon | Monday, May 10, 2021 |

# Academic Calendar

## 2020-2021

*DATES ARE SUBJECT TO CHANGE*

**Summer 2021 Semester**      Monday, May 17 to Friday, August 20,2021

| Semester & 12 Week Session (12WK) | Summer 2021 |
|---|---|
| Graduation Applications Due for Summer Graduates | Monday, February 1, 2021 |
| Registration Begins (All Sessions) | Tuesday, March 23, 2021 |
| Classes Begin - 12 Week Session (12WK) | Monday, May 17, 2021 |
| Last Day to Add Courses - 12 Week Session (12WK); Last Day to Drop Courses with 100% refund - 12 Week Session (12WK) | Monday, May 24, 2021 |
| Memorial Day - COLLEGE CLOSED | Monday, May 31, 2021 |
| Last Day to Drop Courses with 80% refund - 12 Week Session (12WK); Last Day to Drop Courses with No Record on Transcript - 12 Week Session (12WK) | Tuesday, June 1, 2021 |
| Last Day to Withdraw from Courses with 25% refund - 12 Week Session (12WK) | Tuesday, June 8, 2021 |
| Last Day to Withdraw from Courses and Receive a Grade of "W" on Academic Record - 12 Week Session (12WK) | Monday, June 28, 2021 |
| 4th of July - COLLEGE CLOSED | Monday, July 5, 2021 |
| Graduation Applications Due for Fall to Student Records | Tuesday, July 6, 2021 |
| Last Day of the Semester - 12 Week Session (12WK) | Sunday, August 8, 2021 |
| All Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, August 9, 2021 |

| Summer 1st 8 Week Session (8WK1) | Summer 2021 |
|---|---|
| First Day of Classes | Monday, May 17, 2021 |
| Last Day to Add Courses/Drop Courses with 100% refund | Monday, May 24, 2021 |
| Last Day to Withdraw from Courses with 50% refund | Monday, May 31, 2021 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Monday, June 14, 2021 |
| Last Day of Classes | Sunday, July 11, 2021 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, July 12, 2021 |

| Summer 2nd 8 Week Session (8WK2) | Summer 2021 |
|---|---|
| First Day of Classes | Monday, June 14, 2021 |
| Last Day to Add Courses/Drop Courses with 100% refund | Monday, June 21, 2021 |
| Last Day to Withdraw from Courses with a 50% refund | Monday, June 28, 2021 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Tuesday, July 13, 2021 |
| Last Day of Classes | Sunday, August 8, 2021 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Sunday, August 8, 2021 |

# Academic Calendar

## 2020-2021

*DATES ARE SUBJECT TO CHANGE*

| Summer 1st 6 Week Session (6WK1) | Summer 2021 |
|---|---|
| First Day of Classes | Monday, May 17, 2021 |
| Last Day to Add Courses/Drop Courses with 100% refund | Monday, May 24, 2021 |
| Last Day to Withdraw from Courses with 50% refund | Monday, May 31, 2021 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Tuesday, June 8, 2021 |
| Last Day of Classes | Sunday, June 27, 2021 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, June 28, 2021 |

| Summer 2nd 6 Week Session (6WK2) | Summer 2021 |
|---|---|
| First Day of Classes | Monday, June 28, 2021 |
| Last Day to Add Courses/Drop Courses with 100% refund | Monday, July 5, 2021 |
| Last Day to Withdraw from Courses with a 50% refund | Tuesday, July 13, 2021 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Monday, July 19, 2021 |
| Last Day of Classes | Sunday, August 8, 2021 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, August 9, 2021 |

| Summer 10 Week Session (10WK) | Summer 2021 |
|---|---|
| First Day of Classes | Monday, May 17, 2021 |
| Last Day to Add Courses/Drop Courses with 100% refund | Monday, 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' at 12 noon | Monday, July 26, 2021 |

| Summer 14 Week Session (14WK) | Summer 2021 |
|---|---|
| First Day of Classes | Monday, May 17, 2021 |
| Last Day to Add Courses<br>Last Day to Drop Courses with 100% refund | Monday, May 24, 2021 |
| Last Day to Drop Courses with 80% refund<br>Last Day to Drop Courses with No Record on Transcript | Monday, May 31, 2021 |
| Last Day to Withdraw from Courses with 25% refund | Tuesday, June 8, 2021 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Monday, June 28, 2021 |
| Last Day of Classes | Friday, August 20, 2021 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, August 23, 2021 |

# 2020-2021                 Academic Calendar

*DATES ARE SUBJECT TO CHANGE*

| Summer 1st 7 Week Session (7WK1) | Summer 2021 |
|---|---|
| First Day of Classes | Monday, May 17, 2021 |
| Last Day to Add Courses/Drop Courses with 100% refund | Monday, May 24, 2021 |
| Last Day to Withdraw from Courses with 50% refund | Monday, May 31, 2021 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Wednesday, June 9, 2021 |
| Last Day of Classes | Friday, July 2, 2021 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, July 5, 2021 |

| Summer 2nd 7 Week Session (7WK2) | Summer 2021 |
|---|---|
| First Day of Classes | Monday, July 5, 2021 |
| Last Day to Add Courses/Drop Courses with 100% refund | Monday, July 12, 2021 |
| Last Day to Withdraw from Courses with a 50% refund | Monday, July 19, 2021 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Wednesday, July 28, 2021 |
| Last Day of Classes | Friday, August 20, 2021 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, August 23, 2021 |

| Summer Important Faculty Dates | Summer 2021 |
|---|---|
| Memorial Day – COLLEGE CLOSED | Monday, May 31, 2021 |
| 1st 6 Week Session (6WK1) Grades are Due at 12 noon | Monday, June 28, 2021 |
| Fourth of July – COLLEGE CLOSED | Monday, July 5, 2021 |
| 1st 8 Week Session (8WK1) Grades are Due at 12 noon | Monday, July 12, 2021 |
| 10 Week Session Grades are Due at 12 noon | Monday, July 26, 2021 |
| All 2nd 6 Week Session (6WK2, 2nd 8 Week Session (8WK2), 12 Week Session (12WK) Grades are Due | Monday, August 9, 2021 |
| 14 Week Session (14WK) and 2nd 7 Week Session grades are due | Monday, August 23, 2021 |

# 2021-2022

## Academic Calendar

*DATES ARE SUBJECT TO CHANGE*

**DRAFT Fall 2021 Semester**

Monday, August 23 to Sunday, December 19,2021

| Semester & 16 Week Session (16WK) | DRAFT Fall 2021 |
|---|---|
| Registration Begins (All Sessions) | Tuesday, March 23, 2021 |
| Graduation Applications Due for Fall Graduates | Friday, July 2, 2021 |
| Classes Begin - 16 Week Session (16WK) | Monday, August 23, 2021 |
| Last Day to Add Courses - 16 Week Session (16WK); Last Day to Drop Courses with 100% refund - 16 Week Session (16WK) | Monday, August 30, 2021 |
| Labor Day – NO CLASSES/COLLEGE CLOSED (All Sessions) | Monday, September 6, 2021 |
| Last Day to Drop Courses with 80% refund - 16 Week Session (16WK); Last Day to Drop Courses with No Record on Transcript - 16 Week Session (16WK) | Tuesday, September 7, 2021 |
| Last Day to Withdraw from Courses with 25% refund - 16 Week Session (16WK) | Monday, September 20, 2021 |
| Last Day to Withdraw from Courses and Receive a Grade of "W" on Academic  Academic Record - 16 Week Session (16WK) | Monday, October 18, 2021 |
| Fall Break – NO CLASSES (All Sessions) | Monday, October 18 to Tuesday, October 19, 2021 |
| Graduation Applications Due for Spring Graduates | Friday, November 5, 2021 |
| Thanksgiving Break - NO CLASSES; COLLEGE CLOSED Thursday and Friday. | Wednesday, November 24 to Friday, November 26, 2021 |
| Classes End - 16 Week Session (16WK) | Sunday, December 12, 2021 |
| Finals Week - 16 Week Session (16WK) | Monday, December 13 to Sunday, December 19, 2021 |
| Last Day of the Semester - 16 Week Session (16WK) | Sunday, December 19, 2021 |
| Commencement – Toledo Campus | TBD |
| Commencement- Youngstown Location | TBD |
| All Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, December 20, 2021 |
| Christmas Holiday – COLLEGE CLOSED | Friday, December 24, 2021 |

| Fall 1st 8 Week Session (8WK1) | DRAFT Fall 2021 |
|---|---|
| First Day of Classes | Monday, August 23, 2021 |
| Last Day to Add Courses/Drop Courses with 100% refund | Monday, August 30, 2021 |
| Last Day to Withdraw from Courses with 50% refund | Tuesday, September 7, 2021 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Monday, September 20, 2021 |
| Last Day of Classes | Sunday, October 17, 2021 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, October 18, 2021 |

# 2021-2022                              Academic Calendar

*DATES ARE SUBJECT TO CHANGE*

| Fall 2nd 8 Week Session (8WK2) | DRAFT Fall 2021 |
|---|---|
| First Day of Classes | Wednesday, October 20, 2021 |
| Last Day to Add Courses/Drop Courses with 100% refund | Tuesday, October 26, 2021 |
| Last Day to Withdraw from Courses with a 50% refund | Tuesday, November 2, 2021 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Tuesday, November 16, 2021 |
| Last Day of Classes | Sunday, December 19, 2021 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, December 20, 2021 |

| Fall Important Faculty Dates | DRAFT Fall 2021 |
|---|---|
| Faculty First Day | Monday, August 16, 2021 |
| Faculty/Staff Development Days | Wednesday, August 18 to Thursday, August 19 |
| Labor Day – NO CLASSES/COLLEGE CLOSED | Monday, September 6, 2021 |
| 1st 8 Week Session (8WK1) Grades are Due at 12 noon | Monday, October 18, 2021 |
| Faculty Development Days – NO CLASSES | Monday, October 18 to Tuesday, October 19 |
| Thanksgiving Break – NO CLASSES | Wednesday, November 24 to Friday, November 26, 2021 |
| 16 Week Session (16WK) & 2nd 8 Week Session (8WK2) Grades are Due at 12 noon | Monday, December 20, 2021 |
| Christmas Holiday – COLLEGE CLOSED | Friday, December 24, 2021 |

# 2021-2022        Academic Calendar

*DATES ARE SUBJECT TO CHANGE*

**DRAFT Spring 2022 Semester**      Monday, January 10 to Sunday, May 08,2022

| Semester & 16 Week Session (16WK) | DRAFT Spring 2022 |
|---|---|
| Graduation Applications Due for Spring Graduates | Friday, November 5, 2021 |
| Registration Begins (All Sessions) | Tuesday, November 9, 2021 |
| New Year Holiday – COLLEGE CLOSED | Friday, December 31, 2021 |
| Classes Begin - 16 Week Session (16WK) | Monday, January 10, 2022 |
| Martin Luther King Day – NO CLASSES | Monday, January 17, 2022 |
| Last Day to Add Courses - 16 Week Session (16WK); Last Day to Drop Courses with 100% refund - 16 Week Session (16WK) | Tuesday, January 18, 2022 |
| Last Day to Drop Courses with 80% refund - 16 Week Session (16WK); Last Day to Drop Courses with No Record on Transcript - 16 Week Session (16WK) | Monday, January 24, 2022 |
| Graduation Applications Due for Summer to Student Records | Monday, January 31, 2022 |
| Last Day to Withdraw from Courses with 25% refund - 16 Week Session (16WK) | Monday, February 7, 2022 |
| Last Day to Withdraw from Courses and Receive a Grade of "W" on Academic Record - 16 Week Session (16WK) | Monday, March 7, 2022 |
| Spring Break – NO CLASSES (All Sessions) | Monday, March 07 to Friday, March 11, 2022 |
| Good Friday – COLLEGE CLOSED | Friday, April 15, 2022 |
| Classes End - 16 Week Session (16WK) | Sunday, May 1, 2022 |
| Finals Week - 16 Week Session (16WK) | Monday, May 02 to Sunday, May 8, 2022 |
| Last Day of the Semester - 16 Week Session (16WK) | Sunday, May 8, 2022 |
| Commencement – Toledo Campus | TBD |
| Commencement- Youngstown Location | TBD |
| All Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, May 9, 2022 |

| Spring 1st 8 Week Session (8WK1) | DRAFT Spring 2022 |
|---|---|
| First Day of Classes | Monday, January 10, 2022 |
| Last Day to Add Courses/Drop Courses with 100% refund | Tuesday, January 18, 2022 |
| Last Day to Withdraw from Courses with 50% refund | Monday, January 24, 2022 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Monday, February 7, 2022 |
| Last Day of Classes | Sunday, March 6, 2022 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, March 7, 2022 |

# 2021-2022          Academic Calendar

*DATES ARE SUBJECT TO CHANGE*

| Spring 2nd 8 Week Session (8WK2) | DRAFT Spring 2022 |
|---|---|
| First Day of Classes | Monday, March 14, 2022 |
| Last Day to Add Courses/Drop Courses with 100% refund | Monday, March 21, 2022 |
| Last Day to Withdraw from Courses with a 50% refund | Monday, March 28, 2022 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Monday, April 11, 2022 |
| Last Day of Classes | Sunday, May 8, 2022 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, May 9, 2022 |

| Spring Important Faculty Dates | DRAFT Spring 2022 |
|---|---|
| New Year Holiday – COLLEGE CLOSED | Friday, December 31, 2021 |
| Faculty First Day | Wednesday, January 5, 2022 |
| Faculty/Staff Development Days | Thursday, January 06 to Friday, January 7, 2022 |
| 1st 8 Week Session (8WK1) Grades are Due at 12 noon | Monday, March 7, 2022 |
| Spring Break – NO CLASSES/FACULTY DO NOT REPORT | Monday, March 07 to Friday, March 11, 2022 |
| Good Friday – COLLEGE CLOSED | Friday, April 15, 2022 |
| 16 Week Session (16WK) & 2nd 8 Week Session (8WK2) Grades are Due at 12 noon | Monday, May 9, 2022 |

# 2021-2022
*DATES ARE SUBJECT TO CHANGE*

# Academic Calendar

**DRAFT Summer 2021 Semester**   Monday, May 16 to Friday, August 19,2022

| Semester & 12 Week Session (12WK) | DRAFT Summer 2021 |
|---|---|
| Graduation Applications Due for Summer Graduates | Monday, January 31, 2022 |
| Registration Begins (All Sessions) | Tuesday, March 22, 2022 |
| Classes Begin - 12 Week Session (12WK) | Monday, May 16, 2022 |
| Last Day to Add Courses - 12 Week Session (12WK); Last Day to Drop Courses with 100% refund - 12 Week Session (12WK) | Monday, May 23, 2022 |
| Memorial Day - COLLEGE CLOSED | Monday, May 30, 2022 |
| Last Day to Drop Courses with 80% refund - 12 Week Session (12WK); Last Day to Drop Courses with No Record on Transcript - 12 Week Session (12WK) | Tuesday, May 31, 2022 |
| Last Day to Withdraw from Courses with 25% refund - 12 Week Session (12WK) | Tuesday, June 7, 2022 |
| Last Day to Withdraw from Courses and Receive a Grade of "W" on Academic Record - 12 Week Session (12WK) | Monday, June 27, 2022 |
| 4th of July - COLLEGE CLOSED | Monday, July 4, 2022 |
| Graduation Applications Due for Fall to Student Records | Tuesday, July 5, 2022 |
| Last Day of the Semester - 12 Week Session (12WK) | Sunday, August 7, 2022 |
| All Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, August 8, 2022 |

| Summer 1st 8 Week Session (8WK1) | DRAFT Summer 2021 |
|---|---|
| First Day of Classes | Monday, May 16, 2022 |
| Last Day to Add Courses/Drop Courses with 100% refund | Monday, May 23, 2022 |
| Last Day to Withdraw from Courses with 50% refund | Monday, May 30, 2022 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Monday, June 13, 2022 |
| Last Day of Classes | Sunday, July 10, 2022 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, July 11, 2022 |

| Summer 2nd 8 Week Session (8WK2) | DRAFT Summer 2021 |
|---|---|
| First Day of Classes | Monday, June 13, 2022 |
| Last Day to Add Courses/Drop Courses with 100% refund | Monday, June 20, 2022 |
| Last Day to Withdraw from Courses with a 50% refund | Monday, June 27, 2022 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Tuesday, July 12, 2022 |
| Last Day of Classes | Sunday, August 7, 2022 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Sunday, August 7, 2022 |

# 2021-2022      Academic Calendar

| Summer 1st 6 Week Session (6WK1) | DRAFT Summer 2021 |
|---|---|
| First Day of Classes | Monday, May 16, 2022 |
| Last Day to Add Courses/Drop Courses with 100% refund | Monday, May 23, 2022 |
| Last Day to Withdraw from Courses with 50% refund | Monday, May 30, 2022 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Tuesday, June 7, 2022 |
| Last Day of Classes | Sunday, June 26, 2022 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, June 27, 2022 |

| Summer 2nd 6 Week Session (6WK2) | DRAFT Summer 2021 |
|---|---|
| First Day of Classes | Monday, June 27, 2022 |
| Last Day to Add Courses/Drop Courses with 100% refund | Tuesday, July 5, 2022 |
| Last Day to Withdraw from Courses with a 50% refund | Tuesday, July 12, 2022 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Monday, July 18, 2022 |
| Last Day of Classes | Sunday, August 7, 2022 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, August 8, 2022 |

| Summer 10 Week Session (10WK) | DRAFT Summer 2021 |
|---|---|
| First Day of Classes | Monday, May 16, 2022 |
| Last Day to Add Courses/Drop Courses with 100% refund | Monday, May 23, 2022 |
| Last Day to Withdraw from Courses with 50% refund | Tuesday, May 31, 2022 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Monday, June 20, 2022 |
| Last Day of Classes | Sunday, July 24, 2022 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, July 25, 2022 |

| Summer 14 Week Session (14WK) | DRAFT Summer 2021 |
|---|---|
| Last Day to Add Courses<br>Last Day to Drop Courses with 100% refund | Monday, May 23, 2022 |
| Last Day to Drop Courses with 80% refund<br>Last Day to Drop Courses with No Record on Transcript | Monday, May 30, 2022 |
| Last Day to Withdraw from Courses with 25% refund | Tuesday, June 7, 2022 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Monday, June 27, 2022 |
| Last Day of Classes | Friday, August 19, 2022 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, August 22, 2022 |

Note: First Day of Classes Monday, May 16, 2022

# 2020-2021        Academic Calendar

*DATES ARE SUBJECT TO CHANGE*

| Summer 1st 7 Week Session (7WK1) | DRAFT Summer 2021 |
|---|---|
| First Day of Classes | Monday, May 16, 2022 |
| Last Day to Add Courses/Drop Courses with 100% refund | Monday, May 23, 2022 |
| Last Day to Withdraw from Courses with 50% refund | Monday, May 30, 2022 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Wednesday, June 8, 2022 |
| Last Day of Classes | Friday, July 1, 2022 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, July 4, 2022 |

| Summer 2nd 7 Week Session (7WK2) | DRAFT Summer 2021 |
|---|---|
| First Day of Classes | Monday, July 4, 2022 |
| Last Day to Add Courses/Drop Courses with 100% refund | Monday, July 11, 2022 |
| Last Day to Withdraw from Courses with a 50% refund | Monday, July 18, 2022 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Wednesday, July 27, 2022 |
| Last Day of Classes | Friday, August 19, 2022 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, August 22, 2022 |

| Summer Important Faculty Dates | DRAFT Summer 2021 |
|---|---|
| Memorial Day – COLLEGE CLOSED | Monday, May 30, 2022 |
| 1st 6 Week Session (6WK1) Grades are Due at 12 noon | Monday, June 27, 2022 |
| Fourth of July – COLLEGE CLOSED | Monday, July 4, 2022 |
| 1st 8 Week Session (8WK1) Grades are Due at 12 noon | Monday, July 11, 2022 |
| 10 Week Session Grades are Due at 12 noon | Monday, July 25, 2022 |
| All 2nd 6 Week Session (6WK2, 2nd 8 Week Session (8WK2), 12 Week Session (12WK) Grades are Due | Monday, August 8, 2022 |
| 14 Week Session (14WK) and 2nd 7 Week Session grades are due | Monday, August 22, 2022 |

# 2022-2023                                  Academic Calendar
*DATES ARE SUBJECT TO CHANGE*

| DRAFT Fall 2022 Semester | Monday, August 22 to Sunday, December 18,2022 |
|---|---|
| **Semester & 16 Week Session (16WK)** | **DRAFT Fall 2022** |
| Registration Begins (All Sessions) | Tuesday, March 22, 2022 |
| Graduation Applications Due for Fall Graduates | Friday, July 1, 2022 |
| Classes Begin - 16 Week Session (16WK) | Monday, August 22, 2022 |
| Last Day to Add Courses - 16 Week Session (16WK); Last Day to Drop Courses with 100% refund - 16 Week Session (16WK) | Monday, August 29, 2022 |
| Labor Day – NO CLASSES/COLLEGE CLOSED (All Sessions) | Monday, September 5, 2022 |
| Last Day to Drop Courses with 80% refund - 16 Week Session (16WK); Last Day to Drop Courses with No Record on Transcript - 16 Week Session (16WK) | Tuesday, September 6, 2022 |
| Last Day to Withdraw from Courses with 25% refund - 16 Week Session (16WK) | Monday, September 19, 2022 |
| Last Day to Withdraw from Courses and Receive a Grade of "W" on Academic Academic Record - 16 Week Session (16WK) | Monday, October 17, 2022 |
| Fall Break – NO CLASSES (All Sessions) | Monday, October 17 to Tuesday, October 18, 2022 |
| Graduation Applications Due for Spring Graduates | Friday, November 4, 2022 |
| Thanksgiving Break - NO CLASSES; COLLEGE CLOSED Thursday and Friday. | Wednesday, November 23 to Friday, November 25, 2022 |
| Classes End - 16 Week Session (16WK) | Sunday, December 11, 2022 |
| Finals Week - 16 Week Session (16WK) | Monday, December 12 to Sunday, December 18, 2022 |
| Last Day of the Semester - 16 Week Session (16WK) | Sunday, December 18, 2022 |
| Commencement – Toledo Campus | TBD |
| Commencement- Youngstown Location | TBD |
| All Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, December 19, 2022 |
| Christmas Holiday – COLLEGE CLOSED | Thursday, December 24,2020 at 2:00 P.M. and Monday, December 26, 2022 |

| **Fall 1st 8 Week Session (8WK1)** | **DRAFT Fall 2022** |
|---|---|
| First Day of Classes | Monday, August 22, 2022 |
| Last Day to Add Courses/Drop Courses with 100% refund | Monday, August 29, 2022 |
| Last Day to Withdraw from Courses with 50% refund | Tuesday, September 6, 2022 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Monday, September 19, 2022 |
| Last Day of Classes | Sunday, October 16, 2022 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, October 17, 2022 |

# 2022-2023          Academic Calendar

*DATES ARE SUBJECT TO CHANGE*

| Fall 2nd 8 Week Session (8WK2) | DRAFT Fall 2022 |
|---|---|
| First Day of Classes | Wednesday, October 19, 2022 |
| Last Day to Add Courses/Drop Courses with 100% refund | Tuesday, October 25, 2022 |
| Last Day to Withdraw from Courses with a 50% refund | Tuesday, November 1, 2022 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Tuesday, November 15, 2022 |
| Last Day of Classes | Sunday, December 18, 2022 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, December 19, 2022 |

| Fall Important Faculty Dates | DRAFT Fall 2022 |
|---|---|
| Faculty First Day | Monday, August 15, 2022 |
| Faculty/Staff Development Days | Wednesday, August 17 to Thursday, August 18 |
| Labor Day – NO CLASSES/COLLEGE CLOSED | Monday, September 5, 2022 |
| 1st 8 Week Session (8WK1) Grades are Due at 12 noon | Monday, October 17, 2022 |
| Faculty Development Days – NO CLASSES | Monday, October 17 to Tuesday, October 18 |
| Thanksgiving Break – NO CLASSES | Wednesday, November 23 to Friday, November 25, 2022 |
| 16 Week Session (16WK) & 2nd 8 Week Session (8WK2) Grades are Due at 12 noon | Monday, December 19, 2022 |
| Christmas Holiday – COLLEGE CLOSED | Monday, December 26, 2022 |

# 2022-2023

# Academic Calendar

*DATES ARE SUBJECT TO CHANGE*

**DRAFT Spring 2023 Semester**          Monday, January 09 to Sunday, May 07,2023

| Semester & 16 Week Session (16WK) | DRAFT Spring 2023 |
|---|---|
| Graduation Applications Due for Spring Graduates | Friday, November 4, 2022 |
| Registration Begins (All Sessions) | Tuesday, November 8, 2022 |
| New Year Holiday – COLLEGE CLOSED | Monday, January 2, 2023 |
| Classes Begin - 16 Week Session (16WK) | Monday, January 9, 2023 |
| Martin Luther King Day – NO CLASSES | Monday, January 16, 2023 |
| Last Day to Add Courses - 16 Week Session (16WK); Last Day to Drop Courses with 100% refund - 16 Week Session (16WK) | Tuesday, January 17, 2023 |
| Last Day to Drop Courses with 80% refund - 16 Week Session (16WK); Last Day to Drop Courses with No Record on Transcript - 16 Week Session (16WK) | Monday, January 23, 2023 |
| Graduation Applications Due for Summer to Student Records | Monday, January 30, 2023 |
| Last Day to Withdraw from Courses with 25% refund - 16 Week Session (16WK) | Monday, February 6, 2023 |
| Last Day to Withdraw from Courses and Receive a Grade of "W" on Academic Record - 16 Week Session (16WK) | Monday, March 6, 2023 |
| Spring Break – NO CLASSES (All Sessions) | Monday, March 06 to Friday, March 10, 2023 |
| Good Friday – COLLEGE CLOSED | Friday, April 7, 2023 |
| Classes End - 16 Week Session (16WK) | Sunday, April 30, 2023 |
| Finals Week - 16 Week Session (16WK) | Monday, May 01 to Sunday, May 7, 2023 |
| Last Day of the Semester - 16 Week Session (16WK) | Sunday, May 7, 2023 |
| Commencement – Toledo Campus | TBD |
| Commencement- Youngstown Location | TBD |
| All Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, May 8, 2023 |

## 2022-2023                                    Academic Calendar

*DATES ARE SUBJECT TO CHANGE*

| Spring 1st 8 Week Session (8WK1) | DRAFT Spring 2023 |
|---|---|
| First Day of Classes | Monday, January 9, 2023 |
| Last Day to Add Courses/Drop Courses with 100% refund | Tuesday, January 17, 2023 |
| Last Day to Withdraw from Courses with 50% refund | Monday, January 23, 2023 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Monday, February 6, 2023 |
| Last Day of Classes | Sunday, March 5, 2023 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, March 6, 2023 |

| Spring 2nd 8 Week Session (8WK2) | DRAFT Spring 2023 |
|---|---|
| First Day of Classes | Monday, March 13, 2023 |
| Last Day to Add Courses/Drop Courses with 100% refund | Monday, March 20, 2023 |
| Last Day to Withdraw from Courses with a 50% refund | Monday, March 27, 2023 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Monday, April 10, 2023 |
| Last Day of Classes | Sunday, May 7, 2023 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, May 8, 2023 |

| Spring Important Faculty Dates | DRAFT Spring 2023 |
|---|---|
| New Year Holiday – COLLEGE CLOSED | Monday, January 2, 2023 |
| Faculty First Day | Wednesday, January 4, 2023 |
| Faculty/Staff Development Days | Thursday, January 05 to Friday, January 6, 2023 |
| 1st 8 Week Session (8WK1) Grades are Due at 12 noon | Monday, March 6, 2023 |
| Spring Break – NO CLASSES/FACULTY DO NOT REPORT | Monday, March 06 to Friday, March 10, 2023 |
| Good Friday – COLLEGE CLOSED | Friday, April 7, 2023 |
| 16 Week Session (16WK) & 2nd 8 Week Session (8WK2) Grades are Due at 12 noon | Monday, May 8, 2023 |

# 2022-2023          Academic Calendar

*DATES ARE SUBJECT TO CHANGE*

**DRAFT Summer 2023 Semester**      Monday, May 15 to Friday, August 18,2023

| Semester & 12 Week Session (12WK) | DRAFT Summer 2023 |
|---|---|
| Graduation Applications Due for Summer Graduates | Monday, January 30, 2023 |
| Registration Begins (All Sessions) | Tuesday, March 21, 2023 |
| Classes Begin - 12 Week Session (12WK) | Monday, May 15, 2023 |
| Last Day to Add Courses - 12 Week Session (12WK); Last Day to Drop Courses with 100% refund - 12 Week Session (12WK) | Monday, May 22, 2023 |
| Memorial Day - COLLEGE CLOSED | Monday, May 29, 2023 |
| Last Day to Drop Courses with 80% refund - 12 Week Session (12WK); Last Day to Drop Courses with No Record on Transcript - 12 Week Session (12WK) | Tuesday, May 30, 2023 |
| Last Day to Withdraw from Courses with 25% refund - 12 Week Session (12WK) | Monday, June 5, 2023 |
| Last Day to Withdraw from Courses and Receive a Grade of "W" on Academic Record - 12 Week Session (12WK) | Monday, June 26, 2023 |
| 4th of July - COLLEGE CLOSED | Tuesday, July 4, 2023 |
| Graduation Applications Due for Fall to Student Records | Wednesday, July 5, 2023 |
| Last Day of the Semester - 12 Week Session (12WK) | Sunday, August 6, 2023 |
| All Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, August 7, 2023 |

| Summer 1st 8 Week Session (8WK1) | DRAFT Summer 2023 |
|---|---|
| First Day of Classes | Monday, May 15, 2023 |
| Last Day to Add Courses/Drop Courses with 100% refund | Monday, May 22, 2023 |
| Last Day to Withdraw from Courses with 50% refund | Monday, May 29, 2023 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Monday, June 12, 2023 |
| Last Day of Classes | Sunday, July 9, 2023 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, July 10, 2023 |

| Summer 2nd 8 Week Session (8WK2) | DRAFT Summer 2023 |
|---|---|
| First Day of Classes | Monday, June 12, 2023 |
| Last Day to Add Courses/Drop Courses with 100% refund | Monday, June 19, 2023 |
| Last Day to Withdraw from Courses with a 50% refund | Monday, June 26, 2023 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Monday, July 10, 2023 |
| Last Day of Classes | Sunday, August 6, 2023 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, August 7, 2023 |

# 2022-2023                                    Academic Calendar

| Summer 1st 6 Week Session (6WK1) | DRAFT Summer 2023 |
|---|---|
| First Day of Classes | Monday, May 15, 2023 |
| Last Day to Add Courses/Drop Courses with 100% refund | Monday, May 22, 2023 |
| Last Day to Withdraw from Courses with 50% refund | Tuesday, May 30, 2023 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Monday, June 5, 2023 |
| Last Day of Classes | Sunday, June 25, 2023 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, June 26, 2023 |

| Summer 2nd 6 Week Session (6WK2) | DRAFT Summer 2023 |
|---|---|
| First Day of Classes | Monday, June 26, 2023 |
| Last Day to Add Courses/Drop Courses with 100% refund | Monday, July 3, 2023 |
| Last Day to Withdraw from Courses with a 50% refund | Monday, July 10, 2023 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Monday, July 17, 2023 |
| Last Day of Classes | Sunday, August 6, 2023 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, August 7, 2023 |

| Summer 10 Week Session (10WK) | DRAFT Summer 2023 |
|---|---|
| First Day of Classes | Monday, May 15, 2023 |
| Last Day to Add Courses/Drop Courses with 100% refund | Tuesday, May 23, 2023 |
| Last Day to Withdraw from Courses with 50% refund | Monday, May 29, 2023 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Monday, June 19, 2023 |
| Last Day of Classes | Sunday, July 23, 2023 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, July 24, 2023 |

| Summer 14 Week Session (14WK) | DRAFT Summer 2023 |
|---|---|
| First Day of Classes | Monday, May 15, 2023 |
| Last Day to Add Courses<br>Last Day to Drop Courses with 100% refund | Monday, May 22, 2023 |
| Last Day to Drop Courses with 80% refund<br>Last Day to Drop Courses with No Record on Transcript | Monday, May 29, 2023 |
| Last Day to Withdraw from Courses with 25% refund | Tuesday, June 6, 2023 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Monday, June 26, 2023 |
| Last Day of Classes | Friday, August 18, 2023 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, August 21, 2023 |

# 2022-2023                          Academic Calendar

| Summer 1st 7 Week Session (7WK1) | DRAFT Summer 2023 |
|---|---|
| First Day of Classes | Monday, May 15, 2023 |
| Last Day to Add Courses/Drop Courses with 100% refund | Sunday, May 21, 2023 |
| Last Day to Withdraw from Courses with 50% refund | Sunday, May 28, 2023 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Tuesday, June 6, 2023 |
| Last Day of Classes | Friday, June 30, 2023 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, July 3, 2023 |

| Summer 2nd 7 Week Session (7WK2) | DRAFT Summer 2023 |
|---|---|
| First Day of Classes | Monday, July 3, 2023 |
| Last Day to Add Courses/Drop Courses with 100% refund | Sunday, July 9, 2023 |
| Last Day to Withdraw from Courses with a 50% refund | Sunday, July 16, 2023 |
| Last Day to Withdraw from Courses to Receive a Grade of "W" on Academic Record | Tuesday, July 25, 2023 |
| Last Day of Classes | Friday, August 18, 2023 |
| Session Grades are available in 'EMPOWER ME' at 12 noon | Monday, August 21, 2023 |

| Summer Important Faculty Dates | DRAFT Summer 2023 |
|---|---|
| Memorial Day – COLLEGE CLOSED | Monday, May 29, 2023 |
| 1st 6 Week Session (6WK1) Grades are Due at 12 noon | Monday, June 26, 2023 |
| Fourth of July – COLLEGE CLOSED | Tuesday, July 4, 2023 |
| 1st 8 Week Session (8WK1) Grades are Due at 12 noon | Monday, July 10, 2023 |
| 10 Week Session Grades are Due at 12 noon | Monday, July 24, 2023 |
| All 2nd 6 Week Session (6WK2, 2nd 8 Week Session (8WK2), 12 Week Session (12WK) Grades are Due | Monday, August 7, 2023 |
| 14 Week Session (14WK) and 2nd 7 Week Session grades are due | Monday, August 21, 2023 |

# COLLEGE OVERVIEW

### HISTORY

Mercy College of Ohio, located in Toledo, Ohio, is a private Catholic institution 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 Health Administration. The College grants 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. Credit certificate programs are offered in Community Health Worker, Medical Coding, Ophthalmic Assistant, Paramedic, and Polysomnographic Technology. Non-credit certificates are offered in Phlebotomy and Emergency Medical Technician – Basic. Since 2002, the College has offered an Associate of Applied Science degree in Nursing at its Youngstown, Ohio location.

### TOLEDO CAMPUS

The Toledo campus of Mercy College of Ohio is located at 2221 Madison Avenue. 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 and the Toledo Walleye hockey team.

### YOUNGSTOWN LOCATION

Mercy College of Ohio's second location is at 1044 Belmont Avenue 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.

### 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.

Mercy College takes great pride in the quality healthcare education it provides to every student. Faculty, staff, and students embrace the spirit, mission, values, and heritage set forth by the foundresses of the College.  Graduates are prepared to enter their respective healthcare professions with the knowledge to make a difference – the Mercy difference.

# ACCREDITATION

Accreditation ensures stakeholders that an educational institution meets acceptable standards of quality. Through an ongoing process of self-study and external peer review, accreditation 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 and authorized by the Ohio Department of Higher Education (formerly the Ohio Board of Regents). The College also has several programs of study that are accredited by specialized accrediting agencies.

## 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

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
https://www.ohioattorneygeneral.gov/Individuals-and-Families/Consumers/File-a-Complaint

## 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 accredited by the Commission on Collegiate Nursing Education (CCNE).

*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

### BACHELOR OF SCIENCE IN NURSING

The Bachelor of Science in Nursing Program at Mercy College of Ohio is accredited by the Commission on Collegiate Nursing Education (CCNE).

*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

Mercy College of Ohio, Baccalaureate Nursing Program has met and maintained the requirements of Chapter 4723-5 Ohio Administrative Code, and is granted full approval by the Board of Nursing for a period of five years effective July 26, 2017 in accordance with Section 4723.06(A)(5) of the Ohio Revised Code.

*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 APPLIED SCIENCE IN NURSING

The Associate of Applied Science degree in Nursing program at Mercy College of Ohio is accredited by the Accreditation Commission for Education in Nursing (ACEN).

*Accreditation Commission for Education in Nursing (ACEN)*
3343 Peachtree Road, Suite 850
Atlanta, GA 30326
Phone: 404-975-5000
Fax: 404-975-5020
www.acenursing.org

The Associate Degree Nursing program (Mercy College of Ohio St. Vincent School of Nursing) has met and maintained the requirements of Chapter 4723-5 Ohio Administrative Code, and is granted full approval by the Ohio Board of Nursing for a period of five years effective July 26, 2017 in accordance with Section 4723.06 (1)(5) of the Ohio revised Code.

*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

The Associate of Applied Science degree in Health Information Technology program at Mercy College of Ohio is 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*
200 East Randolph Street, Suite 5100
Chicago, IL 60601
Phone:  312-235-3255
www.cahiim.org

## RADIOLOGIC TECHNOLOGY

The Associate of Applied Science degree in Radiologic Technology program at Mercy College of Ohio is 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**

The Community Health Worker certificate program at Mercy College of Ohio is 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

**EMERGENCY MEDICAL TECHNICIAN-BASIC (EMT) AND PARAMEDIC**

The certificate programs in EMT and Paramedic at Mercy College of Ohio are accredited by Ohio Department of Public Safety, Emergency Medical Services (OH-22).

*Ohio Emergency Medical Services*
Department of Public Safety
1970 West Broad Street
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 ASSISTANT**

The Ophthalmic Assistant certificate program at Mercy College of Ohio is 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
www.icaccreditation.org

## POLYSOMNOGRAPHIC TECHNOLOGY

The Polysomnographic Technology certificate program at Mercy College of Ohio is 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).

*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 for Polysomnographic Technologist Education*
1711 Frank Avenue
New Bern, NC 28560
Phone: 252-626-3238
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 Association of Community Colleges (AACC)

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)

College and University Professional Association (CUPA-HR)

Conference for Mercy Higher Education (CMHE)

Council for the Advancement and Support of Education (CASE)

Consortium of Ophthalmic Training Programs (COTP)

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 (CCAA)

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 (OCDD)

Ohio League for Nursing (OLN)

Organization for Associate Degree Nursing (OADN)

University Professional & Continuing Education Association (UPCEA)

# 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.

## CIVIL RIGHTS/NONDISCRIMINATION POLICY
*Policy approved by Mercy College Board of Trustees, June 2019*

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.

**Complaints of discrimination:**

Any person may file a complaint alleging discrimination or harassment in violation of this policy's nondiscrimination statement.  Complaints may allege discrimination or harassment carried out by employees, students, or third parties.  Complaints should be directed to:

Leslie Erwin
Director of Compliance and Risk Management
419-251-1710

Complaints of sex discrimination, including sexual harassment, sexual assault, sexual violence, and sexual exploitation/misconduct will be processed pursuant to the procedures contained in the *Sexual Harassment Policy*.

Complaints of disability discrimination, including disability harassment, will be processed pursuant to the procedures below, which constitute the College's Section 504 grievance procedures. Complaints of all other forms of discrimination and harassment will also be processed pursuant to the procedures set forth below.

**Related policies and procedures:**

Conduct that is of a discriminatory or harassing nature may also implicate other College policies. The following policies and procedures may be relevant to complaints of discrimination and used by the College to address the underlying allegations of misconduct:

- Accessibility Policy
- Hazing Policy
- Student Code of Conduct

Questions about the Accessibility Policy should be directed to the Section 504 Coordinator:

Christine Miller
Director of Accessibility and Testing Services
419-251-1784
christine.miller@mercycollege.edu

Questions about the Hazing Policy or Student Code of Conduct should be directed to:

Marc Adkins
Vice President of Student Affairs & Dean of Students
419-251-1512
marc.adkins@mercycollege.edu

**Outside options for resolution of complaints:**

Complaints of discrimination may be filed with the Office for Civil Rights, U.S. Department of Education at the following address:

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, and 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/or 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.

## 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 campus 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 materials 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 prospective student is encouraged to apply for admission and submit all required materials 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.  Partially completed applications will not be accepted for processing.
2. Submit all official documentation as outlined in the "Types of Applicant Section".

**GENERAL COLLEGE ADMISSION CRITERIA**

Students are admitted to Mercy College of Ohio and subsequently to a program of study.  Admission to the College does not guarantee admission to a program.  **Please note:** Admission requirements are subject to change.  Students should contact the Office of Admission or consult [mercycollege.edu](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 or a home-schooled 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).
- Some programs of study require ACT (American College Test) or SAT (Scholastic Aptitude Test) subject and composite test scores.  Please refer to individual program of study information for specifics.

Types of Applicants

1. New Students- students who have graduated from high school or received a GED and have not completed any college coursework post-graduation.
2. Transfer Students- students who have earned 15 or more credit hours at a regionally-accredited college or university.
3. International Students – students who have originated in a country other than the United States of America and are not permanent resident or U.S. citizens.
   **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, have valid immigration status, or otherwise have permission to be present and attend school in the United States.  Students who lose their immigration status or

permission to remain and attend school in the United States during the course of their enrollment will no longer be eligible to attend the College and will be dismissed.

A student whose degree or educational program requires licensure in order to practice their profession is 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 student's' ability to sit for the licensure exam (s) 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.

4. Non-degree Seeking Students – students who want to take a course(s) and do not intend to pursue a degree.

   **PLEASE NOTE:**  Non-degree seeking students are ineligible for federal and state financial aid programs.

   a. Transient Students – Students enrolled at another college or university intending to transfer credit earned at Mercy College back to that institution.
   b. Special Status Students – Students who want to take courses for personal or professional development.

The following documents are used to evaluate new students for program admission:

- Official high school transcript with GPA
- ACT or SAT test scores (ACT Code:  6321; SAT Code:  4685)
- Coursework completed – Algebra, Biology, and Chemistry
  PLEASE NOTE: *High School students' semester grades will be recalculated using the following table to show cumulative subject grades in 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 to evaluate transfer students for admission:

- Official transcripts from all previously attended colleges and universities
- High school transcript or GED for a student who has not earned at least an associate degree
- 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 to evaluate international students for admission:

- Official transcripts from all previously attended colleges and universities.
  - Applicants 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.

- GPA which includes all coursework attempted or earned at all regionally-accredited colleges or universities attended.

- High school transcript or GED for a student that has not earned at least an associate degree.
  - See above rules regarding international transcripts evaluation through WES.
- Permanent Resident, Green Card, or appropriate immigration paperwork.
- Two forms of verification of student identity *(see Verification of Student Identity Policy)* in the Admission process.

The following documents are used to evaluate transient students for admission:

- Official transcripts from the post-secondary institution where the student is currently enrolled that indicates a minimum GPA of 2.0 on a 4.0 scale (some courses may require a higher grade unless waived by the instructor)
  - Good standing at the current post-secondary institution
  - All pre-requisites met for the intended course(s)

- Form completed by the Registrar of current post-secondary institution indicating the course will transfer back to that institution.

The following documents are used to evaluate special status students:

- Official transcripts from highest level of educational attainment with a minimum GPA of 2.0 on a 4.0 scale (some courses may require a higher grade unless waived by the instructor)
    - Good standing at the current post-secondary institution if applicable
    - All pre-requisites met for the intended course(s)

**PLEASE NOTE**:  *Special status students enrolled in a course to obtain CEU's are not required to submit transcripts if not currently enrolled at another institution.*

## 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.  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.

If due to extenuating circumstances, official records cannot be obtained, students may petition the Vice President of Strategic Planning and Enrollment Management for a transcript waiver.  Students should use following link to complete the request: Please use the following link to complete the request:  [Transcript Waiver Request Form](#).

The Vice President of Strategic Planning and Enrollment will review requests and may contact students with questions or for additional information. Students will receive a response regarding their request at the email provided on the form. Questions should be directed to the Vice President of Strategic Planning and Enrollment at 419-251-1614.

## ADMISSION DECISIONS

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

**Full Admission** – Applicants who have submitted the application fee, enrollment deposit, all required documentation, and meet all minimum admission requirements will be granted full admission.  Full admission does not automatically guarantee admission to a specific program.

**Denied Admission** – Applicants who do not meet the minimum qualifications for acceptance to the College will be denied admission.  Applicants who are denied admission to the College may file an appeal according to the procedure as outlined in the letter of denial.

**Readmission** – Applicants who have not attended Mercy College for three consecutive semesters and/or attended another college/university may be granted readmission.  Such applicants must complete a new application for admission and submit all updated official transcripts to the Office of Admission.

**READMISSION (NOT IN GOOD STANDING)**

Students dismissed from the College due to academic, non-academic/conduct or financial reasons as specified in this Catalog, must meet the parameters of the College's procedures in order to return.  Please contact the appropriate office for readmission procedures:  academic issues, the Office of Student Records; non-academic/conduct issues, the Vice President of Student Affairs/Dean of Students; or for business holds, the Office of the Bursar.

a.  **Readmission following Academic Dismissal**
Students who have requested and been approved for readmission following dismissal for academic reasons will be readmitted on academic probation.

Students who have 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.  Students academically dismissed for the second time must sit out a minimum of one academic year prior to applying for readmission to the College.  Applicants will not be considered for readmission if 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.

b.  **Readmission following Non-Academic Dismissal**
Students who have 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.

c.  **Readmission following a Business Hold**
Students who have requested and been approved for readmission following a business hold will be readmitted with conditions as determined by the Bursar.

**GENERAL ACCEPTANCE PROCEDURES**

Once applicants have 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. This deposit will be applied toward the student's tuition upon enrollment at the College. Applicants who decide not to enroll at Mercy College after submitting the enrollment deposit 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** – Students may be required to complete a mathematics placement assessment prior to the Student Orientation, Advising, and Registration (SOAR) program.  If students need to complete a remedial course, the academic advisor will work with students on the 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 all accepted 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 (ACADEMIC RENEWAL)

The Mercy Pledge provides students the opportunity for a new start in their college career. Students who complete 15 credit hours of coursework at Mercy College of Ohio as general college or pre-program students will establish a new GPA at the College.  This new GPA may assist students 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.  Students interested in the Mercy Pledge should see their academic advisor for details.*

## ACADEMIC FRESH START ADMISSION

Mercy College is an institution that serves the underserved and where many students choose to make a fresh start.  Unfortunately for some adult learners, their high school and/or college GPA from five or more years ago makes it difficult to achieve admission to the College and/or preferred program of study.  Applicants with a cumulative college GPA or high school GPA below the current criteria may be admissible to Mercy College in select programs.

Since minimum admission requirements are waived, courses taken five or more years prior to admission are not eligible:
- As transfer credit to the College;
- To fulfill College admission requirements;
- To meet course prerequisite requirements; and
- To be counted in any future GPA calculations.

### Academic Fresh Start Options

There are three options available for students who are taking advantage of the Academic Fresh Start:

- **Associate of Science in Health Science**
  Students <u>must</u> complete the following:
  - Meet with their Academic Advisor and complete an Academic Success Plan;
  - Enroll in no more than 12 Semester Hours;
  - Earn a 2.7 GPA
  After successful completion of 12 semester hours, students can choose to seek admission into another program, complete the Associate of Science in Health Sciences, or both.
- **Credit-Bearing Certificate Program**
  Students <u>must</u> complete the following:
  - Meet with their Academic Advisor and complete an Academic Success Plan
  - Successfully complete the credit-bearing certificate program
  - Earn a 2.7 GPA
  After successful completion of the credit-bearing certificate program, students can seek admission into another program.

- **Non-Credit Bearing Certificate Program (Phlebotomy or Emergency Medical Technician – Basic Certificate)**
  - Successfully complete the certificate program

  Students will then automatically be admitted to the Associate of Science in Health Sciences program and must follow the options listed above.

## VERIFICATION OF STUDENT IDENTITY POLICY

*Policy approved by Mercy College Board of Trustees, June 2018*

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.

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](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.  Students may also email their documents to their Admissions Officer.  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 has a scheduled phone call or the Conference feature in Canvas to meet and discuss course topics with students

**TRANSFER CREDIT POLICY**

*Policy approved by Mercy College Board of Trustees, June 2018*

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

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/jst/ or Air Force/CCAF transcript from https://www.airuniversity.af.edu/Barnes/CCAF/Display/Article/803247/community-college-of-the-air-force-transcripts 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), DANTES Subject Standardized Tests (DSST), and International Baccalaureate (IB). Please refer to the Mercy College Credit by Examination (https://mercycollege.edu/academics/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 of Academic Affairs/Dean of Faculty.

**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] 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 course 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 credit hours of credit or up to two courses which can exceed six credit 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, students 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.

| *Advanced Placement Semester Credit* AP Examination | AP Score | Mercy College Equivalent | Credits Earned |
|---|---|---|---|
| ART HISTORY | 3 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| BIOLOGY | 3 | BIO 101 (GNST) | 3 |
| CALCULUS AB | 3 | Math, Statistics, and Logic GE (GMSL) | 3 |
| CALCULUS BC | 3 | Math, Statistics, and Logic GE (GMSL) | 3 |
| CHEMISTRY | 3 | Natural Sciences, Technology, and Innovation GE (GNST) | 3 |
| CHINESE LANGUAGE AND CULTURE | 3 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| COMPARATIVE GOVERNMENT AND POLITICS | 3 | Social and Behavioral Sciences GE (GSBS) | 3 |
| COMPUTER SCIENCE PRINCIPLES | 3 | N/A | 3 |
| ENGLISH LANGUAGE AND COMP | 3 | ENG 101 (GCOM) | 3 |
| ENGLISH LITERATURE AND COMP | 3 | ENG 101 (GCOM) | 3 |
| ENGLISH LANGUAGE AND COMP | 5 | ENG 102 (GCOM) | 3 |
| ENGLISH LITERATURE AND COMP | 5 | ENG 102 (GCOM) | 3 |
| ENVIRONMENTAL SCIENCE | 3 | Natural Sciences, Technology, and Innovation GE (GNST) | 3 |
| EUROPEAN HISTORY | 3 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| FRENCH LANGUAGE AND CULTURE | 3 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| GERMAN LANGUAGE AND CULTURE | 3 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| HUMAN GEOGRAPHY | 3 | Social and Behavioral Sciences GE (GSBS) | 3 |
| ITALIAN LANGUAGE AND CULTURE | 3 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| JAPANESE LANGUAGE AND CULTURE | 3 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| LATIN | 3 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| MACROECONOMICS | 3 | Social and Behavioral Sciences GE (GSBS) | 3 |
| MICROECONOMICS | 3 | Social and Behavioral Sciences GE (GSBS) | 3 |

| Advanced Placement Semester Credit AP Examination | AP Score | Mercy College Equivalent | Credits Earned |
|---|---|---|---|
| MUSIC THEORY | 3 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| PHYSICS 1: ALGEBRA-BASED | 3 | Natural Sciences, Technology, and Innovation GE (GNST) | 3 |
| PHYSICS 2: ALGEBRA-BASES | 3 | Natural Sciences, Technology, and Innovation GE (GNST) | 3 |
| PHYSICS C: ELECTRICITY AND MAGNETISM | 3 | Natural Sciences, Technology, and Innovation GE (GNST) | 3 |
| PSYCHOLOGY | 3 | PSY 101 (GSBS) | 3 |
| SPANISH LANGUAGE AND CULTURE | 3 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| SPANISH LITERATURE AND CULTURE | 3 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| STATISTICS | 3 | MTH 140 (GMSL) | 3 |
| STUDIO ART: 2-D DESIGN | 3 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| STUDIO ART: 3-D DESIGN | 3 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| STUDIO ART: DRAWING | 3 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| UNITED STATES GOVERNMENT AND POLITICS | 3 | Social and Behavioral Sciences GE (GSBS) | 3 |
| UNITED STATES HISTORY | 3 | Arts, Humanities, Culture and Diversity GE (GADH) | 3 |
| WORLD HISTORY | 3 | Arts, Humanities, Culture and Diversity GE (GADH) | 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, 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 Examination | CLEP Score | Mercy College Equivalent | Credits Earned |
|---|---|---|---|
| AMERICAN GOVERNMENT | 50 | Social and Behavioral Sciences GE (GSBS) | 3 |
| AMERICAN LITERATURE | 50 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| ANALYZING AND INTERPRETATING LITERATURE | 50 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |

| CLEP Examination | CLEP Score | Mercy College Equivalent | Credits Earned |
|---|---|---|---|
| BIOLOGY | 50 | BIO 101 (GNST) | 6 |
| CALCULUS | 50 | MTH 150 (GMSL) | 4 |
| CHEMISTRY | 50 | CHM 100 (GNST) | 6 |
| COLLEGE ALGEBRA | 50 | MTH 130 (GMSL) | 3 |
| COLLEGE COMPOSITION | 50 | ENG 102 (GCOM) | 6 |
| COLLEGE COMPOSITION MODULAR | 50 | ENG 101 (GCOM) | 3 |
| COLLEGE MATHEMATICS | 50 | MTH 104 (GMSL) | 6 |
| ENGLISH LITERATURE | 50 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| FINANCIAL ACCOUNTING | 50 | N/A | 3 |
| FRENCH LANGUAGE LEVEL 1 PROFICIENCY | 50 | Arts, Humanities, Culture and Diversity GE (GAHD) | 6 |
| GERMAN LANGUAGE LEVEL 1 PROFICIENCY | 50 | Arts, Humanities, Culture and Diversity GE (GAHD) | 6 |
| HISTORY OF THE UNITED STATES I | 50 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| HISTORY OF THE UNITED STATES II | 50 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| HUMAN GROWTH AND DEVELOPMENT | 50 | PSY 201 (GSBS) | 3 |
| HUMANITIES | 50 | Arts, Humanities, Culture and Diversity GE (GAHD) | 6 |
| INFORMATION SYSTEMS | 50 | HCA 105 (GAPL) | 3 |
| INTRODUCTION TO EDUCATIONAL PSYCHOLOGY | 50 | Social and Behavioral Sciences GE (GSBS) | 3 |
| INTRODUCTORY BUSINESS LAW | 50 | N/A | 3 |
| INTRODUCTORY PSYCHOLOGY | 50 | PSY 101 (GSBS) | 3 |
| INTRODUCTORY SOCIOLOGY | 50 | Social and Behavioral Sciences GE (GSBS) | 3 |
| NATURAL SCIENCES | 50 | Natural Sciences, Technology, and Innovation GE (GNST) | 6 |
| PRECALCULUS | 50 | MTH 130 & MTH 132 or MTH 145 (GMSL) | 5 |
| PRINCIPLES OF MACROECONOMICS | 50 | Social and Behavioral Sciences GE (GSBS) | 3 |
| PRINCIPLES OF MANAGEMENT | 50 | N/A | 3 |
| PRINCIPLES OF MARKETING | 50 | N/A | 3 |
| PRINCIPLES OF MICROECONOMICS | 50 | Social and Behavioral Sciences GE (GSBS) | 3 |
| SOCIAL SCIENCES AND HISTORY | 50 | Social and Behavioral Sciences GE (GSBS) | 6 |
| SPANISH LANGUAGE LEVEL 1 PROFICIENCY | 50 | Arts, Humanities, Culture and Diversity GE (GAHD) | 6 |
| WESTERN CIVILIZATION I: ANCIENT NEAR EAST TO 1648 | 50 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |

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

*CLEP exams are subject to revision on a yearly basis. Mercy College of Ohio reserves the right to change, at any time, the criteria for awarding CLEP credit in any or all subject areas.

**DSST 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.

| DSST Examination | DSST Score | Mercy College Equivalent | Credits Earned |
|---|---|---|---|
| A HISTORY OF THE VIETNAM WAR | 400 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| ART OF THE WESTERN WORLD | 400 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| ASTRONOMY | 400 | Natural Sciences, Technology, and Innovation GE (GNST) | 3 |
| BUSINESS ETHICS & SOCIETY | 400 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| BUSINESS MATHEMATICS | 400 | N/A | 3 |
| COMPUTING AND INFORMATION TECHNOLOGY | 400 | N/A | 3 |
| CRIMINAL JUSTICE | 400 | Social and Behavioral Sciences GE (GSBS) | 6 |
| ENVIRONMENT & HUMANITY | 400 | Natural Sciences, Technology, and Innovation GE (GNST) | 3 |
| ETHICS IN AMERICA | 400 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| FOUNDATIONS OF EDUCATION | 400 | N/A | 3 |
| FUNDAMENTALS OF COLLEGE ALGEBRA | 400 | Math, Statistics, and Logic GE (GMSL) | 3 |
| FUNDAMENTALS OF COUNSELING | 400 | N/A | 3 |
| FUNDAMENTALS OF CYBERSECURITY | 400 | N/A | 3 |
| GENERAL ANTHROPOLOGY | 400 | Social and Behavioral Sciences GE (GSBS) | 3 |
| HEALTH & HUMAN DEVELOPMENT | 400 | N/A | 3 |

| DSST Examination | DSST Score | Mercy College Equivalent | Credits Earned |
|---|---|---|---|
| HISTORY OF THE SOVIET UNION | 400 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| HUMAN RESOURCE MANAGEMENT | 400 | N/A | 3 |
| HUMAN/CULTURAL GEOGRAPHY | 400 | Social and Behavioral Sciences GE (GSBS) | 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 (GAHR) | 3 |
| LIFE SPAN DEVELOP. PSYCHOLOGY | 400 | PSY 201 (GSBS) | 3 |
| MANAGEMENT INFO SYSTEMS | 400 | N/A | 3 |
| MATH FOR LIBERAL ARTS | 400 | Math, Statistics, and Logic GE (GMSL) | 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 (GCOM) | 3 |
| PRINCIPLES OF FINANCE | 400 | N/A | 3 |
| PRINCIPLES OF PHYSICAL SCIENCE | 400 | Natural Sciences, Technology, and Innovation GE (GNST) | 3 |
| PRINCIPLES OF PUBLIC SPEAKING | 400 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| PRINCIPLES OF STATISTICS | 400 | MTH 140 (GMSL) | 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 (GAHD) | 3 |

*DSST exams are subject to revision on a yearly basis. Mercy College of Ohio reserves the right to change, at any time, the criteria for awarding DSST credit in any or all subject areas.

**INTERNATIONAL BACCALAUREATE STANDARDS AT MERCY COLLEGE**

To be awarded college credit for successful completion of International Baccalaureate (IB), a student must obtain a grade of "C" or better, or a specific score based on the International Baccalaureate Criteria. International Baccalaureate credit is reflected on the student's Mercy College transcript but not included in the student's cumulative GPA.

| International Baccalaureate Examination | HL Score | SL Score | Mercy College Equivalent | Credits Earned |
|---|---|---|---|---|
| BIOLOGY | 4 | 4 | BIO 101 | 3 |
| BUSINESS AND MANAGEMENT | 4 | 4 | Applied General Education Courses (GAPL) | 3 |
| CHEMISTRY | 4 | 4 | CHM 100 | 4 |

| International Baccalaureate Examination | HL Score | SL Score | Mercy College Equivalent | Credits Earned |
|---|---|---|---|---|
| CLASSICAL LANGUAGES (GREEK, LATIN) | 4 | 4 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| COMPUTER SCIENCE | 4 | 4 | Applied General Education Courses (GAPL) | 3 |
| DANCE | 4 | 4 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| DESIGN TECHNOLOGY | 4 | 4 | Applied General Education Courses (GAPL) | 3 |
| ECONOMICS | 4 | - | Social and Behavioral Sciences GE (GSBS) | 3 |
| ENVIRONMENTAL SYSTEMS/ ENVIRONMENTAL SYSTEMS AND SOCIETIES | - | 4 | Natural Sciences, Technology, and Innovation GE (GNST) | 4 |
| FILM | 4 | 4 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| FURTHER MATHEMATICS | 4 | - | MATH 104 | 3 |
| GEOGRAPHY | 4 | 4 | Social and Behavioral Sciences GE (GSBS) | 3 |
| GLOBAL POLITICS | 4 | 4 | Social and Behavioral Sciences GE (GSBS) | 3 |
| HISTORY (ALL CATEGORIES) | 4 | 4 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY | 4 | 4 | Applied General Education Courses (GAPL) | 3 |
| LITERATURE AND PERFORMANCE | - | 4 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| LANGUAGE A: LITERATURE | 4 | 4 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| LANGUAGE A: LANGUAGE AND LITERATURE | 4 | 4 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| LANGUAGE B | 4 | 4 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| MATHEMATICS | 4 | 4 | MTH 130 | 4 |
| MATHEMATICS STUDIES SL | - | 4 | MTH 100 | 3 |
| MUSIC | 4 | 4 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| PHILOSOPHY | 4 | 4 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| PHYSICS | 4 | 4 | Natural Sciences, Technology, and Innovation GE (GNST) | 4 |
| PSYCHOLOGY | 4 | 4 | PSY 101 | 3 |
| SOCIAL AND CULTURAL ANTHROPOLOGY | 4 | 4 | SOC 211 | 3 |
| SPORTS, EXERCISE, & HEALTH SCIENCE | - | 4 | N/A | 3 |
| THEATRE | 4 | 4 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |

| International Baccalaureate Examination | HL Score | SL Score | Mercy College Equivalent | Credits Earned |
|---|---|---|---|---|
| VISUAL ARTS | 4 | 4 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| WORLD RELIGIONS | - | 4 | Arts, Humanities, Culture and Diversity – Religious Studies GE (GAHR) | 3 |
| BIOLOGY | 4 | 4 | BIO 101 | 3 |
| BUSINESS AND MANAGEMENT | 4 | 4 | Applied General Education Courses (GAPL) | 3 |
| CHEMISTRY | 4 | 4 | CHM 100 | 4 |
| CLASSICAL LANGUAGES (GREEK, LATIN) | 4 | 4 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |
| COMPUTER SCIENCE | 4 | 4 | Applied General Education Courses (GAPL) | 3 |
| DANCE | 4 | 4 | Arts, Humanities, Culture and Diversity GE (GAHD) | 3 |

*IB exams are subject to revision on a yearly basis. Mercy College of Ohio reserves the right to change, at any time, the criteria for awarding DSST credit in any or all subject areas.

# TUITION AND FEES

Tuition and fees are subject to change.  The most current information is available at
https://mercycollege.edu/tuition-fees

**DEFINITION OF FEES**

**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 non-refundable fee 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 Services 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 students enrolled in six (6) or more credit hours.  To waive enrollment in the insurance program, students must have health insurance that meets the basic minimum requirements.  Students taking six or more credit hours will automatically be billed for the health insurance.  Students can waive the insurance by logging into their EMPOWER ME account and clicking on the student insurance waiver link.

**PAYMENT OF ACCOUNTS**

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

**There are three ways to pay student accounts:**

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% surcharge.
2. Financial aid:  Students must submit all of the required forms/documentation needed by the Office of 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

Students with outstanding financial obligations who do not make payment arrangements with the Office of the Bursar by the due date will have a business hold placed on their accounts.  Grades or transcripts will not be released for students who have outstanding financial obligations.  After repeated attempts, unpaid student accounts will be sent to collection.

## REFUNDS

If dropping from a course/courses or withdrawing from the College, students are eligible for a refund once the course(s) has (have) been officially dropped or students have officially withdrawn through the Office of Student Records.  Refer to the following Refund Policy Table for the percentage of tuition/fees refund students are 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 students at www.mercycollege.edu/empower using the Drop/Withdrawal/Leave form located under the Student Records tab.  Refunds are issued through the Office of the Bursar.

Refunds of tuition and fees (general fee, auxiliary fee, student services fee, technology fee, and course fees) are not made unless students have officially dropped the course/courses or officially withdrawn from the College.  Notification to an individual instructor or failure to attend class does not constitute an official drop or withdrawal.  An exit interview with the Office of Financial Aid is required for students receiving financial aid.

**Refund Table:**

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

| Refund | 16 weeks | 12 weeks | 10 weeks | 8 weeks | 7 weeks | 6 weeks | 5 weeks |
|---|---|---|---|---|---|---|---|
| 100% | By Monday at 4:30pm of the 2nd week | By Monday at 4:30pm of the 2nd week | By Monday at 4:30pm of the 2nd week | By Monday at 4:30pm of the 2nd week | By Monday at 4:30pm of the 2nd week | By Monday at 4:30pm of the 2nd week | By Monday at 4:30pm of the 2nd week |
| 80% | By Monday at 4:30pm of the 3rd week | By Monday at 4:30pm of the 3rd week | | | | | |
| 50% | | | By Monday at 4:30pm of the 3rd week | By Monday at 4:30pm of the 3rd week | By Monday at 4:30pm of the 3rd week | By Monday at 4:30pm of the 3rd week | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 25% | By Monday at 4:30pm of the 5th week | By Monday at 4:30pm of the 4th week | | | | | |
| 0% | By Monday at 4:30pm of the 6th week | By Monday at 4:30pm of the 5th week | By Monday at 4:30pm of the 4th week | By Monday at 4:30pm of the 4th week | By Monday at 4:30pm of the 4th week | By Monday at 4:30pm of the 4th week | By Monday at 4:30pm of the 3rd week |

*Time is denoted as Eastern Standard Time (EST).*

# FINANCIAL AID

The Office of Financial Aid provides guidance to students seeking assistance to finance their education.

More information is available at  https://mercycollege.edu/admissions/financial-aid

## FINANCIAL AID ELIGIBILITY REQUIREMENTS

To be eligible for federal and/or state financial assistance, students 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 (FASFA).
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, students must apply for financial aid as early as possible.  Students must reapply each year.  To be considered for all forms of financial aid, interested students 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) 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)
- Private Alternative Loans, (credit-based) offered by various lenders

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

### Scholarships

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.

### 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 Benefits

Mercy College of Ohio will assist veterans, service members, and qualified family members eligible for Veteran Education Benefits to achieve their goal of a college degree. The U.S. Department of Veterans Affairs (VA) determines eligibility for educational benefits. If eligible, the VA Certifying Official at Mercy College (located in the Office of Financial Aid) will certify education benefits. To apply for VA education benefits, please visit https://www.va.gov/education/ or call the VA benefits hotline at 1-888-GI-BILL-1 (1-888-442-4551).

Mercy College of Ohio complies with the Veteran Benefits and Transition Act of 2018 and ensures the College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a **Chapter 31** or **Chapter 33** recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs. A Covered Individual is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation, or Chapter 33, Post 9/11 GI Bill benefits. Additionally, this requirement is limited to the portion of funds paid by VA. Mercy College will permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to Mercy College a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33 and ending on the earlier of the following dates:

1. The date on which payment from the VA is made to the institution.
2. Ninety days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

In the case a student must take a leave of absence due to being called to active duty, the Student Military Leave Policy will be followed. The Student Military Leave Policy is available at https://mercycollege.edu/admissions/financial-aid/veterans-benefits and available in the Academic Affairs section of this catalog.

Mercy College is approved for the Ohio National Guard Scholarship Program, tuition assistance available for enlisted persons in the State of Ohio.  For scholarship consideration, the enlisted student must complete the State of Ohio application by the appropriate deadlines.  For further information, please visit http://ong.ohio.gov/education.  Students must also apply for the Federal Tuition Assistance to be used before the Ohio National Guard Scholarship.  Students can apply online at www.GoArmyEd.com.  Students can contact the State of Ohio at 1-888-400-6484 for assistance.  All scholarship approval letters need to be submitted to the Office of Financial Aid for certification by the VA Certifying Official.

For eligible students who receive funds through the Department of Defense Tuition Assistance Program, Mercy College of Ohio will return any unearned tuition assistance (TA) funds on a proportional basis through at least the sixty (60) percent portion of the period for which funds were provided.  In instances when a service member stops attending due to a military service obligation, Mercy College will work with the affected service member to identify solutions that will not result in student debt for the returned portion.  Mercy College's schedule for returning unearned TA to the government is as follows:

**5-week Course Withdraw submitted**
By Monday at 4:30 pm of the 2nd week - 100% return
By Monday at 4:30 pm of the 3rd week – 10% return 60% of course completed at 3 weeks

**5-week Course Withdraw submitted, the 60% of course completed at 3 weeks**

**6-week Course Withdraw submitted**
By Monday at 4:30 pm of the 2nd week - 100% return
By Monday at 4:30 pm of the 3rd week – 10% return 60% of course completed at 3.6 weeks
By Monday at 4:30 pm of the 4th week – 0% return

6-week Course Withdraw submitted, the 60% of course completed at 3.6 weeks

**8-week Course Withdraw submitted**
By Monday at 4:30 pm of the 2nd week - 100% return
By Monday at 4:30 pm of the 3rd week – 50% return
By Monday at 4:30 pm of the 4th week – 25% return
By Monday at 4:30 pm of the 5th week – 10% return 60% of course completed at 4.8 weeks

**8-week Course Withdraw submitted, the 60% of course completed at 4.8 weeks**
**10-week Course Withdraw submitted**
By Monday at 4:30 pm of the 2nd week - 100% return
By Monday at 4:30 pm of the 3rd week – 50% return
By Monday at 4:30 pm of the 5th week – 25% return
By Monday at 4:30 pm of the 6th week – 10% return 60% of course completed at 6 weeks

**10-week Course Withdraw submitted, the 60% of course completed at 6 weeks**
**12-week Course Withdraw submitted**
By Monday at 4:30 pm of the 2nd week - 100% return
By Monday at 4:30 pm of the 3rd week – 80% return
By Monday at 4:30 pm of the 4th week – 50% return
By Monday at 4:30 pm of the 7th week – 25% return 60% of course completed at 7.2 weeks

By Monday at 4:30 pm of the 8th week – 0% return

**12-week Course Withdraw submitted, the 60% of course completed at 7.2 weeks**
**16-week Course Withdraw submitted**
By Monday at 4:30 pm of the 2nd week - 100% return
By Monday at 4:30 pm of the 3rd week – 80% return
By Monday at 4:30 pm of the 5th week – 50% return
By Monday at 4:30 pm of the 9th week – 25% return 60% of course completed at 9 weeks
By Monday at 4:30 pm of the 10th week – 0% return

**16-week Course Withdraw submitted, the 60% of course completed at 9.6 weeks**

For more information regarding Veteran Benefits, please visit
https://mercycollege.edu/admissions/financial-aid/veterans-benefits or
https://www.va.gov/education/how-to-apply/.

## FINANCIAL AID PACKAGING

Upon receipt of a student aid report from accepted students, 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 student's commitment 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.

## 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, 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 semester.

**How a withdrawal affects academics.** The following information will help students understand how 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 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 module/session while still attending a current module/session, the student is not considered as withdrawn based on not attending the later module/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.

   *Days Attended ÷ Days in Enrollment Period = 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 semester in which the student withdrew.

   *Total Aid Disbursed × Percentage Completed = 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 that the earned aid, the difference must be returned to the appropriate Title IV aid program.
   c. *Total Disbursed Aid – Earned Aid = 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 and/or the Drop/Withdrawal/Leave Form in EMPOWER ME.  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 for 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
*Policy approved by Mercy College Board of Trustees, June 2018*

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.

- o 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 any revenue-sharing arrangements with any lender.

- Revenue-sharing arrangements include 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.
- 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:
  o A specified number of loans made, insured, or guaranteed under Title IV;
  o A specified loan volume of such loans; or
  o A preferred lender arrangement for such loans.
  o "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)).
- 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, Office of Accessibility, Office of Campus Ministry and Service Learning, Office of Career, Professional Development, and Retention, Office of Diversity and Inclusion, Office of Student Life, the Student Success Center, and the Testing Center.  Services are provided for both the Toledo campus and Youngstown location and in the online environment.

**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.

**Division Goals:** In keeping with our mission, our goals are to:

1. Empower students to serve and to lead
2. Encourage students to achieve personal and academic success
3. Inspire students to grow in mind, body, and spirit

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, and in the online environment.  These services include advising, tutoring, personal counseling, accessibility, testing, career and professional development, and campus ministry.

## STUDENT SUCCESS 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 by providing exceptional services designed to engage students at Mercy College.

## ACADEMIC ADVISING

Academic advisors guide students on their academic journeys.  The academic advisors assist students in clarifying personal and career goals, developing consistent educational goals and plans, and evaluating progress toward established goals.  Academic advisors also provide information to students regarding support services available at Mercy College.

## COUNSELING AND WELLNESS SERVICES

As a part of the Student Success Center, Counseling and Wellness Services promote the growth and wellness of 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 students 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

## TUTORING

Tutors provide supplemental instruction and guidance to students in meeting course requirements.  Tutoring services are provided in the areas of nursing, math, science, and writing.  In addition to academic support, tutors guide students in the areas of decision making, goal setting, time management, and study skills.  Professional tutors are available at both the Toledo campus and the

Youngstown location.  Online tutoring services are also available through Smarthinking by Pearson and can be accessed directly through Canvas.

Students may schedule advising and/or tutoring appointments at https://www.mercycollege.edu/appt or by calling (419) 251-8955 (Toledo) or (330)-480-3145 (Youngstown).

**OFFICE OF CAREER, PROFESSIONAL DEVELOPMENT, AND RETENTION**

**CAREER AND PROFESSIONAL DEVELOPMENT**
Career and professional development services including the Career Center are available to all students and alumni.

Services offered:
- Job search process and tips
- Career/Job Fairs
- Online career resources (Smarthinking, LinkedIn, career videos on various topics, etc.)
- Career Center resource library
- Classroom presentations
- Networking events
- Professionalism in the workplace
- Cover letters and resumes
- Interviewing skills (mock interviews)

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

**RETENTION**

**Academic Success Plan (ASP)**
The Academic Success Plan is designed for students who are on academic probation, repeating a course, conditionally admitted, and/or recommended by faculty or staff.  Through engaging in self-assessment and in collaboration with the Program Director, Director of Career, Professional Development, and Retention and/or Academic Advisor, students identify a personal plan of action that will contribute to their academic recovery and a successful semester.  The Director of Career, Professional Development, and Retention coordinates to create an Academic Success Plan with appropriate parties and monitors progress throughout the length of the plan.

**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 issues.  The Director of Career, Professional Development, and Retention contacts all referred students to assess the level and type of need described in the Early Alert.  After discussion, students are directed to resources and provided options and/or potential solutions available at the College.  Referred students should remain in contact with their faculty and academic advisor to develop an educational plan for a successful semester.

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 STUDENT LIFE

Student Life is committed to students' development and college success through intentional co-curricular engagement experiences.  The office provides oversight for the Student Government Association (SGA) and its affiliated 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 and accountability for the student activity fee.
- Student Organizations– Active membership in student organizations is an excellent way for students to meet and work with peers, gain and further enhance leadership skills, and positively contribute to the Mercy College community.  Additional information about current and active organizations is available at: https://mercycollege.edu/student-affairs/student-life/government
- Leadership Programs – These programs are grounded in the Mercy College values and a servant leadership model, and include the Student Leader Retreat, Leader Scholar program, and Leadership Series.
- Student Orientation and Registration (SOAR) – The SOAR program prepares new Mercy College students for success in their 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 and Service Learning, guided by the mission and values of Mercy College, inspires students, faculty, and staff to grow in their understanding of spirituality and service.  This is accomplished in the areas of  worship, prayer and reflection, social justice education, community engagement, and service learning.

More information is available at https://mercycollege.edu/student-affairs/campus-ministry, 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.  Selected students are provided a variety of opportunities to enhance civic responsibility, service learning experiences, and leadership development.

Hoffman Ambassadors will:
- Gain a better understanding of service, social justice, values, integrity, ethics, and accountability through community service, training, common reading and programming on and off campus.
- Meet monthly as a group to reflect and discuss their service experiences and the assigned readings.

- Complete 150 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.
- Receive a $3,000 annual scholarship.

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

**OFFICE OF ACCESSIBILITY AND TESTING SERVICES**

The mission of the Office of Accessibility and Testing Services 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 determines 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, and modified attendance.
- Education for faculty and staff, students, and the community.

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 Testing Center provides the following services to students:
- Academic testing with accommodations
- Make-up exams or quizzes
- 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 services information in Toledo, students should contact (419) 251-2106.  For testing services information in Youngstown, students should contact (330)-480-2874.

**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 team and develop and implement diversity initiatives consistent with the mission of the College and the Office of Diversity and Inclusion.

**Multicultural Center**
The Mercy College of Ohio Multicultural Center, located in Madison 5617, was created to provide a welcoming and inclusive space for students, faculty, and staff to gather, celebrate and support all persons regardless of variations in thoughts, experiences, values, and traditions.  The Multicultural Center offers programs and services that promote and enhance multicultural awareness, respect, and appreciation.

**Pathway to Success Scholarship Program**
The Pathway to Success Scholarship Program serves to educate, engage, and empower first-generation, multicultural, and under-resourced students who have a passion for healthcare and service to others.

## 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, at the Youngstown location.

## FOOD SERVICES
Cafeteria services are available Monday through Friday for students in Toledo and Youngstown.  Most clinical/practicum locations also have cafeterias available for students to purchase items.  Hours of service vary depending on location.  Vending machines are located throughout the Toledo campus on the ground and fifth floors of the Madison building and on the second and third (in the student lounge) floors of the Jefferson building.  At the Youngstown location, vending machines are located throughout the St. Elizabeth Hospital for students to purchase items.

## IDENTIFICATION BADGES
Students will be issued identification badges during the first term.  Students can obtain badges by contacting the Student Affairs Coordinator on the Toledo campus or the Student Support Services Coordinator in Youngstown.  Badges are used for various purposes, including discounted meals in the campus cafeteria and access to clinical agencies and should always be worn when on campus or at affiliated agencies.  Badges will be deactivated upon graduation, withdrawal, or a leave.  Requests for a new or replacement badge can be submitted via an online form:
https://mercycollege.edu/forms/student-id-badge-replacement-request.  There is a $12 fee for replacement badges.

# 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 on the Toledo campus and at the Youngstown location as well as the online environment. The Values are as follows:

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

Student learning takes place in the following formats:

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

Students who are admitted to and 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 means that students will demonstrate the following:

- Honesty
- Integrity
- Responsibility
- Accountability
- Confidentiality
- Respect for others
- Compliance with college policies and procedures
- Safe care for all clients and/or patients
- Willingness to 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, including copyright laws.

- Violation of college policies and procedures as outlined in the college catalog and program handbooks.
- 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 disorderly conduct, which includes, but is not limited to: (i) any conduct which materially and substantially disrupts the education process, College operations, and/or related activities; and (ii) any conduct which aids, abets, or procures another person to materially and substantially disrupt the education process, College operations, and/or related activities.
- 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.
- 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.
- Failure to comply with directions of College officials acting in the performance of their duties.
- Failure to cooperate in the Student Discipline Procedure outlined below.

The College reserves the right to address other inappropriate behavior by students if it does not clearly fall within the identified standards of conduct above.

**STUDENT DISCIPLINE PROCEDURE**

When there is an alleged violation of the Student Code of Conduct, the procedures outlined below will be followed. 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. If deemed necessary at the discretion of the College, the procedures may be adjusted to facilitate a fair and timely resolution in a particular situation.

Faculty and/or staff who are notified of possible student misconduct or who observe a student engaging in inappropriate behavior will discuss the behavior/misconduct with the student privately.  A Concern and Complaint form documenting the matter will be forwarded to the Vice President of Student Affairs, or designee, for possible investigation.

**Step 1: Verbal Warning**

If the investigation findings conclude that a verbal warning is warranted, a report using the College Disciplinary Form will be completed and kept in a confidential student disciplinary file in the office of the Vice President of Student Affairs/Dean of Students, or designee.

**Step 2: Written Warning**

If the student misconduct from Step 1 continues or if there are additional violations of the Student Code of Conduct, the student misconduct will be reported to the Vice President of Student Affairs, or designee, using the Concern and Complaint form.  In the event of academic misconduct, the matter will be referred to the Program Director and Division Dean.  If investigation findings conclude that a written warning is warranted, the Program Director/Division Dean/VPSA or designee 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 confidential disciplinary file.

 **Step 3: Suspension, Dismissal, Expulsion, and Other**

**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 Policy to the College for Academic/Non-Academic Dismissal as outlined in the College Catalog.

**Non-Academic Dismissal/Grading:** If a student is dismissed for non-academic reasons, the student will be dropped or withdrawn from their courses based on the add/drop deadline or withdrawal deadline policy depending on the date of the dismissal, see Academic Calendar (https://mercycollege.edu/academics/academic-calendar) for add/drop deadlines. If the student is dismissed prior to the add/drop deadline, they will be dropped from all courses.  If the student is dismissed after the add/drop deadline but during the withdrawal period, they will be withdrawn from all courses and receive a grade of "W".  If the student is dismissed after the withdrawal period, they 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.

**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.

Serious or illegal misconduct will begin at Step 3 of the discipline process. Students who have serious or illegal violations of the misconduct policy will be reported to the Vice President of Student Affairs, or designee using the Concern and Complaint form. 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.

For those students who have a serious or illegal misconduct violation, the Division Dean or Vice President of Student Affairs, or designee, will render a decision based on the findings of his/her investigation. The Division Dean or the Vice President of Student Affairs, or designee, 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.

Students who have continued inappropriate conduct from Step 2 will progress to Step 3, and such conduct should be reported to the Vice President of Student Affairs, or designee, using the Concern and Complaint form. If the matter is academic, it will be referred to the Program Director and Division Dean. The VPSA/designee or Program Director/Division Dean will review the written action plan that was developed in Step 2 and activate the consequences identified as part of that written action plan. The Program Director/Division Dean or Vice President of Student Affairs, or designee, will document his/her discussion and activation of consequences on the College Disciplinary Form for those students.

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

Appeal of Step 3 Decision: The student may appeal the findings or imposed consequences at Step 3 as outlined in the Student Code of Conduct Appeal Procedure.

**STUDENT CODE OF CONDUCT APPEALS PROCEDURE**
The Student Code of Conduct Appeals Procedure is conducted by a committee that hears student code of conduct appeals that progress from Step 3. This committee 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 or part-time faculty members (no adjunct faculty members will be included): one from Health Sciences, one from Nursing, and one from Arts and Sciences.
- One staff member.

The Committee only hears appeals that progress from Step 3 of the disciplinary process.   Steps 1 and 2 are not appealable.

Students disputing the findings or discipline issued at Step 3 may secure the [Student Code of Conduct Appeals Form](#) from the College website and file the appeal with the Vice President of Student Affairs, or designee, 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.  If an appeal is not filed in the designated timeframe, the appeal will not be further considered, and the prior decision will stand.

**Step 1**: Upon receipt of a student appeal that is filed in the designated timeframe, 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.

**Step 2**: The Dean who serves as chair presides over the meeting where all relevant materials are reviewed, and relevant information is presented by the student and other party.

**Step 3**: The Dean will provide written notification of the committee's decision, determined by voting, within five business days 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 or the Vice President of Student Affairs/Dean of Students.

## CONFIDENTIALITY POLICY
*Policy approved by Mercy College Board of Trustees, March 2020*

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

I.  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.

II.  The College expects all users to meet the highest standards of ethics and responsibility.

III. 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 Confidentiality Policy.

IV. 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 Director of Compliance and Risk Management, Vice President of Student Affairs or the Vice President of Academic Affairs.

V. Students who are found in violation of this policy will be subject to the Student Code of Conduct.

VI. Faculty and staff who are found in violation of this policy will be subject to disciplinary action.

## ACCESSIBILITY/ADA/504 POLICY
*Policy approved by Mercy College Board of Trustees, June 2019*

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.

All College representatives, including faculty, staff, and students are responsible for the implementation of this policy and adherence to the principles of equal access.

It is the policy of Mercy College of Ohio (the "College") that no otherwise qualified individual with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination in any program, service or activity offered by the College. Specifically, the College does not discriminate on the basis of disability in employment or 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. As such, individuals with disabilities have a right to request reasonable accommodations.

**Definitions**
**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.

**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.

**Requests for Reasonable Accommodation:**

**Employees:** Requests for reasonable accommodation are governed by the Mercy Health Accommodations Policy (HRMH081). Employees must direct requests for reasonable accommodation to the Mercy Health Human Resources Department.

**Students:** Requests for reasonable accommodation are handled by the Office of Accessibility and Testing Services pursuant to the Procedures set forth below.

**Academic Honesty & Integrity**

Reasonable accommodations provided to students 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 College's Student Code of Conduct. Failure to adhere to the academic honesty & integrity policy and the standards of conduct may result in corrective action.

**Section 504 Coordinator:**

The College has designated the following individual as its Section 504 Coordinator. The Section 504 Coordinator has responsibility for coordinating the College's efforts to comply with the requirements of Section 504 and its implementing regulations.

Christine Miller
Director of Accessibility and Testing Services
2221 Madison Avenue
Toledo, OH 43604
419-251-1784
Christine.Miller1@mercycollege.edu

**Grievance Procedure:**

Any person may file a grievance alleging discrimination or harassment on the basis of disability by filing a complaint pursuant to the Civil Rights/Nondiscrimination Policy. The grievance process applies to all individuals regardless of whether the individual has requested accommodations. Grievances may allege disability discrimination, including disability harassment, carried out by employees, students, or third parties.

A copy of the Civil Rights/Nondiscrimination Policy and its related procedures is available online at https://mercycollege.edu/documents/civil-rights-nondiscrimination-policy.

The following procedures govern the reasonable accommodation process for students.

Students must provide appropriate documentation to the Office of Accessibility and Testing Services for the College to fully determine eligibility for services and evaluate requests for accommodations or auxiliary aids.

Students should be aware that accommodations granted by the College 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 and Testing Services may assist in the process at the student's request.

**Initiating Consideration for Accommodation**

Students who are seeking assistance from the Office of Accessibility and Testing Services are responsible for:

a) Contacting the Office of Accessibility and Testing Services. Students bear the responsibility for disclosure of a disability and the request for services. Such disclosure and request for services must be done by the student directly unless the nature of the student's disability precludes direct contact.

b) Providing complete, adequate, and current documentation from an appropriately qualified professional regarding the disability and the need for accommodations (see Essential Elements of Disability Documentation below.) Students are responsible for costs associated with obtaining the appropriate documentation.

c) Notifying the College of accommodation requests prior to the beginning of the semester for which the accommodation is sought. While accommodation requests can be made and will be considered at any time, the documentation and approval process takes time. Please note that granted accommodations are not effective retroactively, and a student will not be able to retake exams or redo assignments that were completed before an accommodation was approved.

**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, documentation should 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 <u>current</u> functional limitations.** Information on how the disabling condition(s) currently impacts the individual provides useful information for both verifying 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 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**
1. **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.
2. **Determination of accommodations is an interactive process.** The Director of Accessibility and Testing Services 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 to inquire about the disability, understand its impacts and identify appropriate accommodations. At the conclusion of the interactive process, the institution will determine accommodations as appropriate.
3. **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.

**Process of Approved Accommodations**
Once an accommodation has been granted, students are provided with a letter of accommodation from the Office of Accessibility and Testing Services each semester to notify their instructors as they deem appropriate. Students with accommodations are responsible to speak with each of their instructors about their accommodation needs.

Students with accommodations can submit their testing schedule to the Testing Center 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.

**Appeal Procedure**
A student who has been denied a requested accommodation or otherwise disagrees with an accommodation decision may file an appeal. The student is encouraged, but not required, to first discuss his or her concern with the Vice President of Student Affairs/Dean of Students. A conversation may resolve a disagreement quickly.

The student should complete the Student Appeal and Grievance Form available on the Office of Accessibility and Testing Services website.  Individuals needing assistance may fill out the form in the Office of Accessibility and Testing Services with staff assistance.

Appeals should be filed promptly and no later than 10 business days after receiving an accommodation decision.  Appeals submitted after this deadline will not be accepted absent a showing of good cause.  Time-sensitive requests should be made as far in advance as possible.  Although the College tries to expedite urgent matters, requests made fewer than 10 business days in advance of a deadline typically do not allow for adequate time for review.

**Informal Review:** Upon receipt of an appeal, the Vice President of Student Affairs/Dean of Students will try to resolve the disagreement informally with the student and the Office of Accessibility and Testing Services.  If informal resolution is not possible or the student requests to proceed through the formal appeals process, the Vice President of Student Affairs/Dean of Students will refer the matter to the Office of Compliance and Risk Management.

**Formal Appeals Process:**  The Director of Compliance and Risk Management will review the formal appeal request and determine whether an investigation is necessary.  If any material facts are in dispute, an investigation will be initiated within 5 business days of receipt of the appeal request from the Vice President of Student Affairs/Dean of Students.  The investigation will involve meeting with the student and may also involve meeting with Office of Accessibility and Testing Services staff, faculty members, or other staff members with relevant information.   During the investigation, all parties to the appeal will be permitted to present witnesses and other relevant evidence.  The Director of Compliance and Risk Management will present written findings of fact from the investigation to the President, who will decide whether any changes to the original decision are warranted.  The President will issue a written determination regarding the appeal to the student and Office of Accessibility and Testing Services.  Unless an extension is necessary for good cause, this determination will be provided within 5 business days of receiving the findings from the Director of Compliance and Risk Management.  If the President decides that additional or different accommodation(s) should be approved, an updated accommodation letter will be issued to the student.  If the President upholds the initial accommodation determination, the matter will be closed.  The President's decision is final and not subject to appeal.  Every effort will be made to complete the appeal process within 30 days of the initial request for appeal.

The College does not tolerate retaliation against any individual who participates in the appeal process.  Allegations of retaliation should be referred to the Director of Compliance and Risk Management.

## SEXUAL HARASSMENT POLICY
(Formerly TITLE IX, VIOLENCE AGAINST WOMEN AND CAMPUS SAVE POLICY)

*Policy approved by Mercy College Board of Trustees, August 2020*

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 sex discrimination, including sexual harassment.

Consistent with the College's Non-Discrimination Notice and the U.S. Department of Education's implementing regulations for Title IX of the Education Amendments of 1972 ("Title IX") (see 34 C.F.R. § 106 et seq.), the College prohibits Sexual Harassment that occurs within its Education Programs and Activities.

As further defined herein, Sexual Harassment includes Quid Pro Quo Sexual Harassment, Hostile Environment Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking.

This policy applies to Sexual Harassment that occurs within the College's Education Programs and Activities and that is committed by an administrator, faculty member, staff, student, contractor, guest, or other member of the College community. Other forms of sex discrimination are addressed by the College's Civil Rights/Nondiscrimination Policy.

This policy does not apply to Sexual Harassment that occurs off-campus, in a private setting, and outside the scope of the College's Education Programs and Activities; such Sexual Misconduct may be prohibited by the College's Civil Rights/Nondiscrimination Policy, the Student Code of Conduct if committed by a student, or the Bon Secours Mercy Health Non- Harassment/Non-Discrimination and Corrective Action policies if committed by a faculty member, or a staff or administrative employee.

Consistent with the U.S. Department of Education's implementing regulations for Title IX, this policy does not apply to Sexual Harassment that occurs outside the geographic boundaries of the United States, even if the Sexual Harassment occurs in the College's Education Programs and Activities. Sexual Harassment that occurs outside the geographic boundaries of the United States is governed by the College's Civil Rights/Nondiscrimination Policy, the Student Code of Conduct if committed by a student, or the Bon Secours Mercy Health Non- Harassment/Non-Discrimination and Corrective Action policies if committed by a faculty member, or a staff or administrative employee.

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, as well as the crimes of 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.

All Mercy College employees are required to report knowledge of Sexual Harassment to the Title IX Coordinator or Deputy Title IX Coordinator, except employees bound by confidentiality (professional counselors and clergy).

**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 employees must report suspected violations of this policy, whether the Complainant or the 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 Respondent.

**Title IX Coordinator/Deputy Title IX Coordinator**
**Title IX Coordinator**
The Title IX Coordinator is responsible for the prompt response to reports of Sexual Harassment, as well as training, education, communication, and administration of grievance procedures for handling formal 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**
**Complainant**
An individual who is alleged to be the victim of conduct that could constitute Sexual Harassment.

**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 felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabiting with or has cohabited with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of Ohio, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of Ohio.

**Education Programs and Activities**

Education Programs and Activities refers to all the operations of the College, including, but not limited to, in-person and online educational instruction, employment, research activities, extracurricular activities, dining services, and community engagement and outreach programs.  The term applies to all activity that occurs on campus or on other property owned or occupied by the College.  It also includes off-campus locations, events, or circumstances over which the College exercises substantial control over the Respondent and the context in which the Sexual Harassment occurs, including Sexual Harassment occurring in any building owned or controlled by a student organization that is officially recognized by the College.

**Formal Complaint**

A document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that the College investigate the allegation of Sexual Harassment in accordance with this policy.  At the time of filing a Formal Complaint, a Complainant must be participating in or attempting to participate in the College's education programs and activities.  A "document filed by a Complainant" means a document or electronic submission (such as an email) that contains the Complainant's physical or electronic signature or otherwise indicates that the Complainant is the person filing the Complaint.

**Hostile Environment Sexual Harassment**

"Hostile Environment Sexual Harassment" is unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person access to the College's education programs and activities.  This may include conduct of a nonsexual nature that is based on an individual's actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes.

**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".

**Quid Pro Quo Sexual Harassment**
"Quid Pro Quo Sexual Harassment" occurs when an employee of the College conditions the provision of an aid, benefit, or service of the College on an individual's participation in unwelcome sexual contact.

**Respondent**
An individual who has been alleged to be the perpetrator of conduct that could constitute Sexual Harassment.

**Retaliation**
Retaliation is intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX and its implementing regulations or because an individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy.

**Sexual Assault**
"Sexual Assault" includes the sex offenses of Rape, Sodomy, Sexual Assault with an Object, Fondling, Incest, and Statutory Rape.[1]
- "Rape" is the carnal knowledge of a person, 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 or physical incapacity. There is "carnal knowledge" if there is the slightest penetration of the vagina or penis by the sexual organ of the other person. Attempted Rape is included.

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[1] The College's definition of "Sexual Assault" is mandated by federal regulations implementing Title IX of the Education Amendments of 1972. Those regulations require the College to adopt a definition of "Sexual Assault" that incorporates various forcible and non-forcible sex crimes as defined by the FBI's Uniform Crime Reporting System. See 34 C.F.R. § 106.30(a).

- Sodomy" is oral or anal sexual intercourse with another person, 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 or physical incapacity.
- "Sexual Assault with an Object" is using an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, 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 or physical incapacity.  An "object" or "instrument" is anything used by the offender other than the offender's genitalia.
- "Fondling" is 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 or physical incapacity.
- "Incest" is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by Ohio law.
- "Statutory Rape" is sexual intercourse with a person who is under the statutory age of consent as defined by Ohio law.

## Sexual Harassment

Sexual harassment is conduct on the basis of sex that constitutes Quid Pro Quo Sexual Harassment, Hostile Environment Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, or Stalking.

## Stalking

Stalking is engaging in a course of conduct directed at a specific person that would cause a reasonable person to: fear for their safety or the safety of others; or suffer substantial emotional distress.

## Supportive Measures

Non-disciplinary, non-punitive individualized services offered, as appropriate, and reasonably available, and without fee or charge, that are designed to restore or preserve equal access to the College's Education Programs and Activities without unreasonably burdening another party, including measures designed to protect the safety of all parties implicated by a report or the College's education environment, or to deter Sexual Harassment.  Examples of Supportive measures include: counseling, extensions of academic or other deadlines, course-related adjustments, modifications to work or class schedules, campus escort services, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of campus, and other similar measures.  Supportive Measures may also include mutual restrictions on contact between the parties implicated by a report.

## Remedies

Administrators, faculty members, staff, students, contractors, guests, and other members of the College community who commit Sexual Harassment  are subject to the full range of College discipline including verbal warning; written warning; temporary suspension, suspension, dismissal; expulsion for students; written warning; final written warning; termination; performance improvement plan (PIP); or administrative leave for employees; mandatory training, coaching, or

counseling; mandatory monitoring; physical restriction from College property; cancellation of contracts; and any combination of the same.

The College will provide persons who have experienced Sexual Harassment ongoing remedies as reasonably necessary to restore or preserve access to the College's education programs and activities.

**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 Harassment. Moreover, victims should not be deterred from reporting incidents of Sexual Harassment.

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 as promptly as possible.

Any person may report Sexual Harassment to the Title IX Coordinator or Deputy Title IX Coordinator.  Reports may be made in person, by regular mail, telephone, electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. In-person reports must be made during normal business hours, but reports can be made by regular mail, telephone, or electronic mail at any time, including outside normal business hours.

The names and contact information for the Title IX Coordinator and Deputy Title IX Coordinator are:

**Title IX Coordinator- Toledo**
Leslie Erwin
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**
Elizabeth Cardwell
1044 Belmont Avenue
Youngstown, Ohio 44501
330-480-2170
Elizabeth.Cardwell@mercycollege.edu
See below for detailed information on these processes.

**Employee Reporting Obligations**
All Mercy College employees are required to report knowledge of Sexual Harassment to the Title IX Coordinator or Deputy Title IX Coordinator, except employees bound by confidentiality (professional counselors and clergy). 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 Civil Rights/Nondiscrimination Policy (109) and this Sexual Harassment grievance procedure to the Title IX Coordinator.

**Preliminary Assessment**

Upon receipt of a report of Sexual Harassment, the Title IX Coordinator will conduct a preliminary assessment to determine:

- Whether the conduct, as reported, falls or could fall within the scope of the policy; and
- Whether the conduct, as reported, constitutes or could constitute Sexual Harassment.

If the Title IX Coordinator determines that the conduct reported could not fall within the scope of the policy, and/or could not constitute Sexual Harassment, even if investigated, the Title Coordinator will close the matter and may notify the reporting party if doing so is consistent with the Family Educational Rights and Privacy Act ("FERPA").  The Title IX Coordinator may refer the report to other College offices, as appropriate.

If the Title IX Coordinator determines that the conduct reported could fall within the scope of the policy, and/or could constitute Sexual Harassment, if investigated, the Title IX Coordinator will proceed to contact the Complainant.

As part of the preliminary assessment, the Title IX Coordinator may take investigative steps to determine the identity of the Complainant, if such identity is not apparent from the report.

**Contacting the Complainant**

If a report is not closed as a result of the preliminary assessment and the Complainant's identity is known, the Title IX Coordinator will promptly contact the Complainant to discuss the availability of Supportive Measures; to discuss and consider the Complainant's wishes with respect to such Supportive Measures; to inform the Complainant of the availability of such Supportive Measures with or without filing a Formal Complaint; and to explain the process for filing and pursuing a Formal Complaint.

All victims of sexual assault will also be 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; and
- Victim's rights and College responsibilities regarding judicial non-contact, restraining, protective orders, changing living arrangements, and federal student aid options.

**Supportive Measures**

If a report is not closed as a result of the preliminary assessment, the College will offer and make available Supportive Measures to the Complainant regardless of whether the Complainant elects to file a Formal Complaint.

Contemporaneously with the Respondent being notified of a Formal Complaint, the Title IX Coordinator will notify the Respondent of the availability of Supportive Measures for the Respondent, and the College will offer and make available Supportive Measures to the Respondent

in the same manner in which it offers and makes them available to the Complainant.  The College will also offer and make available Supportive Measures to the Respondent prior to the Respondent being notified of a Formal Complaint, if the Respondent requests such measures.

The College will maintain the confidentiality of Supportive Measures provided to either a Complainant or Respondent, to the extent that maintaining such confidentiality does not impair the College's ability to provide the Supportive Measures in question.

The Title IX Coordinator and/or Deputy Title IX Coordinator will communicate with each party throughout the investigation to ensure supportive measures remain necessary and effective. Failure to comply with the terms of any supportive measures that have been implemented may constitute a separate violation of this policy.

Supportive Measures may be available whether or not the Complainant 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 individuals and provide reasonable remedies throughout the reporting, investigative and adjudicatory processes, and thereafter.

**Emergency Removal and Administrative Leave**
At any time after receiving a report of Sexual Harassment, the Title IX Coordinator may, after consultation with appropriate College officials, remove a student Respondent from the College's education programs and activities on an temporary basis if an individualized safety and risk analysis determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Harassment justifies removal. In the event the Title IX Coordinator imposes an interim removal, the Title IX Coordinator must offer to meet with the Respondent within twenty-four hours and provide the Respondent an opportunity to challenge the emergency removal.  Such meeting may, at the sole discretion of the Title IX Coordinator, include other College officials.

In the case of a Respondent who is a non-student employee (administrator, faculty, or staff), and in its discretion, the College may place the Respondent on administrative leave at any time after receiving a report of Sexual Harassment, including during the pendency of the investigation and adjudication process specified below.

For all other Respondents, including independent contractors and guests, the College retains broad discretion to prohibit such persons from entering onto its campus and other properties at any time, and for any reason, whether after receiving a report of Sexual Harassment or otherwise.

**Formal Complaint**
A Complainant may file a Formal Complaint with the Title IX Coordinator requesting that the College investigate and adjudicate a report of Sexual Harassment in accordance with these procedures.  Provided, however, that at the time the Complainant submits a Formal Complaint, the Complainant must be participating in, or attempting to participate in, one or more of the College's education programs or activities.

A Complainant may file a Formal Complaint with the Title IX Coordinator in person, by regular mail, or by email using the contact information specified above. No person may submit a Formal Complaint on the Complainant's behalf.

A Formal Complaint should contain the dates and times of the alleged misconduct. The names of persons involved, including potential witnesses, should also be included. The Formal 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 should be included.

In any case, including a case where a Complainant elects not to file a Formal Complaint, the Title IX Coordinator may file a Formal Complaint on behalf of the College if doing so is not clearly unreasonable. Such action will normally be taken in limited circumstances involving serious or repeated conduct or where the alleged perpetrator may pose a continuing threat to the College Community.

If the Complainant or the Title IX Coordinator files a Formal Complaint, then the College will commence an investigation and proceed to adjudicate the matter as specified below. In all cases where a Formal Complaint is filed, the Complainant will be treated as a party, irrespective of the party's level of participation. In a case where the Title IX Coordinator files a Formal Complaint, the Title IX Coordinator will not act as a Complainant or otherwise as a party for purposes of the investigation and adjudication processes.

**Consolidation of Formal Complaints**
The College may consolidate Formal Complaints where the allegations of Sexual Harassment arise out of the same facts or circumstances. Where the investigation and adjudication process involve more than one Complainant or more than one Respondent, references in this policy to the singular "party," "Complainant," or "Respondent" include the plural, as applicable. A Formal Complaint of Retaliation may be consolidated with a Formal Complaint of Sexual Harassment.

**Dismissal Prior to Commencement of Investigation**
In a case where the Complainant files a Formal Complaint, the Title IX Coordinator will evaluate the Formal Complaint and must dismiss it if the Title IX Coordinator determines:
- The conduct alleged in the Formal Complaint would not constitute Sexual Harassment, even if proved; or
- The conduct alleged in the Formal Complaint falls outside the scope of the policy (i.e., because the alleged conduct did not occur in the College's Education Programs and Activities and/or the alleged conduct occurred outside the geographic boundaries of the United States).

In the event the Title IX Coordinator determines the Formal Complaint should be dismissed, the Title IX Coordinator will provide written notice of dismissal to the parties and advise them of their right to appeal. The dismissal is a final determination unless modified or overturned on appeal. The Title IX Coordinator may refer the subject matter of the Formal Complaint to other College offices or procedures, as appropriate.

**Notice of Formal Complaint**

Within five (5) business days of the Title IX Coordinator receiving a Formal Complaint, the Title IX Coordinator will transmit a written notice to the Complainant and Respondent that includes:

- A physical copy of this policy or a hyperlink to this policy;
- Sufficient details known at the time so that the parties may prepare for an initial interview with the investigator, to include the identities of the parties involved in the incident (if known), the conduct allegedly constituting Sexual Harassment, and the date and location of the alleged incident (if known);
- A statement that the Respondent is presumed not responsible for the alleged Sexual Harassment and that a determination of responsibility will not be made until the conclusion of the adjudication and any appeal;
- Notifying the Complainant and Respondent of their right to be accompanied by an advisor of their choice;
- Notifying the Complainant and Respondent of their right to inspect and review evidence;
- Notifying the Complainant and Respondent of the College's prohibitions on retaliation and false statements; and
- Information about resources that are available on campus and in the community.

Should the College elect, at any point, to investigate allegations that are materially beyond the scope of the initial written notice, the College will provide a supplemental written notice describing the additional allegations to be investigated.

**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.

**Amnesty for Reporting**

To encourage reporting on the part of students, victims of Sexual Harassment will not be charged with alcohol, drug and most other policy violations related to their efforts to seek assistance.

**Prohibition against Retaliation**

No individual involved in a report or formal complaint alleging a violation of this policy or participating in the investigation or adjudication of such a complaint shall be subject to Retaliation.

Any report or Formal Complaint of Retaliation will be processed under this policy in the same manner as a report or Formal Complaint of Sexual Harassment, as the case may be. The College retains discretion to consolidate a Formal Complaint of Retaliation with a Formal Complaint of Sexual Harassment for investigation and/or adjudication purposes if the two Formal Complaints share a common nexus.

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.

### 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 Lawsuits

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

### Protective Orders

The Complainant may 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.

### Clery Act

The College is obligated to report any incidents of sexual violence or assault on its annual crime statistics under the Clery 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

### Commencement and Timing

After the written notice of Formal Complaint is transmitted to the parties, the Title IX Coordinator or an investigator selected by the Title IX Coordinator ("investigating officer") will undertake an investigation to gather evidence relevant to the alleged misconduct, including inculpatory and exculpatory evidence. 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. The burden of gathering evidence sufficient to reach a determination in the adjudication lies with the College and not with the parties.

The investigation will culminate in a written investigation report that will be submitted to the adjudicator during the hearing process. Although the length of each investigation may vary depending on the totality of the circumstances, the College strives to complete each investigation within sixty (60) calendar days of the transmittal of the written notice of Formal Complaint.

During an investigation, the investigating officer may receive counsel from College administrators or other parties as needed.

**Equal Opportunity**

The College will conduct a prompt, fair, and thorough investigation of all Formal Complaints. During the investigation and any related adjudication, the Complainant and Respondent shall have equal rights, including:

- Respect, dignity, and sensitivity throughout the process.
- An equal opportunity for the parties to be interviewed, to present witnesses (including fact and expert witnesses), and to present other inculpatory and exculpatory 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. This includes the right to review the investigation report and provide comments on it, if desired, before a hearing.
- The right to receive written notice in advance of any meetings or hearings so that they have sufficient time to prepare for meaningful participation.

Notwithstanding the foregoing, the investigator retains discretion to limit the number of witness interviews the investigator conducts if the investigator finds that testimony would be unreasonably cumulative, if the witnesses are offered solely as character references and do not have information relevant to the allegations at issue, or if the witnesses are offered to render testimony that is categorically inadmissible, such as testimony concerning sexual history of the Complainant. The investigator will not restrict the ability of the parties to gather and present relevant evidence on their own.

The investigation is a party's opportunity to present testimonial and other evidence that the party believes is relevant to resolution of the allegations in the Formal Complaint. The investigating office may require the production of information by the parties by a certain date in order to facilitate a timely resolution. A party that is aware of and has a reasonable opportunity to present particular evidence and/or identify particular witnesses during the investigation, and elects not to, will be prohibited from introducing any such evidence during the adjudication absent a showing of mistake, inadvertence, surprise, or excusable neglect.

**Documentation of Investigation**

The investigator will take reasonable steps to ensure the investigation is documented. Interviews of the parties and witnesses may be documented by the investigator's notes, audio recorded, video recorded, or transcribed. The particular method utilized to record the interviews of parties and witnesses will determined by the investigator in the investigator's sole discretion, although whatever method is chosen shall be used consistently throughout a particular investigation.

**Access to the Evidence**

At the conclusion of the evidence-gathering phase of the investigation, but prior to the completion of the investigation report, the Investigating Officer will transmit to each party and their advisor, in either electronic or hard copy form, all evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including evidence the College may choose not to rely on at any hearing and inculpatory or exculpatory evidence whether obtained from a party or some other source. Thereafter, the parties will have ten (10) business days in

which to submit to the investigator a written response, which the investigator will consider prior to completing the investigation report.

The parties and their advisors are permitted to review the evidence solely for the purposes of this grievance process and may not photograph or disseminate the evidence to the public.

**Investigation Report**

After the period for the parties to provide any written response to the evidence, the investigator will complete a written investigation report that fairly summarizes the various steps taken during the investigation, summarizes the relevant evidence collected, lists material facts on which the parties agree, and lists material facts on which the parties do not agree. When the investigation report is complete, the investigator will transmit a copy to the Title IX Coordinator. The investigator will also transmit the investigation report to each party and their advisor, in either electronic or hard copy form.

**Pending Criminal Investigation**

Mercy College of Ohio will comply with law enforcement requests 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 Memoranda of Understanding (MOU) with local law enforcement.

**Advisor of Choice**

Both the Complainant and Respondent may ask a support person/advisor to accompany him or her at all stages of the process. The advisor may be, but is not required to be, an attorney.

Except for the questioning of witnesses during the hearing, the advisor will play a passive role and is not permitted to communicate on behalf of a party, insist that communication flow through the advisor, or communicate with the College about the matter without the party being included in the communication. The support person/advisor must agree to maintain the confidentiality of the process.

In the event a party's advisor of choice engages in material violation of the parameters specified in these procedures, the College may preclude the advisor from further participation, in which case the party may select a new advisor of their choice.

In the event a party is not able to secure an advisor to attend the hearing and requests the College to provide an advisor, the College will provide the party an advisor, without fee or charge, who will conduct questioning on behalf of the party at the hearing. The College will have sole discretion to select the advisor it provides. The advisor the College provides may be, but is not required to be, an attorney.

The College is not required to provide a party with an advisor in any circumstance except where the party does not have an advisor present at the hearing specified in these procedures and requests that the College provide an advisor.

**Grievance/Adjudication Procedures**

**Hearing Officer**

Upon receipt of the investigation report, the Title IX Coordinator will promptly appoint a hearing officer who will oversee the hearing process and render a determination of responsibility for the allegations in the Formal Complaint, at the conclusion of the hearing process. The Title IX Coordinator will see that the hearing officer is provided a copy of the investigation report and a copy of all evidence transmitted to the parties by the investigator.

**Hearing Notice and Response to Investigation Report**

After the hearing officer is appointed by the Title IX Coordinator, the hearing officer will promptly transmit written notice to the parties notifying the parties of the hearing officer's appointment; setting a deadline for the parties to submit any written response to the investigation report; setting a date for the pre-hearing conference; setting a date and time for the hearing; and providing a copy of the College's Hearing Procedures. Neither the pre-hearing conference, nor the hearing itself, may be held any earlier than ten (10) business days from the date of transmittal of the written hearing notice.

A party's written response to the investigation report must include:

- To the extent the party disagrees with the investigation report, any argument or commentary regarding such disagreement;
- Any argument that evidence should be categorically excluded from consideration at the hearing based on privilege, relevancy, the prohibition on the use of sexual history, or for any other reason;
- A list of any witnesses that the party contends should be requested to attend the hearing pursuant to an attendance notice issued by the hearing officer;
- A list of any witnesses that the party intends to bring to the hearing without an attendance notice issued by the hearing officer;
- Any objection that the party has to the College's Hearing Procedures;
- Any request that the parties be separated physically during the pre-hearing conference and/or hearing;
- Any other accommodations that the party seeks with respect to the pre-hearing conference and/or hearing;
- The name and contact information of the advisor who will accompany the party at the pre-hearing conference and hearing;
- If the party does not have an advisor who will accompany the party at the hearing, a request that the College provide an advisor for purposes of conducting questioning as specified in these procedures.

A party's written response to the investigation report may also include:

- Argument regarding whether any of the allegations in the Formal Complaint are supported by a preponderance of the evidence; and
- Argument regarding whether any of the allegations in the Formal Complaint constitute Sexual Harassment.

**Pre-Hearing Conference**

Prior to the hearing, the hearing officer will conduct a pre-hearing conference with the parties and their advisors. The pre-hearing conference will be conducted live, with simultaneous and contemporaneous participation by the parties and their advisors. By default, the pre-hearing conference will be conducted with the hearing officer, the parties, the advisors, and other necessary College personnel together in the same physical location. However, upon request of either party, the parties will be separated into different rooms with technology enabling the parties to participate simultaneously and contemporaneously by video and audio.

In the hearing officer's discretion, the pre-hearing conference may be conducted virtually, by use of video and audio technology, where all participants participate simultaneously and contemporaneously by use of such technology.

During the pre-hearing conference, the hearing officer will discuss the hearing procedures with the parties; address matters raised in the parties' written responses to the investigation report, as the hearing officer deems appropriate; discuss whether any stipulations may be made to expedite the hearing; discuss the witnesses the parties have requested be served with notices of attendance and/or witnesses the parties plan to bring to the hearing without a notice of attendance; and resolve any other matters that the hearing officer determines, in the hearing officer's discretion, should be resolved before the hearing.

**Issuance of Notices of Attendance**

After the pre-hearing conference, the hearing officer will transmit notices of attendance to any College employee (including administrator, faculty, or staff) or student whose attendance is requested at the hearing as a witness. The notice will advise the subject of the specified date and time of the hearing and advise the subject to contact the hearing officer immediately if there is a material and unavoidable conflict.

The subject of an attendance notice should notify any manager, faculty member, or other supervisor, as necessary, if attendance at the hearing will conflict with job duties, classes, or other obligations. All such managers, faculty members, coaches, and other supervisors are required to excuse the subject of the obligation, or provide some other accommodation, so that the subject may attend the hearing as specified in the notice.

The College will not issue a notice of attendance to any witness who is not an employee or a student.

**Hearing**

After the pre-hearing conference, the hearing officer will convene and conduct a hearing pursuant to the College's Hearing Procedures. The hearing will be audio recorded. The audio recording will be made available to the parties for inspection and review on reasonable notice, including for use in preparing any subsequent appeal.

The hearing will be conducted live, with simultaneous and contemporaneous participation by the parties and their advisors. By default, the hearing will be conducted with the hearing officer, the parties, the advisors, witnesses, and other necessary College personnel together in the same

physical location. However, upon request of either party, the parties will be separated into different rooms with technology enabling the parties to participate simultaneously and contemporaneously by video and audio.

In the hearing officer's discretion, the hearing may be conducted virtually, by use of video and audio technology, where all participants participate simultaneously and contemporaneously by use of such technology.

While the Hearing Procedures and rulings from the hearing officer will govern the particulars of the hearing, each hearing will include, at a minimum:

- Opportunity for each party to address the hearing officer directly and to respond to questions posed by the hearing officer;
- Opportunity for each party's advisor to ask directly, orally, and in real time, relevant questions, and follow up questions, of the other party and any witnesses, including questions that support or challenge credibility;
- Opportunity for each party to raise contemporaneous objections to testimonial or non-testimonial evidence and to have such objections ruled on by the hearing officer and a reason for the ruling provided;
- Opportunity for each party to submit evidence that the party did not present during the investigation due to mistake, inadvertence, surprise, or excusable neglect;
- Opportunity for each party to make a brief closing argument.

Except as otherwise permitted by the hearing officer, the hearing will be closed to all persons except the parties, their advisors, the investigator, the hearing officer, the Title IX Coordinator, and other necessary College personnel. Except for the investigator and the parties, witnesses will be sequestered until such time as their testimony is complete.

During the hearing, the parties and their advisors will have access to the investigation report and evidence that was transmitted to them earlier.

While a party has the right to attend and participate in the hearing with an advisor, a party and/or advisor who materially and repeatedly violates the rules of the hearing in such a way as to be materially disruptive, may be barred from further participation and/or have their participation limited, as the case may be, in the discretion of the hearing officer.

Subject to the minimum requirements specified here, the hearing officer will have sole discretion to determine the manner and particulars of any given hearing, including with respect to the length of the hearing, the order of the hearing, and questions of admissibility. The hearing officer will independently and contemporaneously screen questions for relevance in addition to resolving any contemporaneous objections raised by the parties and will explain the rational for any evidentiary rulings.

The hearing is not a formal judicial proceeding and strict rules of evidence do not apply. The hearing officer will have discretion to modify the Hearing Procedures, when good cause exists to do so, and provided the minimal requirements specified in this section are met.

**Subjection to Questioning**

In the event that any party or witness refuses to attend the hearing, or attends but refuses to submit to questioning by the parties' advisors, the statements of that party or witness, as the case may be, whether given during the investigation or during the hearing, will not be considered by the hearing officer in reaching a determination of responsibility.

Notwithstanding the foregoing, the hearing officer may consider the testimony of any party or witness, whether given during the investigation or during the hearing, if the parties jointly stipulate that the testimony may be considered or in the case where neither party requested attendance of the witness at the hearing.

The hearing officer will not draw an inference about the determination regarding responsibility based solely on a party or a witness's absence from the live hearing and/or refusal to submit to questioning by the parties' advisors.

**Deliberation and Determination**

After the hearing is complete, the hearing officer will objectively evaluate all relevant evidence collected during the investigation, including both inculpatory and exculpatory evidence, together with testimony and non-testimony evidence received at the hearing, and ensure that any credibility determinations made are not based on a person's status as a Complainant, Respondent, or witness. The hearing officer will take care to exclude from consideration any evidence that was ruled inadmissible at the pre-hearing conference, during the hearing, or by operation of the prohibition against considering the sexual history of the Complainant.

The hearing officer will resolve disputed facts using a preponderance of the evidence (i.e., "more likely than not") standard and reach a determination regarding whether the facts that are supported by a preponderance of the evidence constitute one or more violations of the policy as alleged in the Formal Complaint.

**Discipline and Remedies**

In the event the hearing officer determines that the Respondent is responsible for violating this policy, the hearing officer will, prior to issuing a written decision, consult with an appropriate College official with disciplinary authority over the Respondent and such official will determine any discipline to be imposed. The hearing officer will also, prior to issuing a written decision, consult with the Title IX Coordinator who will determine whether and to what extent ongoing support measures or other remedies will be provided to the Complainant.

**Written Decision**

After reaching a determination and consulting with the appropriate College official and Title IX Coordinator, the hearing officer will prepare a written decision that will include:

- Identification of the allegations potentially constituting Sexual Harassment made in the Formal Complaint;
- A description of the procedural steps taken by the College upon receipt of the Formal Complaint, through issuance of the written decision, including notification to the parties, interviews with the parties and witnesses, methods used to gather non-testimonial

evidence, and the date, location, and people who were present at or presented testimony at the hearing.
- Articulate findings of fact, made under a preponderance of the evidence standard, that support the determination;
- A statement of, and rationale for, each allegation that constitutes a separate potential incident of Sexual Harassment, including a determination regarding responsibility for each separate potential incident;
- The discipline determined by the appropriate College official;
- Whether the Complainant will receive any ongoing support measures or other remedies as determined by the Title IX Coordinator; and
- A description of the College's process and grounds for appeal.

The hearing officer's written determination will be transmitted to the parties.  Transmittal of the written determination to the parties concludes the hearing process, subject to any right of appeal.

Although the length of each adjudication by hearing will vary depending on the totality of the circumstances, the College strives to issue the hearing officer's written determination within fifteen (15)  business days of the conclusion of the hearing.

**Dismissal During Investigation or Adjudication**

The College shall dismiss a Formal Complaint at any point during the investigation or adjudication process if the Title IX Coordinator determines that one or more of the following is true:
- The conduct alleged in the Formal Complaint would not constitute Sexual Harassment, even if proved; or
- The conduct alleged in the Formal Complaint falls outside the scope of the policy.

The College may dismiss a Formal Complaint at any point during the investigation or adjudication process if the Title IX Coordinator determines that any one or more of the following is true:
- The Complainant provides the Title IX Coordinator written notice that the Complainant wishes to withdraw the Formal Complaint or any discrete allegations therein (in which case those discrete allegations may be dismissed);
- The Respondent is no longer enrolled or employed by the College, as the case may be; or
- Specific circumstances prevent the College from gathering evidence sufficient to reach a determination as to the Formal Complaint, or any discrete allegations therein (in which case those discrete allegations may be dismissed).

In the event the Title IX Coordinator determines that a Formal Complaint should be dismissed pursuant to this provision, the Title IX Coordinator will provide written notice of dismissal to the parties and advise them of their right to appeal.  The Title IX Coordinator may refer the subject matter of the Formal Complaint to other College offices, as appropriate.  A dismissal pursuant to this provision is presumptively a final determination as it pertains to this policy, unless otherwise specified in writing by the Title IX Coordinator in the written notice of dismissal.

**Appeal**

Either party may appeal the determination of an adjudication, or a dismissal of a Formal Complaint, on one or more of the following grounds:
- A procedural irregularity affected the outcome;

- There is new evidence that was not reasonably available at the time the determination or dismissal was made, that could have affected the outcome;
- The Title IX Coordinator, investigator, or hearing officer had a conflict of interest or bias for or against complainants or respondents generally, or against the individual Complainant or Respondent, that affected the outcome;

No other grounds for appeal are permitted.

Appeals must be filed in writing with the President of the College within seven (7) business days of receipt of the notice of dismissal or written determination.  The appeal must specifically:

- Name of the Complainant;
- Name of the Respondent;
- 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.

Promptly upon receipt of an appeal, the President will conduct an initial evaluation to confirm that the appeal is timely filed and that it invokes at least one of the permitted grounds for appeal.  If the President determines that the appeal is not timely, or that it fails to invoke a permitted ground for appeal, the President will dismiss the appeal and provide written notice of the same to the parties.

If the President confirms that the appeal is timely and invokes at least one permitted ground for appeal, the President will provide written notice to the other party that an appeal has been filed and that the other party may submit a written opposition to the appeal within seven (7) business days.  The President will also promptly obtain from the Title IX Coordinator any records from the investigation and adjudication necessary to resolve the grounds raised in the appeal.

The President will resolve the appeal within fifteen (15) business days of receiving the appeal and any written opposition to 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 that explains the outcome of the appeal and the rationale.  The written statement shall be provided to the Complainant, the Respondent, and the Title IX Coordinator/Deputy Title IX Coordinator within three (3) business days of the resolution.

The determination of a Formal Complaint, including any discipline, becomes final when the time for appeal has passed with no party filing an appeal or, if any appeal is filed, at the point when the President has resolved all appeals, either by dismissal or by transmittal of a written decision.  No further review beyond the appeal is permitted.

**Treatment Records and Other Privileged Information**
During the investigation and adjudication processes, the investigator and adjudicator are not permitted to access, consider, disclose, permit questioning concerning, or otherwise use:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party; or

- Information or records protected from disclosure by any other legally recognized privilege, such as the attorney client privilege;

unless the College has obtained the party's voluntary, written consent to do so for the purposes of the investigation and adjudication process.

Notwithstanding the foregoing, the investigator and/or adjudicator may consider any such records or information otherwise covered by this section if the party holding the privilege affirmatively discloses the records or information to support their allegation or defense.

**Sexual History**

During the investigation and adjudication processes, questioning regarding a Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

Notwithstanding the foregoing, a Complainant who affirmatively uses information otherwise considered irrelevant by this section for the purpose of supporting the Complainant's allegations, may be deemed to have waived the protections of this section.

**Informal Resolution**

At any time after the parties are provided written notice of the Formal Complaint, and before the completion of any appeal, the parties may voluntarily consent, with the Title IX Coordinator's approval, to engage in mediation, facilitated resolution, or other form of dispute resolution the goal of which is to enter into a final resolution resolving the allegations raised in the Formal Complaint by agreement of the parties.

The specific manner of any informal resolution process will be determined by the parties and the Title IX Coordinator, in consultation together.  Prior to commencing the informal resolution process agreed upon, the Title IX Coordinator will transmit a written notice to the parties that:

- Describes the parameters and requirements of the informal resolution process to be utilized;
- Identifies the individual responsible for facilitating the informal resolution (who may be the Title IX Coordinator, another College official, or a suitable third-party);
- Explains the effect of participating in informal resolution and/or reaching a final resolution will have on a party's ability to resume the investigation and adjudication of the allegations at issue in the Formal Complaint; and
- Explains any other consequence resulting from participation in the informal resolution process, including a description of records that will be generated, maintained, and/or shared.

After receiving the written notice specified in this paragraph, each party must voluntarily provide written consent to the Title IX Coordinator, before the informal resolution may commence.

During the pendency of the informal resolution process, the investigation and adjudication processes that would otherwise occur are stayed and all related deadlines are suspended.

If the parties reach a resolution through the informal resolution process, and the Title IX Coordinator agrees that the resolution is not clearly unreasonable, the Title IX Coordinator will reduce the terms of the agreed resolution to writing and present the resolution to the parties for their written signature. Once both parties and the Title IX Coordinator sign the resolution, the resolution is final, and the allegations addressed by the resolution are considered resolved and will not be subject to further investigation, adjudication, remediation, or discipline by the College, except as otherwise provided in the resolution itself, absent a showing that a party induced the resolution by fraud, misrepresentation, or other misconduct or where required to avoid a manifest injustice to either party or to the College. Informal resolution pursuant to this section is not subject to appeal.

A party may withdraw their consent to participate in informal resolution at any time before a resolution has been finalized.

Absent extension by the Title IX Coordinator, any informal resolution process must be completed within thirty (30) business days. If an informal resolution process does not result in a resolution within thirty (30) business days, and absent an extension, abeyance, or other contrary ruling by the Title IX Coordinator, the informal resolution process will be deemed terminated, and the Formal Complaint will be resolved pursuant to the investigation and adjudication procedures. The Title IX Coordinator may adjust any time periods or deadlines in the investigation and/or adjudication process that were suspended due to the informal resolution.

Informal resolution will not be permitted if the Respondent is a non-student employee accused of committing Sexual Harassment against a student.

**Presumption of Non-Responsibility**
From the time a report or Formal Complaint is made, a Respondent is presumed not responsible for the alleged misconduct until a determination regarding responsibility is made final.

**Conflicts of Interest, Bias, and Procedural Complaints**
The Title IX Coordinator, investigator, hearing officer, appeals officer, and informal resolution facilitator will be free of any material conflicts of interest or material bias. Any party who believes one or more of these College officials has a material conflict of interest or material bias must raise the concern promptly so that the College may evaluate the concern and find a substitute, if appropriate. The failure of a party to timely raise a concern of a conflict of interest or bias may result in a waiver of the issue for purposes of any appeal.

**General Objections**
Parties are expected to raise any objections, concerns, or complaints about the investigation, adjudication, and appeals process in a prompt and timely manner so that the College may evaluate the matter and address it, if appropriate.

**Vendors, Contractors, and Third Parties**
The College does business with various vendors, contractors, and other third parties who are not students or employees of the College. Notwithstanding any rights that a given vendor, contractor, or third-party Respondent may have under this policy, the College retains its right to limit any

vendor, contractor, or third-party's access to campus for any reason. And the College retains all rights it enjoys by contract or law to terminate its relationship with any vendor, contractor, or third-party irrespective of any process or outcome under this policy.

**Confidentiality**

The College will keep confidential the identity of any individual who has made a report or Formal Complaint of Sexual Harassment or Retaliation including any Complainant, the identity of any individual who has been reported to be a perpetrator of Sexual Harassment or Retaliation including any Respondent, and the identity of any witness.

The College will also maintain the confidentiality of its various records generated in response to reports and Formal Complaints, including, but not limited to, information concerning Supportive Measures, notices, investigation materials, adjudication records, and appeal records. Notwithstanding the foregoing, the College may reveal the identity of any person or the contents of any record if permitted by FERPA, if necessary to carry out the College's obligations under Title IX and its implementing regulations including the conduct of any investigation, adjudication, or appeal under this policy or any subsequent judicial proceeding, or as otherwise required by law. Further, notwithstanding the College's general obligation to maintain confidentiality as specified herein, the parties to a report or Formal Complaint will be given access to investigation and adjudication materials in the circumstances specified in this policy.

While the College will maintain confidentiality specified in this section, the College will not limit the ability of the parties to discuss the allegations at issue in a particular case. Parties are advised, however, that the manner in which they communicate about, or discuss a particular case, may constitute Sexual Harassment or Retaliation in certain circumstances and be subject to discipline pursuant to the processes specified in this policy.

Note that certain types of Sexual Harassment are considered crimes for which the College must disclose crime statistics in its Annual Security Report that is provided to the campus community and available to the public. These disclosures will be made without including personally identifying information.

**Other Violations of This Policy**

Alleged violations of this policy, other than violations of the prohibitions on Sexual Harassment and Retaliation, will be subject to review under the Student Code of Conduct for students, or the Bon Secours Mercy Health Non-Harassment/Non-Discrimination and Corrective Action policies.

**Training**

The College will ensure that College officials acting under this policy, including but not limited to the Title IX Coordinator, investigators, hearing officers, administrative officers, informal resolution facilitators, College provided advisors, and appeals officers receive training in compliance with 34 C.F.R. § 106.45(b)(1)(iii) and any other applicable federal or state law.

**Recordkeeping**

The College will retain those records specified in 34 C.F.R. § 106.45(b)(10) for a period of seven years after which point in time they may be destroyed, or continue to be retained, in the College's

sole discretion. The records specified in 34 C.F.R. § 106.45(b)(10) will be made available for inspection, and/or published, to the extent required by 34 C.F.R. § 106.45(b)(10) and consistent with any other applicable federal or state law, including FERPA.

### Disciplinary Action

If it is determined that the College's Sexual Harassment 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.

### Employee Sanctions

According to the Bon Secours Mercy Health Corrective Action policy, the following are possible sanctions that may be imposed upon employees:

- **Written warning**
- **Final written warning**
- **Termination**
- **Performance Improvement Plan (PIP)**
- **Administrative Leave**
- **Other Actions:** In addition to or in place of the above sanctions, Mercy College may assign any other sanctions as deemed appropriate.

### 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.

**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;

- o Any change to the disciplinary results that occurs prior to the time such results become final; and
- o 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:
  - o Existing counseling, health, mental health, victim advocacy, legal assistance, and other services available for victims, both on campus and in the community.
  - o 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 reporting parties 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:
  - o 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;
  - o The name and contact information of the College employee(s) to whom the alleged offense should be reported;
  - o 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;
  - o 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), Leslie Erwin (419-251-1710) and a Deputy Title IX Coordinator (Youngstown location), Elizabeth Cardwell (330-480-2170), 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**
Leslie Erwin
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**
Elizabeth Cardwell
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 Mercy Public Safety or Mercy Health Youngstown Police, if so desired. Mercy Public Safety or Mercy Health Youngstown Police 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. Mercy Public Safety or Mercy Health Youngstown Police can also provide access to a confidential sexual assault advocate. If the victim would prefer not to notify Mercy Public Safety, Mercy Health Youngstown Police 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 victims 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.

**Resources:**
**Medical and Counseling Services**
Mercy College Counseling Services:

**Lisa Sancrant**
Director of the Student Success Center
2221 Madison Avenue
Toledo, OH 43604
(419) 251-1454
lisa.sancrant@mercycollege.edu

**Off-Campus Services – Toledo**

Sexual Assault/Rape:

**YWCA 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

**College 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**

In Ohio, there are different kinds of protection orders available to victims, including Domestic Violence Civil Protection Orders (DVCPO), Civil Stalking Protection Orders (CSPO), and Sexually Oriented Offense Protection Orders (SOOPO). Courts can issue ex parte (temporary) orders and orders for longer lengths of time. Ex parte orders are typically put in place until a hearing before a judge occurs. A victim should be prepared to present documentation and/or other forms of evidence when filing for an order of protection. When a protection order is granted, they are enforceable statewide. If you have obtained an order and need it to be enforced in this area you should contact local law enforcement.

At the Toledo campus:
- A DVCPO should be filed for in a Domestic Relations Court. The address for the Lucas County Court of Domestic Relations is: 429 Michigan St., Toledo, OH 43604. The phone number is 419-213-6850. More information is available here: https://www.co.lucas.oh.us/163/Domestic-Relations-Court
- A CSPO or SOOPO should be filed for in a Common Pleas Court. The address for the Lucas County Common Pleas Court is: 700 Adams St., Toledo, OH 43604. The phone number is 419-213-4777. More information is available here: https://www.co.lucas.oh.us/307/Common-Pleas-Court

At the Youngstown location:
- A DVCPO should be filed for in a Domestic Relations Court. The address for the Mahoning County Court of Domestic Relations is: 120 Market St # 4, Youngstown, OH 44503, (330) 740-2208. More information is available here: http://www.mahoningdrcourt.org/court_forms.htm
- A CSPO or SOOPO should be filed for in a Common Pleas Court. The address for the Mahoning County Common Pleas Court is: 120 Market Street, Youngstown, OH 44503, 330-740-2158.

The institution will also enforce any temporary restraining order or other no contact order against the alleged perpetrator from a criminal, civil, or tribal court. Any student or employee who has a protection order or no contact order should notify the Title IX Coordinator and/or Deputy Title IX Coordinator and provide a copy of the restraining order so that it may be kept on file with the institution and can be enforced on campus, if necessary. Upon learning of any orders, the institution will take all reasonable and legal action to implement the order.

## PREGNANT STUDENT POLICY

*Policy approved by Mercy College Board of Trustees, March 2020*

The purpose of this policy is to address 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 their program and desires to have any adjustments to their 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 their sole discretion, determine that they must withdraw from the College for an indefinite period of time or permanently due to 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 COMPLIANCE POLICY

*Policy approved by Mercy College Board of Trustees, September 2018*

Institutions of higher education participating in federal financial aid programs are required to comply with the Jeanne Clery Disclosure of Campus Security Policy and the Campus Crime Statistics Act of 1998 (20 USC § 1092(f)), or the "Clery Act." The Clery Act is enforced by the United States Department of Education ("ED").

In order to comply with the Clery Act, Mercy College of Ohio ("the College") takes the following steps.

- Tracks crime statistics for incidents reported to have occurred on campus, on public property immediately adjacent to, or running through the campus, and at certain non-campus buildings or property.
- By October 1 each year, publishes an Annual Security Report ("ASR") for each campus containing security-related statements of policy, procedure and programming, as well as crime statistics for the past three calendar years.
- Submits crime statistics to ED via its online survey each fall.
- Issues timely warnings when a reported crime presents an ongoing danger to the College community.
- Devises an emergency response, notification and testing policy.
- Retains documentation of the College's Clery compliance efforts.

Because the College's campuses also have security departments (as that term is defined by the Clery Act and related guidance published by ED), the College also has and maintains a daily crime log that is available to members of the College community and the public upon request.

### Preparing the Annual Security Reports (ASR)

Separate ASRs are prepared for the Toledo campus and Youngstown location. The reports are prepared by the Director of Compliance and Risk Management and the Deputy Title IX Coordinator (Youngstown), in collaboration with the Vice President of Student Affairs or his/her designee. The reports are prepared in cooperation with campus security/police officials including Mercy Protective Services - Toledo Campus and Mercy Health Youngstown Police Department. *The Handbook for Campus Safety and Security Reporting* is ED's key guidance document related to the Clery Act, and the current version is available at: https://www2.ed.gov/admins/lead/safety/handbook.pdf. This document is reviewed and utilized in preparing the ASRs.

**Availability of the Annual Security Reports (ASR)**

ASRs are updated annually and published on the College website on or before October 1 each year. The campus community is notified of the availability of the reports by email and newsletter when the reports are published.

**Reporting of Criminal Offenses**

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

Mercy Protective Services – Toledo Campus          419-251-4444
Mercy Health Police – Youngstown                   330-480-3288

The following sections regarding Emergency Notification and Evacuation and Timely Warnings are also included in the ASRs and expanded upon in the College's Emergency Response Plan, which is available on the College website at https://mercycollege.edu/student-affairs/campus-safety

## 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 St. Elizabeth Health Center).
3. President or his/her designees

*Notification.*  The President, his/her designee and any advisory staff will determine if 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 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.

**Timely Warnings**

In the event of crimes, either on or off-campus, that in the judgment of the head of security (Mercy Protective Services, Director of Emergency Management-Toledo Campus or Mercy Health Youngstown-Chief of Police), 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 Director or Chief, or his/her designee, 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 RAVE Emergency Alert 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.

## CAMPUS VIOLENCE PREVENTION POLICY

*Policy approved by Mercy College Board of Trustees, March 2020*

The purpose of this policy is 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).

This policy covers all persons on College property or at College-sponsored functions, such as off-campus learning or education in a clinical or practical setting, or performing any actions having direct impact on the College Community.

Violence:  In its commitment to safety and security for the Community, the College treats all actual, real, or alleged threats of violence as serious concerns, which 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 Student Code of Conduct and or the Bon Secours Mercy Health Code of Conduct for employees  will result in disciplinary action up to and including dismissal or termination 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.

Campus Violence Prevention Committee: The Mercy College Campus Violence Prevention Committee (CVPC) is charged with implementing the Mercy College of Ohio Emergency Response

Plan (ERP) 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 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.

Reporting On Campus:  All students, employees, and visitors need to be alert to the possibility of violence on campus.  As part of the College Community, all individuals are responsible for reporting violence or any conduct that violates this policy that they experience or witness.

The College Community should address emergencies by calling 911 or by contacting Mercy Protective Services on the Toledo campus (419-251-4444) or Mercy Youngstown Police Department at the Youngstown location  (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 utilizes 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 ALICE 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; dealing with known information and disregarding unknown information:
1. **A**lert-Announcement of the onset of the emergency can be anything.
   a. Gunfire
   b. Witness
   c. Phone alert
2. **L**ockdown-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 the 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. **I**nform- 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. **C**ounter- 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. **E**vacuate-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

<u>Protective Orders/Restraining Orders Issued by a Court</u>:  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 and/or Title IX Coordinator/Deputy Title IX Coordinator who will notify Mercy Protective Services/Mercy Youngstown Police .

<u>Non-Emergency Concerns</u>:  Members of the College Community are encouraged to report other behavior that is unusual or threatening even if it is not perceived as an immediate, dangerous, or imminent risk.  To report concerns that do not pose an immediate threat, a Concern and Complaint Form should be completed.  The Vice-President of Student Affairs/Dean of Students should be contacted.  The Concern and Complaint Form can be found online (https://mercycollege.edu/student-affairs/concern-complaint).

**CAMPUS ASSESSMENT RESPONSE AND EVALUATION (CARE) TEAM POLICY**
*Policy approved by Mercy College Board of Trustees, March 2019*

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 and secure environment to work, study, and live.

As a subset of the Campus Violence Prevention Committee (CVPC), the CARE Team assists with prevention and intervention in incidents where members of the College 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 real 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:  None of the information in this policy replaces faculty classroom management, disciplinary processes (either student conduct or Human Resources), campus emergency response protocols, or Campus Security responses to incidents.*

The CARE Team at Mercy College promotes the success, health, and safety of individuals within the community through identifying and responding to 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:**
- Assistant Dean of Student Life (Co-Chair)
- Assistant Dean of Student Success (Co-Chair)
- Director of Accessibility and Testing Services
- Campus Safety representative
- Faculty representative
- 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 and Inclusion, Director of Career, Professional Development, 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 (including disability law protections), risk management, documentation, and any other topics to ensure that the team functions effectively.

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
- Continuing to pursue options that do not reasonably exist after being instructed to cease
- Inappropriate or strange behavior that is significantly outside the boundaries of socially acceptable 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, what to report, where to report, how reports will be handled, and regular reminders of the process.

**Receiving Information**

All members of the campus community are encouraged to report behaviors or incidents that are concerning to the CARE Team by using the Concern and Complaint form, available online (https://mercycollege.edu/student-affairs/concern-complaint).  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.  Non-emergency law enforcement reports can be made to Mercy Protective Services in Toledo (419-251-4444) or Mercy Health Police – Youngstown (330-480-3288).

**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, identifying and implementing the appropriate intervention(s), and determining follow-up as appropriate.

**Gathering Information**

The CARE Team may gather information from several sources, such as:
- Review of student's academic and disciplinary history
- Review of available medical information, including diagnoses and treatment history
- 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, harassed, 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/wordpress/wp-content/uploads/2014/04/2014-NaBITA-Threat-Assessment-Tool.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, according to applicable College leave policies and procedures.
- Referral to disciplinary process
- Removal from campus housing
- Mandatory direct threat/safety assessment – the student may be required to participate in an individualized direct threat assessment to determine if the student may safely continue as a member of the College community and for assistance in gaining access to treatment, if needed.  The assessment may result in an interim suspension and/or involuntary withdrawal.  Conditions may be imposed as part of a suspension or withdrawal that the student must fulfill prior to readmission.
- Criminal charges

## Direct Threat / Safety Assessment

In cases in which the College receives a report of concerning behavior that poses a risk to the health and safety of the College community and its members, the CARE Team will engage to determine the nature of the risk and any measures that can be taken to manage the risk.  The CARE Team will make these determinations as the result of an individualized assessment.

The purpose of the assessment is to determine the level of risk the student poses to the health and safety of the College community and to inform decisions about the student's future participation in the College's programs.  The CARE Team will not take or recommend adverse action against a student whose conduct is considered to pose a significant risk to the College community before conducting an individualized assessment.

The CARE Team will make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or on the best available objective evidence, to ascertain: the nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices or procedures or, where applicable, the provision of auxiliary aids and services, will mitigate the risk.  The CARE Team undertakes this assessment to ensure compliance with the direct threat regulatory provisions and to ensure that students with disabilities are not subjected to adverse action on the basis of unfounded fear, prejudice and stereotypes.

The CARE Team may recommend to the Vice President of Student Affairs/Dean of Students or other appropriate administrator that the College impose interim restrictions upon students up to and including an interim suspension.  Interim restrictions may be imposed if the CARE Team believes that such interim restrictions are advisable to protect the College community or to ensure safety and maintenance of order of the College pending further assessment of the student.

*Assessment*

The CARE Team will notify the student of the direct threat inquiry in writing and will invite the student to provide documents or other information related to the team's assessment. If the student does not provide documents or other information, the CARE Team will proceed with the documents or information the CARE Team has available.

The CARE Team will convene and will consider what health and safety concerns the student's behavior raises and whether the risks associated with those concerns can be managed by modifications, support measures, or accommodations. The team may consider the imposition of a behavioral contact, if appropriate, that may include, among other things, consultations with health care professionals or restrictions on participation in College operations.

As part of the team's review, the student may be required to undergo an assessment with a health professional designated by the College within a specified period of time. The purpose of the assessment is to ascertain whether the student poses an immediate and direct threat to health and safety. At this assessment, the student will be asked to sign a release of information to allow the health professional conducting the assessment to communicate with the student's treating physician or mental health professional (if applicable) to allow for a comprehensive evaluation of whether the student poses such a direct threat. If the student chooses not to sign the release, the health professional will proceed with the assessment based on the information available to him/her. The student's parents/guardians may also be notified of the decision to require a health assessment.

If the team determines the student poses health or safety risk to the College community and that the risk cannot be mitigated by reasonable modifications of policies, practices or procedures or the provision of auxiliary aids and services, the CARE Team will make the necessary referrals for action regarding the student.

*Appeal*

A student may appeal a decision made by the CARE Team to the Vice President of Student Affairs/Dean of Students within three business days of the decision. The Vice President will review the student's written appeal, review all available documents and information from the CARE Team, and render a decision in a timely manner. The CARE Team will not participate in the deliberation or decision regarding the student's appeal.

*Return requirements*

Following a determination that an individual poses a risk to the health and safety of the College community necessitating a voluntary or involuntary leave or withdrawal, the College may require as a precondition to a student's return that the student provide documentation that the student has taken steps to mitigate the previous behavior. The College may request records from the student and request permission to speak to a treating professional. The records and information that will be requested and required are determined on a case by case basis depending on what information is necessary to determine whether the student is able to return and fulfill the fundamental requirements of the College's programs.

#### Follow-up

Upon implementation of interventions, the CARE Team will determine a plan for follow-up monitoring of the student.  This may include checking with faculty and staff regarding behaviors.  Additionally, the student 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 Vice President of Student Affairs/Dean of Students' office.

### HAZING POLICY
*Policy approved by Mercy College Board of Trustees, June 2018*

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 POLICY AND PROGRAM**
*Policy approved by Mercy College Board of Trustees, March 2018, Technical Revision February 2019*

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.

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.

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.

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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/Dean of Students, or Vice President of Academic Affairs/Dean of Faculty, 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:

| | |
|---|---|
| Arrowhead Behavioral Health | (419) 891-9333 |
| Lutheran Social Services | (419) 243-9178 |
| Fresh Attitude, Inc. | (419) 244-4081 |
| Glenbeigh | (419) 536-4000 |
| Philio New Concepts | (419) 531-5544 |
| Rescue Mental Health Services | (419) 255-9585 |
| Racing for Recovery | (419) 824-8462 |
| Unison Behavioral Health Group | (419) 242-9577 |
| Zepf Center | (419) 841-7701 |

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

| | |
|---|---|
| Alcoholics Anonymous | (330) 270-3000 |
| Gateway Rehab | (800) 228-8287 |
| Meridian Community Care | (330) 797-0070 |
| New Day Recovery | (330) 953-3300 |
| Adult & Teen Challenge Ohio Valley | (330) 743-9030 |

**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/Dean of Students is responsible for conducting a biennial review of such programming.

## MINORS ON CAMPUS POLICY
*Policy approved by Mercy College Board of Trustees, March 2018*

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).

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

*Policy approved by Mercy College Board of Trustees, June 2018*

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
> https://www.ohioattorneygeneral.gov/Individuals-and-Families/Consumers/File-a-Complaint

### 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.

**SERVICE/EMOTIONAL SUPPORT ANIMAL/PET POLICY**
*Policy approved by Mercy College Board of Trustees, March 2019*

In accordance of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 supports the use of service animals and emotional support animals on campus by individuals with disabilities.  This policy provides guidelines for the presence of service animals, emotional support animals, and pets on Mercy College ("College") property.  It is designed to fulfill the College's mission statement and meet the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA).

This policy applies to all College-controlled properties.

The College categorizes animals into three classifications: service animals, emotional support animals, and pets.  Guidelines regarding each of these classifications are outlined below.

**Service Animals**

A service animal is any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.  Other species of animals, whether wild or domestic, trained or untrained, are not considered service animals.

Service animals are working animals, not pets.  The work or tasks performed must be directly related to the individual's disability.  The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.  The College may permit the use of a miniature horse on the same basis as a service animal in some situations; such requests are considered on a case-by-case basis.

Individuals with disabilities can bring their service animal into all College facilities where members of the public, program participants, clients, customers, patrons, or invitees are allowed.  No prior approval is necessary.  A service animal can be excluded from certain areas of College facilities if its presence would fundamentally alter the nature of a program or activity, be disruptive, or interfere with legitimate safety requirements (e.g. a surgery or burn unit in a hospital in which a sterile field is required).

**Emotional Support Animals**
Emotional support animals (ESAs) are companion animals that provide therapeutic benefit, such as alleviating or mitigating the symptoms of a person's disability.  Unlike service animals, ESAs are not trained to perform work or tasks and they can include animals other than dogs and miniature horses.  Students who wish to bring an ESA to campus as an exception to the "no pet" provisions of this policy must request an accommodation through the Office of Accessibility Services pursuant to the Procedures outlined below.  While accommodation requests will be accepted and considered at any time, requests should be filed at least 90 days before the student intends to bring the animal to campus in order to ensure timely consideration.  An ESA will not be allowed until formal approval has been received.

**Handler/Owner Definitions**
A "handler" is a person with a disability that a service animal assists or a personal care attendant who handles the animal for a person with a disability.  An "owner" is a student or employee who has an approved ESA on campus.

**Inquiries Regarding Service Animals**
In general, members of the College community should not ask about the nature or extent of a person's disability.  However, as permitted by the ADA, if it is not obvious that the animal is required because of a disability, the handler may be asked:
   1.  Is the animal required because of a disability?
   2.  What work or task has the animal been trained to perform?

Faculty, staff or students cannot ask about the person's disability, require medical or training documentation, or ask that the service animal demonstrate its ability to perform the work or task.  Community members should not make inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., if the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

**Employee Requests**

Employees with a disability who wish to (1) utilize a service animal as a reasonable accommodation in an office or other areas of campus buildings not open to the general public, or (2) utilize an ESA on campus must submit the request to Human Resources at least 30 days before the animal is needed.   Please refer to Mercy Health Regional Policy Accommodation of Service Animals.

**Requirements for the College Community**

Members of the College community are required to abide by the following practices:
1. Do not touch or pet a service or emotional support animal unless invited to do so.
2. Do not feed a service or emotional support animal.
3. Do not deliberately startle a service or emotional support animal.
4. Do not separate or attempt to separate a handler/owner from his or her service or emotional support animal.

**Pets**

For reasons of sanitation, noise, and potential health problems, pets (including hamsters, aquatic frogs, fish, turtles, etc.) are strictly prohibited in all campus facilities.  All prohibited pets must be removed from campus property immediately or the owner may face a fine and/or disciplinary action.  All pets brought onto campus outdoor spaces must be leashed, not left unattended, and all waste must be picked up.

**Removal of Service Animals or Disapproval/Removal of ESAs**

The College may remove a service animal or disapprove/remove an ESA in certain situations.  Such decisions are made on a case-by-case basis in accordance with applicable laws.  The following general standards reflect reasons why an animal may be removed or disapproved:
1. The animal poses a direct threat to the health or safety of others.  For example, the animal displays vicious behavior towards others or has a serious illness.
2. The animal causes or would cause substantial physical damage to the property of others.
3. The animal poses an undue financial and/or administrative burden.
4. The animal would fundamentally alter the nature of the College's educational operations.
5. The animal is out of control and the handler/owner does not take effective action to control it.  If the out of control behavior happens repeatedly, the handler/owner may be prohibited from bringing the animal into College facilities until the handler/owner can demonstrate that he/she has taken significant steps to mitigate the behavior.
6. The animal is not housebroken.
7. The handler/owner does not abide by his/her responsibilities under this policy.

When an animal has been properly removed pursuant to this policy, the College will work with the handler/owner to determine reasonable alternative opportunities to participate in the College's services, programs, and activities without having the animal on the premises.

**Responsibilities of Handlers/Owners**

**Laws, Ordinances, and Policies:**  Handlers/owners are responsible for complying with all state laws and local animal ordinances.  The cities of Toledo and Youngstown require all dogs to be licensed and registered.  Dogs must wear license tags at all times.  The City of Toledo also mandates

that every female dog in heat shall be confined in a building or secured enclosure in such a manner that such female dog cannot come into contact with another animal, except for planned breeding.

**Proper Identification:**  All animals are subject to local licensing and registration requirements.

**Health and Vaccination:**  Animals must be immunized against diseases common to that type of animal.  All vaccinations must be current.  These animals must wear a rabies vaccination tag, and in the case of ESAs, vaccination documentation must be provided to the Office of Accessibility Services

**Caring for the Animal:**  The cost of care, arrangements and responsibilities for the well-being of the animal are the sole responsibility of the handler/owner at all times.  The College will accept no responsibility for the care of any animal covered by this policy.

   A. Animals must be kept clean and well groomed.  College facilities such as sinks, bathrooms, and the like may not be used for this purpose.
   B. Animals cannot be left unattended.  Animals cannot be confined to a vehicle, tethered or abandoned at any time.
   C. Animals must be well cared for at all times.  Any evidence of mistreatment, abuse, or neglect may result in immediate removal of the animal and/or disciplinary action.  If animal abuse is suspected, it will be directly reported to Mercy Protective Services, the Director of Student Life, and/or Lucas County Animal Services.  Any costs incurred during the removal of the animal will be billed to its handler/owner.

   D. Owners of an ESA must provide the Office of Accessibility Services and the Office of Student Life with contact information for an alternate caregiver.  This information will be used in case of an emergency, or if the person is unable or unwilling to provide adequate care for the animal.

**Keeping the Animal Under Control:**  The animal should be fully controlled by the handler/owner, including responding to voice and/or hand commands (if this can reasonably be expected of the type of animal at issue).  If an animal is found loose or unattended, the animal is subject to immediate removal.

**Being Responsible for Damage Caused by the Animal:**  Handlers/owners are personally responsible for any damage caused by their animals and must take appropriate precautions to prevent property damage.  The handler/owner will be required to pay for any damages caused by the animal.

**Being Responsible for Waste:**  Cleaning up after the animal is the sole responsibility of the handler/owner and it must be done <u>immediately</u>.  Waste must be bagged and discarded in designated outdoor receptacles.  No waste may be flushed down toilets or discarded in interior waste bins.  In the event that the handler/owner is not physically able to clean up after the animal, it is then the responsibility of the handler/owner to hire someone capable of cleaning up after the animal.

**Leash Requirements:**  Service animals should be on a leash at all times, unless the handler is unable to use a leash due to a disability or the use of the leash would interfere with the animal's

ability to perform its duties.  In that case, the handler must be able to control the service animal by other effective means such as voice controls or signals.  ESAs must be on a leash or in a crate or carrier at all times.

**Observing Good Animal Etiquette:**  To the greatest extent possible, the handler/owner should ensure that the animal does not display behaviors or make noises that are disruptive or frightening to others, unless it is part of the service being provided to the handler (e.g., barking to alert the handler of danger).  The animal must possess friendly and sociable characteristics.

**Limitations on Liability:**  The College is not responsible for the loss, damage to, or death of a service or emotional support animal.

**Other Conditions and Restrictions:**  In response to a particular situation, the College reserves the right to impose other reasonable conditions or restrictions on the use of service animals and ESAs as necessary to ensure the health, safety, and reasonable enjoyment of College programs and activities by others.

**Conflicting Disabilities**
Mercy College is aware that persons at the College may have a condition or disability that may precipitate an allergic reaction to the service animal or ESA.  Persons who have asthma/allergy/medical issues because of the animal should take their concerns to the Office of Accessibility Services.  Action will be taken to consider the needs of both persons to resolve the problem as efficiently and effectively as possible.

**Grievance Procedures**
If the decision is made to deny a request for or remove an animal covered by this policy, the affected individual may file a formal written grievance with the Office of Accessibility Services.

**Reasonable Modifications to this Policy**
Individuals wishing to request a modification or exception to this policy as a reasonable accommodation should contact the Office of Accessibility Services.

**Policy Questions**
Questions or concerns related to this policy should be addressed to the following:
> Office of Accessibility Services
> 2221 Madison Avenue, Toledo, OH 43604
> ADA504@mercycollege.edu
> Phone: 419-251-1784
> Fax: 419-251-1746

**Requesting Accommodation for an Emotional Support Animal**
A student requesting the assistance of an emotional support animal must first provide verification to the Office of Accessibility Services that she or he has a qualifying disability and that the animal is needed to fully participate in the College's educational programs and activities.  The student's health care provider, who is familiar with the professional literature concerning the assistive

and/or therapeutic benefits of assistance animals for people with disabilities, must submit a signed letter on professional letterhead, expressing the following:

1. A current diagnostic statement that identifies the student's disability, including date of initial and most current diagnosis, any evaluations/testing that support the diagnosis, and a description of the functional limitation of the disability;
2. The provider's opinion that the condition qualifies as a disability under federal law, including the major life activities which are substantially limited by the disability;
3. Any additional rationale or statement the College may reasonably need to understand the basis for the professional opinion;
4. The provider must give her/his professional opinion of how the student's documented disability relates to the necessity of the animal's presence on campus; and
5. The provider's description of the relationship between the disability and the relief the animal provides.

Examples of a "healthcare provider" may be a therapist/counselor, psychologist, psychiatrist, primary care doctor, or nurse.  However, other healthcare providers may be qualified to provide documentation for the student's disability and need for an emotional support animal.

In addition to the above documentation from a healthcare provider, the student must provide the following documentation before approval will be granted to utilize an ESA on campus:

1. Record of License & Registration in Toledo, OH or Youngstown, OH (for canines only)
2. Record of up-to-date Vaccinations
3. Record of current Veterinarian Clean Bill of Health
4. Signed Form 505A- Statement of Acknowledgement of the Emotional Support/Service Animal/Pet Policy
5. Completed form of Identification of Emotional Support and Service Animal and Emergency Contact/Alternate Caregiver of Animal
6. A clear photograph of the animal

The required documentation may be mailed, scanned/emailed, faxed, or delivered in person to the Office of Accessibility Services.  Contact information is as follows:

*Attention: Director of Accessibility Services*
*2221 Madison Avenue*
*Toledo, Ohio 43604*
*Phone: 419-251-1784*
*Fax: 419-251-1746*

*Office of Accessibility Services (Youngstown)*
*1044 Belmont Ave.*
*Youngstown, OH  44501*
*Phone: 330-480-2874*
*Fax: 330-480-3724*

*Email:* [ADA504@mercycollege.edu](mailto:ADA504@mercycollege.edu)

The Office of Accessibility Services will review documentation and, if determined that a qualifying disability exists, the Director of Accessibility Services shall meet with the student requesting approval for the ESA.  This policy will be carefully reviewed with the student at that time and an interactive dialogue will take place to determine whether or not the animal is a reasonable accommodation, considering alternative accommodations and the impact of the animal on campus.

**The Director of Accessibility Services reserves the right to request additional clinical information from the professional who provided the initial letter of recommendation for the emotional support animal.**

If the accommodation of an emotional support animal cannot be granted, the College will make every reasonable effort to find ways to assist the student in her/his academic progress.

All questions and inquiries should be directed to the Mercy College Office of Accessibility Services at 419-251-1784.

## 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 Alerts

### EMAIL

All Mercy College students are required to have a College email account.  Email accounts are assigned to students when admitted, including network user name, email address and password.  Email accounts 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.  Students should check the Sent box and the Deleted box, also.  Mercy College email cannot be bulk forwarded to another email address, but individual emails may be forwarded as needed.  To enhance email security, students are required to install the Symantec VIP 2 Factor Authentication App on their personal phones or tablet devices as part of the login process for email accounts.

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

*Policy approved by Mercy College Board of Trustees, June 2018*

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, Malware, 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 items, 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
Policy approved by Mercy College Board of Trustees, April 2008

*Procedures revised June 2019*

**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. **<u>NO COMMUNICATION WILL BE SENT</u>** 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.

## COMMUNICABLE DISEASE/PANDEMIC POLICY
*Policy approved by Mercy College Board of Trustees, June 2020*

In order to promote a safe and healthy learning environment, Mercy College (the "College") administration has adopted this policy to mitigate the spread or outbreak of communicable diseases. This policy will be interpreted and administered in order to protect the health and well-being of the College community.

This policy applies to Mercy College administration, faculty, staff, students, visitors and other parties such as vendors and affiliates.

This policy applies to all communicable diseases as identified by the Centers for Disease Control and Prevention (CDC), the Ohio Department of Health (ODH) and local county health departments. According to the CDC, communicable diseases are diseases that can be transmitted and make people ill, caused by infective agents (such as, bacteria and viruses), which invade the body and multiply or release toxins to cause damage to normal body cells and their functions. These infective agents can spread from a source of infection (e.g. patients, sick animals) to a person through various routes of transmission such as air, object, or through casual contact. As of the date of this policy, the CDC has identified the following common communicable diseases:

- Conjunctivitis (pink eye)
- Diphtheria (upper respiratory infection)
- Herpes simplex
- Meningococcal infections
- Mumps
- Rubella
- Cytomegalovirus infections
- Tuberculosis
- Viral Infections, such as COVID-19
- Varicella
- Pertussis (whooping cough)
- Streptococcal infection
- Zoster
- Enteroviral infections
- Other communicable diseases are applicable to this policy as periodically identified by the CDC, the ODH and local county health departments.

**Possible actions during a communicable disease outbreak:** It is the intent of the College to comply with all applicable federal and state laws in connection with an individual who contracts a communicable disease. Students, employees and visitors are encouraged to immediately report information related to the potential occurrence of a communicable disease within the College community. In the event of a known or potential communicable disease in the College community, the College will review and monitor the situation on a case-by-case basis and work with local, state and federal authorities, as necessary, to determine the appropriate course of action.

As permitted by law, the College administration may take steps to identify and address known or potential communicable diseases, including but not limited to the following:

Concerning the College community,

- Closing of one or more parts of the College by order of the Governor;
- Closing of one or more parts of the College as authorized by the College President while awaiting a decision by the Governor or State or Local Public Health Director;
- Closing of one or more parts of the College by agreement between Public Health officials and the College authority or by order of Public Health officials;
- in the event of College closure, College administration may determine alternate delivery methods to maintain the continuity of education and related services for students.

- Concurrence by public health officials and/or the College that employee(s) should be excluded from the workplace;
- Isolation of ill or symptomatic individuals upon public health official guidance; or quarantine of exposed or potentially ill individuals upon public health official guidance.
- College administration may also institute infection control practices, based upon guidance by public health officials, such as social distancing, including without limitation measures such as:
  - reducing face-to-face exposure by using conference calls and video conferencing;
  - restricting or avoiding travel to high-risk locations;
  - canceling meetings, workshops, training sessions, and scheduled events; requiring employees to work from home to reduce exposure in the workplace;
  - establishing flexible working hours to avoid mass transportation;
  - installing protective barriers between work stations or increasing space between workers;
  - reinforcing hand washing and requiring the use of protective equipment such as hand sanitizers and masks (provided by the College);
  - scheduling employees in shifts;
  - controlling access to buildings; and
- College administration may also implement additional suggested practices and actions recommended by public health officials including but not limited to the ODH and the CDC.

Concerning individuals, and in addition to the above:

- Inquire about an individual's medical condition;
- Require an individual who has contracted a communicable disease to submit a physician's statement of health prior to returning to the College, which may include proof of appropriate vaccination and/or negative test for the communicable disease;
- Require an individual to submit to an appropriate medical evaluation from a physician of the College's choosing at the College's expense;
- Consult with the individual's physician (with appropriate consent) regarding the communicable disease;
- Consult with a physician designated by the College, and such other persons or resources, including the public health department, to assist in determining the appropriate course of action;
- Exclude individuals who are infected or at risk of infection from the classroom, workplace or other College activities (employees will follow the College's policies, procedures and other requirements for requesting/receiving benefits and leaves of absence);
- Maintain the confidentiality of and/or disclose the identity and other information regarding the communicable disease as may be required by law;
- Follow guidance or directives from federal, state or local authorities; and
- Implement other temporary action(s) that is reasonably required to prevent unacceptable risk of exposure until the College is able to consult with a physician or federal, state or local authorities.

**Programs with Clinical/Practicum Experiences**

If faculty and students continue participating in clinical or practicum experiences during a communicable disease outbreak or pandemic, they should adhere to the communicable disease protocol of the assigned clinical site and any supplemental procedures communicated by College.

**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 will use those resources in responding to one of many emergency scenarios/situations that may occur on campus. The Campus Violence Prevention Committee, consisting of Mercy College faculty, staff, students, Mercy Protective Services personnel and local rape crisis center representatives, 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. Questions regarding the ERP or its contents should be directed to 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. Please refer to the Service/Emotional Support Animal/Pet policy for details regarding the types of animals allowed on Mercy College grounds.

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: Distance Education and Teaching Resources, Library, Office of Student Records, Office of Institutional Research, and all Academic Fields of Study.  All areas within Academic Affairs support the mission, vision, and values of Mercy College of Ohio.

# ACADEMIC SERVICES

### DISTANCE EDUCATION AND TEACHING RESOURCES DEPARTMENT

The Distance Education and Teaching Resources 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 promote excellence in teaching through the evaluation of instructional technologies and pedagogies that improve learning outcomes within all types of learning environments.

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.
- Educating faculty in innovative teaching strategies based on best practices in distance education.
- 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 student retention efforts through the learning management system, Canvas.
- Supporting the Division of Student Affairs with training and online orientation.

The learning management system (LMS), Canvas, is used to deliver fully online and hybrid courses, and to enhance traditional land-based coursework.  All students have access to Canvas and resources on how to use the LMS.

Online classroom instruction is formalized instruction where 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 media such as video or voice conferencing may be used to supplement the online environment.

System and software requirements can be found on the Mercy College website: https://mercycollege.edu/academics/distance-education/system-software-requirements

Questions regarding distance education or teaching resources should be directed to distanceeducation@mercycollege.edu.

## LIBRARY

### Toledo

The Mercy College of Ohio Library provides materials and services that support the informational needs of students, faculty, staff, and alumni; promotes information literacy; encourages lifelong learning; and collaborates with 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 email, and software programs, including Microsoft Word, to help students with their coursework. Rooms/spaces with large tables are available for individual and group study, and a color printer is available.

The Library provides free online resources where students can search academic databases and locate electronic journal articles, e-books, and videos. These resources are available 24 hours,7 days a week, from on or off-campus and can be accessed through the Library Resource Bookshelf in Canvas and through the Library Proxy Page at [me.opal-libraries.org](http://me.opal-libraries.org). A library barcode number, which allows access to Library resources, is provided to new students the first week of the semester.

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

In addition, the Toledo Lucas County Public Library is located at 325 North Michigan Street, Toledo, OH 43604 and is available for student use.

### Youngstown

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

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, 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 and is available for student use.

## OFFICE OF STUDENT RECORDS

The Office of Student Records conducts itself in accordance with college policy, state law, and federal law.

### Services and Responsibilities Include:

- Building 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/Dean of Faculty
- Certifying degree completions, posting degrees, and processing diplomas
- Processing Student Change of Address/Name Requests, Undergraduate and Graduate Change of Program of Study once a student is enrolled Enrollment Verification Requests for insurance and student loan purposes, and Credit by Examination requests (https://mercycollege.edu/academics/student-records/credit-by-examination).
- 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
- Evaluating transfer credit
- Generating the Academic Calendar (https://mercycollege.edu/academics/academic-calendar), add/drop/withdrawal dates, and final exam schedule
- Planning commencement ceremonies
- 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 course schedule is available online 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 completed online: https://mercycollege.edu/empower or through EMPOWER ME under the MY MERCY link available at the bottom of every page of the website. EMPOWER ME is the online student portal that enables students to access their academic and financial records. For questions concerning the online registration process, students may review EMPOWER ME instructions at

https://mercycollege.edu/academics/student-records/registration-schedule.

## ADDING/DROPPING A COURSE

During the periods when web registration is open, up to and including the first week of classes, students can add or drop courses in their EMPOWER ME account using the "Course Registration" link found under the Student Records tab. Students should refer to the Academic Calendar (https://mercycollege.edu/academics/academic-calendar) for specific dates and refund information.

## WITHDRAWAL FROM A COURSE

Prior to withdrawing from a course, students should contact the Office of Financial Aid. (See Return of Title IV in Mercy College Catalog).

Students who elect to withdraw from a course should contact their academic advisor and complete the Drop/Withdrawal/Leave form in EMPOWER ME.  Once students have been withdrawn from a course, they cannot be reinstated into the same course and section for that semester.

Student transcripts will indicate a "W" if students complete the process prior to the withdrawal deadline as indicated by the Academic Calendar ([https://mercycollege.edu/academics/academic-calendar](https://mercycollege.edu/academics/academic-calendar)).  Any course withdrawal after the published deadline for the current semester 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.  Students are not permitted to withdraw during finals week.

### ADD/DROP DEADLINES

Refer to the Academic Calendar ([https://mercycollege.edu/academics/academic-calendar](https://mercycollege.edu/academics/academic-calendar)) for all add/drop deadlines.

Students may add/drop any course through the first week of the semester using Course Registration in EMPOWER ME.  * After the first week of the semester, all adds must be processed by the Office of Student Records; to drop a course after the first week, students must complete the Drop/Withdrawal/Leave Request in EMPOWER ME.

### NO SHOW

If students fail to attend any meeting(s) of a course where they registered prior to the College's add/drop deadline, a student may be dropped from the course and will not be permitted to re-enroll in that course for the semester or session.  Students who are not planning on attending are encouraged to drop courses prior to the end of the add/drop deadline even if they have 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 credit hours | 6 or more credit hours |
| Three-Quarter-Time | 9 to 11.99 credit hours | 5 to 5.99 credit hours |
| Half-Time | 6 to 8.99 credit hours | 3 to 4.99 credit hours |
| Less-Than-Half-Time | Less than 6 credit hours | Less than 3 credit hours |

### COURSE OVERLOAD

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

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

To enroll in more than the maximum number of credit hours, as listed above, students must complete a Waiver/Substitution Form. The academic advisor, in consultation with the Division Dean, determines the number of overload credit hours in which students may enroll.

**COURSE REPEAT**

Students may repeat any course for credit in which they received a grade that was not passing:  for undergraduate students, a grade of "D" or lower.  Both grades will appear on the transcript, and only the second grade will be calculated in the cumulative GPA.

Students may be permitted to repeat a course a second time; however, all course grades will be calculated in the cumulative GPA.  Students who wish to register a third and final time for a course they did not pass must present documented reasons to the Division Dean as to why they were unable to pass the course on the first two attempts and what measures they will take to ensure success in the third and final attempt.  If the request is granted, the student may only be enrolled in the course being repeated.  A second course repeat will impact financial aid, and the student will be required to complete an Academic Success Plan.

**COURSE AUDIT (AU)**

Students may audit courses for the purposes of self-enrichment and academic exploration.  Courses taken for audit earn zero credit and quality points.  Courses are offered **only** on a space-available basis with the approvals of ***both*** the instructor of the course and the Office of Student Records.  Students may not audit the clinical component of any nursing or health science courses.

An audit designation (AU) will appear on the transcript.  An audit withdrawal designation (WA) will be recorded on the transcript if the instructor certifies that the student has not regularly attended classes.

Students may not change class registration status either from audit to credit or from credit to audit after the second week of the class.  Students may not receive Credit by Examination (https://mercycollege.edu/academics/student-records/credit-by-examination) for audited courses.  The fee for audited courses is $100 per credit hour.

**COURSE WAIVER/SUBSTITUTION**

Students may request a course waiver/substitution based on previous coursework 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**
- For a course waiver, the academic advisor, in consultation with one or more of the following (program director/division dean/Vice President of Academic Affairs/Dean of Faculty),

determines whether a student's previous coursework in a particular area is equivalent to a Mercy College course.

- For a waiver of the seven-year time limit, the academic advisor, in consultation with the Dean of Arts and Sciences, determines whether to accept transfer credits for courses that are beyond the seven-year time limit.

**COURSE SUBSTITUTION**

Students must take the following into account when requesting a course substitution:

- Proposed course substitutions must align with another course within the program of study.
- Mercy College residency requirements must be followed.
- A higher-level class may be substituted for a lower-level course requirement (e.g. Calculus for College Algebra).

The academic advisor, in consultation with the program director/division dean, approves course substitutions.

**INDEPENDENT STUDY**

An independent study is a course taken with ongoing supervision by a faculty member for rigorous learning and knowledge enhancement in an area of interest beyond the courses offered. The content of an independent study course should not duplicate any course currently available to students except in extenuating circumstances. One to three credit hours will be permitted per independent study.

1. Students who want to complete an independent study must discuss the course proposal with the Program Director (or Division Dean in the absence of a Program Director).
    a. This proposal should include rationale for the topic/project, and
    b. suggested methods for evaluation of the project.
2. If approved, the Program Director, in consultation with the Division Dean, will refer students to a designated faculty member, who will supervise the independent course of study.
3. The designated faculty member and students will identify the course learning objectives, resources, strategies, target dates, how students will be evaluated, a plan for substantive contact hours, and other course requirements.
    a. The substantive contact hour plan, reflective of the credit hours for the course, must be included and approved by the Division Dean.
4. The Program Director, Division Dean, and designated faculty member must sign the completed Independent Study Proposal Form.
5. Students submit the Independent Study Proposal Form to the Office of Student Records.
    a. 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.

**WITHDRAWAL FROM THE COLLEGE**

To officially withdraw from the College, students must complete the Drop/Withdrawal/Leave form in EMPOWER ME or the Drop/Withdrawal/Leave Request form.  The withdrawal date will be determined by the College as the date students begin the withdrawal process.

Requests for transcripts will not be granted until the withdrawal has been processed and financial obligations have been met.

**ADMINISTRATIVE APPEALS**

An administrative appeal is a request by a student to the college administration to consider making an exception to policy or procedure due to extraordinary circumstances.  Administrative appeals consist primarily of two types of appeals, detailed below, **Administrative Withdrawals and Refund Requests**.

The College is under no obligation to grant an appeal as any appeal is an exception to the policy or standard operating procedures.  Circumstances that support an administrative appeal may include, but are not limited to **unexpected/unscheduled**:

- significant illness, injury;
- significant illness, injury, or death of an immediate family member;
- legal matters that require the student to be absent for significant periods during the term;
- change in employment status or increased workload; and
- other significant life events that impacted a student's ability to complete coursework or otherwise meet requirements of the College's policies and procedures.

**Administrative Withdrawal**

An administrative withdrawal is a request to withdraw from coursework after the last day to withdraw and receive a grade of "W" as listed on the Academic Calendar (https://mercycollege.edu/academics/academic-calendar).  An administrative withdrawal request may be considered in cases when a student can provide evidence of having experienced exceptional circumstances that significantly impaired their ability to complete coursework <u>and</u> prevented withdrawal from courses as described in the Withdrawal from a Course section in the College Catalog.

**A request for administrative withdrawal <u>will not be considered</u> while a grade appeal, program dismissal appeal, or college dismissal appeal is in process.**

<u>Prior to requesting an administrative withdrawal, a student will:</u>

- consult with his/her academic advisor, to discuss how this will impact their time of completion
- consult with the office of financial aid, to understand any implications on their financial aid
- review the Course Repeat section in the College Catalog
- review the Student Military Leave Policy (if applicable) in the College Catalog
- review the Leaves section in the College Catalog

<u>To request an administrative withdrawal a student must:</u>

- complete the Administrative Appeal Request Form.

- provide a letter that describes the extraordinary circumstances that prevented the student from requesting to withdraw in accordance with the current withdrawal policy.  So that the College is able to properly analyze the appeal, it is important that this letter gives accurate details about the circumstances resulting in the appeal, the date(s) of the emergency situation, and an account of how the situation specifically prevented the student from withdrawing in accordance with the current withdrawal policy.
- Provide objective supporting documentation as indicated below.

If a student is requesting an administrative withdrawal from some but not all courses, the documentation must provide sufficient and appropriate rationale for the request.

**Refund Request**

A student may request a refund after the refund deadlines listed on the Academic Calendar (https://mercycollege.edu/academics/academic-calendar).  A refund request may be considered in cases when a student can provide evidence of having experienced exceptional circumstances that significantly impaired their ability to complete coursework <u>and</u> prevented withdrawal from courses as described in the Withdrawal from a Course section in the College Catalog.

A request for a refund will not be considered unless the student has successfully dropped or withdrawn from the course in question

<u>To request a refund a student must:</u>

- complete the administrative appeal request form.
- provide a letter that describes the extraordinary circumstances that prevented the student from submitting a withdrawal request in the appropriate time to receive a refund.  So that the College is able to properly analyze the appeal, it is important that this letter gives accurate details about the circumstances resulting in the appeal, the date(s) of the emergency situation, and an account of how the situation specifically prevented the student from submitting a withdrawal request in the appropriate time to receive a refund.
- Provide objective supporting documentation as indicated below.

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**Required Documentation**

*ALL documentation must:*

- be objective supporting documentation from a source other than the student, a relative, or friend of the student;
- indicate the event occurred or impacted a student during the term the student is seeking the appeal; and
- include an email address or phone number that will allow verification of the authenticity of the document.

| Circumstance | Required Documentation |
|---|---|
| **Illness or injury to the student** | Documentation or a dated letter on letterhead from the attending physician containing: 1) nature of illness/injury; 2) dates; 3) severity of illness; 4) your inability to attend school due to the condition; and 5) the date the physician recommended the student stop attending classes. |

| Illness, injury, or death of immediate family emergency | Documentation or a dated letter on letterhead from the attending physician or hospital containing the nature of your relative's illness/injury, dates, and severity; or<br>A death certificate or obituary notice. |
|---|---|
| Legal matters | Documentation or a dated letter on letterhead from a lawyer, court, or other professional/entity indicating the date of legal incident or proceeding that required a student to be absent; or<br>Documentation indicating dates of incarceration; etc. |
| Change in employment | Documentation or a dated letter on letterhead indicating change in employment status; or<br>Documentation or a dated letter on letterhead from an employer indicating unexpected increase in workload. |
| Other significant life event | Documentation or a dated letter on letterhead that would prove an unexpected and serious life event occurred that impacted a student's ability to complete coursework or otherwise meet requirements of the College's policies and procedures.   An example is an Eviction/Evacuation letter or other documentation proving an unexpected change in residence. |

**Circumstances Not Sufficient to Support an ADMINISTRATIVE APPEAL Include, But Are Not Limited to:**
- Dropping courses to avoid low grades
- Dissatisfaction with instructor of course
- Not being aware of add/drop deadlines
- Late payment fees/charges
- Lack of reasonable planning on the part of the student

College representatives from Financial Aid, Bursar, Student Records, Finance, and Academic Affairs may be involved in the review of administrative appeals.

**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

**VOLUNTARY LEAVES OF ABSENCE**

The College supports the overall success of students, including their physical, social, and emotional well-being. When situations arise that hinder students' abilities to perform academically and/or socially within the campus community, they can request a voluntary leave of absence.

A voluntary leave of absence is intended to increase the opportunity for students to achieve academic success.  A voluntary leave of absence may be for employment, medical, or personal reasons, such as serious illness or death in the family or financial difficulties.

A student requesting a voluntary leave of absence is strongly encouraged to investigate the financial implications of taking such a leave by contacting the Office of Financial Aid (financialaid@mercycollege.edu or 419-251-1219 and the Bursar **(**bursar@mercycollege.edu or 419-251-1726**.**  Students should also review the Satisfactory Academic Progress policy for leave of absence implications.  Mercy College students enrolled in dual degree programs with another institution are also required to follow the applicable procedures for leaves of absences for that institution.

Military leaves of absence are addressed in the previous section and pregnancy leaves of absence are addressed in the Pregnant Student Policy.

Eligibility
- Students are in good academic standing at the time of the voluntary leave of absence request.
- Students anticipate an absence of up to three consecutive semesters (may include summer) because the student plans to:
  - withdraw from all courses in their current semester and not register for the following semester
  - OR
  - not register for courses in the following semester (or two) after being enrolled in the current semester

Withdrawing from all courses according to the Add/Drop/Withdraw process **does not** replace securing a voluntary leave of absence as outlined in this procedure.

The following conditions and steps apply for students requesting a Voluntary Leave of Absence prior to the date the leave is to begin:

- Students must consult with their Academic Advisor, Program Director, and the Director of Career, Professional Development & Retention to develop an Academic Success Plan.
- Students will submit the Academic Success Plan and a Voluntary Leave of Absence form to the appropriate Dean for consideration.  The student may also include documentation supporting their request.
- Upon review and approval, the Dean will forward both documents and any supporting materials to the Office of Student Records.
- Students approved for a Voluntary Leave of Absence must satisfy all conditions of the leave as outlined on the Academic Success Plan and Voluntary Leave of Absence form before re-enrolling at the College and must comply with the course sequence and/or any curricular changes at the time. If Voluntary Leave of Absence is three semesters or more, students

must notify the College one semester before returning so that orientation can be scheduled and completed.

Additional information regarding voluntary leave of absence:

- A Voluntary Leave of Absence request may be considered under extenuating circumstances when the request is supported by appropriate documentation demonstrating events out of students' control that prohibited an advance request.
- A copy of the Voluntary Leave of Absence form will be provided to the following offices/departments:  Admissions, Student Records, Bursar, Financial Aid, Academic Advisor, Academic Dean, Program Director, and Faculty (for currently enrolled students).
- If the request for leave is not approved, and students do not subsequently attend courses for three consecutive semesters, or students do not return from an approved leave of absence, students will be considered readmission applicants.
- An extension of the leave may be granted by the Vice President of Academic Affairs/Dean of Faculty.
- For students enrolled in health programs, seats may be limited.  Although students are not guaranteed a seat upon their return from a Voluntary Leave of Absence, every effort will be made to provide a program seat based on space availability.

## CLASS LEVEL

The number of credit hours used in determining student academic class level is based on the cumulative credit hours earned at the end of a semester, including transfer credit awarded.

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 SCALE

Mercy College of Ohio will use the following grading scale to calculate grade point average (GPA):

| GRADE | QUALITY POINTS/DESCRIPTION |
|-------|----------------------------|
| A | 4.0 points |
| B | 3.0 points |
| C | 2.0 points |
| D | 1.0 points |
| F | 0 points |
| I | Incomplete (no effect on GPA) |
| K | Credit by examination (no effect on GPA) |
| P | Pass (no effect on GPA; equal to "C" or better) |
| U | Unsatisfactory (No effect on GPA; no credit granted) |
| T | Transfer (no effect on GPA) |
| W | Withdrawal prior to mid-term (no effect on GPA) |
| WF | Withdrawal failing at or following mid-term |
| WA | Withdrawal from an audited class (no effect on GPA) |
| WP | Withdrawal passing at or following mid-term (no effect on GPA) |

## INCOMPLETE GRADE

An incomplete grade "I" is a temporary grade which may be given at the instructor's discretion to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the academic term.  Students may request a grade of incomplete by following the below procedure/guidelines:

1.  The instructor recommends to the dean the limit for the length of time to complete the Incomplete.  This time may not extend beyond the published end of the following fall, spring, or summer semesters in the Academic Calendar (https://mercycollege.edu/academics/academic-calendar).

2.  Students must request an Incomplete prior to the last day of the term as listed on the Academic Calendar (https://mercycollege.edu/academics/academic-calendar).

3.  Students must submit the Incomplete Grade Request Form to the course faculty.  If students do not complete the required work in the agreed upon timeframe, the grade will revert to an "F."

## GRADE REPORTS

Grade reports are available online through the EMPOWER ME link.  Grade reports are not available to students with outstanding account balances.

## COURSE GRADE APPEAL

Students may appeal a grade only in cases where they believe:

- the instructor has made an error in calculating a final grade
- the instructor has issued a grade outside of grading procedures outlined in the syllabus

Students disputing a course grade may submit an appeal following the process below.  If students do not follow the timeline outlined below the appeal may be denied.

1.  Initiate a good faith discussion with the instructor of the course within <u>ten business days</u> following the semester.
    a.  If the good faith discussion resolves the matter with a grade change, 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 <u>five business days</u> from the date of the good faith discussion with the instructor, 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 Course Grade Appeal Form;
    - A written statement indicating the following:
        o  Date of good faith discussion with instructor,
        o  Reason for further appeal, and
        o  Desired outcome;
    - Any documentation supporting claims in the written statement
    a.  The program director 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 including a Change of Grade Form if necessary, 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 <u>ten business days</u> from the date of the program director's decision, the student or instructor must submit the following to the dean[2]:

- 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 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 including a Change of Grade Form if necessary, 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 <u>ten business days</u> from the date of the dean's decision the student must submit the following to the Vice President of Academic Affairs/Dean of Faculty:

- All prior documentation,
- 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 of Faculty may request a meeting to discuss the appeal with the parties involved.

    b. The Vice President of Academic Affairs/Dean of Faculty will issue a written decision to the dean, student, instructor, and program director. The decision of the Vice President of Academic Affairs/Dean of Faculty is final.

    c. The Vice President of Academic Affairs/Dean of Faculty's decision and all documents, including a Change of Grade Form if necessary, 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.

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[2] 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.

## ACADEMIC HONORS

Academic Honors are awarded at the end of each semester to students who have achieved academic excellence.  Students receive the highest honor based on semester GPA.   Students who have one or more grades of Incomplete at the end of the semester will not be eligible for academic honors.

*President's List*
   Students who complete 14 or more credit hours during the semester and earn a GPA of 4.0.
*Dean's List- Full-time Students*
   Students who complete 12 or more credit hours during the semester with a GPA of 3.3 or higher.
*Honors List- Part-time Students*
   Students who complete 6-11 credit hours with a GPA of 3.3 or higher.

## HONOR SOCIETIES
### Alpha Delta Nu Nursing Honor Society (Gamma Delta Chapter)
The Alpha Delta Nu Nursing Honor Society recognizes the academic excellence of students 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.  Phi Theta Kappa is now an international organization and the largest honor society in U.S.  higher education.  The purpose of Phi Theta Kappa is to recognize and encourage scholarship among two-year college students.  Mercy College chartered the Beta Pi Xi chapter of the Phi Theta Kappa Honor Society in 2008.  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 outstanding 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.  Students who have completed all degree requirements by the end of fall or spring semesters are encouraged to participate in commencement exercises.  Students who plan to complete degree requirements during the summer semester are also encouraged to participate in spring commencement, provided they are 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**

Degree students who have demonstrated academic excellence receive diplomas with honors. Honor cords are distributed at the end of each semester and are awarded based on final cumulative GPA. Diplomas and transcripts include the "honor's designation" based on the final cumulative GPA.

Baccalaureate Degree 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 |

Associate Degree Honors:

| | | |
|---|---|---|
| High Honors | 3.70 – 4.0 | White and Gold Braided Cords |
| Honors | 3.30 – 3.69 | White Cords |

**POSTHUMOUS DEGREE/CERTIFICATE**

Deceased students may be considered candidates for posthumous degrees/certificates if:

- In good standing at the time of death
- Enrolled in a degree/certificate program at the time of death (unless circumstances prohibited enrollment)
- 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 and must be approved by the Vice President of Academic Affairs/Dean of Faculty and College President.

The names of students awarded a posthumous degree/certificate will be printed in the commencement program.

The statement "awarded posthumously" will be noted on the student's academic record and transcript, but not on the diploma/certificate.

**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 students.

Transcripts will not be issued to former or current students who have outstanding financial obligations to the College. "Unofficial" copies of transcripts are not issued by the College but are available through EMPOWER ME.

When requesting transcripts, students 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 where transcripts 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 EMPOWER ME or submit a Change of Address/Name Form to the Office of Student Records.

**CLINICAL COMPLIANCE REQUIREMENTS**

**CLINICAL COMPLIANCE POLICY**

*Policy approved by Mercy College Board of Trustees, March 2020*

Mercy College of Ohio ("the College") 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 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 requirements such as drug screens, verification of immunizations/titers/testing/health history and Basic Life Support (BLS) certification may be necessary pursuant to agreements with a clinical agency. Guidelines for required immunizations/titers and tuberculosis (TB) screenings, as recommended by the Centers for Disease Control (CDC), are for the safety of patients, students, faculty, staff, and the public.

This policy applies to all College students who participate in clinical/practicum/field experiences with an affiliated clinical agency ("Clinical Agency").

To meet Joint Commission or other Clinical Agency requirements, the College requires all students entering a College program which includes a clinical component, practicum, or field experience (hereinafter referred to as "College Health Program") to undergo a criminal background check and drug screen. Students in College Health Programs must also provide verification of required immunizations/titers/testing/health history and BLS certification as outlined in Appendix A. The results of a background check and drug screen, as well as the ability to provide documentation of immunizations/titers/testing/health history and/or BLS certification, can impact a student's ability to participate in a College Health Program, and/or 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*.

Affiliation agreements between a Clinical Agency and the College outline legal/contractual requirements, including criminal background check, drug screen, and verification of Health History and/or BLS certification.

**I. Required Background Check, Drug Screen, Immunizations/Titers/Testing/Health History and Basic Life Support (BLS) Verification**
All students who have been accepted into a designated College Health Program are required to successfully complete a criminal background check (including fingerprint screen) and drug screen through the vendor designated by the Office of Compliance and Risk Management ("Vendor") and submit satisfactory immunizations/titers/testing/health history verification from a medical provider (collectively, the "Health Program Assessments"). Previously conducted criminal background checks, drug screens, and/or immunizations/titers/testing/health history verifications unrelated to the College Health Program are not acceptable for purposes of this policy.  The College Health Programs also abide by the requirements of each specific Clinical Agency, which periodically may require updated Health Program Assessments.  Students may not be permitted to participate in their designated program if: a) the criminal background check includes findings of the following: any felony or misdemeanor criminal convictions, arrests, charges, pending charges or probation/diversion (not including minor traffic violations), b) confirmed positive drug screen results,  c) the immunizations/titers/testing/health history and/or BLS requirements are not satisfactorily met.

**New Students**
Students are responsible for the costs and activities associated with meeting all clinical requirements and completing the Health Program Assessment process.  Students retain access to their account information after graduating from the College Health Program.

**Students Who Have Failed a Course**
Students who have failed a course will not be required to order a new Vendor account *if*:

- They have been continuously enrolled at the College (an official Leave of Absence is not considered continuous enrollment).

  *However*,
- Students may be required by the Clinical Agency to complete updated Health Program Assessments.

**Students Who Have Been Absent from the Health Program but Return Within Three Semesters**
Students re-entering a health program within three semesters will not be required to order a new Vendor account but must ensure compliance prior to returning to classes and clinical participation.

- Students whose vendor accounts have been archived should contact the vendor or Clinical Compliance Coordinator to have the account unarchived.
- Any incomplete or overdue requirements must be completed.

- Students may be required to complete updated Health Program Assessments (communicated by program administrator).

## Students Returning After an Absence of Less than Three Semesters

Students re-entering a College Health Program after an absence of less than three semesters will not be required to order a new Vendor account *if*:

- They have been continuously enrolled at the College (an official Leave of Absence is not considered continuous enrollment);
- Original Health Program Assessments were all completed less than one year earlier;

## Students Returning After Three Semesters

Students who return to a College Health Program after three semesters are required to order a new Vendor account to meet all current requirements, including completion of new Health Program Assessments.

## Students Who Withdraw and/or Change Programs

Students who begin a College Health Program and subsequently withdraw may be allowed to transfer their Vendor account upon acceptance into the new College Health Program *if*:

- Original Health Program Assessments were all completed less than one year earlier;

## 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 student's 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.

## Readmission 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 readmitted, the student must agree to random drug testing. Students who wish to be readmitted to the College must comply with all program changes and catalog revisions at the time readmission is requested. An additional positive drug screen will result in dismissal from the College with no opportunity for readmission.

## III. Additional Health Program Assessments

In most circumstances, Health Program Assessments are only performed after a student has been accepted into a College Health Program (or is ready to begin the clinical/practicum/field experience portion of their program). However, some Clinical Agencies require current results from the student prior to clinical placement at that site.

The cost of any additional testing, updated criminal background checks or medical visits is the responsibility of the student. Criminal background check and drug screen must be coordinated through the contracted Vendor.

**Reasonable Suspicion Drug Screening**

Students who are performing in a clinical setting 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 drug 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 Agency 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 College Health Program.

Failure to disclose or providing material misrepresentation of information to any application question, including questions about any criminal conviction, arrest, charge, pending charge or probation/diversion, may result in disciplinary action up to and including dismissal from the College.

Students currently enrolled in a College Health Program have an ongoing duty to report any arrests, charges, or convictions that occur after they are enrolled in the College Health Program. The student must notify the program administrator of the College Health 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. Immunizations/Titers/Testing/Health History and/or BLS Certification

Students must complete all required immunizations/titers, including TB testing, as outlined in program clinical requirements found in Appendix A, and complete and submit a satisfactory Health Screening form from a qualified medical provider.  Students must provide documentation of immunizations/titers/TB testing/health history, and/or BLS certification in their accounts with the College's designated third-party Vendor.

## VI. Requests for waiver/exemption/extension

Student may request a waiver/exemption or extension for immunization requirements with the Clinical Compliance Coordinator.

Even if a waiver/exemption or extension request is received by the Clinical Compliance Coordinator, clinical placement is not guaranteed. Approval of such requests is subject to each clinical site's policies and/or guidelines established in the Clinical Agency Agreement.

## VII. Placement at Clinical Agencies

Acceptance into a College Health Program despite negative information on a background check or drug screen, or submission of a waiver/exemption from a required immunization does not guarantee placement at a Clinical Agency.  For a student already placed at a Clinical Agency site, 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, student will not be able to progress and will be dismissed from the College Health Program in which student 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 Agency site or wishes to continue at student's current site, the appropriate personnel at the Clinical Agency site evaluate the information and surrounding circumstances. Clinical Agency site personnel have sole discretion to determine whether the student can participate in a clinical experience at the Clinical Agency site or continue with the current placement.  The College makes no final decisions regarding student acceptability for a Clinical Agency 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 as required above.

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.

Failure to provide documentation of required immunizations/titers, testing, health history and/or BLS certification may prevent Clinical Agency site placement, which may prevent College Health Program progression or completion.

## VIII. Sharing Information Concerning Health Program Assessments

Information concerning Health Program Assessments is initially shared with the student and appropriate College personnel. College Health 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 information concerning Health Program Assessments with Clinical Agencies, students must sign 530-A *Student Consent*. Without confirmation all Health Program Assessments and clinical requirements were obtained, and results are acceptable to the assigned Clinical Agency, placement in a clinical setting is unlikely. Non-placement will result in dismissal from the College Health Program.

### Confidentiality

Results of a student's Health Program Assessments 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 College 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 ancillary materials collected from the students regarding review of criminal background checks or drug screen investigations will be maintained as confidential and stored in a secure fashion by the Office of the Clinical Compliance Coordinator.

The procedures associated with the Clinical Compliance policy are as follows.

### Required Background Checks, Drug Screens, and Health History

1. The Clinical Compliance Coordinator establishes instructions for ordering Vendor accounts and communicates the due date for each College Health Program. Instructions for completing the background check and drug screen are provided by the Vendor. Students are responsible for ordering an online account, scheduling, and completing the Health Program Assessments in a timely fashion, so results can be returned to the Vendor or College prior to the due date established by the College Health Program. **Students will not be permitted to participate in their designated College Health Program if they have not cleared the background check and drug screen and satisfactorily completed the Health History verification by the College Health Program's due date,** unless an extension is granted by the program administrator, i.e., in the instance of late admittance to the College Health 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. Health History verifications are uploaded by the student into their online account. Additional documents related to background check findings, positive drug screens, reasonable suspicion drug test results, etc. will be uploaded by the clinical coordinator or program administrator to the administrator portal of the student account.

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  program administrator.
2. Findings on a student's background check 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 (a student enrolled only in distance education classes can participate in a conference call with the program administrator).
    b. If student has findings on the FBI (Federal Bureau of Investigation) fingerprint results, the RAP (Record of Arrests and Prosecutions) sheet will be included with FBI report.
        i. Student must prepare a detailed, legibly written (or typed) explanation of the recorded information.
        ii. Student must schedule a face-to-face meeting with the program administrator (a student enrolled only in distance education classes can participate in a conference call with the program administrator)
3. At the face-to-face meeting or conference call, the program administrator reviews the information to assess whether the findings will potentially 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 College Health Program and the offense(s);
    - The length of time that has passed since the offense(s);
    - Evidence of successful rehabilitation;
    - The accuracy of the information provided by the student; and
    - The guidelines established by the clinical affiliation agreement.

    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. Program administrator and student complete and sign 530-D *Criminal Background Findings*.
        i. If there are no issues that will affect the student's Clinical Agency placement, as determined by the program administrator and/or Dean:
            1. Student signs 530-F *Student Waiver - Criminal Background/Drug Screen* to continue the clinical experience.
            2. Program administrator uploads the signed 530-F *Student Waiver – Criminal Background/Drug Screen*, completed 530-D *Criminal Background Findings*, and student's detailed written explanation to the student's Vendor account.

      ii. If the issue(s) would affect the student's Clinical Agency placement and/or constitute an automatic bar from licensure or credentialing, according to the Ohio Board of Nursing:

         1. Based on an assessment of all information available, 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 530-D *Criminal Background Findings.*

         3. Program administrator uploads the completed 530-D *Criminal Background Findings*, student's detailed written explanation and any other documentation provided by the student to the student's Vendor account.

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 Vice President Academic Affairs ("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 appeal.

5. If a student has signed a waiver to continue in the College Health 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 additional documentation if 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 provides an electronic notation in student's Vendor account stating that the findings are the same and that no further action is required.

        iii. Program administrator uploads any new documentation to student's Vendor account.

    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.

## IX. 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 monitors student accounts for drug screen finding alerts.

4. All positive test results are automatically sent to the Medical Review Officer (MRO) contracted by the Vendor.

    a. If the student 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.

b. If prescription information cannot be validated, the drug test results will show a positive drug screen.

c. 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 program administrator.

    i. The program administrator emails 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 program administrator:

        1. Notifies the student of the positive drug screen and sets up a face-to-face meeting (or conference call for online students).

            a. The drug screen results and the rules set forth by the specific College Health 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 530-E *Drug Screen Findings*.

            d. Program administrator consults with the Dean, VPAA, and Vice President Student Affairs/Dean of Students ("VPSA") to determine additional steps for student.

            e. If allowed to continue, 530-F *Student Waiver – Criminal Background/Drug Screen* must be signed.

                i. Permission to continue in the College 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.

        2. Program administrator documents all communication with the student, including what additional steps (random drug testing, etc.) are required.

        3. Program administrator uploads all documentation and completed forms to student's Vendor account.

## 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 program administrator to initiate a re-test of the original specimen. The drug screen re-test package code will be provided to the student by the program administrator 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.

## X. 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/she will be required to submit to a screening within 24 hours.
e.   Advise the student that he/she will not be allowed to attend clinicals until proof of a negative drug/alcohol screen has been verified by the program administrator (student will be given the opportunity to make up lost clinicals if the drug/alcohol screen report is negative).
f.   Advise the student that he/she 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 upload the results  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 VPSA/Dean of Students 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.

## X. Sharing Information Concerning Criminal Background Checks, Drug Screens, and Health History

1.   Students are required to complete and sign 530-A *Student Consent* 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 programs which include a clinical component, practicum, or field experience (health program) to comply with specific health requirements, such as documentation of positive titers, vaccinations other health requirements.  Students may request waivers or extensions of vaccinations and other health requirements, which may be approved or denied by clinical facilities.  If waivers/extensions are denied, it will prevent placement in clinical experiences and progression in the academic program.  The College will make a reasonable attempt to find alternate clinical placements for students seeking waivers or extensions of vaccinations, but it is at the discretion of clinical sites whether students are permitted to participate in clinical experiences.  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](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.  Students who do not meet listed health requirements may not be able to fulfill the clinical, practicum, or field experience requirements and complete their program of study.

Please see the program administrator with questions regarding documentation for health records, including titer and vaccination 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.

## COLLEGE ACADEMIC PROBATION

Students will be placed on academic probation at the end of a semester when their cumulative GPA in all Mercy College coursework falls below 2.0. The program director or dean may impose enrollment restrictions and/or require an [Academic Success Plan](#) for students on academic probation.

Students placed on academic probation will be notified via email (electronic notification) by the Office of Student Records.  This notification will include the reason for being placed on academic probation and outline the conditions of probation and include enrollment restriction.  Copies of all written correspondence regarding academic probation will be sent to the academic advisor, the Director of Career, Professional Development, and Retention, the program director, division dean, and the student.

Students will be removed from academic probation when cumulative GPA in all Mercy College coursework is 2.0 or higher and/or when all other conditions, including the Academic Success Plan, have been met.

## COLLEGE ACADEMIC DISMISSAL

Students may be dismissed from Mercy College at the end of a semester if they fail to maintain the required cumulative GPA.  College academic dismissal will occur when the cumulative GPA falls below the following in all attempted Mercy College coursework:

- Less than 1.0 after attempting 10-19 credit hours
- Less than 1.5 after attempting 20-29 credit hours
- Less than 1.7 after attempting 30-39 credit hours
- Less than 1.8 after attempting 40-49 credit hours
- Less than 1.9 after attempting 50-59 credit hours
- Less than 2.0 after attempting 60 or more credit hours.

Students who are academically dismissed from the College are also dismissed from the program of study.

Students will be notified via email (electronic notification) by the Office of Student Records that they have been academically dismissed from the College.  This notification will include the reason for academic dismissal.  Copies of all written correspondence regarding academic dismissal will be sent to the Vice President of Academic Affairs/Dean of Faculty, the academic advisor, the Director of Career, Professional Development, and Retention, the program director, division dean, and the student.

### College Academic Dismissal Appeal

Students disputing college academic dismissal may appeal according to the following procedure: Students must submit the following to the Office of Student Records:

- An Academic Dismissal Appeal Form within five business days from 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/Dean of Faculty will issue a written decision (electronic and U.S. mail) to the student, dean, and the Office of Student Records within fifteen business days from the date of the receipt of the appeal.

## PROGRAM DISMISSAL

Program progression requirements and guidelines for program dismissal can be found in the program handbooks and/or program sections of the College Catalog.  Students who fail 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.

Students will be notified via email (electronic notification) by the Office of Student Records that they are being dismissed from the program of study.  This notification will include the reason for dismissal.  Copies of all written correspondence regarding program dismissal will be sent to the Vice President of Academic Affairs/Dean of Faculty, the academic advisor, the Director of Career, Professional Development, and Retention, the program director, division dean, and the student.

### Program Academic Dismissal Appeal

Students disputing program dismissal may appeal according to the following procedure:

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.

In collaboration with the program director and division dean, the Vice President of Academic Affairs/Dean of Faculty will issue a written decision (electronic and U.S. mail) to the student, division dean, and the Office of Student Records generally within fifteen business days of receipt of the appeal.

**ACADEMIC INTEGRITY**

The purpose of education is to advance students' intellectual skills and knowledge and to demonstrate the outcomes of these efforts.  An essential and shared value in higher education is presenting students' own work and properly acknowledging that of others.  Violations of academic integrity include, but are not limited to, the following:

**Plagiarism –** Submitting all or part of another's work as students' 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 students' own work.  It also includes use of another's words as students' 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 integrity violation** – Helping another to commit an academic integrity violation, 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.

**VIOLATIONS OF ACADEMIC INTEGRITY**

When a faculty/staff member or other instructor believe that an incident of plagiarism or other violation of academic integrity has occurred, they should:

1. Notify the student of concern related to academic integrity and schedule time within five (5) business days to discuss with the student the reasons for this concern, providing the student with an opportunity to prepare a response.
2. Complete the Academic Integrity Reporting Form and forward to the program director.

Upon receipt of the Academic Integrity Reporting Form, the program director will:

1. Schedule a time to meet and discuss possible outcomes with the student in person or via phone within five (5) business days to ensure the student understands the process.
2. Provide the student with an opportunity to respond in writing within five (5) business days.
3. Consult with the Office of Academic Affairs to determine whether any previous academic integrity allegations or violations are on file.
4. Issue a sanction if a violation has occurred.

**SANCTIONS FOR VIOLATIONS OF ACADEMIC INTEGRITY**

During a student's academic career at Mercy College, each academic integrity violation  will be reported using the Academic Integrity Reporting Form to the appropriate program director.

The sanctions for academic integrity violations are as follows:

- First incident may include requiring the work to be redone; assigning a failing grade for the assignment; or assigning a failing grade for the course.
- Second incident in the same course will result in a failing grade for the course.  Second incident in another course during the same semester will result in a failing grade for that course.  A second incident in a subsequent semester will also result in a failing grade for that course.
- Third and final incident of academic integrity violation will result in dismissal from the program/College.  The division dean may notify the Office of Student Records to enter the notation "dismissed for academic integrity violation" on the student's transcript.

All records of violations of academic integrity and sanctions will be kept by the Office of Academic Affairs in a secure file.

## ACADEMIC INTEGRITY VIOLATION APPEAL

Students disputing academic integrity sanctions may appeal according to the following procedure:

1. Students must submit the following to the appropriate division dean:
   - An Academic Integrity Appeal Form within five (5) business days of the signed program director's decision
   - A copy of the program director's decision
   - A written statement of why the student disagrees with the academic integrity violation or proposed sanctions, and
   - Any evidence or material supporting the reasons for disagreement.
   a. The division dean will review all submitted materials and communicate as necessary with the parties involved.
   b. The division dean will issue a final written decision (electronic and U.S. mail) based on all submitted evidence or material to the student within five (5) business days from receipt of the appeal.

## FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

*Approved by Mercy College Board of Trustees, March 2018, Technical Revision, April 2018*

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

The purpose of this policy is to ensure the privacy and protection of student files.

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.

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/fpco/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
*Approved by Mercy College Board of Trustees, November 2014, Technical Revision, August 2017*

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/Dean of Faculty.

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 Code of Conduct.

# 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 Religious Studies) (GAHD & GAHR), and Natural Sciences, Technology and Innovation (GNST).

The purpose of general education coursework is to provide students with a broad base of knowledge that is relevant to all educated persons. Participation in this coursework empowers students to develop intellect, examine values in ethical decision making, think critically, solve problems, communicate effectively, embrace cultural diversity, pursue lifelong learning and to 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. Curricular and co-curricular departments/divisions will collaborate in determining the learning outcome level at which students will be expected to achieve the institutional learning goals.

The institutional learning outcomes for students will lead to graduates/completers who:

1. Are committed to <u>social engagement</u>, 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 <u>intellectual inquiry</u>, 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 <u>effective communicators</u>, 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 <u>ethical reasoning</u>, using the lens of the Mercy College values as part of one's everyday decision-making process.

   To achieve this goal, students will...
   **Level 1 (Knowledge/Comprehension):** Express the Mercy College 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 the Mercy College values.

5. Are <u>professionally competent</u>, 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 <u>lifelong learning</u>, 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 complete, graduate, transfer, or are otherwise not retained, such as post-graduation surveys.  The process flow of assessment is as follows:  Identification of Learning Outcomes, Assessment of Learning Outcomes, Data Collection and Analysis, Recommendations and Implementation of Continual Curricular/Co-curricular Improvements.  Overall assessment is part of the institutional effectiveness at the College.

## CREDIT HOUR DEFINITION AND LENGTH OF SEMESTER POLICY
*Approved by Mercy College Board of Trustees, November 2018*

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

### Face-To-Face
A face-to-face course is one in which instruction is delivered fully on-site with face-to-face interaction between instructors and students.  A face-to-face course may include use of computers, the internet or other electronic media.  Students may be directed to online materials provided by publishers, or to other internet accessible sources as part of their coursework.

**Web-Enhanced**

A web-enhanced (also, web-facilitated) course uses the College's Learning Management System (Canvas) to augment a face-to-face course. Online resources are posted by the instructor to support specific pedagogy, and all classes meet face-to-face.

**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 face-to-face. Blended courses use the College's Learning Management System (Canvas) for the online portion of the course.

**Online**

An online course is provided entirely through the College's Learning Management System. No on-site class meetings are required. Course testing and other methods of assessment occur within the online environment, although proctored in-person exams may be required.

**Accelerated**

An accelerated course is typically offered outside of a standard 16-week semester in which the credit hours offered are the same as full semester courses. The content and substantive learning outcomes are the same as those in the full semester. These courses must meet the federal, state and Higher Learning Commission policies and definitions of standard instructional minutes within the timeframe the compressed version is offered. An accelerated course may be offered face-to-face, online, web-enhanced or in a blended modality.

## FINAL EXAMINATIONS

Final exams are administered according to the final examination schedule published on the Mercy College website. Exams in accelerated courses and courses offered in the summer semester are typically administered during the last class meeting. In extenuating circumstances, students should contact the instructor prior to the exam and the instructor may consider rescheduling the exam. If the exam cannot be rescheduled before the end of the semester, the student may request an incomplete grade (I). For more information, please refer to Incomplete Grade in the Office of Student Records Grading System section.

# ACADEMIC RESOURCES

## CLINICAL FACILITIES
Students 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/preceptor or the clinical site.

## COMPUTER LABS
*Toledo***:** Three computer laboratories are available and are located on the 2$^{nd}$ and 3$^{rd}$ floors of Madison and on the 6$^{th}$ floor of Jefferson.  Student computers are also available throughout the College and are located in the student lounges, library and study rooms.  Microsoft Office Suite, the internet, and College email are available in these settings, along with Wi-fi capability for personal devices.  Software programs are also available for testing and evaluation.

*Youngstown:* Two computer laboratories are available onsite in Youngstown.  Additional computers are available for student use in the Mercy Health- St. Elizabeth Youngstown 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.  Laboratory spaces for science, nursing, radiologic technology, polysomnographic technology, and EMT/paramedic are located at the Toledo campus, and nursing skills laboratory space is available at the Youngstown location.  Newly renovated science labs for biology, chemistry, and microbiology are located on 3$^{rd}$ floor Jefferson on the Toledo campus.  An *A*natomage table is available for anatomy and physiology instruction as well as nursing and health science program use.

## PROGRAM HANDBOOKS
Program Handbooks are available online or from the program director/lead of each program and contain additional policies and procedures specific to each program.

## TEXTBOOKS
Mercy College of Ohio offers an online bookstore through Matthews Medical Books.  Orders for textbooks and medical supplies can be placed online at www.webmedbooks.com/mercyoh. Students without 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.  Additional instructions can be found on the College website at: https://mercycollege.edu/my-mercy/textbook-orders.

# UNDERGRADUATE GRADUATION REQUIREMENTS

## BACHELOR OF SCIENCE DEGREE GRADUATION REQUIREMENTS
To be eligible for a Bachelor of Science degree from Mercy College of Ohio, students 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 level.  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 in the Academic Calendar (https://mercycollege.edu/academics/academic-calendar).
- Submit any new official transcripts since admission to Mercy College.
- Be enrolled in at least one credit hour at Mercy College of Ohio during the semester in which graduation requirements will be completed.
- 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, students must:
- Complete all required 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 in the Academic Calendar (https://mercycollege.edu/academics/academic-calendar).
- Submit any new official transcripts since admission to Mercy College.
- Be enrolled in at least one credit hour at Mercy College of Ohio during the semester in which graduation requirements will be completed.
- 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, students 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 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 in the Academic Calendar (https://mercycollege.edu/academics/academic-calendar).
- Submit any new official transcripts since admission to Mercy College.
- Be enrolled in at least one credit hour at Mercy College of Ohio during the semester in which the graduation requirements will be completed.
- Complete a minimum of 30 credit hours from Mercy College of Ohio.

## GENERAL EDUCATION GRADUATION REQUIREMENTS

The Ohio Department of Higher Education (ODHE) 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

Courses used to meet General Education requirements are designated by the following identifiers:

| General Education Category | Course Code | Required Credit Hours |
|---|---|---|
| Oral and Written Communication | GCOM | 6 |
| Math, Statistics and Logic | GMSL | 3 |
| Social and Behavioral Sciences | GSBS | 6 |
| Arts, Humanities, Culture and Diversity | GAHD | 3 |
| Arts, Humanities, Culture and Diversity – Religious Studies | GAHR | 6 |
| Natural Sciences, Technology and Innovation | GNST | 6 |
| **Total Credit Hours** | | **36** |

### ASSOCIATE OF SCIENCE GENERAL EDUCATION REQUIREMENTS

| General Education Category | Course Code | Required Credit Hours |
|---|---|---|
| Oral and Written Communication | GCOM | 6 |
| (Three credit hours in ENG 101 and three credit hours in ENG 102 are required) | | |
| Math, Statistics and Logic | GMSL | 3 |
| Social and Behavioral Sciences | GSBS | 6 |
| Arts, Humanities, Culture and Diversity | GAHD | 3 |
| Arts, Humanities, Culture and Diversity – Religious Studies | GAHR | 3 |
| Natural Sciences, Technology and Innovation | GNST | 6 |
| Additional Hours from one or more of the above categories | | 9 |
| **Total Credit Hours** | | **36** |

**ASSOCIATE OF APPLIED SCIENCE GENERAL EDUCATION REQUIREMENTS**

| General Education Category | Course Code | Required Credit Hours |
|---|---|---|
| Oral and Written Communication | GCOM | 6 |
| (Three credit hours in ENG 101 and three credit hours in ENG 102 are required) | | |
| Math 100 **OR** Math, Statistics and Logic | GMSL | 3 |
| Arts, Humanities, Culture and Diversity – Religious Studies | GAHR | 3 |
| Natural Sciences, Technology and Innovation | GNST | 6 |
| Additional Hours from one or more of the following categories:<br>    Social and Behavioral Sciences (GSBS);<br>    Arts, Humanities, Culture and Diversity (GAHD),<br>    Arts, Humanities, Culture and Diversity – Religious Studies (GAHR)<br>    Natural Sciences, Technology and Innovation (GNST),<br>    and/or Applied General Education (GAPL) | | 12 |
| **Total Credit Hours** | | **30** |

## GENERAL EDUCATION COURSES

### ORAL AND WRITTEN COMMUNICATION (GCOM)

| Course | Course Name | Credit Hours |
|---|---|---|
| ENG 101 | English Composition I | 3 |
| ENG 102 | English Composition II | 3 |

### MATH, STATISTICS AND LOGIC (GMSL)

| Course | 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)

| Course | Course Name | Credit Hours |
|---|---|---|
| POL 301 | Women and Politics | 3 |
| PSY 101 | Introduction to Psychology | 3 |
| PSY 201 | Lifespan Psychology | 3 |

| Course | Course Name | Credit Hours |
|---|---|---|
| PSY 280 | *Independent Study* | 1-3 |
| 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 in Psychology | 3 |
| SOC 101 | Introduction to Sociology | 3 |
| SOC 150 | Gerontology Overview | 1 |
| SOC 211 | Cultural Diversity | 3 |
| SOC 280 | Independent Study | 1-3 |
| 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)**

| Course | 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 | 1-3 |
| MUS 101 | Introduction to Music Appreciation | 3 |
| MUS 301 | History of Rock and 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 – RELIGIOUS STUDIES (GAHR)**

| Course | Course Name | Credit Hours |
|---|---|---|
| REL 101 | Introduction to Theology | 3 |
| REL 204 | Spirituality for Healthcare Providers | 3 |

| Course | Course Name | Credit Hours |
|---|---|---|
| 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 | 1-3 |
| 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)**

| Course | 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 | 1-3 |
| BIO 290 | Pathophysiology | 3 |
| BIO 330 | Cardiovascular Physiology | 2 |
| BIO 331 | Renal Physiology | 2 |
| BIO 332 | Fluid and Electrolyte Balance | 2 |

| Course | Course Name | Credit Hours |
|---|---|---|
| BIO 336 | Genetics | 4 |
| BIO 350 | Biology of Human Reproduction | 3 |
| BIO 410 | Cell Biology | 4 |
| BIO 420 | Histology | 4 |
| BIO 430 | Principles of Ecology | 4 |
| BIO 450 | Immunology | 3 |
| 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)**

| Course | Course Name | Credit Hours |
|---|---|---|
| BIO 280 | Independent Study | 1-3 |
| CED ES01 | Anatomy and Physiology for Pre-Hospital Providers | 0 |
| ENG 280 | Independent Study | 1-3 |
| EYE 112 | Ocular Terminology, Anatomy, Physiology, and Diseases | 4 |
| 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 (Accelerated Pre-Licensure, Pre-licensure, and RN to BSN, RN to MSN)

## 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 healthcare professions such as medicine, pharmacy, physician assistant, physical therapy, occupational therapy, dentistry or scientific research.  Students 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. 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. Skillfully collect and analyze scientific data.
4. Locate, evaluate and communicate analytical information.
5. Enter graduate schools or scientific fields.

### Biology Major

Mercy College students 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 students to progress to the third semester of the program, the mathematics prerequisites must be met.  Mathematics prerequisites are as follows:  high school courses or their college equivalents within the past seven years with a "C" or better including 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.

**BACHELOR OF SCIENCE 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 Religious Studies) (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 general education course at the 300/400 level in the Arts, Humanities, Culture and Diversity (includes Religious Studies) or Social and Behavioral Sciences | 3* |
| **TOTAL GENERAL EDUCATION CREDIT HOURS REQUIRED** | **67** |

**REQUIRED BIOLOGY MAJOR COURSE REQUIREMENTS**

| *COMPLETE <u>ALL</u> OF THE FOLLOWING 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 MAJOR CREDIT HOURS REQUIRED** | **49** |

**ADDITIONAL COURSE REQUIREMENTS**

| *COMPLETE THE FOLLOWING COURSE:* | *CREDIT HOURS* |
|---|---|
| HSC 100 Introduction to Health Careers | 3 |
| **TOTAL 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[3] | 1 |
| **TOTAL CREDIT HOURS FOR GRADUATION[4]** | **120** |

[3] Students may be required to take additional free elective credits to reach the 120 credit hours required for graduation. Free elective credit may be satisfied through previous coursework and transfer credit. See academic advisor for more details.

[4] To complete college requirements students must complete a minimum of 36 credit hours of 300/400 level coursework.

**BACHELOR OF SCIENCE IN BIOLOGY <u>SAMPLE PROGRAM OF STUDY</u>**

| 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 Careers (3) | PSY 101 | Introduction to Psychology (3) | GEN ED | General Education Course in Arts, Humanities, Culture and Diversity – Religious Studies (3) |
| 16 Credit hours | | 16 Credit hours | | 15 Credit hours | |

| 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 Credit hours | | 13 Credit hours | | 16 Credit 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 (Religious Studies); or Social and Behavioral Sciences (3) |
| __ __ | Free elective credit (1) | | |
| 15 Credit hours | | 14 Credit 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 students 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**

Students 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, Technology and Innovation (GNST) (6 credit hours), Oral and Written Communication (GCOM): ENG 101 or equivalent (3 credit hours), Math, Statistics and Logic (GMSL) (3 credit hours), and Social and Behavioral Sciences (GSBS) (3 credit hours).

**Requirements for Practicum**

Criminal background checks, drug screens, health records, and titers/immunizations are required prior to the start of the clinical program. Program requirements and instructions are maintained on the College website at https://mercycollege.edu/background. 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 students 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** |
| **Social and Behavioral Sciences (GSBS)** | **6 minimum** |
| SOC 211 Cultural Diversity[5] | 3* |
| **Arts, Humanities, Culture and Diversity (must include 6 credit hours in Religious Studies) (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 COURSE REQUIREMENTS**

| *COMPLETE ALL OF THE FOLLOWING PROGRAM COURSES:* | *CREDIT HOURS* |
|---|---|
| HCA 301 Introduction to the United States 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 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 435 Quality Improvement and Patient Safety | 3 |
| HCA 440 Fundamentals of Population Health for Healthcare Administrators | 3 |
| HCA 450 Healthcare Management | 3 |
| **TOTAL PROGRAM CREDIT HOURS REQUIRED** | **33** |

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[5] 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.

**HEALTHCARE ADMINISTRATION PROGRAM ELECTIVE COURSE REQUIREMENTS**

| *COMPLETE TWO OF THE FOLLOWING PROGRAM COURSES:* | *CREDIT HOURS* |
|---|---|
| HCA 318 Principles of Healthcare Marketing | 3 |
| HCA 399 Special Topics in Healthcare Administration | 3 |
| HCA 420 Fundamentals of Healthcare Economics | 3 |
| **TOTAL PROGRAM ELECTIVE CREDIT HOURS REQUIRED** | **6** |

| **CREDIT HOUR REQUIREMENTS** | CREDIT HOURS |
|---|---|
| Total Required Bachelor of Science General Education Credit Hours | 36 |
| Total Required Healthcare Administration Program Credit Hours | 33 |
| Total Required Healthcare Administration Elective Credit Hours | 6 |
| Free Elective Credit Hours[6] | 45 |
| **TOTAL CREDIT HOURS FOR GRADUATION[7]** | **120** |

**HEALTHCARE ADMINISTRATION PRACTICUM**

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.  As determined by the program director, students without prior experience or current healthcare employment will be required to complete HCA 404, Healthcare Administration Practicum as a graduation requirement.  Students who become employed in a healthcare setting while enrolled in the program may not be required to complete the practicum experience, at the discretion of the program director.  Additional practicum information may be obtained from the program director.

**MEDICAL IMAGING – BACHELOR OF SCIENCE (ONLINE COMPLETION)**

Program Handbook

**Philosophy**

The Bachelor of Science in Medical Imaging Online Degree 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 toward the completion of a bachelor's degree.  The program is delivered in a dynamic online environment to meet the needs of working imaging professionals.

The Bachelor of Science in Medical Imaging program provides technologists with a diverse plan of study in advanced imaging, healthcare administration, technical imaging specialties, and general

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[6] Students may be required to take additional free elective credits to reach the 120 credit hours required for graduation.  Free elective credit may be satisfied through prior coursework and transfer credit.  See academic advisor for more details.

[7] To complete college requirements students must complete a minimum of 36 credit hours of 300 to 400 level coursework.

education coursework.   A balanced curricular approach is used to prepare technologists for advancement in multiple career areas.  For technologists wishing to pursue additional certification, the program curriculum provides the theoretical knowledge required for multiple American Registry of Radiologic Technologists (ARRT) post-primary certification exams *.  The program also prepares students for roles in healthcare management through the study of finance, human resources, and asset and operational management.   For students who wish to continue their education beyond a bachelor's degree, the Bachelor of Science in Medical Imaging program provides a solid foundation for graduate study.

*Students preparing for the ARRT post-primary certification exams must meet clinical experience requirements not required by this program.  Students should contact the ARRT for complete exam requirements.*

**Mission Statement**

To support the career advancement of Imaging Sciences' professionals by providing a balanced curriculum in a flexible, responsive, and engaging learning environment.

**Program Goals and Learning Outcomes**

Our mission is realized by assuring our students will be able to:

1. Demonstrate knowledge of advanced imaging modalities

Learning Outcomes

- Exhibit educational competence in one or more advanced imaging modalities.

2. Exhibit essential managerial skills to lead in the Imaging Sciences

Learning Outcomes:

- Demonstrate effective presentation skills.
- Develop structured project management plans.
- Perform fundamental managerial tasks.

3. Make use of research to contribute to quality and safety initiatives in the Imaging Sciences.

Learning Outcomes:

- Demonstrate effective writing skills.
- Provide patient-centered care using appropriate health literacy strategies.
- Integrate medical imaging literature into clinical practice.
- Apply continuous quality improvement models to address common imaging problems.
- Identify patient safety concerns associated with advanced imaging modalities.

**Admission Requirements**

*Qualifying Pathways*

*Pathway 1:* An applicant <u>with an associate degree</u> 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 2.30.
- Applicants must be currently registered and in good standing with the American Registry of Radiologic Technologists (ARRT), the Nuclear Medicine Technology Certification Board

(NMTCB), and/or the American Registry of Diagnostic Medical Sonography (ARDMS). Certifications must be maintained throughout the program of study.

- o Applicants can apply for program admission before completing an imaging sciences program. Students must be registered with ARRT, NMTCB, and/or ARDMS before the start of the second semester in the program. Failure to obtain the required professional certification and registration will prevent progression in the program until the certification and registration is achieved.

*Pathway 2*: An applicant <u>without an associate degree</u> 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 2.30 if 15 or more credits have been earned from a regionally-accredited institution.
- Applicants must be currently registered and in good standing with the ARRT, NMTCB, and/or ARDMS. Certifications must be maintained throughout the program of study.
- Pathway applicants are granted 39 college credits for primary certification with the ARRT, NMTCB, or ARDMS.

**Requirements for Clinicals**

Criminal background checks, drug screens, health records, and titers/immunizations are required <u>prior</u> to the start of the clinical program. Program requirements and instructions are maintained on the College website at https://mercycollege.edu/background. The Policy can be found at https://mercycollege.edu/about/compliance-consumer-information.

**Prior Learning Credit**

Students who have earned credentials and maintain active status for the certifications in the following table will be recognized as having achieved the learning outcomes for the corresponding coursework in the Medical Imaging program. Students will be granted the credit hour equivalent for the respective credentials. This credit is in addition to credit granted for initial certifications, as described in the Transfer Credit Policy.

**Primary Credentials**

| Primary Credentialing Bodies | Credit Hours |
|------------------------------|--------------|
| ARRT; ARDMS; NMTCB; and CCI | Two primary credentials = IMG 491 (15) |

- Individuals holding two (2) or more primary pathway credentials will receive fifteen (15) credits of prior learning, and fulfill the program's advanced imaging requirement.
- Primary pathways are defined as:
  - o ARRT
    - Radiography (R)
    - Radiation Therapy (T)
    - Magnetic Resonance Imaging* (MR)
    - Nuclear Medicine (N)
    - Sonography (S)
  - o ARDMS
    - Registered Diagnostic Medical Sonographer (RDMS)
    - Register Vascular Technologist (RVT)

- ▪ Registered Diagnostic Cardiac Sonographer (RDCS)
  - o NMTCB
    - ▪ Certified Nuclear Medicine Technologist (CNMT)
  - o CCI
    - ▪ Registered Vascular Sonographer (RVS)
    - ▪ Registered Cardiac Sonographer (RCS)

*MR is considered a primary pathway if credential is earned after completing a JRCERT-accredited MR program.  Otherwise, MR certification will be considered a post-primary modality, equivalent to 9 credit hours.

**Post-Primary Credentials**

**ARRT**

| Credential | Credit Hours | Course Equivalent |
|---|---|---|
| Bone Densitometry (BD) | 3 | IMG 345 |
| Breast Sonography (BS) | 3 | IMG 491 (3) |
| Cardiac Interventional (CI) | 3 | IMG 491 (3) |
| Cardiovascular Interventional (CV) | 6 | IMG 491 (6) |
| Computed Tomography (CT) | 9 | IMG 310; IMG 330; IMG 340 |
| Magnetic Resonance Imaging (MR) *post-primary* | 9 | IMG 310; IMG 430; IMG 440 |
| Mammography (M) | 6 | IMG 350; IMG 355 |
| Quality Management (QM) | 3 | IMG 491 (3) |
| Vascular Interventional (VI) | 3 | IMG 491 (3) |

**ARDMS**

| Credential | Two Specialties | Three Specialties | Four Specialties | Course Equivalent |
|---|---|---|---|---|
| RDMS | (AB)(OB/GY) = 6<br>(AB)(PS) = 6<br>(OB/GYN)(PS) = 6<br>(OB/GYN)(BR) = 3<br>(AB)(BR) = 3 | (AB)(OB/GY)(PS) = 12<br>(AB)(OB/GY)(BR) = 9<br>(OB/GY)(PS)(BR) = 9 | (AB)(OB/GY)(PS)(BR) = 15 credits | IMG 491 |
| RDCS | (AE)(FE) = 3<br>(AE)(PE) = 3<br>(FE)(PE) = 3 | (AE)(FE)(PE)= 6 | N/A | IMG 491 |

**CCI**

| Credential | Credit Hours | Course Equivalent |
|---|---|---|
| Advanced Cardiac Sonography (ACS) | 3 | IMG 491 (3) |
| Registered Congenital Cardiac Sonographer (RCCS) | 3 | IMG 491 (3) |
| Registered Cardiac Electrophysiology Specialist (RCES) | 3 | IMG 491 (3) |
| Cardiovascular Invasive Specialist (RCIS) | 3 | IMG 491 (3) |

**NMTCB**

| Credential | Credit Hours | Course Equivalent |
|---|---|---|
| Computed Tomography (CT) | 9 | IMG 310; IMG 330; IMG 340 |
| Nuclear Cardiology Technologist (NCT) | 3 | IMG 491 (3) |
| Positron Emission Tomography (PET) | 6 | IMG 491 (6) |
| Radiation Safety (RS) | 3 | IMG 491 (3) |

**Other**

| 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 |
| BPNC | Certified Navigator – Breast Imaging (CN-BI) | 3 | IMG 491 (3) |
| MDCB | Certified Medical Dosimetrist (CMD) | 15 | IMG 491 (15) |
| RACC | Certified Radiology Administrator (CRA) | 12 | HCA 312; HCA 410; IMG 410; IMG 470 |

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.

Abbreviations:

- ABII – American Board of Imaging Informatics
- ABMRS – American Board of Magnetic Resonance Safety
- ARDMS – American Registry for Diagnostic Medical Sonography
- ARRT – American Registry of Radiologic Technologists
- BPNC – Breast Patient Navigator Certification Program
- CCI – Cardiovascular Credentialing International
- JRCERT – Joint Review Committee on Education in Radiologic Technology
- MDCB – Medical Dosimetrist Certification Board
- NMTCB – Nuclear Medicine Technology Certification Board
- RACC – Radiology Administration Certification Commission

**BACHELOR OF SCIENCE IN MEDICAL IMAGING REQUIREMENTS**

To earn the Bachelor of Science Degree in Medical Imaging, students 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 |

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| | |
|---|---|
| **Math, Statistics and Logic (GMSL)** | **3 minimum** |
| **Social and Behavioral Sciences (GSBS)** | **6 minimum** |
| **Arts, Humanities, Culture and Diversity (must include six credit hours in Religious Studies) (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 COURSE REQUIREMENTS**

| COMPLETE <u>ALL</u> OF THE FOLLOWING PROGRAM COURSES: | CREDIT HOURS |
|---|---|
| HCA 301 Introduction to the United States 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 and Patient Education | 3 |
| IMG 400 Medical Imaging Safety and Standards | 3 |
| IMG 410 Quality Improvement in Medical Imaging | 3 |
| IMG 415 Research in Medical Imaging | 3 |
| IMG 470 Medical Imaging Management | 3 |
| IMG 480 Medical Imaging Capstone | 3 |
| **TOTAL PROGRAM CREDIT HOURS REQUIRED** | **30** |

**MEDICAL IMAGING PROGRAM ELECTIVE COURSE REQUIREMENTS**

| COMPLETE <u>15</u> 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 |
| IMG 345 Principles of Bone Densitometry | 3 |
| IMG 350 Principles of Mammography | 3 |
| IMG 355 Advanced Breast Imaging | 3 |
| IMG 370 Advancements in Sonography | 3 |
| IMG 399 Special Topics in Medical Imaging | 1-3 |
| IMG 430 Principles of Magnetic Resonance Imaging | 3 |
| IMG 431 Advanced Imaging Practicum | 1-3 |
| IMG 440 Magnetic Resonance Imaging Applications | 3 |
| IMG 445 Magnetic Resonance Imaging Safety | 3 |
| IMG 450 Principles of Vascular-Interventional Radiography | 3 |
| IMG 491 Independent Study in Medical Imaging | 1-3 |
| **TOTAL PROGRAM ELECTIVE CREDIT HOURS REQUIRED** | **15** |

| CREDIT HOUR REQUIREMENTS | CREDIT HOURS |
|---|---|
| Total Required Bachelor of Science General Education Credit Hours | 36 |
| Total Required Medical Imaging Program Credit Hours | 30 |
| Total Required Medical Imaging Program Elective Credit Hours | 15 |
| Free Elective Credit Hours[8] | 39 |
| **TOTAL CREDIT HOURS FOR GRADUATION[9]** | **120** |

**COMPUTED TOMOGRAPHY**

**CREDIT CERTIFICATE**

**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.

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[8] Students may be required to take additional free elective credits to reach the 120 semester credit hours required for graduation. Free elective credit may be satisfied through prior coursework and transfer credit. See academic advisor for more details.

[9] To complete college requirements students will be required to complete a minimum of 36 credit hours of 300/400 level coursework.

**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 <u>ALL</u> OF THE FOLLOWING COURSES:* | | *CREDIT HOURS* |
|---|---|---|
| IMG 310 | Sectional Anatomy for Medical Imaging | 3 |
| IMG 330 | Principles of Computed Tomography | 3 |
| IMG 340 | Computed Tomography Applications | 3 |
| IMG 400 | Medical Imaging Safety and Standards | 3 |
| | **TOTAL CREDIT HOURS** | **12** |

**IMAGING QUALITY AND SAFETY**

**CREDIT CERTIFICATE**

**Overview**

The online credit certificate program offers students a plan of study that provides fundamental didactic training on the essentials of medical imaging quality and safety (IQS) essentials.  The program will prepare students for advanced responsibilities in the field.  All earned college credits from the IQS Credit Certificate program will apply directly to the Bachelor of Science in Medical Imaging program.

**Philosophy**

Course goals and objectives are based on the *Institute of Medicine's* stated needs for improved training on quality and safety topics.  The program goal is to provide students with focused instruction to expand their technical knowledge of imaging quality, safety, evidence-based practice, and patient-centered approaches.

**Program Learning Outcomes**

A student that completes a certificate will be able to:

1. Provide patient-centered care using appropriate health literacy strategies
2. Integrate medical imaging literature into clinical practice
3. Apply continuous quality improvement models to address common imaging problems
4. Identify patient safety concerns associated with advanced imaging modalities.

**Admission Requirements**

*Pathway 1*

Students 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*

Students must be currently enrolled in Mercy College of Ohio's Radiologic Technology Program.
- Students will be eligible to enroll in their third semester of the Radiologic Technology Program
- Students 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 IQS 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:
1. Maintain a 2.0 cumulative grade point average (GPA).
2. Maintain a "C" grade, or higher, in all courses of the IQS 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 IQS Credit Certificate program.

**Imaging Quality and Safety Credit Certificate Curriculum Plan**

| REQUIRED COURSES | | CREDIT HOURS |
|---|---|---|
| IMG 325 | Communication and Patient Education | 3 |
| IMG 400 | Medical Imaging Safety and Standards | 3 |
| IMG 410 | Quality Improvement in Medical Imaging | 3 |
| IMG 415 | Research in Medical Imaging | 3 |
| | **TOTAL CREDIT HOURS** | **12** |

**MAGNETIC RESONANCE IMAGING**

**CREDIT CERTIFICATE**

**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**

| *COMPLETE ALL OF THE FOLLOWING COURSES:* | | *CREDIT HOURS* |
|---|---|---|
| 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 Imaging Safety | 3 |
| | **TOTAL CREDIT HOURS** | **12** |

**WOMEN'S HEALTH IMAGING**

**CREDIT CERTIFICATE**

### Overview

The online credit certificate program offers students a plan of study that provides fundamental didactic training on the essentials of women's health imaging (WHI).  The program will prepare students for advanced roles in medical imaging.  All earned college credits from the WHI 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) Mammography (M) and Bone Densitometry (BD) post-primary certification exam content specifications.  The program goal is to provide students with focused instruction to expand their technical knowledge in M & BD, with a supporting objective of preparing students for the ARRT post-primary certification exam in M and/or BD*.

* Clinical repetitions are required to apply for ARRT M and/or BD certification.  The WHI Credit Certificate does NOT incorporate a clinical practicum.  However, for those with experience in M and/or BD, the credit certificate does meet ARRT Structured Education requirements.

### Program Learning Outcomes

A student that completes a certificate will be able to:
1. Explain the physical principles, system components and the image formation process for Mammography and Bone Densitometry
2. Describe WHI-related protocols.
3. Indicate various anatomical structures and pathologies pertinent to WHI.
4. Identify patient safety concerns associated with advanced imaging modalities.

### Admission Requirements

*Pathway 1:*

Students must have the following:

- Certification in Radiography by the American Registry for Radiologic Technologists (ARRT); AND
- Associate's degree in related field.

*Pathway 2:*

Students must be currently enrolled in Mercy College of Ohio's Radiologic Technology Program.
- Students will be eligible to enroll in their third semester of the Radiologic Technology Program
- Students 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 WHI 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:

1. Maintain a 2.0 cumulative grade point average (GPA).
2. Maintain a "C" grade, or higher, in all courses of the WHI 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 WHI Credit Certificate program.

**Women's Health Imaging Credit Certificate Curriculum Plan**

| REQUIRED COURSES | | CREDIT HOURS |
|---|---|---|
| IMG 345 | Principles of Bone Densitometry | 3 |
| IMG 350 | Principles of Mammography | 3 |
| IMG 355 | Advanced Breast Imaging | 3 |
| IMG 400 | Medical Imaging Safety and Standards | 3 |
| | **TOTAL CREDIT HOURS** | **12** |

**NURSING – BACHELOR OF SCIENCE IN NURSING PRE-LICENSURE**

Program Handbook

**History**

In 1992, Mercy College of Ohio began the transition from a diploma school of nursing to a degree-granting institution. In 1994, the College granted its first associate degrees in nursing. The strategic plan at that time included the 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 approval for the Bachelor of Science degree in nursing. In June 2000, The North Central Association of Colleges and Schools (now Higher Learning Commission) approved the Bachelor of Science in Nursing (BSN) program. The first pre-licensure and registered nurse (RN) to BSN completion students were admitted 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.

**NEW Program Learning Outcomes, effective Spring 2021**
1. Integrate knowledge from nursing and other disciplines as the basis for clinical judgement.
2. Apply quality improvement strategies to promote a culture of safety.
3. Incorporate evidence-based practice to ensure effective nursing care.
4. Use informatics and healthcare technologies to manage and improve the delivery of nursing and health care services.
5. Demonstrate leadership strategies within the complex healthcare system to recognize and influence health policies and laws.
6. Collaborate in interprofessional partnerships to optimize health.
7. Provide health promotion and disease prevention interventions to improve population health outcomes.
8. Incorporate professional and ethical behavior, the commitment to lifelong learning, and professional values into nursing practice.
9. Provide holistic care to diverse populations across the lifespan.

**BACHELOR OF SCIENCE IN NURSING – PRE-LICENSURE**

**Admission Requirements into Nursing Coursework in the BSN Pre-licensure Program of Study**

Students interested in applying to the BSN Pre-licensure coursework and clinical experiences must complete a BSN Candidacy form in Semester III if a current student and meet the following admission requirements or transfer student guidelines by following the process below.

BSN Pre-licensure coursework and clinical experiences are sequential and begin in fall (August,) and spring (January) semesters with NUR 251, NUR 252, and NUR 290.  Candidates who apply after the priority application dates will be considered based on seat availability.

| Application for | Priority Application Review Date for File to be Complete | Review of Candidates |
|---|---|---|
| Fall Start (August) | January 15th | February 15th |
| Spring Start (January) | September 15th | October 15th |

**Admission Requirements**

Candidates must be high school graduates with a GPA of at least 2.7 or GED recipients with a score of 570 (score of 57 prior to 2002).

Applicants 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 or above.
- ACT/SAT is waived for a transfer student who has earned a minimum of 15 college credit hours at a regionally-accredited institution of higher education with a minimum cumulative GPA of 2.7.

Applicants must 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 (7) years with grade of "C" or better.

**Transfer Student Guidelines**

Transfer students must be high school graduates or GED recipients 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 and have completed all the necessary program prerequisite courses. For applicants who have 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 records.

The BSN Pre-licensure Nursing Program Admissions Committee will not consider applicants for admission into the program if applicants have failed two or more nursing courses at another college or university or have been dismissed from another nursing program in the past five (5) years.

Students who do not meet the requirements or who need to complete the necessary program prerequisite courses should review General College Admission Requirements in the Enrollment Management section of the College Catalog.

**Candidacy Review Process**

All candidate information will be thoroughly evaluated by the BSN Pre-licensure Nursing Program Admissions Committee using the Nursing Division BSN Program Admission Scoring Rubric. The scored rubric provides an objective review of candidates' educational records. Accepted students will receive a letter from the Dean of Nursing.

**The Direct from High School Initiative- EDGE**

The College offers Direct Admission into the Bachelor of Science in Nursing (BSN) program, called EDGE (Early Decision Guaranteed Enrollment), which guarantees a seat in the Nursing program after three semesters of specific coursework.

This option is specifically designed for high school seniors with:
- A minimum GPA of 3.3
- A minimum composite ACT score of 24 or SAT score of 1160-1190

A high school student who is accepted into the EDGE program must begin at Mercy College within one year of high school graduation.

EDGE is a full-time eight-semester program of study designed for highly qualified students pursuing a career in nursing. Students must:
- Maintain a GPA of at least a 3.0 on a 4.0 scale in Mercy College coursework, with a 3.0 GPA in the science courses.
- Complete all prerequisite courses and by the end of the third semester.

Students in the EDGE program do not have to complete the BSN Candidacy form.

**Requirements for Clinicals**

Criminal background checks, drug screens, health records, and titers/immunizations are required prior to the start of the clinical program. Program requirements and instructions are maintained on the College website at https://mercycollege.edu/background. The Policy can be found at https://mercycollege.edu/about/compliance-consumer-information.

**Prerequisite courses for BSN-Pre-licensure Nursing Coursework**

| SEMESTER I | | CREDIT HOURS |
|---|---|---|
| ENG 101 | English Composition I | 3 |
| PSY 101 | Introduction to Psychology | 3 |
| SOC 101 | Introduction to Sociology | 3 |
| MTH 104* | Mathematical Formulas, Models, and Probability or MTH 130 College Algebra equivalent | 3/4 |
| BIO 220* | Anatomy and Physiology I | 4 |
| NUR 101 | Introduction to Nursing | 1 |
| | | 17/18 |

| SEMESTER II | | CREDIT HOURS |
|---|---|---|
| ENG 102 | English Composition II | 3 |
| MTH 140* | Introduction to Statistics | 3 |
| BIO 201* | Physiological Basis of Nutrition | 2 |
| BIO 210* | Microbiology | 4 |
| BIO 221* | Anatomy and Physiology II | 4 |
| | | 16 |

**Students may apply to the BSN Pre-licensure program if courses within Semesters I-II are successfully completed.**

| SEMESTER III | | CREDIT HOURS |
|---|---|---|
| CHM 111* | Basic Organic and Biochemistry | 4 |
| PSY 201 | Lifespan Psychology | 3 |
| SOC 211 | Cultural Diversity | 3 |
| BIO 290 | Pathophysiology | 3 |

One additional General Education course in the Arts, Humanities,

Culture and Diversity (includes Religious Studies) category          3

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**BACHELOR OF SCIENCE IN NURSING DEGREE PRE-LICENSURE REQUIREMENTS**

To earn the Bachelor of Science in Nursing Degree, students must complete all college requirements including:

### 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 104 Mathematical Formulas, Models and Probability, OR
    MTH 130 College Algebra                              3-4*
    MTH 140 Introduction to Statistics                   3*

**Social and Behavioral Sciences         (GSBS)**            **6 minimum**
    PSY 101 Introduction to Psychology                   3*
    PSY 201 Lifespan Psychology                          3*
    SOC 101 Introduction to Sociology                    3*
    SOC 211 Cultural Diversity                           3*

**Arts, Humanities, Culture and Diversity (includes Religious Studies)**    **9 minimum**
**(GAHD/GAHR)**
    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 (GNSI)**       **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 and Biochemistry               4*

| **Additional hours from one or more of the above categories** | **6 minimum** |
|---|---|
| One additional course in the Social and Behavioral Sciences or Humanities category | 3* |
| One additional course at the 300/400 level general education course | 3* |
| **TOTAL GENERAL EDUCATION CREDIT HOURS REQUIRED** | **60-61** |

**REQUIRED NURSING PRE-LICENSURE PROGRAM COURSE REQUIREMENTS**

| *COMPLETE ALL OF THE FOLLOWING PROGRAM COURSES:* | *CREDIT HOURS* |
|---|---|
| NUR 101 Introduction to Nursing | 1 |
| NUR 251 Concepts of Professional 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 CREDIT HOURS REQUIRED** | **53** |

**NURSING PRE-LICENSURE PROGRAM 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 in Nursing | 2 |
| NUR 354 Nursing Care of the 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 |
| NUR 359 Essentials of Primary Care Nursing | 3 |
| **TOTAL PROGRAM CREDIT HOURS REQUIRED** | **8** |

| CREDIT HOUR REQUIREMENTS | CREDIT HOURS |
|---|---|
| Total Required Bachelor of Science General Education Credit Hours | 60 |
| Total Required Nursing Pre-Licensure Program Credit Hours | 53 |
| Total Required Nursing Pre-Licensure Program Elective Credit Hours | 8 |
| Free Elective Credit Hours[10] | 0 |
| **TOTAL CREDIT HOURS FOR GRADUATION[11]** | **121** |

**BACHELOR OF SCIENCE IN NURSING PRE-LICENSURE <u>SAMPLE PROGRAM OF STUDY</u>**

| SEMESTER I | | SEMESTER II | | SEMESTER III | |
|---|---|---|---|---|---|
| BIO 220 | Anatomy and Physiology I (4) | BIO 201 | Physiological Basis of Nutrition (2) | BIO 290 | Pathophysiology (3) |
| ENG 101 | English Composition I (3) | BIO 210 | Microbiology (4) | CHM 111 | Basic Organic and Biochemistry (4) |
| MTH 104 | Mathematical Formulas, Models and Probability (3) | BIO 221 | Anatomy and Physiology II (4) | GEN ED | General Education course in Arts, Humanities, Culture and Diversity (3) |
| NUR 101 | Introduction to Nursing (1) | ENG 102 | English Composition II (3) | | |
| PSY 101 | Introduction to Psychology (3) | MTH 140 | Introduction to Statistics (3) | PSY 201 | Lifespan Psychology (3) |
| SOC 101 | Introduction to Sociology (3) | | | SOC 211 | Cultural Diversity (3) |
| **17 Credit hours** | | **16 Credit hours** | | **16 Credit hours** | |

[10] Students 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 academic advisor for more details.

[11] To complete college requirements students must complete a minimum of 36 credit hours of 300/400 level coursework.

| SEMESTER IV | | SEMESTER V | | SEMESTER VI | |
|---|---|---|---|---|---|
| GEN ED | Religious Studies general education course (3) | NUR 302 | Professional Nursing I (3) | NUR 303 | Professional Nursing II (3) |
| GEN ED | General Education course in the Social and Behavioral Sciences or Humanities Category (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 ELC | Program Elective (2) | NUR ELC | Program Elective (2) |
| NUR 251 | Concepts of Professional Nursing (3) | NUR 380 | Evidence-Based Practice in Nursing and Healthcare (3) | REL 290 | Medical Ethics (3) |
| NUR 252 | Nursing Skills and Assessment (5) | | | | |
| NUR 290 | Introduction to Nursing Pharmacology (1) | | | | |
| **15 Credit hours** | | **14 Credit hours** | | **14 Credit hours** | |

| SEMESTER VII | | SEMESTER VIII | | | |
|---|---|---|---|---|---|
| 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 ELC | Program Elective (2) 300/400 level | NUR ELC | Program Elective (2) NCLEX-RN | | |
| GEN ED | General Education course (3) | NUR 481 | Preparation (2) | | |
| **14 Credit hours** | | **15 Credit hours** | | | |

**NEW Prerequisite courses for BSN-Pre-licensure Nursing Coursework effective Spring 2021**

| SEMESTER I | | CREDIT HOURS |
|---|---|---|
| BIO 220* | Anatomy and Physiology I | 4 |
| ENG 101 | English Composition I | 3 |
| MTH 104* OR | Mathematical Formulas, Models, and Probability | 3 |
| MTH 130 | College Algebra or equivalent | 4 |
| NUR 101 | Introduction to Nursing | 1 |
| PSY 101 | Introduction to Psychology | 3 |
| SOC 101 | Introduction to Sociology | 3 |

17/18

| SEMESTER II | | CREDIT HOURS |
|---|---|---|
| BIO 201* | Physiological Basis of Nutrition | 2 |
| BIO 210* | Microbiology | 4 |
| BIO 221* | Anatomy and Physiology II | 4 |
| ENG 102 | English Composition II | 3 |
| MTH 140* | Introduction to Statistics | 3 |
| | | 16 |

**Students may apply to the BSN Pre-licensure program if courses within Semesters I-II are successfully completed.**

| SEMESTER III | | CREDIT HOURS |
|---|---|---|
| BIO 290 | Pathophysiology | 3 |
| CHM 111* | Basic Organic and Biochemistry | 4 |
| REL 290 | Medical Ethics | 3 |
| PSY 201 | Lifespan Psychology | 3 |
| SOC 211 | Cultural Diversity | 3 |
| | | **16** |

**NEW BACHELOR OF SCIENCE IN NURSING DEGREE PRE-LICENSURE REQUIREMENTS BEGINNING SPRING 2021**

To earn the Bachelor of Science in Nursing Degree, students must complete all college requirements including:

### 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 104 Mathematical Formulas, Models and Probability, OR | |
| MTH 130 College Algebra | 3-4* |
| MTH 140 Introduction to Statistics | 3* |
| **Social and Behavioral Sciences      (GSBS)** | **6 minimum** |
| PSY 101 Introduction to Psychology | 3* |
| PSY 201 Lifespan Psychology | 3* |
| SOC 101 Introduction to Sociology | 3* |
| **Arts, Humanities, Culture and Diversity (includes Religious Studies) (GAHD/GAHR)** | **9 minimum** |
| REL 290 Medical Ethics | 3* |
| SOC 211 Cultural Diversity | 3* |
| Arts, Humanities, Culture and Diversity – Religious Studies course | 3* |
| **Natural Sciences, Technology and Innovation (GNSI)** | **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 and Biochemistry | 4* |
| **TOTAL GENERAL EDUCATION CREDIT HOURS REQUIRED** | **51-52** |

**REQUIRED NURSING PRE-LICENSURE PROGRAM COURSE REQUIREMENTS**

| *COMPLETE ALL OF THE FOLLOWING PROGRAM COURSES:* | *CREDIT HOURS* |
|---|---|
| NUR 101 Introduction to Nursing | 1 |
| NUR 256 Fundamental Nursing Concepts | 8 |
| NUR 259 Pharmacology Nursing Concepts | 4 |
| NUR 316 Clinical Nursing Concepts I | 8 |
| NUR 318 Professional Nursing Concepts I | 4 |
| NUR 326 Clinical Nursing Concepts II | 8 |
| NUR 328 Professional Nursing Concepts II | 5 |
| NUR 416 Clinical Nursing Concepts III | 8 |
| NUR 418 Professional Nursing Concepts III | 5 |
| NUR 426 Clinical Nursing Concepts IV | 7 |
| NUR 428 Professional Nursing Concepts IV | 3 |
| NUR 481 NCLEX-RN Preparation | 2 |
| **TOTAL PROGRAM CREDIT HOURS REQUIRED** | **63** |

| **CREDIT HOUR REQUIREMENTS** | CREDIT HOURS |
|---|---|
| Total Required Bachelor of Science General Education Credit Hours | 51-52 |
| Total Required Nursing Pre-Licensure Program Credit Hours | 63 |
| Free Elective Credit Hours[12] | 6 |
| **TOTAL CREDIT HOURS FOR GRADUATION[13]** | **120-121** |

[12] Students 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 academic advisor for more details.

[13] To complete college requirements students must complete a minimum of 36 credit hours of 300/400 level coursework.

**BACHELOR OF SCIENCE IN NURSING PRE-LICENSURE <u>SAMPLE PROGRAM OF STUDY</u>**

| SEMESTER I | | SEMESTER II | | SEMESTER III | |
|---|---|---|---|---|---|
| BIO 220 | Anatomy and Physiology I (4) | BIO 201 | Physiological Basis of Nutrition (2) | BIO 290 | Pathophysiology (3) |
| ENG 101 | English Composition I (3) | BIO 210 | Microbiology (4) | CHM 111 | Basic Organic and Biochemistry (4) |
| MTH 104 | Mathematical Formulas, Models and Probability (3) | BIO 221 | Anatomy and Physiology II (4) | REL 290 | Medical Ethics (3) |
| | | ENG 102 | English Composition II (3) | PSY 201 | Lifespan Psychology (3) |
| NUR 101 | Introduction to Nursing (1) | MTH 140 | Introduction to Statistics (3) | SOC 211 | Cultural Diversity (3) |
| PSY 101 | Introduction to Psychology (3) | | | | |
| SOC 101 | Introduction to Sociology (3) | | | | |
| **17 Credit hours** | | **16 Credit hours** | | **16 Credit hours** | |

| SEMESTER IV | | SEMESTER V | | SEMESTER VI | |
|---|---|---|---|---|---|
| GEN ED | Religious Studies general education course (3) | NUR 316 | Clinical Nursing Concepts I (8) | NUR 326 | Clinical Nursing Concepts II (8) |
| NUR 256 | Fundamental Nursing Concepts (8) | NUR 318 | Professional Nursing Concepts I (4) | NUR 328 | Professional Nursing Concepts II (5) |
| NUR 259 | Pharmacology Nursing Concepts (4) | GEN ED | Arts, Humanities, Culture, Diversity of Social Science Electives (3) | ELEC | General Elective (2) |
| **15 Credit hours** | | **15 Credit hours** | | **15 Credit hours** | |

| SEMESTER VII | | SEMESTER VIII | | | |
|---|---|---|---|---|---|
| NUR 416 | Clinical Nursing Concepts III (8) | NUR 426 | Clinical Nursing Concepts IV (7) | | |
| NUR 418 | Professional Nursing III (5) | NUR 428 | Professional Nursing IV (3) | | |
| | | NUR 481 | NCLEX-RN Preparation (2) | | |
| **13 Credit hours** | | **12 Credit hours** | | | |

Graduates of the baccalaureate Pre-licensure nursing program are eligible to sit for the National Council Licensure Examination-Registered Nurse (NCLEX-RN) 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.

**ACCELERATED BACHELOR OF SCIENCE IN NURSING – PRE-LICENSURE**

The Accelerated Bachelor of Science in Nursing program (ABSN) prepares graduates for professional nursing practice. The ABSN program is designed for individuals who have already completed a baccalaureate degree in a field other than nursing.

The ABSN is a four-semester program, starting in the summer semester. Graduates of the Accelerated Bachelor of Science in Nursing program (ABSN) are eligible to sit for the National Council Licensure Examination- Registered Nurse (NCLEX-RN) 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.

**Admission Requirements**
1. A bachelor's degree or higher in a field other than nursing from a regionally-accredited four-year college or university.
2. Cumulative GPA of 3.0 on a 4.0 scale.
3. Completion of required prerequisite courses prior to beginning the first nursing course – See list below.
4. Prerequisite math and science courses must have been completed within the past seven (7) years with a grade of C or better.

**Prerequisite College Level Courses**
- Chemistry with lab (4 total credit hours – any combination of inorganic, organic and biochemistry)
- Anatomy and Physiology I with lab (4 total credit hours)
- Anatomy and Physiology II with lab (4 total credit hours)
- Microbiology with lab (4 credit hours)
- Pathophysiology (3 credit hours)

**Graduation Requirements**
Students must meet the graduation requirements required by Mercy College of Ohio for a baccalaureate degree. Students may transfer up to 61 credit hours from previous bachelor's degree(s). Graduate credit hours will be transferred according to Mercy College of Ohio's transfer policy.

**Requirements for Clinical**
Criminal background checks, drug screens, health records, and titers/immunizations are required prior to the start of the clinical program. Program requirements and instructions are maintained on the College website at https://mercycollege.edu/background. The Policy can be found at https://mercycollege.edu/about/compliance-consumer-information.

**Admission Process**
1. Submit a completed application with required documents. See table below for Priority Application Date.
2. Submit official transcripts from higher education institution(s) where the bachelor's or higher degree was obtained and any subsequent coursework thereafter.

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 Completed | Review of Candidates |
|---|---|---|
| Summer Start (May) | January 15 | February 15 and ongoing |

**ACCELERATED BACHELOR OF SCIENCE IN NURSING PRE-LICENSURE DEGREE REQUIREMENTS**

To earn the Bachelor of Science Degree in Nursing students must complete all college requirements for a Bachelor of Science Degree including:

**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 104 Mathematical Formulas, Models and Probability, OR | |
| MTH 130 College Algebra | 3-4* |
| MTH 140 Introduction to Statistics | 3* |
| **Social and Behavioral Sciences      (GSBS)** | **6 minimum** |
| PSY 101 Introduction to Psychology | 3* |
| PSY 201 Lifespan Psychology | 3* |
| SOC 101 Introduction to Sociology | 3* |
| **Arts, Humanities, Culture and Diversity (includes Religious Studies) (GAHD/GAHR)** | **9 minimum** |
| REL 290 Medical Ethics | 3* |
| SOC 211 Cultural Diversity | 3* |
| Arts, Humanities, Culture and Diversity – Religious Studies course | 3* |
| **Natural Sciences, Technology and Innovation (GNSI)** | **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 and Biochemistry | 4* |
| **TOTAL GENERAL EDUCATION CREDIT HOURS REQUIRED** | **51-52** |

**REQUIRED NURSING PRE-LICENSURE PROGRAM COURSE REQUIREMENTS**

| COMPLETE ALL OF THE FOLLOWING PROGRAM COURSES: | CREDIT HOURS |
|---|---|
| NUR 101 Introduction to Nursing | 1 |
| NUR 256 Fundamental Nursing Concepts | 8 |
| NUR 259 Pharmacology Nursing Concepts | 4 |
| NUR 316 Clinical Nursing Concepts I | 8 |
| NUR 318 Professional Nursing Concepts I | 4 |
| NUR 326 Clinical Nursing Concepts II | 8 |
| NUR 328 Professional Nursing Concepts II | 5 |
| NUR 416 Clinical Nursing Concepts III | 8 |
| NUR 418 Professional Nursing Concepts III | 5 |
| NUR 426 Clinical Nursing Concepts IV | 7 |

| | |
|---|---|
| NUR 428 Professional Nursing Concepts IV | 3 |
| NUR 481 NCLEX-RN Preparation | 2 |
| **TOTAL PROGRAM CREDIT HOURS REQUIRED** | **63** |

| CREDIT HOUR REQUIREMENTS | CREDIT HOURS |
|---|---|
| Total Required Bachelor of Science General Education Credit Hours | 51-52 |
| Total Required Nursing Pre-Licensure Program Credit Hours | 63 |
| Free Elective Credit Hours[14] | 6 |
| **TOTAL CREDIT HOURS FOR GRADUATION[15]** | **120-121** |

**ACCELERATED BACHELOR OF SCIENCE IN NURSING SAMPLE PROGRAM OF STUDY**

| SEMESTER I ** | | SEMESTER II | | SEMESTER III | |
|---|---|---|---|---|---|
| NUR 101 | Introduction to Nursing (1) | NUR 316 | Clinical Nursing Concepts I (8) | NUR 326 | Clinical Nursing Concepts II (8) |
| NUR 256 | Fundamentals of Nursing Concepts (8) | NUR 318 | Professional Nursing Concepts II (5) | NUR 416 | Clinical Nursing Concepts III (8) |
| NUR 259 | Pharmacology Concepts (4) | NUR 418 | Professional Nursing Concepts III (5) | | |
| NUR 318 | Professional Nursing Concepts I (4) | | | | |
| **17 Credit hours** | | **18 Credit hours** | | **16 Credit hours** | |

| SEMESTER IV ** | |
|---|---|
| NUR 426 | Clinical Nursing Concepts IV (7) |
| NUR 428 | Professional Nursing Concepts IV (3) |
| NUR 481 | NCLEX Preparation (2) |
| **12 Credit hours** | |

Graduates of the accelerated baccalaureate nursing program are eligible to sit for the National Council Licensure Examination- Registered Nurse (NCLEX-RN) examination to practice as a

[14] Students 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 academic advisor for more details.

[15] To complete college requirements students must complete a minimum of 36 credit hours of 300/400 level coursework.

registered nurse.  The baccalaureate nurse is prepared to plan, provide, and coordinate care for clients experiencing problems across the health-illness continuum.

** Note: During the summer semesters of the ABSN, some courses will be offered the full semester, and some will be offered in a condensed format (e.g. 6, 7, or 8 weeks).

**NURSING – BACHELOR OF SCIENCE IN NURSING POST-LICENSURE (ONLINE COMPLETION) RN TO BSN PROGRAM**

Program Handbook

**Admission Requirements**
   A. Verification documentation of a current, active and unencumbered RN license.
   B. Submit all official transcripts of previous coursework with a minimum cumulative GPA of 2.0 and 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).
      a. See conditional admission criteria if a graduate of a non-accredited nursing program.

**Conditional Admission**
Graduates of non-accredited nursing programs seeking admission to the RN to BSN completion program must meet the following criteria to ensure that standards set forth by ACEN and/or CNEA have been met:
   1. Requests for conditional admission will be considered on an individual basis.  Requests should be sent directly via email to the RN to BSN Completion Program Director at RN-BSN-Director@mercycollege.edu
   2. Completion of NUR 304 and NUR 324 with a grade of "C" or better.

Conditional admission will be granted to qualified candidates based on seat availability.  After students successfully complete NUR 304 and NUR 324 with a grade of "C" or better, they are removed from conditional status.

**Block Credit**
Applicants may receive blocked credit for a previously earned college degree or diploma from an accredited program.  The Program Director and academic advisor for the RN to BSN Completion Program will evaluate the curriculum based on the accreditation essentials for the discipline and recommend the number of credit hours to be granted by the Office of Student Records.  Blocked credit may range from 32-39 credit hours for previous nursing coursework in an associate degree or diploma program.  Applicants who have received degrees or diplomas from non-accredited nursing programs will receive the 32-39 blocked credit hours after successfully completing NUR 304 and NUR 324 with a grade of "C" or better.

**Requirements for Clinicals**
Criminal background checks, drug screens, health records, and titers/immunizations are required prior to the start of the clinical program.  Program requirements and instructions are maintained

on the College website at https://mercycollege.edu/background. 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 in Nursing Post-licensure Degree students must complete all college requirements for a Bachelor of Science Degree including:

**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 Religious Studies)[16] (GAHD/GAHR)** | **9 minimum** |
| REL 290 Medical Ethics | 3* |
| **Natural Sciences, Technology and Innovation (GNSI)** | **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** | **6 minimum** |
| BIO 210 Microbiology | 4* |
| **TOTAL GENERAL EDUCATION CREDIT HOURS REQUIRED** | **36** |

**REQUIRED NURSING POST-LICENSURE PROGRAM COURSE REQUIREMENTS**

| COMPLETE <u>ALL</u> OF THE FOLLOWING 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 |

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[16] Mercy College students must complete at least two courses in Religious Studies to meet this requirement.

| | |
|---|---|
| NUR 444 Global Focused Nursing Care | 3 |
| NUR 494 Nursing Leadership | 3 |
| **TOTAL PROGRAM CREDIT HOURS REQUIRED** | **24** |

| **CREDIT HOUR REQUIREMENTS** | *CREDIT HOURS* |
|---|---|
| Total Required Bachelor of Science General Education Credit Hours | 36 |
| Total Required Nursing – Post-licensure Program Credit Hours | 24 |
| Free Elective Credit Hours[17] | 60 |
| **TOTAL CREDIT HOURS FOR GRADUATION[18]** | **120** |

## 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.

## AASN to BSN COMPLETION PATHWAY

Enrollment into the AASN to BSN Completion Pathway requires that students are concurrently enrolled in a nursing course within the Mercy College AASN Program.

AASN students choosing to enroll into the AASN to BSN Completion Pathway have the option of completing the following courses prior to RN Licensure:

RN to BSN Completion Core Courses

| | |
|---|---|
| NUR324: Nursing Informatics | 3 credit hours |
| NUR414: Current Issues in Nursing | 3 credit hours |

AASN students must complete NUR 324 and NUR 414 prior to taking the following upper division Nursing Electives:

Nursing Electives (offered for the ASN/AAS to BSN Completion Pathway)

| | |
|---|---|
| NUR495: Essentials of Palliative Care Nursing | 3 credit hours |
| NUR496: Essentials of Holistic Nursing | 3 credit hours |

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[17] 32-39 semester hours identified will have been completed by students in their associate degree or nursing diploma program. Students 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 academic advisor for more details.

[18] To complete college requirements students must complete a minimum of 36 semester hours of 300/400 level coursework.

NUR497: Essentials of Gerontological Nursing        3 credit hours
NUR498: Essentials of Genetics in Nursing Practice   3 credit hours
NUR359: Essentials of Primary Care Nursing          3 credit hours

*Completion of the AASN to BSN Completion Pathway requirements does not denote completion of a BSN degree.

The Division of Nursing Pre-Licensure Program Dismissal Policy does not apply to unsuccessful completion of the RN to BSN Completion courses available through the AASN to BSN Completion Pathway while actively enrolled in the AASN program nursing courses.

## REGISTERED NURSE TO MASTER OF SCIENCE IN NURSING PROGRAM (RN TO MSN)

### OVERVIEW

The RN to MSN program provides a unique option for those students who want to continue their education after completing their associates or diploma degree in nursing and earning their RN license that ultimately results in achieving an MSN degree.  The program is offered in an online learning environment and allows students to work full-time while continuing to pursue their educational goals.  The program offers students 32-39 block credits for their associate or diploma degree in nursing, in addition to credit for any previously completed and required general education coursework.  The student completes 18 credit hours of bachelor level nursing coursework and any remaining, required general education coursework.  Upon completion of bachelor level coursework, students enter the MSN program and complete 36 credit hours of MSN Program coursework with a focus in Nursing Education or Nursing Leadership.  This program option incorporates both *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) and *The Essentials of Master's Education in Nursing* (2011) identified by the American Association of Colleges of Nursing into the required coursework.

### Explanation for *Baccalaureate Equivalency* for Graduates of the RN to MSN Degree

The RN to MSN program of study option is available for registered nurses who hold an associate degree or diploma in nursing who want to earn an MSN with a focus in Nursing Education or Nursing Leadership.  Graduates do not earn a Bachelor of Science in Nursing (BSN), but are required to successfully complete certain baccalaureate coursework and the RN to MSN Bridge course prior to entering the MSN coursework.  Upon completion of the RN to MSN program, students will have earned a Master of Science in Nursing (MSN) degree which assumes a *Baccalaureate Equivalent* degree.  The Ohio Department of Higher Education (ODHE), the Higher Learning Commission (HLC), and the Commission on Collegiate Nursing Education (CCNE) identify the MSN as a higher degree than a BSN and provides academic achievement that is beyond a BSN.  The student can use the MSN transcript as a BSN equivalent if the need arises.  This is further supported by the incorporation of both *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) and *The Essentials of Master's Education in Nursing* (2011) identified by the American Association of Colleges of Nursing into the required program of study.

### MISSION STATEMENT

Mercy College of Ohio Division of Nursing prepares quality graduates to care for and serve diverse populations within healthcare systems reaching persons of our communities and global

environment through critical thinking, clinical judgement, and scholarship with the evolution and implementation of evidence-based practice.  The Division of Nursing inspires students to dedicate themselves to service, intellectual inquiry, social engagement, leadership, and lifelong learning in the spirit of the Mercy values.  Through graduate education, the Division of Nursing provides graduates with a greater understanding of the discipline of nursing in order to engage in higher-level practice and leadership in a variety of settings and to commit to lifelong learning.

**ADMISSION REQUIREMENTS FOR RN TO MSN PROGRAM (UNDERGRADUATE COURSEWORK)**

There are three pathways to enter the RN to MSN Program depending on your educational record, review of required documentation and candidate status.

Please Note: New candidates must first apply for admission to the College.

Candidates must Submit a Graduate Application with RN to MSN Program selected, meet the following criteria, and submit the following documentation:

1.  Possess a degree in nursing at the associate or diploma level from a regionally accredited institution that holds professional accreditation from the Accreditation Commission for Education in Nursing (ACEN) or Commission for Nursing Education Accreditation (CNEA).
2.  Submit official transcripts of previous associate or diploma nursing degree coursework with a minimum cumulative GPA of 3.0/4.0 scale (Pathway 1), or minimum cumulative GPA of 2.0/4.0 scale (Pathway 2) and a conferred associate or diploma degree in nursing.
3.  Block Credit/Transfer Credit: Applicants may receive blocked credit for a previously earned college degree or diploma in nursing from an accredited program. The Office of Student Records will review the transcript and determine the number of blocked credit hours that will be granted ranging from 32-39 credit hours for previous nursing coursework in an associate degree or diploma program. Submit other official transcripts for review for general education transfer credit.
4.  Registered Nurse (RN) License Verification of a current, active and unencumbered RN license.
5.  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 an MSN.
6.  Provide three professional references using the forms provided at https://www.mercollege.edu/program/nursing-master-of-science/admssion-requirements. References may include a manager/supervisor, 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.

**Pathway 1:**

This option is available for new candidates with an acceptable review of required documentation who have earned a cumulative GPA of 3.0/4.0 scale or higher from their associate or diploma nursing program.

1. Candidate will be granted full admission into the RN to MSN Program.
2. Candidate must maintain a minimum cumulative GPA of 3.0/4.0 scale on the undergraduate general education and RN to MSN baccalaureate nursing coursework to remain eligible to continue into the graduate nursing coursework.
3. Candidate in Pathway 1 will need to complete the RN to MSN Candidacy Form only if his/her cumulative GPA falls below a 3.0/4.0 scale in the general education and RN to MSN baccalaureate nursing coursework.

**Pathway 2:**

This option is available for new candidates with an acceptable review of required documentation who have earned a cumulative GPA of 2.0-2.9 from their associate or diploma nursing program. This will be a two-step process in which the candidate will first complete the required undergraduate coursework listed below, then submit an RN to MSN Candidacy Form to be reviewed for approval to begin the graduate coursework.

Admission requirements for RN to MSN Program
1. Candidate will be granted admission into the RN to MSN Program contingent upon completing the coursework outlined in step 2, and cumulative GPA.
2. Complete required undergraduate general education coursework and RN to MSN baccalaureate nursing coursework for the following courses NUR 304, NUR 324, NUR 374, NUR 384, NUR 414, and NUR 491 with a minimum cumulative GPA of 3.0/4.0 scale for full admission or minimum cumulative GPA of 2.3-2.9/4.0 scale for provisional admission prior to beginning graduate coursework.
3. Submit RN to MSN Candidacy Form (to begin Graduate Coursework) the semester before taking NUR 414.

    a. Conditions of Provisional Admission
    Failure to meet any of the conditions below will result in program dismissal.
    -Students are required to earn a grade of a "B" or higher in the first nine (9) credit hours of coursework to be fully admitted to the program.
    -Students are required to follow and successfully complete an Academic Success Plan that includes meeting with:
    * Mercy College of Ohio or Smarthinking Writing Tutor 1-2 times each semester
    * Program Director/Program Coordinator 1-2 times each semester
    * Other services identified to promote student success
4. Please note: If at the time of request for admission into the MSN program the student's cumulative GPA is not a minimum of 2.3/4.0 scale in his/her baccalaureate coursework, the student remains eligible to continue in the RN to BSN Program.

**Pathway 3:**

This option is available for candidates who are current students in the BSN-C Program with an acceptable review of required documentation who have earned a cumulative GPA of 3.0/4.0 scale or higher for full admission or cumulative GPA of 2.3-2.9/4.0 scale for provisional admission on their baccalaureate coursework who wish to take advantage of the RN to MSN Program option.
1. Submit RN to MSN Candidacy Form before taking NUR 414.

2. 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.
3. Provide three professional references using the forms provided at https://www.mercollege.edu/program/nursing-master-of-science/admssion-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.

**PROGRAM LEARNING OUTCOMES**
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 inter-professional 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 life span 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.

**PROGRAM LEARNING OUTCOMES EFFECTIVE SPRING 2021**
1. Integrate knowledge from nursing and other disciplines as the basis for clinical judgement.
2. Apply quality improvement strategies to promote a culture of safety.
3. Incorporate evidence-based practice to ensure effective nursing care
4. Use informatics and healthcare technologies to manage and improve the delivery of nursing and health care services.
5. Demonstrate leadership strategies within the complex healthcare system to recognize and influence health policies and laws.
6. Collaborate in interprofessional partnerships to optimize health.
7. Provide health promotion and disease prevention interventions to improve population health outcomes.
8. Incorporate professional and ethical behavior, the commitment to lifelong learning, and professional values into nursing practice.

9. Provide holistic care to diverse populations across the lifespan.

**PROGRESSION (Graduate Coursework)**

Students must successfully complete 36 credit hours of MSN coursework in the Program of Study. 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.

To remain in "Good Standing" and progress in the program of study, 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 GPA of at least a 3.0 to be considered in "Good Standing" and allowed to progress in the graduate degree program.

Students must successfully disseminate knowledge gained from the Evidence-Based Practice Project process through the writing of a scholarly paper and formal presentation, provide methods for disseminating the outcomes learned, and address questions from faculty and peers in the College audience.  The formal presentation will provide a summary of the project, and implications for future nursing practice, theory, research, and education.

**PROGRAM LEARNING OUTCOMES (MSN)**
1. Demonstrate the 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.

**HEALTH REQUIREMENTS (MSN Program)**
The College requires all students entering programs which include a clinical component, practicum, or field experience (health program) to comply with specific health requirements, such as documentation of positive titers, vaccinations other health requirements.  Students may request waivers or extensions of vaccinations and other health requirements, which may be approved or denied by clinical facilities. If waivers/extensions are denied, it will prevent placement in clinical

experiences and progression in the academic program.  The College will make a reasonable attempt to find alternate clinical placements for students seeking waivers or extensions of vaccinations, but it is at the discretion of clinical sites whether students are permitted to participate in clinical experiences.  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](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.  Students who do not meet listed health requirements may not be able to fulfill the clinical, practicum, or field experience requirements and complete their program of study.

Please see the program administrator with questions regarding documentation for health records, including titer and vaccination requirements.

**REGISTERED NURSE TO MASTER OF SCIENCE IN NURSING PROGRAM**
To earn the Registered Nurse to Master of Science in Nursing (RN to MSN) degree students must complete all college requirements for the RN to MSN degree including:

**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* |
| **Social and Behavioral Sciences (GSBS)** | **6 minimum** |
| PSY 101 Introduction to Psychology | 3* |
| PSY 201 Lifespan Psychology | 3* |
| **Arts, Humanities, Culture and Diversity (includes Religious Studies)[19] (GAHD/GAHR)** | **9 minimum** |
| REL 290 Medical Ethics | 3* |
| **Natural Sciences, Technology and Innovation (GNSI)** | **6 minimum** |
| BIO 220 Anatomy and Physiology I | 4* |
| BIO 221 Anatomy and Physiology II | 4* |

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[19] Mercy College students must complete at least two courses in Religious Studies to meet this requirement.

| **Additional hours from one or more of the above categories** | **6 minimum** |
|---|---|
| BIO 210 Microbiology | 4* |
| **TOTAL GENERAL EDUCATION CREDIT HOURS REQUIRED** | **36** |

**BACCALAUREATE NURSING COURSE REQUIREMENTS**

*COMPLETE <u>ALL</u> OF THE FOLLOWING 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 491 RN to MSN Bridge Course | 3 |
| **TOTAL BACCALAUREATE NURSING CREDIT HOURS REQUIRED** | **18** |

**REQUIRED MASTER OF SCIENCE IN NURSING PROGRAM COURSE REQUIREMENTS***

*COMPLETE <u>ALL</u> OF THE FOLLOWING COURSES:* | *CREDIT HOURS*
---|---

| NUR 510 Theoretical Foundations of 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 |
| NUR 530 Informatics and Healthcare Technologies | 3 |
| **TOTAL MASTER OF SCIENCE IN NURSING CREDIT HOURS REQUIRED** | **15** |

**SELECT <u>ONE</u> OF THE FOLLOWING TRACK SPECIALTIES:**

**MSN Leadership Track Specialty Courses, Capstone I and II and Practicum Courses**

*COMPLETE <u>ALL</u> OF THE FOLLOWING COURSES:* | *CREDIT HOURS*
---|---

| 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 555 Financial Management in Healthcare | 3 |
| NUR 550 Leadership Capstone I | 3 |
| NUR 560 Leadership Practicum | 3 |
| NUR 565 Leadership Capstone II | 3 |

**MSN Education Track Specialty Courses, Capstone I and II and Practicum Courses**

*COMPLETE <u>ALL</u> OF THE FOLLOWING COURSES:* | *CREDIT HOURS*
---|---

| NUR 536 Teaching and Learning Strategies in Nursing Education | 3 |
| NUR 541 Advanced Nursing Curriculum | 3 |

| | |
|---|---|
| NUR 546 Evaluation Methods in Nursing Education | 3 |
| NUR 551 Integrated Advanced Pathophysiology, Physical Assessment, and Pharmacology | 3 |
| NUR 556 Education Capstone I | 3 |
| NUR 561 Education Practicum | 3 |
| NUR 566 Education Capstone II | 3 |
| **TOTAL MASTERS IN NURSING SPECIALITY CREDIT HOURS** | **21** |

| CREDIT HOUR REQUIREMENTS | *CREDIT HOURS* |
|---|---|
| Total Required Bachelor of Science General Education Credit Hours | 36 |
| Total Required Baccalaureate Nursing Credit Hours | 18 |
| Free Elective Credit Hours[20] | 32-39[21] |
| Total Required Master of Science in Nursing Program Credit Hours | 15 |
| Total Master of Science in Nursing Specialty Credit Hours | 21 |
| **TOTAL CREDIT HOURS FOR GRADUATION** | **122-129** |

*Required general education and baccalaureate nursing course descriptions are available in the 2020-2021 Mercy College Undergraduate Catalog.

## GRADUATE FAST TRACK OPTIONS

### MASTER OF HEALTH ADMINISTRATION FAST TRACK

An undergraduate student who is pursuing Bachelor of Science in Healthcare Administration (BSHCA)/ Healthcare Administration (HCA) Minor or Bachelor of Science in Medical Imaging (BSMI) at the College may be granted permission to take one or more (maximum of six credit-hours) 500 level graduate courses if the student meets <u>all</u> the following conditions:

1. The student must have senior status at the time they take graduate coursework.
2. The student must have a College GPA of 3.5 or higher at the time of request.
3. The student must complete the Graduate Course Request form and obtain permission from their academic advisor, undergraduate program director, and the graduate coordinator or director of the course requested.
4. Only the following courses will be considered:  HCA 525, HCA 535, HCA 545, and HCA 550.

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[20] Students 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 academic advisor for more details.

[21] 32-39 semester hours identified will have been completed by students in their associate degree or nursing diploma program.

5. Graduate coursework can only substitute for eligible program prescribed coursework as listed below.
6. All other course pre-requisites and conditions apply.

The student may apply up to six credit-hours of graduate-level credit to satisfying the requirements for both degrees only when the grade received is a "B" or better. Graduate coursework earning a "C" can only be applied toward bachelor's degree requirements. Graduate coursework at a "C" or lower will need to be repeated and a "B" or better must be earned for graduate program credit to be awarded. Completion of graduate coursework does not imply acceptance into a graduate program, all other program admission requirements apply. Graduate coursework taken by undergraduate students must be utilized to meet program specific requirements for the undergraduate degrees associated with HCA, BSMI, and the HCA minor.

Undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

**BSHCA/HCA Minor or BSMI Program Core Courses Eligible for Direct Graduate Course Substitutions**

| Graduate Course Substitution Options | | Eligible Undergraduate Program Core Courses | | | |
|---|---|---|---|---|---|
| **MHA\*** | | **BSHCA/HCA Minor** | | **BSMI** | |
| HCA 525 | Human Resource Management | HCA 312 | Human Resource Mgt. in HC Organizations | HCA 312 | Human Resource Mgt. in HC Organizations |
| HCA 535 | Healthcare Financial Management | HCA 410 | Introduction to Healthcare Finance | HCA 410 | Introduction to Healthcare Finance |
| HCA 545 | Quality Improvement in Healthcare | HCA 435 | Quality Improvement and Patient Safety | IMG 410 | Quality Improvement in Medical Imaging |
| HCA 550 | Leadership, Comm. & Organizational Culture | HCA 310 | Organizational Behavior in Healthcare | | |

\*500 level Master of Health Administration course descriptions are available in the 2020-2021 Mercy College Graduate Catalog.

**MASTER OF SCIENCE IN NURSING FAST TRACK**
An undergraduate student who is pursuing a Bachelor of Science in Nursing degree at the College may be granted permission to take one or more (maximum of six credit-hours) 500 level graduate courses if the student meets <u>all</u> the following conditions:

1. The student must have senior status at the time they take graduate coursework.
2. The student must have a College GPA of 3.5 or higher at the time of request.
3. The student must complete the Graduate Course Request form and obtain permission from their academic advisor, undergraduate program director, and the graduate coordinator or director of the course requested.
4. Only the following courses will be considered: NUR 510, NUR 520, and NUR 530.

5. Graduate coursework can only substitute for upper level BSN elective coursework in table below.
6. All other course pre-requisites and conditions apply.

The student may apply up to six credit-hours of graduate-level credit to satisfy the requirements for both degrees only when the grade received is a B or better. Graduate coursework earning a C can only be applied toward bachelor's degree requirements. Graduate coursework at a C or lower will need to be repeated and a B or better must be earned for graduate program credit to be awarded. Completion of graduate coursework does not imply acceptance into a graduate program, all other program admission requirements apply. Graduate coursework taken by undergraduate students must be utilized to meet program specific requirements for the undergraduate degrees associated with BSN degree.

Undergraduate students taking graduate courses will be charged the undergraduate tuition rate.

**MSN Courses Eligible to be Substituted for Upper Level BSN Elective Coursework**

| MSN Courses Eligible to be Substituted* | BSN Elective Coursework |
|---|---|
| NUR 510 Theoretical Foundations for Professional Nursing Practice<br>NUR 520 Healthcare Policy in the Global Community<br>NUR 530 Informatics and Healthcare Technologies | NUR 359 Essentials of Primary Care Nursing<br>NUR 495 Essentials of Palliative Care Nursing<br>NUR 496 Essentials of Holistic Nursing<br>NUR 497 Essentials of Gerontological Nursing<br>NUR 498 Essentials of Genetics in Nursing Practice |

*500 level Master of Science in Nursing course descriptions are available in the 2020-2021 Mercy College Graduate Catalog.

*500 level Master of Science in Nursing course descriptions are available in the 2020-2021 Mercy College Graduate Catalog.

## MINORS

Any Mercy College bachelor's 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's degree-seeking Mercy College student may pursue a minor in chemistry by completing 23-25 credit hours or 5 courses in chemistry. Two courses or ten credit hours of the

classes must be completed at Mercy College of Ohio.  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's degree-seeking Mercy College student may pursue a minor in healthcare administration by completing 18 credit hours or 6 courses in healthcare administration.  Nine (9) 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 United States 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

Students completing a minor in Healthcare Administration may utilize the Master of Health Administration Fast Track.

**PSYCHOLOGY**

(18 credit hours)

Any bachelor's degree-seeking Mercy College student may pursue a minor in psychology by completing 18 credit hours or six (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 Psychology of Music
PSY 380 Behavior Modification
*Nine (9) credit hours of the required 18 credit hours must be 300 level or above 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 six (6) courses in religion. The requirements for the minor in Religious Studies are as follows:

**Required Core Courses (9 credit hours)**
REL 101 Introduction to Theology
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 Spirituality and Theology in Christian Art
REL 335 Spirituality on the 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 Healing

REL 385 Mission, Healthcare Ministry, and Enculturation

REL 390 Contemporary Issues and Catholic Thought

*Nine (9) credit hours of the required 18 credit hours must be 300 level or above 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 Program, Evening/Weekend Program; offered in both 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 titers/immunizations are required prior to the start of the clinical program.  Program requirements and instructions are maintained on the College website at https://mercycollege.edu/background. 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 students 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:* | *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 130 College Algebra | 4* |
| **Social and Behavioral Sciences     (GSBS)** | **6 minimum** |
| PSY 101 Introduction to Psychology | 3* |
| PSY 201 Lifespan Psychology | 3* |
| **Arts, Humanities, Culture and Diversity (includes Religious Studies) (GAHR/GAHD)** | **6 minimum** |
| REL 290 Medical Ethics | 3* |
| SOC 211 Cultural Diversity | 3* |
| **Natural Sciences, Technology and Innovation (GNST)** | **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[22]** | **9 minimum** |
| SOC 101 Introduction to Sociology | 3* |
| MTH 140 Introduction to Statistics | 3* |
| **TOTAL GENERAL EDUCATION CREDIT HOURS REQUIRED** | **36** |

**REQUIRED HEALTH SCIENCES PROGRAM COURSE REQUIREMENTS**

| *COMPLETE THE FOLLOWING PROGRAM COURSE:* | *CREDIT HOURS* |
|---|---|
| HSC 100 Introduction to Health Careers | 3 |
| **TOTAL PROGRAM CREDIT HOURS REQUIRED** | **3** |

**HEALTH SCIENCES PROGRAM ELECTIVE COURSE REQUIREMENTS**

| *COMPLETE 23 CREDIT HOURS FROM THE FOLLOWING COURSES:* | *CREDIT HOURS* |
|---|---|
| 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 |

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[22] Coursework taken as a Health Science elective may be used to meet this additional hour requirement.

| | |
|---|---|
| HCA 105 Productivity Applications for Healthcare Professionals | 3 |
| Up to 10 Credit Hours of Program Approved Electives | 10 |
| *COMPLETE 3 CREDIT HOURS OF GENERAL ELECTIVE COURSES* | 3 |
| **TOTAL PROGRAM CREDIT HOURS REQUIRED** | **26** |

| CREDIT HOUR REQUIREMENTS | CREDIT HOURS |
|---|---|
| Total Required Associate of Science General Education Credit Hours | 36 |
| Total Required Health Sciences Program Credit Hours | 3 |
| Total Required Health Sciences Program Elective Credit Hours | 26 |
| **TOTAL CREDIT HOURS FOR GRADUATION** | **65** |

**ASSOCIATE OF SCIENCE IN HEALTH SCIENCES SAMPLE PROGRAM OF STUDY**

| SEMESTER I | | SEMESTER II | |
|---|---|---|---|
| HCA 105 | Productivity Applications for Healthcare Professionals (3) | ENG 102 | English Composition II (3) |
| | | PSY 101 | Introduction to Psychology (3) |
| HIT 105 | Medical Terminology (3) | SOC 101 | Introduction to Sociology (3) |
| HSC 100 | Introduction to Health Careers (3) | BIO 210 | Microbiology (4) |
| ENG 101 | English Composition I (3) | MTH 140 | Introduction to Statistics (3) |
| MTH 130 | College Algebra (4) | | |
| **16 Credit hours** | | **16 Credit hours** | |

| SEMESTER III | | SEMESTER IV | |
|---|---|---|---|
| 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) |
| COM 260 | Public Speaking (3) | PSY 201 | Lifespan Psychology (3) |
| SOC 211 | Cultural Diversity (3) | REL 290 | Medical Ethics (3) |
| | | GEN | Elective (3) |
| **15 Credit hours** | | **18 Credit hours** | |

**HEALTH INFORMATION TECHNOLOGY - ASSOCIATE OF APPLIED SCIENCE (ONLINE)**

Program Handbook

**Overview**

Health Information Technology (HIT) incorporates the disciplines of medicine, management, finance, information technology, and law.  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 that complete and accurate health records are accessible when and where they are needed while maintaining the highest standards of data integrity, confidentiality, and security.

The state of health information is electronic, patient-centered, and critical in providing quality outcomes to patients. Health Information Technicians use computer applications to analyze patient data for research, compliance, clinical coding and revenue management purposes.

Health Information Technicians play a key role as information liaisons between clinical, financial, and IT users within their organizations and outside as information "bridges" between providers and consumers.

**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. It is a belief that the education of health information management technicians is responsive to national & 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 and 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.

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 diagnostic and procedural codes and groupings per current guidelines and evaluate for accuracy.
2. Apply legal policies, regulations, principles and standards for the control, disclosure, retention, and destruction of protected health information.

3. Analyze, compile, and report healthcare data for statistical, planning, research, and health information exchange purposes.
4. Apply policies and procedures for the use of data required in healthcare reimbursement and the revenue cycle management processes.
5. Adhere to the compliance and regulatory requirements, standards, and guidelines related to health information management.
6. Apply leadership, quality improvement, and management principles, tools, and techniques as it applies to health information management.
7. Apply policies, procedures, and processes as they relate to the collection, maintenance, appropriateness, integrity and presentation of health data.
8. Demonstrate evidence of knowledge in the supporting content areas (pathophysiology, pharmacology, anatomy and physiology, medical terminology, and computer concepts and applications).

**Admission Requirements for All Heath Information Technology Program Applicants**
In addition to meeting college admission requirements, the following Health Information Technology Program admission requirements must be met:

- Applicants must be high school graduates with a GPA of at least 2.3, GED recipients with a score of 530 (score of 53 prior to 2002), or transfer students 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:
    o Meet or exceed ACT/SAT math score required for MTH 100 (within the past 5 years), OR
    o Successful completion of college-level math (grade of "C" or better) from a regionally-accredited institution, OR
    o Transfer credit (MTH 100 level or higher with a grade of "C" or better) from a regionally-accredited institution.

**Requirements for Professional Practice Experience**
Criminal background checks, drug screens, health records, and immunizations are required <u>prior</u> to the start of the clinical program. Program requirements 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 students must complete all college requirements for an Associate of Applied Science Degree including:

**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 100 Intermediate Algebra | 3* |
| **Arts, Humanities, Culture and Diversity (including Religious Studies) (GAHD/GAHR)** | **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 Behavioral Sciences (GSBS); Arts, Humanities, Culture and Diversity, and/or Applied General Education (GAPL) courses** | **12 minimum** |
| 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* |
| **TOTAL GENERAL EDUCATION CREDIT HOURS REQUIRED** | **33** |

**REQUIRED HEALTH SCIENCES PROGRAM COURSE REQUIREMENTS**

*COMPLETE ALL OF THE FOLLOWING PROGRAM 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 and Leadership | 3 |
| HIT 250 Professional Practice Experience & HIT Seminar | 3 |
| **TOTAL PROGRAM 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 |
| **TOTAL CREDIT HOURS FOR GRADUATION** | **65** |

**ASSOCIATE OF APPLIED SCIENCE IN HEALTH INFORMATION TECHNOLOGY SAMPLE PROGRAM OF STUDY**

| 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 Health Information Technology (2) | | |
| HIT 105 | Medical Terminology (3) | HIT 126 | Clinical Coding / Classifications Systems I (3) | | |
| **15 Credit hours** | | **14 Credit hours** | | **7 Credit 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 Data in Reimbursement (3) |
| HIT 216 | Information Systems in Healthcare (3) | HIT 248 | Health Information Management and 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 Credit hours** | | **15 Credit hours** | |

**Progression**

For program progression refer to the Health Information Technology Program Handbook.

**NURSING - ASSOCIATE OF APPLIED SCIENCE (DAY Program; EVENING/WEEKEND program)**

[Program Handbook](#)

**Overview**

Associate degree nursing education prepares graduates with the values, knowledge, and skills required to practice as a professional nurse.

Associate degree nursing education, in conjunction with integration of knowledge from other disciplines, provides:

- a broad theoretical basis in nursing, the related sciences and general education
- knowledge of the role of the associate degree nurse
- the ability to practice in multiple settings
- a foundation for further nursing study

An essential component of nursing education is the concurrent integration of theory into the clinical practice setting.  Graduates are prepared to function as managers of care in acute and long-term settings where policies and procedures are specified, and guidance is available.

As members of the healthcare team, graduates collaborate with other nursing and healthcare team members and provide guidance in the delivery of nursing care.

Upon completion of the degree, students are eligible to sit for the National Council Licensure Exam for Registered Nurses (NCLEX-RN) to practice as registered nurses.

**Program Student Learning Outcomes**
Derived from the mission, philosophy and organizing framework, program student learning outcomes 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**
Candidates must be high school graduates with a GPA of at least 2.7 or GED recipients with a score of 570 (score of 57 prior to 2002).

Applicants 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 credit hours at a regionally-accredited institution of higher education with a minimum cumulative GPA of 2.7.

Applicants must 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 (7) years with grade of "C" or better.

**Transfer Student Guidelines**
Transfer students must be high school graduates or GED recipients 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 and have completed all the necessary program prerequisite courses.  For applicants who have attended more than one regionally-accredited college, the cumulative GPA from all colleges must equal at least 2.7.  The Nursing Division AAS Program Admission Scoring Rubric will be used to objectively review candidate educational records.

The AAS Nursing Pre-licensure Program Admissions Committee will not consider applicants for admission into the program if applicants have failed two or more nursing courses at another college or university or have been dismissed from another nursing program in the past five (5) years.

Students who do not meet the requirements or who need to complete the necessary program prerequisite courses should review General College Admission Requirements in the Enrollment Management section of the College Catalog.

**Candidacy Review Process**
All candidate information will be thoroughly evaluated by the AAS Pre-licensure Nursing Program Admissions Committee using the AAS Program Admission Scoring Rubric.  The scored rubric provides an objective review of candidates' educational records.  Accepted students will receive a letter from the Dean of Nursing.

**Requirements for Clinicals**
Criminal background checks, drug screens, health records, and titers/immunizations are required prior to the start of the clinical program.  Program requirements and instructions are maintained on the College website at https://mercycollege.edu/background. 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 students must complete all college requirements for an Associate of Applied Science Degree including:

**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 104 Mathematical Formulas, Models and Probability, OR | 3* |
| MTH 140 Introduction to Statistics | |
| **Arts, Humanities, Culture and Diversity (including Religious Studies) (GAHD/GAHR)** | 3 minimum |
| REL 290 Medical Ethics | 3* |
| **Natural Sciences, Technology and Innovation (GNST)** | **6 minimum** |
| BIO 210 Microbiology | 4* |
| BIO 220 Anatomy and 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 Anatomy and Physiology II | 4* |
| BIO 290 Pathophysiology | 3* |
| PSY 101 Introduction to Psychology | 3* |
| PSY 201 Lifespan Psychology | 3* |
| **TOTAL GENERAL EDUCATION CREDIT HOURS REQUIRED** | **33** |

**REQUIRED NURSING PROGRAM 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 244 Clinical Practicum | 2 |
| **TOTAL PROGRAM CREDIT HOURS REQUIRED** | **33** |

| **CREDIT HOUR REQUIREMENTS** | *CREDIT HOURS* |
|---|---|
| Total Required Associate of Applied Science General Education Credit Hours | 33 |

Total Required Nursing Program/Major Credit Hours                33
Free Elective Credit Hours[23]                0
**TOTAL CREDIT HOURS FOR GRADUATION**         **66**

**ASSOCIATE OF APPLIED SCIENCE IN NURSING SAMPLE PROGRAM GUIDE**

| SEMESTER I | | SEMESTER II | | SEMESTER III | |
|---|---|---|---|---|---|
| BIO 220 | Anatomy and Physiology I (4) | BIO 221 | Anatomy and 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) | BIO 290 | Pathophysiology (3) |
| **14 Credit hours** | | **15 Credit hours** | | **12 Credit 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 244 | Clinical Practicum (2) |
| | | REL 290 | Medical Ethics (3) |
| **13 Credit hours** | | **12 Credit 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, students must maintain an overall cumulative GPA of 2.0 or above. If the GPA falls below 2.0, students will be dismissed from the nursing program.

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[23] 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.

**RADIOLOGIC TECHNOLOGY – ASSOCIATE OF APPLIED SCIENCE**

[Program Handbook](#)

**Philosophy**

The Radiologic Technology program strives to educate and prepare students for entry-level Radiologic Technology positions.  The program sets realistic and achievable goals/objectives for each student based on professional guidelines and accreditation standards.  The goal is to prepare a competent and compassionate imaging professional who can function in a dynamic healthcare environment.

Education is a continual process through which learners develop knowledge and transferable skills that result in personal and professional growth.  The faculty facilitates the 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 Radiologic Technology program, graduates 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**

To educate and prepare students for entry-level Radiologic Technology positions as compassionate, competent healthcare professionals.

**Program Information**

Radiologic Technology students are 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.

**Admission Requirements**

Applicants must be high school graduates with a GPA of at least 2.7 or GED recipients with a score of 570 (score of 57 prior to 2002).

Applicants 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 transfer students who have earned a minimum of 15 credit hours at a regionally-accredited institution with a minimum GPA of 2.7.

Applicants must have completed and passed these high school courses or their college equivalents with a grade of "C" or better within the past seven years:
- Algebra – one year
- Biology – one year
- Chemistry with a lab – one year

**Requirements for Clinicals**

Criminal background checks, drug screens, health records, and titers/immunizations are required prior to the start of the clinical program.  Program requirements and instructions are maintained on the College website at https://mercycollege.edu/background. The Policy can be found at https://mercycollege.edu/about/compliance-consumer-information.

**ASSOCIATE OF APPLIED SCIENCE DEGREE IN RADIOLOGIC TECHNOLOGY REQUIREMENTS**

To earn the Associate of Applied Science Degree in Radiologic Technology students must complete all college requirements for an Associate of Applied Science Degree including:

**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 104 Mathematical Formulas, Models and Probability | 3* |
| **Arts, Humanities, Culture and Diversity (including Religious Studies) (GAHD/GAHR)** | **3 minimum** |
| REL 290 Medical Ethics | 3* |
| **Natural Sciences, Technology and Innovation (GNST)** | **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; Social and Behavioral Sciences; Arts, Humanities, Culture and Diversity, and/or Applied General Education (GAPL) courses** | **12 minimum[24]** |
| HIT 105 Medical Terminology | 3* |
| RAD 140 Radiographic Pathology | 2* |
| RAD 215 Radiation Biology and Protection | 2* |
| One additional Social and Behavioral Sciences Course | 3* |
| **TOTAL GENERAL EDUCATION CREDIT HOURS REQUIRED** | **30** |

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[24] Two semester hours of coursework from BIO 220 and BIO 221 are being used to meet this requirement.

**REQUIRED RADIOLOGIC TECHNOLOGY PROGRAM COURSE REQUIREMENTS**

| *COMPLETE THE FOLLOWING PROGRAM/MAJOR COURSE:* | *CREDIT HOURS* |
|---|---|
| RAD 105 Radiography Fundamentals and Patient Care | 3 |
| 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 | 3 |
| 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 248 Interprofessional Essentials in Radiography | 1 |
| RAD 251 Radiography Practicum V | 3 |
| RAD 280 Radiography Capstone | 2 |
| **TOTAL PROGRAM CREDIT HOURS REQUIRED** | **35** |

| **CREDIT HOUR REQUIREMENTS** | *CREDIT HOURS* |
|---|---|
| Total Required Associate of Applied Science General Education Credit Hours | 30 |
| Total Required Radiologic Technology Program/Major Credit Hours | 35 |
| Free Elective Credit Hours[25] | 0 |
| **TOTAL CREDIT HOURS FOR GRADUATION** | **65** |

**ASSOCIATE OF APPLIED SCIENCE IN RADIOLOGIC TECHNOLOGY SAMPLE PROGRAM OF STUDY**

| SEMESTER I | | SEMESTER II | | SEMESTER III | |
|---|---|---|---|---|---|
| BIO 220 | Anatomy and Physiology I (4) | BIO 221 | Anatomy and 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 (3) |
| RAD 105 | Radiography Fundamentals and Patient Care (3) | RAD 121 | Radiography Practicum II (2) | RAD 138 | Radiologic Science II (2) |
| RAD 111 | Radiography Practicum I (2) | RAD 125 | Radiographic Procedures II (3) | RAD 140 | Radiographic Pathology (2) |
| RAD 115 | Radiographic Procedures I (4) | RAD 128 | Radiologic Science I (2) | | |
| **16 Credit hours** | | **14 Credit hours** | | **10 Credit hours** | |

---

[25] 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.

| SEMESTER IV | | SEMESTER V | |
|---|---|---|---|
| ENG 102 | English Composition II (3) | RAD 215 | Radiation Biology and 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) |
| RAD 248 | Interprofessional Essentials in Radiography (1) | SOC SCI | General Education Social and Behavioral Sciences Course (3) |
| **12 Credit hours** | | **13 Credit hours** | |

NOTE:  Successful completion of all courses with a "C" or better is necessary for continued progression in the Radiologic Technology program.

## CERTIFICATE PROGRAMS - ALLIED HEALTH

Credit and non-credit certificate programs provide the 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 certificates.  Specific information on non-credit certificate programs can be found on the College website.

**Credit Certificates**

Community Health Worker
Medical Coding
Ophthalmic Assistant
Paramedic
Polysomnographic Technology

**Non-Credit Certificate**

Emergency Medical Technician – Basic
Phlebotomy

### COMMUNITY HEALTH WORKER

### CREDIT

[Program Handbook](#)

**Overview**

The Community Health Worker Certificate program prepares students to work as members of the healthcare team that provides 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 a two-semester program of study.  The program is 16 credit hours over two consecutive semesters.

**Philosophy**

Course goals and objectives are based on Ohio Board of Nursing standards and required knowledge clusters and learning domains.  The goal is to prepare competent practitioners who can function in a rapidly changing healthcare environment.

**Program Goal**

The goal of the Community Health Worker program is:

- To prepare competent entry-level community health workers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

**Program Learning Outcomes**

Students who complete the Community Health Worker certificate will be able to:

1. Demonstrate healthcare knowledge and ability to work with clients across the lifespan in a community health setting.
2. Use interpersonal skills and community resources to effectively advocate for individuals and communities served.
3. Demonstrate professionalism and competence in serving clients.
4. Communicate effectively and articulately in community health settings.

**Admission Requirements**

See College Admission Requirements

**Requirements for Clinical Experiences**

Criminal background checks, drug screens, health records, and titers/immunizations are required <u>prior</u> to the start of the clinical program.  Program requirements and instructions are maintained on the College website at https://mercycollege.edu/background. The Policy can be found at https://mercycollege.edu/about/compliance-consumer-information.

**Progression**

Once enrolled in the certificate program students are required to:

1. Maintain a cumulative GPA of 2.0
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.  Students who fail a Community Health Worker course or withdraw from a Community Health Worker course (WF), may repeat the course only one time.

**Community Health Worker Certificate Requirements**

To complete the Community Health Worker Certificate students must fulfill all of the following:

**REQUIRED PROGRAM COURSES**

*COMPLETE <u>ALL</u> OF THE FOLLOWING COURSES:*                                            *CREDIT HOURS*

| | | |
|---|---|---|
| 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 | 2 |
| CHW 105 | Healthcare and the Community | 2 |
| PSY 201 | Lifespan Psychology | 3 |
| *CREDIT HOURS* | | *16* |

**COMMUNITY HEALTH WORKER CERTIFICATE – SAMPLE PROGRAM OF STUDY**

| SEMESTER I | | SEMESTER II | |
|---|---|---|---|
| CHW 101 | Introduction to Community Health Worker (4) | CHW 102 | Advanced Topics for the Community Health Worker (3) |
| PSY 201 | Lifespan Psychology (3) | CHW 103 | Directed Clinical Practice in Community Health (2) |
| CHW 105 | Healthcare and the Community (2) | CHW 104 | Community Health Worker Capstone (2) |
| **9 Credit hours** | | **7 Credit hours** | |

**MEDICAL CODING (ONLINE)**

**CREDIT**

Program Handbook

**Overview**

The Medical Coding certificate program prepares students to work as part of the healthcare team as integral members in 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 includes didactic and simulated laboratory components designed to educate students for entry into professional practice as medical coders and prepare them for the Certified Coding Associate (CCA) exam through the American Health Information Management Association (AHIMA).

The Medical Coding certificate program is offered over three semesters.  Program content includes several courses that are part of the Associate of Applied Science degree program in Health Information Technology (HIT).  The credit certificate program in Medical Coding allows students to seamlessly transition into the Associate degree program in HIT.

**Mission Statement**

To provide an educational experience that includes the professional and technical skills necessary for entry-level positions in the field of medical coding.

**Philosophy**

Consistent with the College mission statement, the philosophy of the Medical Coding program is to provide a certificate-level education based on Christian values.  It is a belief that the education of medical coders is responsive to national and community needs.

Course goals and objectives are based on the American Health Information Management Association (AHIMA) standards.  The goal is to prepare competent practitioners who can function in a rapidly changing healthcare environment as well as pass the Certified Coding Associate (CCA) exam.

Education is a continual process whereby 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. Apply diagnostic and procedural codes and groupings per current guidelines and evaluate for accuracy.
2. Apply legal policies, regulations, principles and standards for the control, disclosure, retention, and destruction of protected health information.
3. Analyze, compile, and report healthcare data for statistical, planning, research, and health information exchange purposes.
4. Apply policies and procedures for the use of data required in healthcare reimbursement and the revenue cycle management processes.
5. Apply policies, procedures, and processes as they relate to the collection, maintenance, appropriateness, integrity and presentation of health data.
6. Demonstrate evidence of knowledge in the supporting content areas (pathophysiology, pharmacology, anatomy and physiology, and medical terminology).

**Admission Requirements**

See College Admission Requirements.

**Progression**

Once enrolled in the program students are required to:

1. Maintain a cumulative GPA of 2.0
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 only one time. However, if students fail two Medical Coding program courses, the program director reserves the right to dismiss students from the Medical Coding program.

**Medical Coding Certificate Requirements**

To complete the Medical Coding Certificate students must fulfill all of the following:

**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 Health Information Technology | 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 |
| | **TOTAL CREDIT HOURS** | **26** |

**MEDICAL CODING CERTIFICATE – SAMPLE PROGRAM OF STUDY**

| 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 Health Information Technology (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 Credit hours** | | **8 Credit hours** | | **6 Credit hours** | |

**OPHTHALMIC ASSISTANT**

**CREDIT**

Program Handbook

**Overview**

The Ophthalmic Assistant Certificate prepares students to work as part of the healthcare team in the fields of ophthalmology and optometry. The program includes didactic, laboratory and clinical components designed to prepare students for entry as an ophthalmic assistant and to take the Certified Ophthalmic Assistant (COA) entry-level examination as administered by the International Joint Commission on Allied Health Personnel in Ophthalmology (IJCAHPO). IJCAHPO maintains accreditation through the National Commission for Certifying Agencies (NCCA), that verifies programs meet the highest national voluntary standards for private certification. The certificate program curriculum was developed using content defined by the International Council of Accreditation (ICA).

**Philosophy**

Course goals and objectives are based on the International Joint Commission on Allied Health Personnel in Ophthalmology (IJCAHPO) and the Association of Technical Personnel in Ophthalmology (ATPO) standards and required knowledge and learning outcomes. The goal is to prepare competent professionals who can function in a rapidly changing healthcare environment as well as pass the Certified Ophthalmic Assistant (COA) exam.

Education is a continual process whereby 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 completion 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. Demonstrate the ability to solve problems and think critically.

**Progression**

Once enrolled in the program students are required to:

1. Maintain a cumulative GPA of 2.0
2. Maintain a "C" grade or higher, in all courses of the Ophthalmic Assistant Program.

Any grade lower than a "C" is considered a failure. Students who fail or withdraw from an Ophthalmic Assistant course may repeat the course only one time. However, if students fail two Ophthalmic Assistant courses, the Program Lead reserves the right to dismiss students from the Ophthalmic Assistant program.

**Requirements for Clinicals**

Criminal background checks, drug screens, health records, and titers/immunizations are required prior to the start of the clinical program. Program requirements and instructions are maintained on the College website at https://mercycollege.edu/background. The Policy can be found at https://mercycollege.edu/about/compliance-consumer-information.

**Ophthalmic Assistant Certificate Requirements**

To complete the Ophthalmic Assistant Certificate students must fulfill all of the following:

**REQUIRED PROGRAM COURSES**

| COMPLETE ONE OF THE FOLLOWING COURSES: | | CREDIT HOURS |
|---|---|---|
| EYE 114 | Ophthalmic Capstone | 1.5 |
| EYE 118 | Ophthalmic Capstone II | 2 |
| COMPLETE ALL OF THE FOLLOWING COURSES: | | CREDIT HOURS |
| EYE 111 | Essentials of Ophthalmic Technology | 2 |
| EYE 112 | Ocular Terminology, Anatomy, Physiology, and Diseases | 4 |
| EYE 120 | Ophthalmic Technology Application and Practice I | 3.5 |
| EYE 122 | Ophthalmic Technology Application and Practice II | 1 |
| EYE 130 | Ophthalmic Clinical Practicum I | 1 |
| EYE 132 | Ophthalmic Clinical Practicum II | 3 |
| | **TOTAL CREDIT HOURS** | **16 to 16.5** |

**OPHTHALMIC ASSISTANT CERTIFICATE – SAMPLE PROGRAM OF STUDY**

| SEMESTER I | | SEMESTER II | |
|---|---|---|---|
| EYE 111 | Essentials of Ophthalmic Technology (2) | EYE 114 | Ophthalmic Capstone (1.5) <u>OR</u> |
| EYE 112 | Ocular Terminology, Anatomy, Physiology, and Diseases (4) | EYE 118 | Ophthalmic Capstone (2) |
| EYE 120 | Ophthalmic Technology Application and Practice I (3.5) | EYE 122 | Ophthalmic Technology Application and Practice II (1) |
| EYE 130 | Ophthalmic Clinical Practicum (1) | EYE 132 | Ophthalmic Clinical Practicum II (3) |
| **10.5 Credit hours** | | **5.5 to 6 Credit hours** | |

**PARAMEDIC**

**CREDIT**

[Program Handbook](#)

**Overview**

The Paramedic Certificate program prepares students to work as part of the healthcare team to provide care to emergency patients in an out-of-hospital setting.  The program includes didactic, laboratory, clinical and field practicum components designed to prepare students for entry into professional practice as Paramedics and 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.

**Philosophy**

Course goals and objectives are 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 prepare competent practitioners 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**

Students who complete 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 in a professional manner of the ill or injured victim.
3. Use effective communication skills.
4. 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:

1. Applicants must submit proof of a current and valid Emergency Medical Technician certificate from the State of Ohio.
2. Applicants must complete CED ES01, Anatomy and Physiology for Prehospital Providers, or its equivalent, with a grade of "C" or better, or have a passing grade from a similar learning experience that meets the requirements from OAC 4765-17-04 and Commission on Accreditation of Allied Health Education Programs (CAAHEP), with Program Lead approval.

## Progression

Once enrolled in the program students are required to:

1. Maintain a cumulative GPA of 2.0
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 only one time. However, if students fail two Paramedic program courses, the Program Lead reserves the right to dismiss the students from the Paramedic program.

## Requirements for Clinicals

Criminal background checks, drug screens, health records, and titers/immunizations are required <u>prior</u> to the start of the clinical program. Program requirements and instructions are maintained on the College website at [https://mercycollege.edu/background](https://mercycollege.edu/background). The Policy can be found at [https://mercycollege.edu/about/compliance-consumer-information](https://mercycollege.edu/about/compliance-consumer-information).

## Paramedic Certificate Requirements

To complete the Paramedic Certificate students must fulfill all of the following:

## REQUIRED PROGRAM COURSES

*COMPLETE <u>ALL</u> OF THE FOLLOWING COURSES:*　　　　　　　　　　　*CREDIT HOURS*

| | | |
|---|---|---|
| EMS 112 | Introduction to Paramedic Pre-Hospital Emergency Medicine | 6.5 |
| EMS 113 | Pre-Hospital Clinical Practicum I | 1.5 |
| EMS 121 | Pre-Hospital Clinical Practicum II | 2 |
| EMS 122 | Emergency Cardiovascular Disease | 6.5 |
| EMS 132 | Pre-Hospital Capstone Field Practicum | 2 |
| EMS 133 | Medical Emergencies I | 4.5 |
| EMS 134 | Medical Emergencies II | 4.5 |
| EMS 135 | Pre-Hospital Transfer to Practice | 2 |
| EMS 136 | Emergency Medical Operations | 3 |
| | **TOTAL CREDIT HOURS** | **32.5** |

**PARAMEDIC CERTIFICATE – SAMPLE PROGRAM OF STUDY**

| SEMESTER I | | SEMESTER II | | SEMESTER III | |
|---|---|---|---|---|---|
| EMS 112 | Introduction to Paramedic Pre-Hospital Emergency Medicine (6.5) | EMS 121 | Pre-Hospital Clinical Practicum II (2) | EMS 132 | Pre-Hospital Capstone Field Practicum (2) |
| EMS 113 | Pre-Hospital Clinical Practicum I (1.5) | EMS 122 | Emergency Cardiovascular Disease (6.5) | EMS 135 | Pre-Hospital Transfer to Practice (2) |
| EMS 133 | Medical Emergencies I (4.5) | EMS 134 | Medical Emergencies II (4.5) | EMS 136 | Emergency Medical Operations (3) |
| **12.5 Credit hours** | | **13 Credit hours** | | **7 Credit hours** | |

**POLYSOMNOGRAPHIC TECHNOLOGY**

**CREDIT**

[Program Handbook](Program Handbook)

**Overview**

Polysomnographic Technology is a healthcare field that uses 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.  Technologists provide data and make 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 prepare polysomnographic technologists 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, completers will be eligible for a national examination offered by the Board of Registered Polysomnographic Technologists (BRPT) to become credentialed as Registered Polysomnographic Technologists (RPSGT).

**Philosophy**

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 prepare competent practitioners who can function in a rapidly changing healthcare environment as well as pass the RPSGT and/or RST exam.

Education is a continual process whereby 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 entry-level cognitive (knowledge), psychomotor (skills), and affective (behavior) competencies required in polysomnography.
2. Display responsible, ethical, and professional patient care.
3. Use effective communication skills.
4. Demonstrate the ability to solve problems and think critically.

**Admission Requirements**

See College Admission Requirements.

**Progression**

Once enrolled in the program students are required to:
1. Maintain a cumulative GPA of at least 2.0
2. Maintain a "C" grade or higher, in all Polysomnographic Technology coursework.

Any grade lower than a "C" is considered a failure. Students who fail or withdraw from a Polysomnographic Technology course may repeat the course only one time. However, if students fail two PSG courses, the Program Lead reserves the right to dismiss the students from the PSG program.

**Requirements for Clinicals**

Criminal background checks, drug screens, health records, and titers/immunizations are required prior to the start of the clinical program. Program requirements and instructions are maintained on the College website at https://mercycollege.edu/background. The Policy can be found at https://mercycollege.edu/about/compliance-consumer-information.

**Polysomnographic Technology Certificate Requirements**

To complete the Polysomnographic Technology Certificate students must fulfill all of the following:

**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 |
| HIT 105 | Medical Terminology | 3 |
| | **TOTAL CREDIT HOURS** | *26.0* |

**POLYSOMNOGRAPHIC TECHNOLOGY CERTIFICATE – SAMPLE PROGRAM OF STUDY**

| SEMESTER I | | SEMESTER II | | SEMESTER III | |
|---|---|---|---|---|---|
| BIO 103 | Essentials of Human Anatomy and Physiology (3) | PSG 110 | Polysomnography Analysis (3) | PSG 123 | Advanced Topics in Polysomnographic Technology (3) |
| HIT 105 | Medical Terminology (3) | PSG 111 | Respiratory Monitoring (3) | PSG 124 | Polysomnographic Technology Capstone Seminar (2) |
| PSG 101 | Fundamentals of Sleep (3) | PSG 113 | Polysomnographic Practicum I (1) | PSG 125 | Polysomnographic Practicum II (2) |
| PSG 102 | Essentials of Polysomnographic Technology (3) | | | | |
| **12.0 Credit hours** | | **7 Credit hours** | | **7 Credit hours** | |

# NON-CREDIT CERTIFICATE PROGRAMS - ALLIED HEALTH

**EMERGENCY MEDICAL TECHNICIAN - BASIC**

**NON-CREDIT**

[Program Handbook]

**Overview**

The Emergency Medical Technician (EMT) certificate program prepares students to work as part of the healthcare team to provide care to emergency patients in an out-of-hospital setting.  The program includes didactic, laboratory, and clinical components designed to prepare students for professional practice as Emergency Medical Technicians in the State of Ohio and for the National Registry of Emergency Medical Technicians (NREMT) examination.  The program is accredited by the State of Ohio, Department of Public Safety, Division of Emergency Medical Services (OH-22).

**Philosophy**

Course goals and objectives are 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 prepare competent practitioners 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 is to prepare competent entry-level basic technicians in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

**Program Learning Outcomes**

Students who complete the Emergency Medical Technician-Basic 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 in a professional manner of the ill or injured victim.
3. Use effective communication skills.
4. Successfully complete the National Registry of Emergency Medical Technicians (NREMT) examination.

**Admission Requirements**

1. An applicant must be a high school graduate or a general equivalency (GED) recipient.
2. An applicant must possess current and valid certification for American Heart Association Basic Life Support (BLS) for Healthcare Providers.
3. An applicant must provide a valid picture ID that includes date of birth.
4. Certificates for NIMS IS100 & IS700.

**Requirements for Clinicals**

Criminal background checks, drug screens, health records, and titers/immunizations are required prior to the start of the clinical program.  Program requirements and instructions are maintained on the College website at https://mercycollege.edu/background. The Policy can be found at https://mercycollege.edu/about/compliance-consumer-information.

**Program Completion**

Students must complete the lecture and laboratory portion of the course (CED ES10 and CED ES01) with a minimum of 76% and successfully complete the required skills in the clinical portion of the program (CED ES20) in order to receive a certificate of program completion.

A cumulative grade, lower than a "C", is considered a failure.  Students who fail the EMT program or withdraw from the course will not receive a course refund or certificate of completion.

**EMT Certificate Program Curriculum Plan**

The EMT-Basic non-credit 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 includes 150 contact hours of didactic and laboratory instruction, and a minimum of 10 clinical hours, which includes 10 patient assessments.  The curriculum is specifically designed to prepare students for entry into professional practice as Emergency Medical Technicians in the State of Ohio.  Upon successful completion, students will be eligible to sit for the National Registry of Emergency Medical Technicians (NREMT) exam.  By becoming a nationally registered Emergency Medical Technician, you will be eligible to progress into a Paramedic program to continue your career advancement.

**PHLEBOTOMY**

**NON-CREDIT**

[Program Handbook](#)

**Overview**

The Phlebotomy Certificate program prepares students to work in healthcare by collecting blood samples for laboratory testing.  The program includes didactic, laboratory, and clinical components designed to prepare students for a career in phlebotomy and a national phlebotomy certification examination.

**Program Learning Outcomes**

At the completion of the Phlebotomy Certificate program, students 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 communicate professionally and confidently with clients and co-workers.

**Admission Requirements**

Applicants must be high school graduates or GED recipients.

**Requirements for Clinicals**

Criminal background checks, drug screens, health records, and titers/immunizations are required prior to the start of the clinical program.  Program requirements and instructions are maintained on the College website at [https://mercycollege.edu/background](https://mercycollege.edu/background). The Policy can be found at [https://mercycollege.edu/about/compliance-consumer-information](https://mercycollege.edu/about/compliance-consumer-information).

**Program Completion**

Students must complete the lecture and lab portion of the course (CED PH01) with a minimum of 76% and successfully complete the required skills to progress to the clinical portion of the program (CED PH02).  During the clinical component, students will successfully complete over 100 venipunctures and 5 capillary punctures.  Students must complete lecture, lab, and clinical requirements in order to 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.  The program offers instruction in 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 full services laboratories.  Upon successful completion, students are eligible for a national phlebotomy credentialing exam provided by Mercy College.

# UNDERGRADUATE COURSE DESCRIPTIONS

The number that follows the title of the course is the number of credit hours students earn 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.

Lecture
Lab
Clinical/
Practicum

Example: COURSE 101 5 Hours (3 - 1 - 1)

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.

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 CODES**
Courses used to meet General Education requirements are designated by the following codes:

| General Education Category | Course Code |
|---|---|
| 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 – Religious Studies | 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. **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**

*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 I

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/imbalances.  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-(1-5)-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.*

**BIO 450**
*Immunology*
3 HOURS (3-0-0)
Building upon a previously acquired knowledge of the cells and organ systems, Immunology focuses on how the human immune system functions at the molecular and cellular levels.  An emphasis is placed on understanding how innate and adaptive immunity work together to protect us from infectious agents and diseases, and what occurs when the immune system malfunctions.  The characteristics of immunizations, immune system deficiencies, AIDS, autoimmunity and cancer are explored.  In addition, the development and use of therapeutic agents in treating immune system based diseases if examined.  *Prerequisites: BIO 205 & BIO 206, or BIO 220 & BIO 221; and BIO 210 or BIO 290; all taken within the past seven years.*  **GNST**

# 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
*Basic Organic and Biochemistry Laboratory*
1 HOUR (0-1-0)
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*

2 HOURS (2-0-0)   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*

**CHW 105**

*Healthcare and the Community*

2.0 HOURS (2-0-0) FA

The course is designed to provide students with an understanding of healthcare disparities from the perspective of the social determinants of health.  By exploring the interplay between culture, socio-economic status, geography, community, and healthcare policy, students will develop the skills necessary to mitigate the impact of social determinants in the healthcare environment.  Coursework integrates strategic diversity management, self-reflective leadership and the personal change process, with culturally and linguistically appropriate care into a cohesive systems-oriented approach for health care professionals.

## 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)

**CED ES01**
*Pre-Hospital Provider Anatomy and Physiology*
0 HOURS (0-0-0) FA, SP, SU
This course is designed to give students the depth and breadth of knowledge in anatomy and physiology necessary to function as an entry-level paramedic. The course will be based on recommendations under the new paramedic curriculum issued under the National Highway and

Transportation Safety Administration (NHTSA). *Prerequisite: An active state or nationally certified Emergency Medical Technician – Basic.*

**CED ES10**
*Introduction to Basic Pre-Hospital Emergency Medicine*
0 HOURS (0-0-0) SP
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.

**CED ES20**
*Basic Pre-Hospital Emergency Medicine Clinical Practicum*
0 HOURS (0-0-0) SP
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.

**CED PH01**
*Phlebotomy Theory and Practice*
0 HOURS (0-0-0) FA, SP, SU
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.*

**CED PH02**
*Phlebotomy Practicum*
0 HOURS (0-0-0) FA, SP, SU
This course gives students the opportunity to gain hands-on experience and document the required clinical competencies for the NCPT certification examination. Students will be required to perform 100 successful venipunctures and 5 successful capillary punctures during 100 hours of clinical practice under the supervision of qualified instructors and preceptors.

## EMERGENCY MEDICAL SERVICES (EMS)

### 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.

### EMS 113
*Pre-Hospital Clinical Practicum 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: CED ES01 or equivalent.  Co-requisite: EMS 112.*

### EMS 121
*Pre-Hospital Clinical Practicum 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 113.*

### 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 Capstone Field 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.*

**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: CED ES01.*

**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 Transfer to Practice*

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 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 118**
*Ophthalmic Capstone II*
2 HOURS (2-0-0)   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, including testing and imaging procedures, continued education, interviewing and resume writing, values, personal excellence, professionalism, self-assessment and review for the national certification exam. *Prerequisites: EYE 111, EYE 112.*

**EYE 120**
*Ophthalmic Technology Application and Practice I*
3.5 HOURS (0-3.5-0) FA
This course introduces the use and maintenance of ophthalmic instruments in eye care.  Various procedures and assessments in ophthalmic imaging are addressed.  Instruction includes discussion

of sterilization and preparation of surgical instruments, sterile fields and laser safety.  Instruction will include hands-on experiences performed in an ophthalmic skills laboratory setting.

### EYE 122
*Ophthalmic Technology Application and Practice II*
1.0 HOUR (0-1-0) SP
This course introduces the use and maintenance of ophthalmic instruments in eye care.  Various procedures and assessments in ophthalmic imaging are addressed.  Instruction includes discussion of sterilization and preparation of surgical instruments, sterile fields and laser safety.  Instruction will include hands-on experiences performed in an ophthalmic skills laboratory setting.
*Prerequisites: EYE 120*

### EYE 130
*Ophthalmic Clinical Practicum I*
1.0 HOUR (0-0-1) FA
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: Completed Health Screening and Background check; Corequisites: EYE 111; EYE 112*

### EYE 132
*Ophthalmic Clinical Practicum II*
3.0 HOURS (0-0-3) 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 120; EYE 130*


## 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 301**

*Introduction to the United States 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 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 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 399**

*Special Topics in Healthcare Administration*

3 HOURS (3-0-0)

This course will focus on a selected healthcare administration topic.  The course can be repeated for credit if topics differ.

**HCA 404**

*Healthcare Administration Practicum*

1-3 HOURS (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 take in the

same semester as graduation. *Prerequisite: HCA 301; HCA 312; HCA 410; HCA 419; HCA 435; ENG 101.*

## HISTORY (HIS)

### HIS 210
*Healthcare Right or Privilege?*
1 HOUR (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 the 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.

## 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 and 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 or Imaging Quality and Safety certificate program.*

**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 or Women's Health Imaging certificate program.*

**IMG 350**

*Principles of Mammography*

3 HOURS (3-0-0)   FA

This course will introduce mammographic imaging.  Topics will include breast screening rationale, breast anatomy and physiology, breast pathology, mammographic imaging equipment, and mammography imaging techniques.  The role of the mammographer in patient education and patient assessment will also be discussed.  *Prerequisites: Admittance to BS Medical Imaging program or Women's Health Imaging certificate program.  Co-requisite: IMG 355*

**IMG 355**

*Advanced Breast Imaging*

3 HOURS (3-0-0)   FA

This course will present an overview of advanced breast imaging techniques and treatment processes.  Topics will include mammography quality practices, breast tomosynthesis, breast ultrasound, breast MRI, breast interventional procedures, and breast cancer treatment approaches.

Current and trending breast imaging topics will also be discussed. *Prerequisites: Admittance to BS Medical Imaging program or Women's Health Imaging certificate program. Co-requisite: IMG 350*

**IMG 370**
*Advancements in Sonography*
3 HOURS (3-0-0)
This course will cover the history of ultrasound development and current advances in ultrasound technology and sonography imaging. Students will research, compare, and explore ultrasound equipment manufacturers, new uses of medical ultrasound imaging technologies, advances in procedures and protocols in the field of sonography, alternate imaging disciplines, and safety trends in sonography. *Prerequisites: Admittance to BS Medical Imaging program.*

**IMG 399**
*Special Topics in Medical Imaging*
1-3 HOURS ((1-3)-0-0) TBD
This course will focus on a selected imaging science topic. The course can be repeated for credit if topics differ. *Prerequisites: Admittance to BS Medical Imaging program*

**IMG 400**
*Medical Imaging Safety and 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 or Imaging Quality and Safety certificate program.*

**IMG 415**
*Research in Medical Imaging*
3 HOURS (3-0-0)   FA, SU
This course is an introduction to research in the imaging sciences. Topics will include research

terminology, literature searching, and literature evaluation.  Manuscript development, peer review, and the publication process will also be addressed.  *Prerequisite: Admittance to BS Medical Imaging program or Imaging Quality and Safety certificate 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 BS Medical Imaging program or Magnetic Resonance Imaging certificate 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.  *Prerequisites: Admittance to BS Medical Imaging program.*

### 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.  *Prerequisites: Admittance to BS Medical Imaging program or Magnetic Resonance Imaging certificate program.  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.  *Prerequisites: Admittance to BS Medical Imaging program or Magnetic Resonance Imaging certificate program.  Prerequisite: IMG 440 or ARRT MR certification.*

**IMG 450**

*Principles of Vascular-Interventional Radiography*

3 HOURS (3-0-0)   SP

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.*

**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

This course will allow students to integrate various curricular concepts by focusing on current or trending topics related to the imaging sciences.  Students will be required to a complete summative course project.  Elements of project management and career and personal development will be emphasized.  This course should be taken in the same semester as expected graduation.

**IMG 491**

*Independent Study in Medical Imaging*

1-3 HOURS ((1-3)-0-0)   FA, SP, SU

Supervised independent work in the Imaging Sciences designed to meet approved objectives/ learner outcomes.  Student must meet specific criteria and present the instructor with a detailed written proposal.  Prerequisite: Written approval must be obtained from the instructor and dean.

## MATHEMATICS (MTH)

*AMMENDED 10/31/2020 START*

**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. *Pass/Fail grade option only.*
*AMMENDED 10/31/2020 END*

**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: 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 or MTH 130 and MTH 132; or equivalent 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**
*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

**AASN** signifies Associate of Applied 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 101**
*Introduction to Nursing*
1HOUR (1-0-0) FA, SP BSN
This course will prepare the Bachelor of Science in Nursing PRE-LICENSURE (BSN-P) student to take on the challenges of nursing school with a higher sense of awareness of expectations. It is designed to introduce the student to essential academic skills, the interpersonal and critical thinking skills required for success in nursing school, and the role of the professional nurse.

Scholastic expectations required to complete the BSN-P program of study are introduced, as well as the investigation of the roles, functions, and professional expectations of the registered nurse at various levels. In addition to exploring the role of the professional nurse, core concepts include: a personal assessment of why the student is choosing nursing as a career, a learning style and study habits assessment, the use of the American Psychological Association (APA) style in writing

scholarly papers, and the use of technology to access and submit course assignments.  *Pre-requisites: None, Co-Requisites: Semester I course.*

## NUR 105

*Nursing Drugs and Solutions: A Dimensional Analysis Approach*
2 HOUR (2-0-0)   FA, SP   AASN, 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) AASN
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.  Prerequisite: Admission to the Nursing Program.*

## NUR 112

*Universal Self-Care Requisites I*
5 HOURS (3-0.7-1.3)   SP (TD, TE, Y) AASN
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, special senses, 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; ENG 102; PSY 101.  Prerequisites: BIO 220; ENG 101; NUR 110.*

**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) AASN

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. *Prerequisites: 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) AASN

The focus of this course includes 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 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) AASN

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. Prerequisites: 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) AASN

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:  NUR 110; NUR 112; NUR 122; NUR 123; PSY 201.*

## NUR 239

*Integration of Self-Care Requisites III*

6 HOURS (4-0.4-1.6) FA (TD, TE), SP (TD, Y) AASN

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 210; NUR 110; NUR 112; NUR 122; NUR 123; NUR 232; NUR 233; PSY 201.*

## NUR 243

*Transition to Practice*

1 HOURS (1-0-0)   FA (TD, TE), SP (TD, Y) AASN

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) AASN

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 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 246**

*Clinical Practicum*

1 HOURS (0-0-1) FA (TD, TE), SP (TD, Y) AASN

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 251**

*Concepts of Professional 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 256**

*Fundamental Nursing Concepts*

8 HOUR (5-2-1) FA, SP, SU BSN

This course introduces the student to fundamental concepts of professional nursing practice. Students begin to use assessment skills and the nursing process as a foundation for clinical judgement. Emphasis is placed on provision of safe, evidence-based, and holistic nursing care. Laboratory and clinical experiences provide opportunities for development of fundamental nursing skills and competencies. *Prerequisites:  Acceptance into BSN Pre-licensure Program.  Co-requisites: NUR 101; NUR 259.*

**NUR 259**
*Pharmacology Nursing Concepts*
4 HOUR (4-0-0) FA, SP, SU BSN
This course focuses on the mechanism of action, indications, side effects, adverse reactions, and therapeutic effects of selected pharmacological therapies. Students will also discuss nursing considerations, legal and ethical implications, safe administration, and research evidence related to pharmacological therapies. *Prerequisites: Acceptance into BSN Pre-licensure Program. Co-requisites: NUR 101; NUR 256*

**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 (2-0.2-0.8) 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) FA, SP 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 305**

*Level 3 Standardized Testing Preparation*

2 HOURS (2,0,0) FA, SP, SU  BSN

This course provides an opportunity for students to refine test-taking skills and review content from the first and second semesters of the nursing program.  Students will develop an individualized plan with faculty to improve standardized test scores in preparation for the NCLEX-RN.  *Prerequisites: NUR 302, NUR 311, NUR 335.*

**NUR 311**

*Pharmacology for Nursing I*

1 HOUR (1-0-0)   FA, SP   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 316**

*Clinical Nursing Concepts I*

8 HOURS (4-1-3)   FA, SP, SU   BSN

This is the first course in a series of four courses with an emphasis on care of individuals and families. Key content includes perioperative and end-of-life nursing care and care of individuals and families with alterations in protection, regulation, metabolism, and perception. Clinical practice experiences provide opportunities to integrate the concepts presented throughout the course in the clinical setting.  *Prerequisites:  NUR 256, NUR 259; Co-Requisite: NUR 318.*

**NUR 318**

*Professional Nursing Concepts I*

5 HOURS (4-0-0)   FA, SP, SU   BSN

This is the first course in a series of four courses on the professional roles and responsibilities of the nurse within the complex healthcare system. Emphasis is on the role of the nurse in providing ethical and evidence-based nursing care. Key content includes professional nursing roles and responsibilities, ethical practice, professional communication, evidence-based practice and self-awareness in the delivery of nursing care.  *Prerequisites:  NUR 256, NUR 259; Co-Requisite: NUR 316.*

**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), Co-Requisite: NUR 304.*

**NUR 326**

*Clinical Nursing Concepts II*

8 HOURS (4-1-3)   FA, SP, SU   BSN

This is the second of four courses with an emphasis on care of individuals and families. Key content includes health promotion and disease prevention across the lifespan. Key concepts include holistic care, nutrition, oxygenation, perfusion, reproduction, and sexuality. Clinical practice experiences provide opportunities to care for children, childbearing families, and adults.  *Prerequisites:  NUR 316, NUR 318; Co-Requisite: NUR 328.*

**NUR 328**

*Professional Nursing Concepts II*

5 HOURS (4-0-1)   FA, SP, SU   BSN

This is the second course in a series of four courses on the professional roles and responsibilities of the nurse within the complex healthcare system. Emphasis is on the role of the nurse in health promotion and disease prevention across healthcare contexts. Key content includes an introduction

to public health, primary care and care models and social determinants of health. Clinical practice experience will provide opportunities to care for individuals and families in the primary care setting. *Prerequisites: NUR 316, NUR 318; Co-Requisite: NUR 326.*

### 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 (3–0.13–1.87)   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   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 essential 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 359**

*Essentials of Primary Care Nursing*

3 HOURS (3-0-0) FA SP   BSN, BSNC

The focus in Essentials of Primary Care Nursing will be to demonstrate the influence that primary care nursing can have on the health outcomes of individuals that encompass vulnerable and underserved populations.  Various core competencies of Primary Care Nursing and Public Health Nursing Standards of practice are highlighted throughout the course to prepare the nurse generalist entering practice with a primary care focus.  Facets of primary care nursing will be explored such as the core principles of primary care nursing, the vast roles of the primary care nurse, the importance of inter-professional collaboration within primary care nursing in addressing the mental health and social needs of patients, care management and coordination, and the role of technology within the scope of primary care nursing.  *Prerequisites: BSN: NUR 251, NUR 252, NUR 290; BSNC: NUR 304, or concurrent with NUR 304*

**NUR 374**

*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; Co-requisite: 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**

*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; Co-Requisite: NUR 304; NUR 324; NUR 374.*

**NUR 399**

*Special Topics in Nursing*

3 HOURS (3-0-0)

This course will focus on a selected nursing topic.  The course can be repeated for credit if topics differ.

**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 405**

*Level 4 Standardized Testing Preparation*

2 HOURS (2-0-0) FA, SP, SU   BSN

This course provides an opportunity for students to refine test-taking skills and review content from the first and second semesters of the nursing program.  Students will develop an individualized plan with faculty to improve standardized test scores in preparation for the NCLEX-RN.  *Prerequisites: NUR 303, NUR 312, NUR 345.*

**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 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 416**
*Clinical Nursing Concepts III*
8 HOURS (4-1-3)   FA, SP, SU   BSN
This is the third of four courses with an emphasis on care of individuals and families with physical and/or psychological alterations. Key concepts include regulation, metabolism, nutrition, elimination, protection, perfusion, mobility, perception, cognition, and mood. Clinical practice experiences provide opportunities to integrate the concepts presented throughout the course in medical-surgical and mental health settings. *Prerequisites: NUR 328, NUR 328.  Co-requisites: NUR 418.*

**NUR 418**
*Professional Nursing Concepts III*
5 HOURS (4-1-0)   FA, SP, SU   BSN
This is the third course in a series of four courses on the professional roles and responsibilities of the nurse within the complex healthcare system. Emphasis is on the role of the nurse in population health. Key content includes integration of evidence-based practice, health promotion, disease prevention, and cultural competency in care of communities and populations. Clinical practice experience will provide opportunities to assess and care for communities and populations. *Prerequisites: NUR 326; NUR 328.  Co-requisites: NUR 416.*

**NUR 426**
*Clinical Nursing Concepts IV*
7 HOURS (3-0-4)   FA, SP, SU   BSN
This is the fourth and final course that addresses care of individuals and families with complex health needs. The course builds on concepts introduced in previous courses. Through integration of nursing concepts and the nursing process, students use clinical judgement to provide safe, effective care in high-acuity nursing environments. Students will also assimilate into the nursing role through a precepted clinical immersion experience.  *Prerequisites: NUR 416; NUR 418.  Co-requisites: NUR 428; NUR 481.*

**NUR 428**
*Professional Nursing Concepts IV*
3 HOURS (3-0-0)   FA, SP, SU   BSN
This is the fourth course in a series of four courses on the professional roles and responsibilities of the nurse within the complex healthcare system. Emphasis is on nursing leadership and serving as an active member of the nursing profession. Key content includes synthesis and planning of evidence- based practice improvements and evaluation of health policies, laws, leadership styles, informatics, and healthcare technologies.  *Prerequisites: NUR 316; NUR 318.  Co-requisites: NUR 468; NUR 481.*

**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; Co-Requisite: 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   BSNC

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; Co-Requisite: NUR 414; NUR 434.*

**NUR 445**

*Population Health Concepts IV*

5 HOURS (3-0.31–1.69)   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: NUR 402; NUR 411; NUR 435.  Co-requisites: NUR 403; NUR 413.*

### NUR 491

*RN to MSN Bridge Course*
3 HOURS (3-0-0)   FA, SP, SU BSNC
The purpose of this course is to provide a RN-MSN Bridge Course at the Undergraduate level to complement the RN-MSN Completion Program. The purpose of developing this course is to take the last three courses in the BSN-C Program and create a 3 credit hour Bridge Course which will combine the objectives and components of NUR 434, NUR 444, & NUR 494. The content of these three courses combined will allow the student to complete the BSN-C Core Course content in order to progress to the MSN Curriculum.  *Prerequisites: NUR 304; NUR 324; NUR 374; NUR 384; NUR 414.*

### NUR 494

*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; Co-requisite: NUR 414; NUR 434; NUR 444.*

### NUR 495

*Essentials of Palliative Care Nursing*
3 HOURS (3-0-0) FA, SP, SU   BSNC
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: NUR 304, Concurrent with NUR 304, or by BSN Completion Program (RN to BSN) Program Director Approval*

**NUR 496**
*Essentials of Holistic Nursing*
3 HOURS (3-0-0) FA, SP   BSNC
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: NUR 304, 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   BSNC
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*
3 HOURS (3-0-0) BSNC FA, SP   BSNC
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, troubleshooting, 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 HOUR (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**

*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 in Psychology*
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**

### PSY 420

*Classic and Contemporary Research in Social Psychology*
3 HOURS (3-0-0)
This course provides an in-depth, intensive study of the major areas of Social Psychology. The historical and modern methods used to do research will be examined. The seminal studies in the field are explored, followed by an examination of contemporary studies that have followed. A strong focus of the course will be the utilization of applied, critical analyses of the covered material. Topics covered include: Conformity and Obedience, The Power of the Situation, Judgment and Decision-Making, Conflict, Attraction, Persuasion, Altruism, and Prejudice and Stereotyping. *Prerequisites: ENG 101; PSY 101.* **GSBS**

## RADIOLOGY (RAD)

### RAD 105

*Radiography Fundamentals and Patient Care*
3 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, and gastrointestinal system.  Fundamentals of mobile/surgical procedures and aseptic technique will be  introduced.  Students will enhance clinical analysis skills through simulation, image critique and evaluation.  *Prerequisite: 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*
3 HOURS (0-0-3)   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 208
*Radiologic Science III*
2 HOURS (2-0-0)   FA
This course will further develop comprehension of digital imaging, including image manipulation and storage.  Topics will include digital radiography and fluoroscopy equipment in regard to image acquisition, image processing, and image viewing with attention to post-processing capabilities.

Quality and data management will be introduced and correlated to patient radiation safety. *Pre-requisites: 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, urinary system, and reproductive system. 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 (.5-0-2.5)   FA
This course is a continuation of clinical application of radiographic positioning and techniques, radiation protection, radiographic and fluoroscopic equipment operation, and image evaluation. Advanced imaging modalities, surgical radiography, mobile radiography, procedural competency under direct supervision, and procedural mastery under indirect supervision will be emphasized. *Pre-requisite: RAD 131. Co-requisite: RAD 225.*

**RAD 248**
*Interprofessional Essentials in Radiography*
1 HOURS (1-0-0)  FA
This course is designed to integrate principles and concepts of interprofessional collaborative practice into radiologic technology. Emphasis will be placed on values and ethics, roles and responsibilities in a collaborative environment, interprofessional communication, and teams and teamwork in a healthcare environment. Topics and situations relevant to radiologic technology practice standards will be emphasized.

**RAD 251**

*Radiography Practicum V*

3 HOURS (.5-0-2.5)  SP

This course is a continuation of clinical application of radiographic positioning and techniques, radiation protection, radiographic and fluoroscopic equipment operation, and image evaluation. Radiation safety and procedural mastery under indirect supervision will be emphasized.  Students will rotate to an assigned alternate clinical facility.  *Pre-requisite:  RAD 241.  Co-requisite:  RAD 280*

**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)-0-0)
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 the 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.
*Prerequisites: ENG 101, 102.*  **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**

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