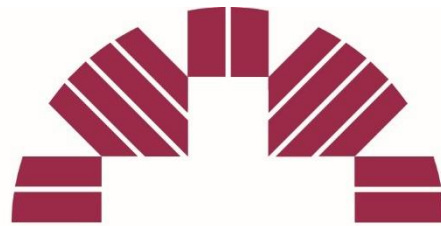




MOUNT CARMEL
College of Nursing

2024-2025 Catalog-Handbook





MOUNT CARMEL
College of Nursing
2024 - 2025 Academic Catalog

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College Information

Catholic Identity

Mount Carmel College of Nursing, a private Catholic college, has developed several commitments to promote its identity as a Catholic institution of higher education. These commitments include:

- Be faithful to the teachings of the Catholic Church.
- Serve others, particularly the poor, underprivileged, and vulnerable members of society.
- Witness the Catholic faith and Judeo-Christian values through Catholic administrators, faculty, and staff, and through those of other faith traditions.
- Integrate Catholic values into the curriculum; assure faculty and student awareness of the convictions of Catholic health care.
- Create a campus culture and environment that is expressive and supportive of a Catholic way of life.

Mission Statement

In the spirit of the Catholic tradition, we welcome a diverse population of students from all faiths, to prepare them academically and professionally as competent and compassionate health care leaders, who are lifelong learners, and who possess the moral courage to continuously promote the health of individuals and communities.

Core Values

- Academic Excellence
- Respect
- Compassion
- Social Responsibility
- Diversity

Vision

Be THE innovative academic center preparing students as the most trusted partners in health care.

Philosophy of Teaching

Mount Carmel College of Nursing (MCCN) seeks to be THE innovative academic center preparing nurses as the most trusted partners in health care. The faculty at MCCN believe that teaching and learning represents a dynamic, interactive sharing of knowledge that stimulates lifelong learning for both learner and educator. Both learners and faculty are responsible for a collaborative teaching-learning process. Students are responsible for engaging in learning opportunities, while faculty are responsible for providing innovative, active, and inclusive nursing education based on theory and evidence. As faculty, we pledge to maintain our expertise and to promote nursing knowledge. The MCCN Core values of academic excellence, respect, compassion, social responsibility, and diversity guide our teaching processes.

We strive to create an intellectually challenging learning environment where faculty role-model professional education and nursing standards. We believe in developing caring relationships with students that promote personal, academic, and professional growth. We believe in developing the learner to their greatest potential through the advancement of knowledge, skills, and attitudes that are hallmarks of the professional nurse. We recognize that students are individuals with unique needs and strengths requiring personalized attention. Included in our approach is a focus on the development of curiosity, critical thinking, and information literacy, which are essential to the life-long learner. As content changes, so must the faculty and student be able to change, adapt, and learn anew.

College History

Nursing education has been offered at Mount Carmel since the diploma program was established in 1903. The diploma nursing program graduated more than 4,500 nurses and established a tradition of excellence in nursing education.

In 1985, forward thinking administrators and faculty began the move from a hospital diploma nursing program to a college offering a Bachelor of Science in Nursing (BSN). Mount Carmel College of Nursing was formally established in 1988. The first class of students was enrolled in Fall Semester 1990.

A special track for registered nurses who wish to earn a BSN was added to the nursing program in 1996, and the Online RN-BSN Program started in Fall 2011. A Master of Science (MS) degree was initiated in Fall 2003, and a 13-month Second Degree Accelerated Program followed in Spring 2007. In Fall 2009, a satellite location for the BSN Program was launched on the campus of Fairfield Medical Center in Lancaster, Ohio. The Clinical Skills and Simulation Center was opened Fall 2012. An online post-master's Doctor of Nursing Practice (DNP) program enrolled its first students in Fall 2015.

Accreditation and Affiliations

Mount Carmel College of Nursing is fully accredited by The Higher Learning Commission (HLC)¹ which serves as a resource to externally evaluate the quality of college educational offerings.

The College is authorized by the Ohio Department of Higher Education² to grant the Bachelor of Science in Nursing (BSN) degree (including the Fairfield Medical Center satellite location), the Master of Science (MS) degree, and the Doctor of Nursing Practice (DNP) degree.

The College is authorized by the Ohio Board of Nursing³ to operate/deliver the pre-licensure nursing program.

The Baccalaureate Nursing, Master's, Post-Master's Certificate and Doctor of Nursing Practice Programs are accredited by the Commission on Collegiate Nursing Education (CCNE).⁴

The College has collaborative relationships with The Ohio State University (OSU) and Columbus State Community College (CSCC). Mount Carmel students may enroll in selected general education courses taught at either OSU or CSCC. Mount Carmel students have access to the library and testing and tutorial services offered by both institutions. In addition, Mount Carmel has collaborative relationships with Ohio Dominican University and Wilmington College, whereby students enrolled in these colleges can matriculate to Mount Carmel and earn a baccalaureate degree in nursing. Mount Carmel has a collaborative relationship with Ohio University-Lancaster to provide the first-year curriculum and selected general education courses for students enrolled in the BSN program at Fairfield Medical Center.

Mount Carmel College of Nursing holds membership in the following organizations:

- American Association of Colleges of Nursing
- American Association of Collegiate Registrars & Admissions Officers
- American Association of Higher Education
- Association of Catholic Colleges and Universities
- Association of Health Science Educational Consortium
- Association of Independent Colleges and Universities of Ohio

- National Association of Independent Colleges and Universities
- National League for Nursing
- Ohio Association for College Admission Counselors
- Ohio Association of College Registrars and Admissions Officers
- Ohio Council of Deans and Directors of Nursing
- Ohio League for Nursing

¹Higher Learning Commission, 30 North La Salle Street, Suite 2400, Chicago, IL 60602-2504, 312-263-0456, www.hlcommission.org.

²Ohio Department of Higher Education, 25 South Front Street, Columbus, OH 43215, 614-466-6000, www.ohiohighered.org.

³Ohio Board of Nursing, 17 South High Street, Suite 400, Columbus, OH 43215, 614-466-3947, www.nursing.ohio.gov.

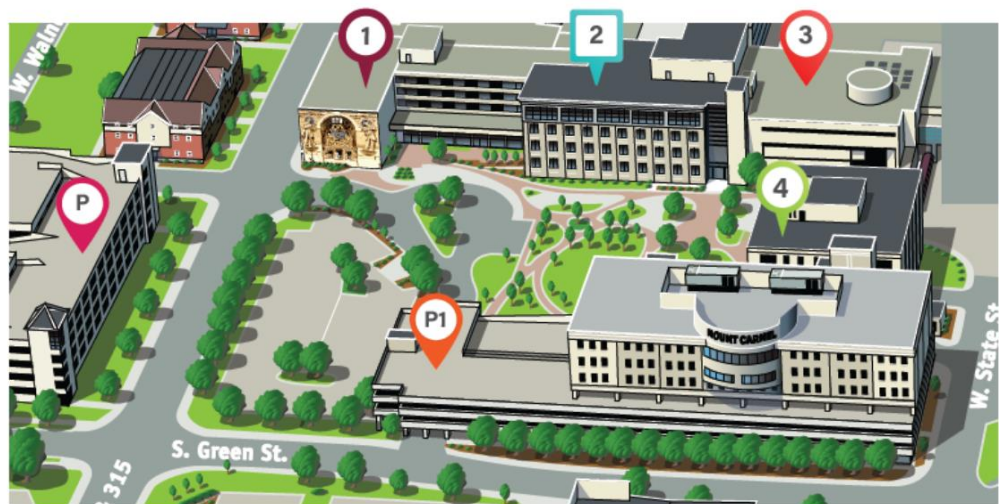
⁴Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC, 20001, 202-887-6791, www.aacn.nche.edu.

Campus Location

Mount Carmel College of Nursing is located west of downtown Columbus, just north of I-70 and west of SR315, on the corner of West Town Street and South Davis Avenue. With well over a million residents in its metropolitan area, Columbus is a diverse city. Collegiate and professional sports, innovative shopping and restaurants, Broadway series productions, national concert tours, plus world-class symphony, art museum, opera and ballet companies call Columbus home. The College also operates a satellite location at Fairfield Medical Center in Lancaster, Ohio, where it offers the traditional BSN program.

MOUNT CARMEL COLLEGE OF NURSING MAP KEY

-  1 Marian Hall and Gymnasium
-  2 Center for Learning and Education (CLE)
-  3 Medical Staff Building
-  4 Center for Innovative Learning, Healthy Living Center, and Simulation Center
-  P1 Visitor Paring
-  P Student Parking



Facility and Office Locations

Marian Hall (MH)

The main entrance to the College is located in Marian Hall (MH) which also provides direct access to the Center for Learning and Education (CLE).

NOTE: All staff members are generally available from 8:00 am - 4:30 pm or by appointment.

Location	Services
Lower Level	Nursing Skills Labs
First Floor	Safety and Security (Front Desk) Compliance and Community Affairs Institutional Effectiveness Student Lounge and Rec Room Micro Market and Farmers' Fridge Gymnasium
Second Floor	President Records and Registration Academic Advising Student Financial Services Academic Affairs
Third Floor	Information Technology Classrooms (A, B, C) Science Labs Faculty and Staff Offices
Fourth Floor	Faculty and Staff Offices

Center for Learning and Education (CLE)

Location	Services
Lower Level	Faculty Offices Simulation Rooms
First Floor	Admissions Office Classrooms (114, 116) Lecture Hall (103)
Second Floor	Bottoms Up Coffee Shop Classrooms (206, 208, 210) Computer Lab Student Success Center Student Accessibility Services
Third Floor	Health Sciences Library Classroom (310)
Fourth Floor	Health Sciences Library Student Study Rooms Graduate Skills Labs

Center for System Education

The Center for System Education (formerly the Center for Innovative Learning) may be found on the Fourth Floor at the address below:

777 W. State St., Suite 400
Building #2 (on the MCCN campus)

Lancaster Campus

The Lancaster Campus of Mount Carmel College of Nursing may be located at the address below:

401 N. Ewing Street
Lancaster, OH 43130

Health Sciences Library

Library General Information

Library Hours	
Monday - Thursday	8:00 AM - 4:30 PM
Saturday - Sunday	Closed

All MCCN students have 24-hour, 7 days a week ID badge access to the front doors of the Center for Learning and Education and the Health Sciences Library main entrance on the 3rd floor. MCCN students also have 24-hour, 7 days a week ID badge access to the Health Sciences Library locations at Mount Carmel East (MCE) and Mount Carmel Saint Ann's (MCSA). Information concerning 24-hour, 7 days a week access can be found [here](#).

Library Main Desk: 614-234-5214

Library email address: library@mchs.com. You can chat on-line with a librarian [here](#) or text at 614-541-2224.

The mission of the Mount Carmel Health Sciences Library (MCHSL) is to connect the Mount Carmel Health System academic and professional communities with personalized information services and resources.

MCHSL, located on the third and fourth floors of the Center for Learning and Education (CLE), is the primary information resource center for students and faculty of the College of Nursing. The library operates and supports Mount Carmel Health System (MCHS) customer needs at all six Columbus operating sites, (Mount Carmel West, East, St Ann's, New Albany, Diley Ridge, and Grove City), as well as the Lancaster Campus.

Please help the staff maintain the library as a quiet place for research and study. ***Cold foods, small snacks, and drinks with lids are allowed in the library. Cell phone conversations are not permitted in the library.***

The MCHSL collection at the Columbus Campus library is comprised of approximately 85,000 print and electronic volumes, of which about 30% are nursing-related titles. MCHSL journal holdings include 11,000 online and hard copy subscriptions; approximately 25% of the journals are nursing related. A catalog of the collection can be accessed online.

The MCHSL offers a full range of services including inter-library loans/document delivery, instruction on using electronic resources, an online catalog of the collection; remote access to a wide range of nursing, medical, and allied

health full-text databases; virtual and in-person reference support. As a member of OPAL (Ohio Private Academic Libraries) and OhioLINK (the state-wide resource consortium of college and university libraries), MCHSL provides access to the collections of over 121 additional institutions of higher learning; many of these resources can be accessed remotely.

Website

The MCHSL has a comprehensive website that can be accessed either through Insight, the Mount Carmel intranet, or by going to <http://library.mchs.com>. The website provides links to all of the MCHSL online resources which can be reached on any MCHS campus or remotely. An online orientation is available at the site to familiarize users with Library services.

Access to MCHS Libraries Databases

On campus, no access login is required.

Off campus or remote access username: *6-digit MCCN student ID number* starting with the number '4' (printed on each student's semester schedule - accessed via CARMELink > Student tab). [Click here](#) for instructions on locating your student ID and additional information about remote access.

Students encountering problems should contact MCHS Library Services at library@mchs.com (614-234-5214).

Borrowing

A Mount Carmel College of Nursing student ID is required to borrow Library materials. The loan period for books is three weeks, and books may be renewed up to six times, as long as another user has not requested the book, for a maximum borrowing period of 18 weeks. Bound journals circulate on a case-by-case basis; depending upon the journal title, current issues may be borrowed overnight.

Overdue materials are subject to late fees, and Library staff will notify the College of Nursing if borrowed materials are delinquent. Students placed on Library "hold" for library infractions cannot register for classes or receive transcripts until the library obligation has been resolved. This may result in the student being closed out of a specific course or section. All fines must be paid, and materials must be returned to the library in order for students to be admitted to classes the following semester.

Closed Reserves

Materials on closed reserve can be requested at the circulation desk. Closed reserves must remain in the library. There are also electronic reserves available, depending upon faculty requirements.

Computers

There are workstations for public access in the library. Workstations on the third floor of the library have wireless connectivity, while workstations on the fourth floor are connected to the Mount Carmel intranet. Laptop computers are available and can be checked out on a daily basis during Library opening hours for on-campus use only. The library offers wireless access on both floors for the convenience of students with personal laptop computers and other mobile computer devices.

Student Study Rooms

Seven study rooms on the third and fourth floors of the MCHSL are available for student use. Study Room number 302 on the third floor, and study room numbered 1, 2, 3, 402, 403 and 404 located on the fourth floor can be reserved on-line for individual or group study. Reserves must be placed by 8:00 AM on the day of the reserve. When study rooms are not reserved, they can be used on a first come first serve basis. Student access to the three rooms located on the West wall of the 4th floor of the MCW Library location is on a first-come, first-serve basis.

Student Success Center

The Student Success Center assists students in their efforts to become confident and independent learners. Our mission is to provide and help integrate effective learning and study strategies for students, while also helping to clarify and reinforce course content, assignments, and material.

The Student Success Center provides the following services:

- Individual and group tutoring appointments with Peer Tutors and/or Faculty Coaches
- Assistance with examining and improving study habits, time management skills, stress reduction techniques, and test taking strategies
- Regularly scheduled study groups focusing on identified high-risk courses
- Writing assistance in all areas, including grammar, mechanics, content, organization, and APA format
- Virtual tutoring services through the Canvas Learning Management System

Tutoring services are available at no additional charge. Students can view the current semester schedule, details for scheduling an appointment, and what to expect from tutoring services on the Student Success Center CARMELink page.

For more information, please contact the Student Success Center (academicresources@mccn.edu) or [visit us online](#).

Lounge & Recreation Room

Located on the first floor of Marian Hall, the College Lounge is used for informal and scheduled **STUDENT** events. The multipurpose room is available for relaxing and studying. The Rec Room houses lounge and study areas, entertainment equipment, a kitchen for student use, and vending machines. This facility is available from 7:00am-Midnight, seven days a week.

Computer Labs

The College has two student computer labs located in the Center for Learning and Education (CLE 205 and 203). These facilities are available during weekday hours when the College receptionist is on duty in Marian Hall.

Food and beverages are not permitted in the computer labs.

It is expected that students have the basic knowledge to properly use computer and office automation software. Staff are available during regular business hours to assist students with computer hardware and software problems (614-234-1718),

Clinical Facilities

Clinical learning experiences are offered at several area hospitals, including those within the Mount Carmel Health System, and at Nationwide Children's Hospital in Columbus. Numerous other clinical opportunities are conducted in conjunction with various community health agencies within Central Ohio. The clinical areas of study offer students an excellent and well-rounded opportunity to experience all elements of nursing care in a variety of environments.

Students are responsible for providing their own transportation for all educational activities, including clinical experiences. Students are also responsible for securing personal auto liability insurance.

The College of Nursing is not responsible for liability incurred in travel, either as required by the curriculum or as the result of the student's participation in college sponsored activities, including cultural immersion trips. All travel is the responsibility of the student. Students are not permitted to transport patients for any reason.

Parking

Free parking for Mount Carmel College of Nursing (MCCN) students is available in various locations on campus.

- All students park in the Employee/Student Garage (corner of West Town St. and South Davis Ave.). Students gain access to this gated garage by swiping their student ID badges at the entrance and exit.
- Any student found parking in a patient, visitor or handicap spot will be towed at their own expense.

Upon request, MCCN Safety & Security will provide escort service for MCCN students to their parked cars after dark. Students may contact the MCCN Safety & Security office (614-896-1489).

Parking Violations

Mount Carmel Security Officers will ticket and/or tow student cars as necessary. Towing charges are the responsibility of the student. The Safety and Security Office will send notification of a parking violation to the College for the student's file. Students receiving more than one ticket may have their cars "booted" or towed. Fines and violations issued by the City of Columbus are the responsibility of the student receiving the ticket.

Faculty and Staff Directory

(accurate as of August 1, 2024)

Board of Trustees

MATT MAZZA	Chair	BS
R. DEVRAY KIRKLAND	Vice Chair	MS, BS
TODD F. AMBROSIA	Member	DNP, MSN, MBA, FNP-BC, FNAP
STEPHANIE BATTLE	Member	BS
BRENT FOLEY	Member	AIA, NCARB
LORI KURTZMAN	Member	MBA
SEAN LANSING	Member	Ph.D.
KEITH MARTINEZ	Member	CPA
TAUANA McDONALD	Member	MS, BS
TRACY NAJERA	Member	Ph.D.
RAMONA REYES	Member	BS
PATRICIA SKUNDA	Member	MSN, BSN, RN

Leadership

TODD F. AMBROSIA	President	DNP, MSN, MBA, FNP-BC, FNAP
JAMI NININGER	Academic Dean	DNP, MSN, BSN, DPL
CORA ARLEDGE	Associate Dean	DNP, MS, BSN
MITCH JOSEPH-KEMPLIN	Director - Compliance and Community Affairs	MA, BA
SARAH JULIAN-BELL	Director - Institutional Effectiveness	MA, BS
KEN SIGLER	Director - Admissions and Enrollment Management	EdD
CHRISTIAN MANRING	Director - Records, Registration, and Academic Advising	MBA, BS
GINA HENDRICKS	Director - Finance	MBA
STEVO ROKSANDIC	Director - Health Sciences Library	MLIS, MBA, BS
COLLEEN LANE	Senior Executive Assistant	AD

Staff

Information & Educational Technology		
JOHN SMITH	Senior Systems Administrator	BS
ZACHARY HATFIELD	Systems Administrator	MS, BS
NOAH LICHTERMAN	Systems Administrator	
MARISA PADILLA	Instructional Designer	BS
Safety and Compliance		
MITCH JOSEPH-KEMPLIN	Director - Compliance and Community Affairs Title IX Coordinator	MA, BA
TRACEY HARRIS	Student Services and Accommodations Coordinator	MBA, BSW
MICHAEL NANCE	Safety and Security Supervisor	
DAVID BYERS	Safety and Security Officer	
WILLIAM MOLTON	Safety and Security Officer	
Health Sciences Library		
STEVO ROKSANDIC	Director - Health Sciences Library	MLIS, MBA, BS
NOREEN MULCAHY	Health Sciences Librarian, Technical Services	MLIS, BS
KENNETH T. WRIGHT III	Health Sciences Librarian	MLIS, BS
Enrollment Management		
KEN SIGLER	Director - Admissions and Enrollment Management	EdD
GALE KOLARIK	Executive Assistant, Admissions	
MADI WOJTOWICZ	Enrollment and Admissions Advisor	BS
TRACEY HARRIS	Student Services and Accommodations Coordinator	MBA, BSW
Financial Services		
GINA HENDRICKS	Senior Director - Finance	MBA
JULIE STARKWEATHER	Bursar	MBA, BA
Student Financial Services		
STEVE WETZ	Senior Financial Aid Advisor	BA
LESLIE CZWAKIEL	Financial Aid Advisor	MBA, BS, BA

Records and Registration		
CHRISTIAN MANRING	Director - Records, Registration, and Academic Advising	MBA, BS
MICHELLE LIVINGSTON	Assistant Director; Transfer Credit Evaluator	BA
MAGGIE MILLER-REA	Continuing Student Coordinator	
COLE PETERSON	New Student Coordinator	BA
Institutional Effectiveness		
SARAH JULIAN-BELL	Director - Institutional Effectiveness	MA, BS
THELMA PATRICK	Scholarship and Research Strategist	PhD, MS, BSN
Academic Advising		
CHRISTIAN MANRING	Director - Records, Registration, and Academic Advising	MBA, BS
SANDRA STEVENS	Academic Advisor - Graduate, RN-BSN, and SDAP	MA, BSEd
ASHLEY VAUGHN	Academic Advisor - Undergraduate and Ascent	BA

Faculty Leadership

Graduate and Doctoral Programs		
ROXANNE OLIVER	Director - Graduate, DNP	DNP, MOL, APRN, FNP-BC
BETHANY McCAULEY	Assistant Director - Graduate, DNP	DNP, APRN, AGNP
Second Degree Accelerated Program		
MARLENE SAMPSON	Director - SDAP	Ph.D., MSN-Ed, RN
KIMBERLY KNOX	Assistant Director - SDAP	MSN, RN
Undergraduate Programs		
SAMANTHA SCHMITZ	Director - Undergraduate, Ascent, and RN-BSN	Ph.D., MSN, RN
MIRIAM BOWERS-ABBOTT	Assistant Director - RN-BSN	MA, BA
ANNA JASO	Assistant Director - Ascent	MSN, BSN
COURTNEY McGUIRE	Assistant Director - Undergraduate	DNP, MS, BS, RN

Faculty

CORA ARLEDGE	<i>Associate Dean</i>	DNP/MS/BSN - Mount Carmel College of Nursing BSEd - Ohio University
JENNIFER BELCHER	<i>Special Instructor</i>	BSN - Hondros College of Nursing
SUE BELL	<i>Assistant Professor Graduate Clinical Coordinator</i>	DNP, APRN, AGACNP - The Ohio State University
DANA BEYAZIAN	<i>Assistant Professor</i>	MS - Mount Carmel College of Nursing
ABBEY BILLUPS	<i>Special Instructor II</i>	MS/BSN - Mount Carmel College of Nursing
KAYLENE BLALOCK	<i>Special Instructor II</i>	MSN - Ohio University BSN - Otterbein University
CATRINA BOGART	<i>Special Instructor</i>	BS - The Ohio State University
MIRIAM BOWERS-ABBOTT	<i>Associate Professor</i>	MA - Ohio State University BA - Southern Methodist University
JOAN BRAMMER	<i>Assistant Professor</i>	DNP - Duquesne University MSN - Emory University BSN - Villanova University
LARISSA BROPHY	<i>Assistant Professor</i>	MS/BS - Ohio State University
AMBER BUDD	<i>Assistant Professor</i>	MS/BS - Ohio State University
ROSANNA BUMGARDNER	<i>Associate Professor</i>	EdD - Nova Southeastern University MSN - Capital University Med/BSN - Ohio University ADN - Hocking College
WILLIAM BURTON	<i>Special Instructor</i>	BSN - Capital University
CATHERINE CAPLIN	<i>Special Instructor II</i>	MSN (FNP) - Mount Carmel College of Nursing BSN - Grand Canyon University
CAROLINE CHIAPPETTI	<i>Special Instructor</i>	BSN - Otterbein University
BREANA CISLO	<i>Assistant Professor</i>	MSN - Walden University BSN - Madonna University
MACKENAH COLEMAN	<i>Special Instructor I</i>	MS (AGACNP)/BSN - Mount Carmel College of Nursing
RACHEL COLSON	<i>Special Instructor II</i>	MS (PMHNP) - Walden University BSN - Capella University
AMANI CREWS	<i>Special Instructor II</i>	MS - Mount Carmel College of Nursing BSN - Anderson University

ELIZABETH CROUSE	<i>Special Instructor III</i>	DNP/BSN - Ohio University
ANTHONY DEANGELO	<i>Assistant Professor</i>	MPH - St. George's University MD - St. George's University BS - Brigham Young University
PETER DIPIAZZA	<i>Special Instructor III</i>	DNP - University of Cincinnati MS - Wright State University BA - University of Central Florida
KAY DIXON-BELL	<i>Assistant Professor</i>	MS/BSN - Mount Carmel College of Nursing ADN - Columbus State Community College
KATHY DUKE	<i>Special Instructor II</i>	MSN/BSN - Capital University BA - The Ohio State University
CHERYL EADS	<i>Associate Professor</i>	MSN - Indiana Wesleyan University BSN - Ohio University
KERRY FANKHAUSER	<i>Associate Professor</i>	DNP/MS - Mount Carmel College of Nursing BSN - Capital University
AMANDA FOUT	<i>Special Instructor II</i>	MSN - Walden University
CHRISTINE FRANK-SCOTT	<i>Special Instructor III</i>	JD - Capital University Law School MHI - The Ohio State University BSN - The Ohio State University
IRIS FREISNER	<i>Instructor</i>	MSN - Walden University BSN - Mount Carmel College of Nursing
CRISTINA GARINGER	<i>Special Instructor III</i>	DNP - Chamberlain College of Nursing MSN - Capital University BSN - Ohio State University
PAMELA GARLINGHOUSE	<i>Special Instructor III</i>	MS - The Ohio State University BSN - The Ohio State University
JODY GILL-ROCHA	<i>Associate Professor</i>	MS - Mount Carmel College of Nursing BSN - Ohio University
BEVERLY GISH	<i>Associate Professor</i>	MS - Wright State University BSN - Ohio State University
MEGAN GOOD	<i>Instructor</i>	MSN - Grand Canyon University BSN - Ohio University
KIMBERLY GREENE	<i>Assistant Professor</i>	MSN/BSN - University of Cincinnati
NOAH GROSE	<i>Assistant Professor</i>	MSN - University of Kentucky BSN - Alderson Broaddus University
CRYSTIN HAINS	<i>Special Instructor II</i>	MSN - Capella University BSN - Capital University
NANCY HANN	<i>Instructor</i> <i>Student Success Center Coordinator</i>	MS - Mount Carmel College of Nursing BSN - Miami University
MICHELLE HANSON	<i>Associate Professor</i>	MSN - Capital University BSN - Ohio University
LOU ANN HARTLEY	<i>Professor</i>	PhD - University of Kentucky MSN/BSN - West Virginia University

SHARON HAWK-CARPENTER	<i>Special Instructor II</i>	MS - Central Michigan University BSN - Ohio University
FALON HAWKINS	<i>Special Instructor</i>	BSN - Mount Carmel College of Nursing
KATHRYN HENDRICKS	<i>Special Instructor III</i>	DNP/MSN/BSN - Otterbein University
HEATHER HERDMAN	<i>Assistant Professor</i>	MSN - Ohio University BSN - Mount Carmel College of Nursing
NATALIE HERDMAN	<i>Special Instructor II</i> <i>Student Success Center Coordinator,</i> <i>Lancaster</i>	MA - The Ohio State University BA - Ohio University
OLIVIA HICKEY	<i>Instructor</i>	MA - Bowling Green State University BS - Ohio State University
LORI HILL	<i>Associate Professor</i>	PhD - William Carey University MSN/BSN - Ohio State University
MICHAEL HILTBRUNNER	<i>Special Instructor II</i>	MA - SUNY Binghamton BA - Ohio State University
MEGHAN HIXENBAUGH	<i>Assistant Professor</i>	MSN - The Ohio State University BSBA - The Ohio State University
BRIDGET HOLUB	<i>Special Instructor</i>	BSN - Mount Carmel College of Nursing BA - Kent State
HEATHER HOUGHARD	<i>Instructor</i>	MPH/BS - Ohio State University
DEANNA HUNT	<i>Assistant Professor/Nursing</i>	DNP - Mount Carmel College of Nursing MS Pharmacology - The Ohio State University MSN - The Ohio State University BSN - Ohio University
KIMBERLY ICHRIST	<i>Special Instructor III</i>	DNP - Mount Carmel College of Nursing MSN - The Ohio State University BSN - Ohio University
KEELY INGRAM	<i>Assistant Instructor</i>	BSN - Mount Carmel College of Nursing
KELLY JASINSKI	<i>Special Instructor</i>	BSN - Mount Carmel College of Nursing
ANNA JASO	<i>Assistant Professor</i>	MSN - University of Phoenix BSN - University of Toledo/ Medical College of Ohio
DANIELLE JEFFERS	<i>Special Instructor I</i>	BSN - Mount Carmel College of Nursing
MONICA KEIRNS	<i>Special Instructor III</i>	ADN - Clark State BSN - Wright State MS/DNP - Mount Carmel College of Nursing
NATHAN KESSLER	<i>Assistant Professor</i>	MS - Mount Carmel College of Nursing BSN - Mercy College of Ohio
JESSICA KIMMETT	<i>Special Instructor III</i>	DNP - Mount Carmel College of Nursing

LEXA KING	<i>Special Instructor II</i>	MS - Wright State University BSN - Mount Carmel College of Nursing
MARTINA KITTLE	<i>Special Instructor II</i>	MS - Mount Carmel College of Nursing
CAITLIN KNOX	<i>Special Instructor</i>	BSN - Mount Carmel College of Nursing
KIMBERLY KNOX	<i>Assistant Professor Academic Department Leader, SDAP</i>	MSN - Capella University BSN - Ohio University
STEPHEN KOCZWARA	<i>Special Instructor</i>	BSN - Mount Carmel College of Nursing
JEREMY KOJIS	<i>Special Instructor II</i>	BSN - Mount Carmel College of Nursing
ALLIE KREIGER	<i>Special Instructor</i>	BSN - The Ohio State University
TIMOTHY KUEBLER	<i>Special Instructor</i>	BSN - Mount Carmel College of Nursing
AMY LAND	<i>Assistant Professor</i>	MSN - Chamberlain University
NANCY LANG	<i>Special Instructor II</i>	MSN - Indiana State University MBA - Capella University BSN - Ohio University
SARA LOTT	<i>Special Instructor</i>	BSN - Mount Carmel College of Nursing
MELISSA LOWE	<i>Special Instructor II</i>	BSN - Ohio State University
CALEB LOWELL	<i>Special Instructor</i>	BSN - Mount Carmel College of Nursing
KIM LOWERY	<i>Special Instructor II</i>	MHA/BSN - Ohio University
MELANIE MACKEY	<i>Assistant Professor</i>	DNP/MS/BSN - Mount Carmel College of Nursing
BETHANY MCCAULEY	<i>Assistant Professor</i>	MSN - Otterbein University BSN - Olivet Nazarene University
LINDSAY MCCLELLAN	<i>Assistant Professor</i>	MSN/BSN – Urbana University (Franklin University)
APRIL L. MCCOMB	<i>Assistant Professor</i>	MSN - Urbana University BSN - Urbana University
RENEE MCCROSKEY	<i>Assistant Professor</i>	MSN - Western Governors University BSN - Cedarville University
COURTNEY MCGUIRE	<i>Assistant Director - TUG</i>	DNP - Mount Carmel College of Nursing MS - Mount Carmel College of Nursing BSN - The Ohio State University
BETH MEDAUGH	<i>Associate Professor</i>	MSN/BSN - Capital University

KELLIE MILLER	<i>Special Instructor II</i>	MSN - University of Texas Health Science Center at San Antonio BSN - Carlow University
PAMELA MILLER	<i>Assistant Professor</i>	MS - Mount Carmel College of Nursing BSN - Capital University
AMY MILLS	<i>Special Instructor</i>	BSN - Capital University
KAREN MILLS	<i>Assistant Professor</i>	MSN-Ed/BSN - Indiana Wesleyan University
DENISE MINOR	<i>Special Instructor III</i>	DNP - The Ohio State University MSN/BSN - Capital University
MISSY MOHLER	<i>Associate Professor</i>	MS - Indiana Wesleyan University BSN - Mount Carmel College of Nursing
LISA MONTGOMERY	<i>Special Instructor</i>	BSN - Ohio State University
CHERYL MOORE	<i>Special Instructor</i>	BSN - Ohio Christian University
KENNETH MICHAEL MORELAND	<i>Assistant Professor</i>	MS - Mount Carmel College of Nursing BSN - Ohio University
BROOKE MOSER	<i>Assistant Professor</i>	MSN - Walden University BSN - Capital University
HEATHER MOUSIE	<i>Special Instructor II</i>	MSN - Walden University BSN - University of Cincinnati
HALEY MUCHA	<i>Special Instructor</i>	BS - Wittenberg University BSN - Mount Carmel College of Nursing
MORGAN MURDAY	<i>Special Instructor</i>	BSN - Ohio University
MATTHEW MYSLIWIEC	<i>Special Instructor</i>	BSN - Kent State University
LINA NAHHAS	<i>Special Instructor II</i>	BS - Eastern Michigan University
MARY NIBERT	<i>Special Instructor III</i>	MBA/BSN - Franklin University
JAMI NININGER	<i>Academic Dean</i>	DNP - American Sentinel University MSN - Wright State University BSN - Franklin University
JAN NOICE	<i>Special Instructor</i>	BSN - Ohio University
ROXANNE OLIVER	<i>Assistant Professor Director of Graduate & DNP Programs</i>	DNP - Wilkes University MOL - Columbia Southern University MSN/BSN - Olivet Nazarene University
CHRISTINA PADRUTT	<i>Associate Professor</i>	DNP - Mount Carmel College of Nursing MS/BSN - Ohio State University
SUE PAINTER	<i>Special Instructor III</i>	DNP/MSN - University of Illinois of Chicago MS - Georgia State University

THELMA PATRICK	<i>Professor Scholarship and Research Strategist</i>	PhD - University of Pittsburgh MS - Ohio State University BSN - Slippery Rock University
BRITTNEY PATTERSON-LAZZARO	<i>Special Instructor II</i>	MSN - Hawai'i Pacific University
ALICIA PHILIP	<i>Special Instructor</i>	MS/BSN - Mount Carmel College of Nursing
NATALYA POLTYREVA	<i>Instructor</i>	MSN - Chamberlain University BSN - Ohio University
PATRICIA PRIDDY	<i>Special Instructor</i>	BSN - Mount Carmel College of Nursing
JOAN RAY	<i>Special Instructor</i>	BSN - Ohio University
KINSEY REEVES	<i>Special Instructor II</i>	MSN - Northern Kentucky University BSN - Ohio University
BARBARA RETTIG	<i>Instructor</i>	MS - Mount Carmel College of Nursing BSN - Kent State University
CALEB RETTIG	<i>Special Instructor</i>	BSN - Cedarville University
MICHELLE RICARD	<i>Assistant Professor</i>	MS/BSN - Mount Carmel College of Nursing
SARAH RICHMOND	<i>Special Instructor</i>	BSN - Kent State University
MELISSA RIGGS	<i>Special Instructor</i>	BSN - Capital University
LORRI RINE-HAGHIRI	<i>Assistant Professor</i>	MS/BSN - Mount Carmel College of Nursing
NICOLE RING	<i>Special Instructor</i>	BSN - Mount Carmel College of Nursing
KATHRYN ROSS	<i>Assistant Professor</i>	MSN - Grand Canyon University BSN - Grand Canyon University
ALEXANDRIA ROY	<i>Special Instructor II</i>	MS (FNP)/BSN - Mount Carmel College of Nursing
LAUREN RUSSO	<i>Assistant Professor</i>	BSN - Mount Carmel College of Nursing
JILLIAN SALINAS	<i>Special Instructor</i>	BSN - Mount Vernon Nazarene University
MARLENE SAMPSON	<i>Assistant Professor Director Accelerated Programs</i>	PhD - The Ohio State University MSN - Indiana Wesleyan BSN - Miami University
SAMANTHA SCHMITZ	<i>Associate Professor Director, TUG, APP, and RN-BSN Program</i>	MS - Western Governors University BSN - Capital University
ANDREA SCURRIA	<i>Special Instructor III</i>	DNP - The Ohio State University MBA - Ohio Dominican University BSN - Mount Carmel College of Nursing

PATTY SEVERT	<i>Associate Professor</i>	DNP - Mount Carmel College of Nursing MSN - Liberty University BSN - Canyon College
AIMEE SHEA	<i>Associate Professor</i>	MPH - University of North Carolina - Chapel Hill BS - University of Maryland - College Park
DIANE SHEW	<i>Instructor, Student Success Center</i>	BS - University of Akron
AUBREY SHIVERS	<i>Instructor</i>	MSN - Western Governors University BSN - Capital University
THERESA SKYBO	<i>Associate Professor</i>	PhD/MS - Ohio State University BSN - Franklin University
DANIELLE SLACK	<i>Special Instructor I</i>	BSN - Mount Carmel College of Nursing BS - Lake Erie College
ANN SMITH	<i>Associate Professor</i>	PhD/MS/BSN - The Ohio State University
JENNIFER SMITH	<i>Assistant Professor</i>	BSN - The Ohio State University MSN - The Ohio State University Post - Master's Certificate - The University of Akron
KARA SMITH	<i>Special Instructor</i>	BSN - Capital University BS - Ohio Northern University
ANGEL SMOTHERS	<i>Special Instructor III</i>	DNP - West Virginia University MSN - West Virginia State University BSN - Bluefield State College
SAMANTHA STEENSEN	<i>Assistant Instructor</i>	BSN – Mount Carmel College of Nursing
BETH STEPHENS	<i>Special Instructor II</i>	MSN - Mount Carmel College of Nursing BSN - Otterbein University
EMILY STRAND	<i>Special Instructor II</i>	MA - University of Dayton BA - University of Evansville
KATHRYN SUTHERLAND	<i>Associate Professor</i>	DNP - Mount Carmel College of Nursing MAOM/MSN - University of Phoenix BSN - Clemson University
DEANNA THOMPSON	<i>Special Instructor I</i>	MSN/BSN - Chamberlain University PMHNP - University of Cincinnati
SHEILA TUSSEY	<i>Special Instructor</i>	BSN - Ohio University
SANDRA UNIACKE	<i>Associate Professor</i>	MSN - Walden University BSN - Franklin University
ASIA VALLETTE	<i>Special Instructor II</i>	MSN - University of Cincinnati BSN - Mount Carmel College of Nursing
JOY VOORHEES	<i>Professor</i>	DVM/BS - Ohio State University
DAUNTRICA WALLSTRUM	<i>Special Instructor II</i>	MS - Ohio State University BSN - Ashland University
MICHELLE WEAVER	<i>Special Instructor III</i>	DNP - University of Alabama- Huntsville MS - Wright State University BSN - Wright State University

BARBARA WELCH	<i>Assistant Professor</i>	DNP - Mount Carmel College of Nursing MS/BS - Excelsior College New York
AIMEE WILLIAMS	<i>Special Instructor</i>	BSN - Mount Carmel College of Nursing
VICTORIA WILLIS	<i>Special Instructor III</i>	DNP - Ashland University MSN - Ursuline College BSN - Ohio University
ERIN WILSON	<i>Special Instructor</i>	BSN - Capital University
LAUREN WILSON	<i>Instructor</i>	MPH - Ohio State University BS - Miami University
MICHAEL WOLFE	<i>Special Instructor III</i>	PhD/MS - Ohio State University BS - Loyola University
MARY YODER	<i>Assistant Professor</i>	MS - Mount Carmel College of Nursing BSN - Goshen College

Emeritus Faculty

DR. BARBARA BARTA, RN	<i>Professor Emeritus</i> BSN, MS, PhD, The Ohio State University
DR. VICTOR CAMPBELL, RN	<i>Professor Emeritus</i> PhD, Case Western Reserve University BSN, MS, The Ohio State University
SHIRLEY COOLEY, RN	<i>Professor Emeritus</i> PhD, Capella University MSN, The Catholic University of America BSN, The Ohio State University
DAWN HUGHES, RN	<i>Professor Emeritus</i> MS, The Ohio State University BSN, Capital University
SHERRY HULL, RN	<i>Professor Emeritus</i> BSN, MS, The Ohio State University
DR. KATHLEEN LENNON, RN, CNS	<i>Professor Emeritus</i> BSN, MS, PhD, The Ohio State University
PATRICIA MCKNIGHT	<i>Professor Emeritus</i> MS, BS, The Ohio State University
DR. ANN E. SCHIELE, RN	<i>President / Dean Emeritus</i> BSN, MS, PhD, The Ohio State University
MARGARET STINNER	<i>Professor Emeritus</i> MSN, BSN, The Ohio State University
KIP SEXTON, RN	<i>Professor Emeritus</i> BSN, MS, The Ohio State University
ANN WATERMAN, Ph.D.	<i>Professor Emeritus</i> PhD/MS - Ohio State University BSN - Capital University

Programs

Philosophy of Nursing

Mount Carmel College of Nursing provides educational programs in the spirit of the Catholic tradition with inclusion of a diverse population of all faiths, that enhances the unique intellectual, moral, spiritual, and psychosocial development of the person. The faculty accepts responsibility to prepare professional nurses for theory and evidence-based practice, at the basic and advanced levels, who reflect the values and standards of the profession.]

Nursing is the practice of caring behaviors founded upon the integration of general education and professional studies. Our approach to caring is rooted in the values of service, reverence, autonomy, diversity, stewardship, safety, and integrity. Nursing involves the compassionate care of individuals, families, communities, and populations. The nurse is a health care professional who enacts multifaceted roles to promote optimal health during all life experiences. Nurses work collaboratively with clients and interdisciplinary teams, using the nursing process to design, deliver, coordinate, and implement health care. They respond to the diverse and changing needs of society in the local community as well as the broader, global community. Nurses are both knowledgeable and active in political, economic, and regulatory processes that influence health care practices.

Health involves the harmonious integration of all dimensions of the client, whether an individual, family, community, or population. Health is a dynamic, lifelong, multidimensional construct shaped by culture. Changes in health status occur in response to the stressors and strengths of the internal and external environment. The nurse provides holistic, culturally-responsive, caring interventions directed at assisting the client to promote health.

Baccalaureate nursing education provides the foundation for professional nursing practice and lifelong learning. Graduate nursing education provides the foundation for specialized roles in education, administration, and clinical practice. Graduate education prepares nurses to serve as change agents, policymakers, and interdisciplinary partners in the care of patients, families, and populations. Research, theory for advanced practice, and strategies for validating and utilizing research findings are integral to the study of nursing. Through a collaborative and interactive process, the self-directed learner develops the skills of critical thinking, effective communication, holistic assessment, caregiving, and leadership for professional practice. Clinical practice, which is the essence of nursing, is augmented through nursing theory and evidence-based practice.

Program Overview

Program	Credential Awarded upon Graduation	Method of Instruction	Total Credit Hours or Clinical Hours	Normal Program Completion Time
Traditional Four-Year BSN	Bachelor of Science Degree: Nursing	Hybrid	120 credit hours	4 years
RN-BSN Completion	Bachelor of Science Degree: Nursing	Online	120 credit hours*	8 months - 1 year
Second Degree Accelerated Program (SDAP)	Bachelor of Science Degree: Nursing	Hybrid	120 credit hours	Traditional - 13 months Hybrid - 18 months
Ascent: Advanced Placement Program (APP)	Bachelor of Science Degree: Nursing	Hybrid	120 credit hours	2 years
Ascent: LPN-BSN	Bachelor of Science Degree: Nursing	Hybrid	120 credit hours	2 years

Adult-Gerontology Acute Care Nurse Practitioner	Master of Science	Online	48 credit hours 650 clinical hours	18 months
Family Nurse Practitioner	Master of Science	Online	48 credit hours 500 clinical hours	18 months
Nursing Leadership - Clinical Operations	Master of Science	Online	33 credit hours 150 practicum hours	18 months
Psychiatric-Mental Health Nurse Practitioner	Master of Science	Online	46 credit hours 500 clinical hours	18 months
Doctorate of Nursing Practice	Doctorate of Nursing Practice	Online	37 credit hours 500 clinical hours	18 months
Post-Graduate Certificate: Adult- Gerontology Acute Care Nurse Practitioner	Certificate	Online	24 credit hours 650 clinical hours	12 months
Post-Graduate Certificate: Family Nurse Practitioner	Certificate	Online	24 credit hours 500 clinical hours	12 months
Post-Graduate Certificate: Nursing Leadership - Clinical Operations	Certificate	Online	21 credit hours 150 clinical hours	12 months
Post-Graduate Certificate: Psychiatric-Mental Health Nurse Practitioner	Certificate	Online	23 credit hours 500 clinical hours	12 months

* Students are awarded 42 credit hours for active RN licensure and are eligible for additional credit hours from prior general education courses.

Academic Advising

Academic advising is an integral part of the student's educational experience.

Advisors assist in planning the student's academic program, advise regarding course registration each semester, interpret academic requirements, policies, and procedures and monitor student progress toward fulfilling degree requirements and grade point achievement. To ensure timely resolution of problems and to ensure progression to graduation, the student must assume responsibility in the advising process.

Academic Advisors provide the following advising services for pre-licensure students:

- Assist in planning the student's academic program.
- Advice regarding course registration each semester.
- Interpret academic requirements, policies, and procedures.

- Monitor student progress toward fulfilling degree requirements and academic achievement.
 - Academic support services are available through the Student Success Center.
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Plans of Study

During the student's time at Mount Carmel College of Nursing, they will be given a plan of study for the duration of their academic program. The plan is managed by a student's Academic Advisor, and is designed to keep the student informed of the classes they need to take to complete their program requirements. For example, plans of study, visit [MCCN's Academics](#) website.

Student Class Levels

MCCN's grade levels are determined based on the Department of Education regulations, which are linked to the number of credits completed and applied toward the student's academic program. This includes both courses taken at MCCN and those transferred as course equivalencies through MCCN's credit-granting process.

- **Freshman:** An undergraduate student in their first year of study, typically having completed fewer than 30 credit hours. This level generally includes students pursuing undergraduate certificates or diplomas, associate degrees, and bachelor's degrees.
- **Sophomore:** An undergraduate student in their second year of study, typically having completed between 30 and 59 credit hours. This level generally includes students pursuing undergraduate certificates or diplomas, associate degrees, and bachelor's degrees.
- **Junior:** An undergraduate student in their third year of study, typically having completed between 60 and 89 credit hours. This level generally includes students pursuing bachelor's degrees.
- **Senior:** An undergraduate student in their fourth year of study, typically having completed between 90 and 119 credit hours. This level generally includes students pursuing bachelor's degrees.
- **Graduate:** A student in a master's, doctorate, or graduate certificate program who is completing an academic program leading to a post baccalaureate degree, certificate, or another professional credential.

First-Time Freshman

A "first-time freshman" at MCCN refers to a student who is entering college for the first time and has not previously attended any post-secondary educational institution. This designation applies to individuals who are:

- 1) **New High School Graduates:** Students who have just graduated from high school and are enrolling in college directly after their secondary education.
 - 2) **Students with No Prior College Experience:** Individuals who have not attended any other college or university prior to their current enrollment.
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Course Descriptions

Undergraduate Courses

Air Force Aerospace Studies

Qualified students interested in an officer's commission in the Air Force may enroll in Air Force ROTC classes through a contracted agreement between The Ohio State University and the United States Air Force (see "" in the "Outside Sources of Financial Aid" section elsewhere in this *Catalog* for additional information).

AIRSCI 1001 - The Foundation of the United States Air Force I

Introduction to the United States Air Force and ROTC. Officership and military customs and courtesies are discussed. Foundations of Air Force communication are covered.

1 credit hours

AIRSCI 1002 - The Foundation of the United States Air Force II

Looks at the origin and organization of the Air Force. Selected topics contributing to an understanding of the Air Force are covered.

1 credit hours

AIRSCI 2001 - Evolution of United States Air Force Air and Space Power I

Examines air and space power from an historical perspective. Covers early flight and World War I to the Korean War and ICBMS.

1 credit hours

AIRSCI 2002 - Evolution of United States Air Force Air and Space Power II

Examines air and space power from an historical perspective. Covers period from the Vietnam War to the Gulf War plus a look at the Air Force of the future.

1 credit hours

AIRSCI 3001 - Air Force Leadership Studies I

Study of leadership, professional knowledge and communication skills required for an Air Force officer. The role of a leader as supervisor and counselor is discussed.

3 credit hours

Prerequisite: AIRSCI 1001, AIRSCI 1002, AIRSCI 2001, and AIRSCI 2002, and permission of instructor.

AIRSCI 3002 - Air Force Leadership Studies II

Study of quality management fundamentals and communication skills for the Air Force officer. The Air Force

personnel evaluation system and military ethics are discussed.

3 credit hours

Prerequisite: AIRSCI 1001, AIRSCI 1002, AIRSCI 2001, AIRSCI 2002, and AIRSCI 3001, and permission of instructor.

AIRSCI 4001 - Air Force Defense Studies I

Course examines the political, economic and social constraints upon national security and defense structure. The role of the military including joint operations is discussed. Regional defense issues studies.

3 credit hours

Prerequisite: AIRSCI 1001, AIRSCI 1002, AIRSCI 2001, AIRSCI 2002, AIRSCI 3001, and AIRSCI 3002, and permission of instructor.

AIRSCI 4002 - Joint Military Operations and Area Studies

The role of the military and regional defense are studied. Current air force issues and other topics relevant to preparing an air force officer for active duty are covered.

3 credit hours

Prerequisite: AIRSCI 1001, AIRSCI 1002, AIRSCI 2001, AIRSCI 2002, AIRSCI 3001, AIRSCI 3002, and AIRSCI 4001, and permission of instructor.

English

ENGL 100 - English Foundations

This course provides students with the opportunity to learn and practice foundational concepts of writing. Grammar, punctuation, and sentence structure are emphasized.

2 credit hours

Prerequisite: Placement is based on a combination of English ACT score and ATI TEAS assessment.

ENGL 110 - English Composition

This course focuses on how to structure an informative, effective paper. The process begins with learning about literature review and documentation, as well as language use and argument structure. Students gain experience with, and an understanding of, professional writing skills.

3 credit hours

Prerequisite: Placement is based on a combination of English ACT score and ATI TEAS assessment

First Year Experience

SSCI 111 - College & Career Success I

First Year Experience Seminars are offered on campuses throughout the country to assist students as they navigate academic, personal, and social transitions to the college environment. While content varies across institutions, nearly 90% of American colleges and universities offer some sort of FYEX course. The topics and assignments in this course are designed to enhance academic competencies, clarify personal beliefs and values, and strengthen social skills appropriate for new scholarly and professional environments. At the conclusion of this course, you should feel confident in your ability to learn, confident in who you are and who you are becoming, and connected to our community here at Mount Carmel College of Nursing.

1 credit hours

Prerequisite: None

SSCI 112 - College & Career Success II

The topics and assignments in this course are designed to further enhance academic competencies, inform you of career options, and strengthen skills appropriate for new scholarly and professional environments. At the conclusion of this course, you should have a broader understanding of the nursing profession and how to pursue career opportunities in the field; possess the ability to apply critical thinking skills in a variety of different areas; and understand individual character traits and how they influence personal preferences and interactions.

1 credit hours

Prerequisite: SSCI 112

Health

HLTH 202 - Cultural Competence in Healthcare

In this course, students will explore the provision of care to culturally and socioeconomically diverse groups. An exploration of key elements in cultural competency as they pertain to individuals and families across the lifespan will be discussed. Evidence based practice models will be used to analyze disparities among vulnerable groups which exist in the United States healthcare system. Students will develop advocacy skills to promote quality outcomes for diverse populations.

3 credit hours

Prerequisite: None

HLTH 292 - Cultural Competence in Healthcare

Key elements in cultural competency as they pertain to individuals and families across the lifespan are explored. Health care models based on current evidence will be used to analyze disparities in the delivery of care to culturally and socioeconomically diverse groups of people in the United States. Students will develop advocacy skills to promote positive health outcomes for diverse populations.

3 credit hours

Prerequisite: Acceptance into the Second Degree Accelerated Program

HLTH 320 - Health Statistics

This course is an introduction to the statistical techniques commonly used for research and epidemiological studies in health care. It focuses on the application and impact of statistical measures related to health and society.

3 credit hours

Prerequisite: None

HLTH 330 - Applied Statistics

This course is an introduction to the statistical techniques commonly used for research and epidemiological studies in health care. It focuses on the application and impact of statistical measures related to health and society.

3 credit hours

Prerequisite: None

HLTH 410 - Health Care Systems, Policy & Economics

The complexity of today's healthcare system and nursing practice demands nurses seek balance for their own health and holism including mind, body, and spirit in order to meet nursing challenges and obligations without sacrificing personal wellness. It is imperative nurses maintain flexibility and resilience within themselves so as to positively impact their abilities within the nursing profession. In order to effectively innovate, collaborate, and to communicate with patients and the interprofessional healthcare team, nurses need the appropriate skill sets to grow in their professional development. This course focuses on knowledge and practices that will assist in developing their capabilities for wellbeing. Participants will also be able to identify skill sets and tools that can be utilized to promote personal wellness, resilience and professional development within the nursing practice that will provide for personal and professional self-care. Participants will explore holistic nursing theories and complementary and integrative modalities in the context of their own self-care through pathways of wellness, resilience, and professional development.

3 credit hours

HLTH 416 - Wellness, Resilience, and Professional Development

This course focuses on health care professions and delivery systems and the influences of economics, health policy, legal, and regulatory processes.

3 credit hours

Prerequisite: Junior or Senior status

HLTH 425 - Contemporary Issues in Health Care

This course focuses on healthcare policy development at organization, state, and federal levels. Healthcare policy will be evaluated as related to equity in access to care. The impact of policy on patient safety, care quality, and the cost of healthcare will be appraised. You will learn about the process of using scholarly evidence, including research, in the policy change process. You will connect the social determinants of health back to the need for policy change in vulnerable populations.

3 credit hours

HLTH 430 - Strategies for Prevention in Public Health

This is a fully online course. Strategies for Prevention in Public Health provides students with a functional knowledge of public health's historical contributions and the social, behavioral, and genetic factors affecting health. Students are introduced to concepts related to preventive health theory and wellness across the lifespan. An analysis of current health policy will allow students to facilitate meaningful change in current preventive health measures.

3 credit hours

HLTH 496 - Health Care Systems, Policy & Economics

This course focuses on health care professions and delivery systems and the influences of economics, health policy, legal, and regulatory processes.

3 credit hours

Prerequisite: Acceptance into the Second Degree Accelerated Program

Humanities

HUMN 201 - Critical Thinking

This optional course meets 3 credits of the required humanities elective and may be taken at any level. The course will approach critical thinking as a process by which one takes charge of, and responsibility for, one's thinking. It is designed to foster the development of critical thinking skills and abilities as well as intellectual dispositions such as fair-mindedness, intellectual humility, and intellectual integrity. It develops the skills required to effectively evaluate the many claims facing students as citizens, learners, nurses, and human beings, and also to be effective advocates for their beliefs. The goal will be to become active learners rather than passive recipients of information.

3 credit hours

Prerequisite: None

HUMN 310 - Narrative Nursing

The purpose of this course is to advance student knowledge of the forms and structures of narrative nonfiction writing, oral storytelling, personal reflections, and close listening. We will explore a number of ways in which narrative can be applied throughout the healthcare environment. We will examine the crucial role of radical listening to promote narrative understanding between patients and providers, as well as among providers themselves. The focus is on comprehension and creation of narratives and live stories by and about providers and patients. The primary pedagogical approach is the reading and writing of narratives, class discussions, video presentations, small group work, learning journals, and reflection. In essence, we will hone our ability to create and encounter stories as an important function within the nursing profession. Storytelling facilitates connective learning experiences among students who encounter others authentically and openly, thereby enhancing their professional communication skills, professional identities, and collaboratively developing their critical thinking skills in social environments. The active learning exercises inherent in Narrative Nursing fosters engagement, ownership of experience, and reflections for the deep and often difficult work that accompanies the profession. Upon conclusion of this course, students will have completed one professional level narrative essay and one performed recorded

story.
3 credit hours

HUMN 320 - Ethical and Moral Issues

This course explores a variety of ethical and moral issues that impact the individual, family, and community focusing on clarification of individual values and the process of ethical decision-making. Special emphasis is placed on ethical and moral issues impacting the health professions.

3 credit hours

Prerequisite: None

HUMN 390 - Ethical and Moral Issues

This course explores a variety of ethical and moral issues that impact the individual, family, and community focusing on clarification of individual values and the process of ethical decision-making. Special emphasis is placed on ethical and moral issues impacting the health professions.

3 credit hours

Prerequisite: Acceptance into the Second Degree Accelerated Program

HUMN 410 - Applied Storytelling in Nursing Practice

The course focus is on comprehension and creation of narratives and live stories by and about providers and patients. The primary pedagogical approach is the reading and sharing of narratives, class discussions, video presentations, small group work, learning journals, and reflection. In essence, we will hone our ability to create and encounter stories as an important function within the nursing practice. Storytelling facilitates connective learning experiences among students who encounter others authentically and openly, thereby enhancing their professional communication skills, professional identities, and collaboratively developing their critical thinking skills in social environments. The active learning exercises inherent in this course foster engagement, ownership of experience, and reflections for the deep and often difficult work that accompanies the nursing profession.

3 credit hours

HUMN 420 - Ethical Issues

The course explores a variety of ethical and legal issues that impact health care delivery systems. The course focuses on societal, ethical, and legal issues, and will also involve clarification of individual values and the process of ethical and legal decision making. Special emphasis is placed on ethical and legal issues which impact the health care professions and the delivery of health care to the individual, family, and community.

3 credit hours

Prerequisite: Acceptance into the Online RN-BSN Completion Program

HUMN 425 - Religion and Spirituality

This course examines selected Christian and non-Christian religions. It addresses the role of religion, faith, and spirituality in culture, personal growth and development, and in the healthcare profession. The course expects, anticipates, and promotes openness to the religious beliefs and practices of others.

3 credit hours

Prerequisite: Acceptance into the Online RN-BSN Completion

HUMN 430 - Applied Humanities

This course examines an extensive array of humanities and social science issues, specifically to determine how different models, methods, and strategies may improve clinical practice. It focuses on non-nursing systems, with reference to their interconnectedness and interdependencies. Students evaluate the implications and consequences of health care decisions. Topics include critical and creative thinking, research and data collection, decision-making, dialogue, pattern/trend analysis, and systems thinking. The primary model used is discovery learning.

4 credit hours

Prerequisite: Acceptance into the Online RN-BSN Completion Program

HUMN 505 - Seminar on Scholarly Writing

Not open to students with credit for NURS 505.

Assists graduate nursing students in the mastery of professional writing skills through an understanding of the publication process, critiquing, and discussing writing styles, identifying various professional journal submission requirements, and practical writing.

1 credit hours

Mathematics

MATH 090 - Math Foundations

Focus on the mastery of basic arithmetic skills that are utilized throughout the undergraduate nursing program. This course provides an opportunity for development and application of the math skills common in health care. Basic problem solving, order of operation, as well as measurement and conversion will be emphasized with attention to accuracy and safety. This basic math review course is required for all students who score below the proficient level on the math section of the ATI Test of Essential Academic Skills; however, this course is open to all students.

0 credit hours

Prerequisite: Placement is based on ATI TEAS assessment results

Military Service

Qualified students interested in an officer's commission in the United States Army may enroll in Army ROTC classes through a contracted agreement between The Ohio State University and the United States Army (see "" in the "Outside Sources of Financial Aid" Military" *Catalog* for additional information).

MILSCI 1101 - Introduction to the Army and Critical Thinking

Introduction to the personal challenges and competencies that are critical for effective leadership. Students learn

how developing time and stress management skills, and physical fitness relate to leadership and the Army Profession. No military obligation is required. This course is open to all OSU students.

1 credit hours

Prerequisite: All Cadets enrolled in a Military Science course must have a physician complete a Department of the Army DA Form 345-R, Medical Fitness Statement for Enrollment in Basic Course, Senior ROTC, in order to participate in any Army ROTC physical activity including: marching, laboratory, and field training exercises.

MILSCI 1102 - Introduction to the Profession of Arms

The organization and branches of the Army, basic military skills, and fundamentals of leadership. Students explore dimensions of leadership values, attributes, skills, and actions in the context of Squad level tactics. No military obligation is required. This course is open to all OSU students.

1 credit hours

Prerequisite: All Cadets enrolled in a Military Science course must have a physician complete a Department of the Army DA Form 345-R, Medical Fitness Statement for Enrollment in Basic Course, Senior ROTC, in order to participate in any Army ROTC physical activity including: marching, laboratory, and field training.

MILSCI 2001 - Leadership and Decision Making

This course is designed to develop individual leadership skills and inspire self-confidence through experiential learning activities, using critical reasoning and problem solving skills, while applying communication and conflict resolution skills.

2 credit hours

Prerequisite: All Cadets enrolled in Military Science courses must have a physician complete a Department of the Army DA Form 345-R, Medical Fitness Statement for Enrollment in Basic Course, Senior ROTC, in order to participate in any Army ROTC physical activity including: physical fitness training, laboratory, and field exercise training.

MILSCI 2002 - Army Doctrine and Team Development

The course places emphasis on teamwork in developing effective leadership skills, self-confidence, critical reasoning, problem solving skills, and applying communication and conflict resolution skills during training exercises.

2 credit hours

OSU Spring Semester

Prerequisite: All students are eligible for the lecture portion of Military Science courses, however, students who wish to participate in any Army ROTC physical activity including: physical fitness training, laboratory, and field training exercise, must have a physician complete a Department of the Army Form 345-R, Medical Fitness Statement prior to participating in the physically demanding portions.

MILSCI 3001 - Training Management and the Warfighting Functions

This is an academically challenging course where students will study, practice, and apply the fundamentals of Army leadership, Officership, Army values and ethics, personal development, and small unit tactics at the team and squad level.

3 credit hours

Prerequisite: Permission of department chairperson or instructor. This is the first course for the junior and senior level Army ROTC program that leads to a commission as a Second Lieutenant in the U.S. Army. Students pursuing

a minor only in Military Science must meet with the Admissions and Scholarship Officer for approval of the Military Science only program.

MILSCI 3002 - Applied Leadership in Small Unit Operations

Emphasis on leadership, planning, coordinating, navigating, motivating, and leading a team or squad in execution of a tactical mission during a classroom Practical Exercise, a Leadership Lab, or a Situational Training Exercise in a field environment.

3 credit hours

Prerequisite: MILSCI 3001, or permission of instructor. All Cadets enrolled in Military Science course must have a physician complete a Department of the Army DA Form 345-R, Medical Fitness Statement for Enrollment in Basic Course, Senior ROTC, in order to participate in any Army ROTC physical activity including: marching, laboratory, and field exercise training.

MILSCI 4001 - The Army Officer

Practical application of adaptive leadership that transitions the focus of student learning from being trained, mentored and evaluated as an MS III Cadet to learning how to train, mentor and evaluate underclass Cadets.

3 credit hours

Prerequisite: MILSCI 3002, or permission of chairman. All Cadets enrolled in a Military Science course must have a physician complete a Department of the Army DA Form 345-R, Medical Fitness Statement for Enrollment in Basic Course, Senior ROTC, in order to participate in any Army ROTC physical activity including: marching, laboratory, and field training exercises.

MILSCI 4002 - Company Grade Leadership

Exploration of the dynamics of leading in the complex situations of current military operations. Students will examine the differences in customs, military law, principles of war, and rules of engagement in the face of international terrorism.

3 credit hours

Prerequisite: MILSCI 4001, or permission of chairman. All Cadets enrolled in Military Science courses must have a physician complete a Department of the Army DA Form 345-R, Medical Fitness Statement for Enrollment in Basic Course, Senior ROTC, in order to participate in any Army ROTC physical activity including: physical training, laboratory and field training exercises.

MILSCI 4193 - Military Science Individual Studies

This course is for contracted Military Science Cadets only who have completed all Military Science courses required for commissioning but who still need to enroll in other university courses for graduation. Must be a MS 5 Cadet. Cadets must confirm with the department Scholarships and Admissions Officer that they will be designated as an MS 5 Cadet and continue to receive Cadet Command stipends. This course is graded S/U.

Prerequisite: MILSCI 4002, and permission of instructor. Repeatable to a maximum of 3 cr hrs.

Repeatable: Repeatable to a maximum of 3 cr. hrs. 1 unit

Nursing**NURS 204 - Foundations of Health Assessment and Health Promotion In Caring Health Practices**

This course introduces the student to the nursing process with an emphasis on holistic assessment across the life-span and provides opportunities to implement the nursing caring practices of health assessment and health promotion in a variety of settings. Holistic assessment includes cultural, developmental, nutritional, psychosocial, psychomotor, and spiritual dimensions.

5 credit hours

Total Course Hours 64 Theory and 48 Lab: Weekly Course Hours 4 Theory and 3 Lab

Prerequisite: SCIE 123, SCIE 124

NURS 205 - Foundations of Caring Health Practices

This course presents holistic health interventions from a caring perspective. Client health teaching is implemented. Clinical practice, with a focus on health, is offered in a variety of settings.

6 credit hours

Total Course Hours 48 Theory 96 Clinical 48 Lab: Total Weekly Hours 3 Theory hours and 9 Clinical/Lab hours

Prerequisite: SCIE 103, NURS 204 and SCIE 220

Corequisite: NURS 206

NURS 206 - Pharmacological Foundations of Caring Health Practices

This course focuses on basic concepts of pharmacotherapeutics related to major drug categories. Related nursing management and health teaching are included.

4 credit hours

Total Course Hours 64 Theory: Total Weekly Hours 4 Theory

Prerequisite: SCIE 103 and SCIE 125

Corequisite: NURS 205

NURS 294 - Foundations of Health Assessment and Health Promotion in Caring Health Practices

This course introduces the student to the nursing process with an emphasis on holistic assessment across the life-span and provides opportunities to implement the nursing caring practices of health assessment and health promotion in a variety of settings. Holistic assessment includes cultural, developmental, nutritional, psychosocial, psychomotor, and spiritual dimensions.

5 credit hours

Total Course Hours 64 Theory 42 Lab: Total Weekly Hours 10 Theory 7 Lab

Prerequisite: Acceptance into the Second Degree Accelerated Program

NURS 295 - Foundations of Caring Health Practices

This course presents holistic health interventions from a caring perspective. Client health teaching is implemented. Clinical practice, with a focus on health, is offered in a variety of settings.

6 credit hours

Total Course Hours 48 Theory 84 Clinical 42 Lab: Total Weekly Hours 6 Theory 15 Clinical/Lab

Prerequisite: Acceptance into the Second Degree Accelerated Program

Corequisite: NURS 296

NURS 296 - Pharmacological Foundations of Caring Health Practices

This course focuses on basic concepts of pharmacotherapeutics related to major drug categories. Related nursing management and health teaching are included.

4 credit hours

Total Course Hours 64 Theory: Total Weekly Hours 8 Theory

Prerequisite: Acceptance into the Second Degree Accelerated Program

Corequisite: NURS 295

NURS 301 - Nursing Informatics

This is an introductory course to computers and nursing informatics. The focus is on the integration of nursing, computer, and information science for the support of professional nursing practice. Students will be able to define nursing informatics and information science. They will learn to evaluate information according to information literacy standards and assess the role of the nurse in the application of nursing informatics. Discussion and examination will be conducted of: ethical considerations in nursing informatics, use of social networking tools, handheld computers, and e-portfolios in health care environments.

3 credit hours

Prerequisite: Acceptance into the Online RN-BSN Completion Program

NURS 307 - Caring Health Practices for the Developing Family

This course applies knowledge and the nursing process in caring for women and families' reproductive health issues across the life span. Primary, secondary, and tertiary health activities will occur in a variety of settings.

5 credit hours

Total Course Hours 48 Theory 84 Clinical 12 Lab: Total Weekly Hours 6 Theory hours and 12 Clinical/Lab hours

Prerequisite: Junior status

NURS 308 - Caring Health Practices for Mental Health

This course applies knowledge and the nursing process in caring for individuals and families with mental health issues and alterations across the life span. Primary, secondary, and tertiary health activities are implemented in acute and community settings.

5 credit hours

Total Course Hours 48 Theory 84 Clinical 12 Lab: Total Weekly Hours 6 Theory hours and 12 Clinical/Lab hours

Prerequisite: Junior status

NURS 309 - Caring Health Practices for the Adult I

This course provides students with evidenced based knowledge in the management of adults and families experiencing human responses to alterations in fluid and electrolyte imbalance, oxygenation, ventilation, tissue perfusion, digestive function, immunologic function, hormonal regulation, regulatory functions, motor sensory function, cellular differentiation (proliferation), and skin function and integrity. The nursing process provides the framework for the practice of nursing with clients of diverse backgrounds and in varied settings.

10 credit hours

Total Course Hours 96 Theory 168 Clinical 24 Lab: Total Weekly Hours 6 Theory hours and 12 Clinical/Lab hours

Prerequisite: Junior status

NURS 350X - Nursing Seminar

A variety of seminars are offered which focus on nursing or health topics that expand the breadth and depth of the study of health care beyond the required program of study. Students have the opportunity to develop greater knowledge and skill in the area of interest. Critical thinking, decision making, and self-directed learning undergird these seminars. Specific seminars offered each semester, along with course descriptions, are listed in the course schedule.

3 credit hours

Total Course Hours 48 Theory: Total Weekly Hours 6

Prerequisite: Junior or senior status (additional prerequisites may apply, depending on individual seminars.) Two different seminars are required in the program.

NURS 360 - Nursing Research and Evidence-Based Practice

Enrollment is restricted to students in the Online RN-BSN Program. This course introduces the student to the research process and to evaluation of scientific evidence for use in evidence-based practice. The focus is on interpretation, evaluation and utilization of research findings applicable to the profession and practice of nursing.

3 credit hours

Prerequisite: Acceptance into the Online RN-BSN Completion Program

NURS 361 - Nursing Research and Evidence-Based Practice

This course introduces the student to the research process and to evaluation of scientific evidence for use in evidence-based practice. The focus is on interpretation, evaluation and utilization of research findings applicable to the profession and practice of nursing.

3 credit hours

Total Course Hours 48 Theory: Total Weekly Hours 3 Theory

Prerequisite: Junior status HLTH 320

NURS 370 - Honors Seminar

This honors seminar introduces the student to the advanced knowledge in nursing and different health care disciplines with an emphasis on identifying the elements that foster collaboration. The seminar provides the student with opportunities for personal professional growth and development in nursing.

2 credit hours

Prerequisite: Enrollment in the Honors Program (freshman [either MCCN or transfer] college GPA of 3.75 or higher at the completion of the freshman coursework)

NURS 371 - Honors Seminar

This honors seminar provides students with the opportunity to synthesize and utilize knowledge at a high level. Concepts of communication, nursing research, evidence based practice, critical thinking, and health promotion are utilized in a student project related to clinical practice. Students have an opportunity to disseminate knowledge with health care professionals at the Sigma Theta Tau International Central Ohio Research Day during the academic year.

2 credit hours

Prerequisite: Enrollment in the Honors Program and NURS 370

NURS 391 - Nursing Research and Evidence Based Practice

This course focuses on research process, methodology, and utilization. Emphasis is on the nurse's role as a consumer of research.

3 credit hours

Total Course Hours 48 Theory : Total Weekly Hours 6 Theory

Prerequisite: Acceptance into the Second Degree Accelerated Program and HLTH 320

NURS 397 - Caring Health Practices for the Developing Family

This course applies knowledge and the nursing process in caring for women and families' reproductive health issues across the life span. Primary, secondary, and tertiary health activities will occur in a variety of settings.

5 credit hours

Total Course Hours 48 Theory 48 Clinical 42 Lab: Total Weekly Hours 6 Theory 6 Clinical

Prerequisite: Acceptance into the Second Degree Accelerated Program and SCIE 290 and SCIE 291

NURS 398 - Caring Health Practices for Mental Health

This course applies knowledge and the nursing process in caring for individuals and families with mental health issues and alterations across the life span. Primary, secondary, and tertiary health activities are implemented in acute and community settings.

5 credit hours

Total Course Hours 48 Theory Clinical 48: Total Weekly Hours 6 Theory 6 Clinical

Prerequisite: Acceptance into the Second Degree Accelerated Program and SCIE 290 and SCIE 291

NURS 399 - Caring Health Practices for the Adult I

This course provides students with evidenced based knowledge in the management of adults and families experiencing human responses to alterations in fluid and electrolyte imbalance, oxygenation, ventilation, tissue perfusion, digestive function, immunologic function, hormonal regulation, regulatory functions, motor sensory function, cellular differentiation (proliferation), and skin function and integrity. The nursing process provides the framework for the practice of nursing with clients of diverse backgrounds and in varied settings.

10 credit hours

Total Course Hours 96 Theory 160 Clinical 8 Lab: Total Weekly Hours 6 Theory 10.5 Clinical/Lab

Prerequisite: Acceptance into the Second Degree Accelerated Program and SCIE 290 and SCIE 291

NURS 400 - Conceptual Foundations of Nursing

This course introduces the returning registered nurse student to the many dimensions of professional nursing. Issues germane to the practice of professional nursing including the dynamics of professional development, the knowledge bases of professional practice, the changing health care environment, and professional practice strategies will be covered in the course. Discussion and analysis of various theories and conceptual frameworks related to the practice of professional nursing takes place. The philosophy and curriculum of the College of Nursing is discussed. All lecture, discussion, and student assignments are intended to stimulate critical thinking skills. Registered nurse students gain a thorough understanding of the concepts covered in the course and will be able to apply those concepts not only in the remainder of the RN-BSN curriculum, but also in nursing practice.

3 credit hours

Prerequisite: Acceptance into the Online RN-BSN Completion Program

NURS 402 - Caring Health Practices Within the Leadership Role

This course focuses on providing caring interventions within the leadership role that are inherent in professional nursing. The course introduces nursing leadership and management concepts and theories related to change, group dynamics, conflict resolution, and organizational systems. It examines legal, political, economic, and ethical aspects of nursing.

4 credit hours

Prerequisite: Acceptance into the Online RN-BSN Completion Program

NURS 403 - Caring Health Practices Within the Community

This course examines the concept of nursing care of the community and aggregates and explores epidemiology, health promotion, prevention, and environment, and current community health issues. The course focuses on health, wellness, and strengths of aggregates, and nursing interventions in the care of the community as client.

4 credit hours

Prerequisite: Acceptance into the Online RN-BSN Completion Program

NURS 405 - Caring Health Practices for the Adult II

This course applies knowledge and the nursing process in caring for human responses of individuals, families, community, and populations experiencing biological crises in a variety of settings. It focuses on crisis intervention and use of advanced technologies.

5 credit hours

Total Course Hours 40 Theory 104 Clinical 16 Lab: Total Weekly Hours 5 Theory hours and 15 Clinical/Lab hours

Prerequisite: Senior status

NURS 406 - Caring Health Practices for the Older Adult

This course applies knowledge and the nursing process in caring for the gerontological population in a variety of

settings and focuses on issues related to the phenomenon of aging.

5 credit hours

Total Course Hours 40 Theory 104 Clinical 16 Lab: Total Weekly Hours 5 Theory hours and 15 Clinical/Lab hours

Prerequisite: Senior status

NURS 407 - Caring Health Practices for the Child and Family

This course applies knowledge and the nursing process in caring for the pediatric population in a variety of settings with a focus on children's health issues within the context of family dynamics.

5 credit hours

Total Course Hours 40 Theory 104 Clinical 16 Lab: Total Weekly Hours 5 Theory hours and 15 Clinical/Lab hours

Prerequisite: Senior status

NURS 408 - Caring Health Practices in Transition to the Professional Role

This course focuses on the practical application of integrated knowledge to the practice of professional nursing and provides opportunities for clinical experiences, which facilitate the transition to the professional role in a variety of settings. A hybrid method of learning is used for this course.

5 credit hours

Total Course Hours 24 Theory 168 Clinical: Total Weekly Hours 3 Theory hours and 14 Clinical/Lab hours

Prerequisite: Senior status

NURS 410 - Caring Health Practices in Health Assessment

The student increases knowledge and skills in health history and physical assessment. Analysis and synthesis of health assessment data is used to plan and provide nursing care across care settings. The influences of diverse ages and cultures are included in health assessment.

3 credit hours

Prerequisite: Acceptance into the Online RN-BSN Program, NURS 301 and NURS 400

NURS 415 - Healthcare Quality and Safety

This course explores the role of the nurse in relation to the quality and safety of nursing care. Models and concepts related to quality improvement and safety will be identified. Concepts from QSEN (Quality and Safety Education of Nurses), Plan, Do, Study, Act (PDSA) cycle, and Institute for Healthcare Improvement (IHI) will be included.

Course concepts provide the foundation for learner examination and evaluation of strategies used to create and sustain safe healthcare systems and care delivery based on evidence and best practices.

As of Fall 2018, this course replaces NURS 409, Older Adults.

3 credit hours

Prerequisite: Acceptance into the Online RN-BSN Completion Program

NURS 420 - Interprofessional Practice and Team Based Care

This course focuses on interprofessional practice and interdisciplinary collaboration in patient care and the impact on the safety and quality of care. The course will incorporate best practices and national core competencies for healthcare professionals to work as effective members on interprofessional teams. The triple aim approach of improving the patient experience, improving the health of populations, and reducing healthcare costs will serve as the framework for optimizing learning relating to interprofessional practice and team-based care.

As of Fall 2018, this course replaces SCIE 420, Applied Sciences.

4 credit hours

Prerequisite: Acceptance into the Online RN-BSN Completion Program

NURS 421 - Caring Health Perspectives of Community Health Nursing

This course provides a population-focused model of community health nursing. Public health and community health principles are examined. Factors that influence the health of the community will be examined.

4 credit hours

Total Course Hours 64 Theory : Total Weekly Hours 8 Hours Theory

Prerequisite: Senior status

NURS 422 - Advanced Concepts in Nursing Dynamics

This course enhances the student's ability to synthesize nursing concepts in dynamic, interpretive thought processes at a baccalaureate level. Clinical reasoning and clinical judgment serve as the foundation for identification of professional action in complex issues of patient care.

3 credit hours

Total Course Hours 48 Theory: Total Weekly Hours 6

Prerequisite: Senior status

NURS 490 - Capstone Experience

This course provides students with the opportunity to synthesize and utilize knowledge and skills gained through the Online RN-BSN Completion Program of study. Concepts of nursing informatics, leadership, teaching –learning principles, communication, nursing research, evidence based practice, critical thinking, and health promotion are utilized in the development of a student project related to an identified PICO question.

Note: All students are required to present their final posters in a synchronous classroom session. Students will be assigned either a morning or afternoon presentation and should arrange to have that day off work so they can present at the assigned time.

4 credit hours

Prerequisite: NURS 301, NURS 400, NURS 360, NURS 3533, NURS 402, NURS 403, NURS 410, NURS 415,

NURS 420

NURS 491 - Caring Health Perspectives of Community Health Nursing

This course provides a population-focused model of community health nursing. Public health and community health principles are examined. Factors that influence the health of the community will be examined.

4 credit hours

Total Course Hours 64 Theory : Total Weekly Hours 8 Theory

Prerequisite: Acceptance into the Second Degree Accelerated Program and HLTH 320 and NURS 391

NURS 492 - Advanced Dynamics in Nursing Concepts

This course enhances the student's ability to synthesize nursing concepts in dynamic, interpretive thought processes at a baccalaureate level. Clinical reasoning and clinical judgment serve as the foundation for identification of professional action in complex issues of patient care.

3 credit hours

Total Course Hours 48 Theory : Total Weekly Hours 6 Theory

Prerequisite: Acceptance into the Second Degree Accelerated Program

NURS 495 - Caring Health Practices for the Adult II

This course applies knowledge and the nursing process in caring for human responses of individuals, families, community, and populations experiencing biological crises in a variety of settings. It focuses on crisis intervention and use of advanced technologies.

5 credit hours

Total Course Hours 40 Theory 105 Clinical: Total Weekly Hours 5 Theory 14 Clinical

Prerequisite: Acceptance into the Second Degree Accelerated Program and NURS 391

NURS 496 - Caring Health Practices for the Older Adult

This course applies knowledge and the nursing process in caring for the gerontological population in a variety of settings and focuses on issues related to the phenomenon of aging.

5 credit hours

Total Course Hours 40 Theory 105 Clinical: Total Weekly Hours 5 Theory 14 Clinical

Prerequisite: Acceptance into the Second Degree Accelerated Program

NURS 497 - Caring Health Practices for the Child and Family

This course applies knowledge and the nursing process in caring for the pediatric population in a variety of settings with a focus on children's health issues within the context of family dynamics.

5 credit hours

Total Course Hours 40 Theory 56 Clinical 4 Lab: Total Weekly Hours 5 Theory 7.5 Clinical/Lab

Prerequisite: Acceptance into the Second Degree Accelerated Program

NURS 498 - Caring Health Practices in Transition to the Professional Role

This course focuses on the practical application of integrated knowledge to the practice of professional nursing and provides opportunities for clinical experiences, which facilitate the transition to the professional role in a variety of settings. A hybrid method of learning is used for this course.

5 credit hours

Total Course Hours 24 Theory 147 Clinical : Total Weekly Hours 3 Theory 18.5 Clinical

Prerequisite: Acceptance into the Second Degree Accelerated Program

NURS 3450 - ATI Review-SDAP

0 credit hours

NURS 3525 - Introduction to Complementary and Alternative Therapies

The course introduces students to complementary and alternative therapies commonly used by health care consumers. Explores the philosophies and treatments associated with medical systems not currently considered a part of conventional (allopathic or western) medicine and examines selected therapies, along with their implications for nursing practice. This course is a combination of in-class and out-of-class sessions.

2 credit hours

NURS 3528 - Capstone Seminar

This seminar is required for all pre-licensure students during the last semester of enrollment. The course offers opportunities for nursing students to refine clinical problem solving for complex clinical situations, to develop test taking skills, and to implement anxiety control measures for effective testing behaviors for use when taking the RN licensing exam. Concepts in biological and social sciences are integrated and explored.

2 credit hours

Total Course Hours 48 Theory: Total Weekly Hours 3

Prerequisite: Senior Status, last semester of enrollment

NURS 3533 - Transcultural Concepts Seminar

In this seminar students discuss transcultural nursing concepts and their application to nursing care across the lifespan. Students examine topics of cultural and gender bias, ethnocentrism, cultural blindness, cultural imposition, and legal trends, as well as select ethical and moral issues and dilemmas encountered when caring for

culturally diverse patients and families. An exploration of the health beliefs and practices of several cultural groups and sub-groups in the United States is conducted. Current nursing research is used to inform the study of transcultural nursing and cultural competence.

3 credit hours

Prerequisite: Acceptance into the Online RN-BSN Program, NURS 301 and NURS 400

NURS 3540 - Diagnostics-Acute Patient

Analysis of diagnostics and laboratory findings for clinical decision making in the novice nurse arena. Develop knowledge of the problem solving approach to the collection, synthesis, and communication of data gathered in order to develop a plan of care for the acutely ill patient.

2 credit hours

Other Courses

COMM 400 - Communication and Conflict Resolution

This course takes a closer look at the nature of conflict, as well as productive ways to manage and address conflicts that may arise in health care. Students will learn to recognize the defining features of conflict, apply conflict management strategies, and navigate in contexts in which conflict may occur, including conflicts that arise from cultural difference, interprofessional collaboration, and lateral violence.

3 credit hours

MGMT 410 - Change Management

Change is a constant in our world; progress itself is change. Despite its intractable nature, change may be greeted with a variety of responses that range from rejection to acceptance to embrace. In the nursing role, professionals are called to identify needs for change, as well as successful paths that drive progress. This course explores evidence-based processes to address, manage, and facilitate change across health care and other contexts.

3 credit hours

MGMT 410 - Business Issues in Healthcare Today

This course is designed to help entry-level and experienced nurses understand the impact of health care economics and finance on their day-to-day clinical work. The realities of health care finance and economics impact all elements of care delivery including consumer access to care. The current economic issues challenging health-care, the principles of finance in patient care, and the impact on safety and quality of care are included. Concepts such as nursing practice stewardship, health disparities, budget cuts, staff shortages, informatics and documentation, utilization review, quality indicators, resource shortages and waste, customer service and reputation are explored as they relate to the business of healthcare.

3 credit hours

Psychology

PSYC 101 - General Psychology

Psychology is the scientific study of human thought, feeling, and behavior. General Psychology is an introduction to psychology as a science. Psychological concepts will be reviewed from the biological, developmental, behavioral, and social perspectives. The course will survey the following areas of psychology: learning, memory, intelligence, personality, social psychology, emotion, motivation, psychological disorders and treatments, the influence of gender and culture on human behavior, and the psychology of work life. The course will assist students in developing scientific and analytic thinking skills necessary for success in work, school, and personal relationships.

3 credit hours

Prerequisite: None

PSYC 225 - Human Growth and Development Across the Lifespan

This course provides a careful examination of the scientific knowledge of human development as it unfolds across the life-span, from conception to death. The student examines theories and research findings contributing to our understanding of the biological and psychological processes associated with development. This study of the developmental tasks facing the person focuses on physical, cognitive, and social development as central themes of the course.

3 credit hours

Prerequisite: None

Science

SCIE 103 - Organic Biochemistry

This course is a study of the basic concepts and principles of organic chemistry and biochemistry with emphasis on the organic compounds of life processes, energy metabolism, enzyme reactions, and cell duplication.

4 credit hours

3 theory hours and 2 lab hours per week

Prerequisite: None

SCIE 123 - Anatomy & Physiology I

This course is a study of structure and function of the human body with emphasis on the body as an integrated whole. It focuses on levels of organization, support and movement, nervous integration and coordination, and transportation of materials. Laboratory activities include cat dissection.

4 credit hours

3 theory hours and 2 lab hours per week

Prerequisite: None

SCIE 124 - Anatomy & Physiology II

This course is a continuation of the study of structure and function of the human body with emphasis on the body as an integrated whole. It focuses on maintenance and regulating systems, human life cycle, and chemical integration and coordination. Laboratory activities include cat dissection.

4 credit hours

3 theory hours and 2 lab hours per week

SCIE 125 - Microbiology

This is a study of basic principles of microbiology with an emphasis on the role of microorganisms in the disease process.

4 credit hours

3 theory hours and 2 lab hours per week

Prerequisite: None

SCIE 220 - Nutrition

This course provides a study of human nutrition and influencing factors including function and food sources of nutrients, digestion, absorption, metabolism, dietary evaluation methods, nutritional needs in the life cycle, and current nutrition-related controversies.

4 credit hours

SCIE 230 - Physiologic Alterations I

This course focuses on pathophysiology of the human body and includes essential features of disease related to altered cellular and tissue biology and abnormalities of cellular growth, alterations in skin function and integrity, alterations in defense mechanisms, and alterations in tissue oxygenation.

3 credit hours

Prerequisite: SCIE 103, SCIE 123, SCIE 124 and SCIE 125

SCIE 231 - Physiologic Alterations II

This course focuses on pathophysiology of the human body and includes essential features of disease related to renal function, fluid and electrolyte balance, hormonal regulation, neurologic function, musculoskeletal function, and GI and hepatobiliary function.

3 credit hours

Prerequisite: SCIE 103, SCIE 123, SCIE 124 and SCIE 125

SCIE 290 - Physiologic Alterations I

This course focuses on pathophysiology of the human body and includes essential features of disease related to altered cellular and tissue biology and abnormalities of cellular growth, alterations in skin function and integrity, alterations in defense mechanisms, and alterations in tissue oxygenation.

3 credit hours

Prerequisite: Acceptance into the Second Degree Accelerated Program

SCIE 291 - Physiologic Alterations II

This course focuses on pathophysiology of the human body and includes essential features of disease related to renal function, fluid and electrolyte balance, hormonal regulation, neurologic function, musculoskeletal function, and GI and hepatobiliary function.

3 credit hours

Prerequisite: Acceptance into the Second Degree Accelerated

SCIE 299 - Independent Study: Physiological Alterations

Students who entered Mount Carmel College of Nursing with 3 or 4 semester credits for Physiologic Alterations must enroll in this course to complete the remaining 2 or 3 semester credits of the required total 6 semester credits for SCIE 230 and SCIE 231.

2 or 3 credit hours

Prerequisite: Partial transfer credit (3 or 4 semester credit hours) for Physiologic Alterations

Graduate Courses

NURS 501 - Nursing Research and Evidence Based Practice

This course integrates the use of evidence-based practice processes as a foundation for decision-making in care delivery. Utilizing identified steps to guide the review, appraisal, synthesis and integration of a body of evidence, learners will gain knowledge and skills foundational to the translation and integration of research into practice.

Prerequisites: Statistics and Undergraduate Research.

3 credit hours

NURS 502 - Quality, Safety & Effectiveness of Nursing Care

This graduate course introduces students to modern concepts of quality of care, quality improvement, patient safety, and effectiveness of nursing care. The course builds upon the competencies of the baccalaureate nurse in quality and patient safety to include topics such as control charts, run-charts, quality analysis methods, root cause analysis, failure mode and effect analysis (FMEA), and quality improvement models. Also explored in the course are concepts related to human factors and their role in errors, and patient safety goals and strategies both within and outside the discipline of nursing. The role of informatics and the work environment are also addressed, as these are critical factors that transcend quality, safety, and effectiveness discussions. The role of the graduate-prepared nurse in creating and maintaining a patient-centered care environment is central to the course.

3 credit hours

NURS 506 - Healthcare Systems and Policy

This graduate course provides analysis of key contemporary issues in health and social policy that will provide students with a deeper understanding of the design and structure of the U.S. healthcare system, the policy initiatives that have shaped it, and the roles of government, the private sector, and consumers and advocacy groups in setting the policy agenda. Students will examine the origins of each issue, the policies enacted and their effects, both intended and unintended, and will propose and debate the merits of alternative policy solutions. The role of health services and policy research in informing the policy debate and directions will be highlighted.
3 credit hours

NURS 504 - Leadership in Advanced Nursing Roles

The purpose of this course is to analyze the theories and principles of leadership within the complex healthcare organizations of the 21st century. Special emphasis is on leadership knowledge and skills required for the masters prepared nurse in today's local, state, national, and international health care environments
3 credit hours

NURS 520 - Advanced Pharmacology

This course provides fundamental pharmacologic principles in order for the advanced practice nurse to manage pharmacologic agents safely and effectively. The course serves as a basis for the graduate nursing student to critically evaluate pertinent pharmacologic principles to meet the health needs of individuals across the lifespan. The advanced pharmacology course must be completed within 5 years immediately preceding application for APRN license in Ohio. If the Advanced Pharmacology course is over 5 years old, another 45 hour Advanced Pharmacology course must be taken.
3 credit hours

NURS 521 - Advanced Physiology/Pathophysiology

This course provides and applies the concepts of advanced pathophysiology to disparate disease processes throughout all the major body systems. These disease processes will be related to altered cell and tissue metabolism, individual and multi-organ failure, as well as how different organs are interrelated (through comorbidities) during systemic illnesses of individuals across the life span.
3 credit hours

NURS 522 - Advanced Physical Assessment for Nurse Practitioners

This course builds on the basic theoretical foundations and practice of comprehensive health assessment, application of cognitive processes and psychomotor skills. The course serves as a basis for the graduate nursing student to critically evaluate pertinent information and assess the health needs of individuals across the lifespan. Applications of health assessment techniques are practiced in supervised laboratory sessions. Applications of health assessment techniques are practiced in a variety of supervised methods.
3 credit hours

NURS 525 - Role Transition - APRN

This course is designed to help the nurse practitioner (NP) student to start the transition into NP practice. The course will provide a thorough review of the intricacies of the NP role, including a comparison with other healthcare professionals, a review of the scope of practice of the nurse practitioner, and an overview of the professional components of practice that shape the NP's practice. This course is designed to provide the student with opportunities to practice the professional skills required for success in graduate nursing education, including informatics, interdisciplinary communication, team work, scholarly writing, self-reflection, and peer evaluation.
3 credit hours

NURS 574 - Procedures and Diagnostics for AG-ACNP

This course is designed to educate the Adult-Gerontology Acute Care Nurse Practitioner students on the most common procedures and diagnostic data that AG-ACNPs will encounter throughout their clinical practice in an acute care environment.

1 credit hours

NURS 590 - Acute/Emergent Care I

This course provides the adult-gerontological acute care nurse practitioner (AG-ACNP) student both didactic and clinical experience in order to develop and refine the knowledge and skills needed to deliver care to adult patients with acute or chronic diagnosis in the context of the AG-ACNP scope of practice. Emphasis is placed upon the student's base knowledge, analyzing normal and abnormal physiology with increasing independence in the application and provisions of evidenced based clinical decision making, problem identification and management, health promotion and client and family education and counseling.

7 credit hours

150 hours clinical

NURS 591 - Acute/Emergent Care II

This course provides the adult-gerontological acute care nurse practitioner (AG-ACNP) student both didactic and clinical experience in order to develop and refine the knowledge and skills needed to deliver care to adult patients with acute or chronic diagnosis in the context of the AG-ACNP scope of practice. Emphasis is placed upon the student's base knowledge, analyzing normal and abnormal physiology with increasing independence in the application and provisions of evidenced based clinical decision making, problem identification and management, health promotion and client and family education and counseling.

8 credit hours

250 hours clinical

NURS 592 - Acute/Emergent Care III

This course provides the adult-gerontological acute care nurse practitioner student with a culminating practicum experience in order to demonstrate the knowledge and skills needed to proficiently deliver care to clients in acute, critical and chronic physical illness. Emphasis is placed upon the student's independence in the application of knowledge of complex acute, critical and chronic physical illnesses while utilizing evidence based clinical decision

making, problem identification and management, and interdisciplinary collaboration of client care.
8 credit hours
250 hours clinical

NURS 573 - Procedures and Diagnostics for FNP

This course is designed to educate Family Nurse Practitioner students on diagnostic reasoning, selecting appropriate diagnostic testing, and utilizing appropriate diagnostic 2 testing in primary care. This course will also review considerations for use of diagnostic testing and imaging that includes financial, ethical, cultural, and legal aspects; as well as, how to incorporate findings from these diagnostic tests into clinical decision making to promote health across the lifespan.

1 credit hours

NURS 580 - Primary Care I

This course provides the nurse practitioner student with the knowledge and skills needed to deliver primary health care across the lifespan within the context of family and community through a didactic and clinical experience. Emphasis is placed upon the application of evidence based clinical decision making, problem identification and management, health promotion, and client and family health education. Basic concepts and knowledge needed to assess and manage common health problems are covered. Multi-faceted outcome-based interventions including complementary and alternative therapies, health education and health promotion will be explored within the context of a multidisciplinary team approach.

7 credit hours
100

NURS 581 - Primary Care II

This course provides the nurse practitioner student with the knowledge and skills needed to deliver primary health care across the lifespan, within the context of family and community through didactic and online content delivery and preceptor clinical experiences. Emphasis is placed upon the application of evidence-based clinical decision making, problem identification and management, health promotion, and client and family health education. Complex concepts and in-depth knowledge needed to assess and manage health problems are covered. Multi-faceted outcome-based interventions including complementary and alternative therapies, health education and health promotion will be explored as part of a multidisciplinary team approach.

8 credit hours
200

NURS 582 - Primary Care III

This course provides the nurse practitioner student with a culminating practicum experience in order to refine the knowledge and skills needed to deliver primary health care to clients across the lifespan, within the context of family and community. Emphasis is placed upon the student's increasing independence in the application and provisions of evidenced based clinical decision making, problem identification and management, health promotion and client and family health education and counseling. Multi-faceted outcome-based interventions including complementary and alternative therapies, health education and health promotion will be utilized in the provision of care within a multidisciplinary team approach in order to heal the body, mind and spirit.

8 credit hours
200

NURS 506 - Health Care Systems & Health Policy

This graduate course provides analysis of key contemporary issues in health and social policy that will provide students with a deeper understanding of the design and structure of the U.S. health care system, the policy initiatives that have shaped it, and the roles of the government, the private sector, and consumers and advocacy groups in setting the policy agenda. Students will examine the origins of each issue, the policies enacted and their effects, both intended and unintended, and will propose and debate the merits of alternative policy solutions. The role of health services and policy research in informing the policy debate and directions will be highlighted.

3 credit hours

NURS 550 - Leadership and Organizational Behavior

Examines organizational behavior and the impact of leadership on the individuals, groups and organizational structure in health care. Organizational behavior is the study of the dynamics of individuals and groups within an organizational structure grounded in values and beliefs. This course will examine this concept at the individual and group or micro-level and at the organizational or macro-level through a meso-perspective which integrates concepts of organizational behavior and organizational theory. Five meso elements are identified: 1) drivers of change, 2) alignment, 3) processes, 4) leadership, and 5) people as critical to the successful transformation of healthcare organizations.

3 credit hours

NURS 560 - Health Care Environments

Meeting the demands of the continually changing and complex health environment is a critical skill for leaders. This course examines knowledge of the healthcare environment needed for the clinical operations leader to be effective in operations management. Key concepts include appraising the strategic mission, vision, and goals as they pertain to leadership, communication, managing teams, and improvement efforts. Appraising the healthcare environment in terms of compliance with state, federal, and regulatory agencies, professional standards of practice, patient care standards; and, the role of the governing body are key areas of focus. The student will be expected to complete 25 hours of clinical activities in a health care setting.

3 credit hours

NURS 561 - Communication & Relationship Management

Creating an environment that assures effective communication and relationship management is essential for health care transformation. This course examines effective communication, relationship building; and, shared decision-making as processes to change health care settings and situations. Key to success in clinical operations management, the ability to influence behaviors, the ability to work with diversity, shared decision-making, community involvement, and creating medical staff and academic partnerships. Included in the content are concepts of applying principles of self-awareness, fostering a healthy work environment, promoting interdisciplinary collaborative relationships; and, exhibiting effective conflict management skills. The student will be expected to complete 0 hours of clinical activities in a health care setting.

3 credit hours

NURS 562 - Human Resource Management

The transformation of health care occurs through human resource management. This course examines the need to use a strategic approach to human resource management when participating in career, succession, workforce planning; and, disaster preparation while developing staff to support the goals of the organization. Concepts of leadership approaches and organizational strategies to evaluate recruitment, onboarding, and retention strategies, performance management programs, and re-educate staff to new roles are explored including labor laws and collective bargaining. Utilization of appropriate resources to provide safe, effective, ethical, and fiscally responsible clinical operations will be examined. The student will be expected to complete 25 hours of clinical activities in a health care setting.

3 credit hours

NURS 563 - Applied Strategic and Financial Management

The relationship between staffing, productivity, excellence, and performance contribute to effective health care environments. This course focuses on strategic, financial, and information technology management in healthcare settings to effectively make data-driven decisions. Emphasis is on financial management tools and skills in planning, using, and monitoring organizational performance. Applied financial skills include analyzing concepts in the budget process, applying skills in interpreting financial statements, managing human resources, and developing a business plan. The student will be expected to complete 0 hours of clinical activities in a health care setting.

Prerequisites: NURS 560, NURS 561, NURS 562

3 credit hours

NURS 564 - Principles & Practices of Quality Improvement, Patient Safety, and Risk Management

The complexity of the healthcare system demands clinical leaders be effective in planning and leading effective change. This course examines the principles and practices of evidence-based practice, quality improvement, patient safety; and risk management to lead and manage change in an organization. The primary focus is a foundation of implementation from the perspective of science and practice, considering theories, models and frameworks relative to improvement. The student will focus on the evidence-based, or quality improvement model used in their practice setting to lead/facilitate performance improvement efforts/teams to improve processes/outcomes/systems that enhance patient safety while mitigating risk. Students will examine techniques leading to the successful implementation of change in the practice setting while advocating for evidence-based policy and practice that promotes outcomes. The student will be expected to complete 50 hours of clinical activities in a health care setting.

3 credit hours

NURS 565 - Advanced Roles in Clinical Operations Practice I

Quality outcomes are driven by evidence. This course examines and evaluates progress on outcomes of evidence-based or quality improvement practice change including the impact on patients, groups, or populations. The

student will analyze the practice environment ensuring that regulatory compliance and accreditation requirements are maintained while advocating for evidence-based updates in policy, procedure, or protocol revisions. The student will be expected to complete 12.5 clinical activities in a health care setting.

3 credit hours

NURS 566 - Advanced Roles in Clinical Operations Practice II

In healthcare, organizational messaging is a key strategy and responsibility of the leader. This course focuses on the preparation and dissemination of outcomes for sustainable improvement. The student will analyze how disseminating evidence increases the adoption of findings into practice to ultimately improve patient outcomes. Communicating best evidence to individuals, groups, colleagues, and policymakers will focus on the development of effective strategies based on preferences and needs. The student will be expected to complete 12.5 hours of clinical activities in a health care setting.

3 credit hours

NURS 523 - Advanced Physical Assessment for Nurse Educators

This online assessment course builds on the basic theoretical foundations and practice of comprehensive health assessment, application of cognitive processes and psychomotor skills. The course serves as a basis for the graduate nursing student in the Nursing Education Master's program to critically evaluate pertinent information and assess the health needs of individuals across the lifespan. Advanced assessment skills are learned through online educational software.

3 credit hours

NURS 542 - Curriculum and Program Development

Models and issues of curriculum design and program development will be analyzed. Nursing curriculum design in higher education and program development will be explored. Influences of accreditation requirements as well as societal and practice requirements will also be discussed

Prerequisites: NURS 501, NURS 502, NURS 503, NURS 504, NURS 520, NURS 521, NURS 523

3 credit hours

NURS 543 - Assessment, Measurement and Evaluation

This graduate course introduces students to the theory and practice of educational measurement, assessment, and evaluation. The focus of the course is measurement, assessment, and evaluation in nursing education within a higher education framework, but the course content is applicable to other areas of nursing practice such as clinical nursing practice, continuing education/staff development, and patient/family education. Historical and current trends will be explored through the examination of evidence-based assessment/measurement practices, ethical considerations in testing, and psychosocial factors related to measurement, assessment, and evaluation..

Prerequisites: NURS 501, NURS 502, NURS 503, NURS 504, NURS 520, NURS 521, NURS 522

3 credit hours

NURS 544 - Family Health Practicum

The focus of this course is to provide an opportunity for students to continue to develop clinical expertise for the role of nurse educator. This course includes the synthesis and application of relevant practice theories such as Family Health Theory and Adult Learning Theories. Through the practicum experience, students assess, plan, execute, and evaluate evidence-based care protocols for inclusion within clinical and educational environments.

Prerequisites: NURS 520, NURS 521, NURS 523

1 credit hour = 50 clinical hours credit hours

NURS 546 - Theoretical Foundations of the Instructional Process

This course focuses on the art and science of instruction, with an emphasis on examining the theories of teaching and learning. Educational resources and instructional methods will be analyzed. The course emphasizes the cultural aspects of the teaching-learning process.

Prerequisites: NURS 501, NURS 502, NURS 503, NURS 504, NURS 520, NURS 521, NURS 522

3 credit hours

NURS 547 - Educator Practicum

(This is a hybrid course.) The focus of this course is on the advanced nurse practice role in education. Professional standards, values, and awareness of cultural diversity are incorporated into role development as the student learns the diverse role of the nurse educator. The course offers supervised practice of teaching in the areas of higher education, and/or staff development/continuing education.

Prerequisites: (Prerequisites or Corequisites: NURS 542, NURS 543, NURS 546)

2 credit hours

(3 credit hours practicum = 150 hours)

NURS 531 - Applied Psychopharmacology

This course prepares the student for prescribing psychiatric medications across the lifespan. Building on general advanced pharmacology principles, this course will facilitate a deeper understanding of neurobiology and the role pharmacology has in treating certain psychiatric disorders. This course will introduce best practice models for pharmacology that include consideration of diagnosis, patient preference, safety analysis, and pharmacogenomic biomarkers.

3 credit hours

NURS 583 - Assessment and Management of Mental Health Disorders I

(This is an online course with a virtual/in person immersion.) This course provides the psychiatric nurse practitioner with the knowledge and skills needed to deliver mental health care across the lifespan. Through the didactic and clinical experience in the course, students will learn how to manage mental illness in regard to the patient, family

and community. Emphasis is placed on accurate diagnosis, evidence based clinical decision making, health promotion and education of the patient/guardian/family. Basic concepts and knowledge necessary for the diagnosis of mental illness is emphasized with integration of appropriate treatment as well. This course will incorporate every diagnostic category of mental illness across the lifespan with specific information associated with symptom development, disease course, functional consequences, diagnostic markers and prevalence of each diagnostic category of mental illness.

6 credit hours

150 Clinical Hours

NURS 584 - Assessment and Management of Mental Health Disorders II

(This is an online course with a virtual/in person immersion.) This course provides the psychiatric nurse practitioner with comprehensive assessment and therapeutic intervention skills to deliver holistic mental health care across the lifespan. Through didactic and clinical experience in this course, students will learn how to thoroughly assess an individual for mental illness through a comprehensive interview with inclusive information for the assessment of a broad range of mental illness across the lifespan including childhood illness, developmental milestones, and transitional age mental health. This course will also focus on the utilization of therapeutic interventions for individuals with mental illness including but not limited to dialectical behavioral therapy, cognitive behavioral therapy, mindfulness-based stress reduction and group therapy. Basic concepts of therapy as an intervention for mental illness is covered along with community and family interventions. Emphasis is placed on assessment of mental illness and interventions based in therapy.

6 credit hours

150 Clinical Hours

NURS 585 - Assessment and Management of Mental Health Disorders III

(This is an online course with a virtual/in person immersion.) This course provides the psychiatric nurse practitioner with expansive information associated with diagnosis, treatment, management, scope/standards of practice and legal implications of psychiatry. Through didactic and clinical experience in this course, students will integrate their previous knowledge of diagnosis and assessment to facilitate appropriate treatment and management of individuals with mental illness. Medication management, treatment interfering factors, continued therapy, community outreach, PMHNP scope/standards, interprofessional collaboration, professional growth and laws/regulations will be the highlights of the course. High-level concepts and knowledge needed to assess and manage mental illness are covered with multifactorial outcome-based interventions including medication, complementary and alternative therapies, interventional psychiatry, mental health education, and health promotion.

7 credit hours

200 Clinical Hours

Doctor of Nursing Practice Courses

NURS 720 - Organizational Culture, Regulation and Strategic Change Management

DNP prepared nurses with system-wide authority and influence have a matchless opportunity to assure effective interdisciplinary patient-centered care is seamless across every transition and includes population health. This course focuses on the role of the DNP executive in transforming organizational culture, assuring exemplary regulatory practice, while serving as a catalyst for innovation and change.

3 credit hours

NURS 721 - Health Care Economics, Finance and Fund Development

As a member of the executive team, DNP leaders have a responsibility to contribute to economic, financial, and fund developments. Recent developments in health care financing provide an opportunity to contribute to the preservation of revenues through evidence-based practice. This course will focus on planning, monitoring, analyzing, and contributing to the overall fiscal well-being of the healthcare enterprise.

3 credit hours

NURS 730 - Concepts in Entrepreneur Leadership

Entrepreneurship is growing in importance in healthcare and nursing practice. The DNP prepared nurse is well positioned to impact healthcare and the profession of nursing through innovative approaches to care delivery. This course focuses entrepreneurship in healthcare and the competencies and leadership approaches that drive success in innovative entrepreneurship.

3 credit hours

NURS 731 - Capitalizing the Data: Marketing, Finance and Innovative-Based Practice

Data-driven decision-making is decision-making that is informed by the analysis and evaluation of relevant data and outcome measures. Data and analytics abound in business and healthcare. The identification and utilization of relevant data empowers the DNP prepared nurse with information necessary to guide decision-making that is strategic, innovative and tactile. To prepare the DNP leader to capitalize the data for the promotion of organizational health, viability and effectiveness, this course focuses on concepts of business intelligence, data collection, analysis and utilization in decision-making, care practices and business operations.

3 credit hours

NURS 740 - Advanced Assessment of Learning and Organizational Performance

DNP prepared nurses lead processes associated with the design and implementation of processes for evaluating care delivery outcomes, and program and system effectiveness. This course focuses on the role of the DNP nurse leader in the advanced assessment and evaluation of practices and the effectiveness and performance of organizations and programs using key metrics and various methods of assessment and national and regulatory benchmark data.

3 credit hours

NURS 741 - Contemporary Academic Nursing

Academic nursing serves as the foundation for innovation, quality and safety in nursing practice and care delivery. As such, academic nursing is charged with keeping pace with contemporary issues in healthcare and practice for the assurance that the preparation and practices of graduates stands to address the needs of the dynamic and complex healthcare environment and the evolving needs of global society. This course focuses on innovative and visionary academic leadership and the process of disruptive innovation that is necessary to capitalize on opportunities necessary to advance the nursing profession and healthcare outcomes.

3 credit hours

NURS 761 - Transforming Complex Systems

Navigating effective and strategic change is essential to driving healthcare and healthcare education system quality and responsiveness to the needs of the complex and dynamic environment and its constituents. Therefore, this course focuses on innovative and evidence-based practices in organizational leadership and change management. Tactics associated with strategic planning, innovation, and strategic communication will be included, enhancing participants' knowledge and skills in aligning and strategically managing change that is in alignment with organizations' mission, values, business goals, the motivations of leaders and stakeholders, and the framework in which business decisions are made.

4 credit hours

(50 Practice Hours)

NURS 762 - Information Technology and Data-Driven Decision Making

As DNP prepared nurses are acknowledged as possessing the ability to utilize information systems and technology to support and improve patient care, health care and academic settings, this course equips participants with knowledge and skills relating to technology and information system selection, implementation and evaluation. Course emphasis will include concepts of business intelligence and the innovative ways technology and data can be leveraged to inform and drive clinical, operational and financial decision-making. Concepts relating to healthcare and academic data regulation and integrity and the use of data to reliably evaluate organizational and program performance and outcomes of care and care systems will also be included.

3 credit hours

NURS 763 - Evidence Based Practice (Immersion)

In collaboration with the Helene Fuld Health Trust National Institute for Evidence-based Practice in Nursing and Healthcare, this course prepares learners for the integration of evidence-based practice through an immersive experience focused on the process of EBP. The dynamic experience engages participants in the EBP decision-making process and challenges learners through the consideration of effective strategies for integrating and sustaining EBP in clinical and academic organizations of any size or level of complexity. Students will complete 50 hours of practice experiences in association with project development during this course. (Immersion Part I)

3 credit hours

(50 Practice Experience Hours)

NURS 764 - Integrative Structures of Transformative Practice

The transformation of healthcare occurs through an understanding of the integrative nursing and healthcare concepts, theories and sciences and their influences on health, well-being and health care delivery phenomena. As such, DNP leaders in complex organizational systems must possess the capacity to synthesize knowledge gleaned from the physical and social sciences, effectively translating that knowledge to create innovative practices aimed at the achievement of desired outcomes. Through the study and exploration of these foundational underpinnings, and the associated dynamics of the ethical structures of leadership, the influence and outcomes of interprofessional practice and the impact of policy and regulation, this course prepares DNP leaders to be agents in transforming health care and complex systems. Students will complete 50 hours of practice experiences during this course.

4 credit hours

(50 Practice Experience Hours)

NURS 765 - Ethical Practices and Policies in Global/Population Health

Ethical, societal, political and regulatory influences contribute to the complexity of health care environments and the delivery of care. This course engages learners in the exploration of the ethical, political, organizational, and economic dimensions of healthcare policy and global/population health. There will be an emphasis on strategies for innovative policy and interdisciplinary models of care that enhance structures that influence the health of populations; impacting the national and world's health and advancing nursing practice.

3 credit hours

NURS 766 - Evidence Based Practice: Theory into Practice I

This course builds on the EBP Immersion Part I and the concepts learned in Evidence Based Practice I. In collaboration with the Helene Fuld Health Trust National Institute for Evidence-based Practice in Nursing and Healthcare, the immersive experience prepares learners with the knowledge and skills essential to lead effective evidence-based decision-making practice changes. Students will complete 50 hours of practice experiences in association with project development and implementation during this course. (Immersion Part II)

3 credit hours

(50 Practice Experience Hours)

NURS 767 - Transformative Leadership Practices

The complexity of today's healthcare system and academic settings demands nurses be prepared as highly skilled and knowledgeable professionals capable of innovating, collaborating and leading effective change. This course focuses on executive and educational leadership in the dynamic healthcare environment. Participants will explore contemporary leadership theories in the context of their own leadership styles, organizational culture, health care policies and governance complexities. Course emphasis includes transformational leadership principles in light of the political, social, economic, ethical, legal, safety, and cultural contexts that are informed by the literature and applied theoretical knowledge. Students will complete 50 hours of practice experiences during this course.

4 credit hours

(50 Practice Experience Hours)

NURS 768 - Evidence Based Practice: Theory into Practice II

Quality outcomes are driven by evidence. This course extends the science of evidence-based practice (EBP) through the application of the EBP process to the student's advanced nursing practice focus. Through the continued innovative conceptualization and formalized EBP process execution, the course facilitates the student's implementation of advanced nursing practice change utilizing relevant leadership and change management

strategies. Students will complete 100 hours of practice experiences in association with project development and implementation during this course.

3 credit hours

(100 Practice Experience Hours)

NURS 769 - Evidence Based Practice: Theory into Practice III

Quality outcomes are driven by evidence. This course encompasses the culmination of the student's application of the process of evidence-based practice to effectively implement innovative practice changes relevant to advanced nursing practice. Through formalized EBP process execution, the course facilitates the student's growth as a transformational leader through the implementation, evaluation, and dissemination of information relating to identified outcomes of the advanced practice change. Students will complete 50 hours of practice experiences in association with project development and implementation during this course.

2 credit hours

(50 Practice Experience Hours)

NURS 770 - Focused Translational Practice Experience

This practicum course focuses learner's time in the required practice settings to meet clinical objectives relevant to their selected advanced practice role and population or specialty focus.

1 credit hours

(50 Practice Experience Hours)

Admissions Policies

Functional Abilities and Performance Standards

Mount Carmel College of Nursing believes that certain essential functional abilities and performance standards are necessary for the safe practice of professional nursing and the successful participation in completion of a nursing education program.

Students (and prospective students) are encouraged to review these Functional Abilities and Performance Standards. Students will need to demonstrate satisfactory application of these functional abilities and performance standards, with or without reasonable accommodations or academic adjustments, during their course of study in nursing.

The essential functional abilities and performance standards include:

- 1) *Sensory*: The ability to gather accurate and complete data from the physical environment using vision, touch, and hearing. Ability to accurately distinguish between colors and see changes in colors; discriminate, visually, at the millimeter level between technical markings and small type fonts; ability to hear device and overhead alarms, communicate via telephone and other electronic modes of communication, and use a stethoscope to auscultate sounds within the human body; tactile ability to sense changes in the temperature of an object, including the skin of another person, perceive pulsatile forces (such as produced in an artery by the contraction of the heart), and to detect the presence of abnormal bumps, nodules, or masses upon palpation of skin and tissues.
- 2) *Communication*: The ability to communicate verbally and non-verbally with other people, including through the use of telecommunication technologies such as phones, computers, and intercoms. Ability to interpret common non-verbal expressions indicating pain, discomfort, anxiety, and other behavioral states. Effectiveness in communication using both written and spoken English. Ability to give and provide information accurately, quickly, and efficiently. The ability to enter text using a standard computer keyboard and print text and place a signature, in a legible fashion, on paper and other surfaces.
- 3) *Cognitive*: Ability to process multiple sources of information, develop an understanding, make judgments and decisions, and take actions based on this information. Ability to read and understand electronic and paper documents, including technical medical and clinical documents, in English. Ability to develop increasingly complex understandings of cultural, social, scientific, and interpersonal concepts necessary for making sound professional nursing judgments. Ability to take measurements, communicate and describe the physical environment quantitatively, perform advanced arithmetic and numerical operations (such as is necessary for calculating medication dosages and rates), and interpret graphical displays of scientific and real-time physiologic data.
- 4) *Motor*: Fine and gross motor skills sufficient to operate common clinical equipment such as IV pumps, suction devices, and floor lifts; ability to perform a physical assessment or examination on clients across the lifespan; ability to carry out delicate and/or emergency clinical procedures such as airway suctioning, intravenous line insertion, and giving injections. Ability to lift up to 40 pounds independently. Stamina required to completely satisfy nursing work requirements during a "shift" of 10 consecutive hours.
- 5) *Behavioral and Emotional*: Ability to work in teams of diverse providers in a positive, non-threatening, and non-discriminatory manner. Ability to develop effective therapeutic relationships with clients. Ability to effectively perform professional duties in stressful situations and under significant time pressures. Ability to regulate emotions in times of stress, anger, or upset. Ability to adhere to and apply ethical and professional codes of conduct and all applicable laws and regulations. Openness to new experiences, revision of existing attitudes, and positive regard for uncertainty and change in work and study settings.

Admission of Students with Disabilities

Students with disabilities may apply and are considered for admission to the College in the same manner as any other applicant and must meet the same admission requirements and Functional Abilities and Performance Standards, with or without reasonable academic adjustments (accommodations), as all other students.

No student (or prospective student) is required by law to disclose a disability before or after admission to the College; however, disclosure and documentation of a disability is required if academic adjustments (accommodations) are requested.

Students (and prospective students) are encouraged to review the Functional Abilities and Performance Standards that are essential for the safe practice of professional nursing and for successful participation in and completion of a nursing education program. Students will need to demonstrate satisfactory application of these functional abilities and performance standards, with or without reasonable accommodations or academic adjustments, during their course of study in nursing.

Health Requirements - Onsite Students

Mount Carmel College of Nursing stipulates specific health requirements that must be met as a condition for enrollment. Students are highly encouraged to keep a personal file of health information. ***It is the student's responsibility to know when health requirements and required immunizations are due. The due date of compliance items can be found in the students' Project Concert account under their "Compliance Tab". In general, due dates for specific items are due 30 days after the start of the first semester where students are actively enrolled.***

- 1) New students entering Mount Carmel College of Nursing are provided information on how to upload information to Project Concert 30 days after the start of their first semester with MCCN. This account is designed to enhance the overall academic experience for each student. It is used for ordering drug tests, uploading immunization records, ordering and storing your required background check information, and simply staying organized.
- 2) **Student questions about uploading documents to Project Concert and other health requirements should be addressed to the program's Clinical Compliance Coordinator or e-mail to pchelp@mccn.edu**

Students who do not meet health record requirements will be prohibited from attending class and/or clinical.

Student health requirements include:

- 1) History and Physical – a recent (within one year of enrollment) history and physical must be completed and signed by a physician or APRN.
 - 2) Immunization History – required immunizations must be completed prior to enrollment in a clinical course (students may continue in a course while in the process of receiving the Hepatitis B vaccine series of three).
 - 3) TB screening.
-

Required Immunizations

- 1) MMR vaccines: Mumps, Rubella (Regular Measles) and Rubella (German Measles) most often given as a combination MMR (measles, mumps, and Rubella). Dates for the first and second MMR must be indicated. Laboratory evidence (blood titer) is required without documented evidence of two immunizations.
- 2) Hepatitis B vaccines: A series of three documented Hepatitis B vaccines is required. Laboratory evidence (Hepatitis B surface antibody titer) is also required in addition to documented dates of administration. If not immune, the student will be required to repeat the series of three vaccines and repeat the blood titer.
- 3) Varicella (chicken pox): Written documentation of two doses of the vaccine, or laboratory evidence of immunity (blood titer). If the blood titer is negative, the student must arrange to receive the immunization (Varivax-two injections, one month apart).
- 4) Tetanus, Diphtheria, Pertussis (T-Dap) vaccine: Documented date of last booster. (Date must be within 10 years of admission to the college or booster required)
- 5) Meningitis: The meningitis vaccine (Menomune-A/C/Y/W-135) is a voluntary immunization. Apartment residents are required to have the meningitis vaccine or sign a waiver.

- 6) COVID-19 vaccine - or exemption request (request must be submitted to the Director of Compliance and Community Affairs, Mitch Joseph-Kemplin, at mjoseph-kemplin@mccn.edu).

Influenza Vaccine

An annual influenza vaccine is required for all students. Influenza vaccines are available free of charge to onsite students (based on the availability of the vaccine) during the Fall Semester. If the student cannot receive the flu vaccine, the student must contact the Clinical Compliance Coordinator to initiate the process for vaccine exemption.

COVID-19 Vaccine

In accordance with clinical partnership agreements, all students, faculty, and staff are required to be fully vaccinated against COVID-19, including any booster shots required by the agency. Students who believe they have a legitimate medical or religious need for an exemption must contact compliance@mccn.edu.

Tuberculin (TB) Skin Testing

New onsite students are required to complete a two-step tuberculin (TB) skin test (two skin tests, one to two weeks apart).

Each subsequent year, every student will be required to complete an annual TB skin test or TB questionnaire to screen for signs/symptoms of active TB infection. Annual TB testing is required, depending on the student's program track and clinical placement. Expiration is one year from the documented date of the skin test or date on the questionnaire. The student is responsible for the cost of any follow up testing if needed.

Students with a previous positive TB test must provide the results of a chest x-ray and any treatment given. Those students are also required to complete an annual questionnaire (provided by the Student Health Nurse).

With the exception of the annual renewal month of August, if the expiration date for the annual TB test occurs prior to the beginning of a clinical nursing course in which the student is enrolled, the student will be administratively withdrawn. **There is no grace period and no exceptions to the policy.** If a student is exposed to a client/patient with active TB, a baseline skin test will be done at the time of exposure and again 8-10 weeks later.

New students are required to submit initial documentation in one of two ways:

- 1) Complete a two-step tuberculin (TB) screening (two skin tests, one to two weeks apart) or,
- 2) Complete a Quantiferon Gold Blood Test. Students will also be required to submit ongoing yearly documentation of TB testing.

Subsequent yearly documentation can be satisfied in one of two ways:

- 1) Complete a two-step tuberculin (TB) screening (two skin tests, one to two weeks apart) or
- 2) Completing the MCCN TB Questionnaire (found on the homepage of PC). Expiration is one year from the documented date of the skin screening or date on the questionnaire.

Criminal Background Check (onsite students)

The College of Nursing will conditionally accept students into the College of Nursing in the pre-licensure BSN and all of the graduate nursing programs subject to completion of the criminal record check. Student acceptance into or completion of the Nursing program does not guarantee eligibility for licensure.

The law regulating the practice of nursing states that the Ohio Board of Nursing may deny a convicted felon a license or the privilege of sitting for the licensing examination (Section 4723.28 of the Revised Code). In addition, clinical agencies utilized for nursing clinical studies may require students to undergo criminal record checks. A clinical agency has the right to refuse an individual access to care delivery at the facility based on the criminal record reports.

In the case that an agency denies access, an alternative experience will be scheduled for the individual to assure the ability that the student has clinical experience sufficient to provide the opportunity to meet clinical (and course) objectives. State and federal criminal records checks are mandatory requirements for all new pre-licensure students at point of entry to MCCN and again at the start of senior level (for traditional undergraduate) or last semester in the SDAP. Failure to complete the required criminal records check may result in the inability to continue in the program.

All pre-licensure program students will order their background check through Surscan in Project Concert before the due date listed in Project Concert. The student will order a "direct mail" copy. These results are mailed to the student from the Ohio Bureau of Criminal Identification and Investigation (BCI) and the Federal Bureau of Investigation (FBI). The student will then upload the results they receive from the BCI and FBI to their Project Concert account.

A criminal record check that indicates evidence of a felony conviction (or certain misdemeanor convictions) may result in action including, but not limited to, dismissal from Mount Carmel College of Nursing.

Direct questions to the Clinical Compliance Coordinator.

Proof of Graduation

Based on the program of choice, students may need to provide documentation of previous education during the enrollment process. All students must show proof of completion of 12th grade level education to complete the enrollment. Mount Carmel College of Nursing must receive official documentation no later five days after the start of their program. Students' acceptance is considered contingent until official proof of graduation is received by the Office of Records and Registration. Failure to provide documentation may result in cancellation of student's enrollment.

Acceptable forms of proof include:

- 1) Copy of a US high school transcript from a state approved or US Department of Education approved school.
- 2) Copy of a G.E.D. certificate.
- 3) Copy of homeschooling completion certificate.
 - a) Applicants submitting a certificate of completion transcript for homeschool are subject to education validation and standards from the state granting the high school equivalency.
 - b) Home school transcripts when received must be notarized and/or certified by a school official according to state regulations.
 - c) The Director of Records and Registration is to provide an evaluation of education to meet standards before acceptance.
- 4) Copy of a completed Associate's, Bachelor's, Master's degree, or Doctorate obtained from a school with accreditation recognized by the U.S. Department of Education.
- 5) A foreign transcript at the high school, Associate's, Bachelor's, Master's, or Doctorate degree completed may be evaluated by a recognized agency to be the equivalent of a U.S. high school diploma.
 - a) Applicants wishing to submit foreign evaluation documentation evaluated by an approved agency take full responsibility to acquire and provide such documentation.
 - b) The College will not pay any fees that may be incurred by an applicant to submit such proof.
 - c) Approved evaluators are members of the International Transcript Evaluation Service Members of NACES (National Association of Credential Evaluation Services). Evaluators include:
 - i) World Education Services, Inc
P.O. Box 745 Old Chelsea Station
New York, NY 10113-0745
(212) 966-6311
<http://www.wes.org>
 - ii) Educational Credential Evaluators, Inc.
P.O. Box 514070
Milwaukee, WI 53203-3470
(414) 289-3400
<http://www.ece.org>

- iii) Josef Silny & Associates, Inc.
International Educational Consultants
P.O. Box 248233
Coral Gables, FL 33124
(305) 666-0233
<http://www.jsilny.com>
 - iv) International Education Research Foundation, Inc.
P.O. Box 66940
Los Angeles, CA 90066
(310) 390-6276
<http://www.ierf.org>.
 - v) Educational Perspectives
P.O. Box 618056
Chicago, IL 60661-8056
(312) 421-9300
info@educational-perspectives.org
<http://www.educational-perspectives.org/>
- 6) Documentation of certificate level programs cannot be used for proof of graduation.
-

Placement Testing

All new freshmen and transfer freshmen in the undergraduate traditional nursing program at Mount Carmel College of Nursing are required to complete the Test of Essential Academic Skills (ATI TEAS) in the areas of Reading, Mathematics, Science, and English/Language Usage. This assessment is conducted as part of the entrance and placement process. All other students, including Second Degree Accelerated Program (SDAP), are exempt from taking the ATI TEAS.

Math Placement

All entering pre-licensure students in applicable programs, regardless of class level or previous math coursework, are reviewed for math placement based on the results of their ATI TEAS scores.

- All entering students who score at *Basic* or *Developmental* level in math are required to successfully complete a non-credit, remedial math course (**MATH 090**), regardless of previously completed college-level math courses.
- Freshmen must take **MATH 090** the first or second semester of enrollment.
- **MATH 090** must be completed prior to enrolling in **NURS 206 - Pharmacological Foundations of Caring Health Practices**, at the sophomore level.

English Placement

All entering pre-licensure students in applicable programs who do not have equivalent transfer credit for English Composition are reviewed for English placement based on their ATI TEAS and ACT-English scores.

- Students are placed into **ENGL 110** if their ACT-English score is 18 or higher.
- Students with an ACT-English score less than 18 are placed into **ENGL 110** if their ATI TEAS English level is *Proficient* or higher.
- Students with an ACT-English score below 18 and an ATI TEAS English level of *Basic* or *Developmental* are placed into **ENGL 100**.
- Credit for ENGL 100 counts toward total hours earned but not in total hours required to graduate.
- Students who successfully complete **ENGL 100** are subsequently required to complete **ENGL 110**.

College and Career Success (SSCI 111 & 112)

All new students classified by MCCN as first-time freshmen and new transfer students are required to successfully complete College and Career Success during the first two semesters, regardless of their ATI TEAS results. Exceptions are only granted for undergraduate students who have a prior degree.

Proficiency Exams

Some academic areas within the College have developed subject-based proficiency exams leading to the award of Credit by Examination ("EM" credit) if passed with a grade of "C" (73%) or higher. Credit by Examination is not an option for nursing clinical courses. Science exams are available to students who have not completed a science course within the past five years or those whose knowledge was gained from job experience or training. However, all students permitted to take science proficiency exams must have completed some college-level course work in the subject area.

There is a non-refundable fee for each proficiency exam that must be paid prior to taking the exam. Requests for proficiency exams are handled through the Transfer Credit Evaluation office.

International Students

Mount Carmel College of Nursing does not issue Immigration Form I-20 from the U.S. Citizenship and Immigration Services (USCIS). Therefore, the College is not eligible to accept new or transfer international students who need I-20 credentialing. The College welcomes international applicants who do not require an I-20 clearance.

International transcripts must be evaluated by an international transcript evaluation service. The evaluation must be sent directly from the credentialing service to MCCN. [Click here](#) for a specific list of accepted National Association of Credential Evaluation Services (NACES) members.

Non-Degree Students

Enrollment in specific classes for non-degree students is on a space-available basis. Permission is granted by the Director of Records and Registration. Students enrolled in the College on non-degree status must achieve a minimum 2.00 cumulative GPA by the time twelve credit hours are completed or be dismissed from the College. Students are permitted to enroll only in general education courses during non-degree enrollment.

Admission: Pre-Licensure Nursing Program

The College accepts students on a modified rolling admission basis. Applicants are encouraged to apply early and are notified in writing of the admission decision after application documents are complete and have been reviewed by the Admissions Committee. Applications and associated materials are accepted during the following periods prior to the entering semester.

Listed below are requirements for admission to the pre-licensure nursing program:

- 1) High school graduation with a minimum cumulative grade point average (GPA) of 3.00 or GED. A minimum college-level cumulative GPA of 2.8 on a 4.0 scale is required for transfer students.
- 2) Completion of the following high school courses with a minimum grade of "C" (a grade of "C-" is not acceptable). If a minimum grade of "C" was not achieved in the listed course, the applicant is required to complete the course at the college level and earn a minimum grade of "C":

High School Courses	Credits Required
College Preparatory English	4 credits
College Preparatory Math (including Algebra II)	3 credits
Laboratory Sciences (including Biology and Chemistry)	3 credits
Social Sciences	4 credits
Recommended - Foreign Language (sign language accepted)	2 credits
Recommended - Visual or Performing Arts	1 credit

- 3) ACT or SAT test scores are required unless the applicant has been graduated from high school for more than five years or has earned at least 30 hours of college credit. A composite ACT score of 20 or better or SAT of 950 or better is recommended. The institution code for Mount Carmel College of Nursing is 3297 (ACT) and 1502 (SAT).
- 4) TOEFL scores (required of students for whom English is not their native language) must be sent directly from the Educational Testing Service (www.ets.org/toefl) to MCCN; a minimum score of 550 (paper-based), 213 (computer-based) or 79-80 (Internet-based) is required. The institution code for Mount Carmel College of Nursing is 1502.
- 5) In addition, an applicant with college credits must submit evidence of a college GPA of 2.80 or higher (only grades of "C" or higher are eligible to transfer).
- 6) Transfer applicants must also meet the high school course requirements. College courses will be evaluated for transfer credit. Applicants must be admitted to Mount Carmel College of Nursing before courses will transfer. Enrollment classification/class level will be determined based on satisfactory completion of prerequisite/corequisite courses applicable to the Mount Carmel curriculum.

Traditional High School/Transfer Students

The following documents are required to complete the application process (the Admissions Committee reserves the right to require additional information):

- 1) A completed Application for Admission (link to the [online application](#)). A non-refundable, one-time, \$30 application fee (credit card, check, or money order made payable to Mount Carmel College of Nursing) must accompany the Application for Admission.
- 2) A typewritten essay of 300 words or less (specific details are included on the Application for Admission).
- 3) A high school transcript. Transfer students are required to submit an official high school transcript even with an earned degree.
- 4) Current High School Students: A completed Course Enrollment Form (available with the admission packet) that lists any courses not included on transcripts in which the applicant is currently enrolled or plans to enroll prior to starting classes at Mount Carmel.
- 5) GED scores (if applicable) – official scores forwarded to Mount Carmel College of Nursing, Office of Admissions, as well as official high school transcript of courses completed prior to leaving high school.

- 6) **ALL** college/university transcripts (if applicable). Official transcripts forwarded directly to Mount Carmel College of Nursing, Office of Admissions (no photocopies or faxes).
- 7) ACT or SAT standardized test scores (see admission requirements).
- 8) A typewritten activities/interests resume highlighting employment, community service, athletic participation, hobbies, interests, honors, and awards.
- 9) A copy of visa or permanent resident card, if applicable, (see International Students).
- 10) TOEFL scores (required of students for whom English is not their native language) must be sent directly from the Educational Testing Service (www.ets.org/toefl) to MCCN; a minimum score of 550 (paper-based), 213 (computer-based) or 79-80 (Internet-based) is required. The institution code for Mount Carmel College of Nursing is 1502.

Home-School Students

The following documents are required to complete the application process (the Admissions Committee reserves the right to require additional information):

- 1) A completed Application for Admission (link to the **online application**).
- 2) A non-refundable, one-time, \$30 application fee (credit card, check, or money order made payable to Mount Carmel College of Nursing) must accompany the Application for Admission.
- 3) A typewritten essay of 300 words or less (specific details are included on the Application for Admission).
- 4) A typewritten activities/interests resume highlighting employment, community service, athletic participation, hobbies, interests, honors, and awards.
- 5) A typewritten personal essay discussing academic preparation and detailing any unique experiences, academic or otherwise, which demonstrate the student’s preparation for college.
- 6) A written verification from the appropriate school district indicating that the student was excused from compulsory attendance for home education (signed by the school district superintendent).
- 7) ACT or SAT standardized test scores (see admission requirements).
- 8) A transcript or list, with grades, verifying that the student received the following instruction:
 - a) **The transcript must be signed by the school certifier and notarized.**

Courses	Credits Required
College Preparatory English	4 credits
College Preparatory Math (including Algebra II)	3 credits
Laboratory Sciences (including Biology and Chemistry)	3 credits
Social Sciences	4 credits
Recommended - Foreign Language (sign language accepted)	2 credits
Recommended - Visual or Performing Arts	1 credit

- 9) Home school course content descriptions (syllabus) with a list of textbooks or other basic teaching aids.
- 10) Official GED score report.
- 11) All college/university transcripts (if applicable). Official transcripts forwarded directly to Mount Carmel College of Nursing, Office of Admissions (no photocopies or faxes).
- 12) TOEFL scores (required of students for whom English is not their native language) must be sent directly from the Educational Testing Service (www.ets.org/toefl) to MCCN; a minimum score of 550 (paper-based), 213 (computer-based) or 79-80 (Internet-based) is required. The institution code for Mount Carmel College of Nursing is 1502.

- 13) One letter of recommendation from a coach, pastor, employer, sponsor of an extracurricular activity, or teacher of any kind of private instruction (e.g., music lessons, etc.).

For any questions regarding transfer credit, view our full Credit for Prior Education policy here.

Admission: Ascent Programs

The Ascent Programs are innovative programs that provide individuals with an accelerated pathway to complete a Bachelor of Science in Nursing degree in as little as five semesters. These programs include the Advanced Placement Program and the LPN-BSN Program.

Advanced Placement Program (APP)

The Advanced Placement Program (APP) will be of particular interest and value to students who have completed significant college credit and who have completed the required prerequisites. Following initial acceptance to Mount Carmel College of Nursing, the APP is an option that allows **transfer students** the opportunity to complete the BSN in five semesters.

Acceptance to the APP is highly competitive, and enrollment is limited. Students are selected for this accelerated and highly structured program based on strong academic performance in previous college coursework and successful completion of all prerequisite courses. A minimum 3.00 cumulative GPA is required to apply for the APP. Applicants are not guaranteed admission to the APP. Applications and associated materials are accepted during the following period prior to the entering semester. Link to the [online application](#).

Completed applications are reviewed for acceptance and applicants are notified in writing regarding admission decisions. Those accepted will be required to submit a \$300 deposit to confirm their intent to enroll in the Advanced Placement Program.

To be considered for either the Ascent or SDAP program, applicants must have successfully completed all non-nursing courses in the freshman and sophomore MCCN curriculum (with grades of "C" or higher). These courses include:

- a) SCIE 123: Anatomy & Physiology I
- b) SCIE 124: Anatomy & Physiology II
- c) SCIE 103: Organic Biochemistry
- d) SCIE 125: Microbiology
- e) ENGL 110: English Composition
- f) PSYC 101: General Psychology+
- g) PSYC 225: Human Growth & Development
- h) SCIE 220: Nutrition+**
- i) SCIE 230: Physiologic Alterations I**
- j) SCIE 231: Physiologic Alterations II**

***Those who do not have credit for SCIE 230 & 231 and or SCIE 220 may be considered for Summer (May) semester admission. SCIE 220, 230 & 231 will then be integrated into the plan of study.*

+Credit awarded based on LPN professional licensure and prior training.

Additionally, applicants for the LPN-BSN program must have an unrestricted LPN license in the state of Ohio.

For any questions regarding transfer credit, view our full Credit for Prior Education policy here.

Admission: Second Degree Accelerated Program

The following documents are required to complete the application process (the Admissions Committee reserves the right to require additional information):

- 1) A completed Application for Admission (link to the **online application**).
- 2) \$30 non-refundable application fee.
- 3) A typewritten essay of 300 words or less (specific details are included with application).
- 4) Official transcripts from all high schools, colleges, and universities attended.
- 5) A typewritten activities/interests resume highlighting employment, community service, athletics, hobbies, honors, and awards.
- 6) Copy of visa or permanent resident card and TOEFL scores, if applicable.
- 7) Earned baccalaureate or higher degree from a regionally accredited institution. If the degree was earned outside of the United States the transcripts must be evaluated by a member of NACES (National Association of Credential Evaluation Services). **Click here** for a list of accepted NACES members.
- 8) Minimum 3.00 cumulative grade point average on all post-secondary coursework is strongly recommended.
- 9) In-person interview; telephone interview if residing out of Ohio.
- 10) TOEFL scores (required of students for whom English is not their native language) must be sent directly from the Educational Testing Service (www.ets.org/toefl) to MCCN; a minimum score of 550 (paper-based), 213 (computer-based) or 79-80 (Internet-based) is required. The institution code for Mount Carmel College of Nursing is 1502.
- 11) Completion of the following prerequisites:
 - a) English Composition
 - b) General Psychology
 - c) Human Anatomy and Physiology I
 - d) Human Anatomy and Physiology II
 - e) Human Growth and Development
 - f) Human Nutrition*
 - g) Microbiology
 - h) Organic Biochemistry
 - i) Statistics*

*Provisional admission may be granted to students without transcribed credit for Statistics or Human Nutrition; the required courses will be integrated into the plan of study.

The following requirements must be completed prior to the first clinical course:

- 1) Completed institutional health requirements.
- 2) Current professional-level CPR certification from either the American Heart Association or the American Red Cross, as follows:
 - a) **American Heart Association**
 - i) Basic Life Support (BLS) for Health Care Providers or
 - ii) Instructor/Trainer/Faculty
 - b) **American Red Cross**
 - i) Basic Life Support (BLS) for Health Care Providers or
 - ii) Instructor/Trainer/Faculty

For any questions regarding transfer credit, view our full Credit for Prior Education policy here.

Admission: RN-BSN Completion Program

The RN student must have a current, unencumbered state license.* No nursing proficiency or placement exams are required for admission. Through RN licensure and prior academic credit, applicants may have earned credit [42 semester credit hours in nursing and 48 semester credit hours in general education] transferred in toward the BSN degree.

Priority consideration is given to applicants from ACEN (formerly NLNAC) accredited pre-licensure nursing programs. MCCN will evaluate applicant packages and may consider admission for those from non-ACEN (formerly NLNAC) accredited pre-licensure nursing programs on an individual basis.

Applicants to the Online RN-BSN Completion Program must submit the following documents.

- 1) A completed Application for Admission (link to the **online application**).
- 2) Official transcripts for all post-secondary academic work. Transcripts must be submitted directly to Mount Carmel College of Nursing, Online RN-BSN Admissions.
- 3) A current and unencumbered RN license.

PLEASE NOTE: To apply for the Online RN-BSN Program you must be a licensed Registered Nurse (RN).* The program is designed for licensed RNs who want to pursue a Bachelor of Science in Nursing (BSN).

**Students participating in the program through dual enrollment or applying as new graduate nurses awaiting licensure may join under provisional admission. They can enroll in general education courses and up to 9 credits of nursing coursework. Program completion requires maintaining an active, unencumbered license.*

For any questions regarding transfer credit, view our full Credit for Prior Education policy here.

Admission: Master of Science Program

Admission Criteria

To be considered for admission to any of the four master's program tracks at Mount Carmel the following is required:

- 1) Completion of an accredited U.S. baccalaureate nursing program (Accreditation Commission for Education in Nursing (ACEN) or the Commission on Collegiate Nursing Education (CCNE).
- 2) Cumulative grade point average (GPA) of 3.0 on a 4.0 scale in baccalaureate and any subsequent graduate work.
- 3) Current, unrestricted RN licensure in state of residence and/or where clinicals will be completed.
- 4) Current resume or curriculum vitae
- 5) Two recommendation letters (from individuals such as: work supervisors, professional colleagues, and former faculty members who hold a minimum of a baccalaureate level degree). Download Graduate Recommendation Form
- 6) Written Goal Statement. The goal statement essay is used as a source of information and as a sample of your writing ability. Your goal statement should be approximately two, double-spaced pages (approximately 400 words) and should follow APA 7th ed. (Professional Standard).
 - a) The goal statement should include:
 - i) Introduction
 - ii) Professional and academic background, skills, and accomplishments
 - iii) Describe your academic and career goals
 - iv) Describe qualities you possess that embody the specialty for which you are applying. Discuss how you plan to be successful in the graduate program.
 - v) Conclusion

- vi) Reference Page (if applicable)
- 7) TOEFL Score: A minimum score of 79 for internet-based, 213 on computer-based and 550 on paper-based TOEFL for International students
 - a) Official TOEFL scores: applies to students for whom English is not the native language; minimum required TOEFL score of 550 (paper based), 213 (computer based) or 79—80 (Internet based); TOEFL scores are valid two years from the test date. To learn more about the TOEFL, visit www.ets.org/toefl TOEFL scores should be mailed directly from TOEFL to Mount Carmel College of Nursing, Office of Admissions, 127 South Davis Ave, Columbus, Ohio 43222
- 8) Completed application
- 9) Any required application fees

Admission Status

Graduate students will be offered admission for a specific start date into the graduate program. There is an option to defer admissions, but will be reviewed on a case-by-case basis for extenuating circumstances. Once an admission candidate confirms acceptance into Mount Carmel College of Nursing, the tuition deposit is non-refundable.

Unconditional Admission

Applicant has met all admission criteria for the MCCN Master's Program.

Provisional Admission

Applicants who do not meet the minimum program requirements may be considered for provisional admission. Admission in such cases will depend heavily on other indices of the student's ability to handle graduate-level work. These might include strong performance on standardized tests, GPA in the major and/or other experiences or admission requirements that are clearly indicative of strong academic ability.

A student who is provisionally admitted must achieve a 3.0 GPA or 82% in all courses and meet any additional requirements identified by the Graduate Coordinator by the end of their first semester of study to gain full acceptance and remain in the program of study.

Annual Compliance Education

Students doing practicums in nursing schools, hospitals and health agencies will be required to meet the individual agency's annual compliance education requirements. It is the student's responsibility to be knowledgeable of these agency requirements.

Master of Science Program Outcomes

Upon completion of the MS program, graduates will have the knowledge and skills to:

- 1) Integrate nursing, social, and health related theories with evidence-based practice to enhance, innovate and design quality and effective delivery of health care. (ME I); [DD 1, 2, 3, 4, 5, 9]; {QSEN 2, 4, 5, 6}
- 2) Assimilate evidence into practice to provide timely, ethical, compassionate, and culturally responsive, person-centered advanced nursing care. (ME IV); [DD 2, 4]; {QSEN 1, 2, 3, 6}
- 3) Integrate patient care technology and information systems in the coordination and evaluation of advanced nursing practice (ME V); [DD 1, 2, 7, 8, 9]; {QSEN 3, 5, 6}
- 4) Participate in evidence-based policy and practice that promotes dimensions of health and wellness and development for self, peers, individuals, families, communities and populations. (ME VI, VIII); [DD 1, 3, 4, 8, 9]; {QSEN 1, 2, 3, 5, 6}
- 5) Use quality improvement tools, performance measures and standards to drive care delivery that is safe, cost-effective and achieves desired outcomes. (ME III); [DD 5, 6, 7, 8, 9]; {QSEN 2, 4, 5, 6}

- 6) Apply leadership principles to promote ethical and strategic change in health care and health policy at organizational, local, and regional levels. (ME II); [DD 3, 4, 7, 8, 9, 10?]; {QSEN 1?, 2, 3, 4, 5, 6}
- 7) Facilitate interprofessional and community partnerships to address the diverse health care needs in local, regional, national and/or global communities. (ME VII); [DD 2, 3, 4, 6, 7, 9, 10]; {QSEN 1, 2, 3, 6}
- 8) Support advanced nursing roles and nursing's unique disciplinary perspectives to enhance outcomes (ME IX); [DD 1, 4, 5, 6, 9, 10]; {QSEN 1, 2, 3, 4, 5, 6}

Dual Credit Pathway

The Dual Credit pathway provides an opportunity for students to begin working towards their next step in their academic career. This program is designed for strong academic students who have been offered admission into either a graduate or doctoral program at Mount Carmel College of Nursing. Students in this pathway will have the opportunity to take a maximum of 9 credit hours to be counted toward their current degree and any future graduate or doctoral programs. In order for students to receive credit towards their future program, they must obtain a B or above in the approved course.

Undergraduate Dual Credit Pathway (Pre-Licensure to Graduate Program)

A combined-credit program provides an opportunity for undergraduate students to begin working toward a master's degree in their junior and senior years. The Dual Credit pathway is designed for strong academic students who have been offered admission into a graduate program at Mount Carmel College of Nursing. Courses taken for undergraduate credit may be used to fulfill the requirements of both undergraduate and graduate degrees. No undergraduate credit will be counted toward graduate-level courses. Students will have an opportunity to take a maximum of 9 credit hours within the graduate program and can choose from:

- NURS 501 - Nursing Research and Evidence Based Practice
- NURS 502 - Quality, Safety, and Effectiveness of Nursing Care
- NURS 504 - Leadership - Advanced Nursing Roles

Application Requirements

An undergraduate student who is pursuing a baccalaureate degree at Mount Carmel College of Nursing may be granted permission to take one or more (maximum of 9 credit hours) graduate courses. The graduate-level course may be counted toward Bachelor's and any future master's credit if the student is accepted in an approved graduate program at Mount Carmel College of Nursing. The student will be charged at the baccalaureate degree rate for the graduate course. The student must obtain a B or above in the approved graduate course to be applied for graduate credit. In order to be considered for Dual Credit, the student meets all of the following conditions:

- The student must be accepted into a Master's degree program at Mount Carmel College of Nursing
 - Can apply through the Direct Admit Pathway
- The student must be enrolled in their junior or senior year
- The student must have an overall grade point average of 3.0 or better prior to applying
- The student must obtain permission from his or her advisor and the Graduate Coordinator
- The student will have the opportunity to take:
 - **NURS 501** in replacement of NURS 361 (Traditional UG) / NURS 391 (SDAP) / NURS 360 (RN-BSN)
 - **NURS 502** in replacement of Nursing Seminar 35xx (Traditional UG) / Nursing Seminar 350x (SDAP) / NURS 415 (RN-BSN)
 - **NURS 504** in replacement of Nursing Seminar 35XX (Traditional UG) / Nursing Seminar 350x (SDAP) / NURS 402 (RN-BSN)

Process

- The student must apply to a master's degree program at Mount Carmel College of Nursing through the Direct Admit Pathway or through traditional admissions. If accepted, the student can be considered for the Dual Credit policy.
- The student must then officially request consideration for Dual Credit by reaching out to his or her undergraduate advisor.

The undergraduate advisor will notify the student and Graduate Coordinator if accepted and the Graduate Coordinator will adjust the graduate plan of study accordingly.

Graduate Dual Credit Pathway (Graduate to Doctoral Program)

A combined-credit program provides an opportunity for master's degree students to begin working toward a DNP degree during their graduate program. The Dual Credit Pathway - Graduate/DNP is designed for strong academic graduate students who have been offered admission into the doctorate program at Mount Carmel College of Nursing. Courses taken for graduate credit may be used to fulfill the requirements of both graduate and DNP degrees. No graduate-level credit will be counted toward DNP level courses. Students will have an opportunity to take a maximum of 9 credit hours within the DNP program and can choose from: NURS 767, NURS 765, and

- NURS 762 - Information Technology and Data-Driven Decision Making
- NURS 765 - Ethical Practices and Policies in Global/Population Health
- NURS 767 - Transformative Leadership Practices

Application Requirements

A graduate student who is pursuing a master's degree at Mount Carmel College of Nursing may be granted permission to take one or more (maximum of 9 credit hours) DNP courses. The DNP level course may be counted toward master's and any future DNP credit if the student is accepted in an approved DNP program at Mount Carmel College of Nursing. The student will be charged at the master's degree rate for the DNP level course. The student must obtain a B or above in the approved DNP level course to be applied for DNP credit. In order to be considered for Dual Credit, the student meets all of the following conditions:

- The student must be accepted into the DNP degree program at Mount Carmel College of Nursing
 - Can apply through the Direct Admit Pathway
- The student must apply through the Dual Credit **application**
- The student can enroll once they are admitted and confirmed to start their DNP program
- The student must have an overall grade point average of 3.0 or better prior to applying
- The student will have the opportunity to take:
 - **NURS 762** in replacement of NURS 502
 - **NURS 765** in replacement of NURS 506
 - **NURS 767** in replacement of NURS 504

Admission: Post-Graduate Certificate Programs

The Certificate Programs offered at Mount Carmel College of Nursing include these tracks with the following starting semesters:

- **Post-Graduate Certificate: Accelerated Adult-Gerontology Acute Care Nurse Practitioner - (currently on pause)**
- **Post-Graduate Certificate: Family Nurse Practitioner - starting Summer and Fall semesters**
- **Post-Graduate Certificate: Nursing Leadership - Clinical Operations - (currently on pause)**
- **Post-Graduate Certificate: Nursing Education - (currently on pause)**

- **Post-Graduate Certificate: Psychiatric-Mental Health Nurse Practitioner** - starting summer and fall semesters

The Certificate Program Plan of Study is dependent on previous graduate coursework, and some courses may be waived. However, all students must successfully complete specialty track coursework and maintain a 3.0 GPA to earn a certificate in any program. Admission requirements are listed above.

Progression

Students in the Certificate tracks are expected to adhere to the College policies and procedures in the *Graduate Catalog*.

Completion

In order to qualify for a Certificate of Completion, candidates must complete all the following requirements. A student deficient in any area risks not receiving his/her certificate until the requirement is complete.

- 1) Complete all academic requirements.
- 2) Program completion within 2 years of the date of first enrollment for nursing administration and nursing education.
- 3) Program completion for nurse practitioner program within 1 year of the date of first enrollment.
- 4) Complete all required coursework with a minimum 3.00 cumulative GPA.
- 5) Fulfill all financial obligations to Mount Carmel College of Nursing.
- 6) Complete the student exit survey and interview with the Dean of the Graduate Program.
- 7) Complete a Financial Aid Exit Interview sent from the Director of Financial Aid if the graduate student received Federal Stafford Loans.
- 8) Complete a Business Affairs Exit Interview with the Director of Business Affairs if the graduate student received an institutional loan from MCCN during the program of study.
- 9) Fulfill all financial and library obligations to Mount Carmel College of Nursing.
- 10) Analyzes ethical, legal, and social factors influencing policy and the interdependence and impact of policy on healthcare practice across disciplines.

Admission: Doctorate of Nursing Practice Program

Mount Carmel College of Nursing's Doctor of Nursing Practice (DNP) program will set you apart as a transformational driver of creative, innovative and effective solutions in nursing practice, education, and healthcare. Graduates of the program are positioned to meet the current and future challenges of the dynamic healthcare environment as experts in leadership and practice. Possessing evidence-based practice, systems thinking, leadership and change management competencies, graduates are equipped to influence policy formulation, utilize technology and information systems and lead interdisciplinary strategic initiatives that drive quality patient outcomes and exceptional patient experiences. Mount Carmel's unique, faith-based, innovative approach to DNP education engages learners in a supported and personalized learning experience as they tackle the challenges of assuring the quality, safety, equity, and efficiency of care while shaping and inspiring care delivery as it is seen through the eyes of the patient, family, and care provider.

The online Doctor of Nursing Practice program offers two track options: The Leader in Clinical Practice DNP and the Executive Leader DNP.

To be considered for admission to any of the three DNP program tracks at Mount Carmel, the following is required:

- **Admission Criteria**
 - **Official Transcripts.** Applicants must submit an official transcript from each post-secondary institution attended. Applicants must have completed a master's degree in nursing from a nationally

accredited institution. Electronic and official paper transcripts must be sent directly from the institution to MCCN. Mail transcripts to: Mount Carmel College of Nursing (MCCN), ATTN: Admissions, 127 S., Davis Ave., Columbus, OH 43222

- **GPA Requirement.** A minimum 3.25 cumulative GPA on a 4.0 GPA scale for graduate work is required.
- **Registered Nurse Licensure.** Current, unrestricted RN licensure in state of residence and/or where clinicals will be completed.
- **Résumé or curriculum vitae.** A current Resume or CV is required.
- **Letters of Recommendation.** Strong professional references from two professionals with at least one prepared at the doctoral level who can speak to the applicant's current abilities and potential for academic and clinical competence. One recommendation must be from a nurse who is prepared at the master or doctoral level. The form can be accessed here: [Download Form](#).
- **Statement of Purpose.** A comprehensive, well-written goal statement is an essential component of a successful doctoral application. The goal statement essay is used as a source of information and as a sample of your writing ability. You should focus on your professional goals and how you envision these goals can be achieved through doctoral study. Your goal statement should be no more than four, double-spaced pages (no more than 500 words) and should follow APA 7th edition. The goal statement should include:
 - Professional and academic background, skills, and accomplishments
 - Your rationale for applying to the DNP program
 - Your DNP project target audience or your particular area of scholarly interest. Include clinical, teaching, or research experience related to this area of interest.
 - Address future career goals and contributions you expect to make to nursing after completing the DNP degree program
- **TOEFL Score:** A minimum score of 79 for internet-based, 213 on computer-based and 550 on paper-based TOEFL for International students
 - Official TOEFL scores: applies to students for whom English is not the native language; minimum required TOEFL score of 550 (paper based), 213 (computer based) or 79—80 (Internet based); TOEFL scores are valid two years from the test date. To learn more about the TOEFL, visit www.ets.org/toefl TOEFL scores should be mailed directly from TOEFL to Mount Carmel College of Nursing, Office of Admissions, 127 South Davis Ave, Columbus, Ohio 43222
- **Additional Track Requirements are as follows:**
 - Admission Criteria for DNP, Leadership in Advanced Clinical Practice
 - Advanced Practice Certification. Applicants must have Advanced Practice Registered Nurse (APRN) national certification as a CNS, NP, CNM or CRNA in their areas of specialty as appropriate.
 - Advanced Practice Registered Nurse Licensure. Applicants must have APRN licensure in the state they will complete their clinical hours.
 - Admission Criteria for DNP, Executive Leadership in Healthcare or Academic Nursing Leadership
 - Advanced Practice Certification. Advanced specialty certification in nursing through a nationally recognized organization is preferred but not required.
 - Non-nursing Master's or non-advanced practice Master's Degree Candidates. For individuals holding a non-nursing master's degree or those who have an earned master's degree in nursing in a non-advanced practice specialty, an individualized plan of study will be developed as indicated.
- **Graduate Clinical Hour Verification.**
 - Candidates applying for the DNP program track must submit the Hour Verification Form to the academic institution from which they obtained their graduate degree to verify the number of supervised hours (clinical and project completion) associated with degree completion. Once completed, this form must be returned to MCCN's Admission Team.
 - Post-Baccalaureate Practice Hours
 - A maximum of 500 post-baccalaureate practice hours are granted by holding advanced nursing practice national certification.

- Students who have earned a Master's in Nursing Degree and that have not completed at least 500 direct clinical hours throughout their graduate level program will be required to complete additional hours throughout the DNP program plan of study to ensure that the post-baccalaureate hour requirement is met.
- **Transfer Credit**
 - Transfer credit is considered for courses taken elsewhere within five years of admission. Work presented for transfer credit must be from an accredited college and is subject to evaluation in light of the degree requirements of the university.
 - To have a course considered for transfer credit, applicants must make the request at least six (6) weeks before the course begins and submit this petition to admissions@mccn.edu with the course syllabus enclosed. A maximum of six (6) credits can be considered for transfer. If transfer credit is approved, it will appear on the student's official transcript and the hours earned will count toward the DNP degree.
- **Technical Requirements**
 - Mount Carmel College of Nursing considers the Internet communication interface an essential learning resource for doctoral students. DNP students will be required to have a home computer, printer and reliable Internet service provider that has high-speed broadband Internet access. Technical requirements can be found here.

Confirmation Fee

A non-refundable confirmation fee of \$300 will be applied to spring semester tuition.

Annual Compliance Education

Annual Compliance Education - students doing practicums in nursing schools, hospitals and health agencies will be required to meet the individual agency's annual compliance education requirements. It is the student's responsibility to be knowledgeable of these agency requirements.

DNP Program Outcomes

- 1) Apply the broad range of integrative and nursing sciences and principles of healthcare economics to improve the nation's health through ethical, evidence-based advanced nursing practice, leadership and policy development (ALD 1.1e, 1.1f, 1.2f, 1.2h, 1.2i, 1.3d, 1.3e, 3.1l, 3.1n, 3.2g, 3.3e, 3.4f, 3.4h, 3.4j, 3.5f, 3.5h, 3.6i; QSEN 3, 4; EBP 3, 9, 10, 16, 20, 23; AONL 2, 3).
- 2) Demonstrate leadership attributes that can be used to shape health policy and organizational policy in support of the ethical and equitable provision of health care (ALD 7.1f, 7.1g, 7.2h, 7.2l, 9.1h, 9.1i, 9.2i., 9.2j, 9.2k, 9.2l, 9.3j, 9.3m, 9.4d, 9.5f, 9.5g, 9.6d, 9.6g, 10.1c, 10.3o, 10.3q; QSEN 1, 2, 5; EBP 1, 3, 5, 6, 7, 9, 11, 12, 13, 17, 20, 21, 24; AONL 1, 2, 3, 4).
- 3) Generate innovative models of care and advanced nursing and academic practices to improve the quality, safety, and outcomes of care delivery through the synthesis, translation application and evaluation of evidence and the generation of evidence through practice (ALD 4.1h, 4.1i, 4.1j, 4.1k, 4.1l, 4.2f, 4.2g, 4.2h, 4.2i, 4.2j, 4.2k, 4.3e, 4.3f, 4.3h, 5.1i, 5.1j, 5.1k, 5.1l, 5.1o, 5.2g, 5.2i, 5.3f, 5.3h; QSEN 1, 3, 4, 5; EBP 2, 4, 5, 6, 7, 8, 9, 11, 12, 14, 15, 16, 19, 23; AONL 2, 5).
- 4) Employ advanced nursing, leadership and or academic practice and care delivery models that represent evidence-based political, ethical, professional, economic, socially just and culturally appropriate services for diverse patient populations in a variety of health care settings (ALD 2.1d, 2.1e, 2.2g, 2.2j, 2.3h, 2.4f, 2.4g, 2.5h, 2.5j, 2.5k, 2.7f, 2.8f, 2.9g, 3.1j, 3.1l, 3.1m, 3.2d, 3.3d, 3.4f, 3.4h, 3.4j, 3.5h, 7.1f, 7.2i, 7.3e, 7.3f, 7.3g; QSEN 1, 3, 4; EBP 3, 9, 10, 11, 13, 16, 19, 20, 23, 24; AONL 1, 2, 3, 4, 5).
- 5) Demonstrate organizational and systems leadership that fosters innovation and the transformation of complex systems; driving patient-centered care dynamics steeped in evidence, safety, data driven decision making through the integration of healthcare technology and informatics, continuous quality improvement, patient safety, and quality outcomes through effective change management that transforms healthcare and academic nursing practices (ALD 5.1i, 5.1j, 5.1k, 5.1n, 5.2g, 5.3e, 8.1g, 8.1k, 8.2f, 8.2i, 8.3i, 8.4e, 8.5h, 8.5j,

8.5l, 10.1d, 10.2g, 10.2f, 10.2i, 10.3j, 10.3k, 10.3l, 10.3q ; QSEN 1, 3, 4, 5, 6; EBP 1, 2, 6, 8, 9, 10, 11, 17, 18, 22, 23; AONL 1, 2, 3, 4, 5).

- 6) Lead and participate as a competent member of interprofessional teams to facilitate optimal care, desired outcomes by identifying and addressing relevant health care challenges to advance the quality and safety of health care and to enhance the health of populations (ALD 3.1l, 3.1m, 3.2d, 3.2e, 3.3e, 3.5j, 3.6f, 5.1l, 5.1o, 5.2i, 5.3f, 5.3g, 5.3h, 6.1g, 6.1i, 6.1j, 6.1l, 6.2g, 6.2h, 6.2i, 6.2j, 6.3d, 6.4f, 6.4i, 10.2j, 10.3n, 10.3q; QSEN 1, 2, 4, 5; EBP 3, 5, 7, 13, 17, 19, 21, 22, 24; AONL 1, 2, 3, 4).
- 7) Advance nursing practice through the effective translation and utilization of evidence to create innovative practices aimed at achieving targeted quality outcomes (ALD 4.1h, 4.1i, 4.1j, 4.1l, 4.1m, 4.2f, 4.2g, 4.2h, 4.2k, 8.1g, 8.1k, 8.2h, 8.3g, 8.3j, 8.4e, 8.5j, 8.5l; QSEN 3, 4; EBP 2, 3, 6, 7, 9, 10, 11, 12, 16, 19, 24; AONL 2, 4).

* ALD = AACN Advanced Level Domain Essentials (2021), QSEN = Quality and Safety Education for Nurses (2021), EBP = Evidence-Based Practice Competencies (2014)

Financial Information

Student Financial Services

MCCN's Student Financial Services oversees all financial matters pertaining to students' education. This encompasses tasks such as tuition billing, payment processing, distributing financial aid, administering scholarships and grants, providing student loans, and promoting financial wellness among students. They uphold adherence to financial policies and regulations, help students comprehend their financial responsibilities and choices, and provide guidance on budgeting and financial management throughout their academic journey.

Tuition and Fees

Mount Carmel College of Nursing is committed to helping each student realize the goal of becoming a professional healthcare practitioner.

Through reasonable fees, accommodating payment plans, tuition financing, and a variety of aid programs including scholarships, work-study initiatives, federal and state grants, the College goes to great lengths to make nursing education affordable.

[Click here](#) to link to the Mount Carmel Net Price Calculator.

Program Tuition Rates

Program	Application Fee	Per Credit Hour Rate
Traditional Undergraduate and Ascent	\$30.00	\$920.00
Second Degree Accelerated Program	\$30.00	\$670.00
RN-BSN Completion	\$30.00	\$325.00
Graduate and Post-Graduate Certificates	\$30.00	\$955.00
Doctorate of Nursing Practice	\$30.00	\$1,065.00

** Books, transportation, meals, clinical compliance (immunization, drug screening, and background checks), and uniform costs are the responsibility of the student.*

** Tuition and fees may be adjusted annually.*

Student Billing and Payment

MCCN reserves the right to make changes in costs for an upcoming semester by publishing the new rates for tuition and fees at least three months in advance of the effective date. Changes in other fees, charges or policies may be made by announcement one month in advance of the effective date.

A student's Course and Fee Statement (including approved or pending financial aid awards) is available online (CARMELink) prior to the beginning of each semester (Student tab > Business Office and Account Information > My Student Information > Course and Fee Statement > click on "Generate my Course and Fee Statement" > click on

“View my Course and Fee Statement).

Students receiving financial aid may deduct the amount of the approved aid from their semester tuition bill until monies are received. Students with unpaid balances and with no approved payment plan will be considered to have withdrawn and enrollment may be canceled.

Consideration is given to each student’s financial circumstances. The College recognizes that financial crises do occur, and during extraordinary situations can make special financial arrangements for payment of tuition and fees. Students with financial questions should contact the Director of Business Affairs to discuss special arrangements.

Tuition Due Dates

Payment of tuition and fees is due 7 calendar days prior to the start of each semester unless a payment plan has been pre-approved by the Bursar’s Office. The Balance Due Date is depicted on the student’s Course and Fee Statement for each semester.

Financial Aid Information

Mount Carmel College of Nursing is committed to helping you realize your dream of becoming a professional healthcare practitioner. There are many things to consider when selecting a college and one of the most important factors to consider is the financial investment of a college education. For the most current information regarding financial aid, please link to: <http://www.mccn.edu/tuition-and-financial-aid/financial-aid/welcome>.

College Payment Plan

A payment plan, administered through the Bursar’s Office, is available for any student. The payment plan allows the student the convenience of distributing the tuition and fee expenses over a number of months. Tuition and fees for a semester can be included in a payment plan. Pending financial aid is taken into consideration when calculating monthly payments. Information about payment plans may be found in CARMELink (Student tab > Business Office and Account Information > Go to Transact Integrated Payments).

Contact the Bursar’s Office (614-234-3039 or 614-234-2167) to schedule an appointment for questions about the College payment plan.

Payment Methods

The following payment methods are available:

- 1) Check or money order payable to Mount Carmel College of Nursing (include on the check or money order the student’s name and student ID number). Mailing address:
 - a) **Mount Carmel College of Nursing**
Bursar’s Office
127 S. Davis Ave.
Columbus, OH 43222-1504
 - b) Payment may be made in person at the MCCN Bursar’s Office, second floor of Marian Hall (211). The Bursar’s Office is open from 8:00 a.m. - 4:30 p.m. Monday through Friday, excluding holidays. The office will accept checks or money orders. Credit card payments are accepted online **only**.
- 2) Payment may be made by credit card, debit card or electronic check online through the student’s CARMELink account (Student tab > Business Office and Account Information > Pay Using Transact > click on the “Go to Transact Integrated Payments” link). Transact accepts American Express, Discover Card, and

MasterCard; a merchant processing fee of 2.95% is assessed on every credit card payment. There is a \$0.50 processing fee for electronic check (ACH) payments.

Any student with an account balance due as of the first day of the semester will be placed on Bursar's Office "hold" unless satisfactory payment arrangements have been made previously with the Bursar's Office. **Any student with a Bursar's Office "hold" cannot register for classes or view final course grades via CARMELink.** The "hold" is not removed until satisfactory arrangements are made with the Bursar's Office. This may result in the student being closed out of a specific course or section.

Satisfactory payment arrangements are defined as:

- 1) Payment for balance received in full;
- 2) Payment plan approved and monthly payments received as agreed; or
- 3) Financial aid approved by the Financial Aid Office but still pending.

Students who have additional questions or who would like to schedule an appointment should contact the Bursar's Office (614-234-2167, bursar@mccn.edu)

Late Fees

At the time a student registers for classes the student agrees to assume financial responsibility for any charges and/or fees as posted to his/her student account. This financial obligation is legally binding whether the student accesses the electronic billing information on CARMELink or the account is being paid by the student or by another person.

A \$100.00 late registration fee is charged to a student who fails to register for classes before 10 business days prior to the semester start date (Fall, Spring or Summer).

A \$150.00 late fee may be charged to a student who fails to pay the projected account balance or who does not have a Bursar's Office approved payment plan by the due date on the Course and Fee Statement. To determine the projected account balance, deduct the approved financial aid for the semester from the account statement balance. Payments must be received by the Bursar's Office by the due date indicated on the Course and Fee Statement in order to avoid the late fee. A postmark prior to the due date is not sufficient.

If an account must be sent to collection or litigation due to nonpayment of the outstanding balance, Mount Carmel reserves the right to recover all costs involved with the collection and/or litigation of delinquent accounts. Mount Carmel College of Nursing is a non-profit institution of higher learning. As such, student receivable accounts are considered to be educational loans offered for the sole purpose of financing an education and are not dischargeable in bankruptcy proceedings.

Institutional Refund Policy

Mount Carmel College of Nursing tuition and fees refunds will be made according to federal guidelines.

<u>16 Week Semester Course</u>	<u>8 Week Term Course</u>	<u>6 Week RN-BSN Session Course</u>
100% refund on or before the 1st Friday of the semester	100% refund on or before the 1st Friday of the term	100% refund up to 7 days from the start of the session
50% refund on or before the 4th Friday of the semester	50% refund on or before the 2nd Friday of the term	—

NO REFUND after the 4th Friday of the semester	NO REFUND after the 2nd Friday of the term	NO REFUND after 7 days from the start of the session
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*Refunds from second term classes will be calculated beginning with the start date of the second term.

**Refunds from term/session/semester courses will be calculated beginning with the start date of the term/session/semester.

Students receiving federal and state aid will be subject to federal and state program refund policies before any refund is made to the student. Institutional financial aid (Schell Loan and other Mount Carmel loan programs; scholarships are excluded from this policy) will be subject to the federal refund calculation for students who withdraw, are dismissed, or take a Leave of Absence (LOA) prior to completing 60% of the semester term. Federal refund calculation includes prescribed methods of returning federal and state aid to those programs. Samples of refund calculations are available upon request from the Financial Aid Office.

Account Balances

Funds are credited to the student's account as they are received from various sources. Once a student's account has been credited with financial aid funds and shows a credit balance, the College will refund the credit amount to be used for other educational expenses.

If the College receives traditional program student funds late Fall Semester after Spring Semester billing, the funds may be carried over to Spring Semester. If the College receives Second Degree Accelerated Program funds late Spring Semester after Fall billing, the funds may be carried over to Fall Semester.

Refunds may be deposited directly in a student's bank account if the student enrolls in the electronic refund option in the Transact portion of the Bursar's Office and Account Information section of CARMELink. No federal funds will be carried over from one academic year to the next. Refunds for credit balances due to receipt of a Parent Plus Loan will be refunded to the parent whose name is on the loan unless the parent designates that proceeds go to the student. A check will be mailed to the parent.

Refund Disbursement

Funds are credited to the student's account as they are received from various sources. Once a student's account has been credited with financial aid funds and shows a credit balance, the College will refund the credit amount to the student within two weeks – to be used for other educational expenses. If the College receives funds in late Fall Semester after Spring Semester billing, the funds may be carried over to Spring Semester. No federal funds will be carried over from one academic year to the next. Students may enroll in electronic refund deposits online through CARMELink.

Satisfactory Academic Progress (SAP)

Mount Carmel College of Nursing Participates in Title IV Student Aid Programs. Regardless of Full Time or Part Time status, Degree or Diploma program, or Financial Aid support level, all students must maintain satisfactory academic progress (SAP) while enrolled at the college. These standards take steps to fulfill federal financial aid requirements.

Maintaining SAP

- 1) To maintain SAP, a student must meet the following criteria:
 - a) Cumulative Grade Point Average (CGPA) Achieve a cumulative GPA 2.0 (equivalent to 70%) each time SAP is evaluated.
 - b) Pace of Completion (POC) Achieve a minimum Pace of Completion rate of 67% for all programs.

- i) POC is calculated by dividing the credits earned by the credits attempted. Only those credits required in the student’s program of study, including credits that were transferred from the approved institutions, & proficiency credits earned, are used in the POC calculation. As with the determination of CGPA, the Pace of Completion requirement will be evaluated at the end of each grading period after grades have been posted to determine if the student is progressing satisfactorily. The Pace of Completion for part-time students will be evaluated based on the part-time requirements for the program.
- c) Maximum Timeframe (MTF) There is a maximum timeframe in which students must graduate.
 - i) For all programs measured in credit hours, the maximum time frame is 150 percent of the total credits of the program.
 - ii) For an undergraduate program measured in clock hours, the maximum time frame is 150 percent of the published length of the program as evaluated by the cumulative number of clock hours the student is required to complete as expressed in calendar time.
 - iii) Students enrolled in a clock hour program cannot receive federal financial aid for hours beyond those in the program, the maximum time frame applies to the amount of calendar time the student takes to complete those hours.
- d) Effect of Incompletes, Withdrawals, Repetitions, & Transfer Credits on CGPA & Pace of Completion:

Grade Chart

Grade	Percentage Code	Included in Earned Credits	Included in Credits Attempted	Included in GPA
I	Incomplete	No	Yes	No
K	Transfer of Credit	Yes	Yes	No
PK	Potential Transfer Credit	No	No	No
W	Withdrawn	No	Yes	No
R	Repeated Course	Yes	Yes	Yes

- e) Transfer Credit on SAP
 - i) Transfer credit awarded by the college has no effect on CGPA calculations for SAP but does affect the Pace of Completion Calculation.
 - ii) Transfer Credits are included in maximum time frame calculations.
- f) Program Change on SAP
 - i) Students who change programs will only have credits and final grades that are applicable to the new program (including transfer credits) calculated in SAP and maximum time frame.
 - ii) Any credits previously taken and not part of the student’s new program of study will not be used in the calculation.
- g) Effect of Grade Change on SAP
 - i) In the event a grade change is submitted outside the normal grade change period, a recalculation of SAP may be performed.

SAP Warning

- 1) If a student has not met the minimum SAP requirements, the student will be placed on SAP Warning.

- 2) SAP Warning letter will be mailed or emailed to the student which informs the student that s/he did not maintain satisfactory academic progress towards the completion of his/her program of study during the most recently completed payment period or semester.
- 3) An Academic Advisor will conduct an advising session when a student is placed on SAP Warning to update their plan of study.
- 4) In addition to meeting with academic advising the student will be referred to the Student Success Center for academic progress.
- 5) The student will then be given an advising form indicating risk of probation, how long the status will last, and the conditions to be met to avoid being placed on SAP Probation. The letter also informs the student that s/he is eligible to receive financial aid (if applicable) for the next payment period or semester. However, if the student fails to make satisfactory progress by the end of that payment period or semester, s/he will be placed on SAP Probation & lose financial aid eligibility.

SAP Probation

- 1) If a student fails to meet the minimum SAP requirements for either two consecutive payment periods or two consecutive semesters, the student will be placed on SAP Probation.
- 2) If the student is a financial aid recipient, financial aid is suspended at that time.
- 3) SAP Maximum Probation Periods
 - a) An undergraduate student may remain on academic probation no longer than two semesters.
 - b) Graduate and Certificate level students may only stay on probation for one semester/payment period.
 - c) All students placed on SAP Probation will develop a remediation plan with the assistance of their advisor and/or student success center advisor. All remediation plans include specific outcomes & a timeline. SAP Probation letter will be sent to the student notifying him/her that s/he is not making satisfactory progress towards completion of his/her program of study.
 - i) The letter will also provide the student with instructions on how to appeal the suspension of financial aid eligibility (if applicable), as well as the deadline for submitting the appeal.
 - d) Appealing Suspension of Financial Aid Eligibility (if applicable)
 - i) Students have the right to appeal the suspension of financial aid eligibility within 10 days from the date on the SAP Probation letter.
 - ii) The appeal form is available in the Registrar's Office or Academic Advisor.
 - iii) The appeal should include an explanation, & supporting documentation, of any circumstances that prevented the student from maintaining SAP throughout the semesters in question. Examples of such circumstances are:
 - (1) Death of a relative of the student.
 - (2) Severe personal injury or illness of the student.
 - (3) Extraordinary circumstances that have a causal link to the deterioration in academic performance.
 - iv) The appeal will be reviewed by a minimum of two members of the Satisfactory Academic Progress committee in conjunction with the Director of Student Financial Services or designee.
 - (1) The appeals committee's decision is final & non-appealable.
 - (2) Reinstatement of Financial Aid Eligibility (FA Probation)
 - (a) If the appeal is approved, the student will be placed on Financial Aid Probation for one payment period or semester at the end of which SAP is re-evaluated.
 - (b) If SAP is not met, financial aid will again be suspended.

Frequency of SAP Evaluations

- 1) Term Based Programs will be evaluated by the office of financial aid at the end of each semester.
- 2) Clock hour programs will be evaluated by the office of financial aid at the end of each financial payment period based on the program.

Military Information

Military Deployment Policy

This policy applies to a student at MCCN who is a member of any military branch of the U.S. Armed Services, including the National Guard of any state, active, or reserve forces of the United States and who is ordered to state military service or federal service or duty. This same policy applies to the spouse (who is an MCCN student) of a member of the National Guard of any state, active, or reserve forces of the United States and who is ordered to state military service or federal service or duty, if the member has a dependent child.

A copy of the military orders for deployment must be provided to the Associate Dean of the respective academic program before any of the actions below are initiated. Any combination of options #1 and/or #2 is acceptable.

- 1) **Withdrawal**
 - a) There is no deadline for withdrawal from the student's entire registration to receive a full 100% refund of tuition and mandatory fees.
 - b) The student may drop/withdraw from all courses and remain in the academic program on Leave of Absence status.
 - c) The student may drop/withdraw from all courses and MCCN.
- 2) **Course Grade or "Incomplete" Grade**
 - a) Faculty and Staff are encouraged to be as flexible as possible for academic credit.
 - b) The student may make arrangements with faculty for a course grade.
 - c) The student may make arrangements with the faculty for the grade of "Incomplete" that shall be completed by the student at a later date. The student's registration shall remain intact, and tuition and mandatory fees shall be assessed in full for the courses.
 - d) Any courses for which arrangements cannot be made for grades of "Incomplete" shall be considered dropped and the tuition and mandatory fees for the courses refunded.
- 3) **Leave of Absence**
 - a) Student's may take a leave of absence for up to 180 days with a copy of orders.

Veteran Benefits

VETERANS BENEFITS AND TRANSITION ACT OF 2018, SECTION 103

For any students using VA Education Chapter 33 (post 9-11 GI Bill®) or Chapter 31 (Vocational Readiness & Employment) benefits, while payment to the institution is pending from the VA (up to 90 days), the school will not:

- 1) Prevent their enrollment;
- 2) Assess a late penalty fee;
- 3) Require they secure alternative or additional funding;
- 4) Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

To qualify for this provision, such students are required to:

- 1) Produce a VA Certificate of Eligibility or an E-benefits GI Bill Statement of Benefits by the first day of class;
- 2) Provide the school with a request to be certified;
- 3) Provide any additional information needed to properly certify the enrollment as described in the school's institutional policies.

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

Credit for Military Education

All applicants to Mount Carmel College of Nursing are eligible to apply for credit granting. Perspective students wishing to have their prior education assessed for credit granting must provide documents of their prior education, training, and not limited to military training. Upon receipt of official transcripts, credit will be granted, as appropriate.

For veterans and military students, evaluations will occur in accordance with 38 CFR 21.4253(d) (3). Veterans seeking to use the GI Bill® (GI Bill® is a registered trademark of the U.S. Department of Veterans10/2/2023 Page 144 of 209 Affairs (VA)) can obtain more information about education benefits offered by VA is available at the official U.S. government website at <https://www.benefits.va.gov/gibill>).

Military Credit

Credit for military training and experience in the armed forces of the United States, the National Guard or the Reserve Components may be granted in accordance with the credit recommendations provided by the American Council on Education (ACE).

- 1) In order to have such work evaluated and added to the permanent academic record, a potential student needs to submit, to the Office of Records and Registration, certified copies of any documentation related to these experiences, including official military transcripts and discharge forms.
 - 2) Decisions regarding the utilization of credit granted through this program shall be made at the discretion of the Transcript Evaluator, in consultation with the Associate Dean of the applicable program.
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Academic Information and Policies

Credit for Prior Education

All applicants to Mount Carmel College of Nursing are eligible to apply for credit granting. Prospective students wishing to have their prior education assessed for credit granting must provide documents of their prior education, training, and not limited to military training. Upon receipt of official transcripts, credit will be granted, as appropriate.

For veterans and military students, evaluations will occur in accordance with 38 CFR 21.4253(d) (3). Veterans seeking to use the GI Bill® (GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs) can obtain more information about education benefits offered by VA is available at the official U.S. government website at <https://www.benefits.va.gov/gibill>).

Prospective students who request credit granting from previously attended institutions should submit official transcripts to the **Records and Registration Office** via electronic submission (registrar@mccn.edu), or sealed official transcripts to the campus designee, one week prior to their anticipated start date. To be considered official, transcripts must be sent from the originating institution to the Registrar or campus-based designee.

Prospective students must submit official or unofficial transcripts 14 calendar days before their anticipated start date. Official transcripts must be provided according to the above outlined policy no later 7 calendar days prior to their anticipated start date. Students failing to submit official transcripts 7 calendar days prior to their anticipated start date may be denied transfer and/or admission to their chosen program. Transfer of credit will not be reviewed on or past the students anticipated start date.

In addition to official transcripts, copies of course descriptions, school catalogs, and course syllabi may be requested for evaluation purposes. Please note that course schedules which are based on an unofficial transcript **are subject to change** if information contained in the official transcript differs from the unofficial transcript. The college does not evaluate credit based on prior learning experience including, but not limited to, life or work experience.

As a rule, the following guidelines are followed when considering transfer credit at MCCN:

- 1) Transfer of credit is required to come from a post-secondary institution accredited by one of the seven regional accrediting commissions.
 - a) <https://www.chea.org/regional-accrediting-organizations#western-junior>
 - b) [Higher Learning Commission \(HLC\)](#)
 - c) [Middle States Commission on Higher Education \(MSCHE\)](#)
 - d) [New England Commission of Higher Education \(NECHE\)](#)
 - e) [Northwest Commission on Colleges and Universities \(NWCCU\)](#)
 - f) [Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\)](#)
 - g) [WASC Senior College and University Commission \(WSCUC\)](#)
- 2) Undergraduate college level courses with grades of "C" or higher are eligible for consideration of transfer credit (grades of "C-" or lower are not acceptable for transfer). MCCN refrains from the transcription of credit from other institutions that it does not apply to its own programs.
- 3) Graduate level courses with grades of "B" or higher are eligible for consideration of transfer credit (grades of "B-" or lower are not acceptable for transfer). MCCN refrains from the transcription of credit from other institutions that it does not apply to its own programs.
- 4) Courses reviewed for transfer of credit must have a minimum of 80% content match with Mount Carmel's Course(s).
- 5) Courses with clinical hours must match with 80% of the prospective Mount Carmel's Course(s) clinical hours.
 - a) Clinical and pharmacology courses must have been taken within the last five (5) years to be eligible to receive credit.
 - b) The age of courses to be transferred is based on the start date of program enrollment. Courses over the assigned thresholds may be reviewed by academic stakeholders to override this academic standard otherwise courses in excess of this timeframe are not eligible for transfer of credit.

- 6) MCCN reserves the right to accept or reject all transfer credits in terms of their own institutional standards and requirements. Courses considered for transfer must be equivalent to those required in the current MCCN curriculum or meet established requirements.
- 7) Transfer credit grades are not included in the cumulative grade point average at MCCN.
- 8) Transfer credit is included in total credits earned. All courses accepted for transfer will be noted on the student's MCCN transcript as "K." Potential transfer of credit may be posted on a student's transcript as "PK" (Potential Credit).
- 9) Prospective students currently attending another institution may at times have an active course applicable to their prospective program.
 - a) In these situations, potential transfer of credit may be posted in a student's plan of study as "PK." Official transcript(s) providing the course(s) final grade must be submitted 7 calendar days before the start of the program.
 - b) In the event the student is unable to provide by day one of the student's program, their "PK" grade will not be converted to official transfer of credit "K." The course will be removed from the plan of study and the student's schedule will be adjusted accordingly.
 - c) Students not meeting admissions requirements due to uncompleted "PK" grade conversion to official transfer of credit, "K," may be canceled and/or deferred to the next available start date of their chosen program.
- 10) Except for courses articulated through transfer policies or institutional agreements, the institution makes no promises to prospective students regarding the acceptability and applicability of credit awarded by examination or credit for transfer until an evaluation has been conducted by the Mount Carmel College Transfer Credit Evaluation Officer or designee.
- 11) The stakeholders for the program and/or transfer of credit designee, is responsible for the determination of the transferability of nursing courses for pre-licensure nursing students (see "Nursing Transfer Credit" below).
- 12) If a student should waive the credit for a transfer course, the student is held accountable for completing the course at MCCN. If a failure results in that course, it must be repeated per MCCN policy.
- 13) Credit earned at institutions outside the United States must first be evaluated by a MCCN approved credential evaluation service. Evaluators include:
 - a) International Transcript Evaluation Services
Members of NACES (National Association of Credential Evaluation Services)
World Education Services, Inc
P.O. Box 745 Old Chelsea Station
New York, NY 10113-0745
(212) 966-6311
<http://www.wes.org>
 - b) Educational Credential Evaluators, Inc.
P.O. Box 514070
Milwaukee, WI 53203-3470
(414) 289-3400
<http://www.ece.org>
 - c) Josef Silny & Associates, Inc.
International Educational Consultants
P.O. Box 248233
Coral Gables, FL 33124
(305) 666-0233
<http://www.jsilny.com>
 - d) International Education Research Foundation, Inc.
P.O. Box 66940
Los Angeles, CA 90066
(310) 390-6276
<http://www.ierf.org>
 - e) Educational Perspectives
P.O. Box 618056

Chicago, IL 60661-8056
(312) 421-9300
info@educational-perspectives.org
<http://www.educational-perspectives.org/>

Undergraduate Coursework

New pre-licensure nursing students with transfer nursing credit from other institutions and former MCCN nursing students being readmitted to the College must undergo evaluation of academic nursing credit after admission is offered and confirmed.

- 1) In order to assure student success in the MCCN program the academic stakeholders for the program and/or transfer of credit designee, the Transfer Credit Evaluator will evaluate previous nursing credit and determine, prior to registration for any MCCN nursing course, the need for prerequisite review. Examples of what may be required include: demonstration of nursing skill levels review and/or auditing courses applicable to program core.
- 2) Senior level nursing courses (400 level) are not eligible for transfer of credit.

Graduate Coursework

- 1) A maximum of 12 credit hours of equivalent course work, with a grade of "B," may be transferred from another graduate program or proficiency examination into the Master's Program. Once enrolled at Mount Carmel College of Nursing, degree candidates are required to complete all degree coursework offered through Mount Carmel College of Nursing.
- 2) Degree Candidates may not transfer credit toward core degree courses.
- 3) Degree candidates must complete a Mount Carmel College of Nursing Petition for Transfer Credit – Graduate Program and include any associated course syllabi from the courses that the degree candidate is wishing to transfer. This form should be returned to the Director of the Graduate of the Programs. Transfer reviews may take up to 1-2 weeks to complete. Once completed, students will receive a copy and proposed plan of study.
- 4) **Applicable to Nurse Practitioner - AGACNP** - For those students who already hold a national nurse practitioner certification and seek a second nurse practitioner area of focus, their transcripts will be evaluated for clinical practicum hours and courses. Our Master's nurse practitioner programs require the attainment of 650 clinical practicum hours. It is possible that a certified nurse practitioner will be given transfer credit for 150 hours of our 650 clinical practicum hour requirement, because national AG-ACNP and FNP certification exams require a minimum of 500 clinical practicum hours. We want to acknowledge the clinical expertise already demonstrated by the certificate student. Furthermore, it is possible that an Advanced Practice Registered Nurse with a valid license seeking a second nurse practitioner certification, will be given transfer credit for NURS 525: Role Transition – APRN.
- 5) National AG-ACNP, FNP, and PMHNP certification exams require a minimum of 500 clinical practicum hours. Additionally, Advanced Practice Registered Nurses (APRN) with a valid APRN license seeking a second nurse practitioner certification may be given transfer credit for NURS 525: Role Transition – APRN.

Doctoral Coursework

- 1) A maximum of 6 credit hours of equivalent coursework, with a grade of "B," may be transferred from another doctoral program or proficiency examination into the Doctoral Program. Once enrolled at Mount Carmel College of Nursing, degree candidates are required to complete all degree coursework offered through Mount Carmel College of Nursing.
- 2) Work presented for transfer credit must be from an accredited college and is subject to evaluation in light of the degree requirements of the university.
- 3) To have a course considered for transfer credit, applicants must make the request at least six (6) weeks before the course begins and submit this petition to the Director of Graduate Programs or Faculty Mentor with the course syllabus enclosed.

- 4) The Transfer Credit Evaluator, in consultation with the program director, approves transfer credit for all DNP courses. If transfer credit is approved, it will appear on the student's official transcript and the hours earned will count toward the DNP.

Advanced Placement Credit

Mount Carmel College of Nursing recognizes the Advanced Placement (AP) Examination Program of The College Board as an excellent way to earn college credit toward the baccalaureate degree. Evaluation of AP credit is handled by the Mount Carmel College of Nursing Transfer Credit Evaluator. Official confirmation of AP scores must come directly from The College Board to the Mount Carmel College of Nursing Admissions Office. Notation of AP work on a high school transcript will not suffice. All AP credits accepted will be noted on the student's transcript as "EM."

Mount Carmel College of Nursing will award equivalent course credit for the following AP examinations with a score of '3' or higher:

AP Examination	Minimum Score	MCCN Course	Semester Hours
English Literature and Composition	3	English Composition (ENGL 110)	3
English Language and Composition	3	English Composition (ENGL 110)	3
Psychology	3	General Psychology (PSYC 101)	3
Statistics	3	Health Statistics (HLTH 320)	3

Contact the Mount Carmel College of Nursing Transfer Credit Evaluator for specific AP examinations covered under this policy.

A student requesting evaluation of AP credit must contact the automated service ([click here](#)) and request the score report be sent directly to the Admissions Office at Mount Carmel College of Nursing. The College Entrance Examination Board (CEEB) code for MCCN is **1502**.

AP Services
P.O. Box 6671
Princeton, NJ 08541-6671
Fax: 610-290-8979

CLEP Credit

Mount Carmel College of Nursing recognizes the College Level Examination Program (CLEP) of The College Board as an excellent way to earn college credit toward the baccalaureate degree. Evaluation of CLEP credit is handled by the MCCN Transfer Credit Evaluator. Official confirmation of CLEP scores must come directly from The College Board to the MCCN Admissions Office. Notation of CLEP work on a high school transcript will not suffice. All CLEP credit accepted will be noted on the student's MCCN transcript as "EM."

MCCN will award equivalent course credit for the following CLEP examinations with a score of '50' or higher. In addition, MCCN will award equivalent course credit up to a maximum of 3 courses (9 semester hours) with a score of '50' or higher on CLEP examinations in the subject areas of **humanities or social sciences**. Contact the MCCN Transfer Credit Evaluator for specific CLEP examinations covered under this policy.

CLEP Examination	Minimum Score	MCCN Course	Semester Hours
College Composition	50	English Composition (ENGL 110)	3
Introductory Psychology	50	General Psychology (PSYC 101)	3

A student requesting evaluation of CLEP credit must submit a transcript request from the College Board by completing the **Transcript Request Form**. Transcripts must be sent directly to the Admissions Office at Mount Carmel College of Nursing, 127 S. Davis Ave., Columbus, OH 43222. The College Entrance Examination Board (CEEB) code for MCCN is **1502**.

International Baccalaureate Credit

Mount Carmel College of Nursing recognizes the International Baccalaureate (IB) Diploma Program as an excellent way to earn college credit toward the baccalaureate degree. Evaluation of IB credit is handled by the MCCN Transfer Credit Evaluator. Official confirmation of IB scores must come directly from the International Baccalaureate Organization to the MCCN Admissions Office. Notation of IB work on a high school transcript will not suffice. All IB credits accepted will be noted on the student's MCCN transcript as "EM."

MCCN will award equivalent course credit for the following IB coursework examinations with a score of "4" or higher.

IB EXAM	Minimum Score	MCCN Course	Semester Hours
Art/Design	4	Humanities/Social Science Elective (HUMN/SSCI)	3
Economics	4	Humanities/Social Science Elective (HUMN/SSCI)	3
Economic Policy	4	Humanities/Social Science Elective (HUMN/SSCI)	3
English A1	4	English Composition (ENGL 110)	3
English A2	4	English Composition (ENGL 110)	3
Geography	4	Humanities/Social Science Elective (HUMN/SSCI)	3
History (including regional)	4	Humanities/Social Science Elective (HUMN/SSCI)	3
History of the Islamic World	4	Humanities/Social Science Elective (HUMN/SSCI)	3
Music	4	Humanities/Social Science Elective (HUMN/SSCI)	3
Philosophy	4	Humanities/Social Science Elective (HUMN/SSCI)	3

Psychology	4	General Psychology (PSYC 101)	3
Social Anthropology	4	Humanities/Social Science Elective (HUMN/SSCI)	3
Theatre Arts	4	Humanities/Social Science Elective (HUMN/SSCI)	3

In addition, MCCN will award equivalent course credit up to a maximum of 4 courses (11 semester hours, with 5 semester hours of electives maximum) with a score of “4” or higher on IB examinations in the subject areas of **humanities or social sciences**. This credit will be applied toward the humanities/social science elective credit at MCCN. Contact the MCCN Transfer Credit Evaluator for specific IB examinations covered under this policy.

A student requesting evaluation of IB credit must go through IBO’s website and fill out the **Online Request Results Service Form** and request the score report be sent directly to the Admissions Office at Mount Carmel College of Nursing.

Closed School Transfer Credit-Extraordinary Circumstance

In the unfortunate result of a school closure, MCCN, with approval of the campus leadership can allow for variances of the school’s policies to assist these students to continue their academic journey.

- 1) Students will need to apply through standard practices to MCCN and their academic progression standards will be reviewed according to MCCN transfer of credit policies and programmatic standards.
- 2) These students will be allowed some leniency during the review progress regarding:
 - a) Students under these extraordinary circumstances may be asked to provide copies of course syllabi as applicable for evaluation.
 - b) Residency requirements for closed school students are lowered to 1/6 of the length of the MCCN program requirements. Example: 1/6 of 120 credits is 20 credits needed.
 - c) Students may have senior level course work applied to their program **except** for courses deemed not transferable by academic leadership.
 - d) Courses reviewed for transfer of credit must have a minimum of 50% content match with Mount Carmel’s Course(s).
- 3) Courses with clinical hours must match with 50% of the respective Mount Carmel’s Course(s) clinical hours.
- 4) Courses may be subject to secondary review by programmatic leadership to review against a student’s overall academic prowess to determine if they do not meet the content match course to course.
- 5) In non-standard fashion, MCCN may combine content to convert to equivalent of a course.
- 6) MCCN reserves the right to accept or reject all transfer credits in terms of their own institutional standards and requirements. Courses considered for transfer must be equivalent to those required in the current MCCN curriculum or meet established requirements.
- 7) Unlike standard transfer of credit, students under these exceptional circumstances cannot challenge special circumstance credits as they have already been reviewed by academic leadership.

Transfer of Credit Appeals

Students that are not satisfied with the transfer appeal decision have the right to appeal the review within **30 days** of their initial transfer of credit evaluation. Students will need to complete a transfer of credit appeal form that they may access from CARMELink. Students must submit the transfer credit appeal form electronically to their Academic Advisor. The form must be complete including supporting documentation (course syllabi) from their prior institutions to support rationale.

The Credit Evaluation Staff will consult with subject matter experts and other college personnel to determine the outcome of the appeal. The Mount Carmel College will respond via email to the appeal within 10 business days.

Once the evaluation is complete, students may not ask for the courses to be evaluated again as the appeal decision is final.

Attendance

Class and clinical attendance is required at Mount Carmel College of Nursing. Each course syllabus includes faculty requirements for specific class and clinical attendance. Attendance is subject to requirements in the Administrative Withdrawal policy.

Illness during class or clinical: A student who becomes ill or injured during class or clinical time will notify the instructor who will initiate an appropriate plan of action based on the circumstances and in accordance with related College policies. Students in onsite classes who have been admitted as a hospital inpatient or seen for treatment in a hospital Emergency Department must submit a signed release in order to return to class and/or clinical. This signed release must be submitted to the Director of Compliance and Community Affairs prior to the student's return to class and/or clinical. The release must clearly identify all restrictions and the length of time the restrictions apply. See Medical Release policy for full information.

Absences in Clinical or Lab-Based Courses

Nursing Clinical or Lab

- A student missing more than 1 day (for courses with 99 or fewer scheduled clinical or lab hours) or 2 days (for courses with 100 or more scheduled clinical or lab hours) of clinical or lab, may be withdrawn from the course. Students that are withdrawn from a course are subject to the Academic Progression Policy.

Nursing and Science Labs

- Students hold the accountability and responsibility for content associated with missed labs.

Clinical or Lab Make-up Requirements

Students are required to make up all missed lab or clinical experiences and are responsible for the payment of any clinical or lab make-up fees.

The College reserves the right to administratively withdraw students from clinical nursing courses based on clinical absences and/or failure to attend a clinical or lab orientation. By the approval of the Academic Dean, a student will be dropped from a nursing clinical course if patient/client safety is at risk, and a grade of "W" will be posted to the student's academic transcript.

Reporting Absence for Clinical or Lab

Students who are unable to be present for clinical or lab experiences must notify the Course Coordinator and/or the clinical facility and clinical faculty member as indicated, at least two hours prior to the scheduled start time for the experience. Students should refer to their clinical syllabi for individual agency or faculty instructions regarding absences reporting.

As absence reporting processes are in place to establish student conduct that is in concert with behaviors expected of working professionals, if notification is not given, the student may be subject to disciplinary action in accordance with the Academic and Professional Conduct Committee.

Any graduate student who is ill or injured and cannot attend class or attend the scheduled practicum experience MAY be asked to submit to the appropriate course faculty a note on letterhead or prescription pad that is dated and signed by hand with a nurse practitioner or physician's assistant signature.

Graduate and Doctoral Programs: Unexcused Absence

Although all graduate and doctoral programs are online, two consecutive unexcused absences will result in the student being administratively withdrawn from the course.

Grading Policies

Non-Clinical Nursing and General Education (GE) Courses

The College uses a four-point grading system for non-clinical nursing and GE courses:

Grade	Quality Points	Grade Description	Percentage
A	4.0	Excellent	91.00 - 100.00%
B	3.0	Good	82.00 - 90.99%
C	2.0	Satisfactory	73.00 - 81.99%
D	1.0	Poor	67.00 - 72.99%
F	0.0	Failure	66.99% and below
I	0.0	Incomplete	
AU	0.0	Audit	
K	0.0	Transfer Credit	
PK	0.0	Pending Transfer	
W	0.0	Withdrawal	
P	0.0	Pass	
NC	0.0	No Credit	
EM	0.0	Credit by Exam	
IP	0.0	In Progress	
NG	0.0	No Grade Required	

Grading in Nursing Clinical (or lab) Courses

The College uses a four-point grading system for nursing clinical (or lab) nursing courses:

Grade	Quality Points	Grade Description	Percentage
A	4.0	Excellent	91.00 - 100.00%
B	3.0	Good	82.00 - 90.99%
C	2.0	Satisfactory	73.00 - 81.99%
F	0.0	Failure	72.99% and below

I	0.0	Incomplete	
AU	0.0	Audit	
K	0.0	Transfer Credit	
PK	0.0	Pending Transfer	
W	0.0	Withdrawal	
P	0.0	Pass	
NC	0.0	No Credit	
EM	0.0	Credit by Exam	
IP	0.0	In Progress	

Note: A final grade of “F” will be assigned in a clinical nursing course if the clinical/lab component of the course is not satisfactory and/or the theoretical component is less than a grade of “C.”

Expectations of the student are to demonstrate progression, an increase in their ability to care for complex patients, a decrease in guidance needed, and movement in the nursing course along the continuum of the performance and principles learned using the numeric rating scale from being **dependent at beginning** of clinical term to being **competent at end of term**, then strive to achieve being self-directed.

For successful completion and to receive credit for the clinical component of Nursing XXX, the student must achieve a criterion overall rating of 90% at the 3 or Competent level in clinical objectives and behaviors by end of clinical term and final evaluation. This indicates that the student's clinical performance is safe, prepared, organized, and demonstrates application of clinical objectives/behaviors, theoretical concepts, and synthesis of learning for that clinical nursing course.

The student does not receive credit for the clinical component of Nursing XXX for criterion overall rating of less than 90% at the 3 or Component level in objectives and behaviors at end of clinical term and final evaluation. This indicates that the student's clinical performance is unprepared, disorganized, and does not demonstrate application of clinical objectives/behaviors, theoretical concepts, and synthesis of learning for that clinical nursing course.

Paired Courses (Co-Requisites)

As noted in the Course Descriptions, certain courses are meant to be taken concurrently with other courses in pairs called “co-requisite courses.” Students must pass both paired courses in order to progress in the program (i.e. students failing one course of a co-requisite pair will automatically fail the other course in the pair). Students not meeting attendance may be dropped from both the course and the co-requisite course.

Math Across the Curriculum

Details of the MCCN Math Across the Curriculum policy are listed below:

- Students take a post-test (Test A) at the end of sophomore year in **NURS 206**, Pharmacology. The same test (Test A) is given to juniors in Term 1 of the Fall semester as a pre-test. A different post-test (Test B) will be administered at the beginning of Term 4 of the junior year. Seniors take a pre-test (Test B) Term 1 of the senior year.
- This schedule allows ample time for remediation for those students who do not pass the test at 100%.
- Students who do not pass the test with 100% on the second try will be referred to the Pharmacology instructor and/or the Academic Resource Center for remediation. When the student has successfully

completed remediation, the clinical faculty member will be notified. Successful completion of remediation is achieved when the student passes the test at 100%.

- Students may continue in their nursing clinical course but will not be allowed to pass medication to patients and will continue to receive “unsatisfactory” on the clinical evaluation until remediation has been successfully completed.

Grade Point Average (GPA)

The grade point average (GPA) determines the student’s academic status. Mount Carmel College of Nursing reports both the semester and cumulative GPAs on the grade report. The grade point average is obtained by dividing the sum of the “points earned” by the sum of the “hours attempted.”

Canvas Scores

Canvas course management software provides students with centralized access to courses. Scores recorded in Canvas are not “official” course grades. Final course grades are official only when they have been verified by faculty and recorded by the Office of Records and Registration.

Grade Reports

Official reporting of student grades is through the Office of Records and Registration at the completion of each term/semester.

Students *without* “holds” on their accounts can view and print final grades via CARMELink. Final grade reports are not mailed to students. Students who require *official* hard-copy grade reports must contact the Office of Records and Registration in Marian Hall, Rm. 201.

Incomplete Grades

After discussion with the faculty, an Incomplete (I) grade will be issued to a student who is unable to complete all course requirements due to illness or other serious problems. Incompletes are assigned by the course instructor. Under normal circumstances, incomplete coursework must be completed by the end of the sixth week following the end of a semester. If course requirements are not met by this deadline, the “I” grade is changed to a grade of “F”. Extensions beyond the sixth week must be negotiated with the faculty member. Incomplete grades may impact student progression.

A student with good academic standing in the course is permitted to enroll in subsequent level (based on program of study) courses while completing incomplete requirements. However, should the student not earn a passing grade, as defined in course syllabi, the student will be administratively withdrawn from the subsequent level course (when subsequent level progression is a prerequisite for a course) and/or the student may receive a new plan of study or will be notified that they will be reviewed by the Academic Progression Committee based on course failures.

Grading and Program Progression - Graduate and Doctoral Programs

Students enrolled in the Graduate and DNP programs at MCCN must achieve a grade of B or higher to progress in the program of study. If a student earns a grade of C or lower, they are required to retake the course and may be placed on Academic Probation. For additional information, please refer to the Academic Progression policy.

Flexible Due Dates - Graduate and Doctoral Programs

The MCCN Graduate & DNP Programs follow a flexible due date policy. If the student is unable to meet an assignment deadline, an extension can be negotiated between the course faculty and the student in advance of the assignment due date. Extensions will not be granted after an assignment is due. If an extension is granted and the assignment is not turned in on the negotiated due date, the assignment will not be accepted, which will result in a grade of 0. If an extension is not requested and/or not granted, there will be a 10% deduction for each day the assignment is late (up to 30%). Late assignments will not be accepted after the third day, which will result in a grade of 0. There is no limitation to the number of extensions that a student can request throughout the course (only one extension per assignment), however, all course work must be completed by the end of the course or a student may

not be able to progress in their program of study. If a student requests more than two extensions, they will be required to meet with course faculty to discuss strategies for success.

*NOTE: The flexible deadline policy does not pertain to standardized testing that originates from an outside organization due setup limitations (i.e. Fitzgerald Exams).

****NOTE: This policy does not apply to undergraduate programs**

Time Required for Coursework - Graduate and Doctoral Programs

It is customary for graduate students who are enrolled in a 3-credit hour class to have a face-to-face presence for approximately 3 hours per week, or an online classroom presence of approximately 3 hours per week.

In addition, for each credit hour of academic credit, the student can expect an average of 3 hours per week outside the classroom in reading, writing, quizzes, or assignment work. In summary, for each 3-credit hour class in which graduate students are enrolled, they can expect an average weekly time commitment of 12 hours of academic work.

The MCCN Graduate and DNP Programs follow a flexible due date policy. If the student is unable to meet an assignment deadline, an extension can be negotiated between the course faculty and the student in advance of the assignment due date. Extensions will not be granted after an assignment is due. If an assignment is not turned in on the original due date or the negotiated due date, there will be a 10% deduction for each day the assignment is late (up to 30%). Late assignments will not be accepted after the third day, which will result in a grade of 0. There is no limitation to the number of extensions that a student can request, however, all coursework must be completed by the end of the course or a student may not be able to progress in their program of study. If a student requests more than two extensions, they will be required to meet with course faculty to discuss strategies for success.

*NOTE: The flexible deadline policy does not pertain to standardized testing that originates from an outside organization due to setup limitations (i.e. Pre/Post-Predicator Exams).

*NOTE: Clinical practicum hours must be completed by the last day of the semester in order for the student to pass the course.

Testing

The Mount Carmel College of Nursing Testing Policy aims to create a culture of consistency, fairness, validity & reliability, and academic integrity with testing practices. It is the responsibility of all students to adhere to the testing practices identified within this policy.

Testing Procedures

- 1) All examinations offered within MCCN will utilize a paperless method for testing. If an extenuating circumstance prevents the delivery of a paperless method for testing, your course faculty will work to devise an alternate plan.
- 2) Exam times will be calculated based on the following:
 - a) Standard question item types: 70 seconds/question
 - b) NGN question item types: 120 seconds/question
 - c) Math calculations: 120 seconds/question
- 3) All students must take a scheduled examination at the designated time. The student must notify the course faculty of an emergency or unexpected illness prior to the beginning of the exam or a "0" may be recorded. Make-up testing will be offered to any student missing an examination who has provided timely notification of the absence; the make-up exam will consist of essays, fill-in-the-blank, or a combination of alternate items. Make-up testing must be completed within 5-7 days of the originally scheduled exam. It is the responsibility of the student to make arrangements for the make-up exam with the course faculty. Exceptions may be made for student absences extending beyond one week, at the discretion of the course faculty, or College of Nursing Leadership team.

- 4) A student who misses a scheduled ATI proctored assessment may forfeit the first attempt, receive a zero for the test attempt, and be required to complete Active Learning Templates matching a Below Level 1 score for the course, and aligning with those topics identified on the group report. The retake assessment is required.
 - a) A student who misses an ATI proctored assessment retake, may forfeit remediation points and the additional percentage points if meets the benchmark, and will automatically be required to complete Active Learning Templates for each topic missed on the rescheduled retake. An incomplete grade will be entered until the retake is completed.
- 5) Failure to take an in-class quiz at the designated time, may result in a zero for that assignment. Students missing due to religious reasons must communicate that at least 24 hours in advance to the instructor. Missing due to illness must have a healthcare provider's excuse/note submitted (as directed in the Medical Release to Return to MCCN policy in the Catalog-Handbook) to the Director of Compliance and Community Affairs within 12 hours after the missed assessment.
- 6) A student who arrives late to a scheduled exam (in-person or remote) and is within the midpoint of the exam start time (e.g., 30 minutes of a 60 minute exam), may take the exam. However, no additional time will be added to the original exam end time. A student arriving after the midpoint of the exam start time (in-person or remote), at faculty discretion, may forfeit the exam attempt and must comply with the make-up testing procedures as previously stated.
- 7) Grades will be posted within 3 business days.

Test Review Procedures

Depending on the course, an in-person test review may include a collaborative test review process:

- 1) Students participating in the collaborative review process should remain seated, and will not be permitted to leave the room, access belongings, or electronic devices following their individual test submission.
- 2) After all students have finished the exam, students will be randomly assigned into groups of 4-5.
 - a) *Students with additional time accommodations will begin the individualized exam prior to the scheduled exam start time to allow for a universal exam completion time.
 - b) *Students with quiet room testing accommodations will remain in the testing room until notification from the course instructor, at which time they will be escorted by MCCN staff or faculty to the assigned classroom.
- 3) A test access code will be provided to the group "leader." The test access code activates a duplicated individual test available to only the leader, predetermined by faculty, prior to the post-test collaborative testing session. The leader submits all answers and the test, based on group input at which time students will be permitted to access their belongings, leave the room etc.
- 4) Students may earn additional points for achieving an A or B grade on the group test for example:
 - a) A = 2 additional points on individual test grade
 - b) B = 1 additional point on individual test grade
 - i) * Total bonus points should not exceed 1% of total course points and must be identified in the syllabus.
- 5) No other specific post-test discussion will take place.
 - a) Students absent from the scheduled exam, forfeits the opportunity to participate in the collaborative review testing process.
- 6) Alternatively, at the next regular scheduled class, or within one week of the exam for courses meeting more than one time in a week, and after all students have completed the exam, a review highlighting overall concepts rather than specific test questions may occur.
- 7) Students who score below 73% or those who would like to meet with faculty individually to review concepts may contact faculty up to one week following the exam by appointment. Test integrity is the paramount focus of this review.
 - a) *Students wishing to challenge a test item, must complete a challenge form in the presence of the instructor. This form may be obtained from the instructor.
- 8) On-line test review will include a review of concepts only.

Test Administration

In-Person Proctored Environment

- 1) Each student will use their own personal device* for testing. The MCCN adopted electronic testing platforms will be utilized during the examination process.
 - a) * See the minimum requirements for each operating system found in the Catalog-Handbook:
<http://catalog.mccn.edu> > **“College Technology”**
- 2) It is the responsibility of the student to ensure their personal device is fully charged and functioning properly prior to testing.
- 3) Only calculators offered through the testing platforms are allowed. If the use of a calculator is required for an examination such as a dosage calculation exam, the student will be provided with a MCCN approved calculator.
- 4) All personal items including backpacks, purses, tote bags, coats, hats, scarves, and gloves, etc. should be placed in the front/back of the room during the testing session.
- 5) Entry into backpacks, purses, tote bags and/or other personal belongings is not permitted during testing.*
- 6) All electronic devices including cell phones, smart watches, and fitness bands should be turned off and stowed with personal belongings during the testing period.
- 7) Taking breaks and/or exiting the classroom during testing is not permitted. *
- 8) Consumption of beverages and/or snacks during testing is not allowed. Bottled water without a label is permitted.*
- 9) During each testing session, students are permitted to use faculty-provided paper and a pencil at the discretion of each course faculty. Faculty should outline the expectations in each course syllabus.
- 10) If items such as earplugs or tissues are needed during testing, students should notify the proctor by raising their hand. *
- 11) A student should notify the proctor of any technical difficulties during testing, by raising their hand

** May be allowed in different format with approved student accommodation*

Remote Environment

- 1) Remote proctored examinations will utilize the recommended proctoring software:
 - a) Remote Canvas Testing: Canvas Integrated Respondus LockDown Browser and Respondus Monitor
 - b) Remote ATI Testing: ATI Integrated Respondus LockDown Browser and Respondus Monitor
- 2) Minimum system requirements needed for online testing can be found at the following sites:
 - a) **Canvas**
 - b) Canvas Integrated **Respondus LockDown Browser**
 - c) Canvas Integrated **Respondus Monitor**
 - d) ATI Integrated **Respondus**
 - e) *iPads and Chromebooks are not supported.
- 3) For technical difficulties during the examination experience contact the following:
 - a) Canvas Support: 1.833.716.8412
 - b) Canvas Integrated Respondus: **Ticket Submission**
 - c) ATI Integrated Respondus: 1.800.667.7531
- 4) To avoid being flagged for academic misconduct, students should follow the guidelines outlined by Respondus:
 - a) The testing area should also be free of distractions and interruptions.
 - b) Turn off all other devices (e.g., tablets, phones, second computers) and place them outside of your reach.
 - c) Clear the desk/area of all external materials not permitted — books, papers, other devices, etc.
 - d) Remain at the testing device for the duration of the test.

- e) If the device or networking environment is different than what was used previously with the Webcam Check and System & Network Check in LockDown Browser, run the checks again prior to starting the test.
- f) To produce a good webcam video, do the following:
 - i) Avoid wearing baseball caps or hats with brims.
 - ii) Ensure the device is on a firm surface (a desk or table). Do NOT have the device on a lap, a bed or other surface where the device is likely to move.
 - iii) If using a built-in webcam, avoid tilting the screen after the webcam setup is complete.
 - iv) Take the exam in a well-lit room and avoid backlighting, such as sitting in front of a window.
 - v) *Remember that LockDown Browser will prevent accessing other websites or applications and the ability to exit the test until all questions are completed and submitted.
- 5) Students must follow the same testing guidelines as identified in the in-person proctored environment (A-I), with the additional remote environment guidelines:
 - a) Students may choose the setting in which they test as long as the chosen area meets the remote proctored guidelines (e.g., the environment is free of resources [including but not limited to notes on the walls, testing area, etc.], other people, adequate lighting etc.).
 - b) Students should dress appropriately, as if they were testing in a public, in-person setting.
- 6) During each testing session, students are permitted to use a dry erase board, marker, and eraser, or blank piece of paper and pencil at the discretion of each course faculty.

Final Examinations

Students are required to take the final examination at the scheduled time unless prior alternate arrangements are made with the course instructor.

Final exams for nursing clinical courses are scheduled for the final Friday of the 8-week course. Sixteen-week nursing clinical courses follow the semester exam schedule. Non-clinical nursing courses follow the semester exam schedule.

If there is a “take home” final exam for a nursing clinical course, a class meeting with a specific agenda will be scheduled on the Monday of exam week. There will be **no exceptions** to the “take home” policy.

Honesty and Integrity

The profession of nursing has a long-standing reputation as being the most trusted profession in the nation. This reputation stands on the foundation of integrity as nursing professionals hold accountability and responsibility for ensuring their individual competency (knowledge, skill), and continued learning in the profession to ensure safe care delivery. But, responsibility for one’s knowledge and skill competency is only a part of trust and integrity; nursing professionals have an obligation to do what is right -the moral and ethical obligation of their practice. To cheat in the pursuit of nursing education is in direct opposition to the standards and values of the profession that is being pursued.

In alignment with the professional standards of nursing and in upholding the mission and values of MCCN, it is expected that students adhere to honest, moral and ethical behavior in all matters of academic performance (work) and learning evaluation. As such, students are expected to uphold standards of academic integrity and honesty in completing coursework and when completing testing. Learners are expected to adhere to testing standards before, during, and following quizzes, tests and or exams no matter the method of delivery [i.e., campus-based or proctored online testing].

The following identified, but not limited to behaviors are considered cheating and thus are prohibited during testing:

- 1) Using unapproved resources during testing.
- 2) Taking an exam with assistance from others.
- 3) Looking at another student’s screen during testing.
- 4) Copying, photographing, and/or screen printing any part of the exam.

- 5) Discussing exam questions or answers with others who have not yet taken the test.

As stated in the Student Code of Conduct found in the Catalog-Handbook, cheating is considered a violation of the Academic and Professional Standards policy and students found to have participated in this dishonest behavior will be disciplined accordingly. Students who have been found in violation of the College's Academic Integrity policies (including, but not limited to plagiarism, cheating, or fabrication will be reported to the Director of Compliance and Community Affairs and may receive sanctions ranging from zero credit for the assessment to full separation from MCCN).

Academic Misconduct Related to Testing

All identified incidents of academic misconduct will adhere to the following process*:

- 1) The instructor will schedule a meeting with the student to discuss the finding
- 2) The instructor will assign zero credit for the assessment in Canvas as the grade
- 3) Student(s) will receive a written reprimand, indicating a Zero-Credit Notice from the Director of Compliance and Community Affairs
- 4) The Director of Compliance and Community Affairs will involve the Academic and Professional Conduct Committee accordingly
- 5) *Students facing a second academic integrity violation or egregious first time allegations are subject to dismissal from MCCN through an academic integrity hearing

Accommodations for Testing

Every effort will be made to adhere to all reasonable accommodations requests. Students must communicate their approved accommodations, in writing, to course faculty following approval from the Accommodations Coordinator. See the [Certification Examination Accommodations](#) policy for additional information regarding examinations needed for certification.

Certification Examination Accommodations

Requests for Modifications for the ANCC Certification Examinations

American Nurses Credentialing Center (ANCC) and its testing vendor make every effort to reasonably accommodate candidates with documented disabilities as defined by the Americans with Disabilities Act (ADA). If you have a disability as defined under the ADA, you must notify ANCC by submitting the following information with your application:

A report regarding your request from your physician or a qualified health care professional is required. The information must be on the physician's or other qualified health care professional's letterhead, typed, dated, and signed by the health care professional. The report must document the following information in order to be considered:

- A specific diagnosis and date of your diagnosis
- Specific and current findings that support your diagnosis (relevant medical history, tests administered, date of the most current evaluation, within the last 3 years)
- A description of your substantial day-to-day functional limitations resulting from your stated disabilities
- Specific recommendations for your testing accommodation(s) including a detailed explanation of why the accommodation is needed. If the accommodation includes extra time, please indicate the amount of time requested.

Important Note: Additional information may be requested after a review of your information.

Requests for Modifications for the NCLEX-RN Examination

In accordance with requirements of the National Council of State Boards of Nursing, Inc. (Council), the Ohio Board of Nursing (Board) has developed a procedure for maintaining the psychometric integrity of the examination while responding to the special needs of applicants with disabilities who are eligible for admission to the NCLEX-RN examination. Accommodation requests may include assistance such as extra time, a separate room or reading assistance. All accommodation requests must be made in advance so that the necessary arrangements can be made.

To allow sufficient time to secure the required documentation, it is recommended that you notify the Board, in writing, six months prior to the date you wish to take the NCLEX® examination. Documentation required must include the following letters/documentation:

- A letter from the applicant that includes information regarding the specific type of disability involved, the specific type of accommodations requested, and the applicant's contact information.
- A letter from the applicant's nursing education program administrator stating that accommodations of the same type that the applicant is requesting were provided to the applicant during the nursing education program, unless the disability occurred after the completion of the program.
- Documentation submitted to the Board directly from a qualified professional with expertise in the area of the diagnosed disability, on the professional's letterhead including:
 - Recent reports, diagnostic test results, interpretations of test results, evaluations and assessments of the applicant demonstrating the need for accommodations due to a disability that substantially limits one or more major life activities; and
 - Information regarding the history of the disability, its impact on the applicant's ability to function, and past accommodations granted to the applicant, if any.

The National Council of State Boards of Nursing may grant accommodations for the examination related to the applicant's disability. Your request will be forwarded to the National Council of State Boards of Nursing for review and approval. You will be notified whether your request is approved, along with your authorization to test (ATT). If you have questions about accommodations, please contact the Licensure Unit at (614) 466-3947 or by e-mail at licensure@nursing.ohio.gov. [Click here](#) for the policy from the Ohio Board of Nursing.

Learning Disabilities

The diagnosis must be based on a comprehensive assessment battery with the resulting diagnostic report to include a diagnostic interview, an assessment of aptitude/cognitive ability, academic achievement, and information processing. Actual test scores (stated as graded equivalents, standard scores, and percentiles) from identified, formalized evaluation instruments must be provided.

The practitioner must provide an interpretative diagnostic summary which includes:

- Evidence that the evaluator ruled out any other explanations for academic problems;
- A description of how the learning disability was determined (i.e., use of patterns in cognitive ability, achievement, and information processing);
- A description of the limitation to learning caused by the disability and the degree to which the applicant's NCLEX-RN performance may be affected; and
- An explanation as to why specific accommodations are needed and how the accommodations will mediate the specific disability.

Attention Deficit Hyperactivity Disorder (ADHD)

The diagnosis must be consistent with the Diagnostic and Statistical Manual of Mental Disorders, fourth edition (DSM-IV, or subsequent editions) and be indicated by documented evidence of both early and persistent patterns of inattention or hyperactivity-impulsivity. The practitioner providing documentation to the Board must confirm the diagnosis in accordance with these criteria and provide clear evidence that:

- Actual test scores (stated as grade equivalents, standard scores, and percentiles);

- An interpretative diagnostic summary indicating other diagnoses or explanations for the symptoms or behaviors have been ruled out;
- A description as to how patterns of behaviors across the lifespan and across settings are used to determine the presence of ADHD;
- A statement as to whether the application was evaluated while on medication and whether the prescribed treatment produced a positive response;
- A statement regarding the substantial limitation to learning that results from ADHD and the degree to which the applicant's NCLEX-RN performance may be affected; and
- A statement as to why specific accommodations are needed and how the accommodations will mediate the ADHD.

After reviewing the request for modifications, along with supporting documents, the Board, in consultation with Council, will make a determination on the request. The Board's determination is then subject to final approval by Council. The applicant will be notified in writing of the final disposition of the request and of any specific procedures which must be followed for the examination.

If the applicant becomes disabled within the six month period prior to the date the applicant wishes to take the examination, the applicant should contact the Board immediately to ascertain the procedure to follow.

All correspondence and inquiries should be addressed to the Ohio Board of Nursing, 17 S. High Street, Ste. 400, Columbus, Ohio 43215-7410, 614-466-3947, or visit the website at www.nursing.ohio.gov.

Assessment Technologies Institute (ATI)

Mount Carmel College of Nursing partners with the Assessment Technologies Institute (ATI) in the administration of a package of teaching and assessment tools for all pre-licensure nursing students. Fees for ATI are included in educational costs each semester during sophomore, junior, senior years and during applicable SDAP semesters.

Test of Essential Academic Skills (ATI TEAS)

As part of the first semester orientation process, all new pre-licensure students are required to complete the Test of Essential Academic Skills (ATI TEAS) in the areas of Reading, Mathematics, Science, and English/Language Usage. Note that new students entering the Second Degree Accelerated Program (SDAP) are exempt from taking the ATI TEAS.

- All students classified by MCCN as first-time freshmen are required to successfully complete the College and Career Success courses (FYEX 110 and FYEX 111) during the first two semesters, regardless of their TEAS results.
- Transfer freshmen with less than 16 semester hours of college credit whose ATI TEAS Adjusted Individual Total Score is *Basic* or *Developmental* are required to complete FYEX 110 and FYEX 111 during the first two semesters.
- Transfer freshmen with 16 or more semester hours of college credit are exempt from FYEX 110 and FYEX 111. However, any student in this category who scores at *Basic* or *Developmental* in Reading, English, and Language Usage, or Science will be referred to the Academic Resource Center.
- All entering students, regardless of class level or previously completed college-level math courses, who score at *Basic* or *Developmental* in Math are required to successfully complete a remedial math course (MATH 090). Transfer sophomores must take MATH 090 the first semester of enrollment; freshmen must take MATH 090 the first or second semester of enrollment.

Content Mastery Series

The College also administers mandatory diagnostic assessments to students following classroom instruction in the sophomore, junior, and senior years in the traditional program and throughout the Second Degree Accelerated

Program (SDAP). Each assessment provides data regarding a student's mastery of concepts of specific nursing content and offers a formative indication of developing NCLEX-RN readiness. A percentage of the nursing course grade will be based upon ATI achievement levels. The mastery series culminates with the RN Comprehensive Predictor.

ATI Comprehensive Live Review

All students graduating from a pre-licensure nursing program (Traditional and SDAP) are required to participate in a three-day ATI Comprehensive Live Review for NCLEX Preparation. The onsite (or virtual) format consists of a three-day comprehensive live review.

Virtual ATI (VATI)

Virtual-ATI NCLEX-RN review is an innovative program that provides 12-week access to interactive online review resources to prepare nursing graduates for NCLEX-RN success. The review is guided by a Master's-prepared nurse educator and is individualized to each graduate. The program directly aligns with the current NCLEX-RN test plan, and provides access to a variety of resources. Graduates who complete the Virtual-ATI NCLEX-RN Review with full/active engagement have historically shown to have a high NCLEX-RN pass rate. Active engagement/participation in Virtual-ATI includes communicating with the coach, taking assigned assessments, completing designated remediation activities, and Focused Review under the direction of the coach. Graduates who meet the 100% completion status of the review, as well as, demonstrated proficiency in content areas and the Virtual ATI predictor within the set time/guidelines will achieve *Green Light* status, indicating they are ready to take the NCLEX-RN. It is highly recommended that the graduate sit for the NCLEX-RN within 3 weeks of achieving the *Green Light*.

ATI Guaranteed Support Policy

ATI offers guaranteed support to students after completing an ATI Live Review and completion and achievement of a "*Green Light*" from Virtual ATI. Students will begin working in Virtual-ATI NCLEX-RN during the last 6-weeks of NURS 3528, reaching the 100% mile marker prior to graduation. If a student does not pass on their initial attempt at NCLEX-RN, ATI will provide an additional 12 weeks of Virtual ATI (VATI) to the student at no additional cost. In order to receive this additional support, the student must do the following:

- Students must attend all 3 days of the live ATI review.
- Students must complete all Virtual ATI assignments and achieve "*Green Light*" status.
- Students must contact ATI in writing within three weeks of taking NCLEX-RN to inform ATI that he/she did not pass the NCLEX-RN on initial attempt.
- If the student contacts ATI after three weeks of taking the NCLEX-RN, or fails to complete any of the other criteria as listed above, the student must pay a \$100 reactivation fee for an additional 12 weeks of evaluation and assistance.

Technology and Computer Specifications for Online Courses

The following are required computer specs to consider when purchasing a device for online courses.

Note: A laptop or desktop is required. Tablets are not recommended for testing but can be used for viewing some course content.

- *Operating System*
 - Windows 10 or Mac OS X 10.13 or newer
- *Processor (CPU)*
 - Intel i7 or i9 processor
- *Display and Video Card*
 - 1280x720 resolution or higher
 - Dedicated video card

- *Hard Drive*
 - 500 GB or larger hard drive (SSD preferred)
 - *Memory (RAM)*
 - 8 GB or more
 - *Removable Storage*
 - USB flash drive (32GB or larger)
 - *Software*
 - Microsoft Office Suite
 - PDF reader such as CutePDF Writer, PDFCreator, or Adobe
 - *Networking*
 - Ethernet or Wireless card that supports 802.11 b/g/n protocol
 - *Multimedia*
 - **Headset with microphone and webcam are all required.**
 - *Other*
 - Install an additional browser other than Internet Explorer or Safari. Mozilla Firefox or Google Chrome is recommended
 - Extended warranty (2-3 years) is recommended for laptops. Consider purchasing a backup battery as well
 - Make sure to have physical copies of the install disks for any additional software purchased with the device. This will include software keys or licenses needed should a reformat be needed
 - Ensure you have everything needed to connect and use your systems, including power cables, USB cables, and Ethernet cables
-

Textbooks

Students are responsible for purchasing their own textbooks unless provided in the classroom electronically.

All students are required to purchase the latest edition of the American Psychological Association (APA) Style Manual.

Semester Registration

Students are notified of the online registration period scheduled prior to the beginning of each semester. Instructions are distributed to students at the appropriate time during the academic year. Students register online via CARMELink. Requested courses are in “reserved” status until approved. Approved courses will display on the student’s schedule in CARMELink. **Any student with a “hold” cannot register for classes** which may result in the student being closed out of a specific course or section.

Nursing clinical courses, laboratories, and seminar courses have predetermined enrollment limits. No student is guaranteed placement in his/her choice of a specific course, clinical, or laboratory section.

Students may attend classes only after they have completed the registration process and have made satisfactory financial arrangements. By registering, a student agrees to all academic and financial regulations, terms, and conditions set forth by the College. Late registrations will be processed only if there is space available in each requested course.

Credit Hour Allocation

Mount Carmel College of Nursing generally ascribes to the Carnegie definition of a semester credit hour, which stipulates that one semester credit hour be awarded for fifteen sessions of 50-minutes duration in classroom lecture-recitation each requiring two hours of outside preparation by the student. [Click here](#) for information on graduate credit hour allocation of general education, clinical nursing, and non-clinical nursing courses.

Semester Load

The semester hour is the basis of credit at Mount Carmel College of Nursing. To complete the BSN degree within four academic years, the traditional program student will take an average 15-18 hours of credit per semester. Graduate students will take on average 6-12 semester hours. Semester loads of more than 19 hours of credit require the permission of the Director of Records and Registration.

*For Second Degree Accelerated Program students, they must take the courses in the sequence they are offered.

Program	Full Time Status	3/4 Time Status	Part Time Status
Undergraduate	12-18 credits	8-12 credits	Less than 12 credits
Graduate	6 credits	4-5 credits	2-3 credits
Doctoral	6 credits	4-5 credits	2-3 credits

Add and Drop Courses

Dropping or Withdrawing from a Course

For the purposes of this policy, there are two types of courses: non-nursing courses and nursing courses. Nursing courses include all courses with a prefix of NURS (with the exception of nursing seminars). Non-nursing courses include all other courses taken in the academic program (including nursing seminars).

After the course start date, a student must first notify the course instructor and obtain his/her signature (or course instructor email signifying knowledge of the withdrawal) prior to submitting an *Add/Drop Form* to the Office of Records and Registration. Submission of the form to Records and Registration is required for official withdrawal from a course. Non-attendance in a course after the withdrawal deadline is considered absence from the course. Failure to submit a faculty-signed *Add/Drop Form* will result in a grade being assigned at the conclusion of the course. All course withdrawals are subject to the Institutional Refund Policy.

The "end of week" shall be understood as 11:59 pm Sunday.

- A student may drop any course by the end of week 1 and the course will not appear on the transcript.
- A student may withdraw, without academic penalty, from a 16-week semester course by the end of week 12 of the course. A grade of "W" will be posted to the student's academic transcript.
- A student may **withdraw**, without academic penalty, from an 8-week term course by the end of week 6 of the course. A grade of "W" will be posted to the student's academic transcript.
- A student may withdraw, without academic penalty, from a 6-week session course by **Wednesday** of week 5 of the course. A grade of "W" will be posted to the student's academic transcript.
- A student may not withdraw from any courses after Wednesday of week 5 of a 6-week course.
- A student may not withdraw from any course after week 12 of a 16-week semester course or week 6 of an 8-week term course.

- Summer courses are on a modified schedule and follow equivalent deadlines based on the week of class length.
- A student who is retaking a course from which they have previously withdrawn may not withdraw from that course a second time; a course grade will be assigned at the conclusion of the retake.
- Withdrawing from a course does not force the student to also withdraw from a co-requisite course.

For undergraduate students:

- An undergraduate student may withdraw from only one nursing course during the program of study.
- An undergraduate student may withdraw from only one science course during the program of study.

For graduate and doctoral students:

After a student has been admitted to a Master's or DNP program, continuous progress toward completion of the degree in alignment with the curriculum plan is expected. Any deviation from this plan must be approved by the Director of Graduate Programs, Faculty Mentor or Director of DNP Program.

If the student withdraws from or drops a Master's or DNP track course that results in a break in enrollment exceeding one semester, the student must apply for reinstatement to the program. Reinstatement is not guaranteed and will be considered based on the student's overall academic performance and program seat availability. Please refer to the Reinstatement policy and procedure.

- A graduate student or doctoral student may withdraw from a maximum of two graduate nursing courses. The student will be administratively dismissed if further withdrawals are sought.
- A student may withdraw from a course only one time.

Adding a Course

In order to add a non-nursing course after the course start date, a student must obtain the instructor's signature on the *Add/Drop Form* prior to submitting the form to the Office of Records and Registration. Signature of the Associate Dean (Undergraduate or Graduate depending on the student's program) is required to add any nursing clinical course after the class start date.

In every case, a student must obtain the instructor's signature on the *Add/Drop Form* in order to gain admission to any non-nursing course that has closed due to maximum registration.

Proficiency Exams

Some academic areas within the College have developed subject-based proficiency exams leading to the award of Credit by Examination ("EM" credit) if passed with a grade of "C" (73%) or higher. Credit by Examination is not an option for nursing clinical courses. Science exams are available to students who have not completed a science course within the past five years or those whose knowledge was gained from job experience or training. However, all students permitted to take science proficiency exams must have completed some college-level course work in the subject area.

There is a non-refundable fee for each proficiency exam that must be paid prior to taking the exam. Refer to [Tuition and Fees](#) for the current fee.

Requests for proficiency exams are handled through the Transfer Credit Evaluation office.

Auditing a Course

A student may audit a course with the understanding that academic credit is not granted and cannot later be claimed as a result of the audited course. Audited courses do not fulfill degree requirements and may affect a student's status of full-time enrollment. An audited course does not preclude a student from taking the course for credit during a subsequent semester.

A student who audits a course is doing so for information only and is not required to take examinations. However, the student is expected to attend class regularly and the instructor may require some assignments to be completed. Nursing courses may be audited only by degree-seeking students enrolled in the Mount Carmel program.

Permission to audit a course must be obtained from the Assistant or Associate Dean **prior to the beginning of the class**. The approved *Student Request to Audit* form must be submitted to the Director of Records and Registration. Students granted permission to audit a course will be charged 50% the normal cost of the class.

Transient Credit Policy

Transient Credit Policy - Undergraduate Programs

Once enrolled at Mount Carmel College of Nursing (MCCN), degree candidates are required to complete all degree course work at MCCN. Possible exceptions to this policy would be granted by the Associate Dean for Academic Affairs.

Contact the Office of Records and Registration for additional details and the necessary paperwork.

Transient Credit Policy - Graduate and Doctoral Programs

If a student requests to take a graduate course outside of MCCN, the first step in the process is to contact the Director of Financial Aid to determine financial aid status (i.e., Consortium Agreement). The next step is to contact the Director of Graduate Programs, Faculty Mentor or Director of DNP Program for authorization of the course. If approved, the student must submit an approved course schedule from the transient institution to the Director of Records and Registration. Transfer of course credit is per Transfer Credit Policy.

Residency Requirement

The MCCN residency policy requires completion of the following minimum credit hours to be completed at Mount Carmel College of Nursing for program completion:

Program	Minimum Credit Hours Required
Associates Degree Program	Minimum of 15 credit hours out of 60
RN-BSN and Traditional Undergraduate Programs	Minimum of 30 credit hours out of 120*
Second Degree Accelerated Program	Minimum of 64 credit hours out of 120
Graduate Certificates	Minimum of 23 credit hours out of 45*
Graduate Programs	Minimum of 18 credit hours out of 30
Doctoral Programs	Minimum of 31 credit hours of out 37

- Traditional program senior level/core courses may not be granted as credit for prior education.
- Graduate certificate students must have a previous graduate nursing degree and evident of Graduate level Physical Assessment, Pharmacology and Pathophysiology.

Program Completion Time

The purpose of this policy is to establish a maximum time frame for the completion of degree and certificate programs to ensure students' progress towards their academic goals in a timely manner while providing flexibility for unforeseen circumstances.

This policy applies to all undergraduate and graduate degree programs as well as certificate programs offered by the institution. Students are expected to complete their degree or certificate programs within a specified maximum time frame from the date of initial enrollment.

Maximum Time Frame (Based on two semesters per calendar year)

- **Associates Programs:** Students are expected to complete their degree requirements within 150% of the standard program length. For example, a typical 60-credit hour undergraduate program should be completed within 90 credit hours, or approximately 3 years, from the date of initial enrollment.
- **Undergraduate Programs:** Students are expected to complete their degree requirements within 150% of the standard program length. For example, a typical 120-credit hour undergraduate program should be completed within 180 credit hours, or approximately 6 years, from the date of initial enrollment.
- **Graduate Programs:** Students are expected to complete their degree requirements within 150% of the standard program length. For example, a typical 30-credit hour master's program should be completed within 45 credit hours, or approximately 2.5 years, from the date of initial enrollment.
- **Certificate Programs:** Students are expected to complete their certificate requirements within 150% of the standard program length. For example, a certificate program requiring 30 credit hours should be completed within 45 credit hours, or approximately 1.5 years, from the date of initial enrollment.

The institution will monitor students' progress towards their degree or certificate completion and will provide notifications if a student is approaching the maximum time frame during semester reviews for Satisfactory Academic Progress (SAP) and may be placed on academic probation.

Academic Requirements

Academic Progression

Mount Carmel College of Nursing will maintain existing policies regarding student academic progression and requirements for students who remain continuously enrolled in their program. However, students who experience a break in their enrollment may be required to adhere to the Academic Progression Policy in effect at the time of their readmission to the program.

Academic Progress is monitored by the Office Records and Registration department in accordance with the posted policies. Results of the review are shared with the Academic Progress Committee as part of Mount Carmel College's processes of continuous improvement.

Repeating a Course (Non-Passing Grades)

- An undergraduate student who earns a non-passing final grade of “NC, D” or “F” in **any course** must repeat the course and earn a final course grade of “C” or higher

Note: Repeated courses will replace the previous failing grade in the student’s cumulative grade point average.

Academic Probation

- An undergraduate student who earns a non-passing final grade of “NC, D” or “F” in **any course** must repeat the course and earn a final course grade of “C” or higher and will be placed on academic probation for two semesters. Students who successfully progress without academic issues, may be removed from probation.
- A graduate student who earns a non-passing final grade of “C, D” or “F” in **any course** must repeat the course and earn a final course grade of “B” or higher and will be placed on academic probation for two semesters. Students who successfully progress without academic issues, may be removed from probation.
- An undergraduate student whose cumulative grade point average (CGPA) falls below 2.00 will be placed on academic probation for a minimum of three semesters. At that time the student must meet the 2.0 GPA to be removed from probation.
- Graduate students whose cumulative grade point average (CGPA) falls below 3.00 will be placed on academic probation for a minimum of two semesters. At that time the student must meet the 3.0 GPA to be removed from probation.

Academic Dismissal

- A student who earns a non-passing grade while on probation will automatically be dismissed from Mount Carmel College of Nursing.
- An undergraduate student who fails to achieve a minimum 2.00 cumulative GPA for **three consecutive semesters** will be academically dismissed from Mount Carmel College of Nursing.
- A graduate student who fails to achieve a minimum 3.00 cumulative GPA for **two consecutive semesters** will be academically dismissed from Mount Carmel College of Nursing.
- There is no appeal for academic dismissal from Mount Carmel College of Nursing. Qualified students have the option to apply for Readmissions after one semester out of school and will be required to complete an appeal for readmissions.
- A student who is required to repeat a science course or any other course **MUST** pass the course with a final grade of “C” or higher. A student who earns less than a “C” in a repeated course will be academically dismissed from the college.

Administrative Withdrawal (Class and Programmatic)

Faculty are required to notify the Office of Records and Registration with the name of the absent student via administrative withdrawal form for any of the following reasons.

- Any student actively participating in a face to face course who has not attended class or clinical by the second class or clinical day and has not been excused will be administratively withdrawn from the class.
- All students must be in clinical compliance with their health records and reports by the end of the first week (Friday) of a clinical nursing course, **unless specified within a specific course that clinical compliance with health records and reports is needed for first clinical experience**, in order to reduce the risk of being administratively withdrawn from the course.
- Due to the accelerated nature of the program, a Second Degree Accelerated Program student who is absent without excuse from any class may be withdrawn from the class and from the Program.
- An online student listed on the class roster who has not attended class, or participated in the online class within 7 calendar days of class and has not been excused will be administratively withdrawn from the class.
- After 14 calendar days of non-attendance, students may be subject to full withdrawal from MCCN.
- Although all graduate and doctoral programs are online, two consecutive unexcused absences will result in the student being administratively withdrawn from the course.

- A student who has not registered for classes and does not have an approved Leave of Absence by the end of the first week of class will be withdrawn from Mount Carmel College of Nursing.
- All withdrawals are subject to the Institutional Refund Policy.

By the approval of the Academic Dean, Program Director and in consultation with the Compliance office, a student may be dropped from a course (pending a professional misconduct hearing) if patient/client safety is at risk, and a grade of "W" will be posted to the student's academic transcript.

Academic Care Team Referrals

Upon identified academic concern the faculty member will meet with the student providing direct and specific feedback of the identified concern. The faculty member and student will collaborate to set goals using the [SMART GOAL worksheet](#) to facilitate academic improvement. The faculty member will monitor the progress of the SMART GOALS with the student, ensuring the student is the owner of the SMART GOAL document. If the student's academic performance does not improve, the faculty member will review criteria for Academic Referral with the student and then initiate the referral in accordance with the [Academic Care Team Referral Flow Chart](#).

If a Care Team Referral is made, the Student Success Center will contact the student and provide ongoing support structures to assist the student with achieving their academic goals. The SMART GOAL worksheet will be the document used to support the on-going plan of intervention with the student.

Academic Appeals

Purpose

The academic appeal process is established to ensure student fundamental fairness, equitable management of a student's academic grievances, and adequate protection to the rights of all involved parties. The academic appeals process is limited in scope to address disputes related to an academic course failure. There is only one appeal per final course grade.

Other grievances or complaints are handled per the Student Complaints Policy.

Appeal Procedure

The following is the procedure for appealing a failing course grade:

- 1) A student disputing a final course grade must email the instructor within three (3) business days of the posting of the official course grade.
- 2) The student must be prepared to:
 - a) state the reason for the appeal,
 - b) provide any supporting evidence for the appeal, and
 - c) state the desired resolution.
 - i) If at any step in the process a student misses a due date required for responding to a decision or advancing an appeal to the next phase, the appeals process is terminated and the grievance of dispute is closed.
- 3) The faculty member, in collaboration with their Assistant Director, or designee, then has three (3) business days to provide a final decision to the student, in writing, regarding the course grade and the appeal.
- 4) If the student is not satisfied with the faculty member's decision, the student has one (1) business day to request a meeting, in writing, with the Academic Program Director. Again, the student must provide:
 - a) a description of the academic issue the student is appealing (e.g., a course grade),
 - b) the reason for the appeal,
 - c) any supporting evidence including details of the communication with the faculty member, and
 - d) the desired resolution. Except in extraordinary circumstances, the meeting will be held within three (3) business days from the date of the student's request.

- i) The Academic Program Director will render a decision within two (2) business days following the meeting with written notification via email.
 - ii) The Academic Program Director, or designee, should alert the Associate Dean or Dean about their finding.
 - iii) If necessary, due to scheduling or other conflicts, one of the College Assistant Directors may serve in place of the Academic Program Director during this phase of the appeals.
- 5) If there continues to be a lack of resolution after meeting with the Academic Program Director or designee, the student has one (1) business day to appeal the Academic Program Director or designee's decision to their program Associate Dean. Again, the student must provide:
 - a) a description of the academic issue the student is appealing (e.g., a course grade),
 - b) the reason for the appeal,
 - c) any supporting evidence, including details of the communication with the faculty member, and
 - d) the desired resolution.
 - i) Except in extraordinary circumstances, the meeting will be held within three (3) business days from the date of the student's request.
 - ii) The Associate Dean or Dean should alert the Appeals Committee Chairperson about their finding.
- 6) If there continues to be a lack of resolution after meeting with the Associate Dean, the student has one (1) business day to appeal the Associate Dean's decision to the Academic Appeals Committee. To initiate the appeal, the student must submit the appeal request directly to the Chair of the Appeals Committee and the Chair will establish an Appeals Committee hearing within four (4) business days. The student must submit the appeal request directly to the Chair of the Appeals Committee to initiate the appeal. The Chair will establish an Appeals Committee hearing within four (4) business days.
- 7) During the appeals process, students are generally permitted to attend classes and clinical experiences until a decision is made unless it is determined by the Academic Program Director or designee that there may be risks to patient safety.

Academic Appeal Hearings

Hearings are conducted in closed sessions and are attended solely and exclusively by the:

- Academic Appeals Committee members
- the student who is appealing
- faculty/individuals directly involved with the appeal

The student may ask a faculty or staff member to provide silent support during the hearing. The role of this support person is strictly to provide guidance and support to the student through the process. There is no discussion from this support person during the hearing.

The student and faculty member(s) may submit written statements and evidence prior to the hearing. The student and faculty member(s) both participate in the hearing and provide information and statements. The student may attend alone or with a silent support person. Following any opening statements, there will be time for questioning by Appeals Committee members. This process should generally mirror the hearing process used for Academic and Professional Conduct hearings.

The hearing may be conducted electronically via phone conference. Hearings will be recorded. Recordings are maintained in the Office of the Academic Affairs with copies sent to the Office of Compliance and Community Affairs. Recordings are available to students for review by request.

The Chair of the Academic Appeals Committee shall notify all parties of their decision, in writing, within five (5) business days. The letter will be sent electronically through MCCN email. The appeals committee may consider additional relevant information from any party to the proceeding and then decide the appeal based upon the enhanced record. The decision of the appeals committee is final. The appeals committee may:

- Uphold the original decision and/or actions by the Associate Dean;
- Modify the decision/grade;
- If new information is revealed in the hearing, refer the case back to the Associate Dean or new decision body for a rehearing.

Change of Program Policy

The purpose of this policy is to outline the process and requirements for students who wish to change their academic program or within the Mount Carmel College of Nursing (MCCN). Students need to be aware of potential implications associated with changing programs/versions. This policy applies to all students who wish to change their major, degree, or certificate or program version. Students may request to change their program of study to better align with their academic and career goals. Students also may only change their program once while at MCCN.

Eligibility and Requirements

- **Eligibility:**
 - Students should be in good academic standing to be eligible to request a change of program.
 - Students on academic probation may be required to resolve their academic status before initiating a program change.
 - A change in program version might be necessary for students in accelerated programs to ensure their success. In such cases, students can request a program version change after consulting with their Academic Advisor to assess their options and will seek approval from the Program Director.
- **Timing:**
 - Program change requests should be made as early as possible to minimize disruption to academic progress and to allow for appropriate planning.
 - Certain deadlines may apply, particularly for changes that affect course registration for upcoming terms.
 - Program changes will be completed between academic semesters to ensure students are fully vetted.

Application Process

- **Request Submission:**
 - Students must submit a formal request to change their program, a form provided by the academic advising office.
 - The request should include a statement of purpose explaining the reason for the change and any relevant academic records.
- **Advising Appointment:**
 - During the student's exploration of the programs, students should meet with an academic advisor to discuss the potential impact of the program change on their academic progress and career goals.
 - The advisor will provide guidance on the feasibility of the change and any additional requirements for their chosen program.
 - Once the form has been completed and student has met with the academic advising team, an academic advisor will update the student's program and provide an updated plan of study.
 - Approval of a student's chosen program is contingent upon meeting program-specific admission requirements and availability.

Awareness During a Change of Program

- **Course Credits:**
 - Students should be aware that not all previously completed courses may count towards the new program requirements. A degree audit will be conducted to determine which credits are transferable and adjustments may need to be completed.
- **Graduation Requirements:**
 - The new program may have different graduation requirements, which could adjust their time to degree completion. Students should review these requirements carefully.
- **Financial Aid:**

- Students should consult with the financial aid office to understand how changing programs might affect their financial aid status and eligibility.
 - **Academic Progress:**
 - Students who have chosen to change their program are subject to academic review and need to be aware that past grades applicable to their program, including non-passing grades, may be applied.
-

Re-Entry to Mount Carmel College of Nursing

Students previously enrolled in Mount Carmel College of Nursing may apply for readmission to their program of choice. The Petition for Readmission form is available from the Office of Academic Advising. To start the process, students will contact an Academic Advisor and request the application at least two months prior to the start of the semester they wish to return. Students applying for reinstatement must work with their Academic Advisor to complete the Petition for Reinstatement form and fulfill all indicated requirements. All returning students must pay any outstanding account balance in full before being permitted to return to the College.

Application Review

Once a student has successfully completed the application for readmissions, the student's Academic Advisor will review the application to determine the student's academic status, if the student has any past or pending disciplinary actions, Satisfactory Academic Progress, and time out of school, to appropriately advise the student.

- Students' re-entry application will be declined during the review if the student has previous or pending disciplinary action, academic integrity/behavioral concerns or documented behavioral concerns unless approved by the Director of Compliance and Safety and/or Academic Dean. No appeal will be permitted.
- Academically dismissed students are eligible to apply for reinstatement after one full semester of non-enrollment.
- Students reviewed that have met academic standards for their program can move forward with their application.
 - If the student has been out of school 181-365 days on their planned date of return, the Academic Advisor will:
 - Build an academic plan.
 - Schedule the student.
 - Have Records and Registration reinstate the student if appropriate.
 - If the student has met academic standards and will be over 365 days on their planned date of return, the Academic Advisor will refer the student to admissions to complete a full admissions process.
- An academically dismissed student must meet Satisfactory Academic Progress (SAP) through their program including Pace of Completion (POC), Maximum Time Frame (MTF), and minimum grade standards. Please refer to SAP policies. Students not meeting these standards may not be financial aid eligible.
- An academically dismissed student will need to complete an appeal as part of their readmission's application. The appeal will contain the following information and be reviewed by program director, director of registration and another designee from the academic standards committee:
 - How a Mount Carmel education fulfills your goals for a career and your life.
 - The specific factor(s) that led to your dismissal; and
 - The concrete, specific changes you have made to assure your future academic success.
- An academically dismissed undergraduate student review will be completed with the following rubric and must score above 6 points to be considered for readmissions.
- An academically dismissed graduate student review will be completed with the following rubric and must score above 7 points to be considered for readmissions.

READMISSIONS APPEAL RUBRIC	
Cumulative GPA	0.00 - 4.0
Appeal Addresses (1 point = Yes; 0 points = No)	
How a Mount Carmel education fulfills your goals for a career and your life;	0 - 1
The specific factor(s) that led to the student's dismissal; and	0 - 1
The concrete, specific changes the student has made to assure their future academic success.	0 - 1
Appeal takes ownership of their situation or provides mitigating circumstances	0 - 1
TOTAL (undergraduate minimum score is 6 and graduate is 7)	0 - 8

Conditions of Being Readmitted

Upon an offer of re-entry, the student must meet with their Academic Advisor to discuss the requirements needed to return. The student's classification level and course placement will be determined by the Academic Advisor who will notify the specific course coordinator if Skills Remediation/Competency Evaluation is required. The student is responsible for contacting the course coordinator to complete all competency requirements successfully, if applicable. Students who fail to successfully complete the Skills Remediation/Competency Evaluation by the Friday before classes begin will not be permitted to attend clinical.

Upon re-entry, the student will be placed on academic probation for two consecutive terms returning to their program. Students will also be required to attend the Student Success Center and set appropriate goals for success. The success center will determine any specific condition of their readmissions. Failure to follow the specific conditions of re-entry, non-passing grades in any class within the first two semesters from return, or failure to meet academic standards within two semesters may result in the readmissions being rescinded and automatic dismissal from the College.

*Following re-entry to the College, enrollment in specific classes shall be on a space available basis. A reinstated student must follow the curriculum requirements and policies in effect at the time of reinstatement.

Leave of Absence (LOA)

Mount Carmel College acknowledges circumstances that may result in an interruption during a student's educational journey outside of their control. In these situations, it may be deemed necessary to interrupt their enrollment at the College. Mount Carmel College, at its discretion, may permit a student to take a Leave of Absence. A Leave of Absence must be approved by the Records and Registration Office and requested through their Academic Advisor. All requests for Leave of Absence must be submitted in writing (i.e. Leave of Absence Form) with applicable documentation before approval.

A Leave of Absence (LOA) from the College may be granted to a student in good academic standing. Good academic standing is defined as a minimum 2.00 cumulative GPA for Undergraduate Programs and a minimum 3.00 cumulative GPA for Graduate Programs. Requests for LOA's may not be within the first semester, session, or term at Mount Carmel College. If a student requests a Leave of Absence during active course(s), the student will receive a 'W' grade for the course regardless of percentage completed.

General Reasons for LOA with documentation:

- Medical situation that impacts the student or the student's immediate family
- Military Service
- Jury Duty

- Family Tragedy (i.e. death of immediate family)
- Mitigating circumstances approved by the Academic Program Director, Director of Compliance, and/or the Director of Records and Registration

Students may be granted multiple Leave of Absences; however, the combined amount of time **MUST NOT** exceed 180 days within a rolling 12-month period. The 12-month period begins on the initial day of a student's LOA. In order to request an extension, the student must submit the extension and have it approved before the end of their initial scheduled LOA. Students may request an extension of their LOA as long as their cumulative time does not exceed 180 calendar days.

Any extension to this timeline for extenuating circumstances outside of the student's control must be approved by the appropriate Assistant/Associate Dean. If a student on LOA does not return after one year and has not received an approved extension from the appropriate Assistant/Associate Dean, MCCN will consider the student to have withdrawn from the College. A withdrawn student who wants to return must reapply for admission.

Returning After a Leave of Absence

It is the student's responsibility to notify their Academic Advisor prior to their anticipated return date. Failure to notify by the designated date will result in administrative withdrawal from the College. Returning students that do not actively participate in their next scheduled courses will be subject to the College's administrative withdrawal policies.

If a student was placed on a required leave of absence by the College, the student may petition to return to the College at any time. The student must submit a signed release to return to class and/or the clinical unit if they are admitted as an inpatient to a hospital or are seen for treatment in a hospital Emergency Department or Behavioral Health facility. In addition, any student who receives written documentation from a healthcare provider (even if the student was not hospitalized or seen as an inpatient) stating that they have any restrictions related to class or clinical participation must submit a signed release to return to class and/or clinical. This signed release must be submitted by the student to the Director of Compliance and Community Affairs prior to the student's return to class and/or clinical. See the Medical Release to Return to MCCN policy.

The student should always email the Director of Compliance and Community Affairs notification of their circumstances prior to returning to the clinical and/or class setting. Information should not be shared directly with the faculty member(s). The release must clearly identify all restrictions. Additionally, the length of time the restrictions classification apply must be clearly stated. If the documentation provided by the student indicates that they are not safe to return to the class and/or clinical setting, or the stated restrictions may require the student to request reasonable accommodations, the Director of Compliance and Community Affairs will work with the student to determine the best next steps and connect the student to any other necessary campus resources. This policy applies to students on-campus and online platforms. If approved, it is the student's responsibility to notify their Academic Advisor prior to their anticipated return date. Failure to notify by the designated date will result in administrative withdrawal from the College. Returning students that do not actively participate in their next scheduled courses will be subject to the College's administrative withdrawal policies.

Student Skills Review

Students that have progressed into courses with clinical components with a non-active status over 90 days, are responsible for contacting their Academic Advisor two months prior to the expected return date from their LOA. **All returning students must pay any outstanding account balance in full before being permitted to return to the College.** Enrollment in a student's returning course will be on a first come, first serve basis for a student returning from LOA.

The student's skill level classification and course placement will be determined by the Academic Advisor. The Academic Advisor will notify the specific course coordinator if Clinical Skills Competency Evaluation is required. It is the responsibility of the student to contact the course coordinator to complete all competency requirements successfully, if applicable. Students who fail to successfully complete the Skills Remediation/Competency Evaluation by the Friday before classes begin **will not be permitted to attend clinical.** (Please refer to the Attendance Policy).

The College reserves the right to enhance/revise the curriculum at any time. If this occurs during the student's LOA, the student may be required to progress in the revised program with different requirements than the original program of study.

Self-Withdraw from the College

A student whose intent is to officially withdraw from the College must contact their Academic Advisor to submit a Notice to Withdraw. A student withdrawing from the College must return his/her student ID badge with the written notice.

Students who have withdrawn from the College and wish to return may fill out the Re-Entry application. Transcripts for work completed at any institution since the withdrawal must be included with the new application. Previously completed Mount Carmel courses will be accepted, as applicable.

Academic Honors

Undergraduate Honors Program

The Mount Carmel College of Nursing Honors Program is designed to:

- cultivate an appreciation for lifelong learning for exceptional students
- motivate students in the pursuit of graduate study;
- provide exceptional students with opportunities for challenging study; and
- provide faculty development opportunities to work with exceptional students.

The Honors Program consists of one nursing seminar at an advanced level. This nursing seminar replaces the required three credit hour nursing seminar in the curriculum.

Students are eligible to enter the program after the completion of Nursing 204/294. Students must have earned a 3.75 GPA at the time of invitation. Upper-level transfer students must complete a minimum of one semester of coursework at MCCN to be eligible for the Honors Program. Students must maintain at least a 3.50 GPA to retain Honors Status in their program.

Semester Honors

President's List (onsite students)

Onsite program students completing a minimum of 12 credit hours per semester (Fall or Spring) who have a semester GPA of 3.40 or higher are placed on the *President's List*.

Sigma Theta Tau International

Sigma Theta Tau International Honor Society of Nursing is an organization committed to fostering excellence, scholarship, and leadership in nursing. The Honor Society promotes the use of nursing research in health care and provides resources to communicate the latest knowledge in nursing care. Mount Carmel's Rho Omicron chapter, chartered in 2002, is one of 478 chapters around the world.

Those invited to make an application to Sigma Theta Tau International include students who have demonstrated superior academic achievement, academic integrity, and professional leadership potential. The criteria for membership include:

- All candidates must meet the expectation of academic integrity.
- Undergraduate students must have completed at least one-half of the nursing curriculum and rank in the upper 35% of the graduating class.
- RN-BSN students must have completed 12 credit hours at MCCN, at least one-half of the nursing curriculum, and rank in the upper 35% of the graduating class.
- Graduate students must have completed a minimum of one-fourth of the graduate nursing curriculum.

- Academic Achievement – Students that have a cumulative grade point average below 3.5 (or an equivalent of this measure) but have a nursing major grade point average of 3.5 or higher or the equivalent of this measure. Exception Limit – In any one induction period, exceptions may not exceed ten (10) percent of the total number of inductees.
- Curriculum – Students short a few credits of completing at least one quarter of the required curriculum. Exception Limit – In any one induction period, exceptions may not exceed ten (10) percent of the total number of inductees.

Sigma. (2023, August). Induction numbers and exceptions, Sigma Nursing. <https://www.sigmanursing.org>.

Graduation Requirements - Undergraduate Programs

In order to qualify for graduation, undergraduate degree candidates must complete all the requirements on the following checklist. A student deficient in any area **will not** receive a diploma until the requirement is complete.

- Submit an online *Graduation Application* by the posted deadline.
- Successfully complete a minimum of 120 semester hours of credit (128 semester hours for those admitted prior to Fall 2021).
- Complete all required coursework with a minimum 2.00 cumulative GPA.
- Earn a minimum 2.00 cumulative science GPA.
- Make certain that official transcripts for all transfer and affiliated courses are on file at Mount Carmel College of Nursing.
- Complete the ATI Content Mastery Series of diagnostic assessments (pre-licensure students only). This includes the ATI RN Comprehensive Predictor Assessment.
- Attend all 3 days of the Live NCLEX Review.
- Fulfill all financial and library obligations to Mount Carmel College of Nursing.
- Complete the online Financial Aid Exit Interview (required of every student who received any type of loan).
- Complete the Business Affairs Exit Interview (required of every student who received an institutional loan).
- Complete the online Graduation Exit Survey. Students will receive an email with specific instructions a few weeks prior to the end of their program.
- If attending May Commencement, order authorized graduation cap and gown from [jostens.com](https://www.jostens.com) (earliest available order date will be announced to graduating students).

Pre-licensure students may participate in May Commencement if they need to complete no more than two additional nursing clinical courses and are eligible to complete the nursing program within the calendar year. RN-BSN students may participate in May Commencement if they need to complete no more than two additional courses and are eligible to complete the nursing program by the end of Summer Session of the same calendar year. Second Degree Accelerated Program students who complete the program in February may participate in Commencement the following May.

The graduation fee is charged to the student's account in the semester they graduate.

Graduation Requirements - Graduate Programs

In order to qualify for graduation, MS degree candidates must complete all the following requirements. A student deficient in any area **will not** receive his/her diploma until the requirement is complete.

- Submit an online *Graduation Application* by the posted deadline.
- Complete all academic requirements; official transcripts for all transfer courses must be on file at MCCN.
- Program completion must be within 5 years to date of first enrollment for the MS Program.

- Program completion must be within 5 years to date of first enrollment for the DNP Program.
- Complete all required coursework with a minimum 3.00 cumulative GPA.
- Fulfill all financial obligations to Mount Carmel College of Nursing.
- Fulfill all library obligations to Mount Carmel College of Nursing.
- Complete a Financial Aid Exit Interview emailed from the Director of Financial Aid if the graduate student received Federal Stafford Loans.
- Complete a Business Affairs Exit Interview with the Director of Business Affairs if the graduate student received an institutional loan from MCCN during the program of study.
- Complete the online Graduation Exit Survey. Students will receive an email with specific instructions a few weeks prior to the end of their program.
- Order authorized graduation cap and gown from jostens.com (the earliest available order date will be announced to graduating students via CARMELink).

Graduate Students who will complete all requirements by the end of Summer Session of the same calendar year may participate in May Commencement activities.

Graduation Requirements - Doctoral Program

In order to qualify for graduation, doctoral degree candidates must complete the following requirements.

- Submit a completed Graduation Application by the posted deadline.
- Complete all required coursework with a minimum 3.00 cumulative GPA.
- Complete all academic requirements of the DNP Project.
- Program completion within 5 years of the date of first enrollment.
- Fulfill all financial obligations to Mount Carmel College of Nursing.
- Fulfill all library obligations to Mount Carmel College of Nursing.
- Complete the online graduation exit survey and interview.
- Complete a Financial Aid Exit Interview (required of every student who received any type of loan).
- Complete a Business Affairs Exit Interview (for students who received Nursing Student Loans).
- Order authorized graduation attire from <http://jostens.com> (earliest order date will be announced to graduating students).

DNP students may participate in the Commencement Ceremony in May, if at least 33 of the required program credits and the DNP project are completed by the last day of the Spring Semester. The official diploma will be received when all program requirements are completed.

Latin Honors and Awards

Latin honors are based on the student's final cumulative GPA and indicate a consistently high level of scholastic achievement. Latin honors are awarded according to the following cumulative grade point averages:

3.80 - 4.00	<i>Summa cum laude</i>
3.80 - 3.79	<i>Magna cum laude</i>
3.40 - 3.59	<i>Cum laude</i>

A minimum of two years of full-time course work in the traditional program (60 semester hours) at Mount Carmel is required to qualify for Latin honors. Successful completion of the Second Degree Accelerated Program at Mount Carmel is required to qualify for Latin honors.

Online RN-BSN Completion Program graduates and all other graduates completing degree requirements with less than 60 semester hours of Mount Carmel coursework and a minimum 3.40 cumulative GPA are awarded Academic Distinction.

At the conclusion of the Academic Year, students choose their peers to receive prestigious awards. These awards include, but not limited to: the Lamp Award, Inspiration Award, and the Kathy Espy Humanitarian Award.

Additionally, faculty select award recipients within their respective academic programs. These awards include the Dr. Ann E. Schiele Caring Award and Clinical Excellence Awards.

Commencement

Mount Carmel College of Nursing Commencement is held in early May each year. Details regarding Commencement and student academic regalia are posted to CARMELink at the appropriate time each year.

New Student Orientation

Participation in/attendance at New Student Orientation and related programs (including Take Flight for newly entering Traditional Undergraduate students) is a requirement for all new entering students, as applicable by program.

Graduate Program Online Orientation

All students enrolling in a graduate course or program of study are required to complete the program orientation course prior to registering for courses. The purpose of the orientation course is to ensure that all students have foundational technology skills and familiarity with college resources that support student learning and success.

The orientation is an asynchronous self-study course designed to introduce learners to expectations and resources that facilitate success in the online classroom.

College and Career Success (SSCI 111-112)

All new students classified by MCCN as first-time freshmen and new transfer students are required to successfully complete College and Career Success during the first two semesters, regardless of their ATI TEAS results.

Exceptions are only granted for undergraduate students who have a prior degree.

Course and Faculty Evaluations

Student completion of course and instructor evaluations is an expectation of each course. Students are expected to complete the appropriate evaluations during the last two weeks of the course. Data from these evaluations are used as part of the College's regular continuous quality improvement efforts. Therefore, students are encouraged to

provide constructive, accurate, and professional feedback during the course evaluation process. In addition, exit surveys are distributed to graduating students to obtain information regarding program outcomes.

Service Learning

Service Learning is a teaching strategy that provides students with meaningful learning experiences through community interactions. This experience is reciprocal; it builds a relationship with the community, and also helps the student transform through fostering civic responsibility. The practice of nursing is service.

Online Courses

All Mount Carmel College of Nursing programs feature some level of online coursework. Students are required to have a minimum level of competency and at-home network capabilities to be successful. It is the responsibility of the student to ensure they have proper computer and network access. Tutorials and the Information Technology office are available to assist students.

Canvas - LMS

CANVAS, the College's Learning Management System (LMS) supports student learning through access to learning resources activities and serves, in part, as a means for learners to monitor their progress throughout the course and program. Students are required to complete the CANVAS training modules and complete the Graduate/DNP Program Orientation Course prior to registering for courses.

APA Format

The College requires the **latest** edition of the American Psychological Association (APA) style manual for all student papers because it is the acceptable format for written papers in scientific disciplines. **Students should refer to course syllabi and/or instructor for specific information on the latest edition used for that course.** APA format is included in the MCCN ENGL 110 course.

Turnitin®

To encourage Mount Carmel students to maintain honesty and integrity, the College has partnered with Turnitin®, a web-based program that allows students and faculty to check papers and essays for plagiarism. Onsite students are encouraged to check their own papers prior to submitting their assignments to faculty. Students are required to submit all papers and essays to Turnitin for a plagiarism check.

Note: Use of Turnitin is a requirement for all papers submitted by students enrolled in the Online RN-BSN Completion Program.

Changing Graduate Program Tracks

When students are admitted into the graduate nursing program, they are placed in the track that was indicated on the Admission Application. Students who wish to change their declared track should speak with the Graduate Coordinator. Students will be required to interview with the Program Lead of the program they are wishing to transfer to. The request for change to another track may be granted on a space available basis. **The Nurse Practitioner tracks do not accept transfers from other graduate tracks.** Transfer applicants will be reviewed with all other applications for the program. **Transfers to the Nurse Practitioner tracks from other graduate tracks must be approved by the Director or Assistant Director of Graduate Programs.**

Registered Nurse License Requirement

- It is mandatory that each Master's Program or Online RN-BSN Completion Program student maintains a current unrestricted Registered Nurse (RN) license during the entire program. **Licensure must be current in relation to the State in which the student will be conducting practice experiences during the program of study.**
 - Each DNP student must maintain a current unrestricted Registered Nurse (RN) license and, if applicable, an Advanced Practice Registered Nurse (APRN) certification or licensure in the state where the practicum courses will be completed. Students are required to maintain an active RN licensure status to continue in their chosen degree program. Students should notify the Director of the Graduate Programs or the Director of the Online RN-BSN Program immediately if there is a change in licensure status; this includes: inactive status, probation, suspension, or reprimand.
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Applicants for NCLEX-RN

All students who apply to obtain a license issued by the Ohio Board of Nursing must obtain a criminal record check that is completed by the student. The student will order the background check in their Junior year. They will order this through Surscan in Project Concert. Students must request a "direct Copy" be sent to the board of Nursing. They will also request a "direct Mail" copy to upload to Project Concert. Once they receive their copy they will upload it to Project Concert.

Criminal record results cannot be mailed to the OBN by the applicant. No applicant will be eligible to test without the required completed criminal records check in his/her NCLEX-RN application file. Additional details can be found at: <http://www.nursing.ohio.gov/LicensureInformation.htm>.

Students must be aware that the time of application to the Board of Nursing to sit for the licensure exam, the following documentation must generally be provided:

- a written explanation of the events including the date, county and state in which the events occurred..., and a certified copy of the indictment(s)
- or criminal complaint(s), plea(s), from the appropriate court. A copy of the court docket or case summary does not meet this requirement." (Ohio Board of Nursing – Application for Licensure by Examination in Ohio, 2010).

As it generally takes time to secure these documents. Therefore, individuals with a criminal record who are accepted to the program, will want to begin the processes required to get copies of the required documentation well in advance of program end.

Student Rights and Responsibilities

Code of Conduct

It is understood that the administration, faculty, staff and student body share in the responsibility of upholding the Mission and Core Values of Mount Carmel College of Nursing. The Code of Conduct strives to:

- ensure the integrity of the nursing and allied health professions;
- create an academic and professional environment that reflects the College's Mission and Core Values;
- reflect the policies of the College on standards of conduct; and
- follow the policies on nursing practice from the Ohio Board of Nursing.

In accordance with the above, faculty, staff, and students will commit to:

Academic Excellence

- Achieving the highest level of academic excellence through honesty and integrity both in and out of the classroom and in clinical settings.
- Striving to embody excellence and providing the highest quality work in the academic and in the clinical settings.
- Acting in a professional manner while in the College of Nursing and in all activities, functions, and clinical sites associated with the College and the profession of nursing.

Respect

- Contributing to creating a safe, respectful, and supportive atmosphere for teaching and learning.
- Regarding privacy and confidentiality as essential obligations.
- Communicating with peers, staff, and faculty in a professional and respectful manner.
- Taking responsibility for my words and actions.
- Following the appropriate chain of command.

Compassion

- Demonstrating a commitment to the attributes of compassion, empathy, altruism, responsibility, and tolerance.
- Demonstrating caring behaviors at all times.
- Respecting individual diversity through a non-judgmental attitude and approach.
- Working to become a creative problem solver.

Social Responsibility

- Refusing to tolerate discrimination, harassment, retaliation, disrespect, or bullying.
- Committing to bring any act of discrimination, harassment, retaliation, disrespect, or bullying to the attention of the administration.
- Refusing to tolerate incidents of dishonesty or lack of integrity.
- Committing to bringing incidents of dishonesty or lack of integrity to the attention of the administration.

Diversity

- Creating a culture and climate of inclusion that welcomes and celebrates diversity.

Scope and Jurisdiction

All MCCN policies, unless otherwise noted, apply to both on-campus and off-campus conduct, academic, educational, co-curricular, and other MCCN programs in which affiliated faculty, staff, vendors, and students participate. Specifically for Title IX related sexual violence policies, MCCN jurisdiction when the occurrence was alleged to have occurred within the College's location, events, or other circumstances (including clinical setting) where MCCN has substantial control of the respondent and context for the occurrence. Students are expected to abide by federal, state, and local laws and ordinances, as well as to adhere to all College policies and procedures (at all times during their tenure with the College). In cases where students engage in any prohibited conduct, the student is subject to disciplinary action. The Student Code of Conduct encompasses policies listed below and within this Catalog-Handbook.

Statement of Student Responsibility

Students are solely responsible for knowing and following Mount Carmel College of Nursing policies and procedures and for their own successful progress and completion of the degree program and requirements they select. While advisors are available to help students with course selection, each student is responsible for seeking clarification regarding progression through the curriculum. At all times, each student is also responsible for seeking clarification and/or assistance from faculty, staff, or administrators.

Academic and Professional Standards

Mount Carmel College of Nursing (MCCN) faculty and staff are dedicated to facilitating student development of intellectual, moral, and professional standards. This development requires the student to become increasingly responsible for self-directed and engaged learning, thus practicing and achieving academic and professional standards in order to become a highly educated, skilled, and professional nurse.

The nursing profession demands that the individual in practice be responsible, accountable, self-directed, and professional in behavior. *The process of becoming a professional begins upon entering a professional education program such as the programs offered at MCCN.* Opportunities to develop and practice these qualities exist in the student role. MCCN expects that students will demonstrate their professionalism by:

- Attending all clinical experiences and all classes (onsite or online).
- Exhibiting courteous behaviors in the classroom, clinical sites, while on the MCCN campus, within Residence Halls, and while representing MCCN at community events.
- Being prepared for class and clinical assignments, being punctual for classes and MCCN appointments.
- Being respectful toward all members of the MCCN community (faculty, staff, and students; even when "off duty").
- Being conscious of information shared over all social media platforms-in personal and professional communications and especially over MCCN-sponsored social media platforms.
- Using effective communications, verbally and non-verbally, by remembering always the MCHS/MCCN guiding behaviors:
 - We support each other in serving our students, patients, and communities.
 - We communicate openly, honestly, respectfully, and directly.
 - We are fully present.
 - We are accountable.
 - We trust and assume the goodness of intentions.
 - We are continuous learners.

Academic Freedom

Mount Carmel College of Nursing supports the concept of academic freedom. The College views academic freedom as essential to the promotion of inquiry and the advancement of truth. Academic freedom is accomplished by academic responsibility, which requires service that is consistent with the Mission of the College. Academic freedom in a Roman Catholic institution implies respect for the doctrines of the Roman Catholic faith in teaching, scholarly activity, and community service.

Faculty are entitled to freedom in the classroom in discussing their subject. Faculty should be careful not to introduce controversial matters having no relation to the subject. Academic freedom applies to all who have teaching responsibilities in the College.

Faculty are expected to engage in scholarly activity and community service. Scholarly activity undertaken for monetary return should be negotiated with the administration of the College in regard to time and service. Faculty are individuals, members of a profession, and members of an educational institution. When faculty speak or write as individuals, they should remember that the public may judge their profession and their institution by their statements. Individual responsibility, when speaking on a professional topic, is difficult to differentiate from the employment role. Thus, faculty should speak with accuracy and exercise appropriate restraint, should show respect for the opinion of others, and should clearly state that they are speaking as individuals, rather than as representatives of the College. College letterhead should be used only for official College business.

The following is taken from the American Council on Education's "Statement on Academic Rights and Responsibilities."

Colleges and universities should welcome intellectual pluralism and the free exchange of ideas. Such a commitment will inevitably encourage debate over complex and difficult issues about which individuals will disagree. Such discussions should be held in an environment characterized by openness, tolerance and civility.

Academic decisions including grades should be based solely on considerations that are intellectually relevant to the subject matter under consideration. Neither students nor faculty should be disadvantaged or evaluated on the basis of their political opinions. Any member of the campus community who believes [they have] been treated unfairly on academic matters must have access to a clear institutional process by which [their] grievance can be addressed.

Academic Integrity

Plagiarism

Plagiarism, whether intentional or unintentional, violates standards of academic integrity. Plagiarism is the act of submission of work that is not the student's own work or submitting the ideas, writings, or thoughts of another person without proper documentation; use of someone's exact words as quotes in assignments without proper citation; also use of material from the internet (including artificial intelligence) without proper citation, etc. Students are responsible for educating themselves as to the proper mode of attributing credit, where credit is due.

Self-Plagiarism

Students are required to submit original work for all courses; papers and written work submitted for one course may not be used for an assignment in another course, this includes work first produced in connection with classes at MCCN or other institutions attended by the student, except with prior and explicit approval of all faculty members to whom the work will be submitted. Submitting duplicate work is considered self-plagiarism and violates standards of academic integrity.

Cheating

Cheating is the use or attempted use of unauthorized materials, information, study aids, or unauthorized collaboration on in-class examinations, take-home examinations, or other academic exercises. It is the responsibility of the student to consult with the professor concerning what constitutes permissible collaboration. Cheating or assisting another student to cheat in connection with an examination or assignment violates standards of academic integrity. Examples of cheating include, but are not limited to: using notes or textbooks without the instructor's consent, looking at another person's paper, bringing items with notes written on them with the intent of using the notes during an exam, communicating with another student during an examination, using electronic devices (phones, wristwatches) without the instructor's consent. This includes the use of artificial intelligence technology without prior approval.

Fabrication

Defined as constructing, manufacturing, inventing, or creating for the sake of deception, any classroom or clinical assignment; forging or falsifying any clinical or academic information; documenting clinical hours that were not actually completed; falsifying any patient record or other document used during clinical experiences. Fabrication includes submitting false data, data that has been fabricated, altered or contrives in such a way as to be deliberately misleading. Fabrication also includes falsifying academic documentation.

Using False Citations

False citation is the attribution of intellectual property to an incorrect or fabricated source with the intention to deceive.

Use of Artificial Intelligence

The use of AI tools in writing assignments should be guided by ethical principles, including respect for intellectual property rights, privacy, and confidentiality. Faculty and students should be mindful of any ethical implications associated with the use of AI tools and take steps to address them appropriately.

The use of AI tools must not compromise academic integrity. Faculty and students are expected to adhere to all relevant policies and guidelines regarding plagiarism, citation, and the proper attribution of sources. Any use of AI tools to generate content must be accompanied by appropriate citations and references. APA citation assistance can be found at <https://apastyle.apa.org/blog/how-to-cite-chatgpt>.

Failure to follow the guidelines stated in the course syllabus, or improper citing, will result in a referral for an Academic Integrity violation, which may result in disciplinary action.

Standards Outlined by Professional Nursing Organizations

The National Student Nurses Association, as well as the Ohio Board of Nursing stipulate Codes of Professional, Academic, and Clinical Conduct. These codes are fully supported by MCCN and students are expected to be familiar with and follow these codes (**National Student Nurses Association**). The conduct of nursing students in providing patient care is also regulated by the state of Ohio through the Ohio Board of Nursing in accordance with Ohio Revised Code **4723-5-12(C)**. These codes are fully supported by MCCN and students are expected to be familiar with and follow these codes (**Ohio Board of Nursing**). A full list of the student conduct in the nursing care of patients law and rule are listed in the student catalog-handbook.

Dress Code

The purpose of this Policy is for Trinity Health Corporation and its Health Ministries and Subsidiaries (collectively referred to as “Trinity Health”), which includes Mount Carmel College of Nursing, to ensure that all student nurses appropriately represent the organization to the public and to the people to whom Trinity Health provides services.

Appropriate dress and appearance ensures that student nurses look professional and present a positive image of the organization to patients, visitors and the public. All student nurses are expected to contribute to a positive and safe environment by maintaining appropriate dress, hygiene, and neatness of appearance.

The student dress code is enforced with the goal to assure a high standard in professional self-presentation. It is important for Mount Carmel College of Nursing (MCCN) students to recognize their role as representatives of the College and the profession of nursing, in all settings. Appearance and self-presentation must be commensurate with professional expectations. MCCN’s dress code policy is guided by Trinity Health/Mount Carmel Health System (MCHS) Policy.

Trinity Health, including Mount Carmel College of Nursing, is committed to administering this Policy in accordance with its Mission, Core Values and commitment to Diversity, Equity and Inclusion.

It is the responsibility of all faculty creating and/or administering examinations to adhere to the practices identified within this policy. This includes all baccalaureate, graduate, and online-programs.

Student Attire – College Campus Areas - Columbus

Students should present a positive, businesslike, and professional image through dress and actions throughout the College properties. The following guidelines apply:

- Clothing will be clean, neat, in good repair, properly fitted, not revealing, and appropriate for the type of work performed, The following is a list of guidelines (please note, this list is not all inclusive):
- Tank tops, bathing suits, house slippers, and pajamas are not permitted.
- Shorts and skirts cannot be higher than mid-thigh.
- Inappropriate exposure of skin not permitted.
- Bare feet are not permitted.
- Proper undergarments are to be worn and not visible.

Student Attire - College Areas - Lancaster Campus

Students should present a positive, businesslike, and professional image through dress and actions throughout the College and Fairfield Medical Center and affiliated sites.

Mount Carmel College of Nursing-Lancaster students must wear either business casual or standard, burgundy uniform scrubs to the classroom and to on-site school-related activities. Students may wear a long sleeve t-shirt under their scrub top. Approved colors are: black, white, gray and maroon. Students are permitted to wear approved MCCN spirit wear as tops with burgundy scrub bottoms. Please take note that spirit wear with a “hoodie” is not permitted.

Business Casual Attire: Includes casual shirts (all shirts with collars, golf or polo shirts, crew or v-neck shirts or sweaters), casual slacks/trousers/pants/skirts/dresses and casual footwear (casual slip-on or tie shoes, dress sandals with heel straps and athletic shoes). The basic guidelines do not permit:

- Tight or revealing pants/slacks/skirts/dresses including leggings;
- Jeans and jean-like pants/slacks;
- Pants worn below the hip or waist line;
- Suggestive attire including backless tops, crop tops, tank tops, muscle shirts, spaghetti strap tops, see-through or sheer tops and any other blouse/shirt/top that is revealing;

- Sports clothing and athletic wear;
- Yoga gear;
- Sun dresses;
- Shorts above the mid-calf;
- Casual sandals and flip-flops;
- Construction, hunting or cold weather boots;
- Tee shirts;
- Non-work related hats;
- Novelty buttons and novelty wear;
- Ripped, torn or hole-filled clothing;
- Camouflage;
- Any extreme style or fashion in dress, footwear, accessories, fragrances or hair;
- Visible piercings, including gauges, and body art; and
- Artificial nails in positions having direct patient contact and those whose job has indirect contact with patients (such as housekeeping and patient registration).

FMC recognizes that personal appearance is an important element in self-expression and allows reasonable self-expression through personal appearance (including concealed body art, limited piercings, other jewelry, and fragrances) unless it:

- a) Conflicts with the employee's ability to perform his or her job duties effectively with the work environment or,
- b) Is regarded as offensive or harassing toward patients, co-workers or others with whom FMC conducts business.

Clinical Setting Dress Code (including MCCN Skills and Simulation Labs)

General Dress Guidelines in MCHS clinical settings:

Students must follow any site-specific dress requirements in non-MCHS settings

- The official student uniform must be worn in uniformed clinical sites and college lab/skills settings.
- Clothes must be clean, neatly pressed and have no holes, stains, or frays.
- Clothing must fit properly (not too tight, too loose or revealing). Clothing that exposes cleavage or midriff is not appropriate. Undergarments should be discreet and not readily visible through clothing or above the waistband. Sheer fabrics should be worn with an appropriate undergarment (i.e., camisole or undershirt).
- If long sleeves are worn under the uniform, they must be capable of being pulled to the elbow and remain stationary.
- Long sleeves must be of standard Mount Carmel colors of maroon, white, or black.
- Buttons, pins, ribbons, stickers, or any items which are not part of an authorized uniform or which alter the professional image that each Health Ministry desires to portray are not permitted. No other logos, outside of Health Ministry approved messaging or writing, may be displayed on any clothing item, mask, or lanyard.
- Student footwear must be white in color. Student nurses' footwear must provide safe, secure footing and offer reasonable protection. In accordance with infection control and safety standards, Student nurses who work in patient, resident or client care areas must wear closed toe shoes.
- Hats or caps are not permitted unless they are part of an authorized uniform, worn for protection while working in inclement or hot weather, medically necessary, or for religious reasons.
- A "special dress day" which would allow exceptions to the standard policy may be occasionally promoted. Examples may include: Health Ministry sponsored events, jeans days, etc.
- The Health Ministry will reasonably accommodate exceptions to this Policy if required due to a Student nurse's religious beliefs or disability. Student nurses who need such accommodation should contact the college's Accommodations Coordinator.

Personal Hygiene and Grooming Guidelines:

- Student nurses must practice appropriate personal hygiene (including oral hygiene) and be free of offensive odor (including the smell of tobacco).

- **Fingernails** will be clean and well groomed. Artificial nails and overlays are not permitted on Student nurses who work in patient care areas. Student nurses who participate in direct patient care or are in contact with the patient's environment will not wear artificial nails (including, but not limited to, acrylics, overlays, wraps, tips, gels, or bonding).
- **Hairstyles** may not obstruct vision or limit eye contact.
 - Hairnets, including for beards, will be required in certain departments.
 - As a safety precaution and for infection control purposes, Student nurses providing direct patient care with hair exceeding shoulder length or longer should have hair pulled back or restrained.
 - *Nothing in this Policy is intended to prevent Student nurses from wearing a hair or facial hair style that is consistent with their cultural, ethnic, or racial heritage or identity, except for safety reasons that cannot be reasonably accommodated.*
- Student nurses must be professional in their use of **jewelry/accessories**, including amount, size, and styles. Visible body piercings must be small and minimal during the work shift.
 - Wearing of jewelry may be limited for safety reasons dependent on the work area and functions performed.
 - As a safety precaution, Student nurses providing direct patient care may not wear long necklaces, dangling earrings, scarves or ties.
- Any **tattoos** that may be offensive to others must always be covered, including but not limited to those that contain pictures/symbols/words of a sexual nature, gang affiliations, violence, profanity, or derogatory words/images.
- All **cosmetic products**, including make-up and lotions must be fragrance free. Make-up must be applied conservatively and in a manner that does not detract from the professionalism of the Student nurse's appearance. Perfume, cologne or aftershave, may not be used by direct care providers, or if such use causes adverse physiological symptoms for others in the work environment.

Undergraduate Student Dress Code — Non-Uniform Clinical Sites

Students must be professionally dressed in clinical areas not requiring the student uniform. College identification badges must be clearly displayed. Student dress must be consistent with standards and requirements of the clinical environment and expectations of the faculty and preceptors. Closed toed shoes are to be worn in all patient care areas.

Undergraduate Student Dress Code — Nursing Supplies

All students are required to have the following medical equipment for the first Skills Lab in NURS 204 (traditional program) and NURS 294 (Second Degree Accelerated Program):

- Stethoscope (dual head)
- Penlight
- Pupil gauge
- Bandage scissors
- Aneroid Sphygmomanometer (optional)
- Watch (with second hand)
- Lab Coat (**full [knee] length**) must be purchased from www.robertsmed.com. Enter the Uniform Program Login Code "**mc13**" in the upper right corner (case sensitive). Lab coats come with the Mount Carmel College of Nursing shoulder patch attached to the upper left sleeve.

Undergraduate Student Dress Code — Student Uniform and Lab Coat

The MCCN student uniform is required, starting with enrollment in Nursing 205 (sophomore level). Students are required to obtain the **approved** nursing student uniform with a Mount Carmel College of Nursing shoulder patch attached to the upper left sleeve.

The approved MCCN uniform is available from:

Roberts Medical Uniforms

1135 Commercial Ave. SE
New Philadelphia, OH 44663
Toll free: 877-512-9090
Fax: 330-339-6775
Website: www.robertsmed.com

This is the **only accepted vendor** for the MCCN nursing student uniform and lab coat. Both can be ordered directly from their website (www.robertsmed.com).

For uniform and lab coat information specific to MCCN, enter **mc13** in the “Enter Code” box located at the top middle of the webpage. Roberts uniforms and lab coats come with the MCCN shoulder patch already attached.

Identification Badges

Onsite students are issued identification (ID) badges as part of the first semester registration process. Badges serve a number of functions, including identifying students in the College and providing access to College services. Students wearing their College ID Badge are representing both MCCN and MCHS.

Students **must** wear ID badges at all times while in the role of a Mount Carmel student, following these guidelines:

- Identification badge must be worn for all college activities using a Health Ministry logo or non-logo attached clip, approved retractable badge holder. Lanyards are not permitted in clinical settings.
- Identification badge must always be clearly visible and worn with the name and picture facing forward, visible and attached to the lanyard, collar, or pocket, and above the waist.
- Only the student badge and the emergency code reference card may be attached to the badge holder. No other attachments to the badge are permitted. The badge and other attachments must be clean, dry, and intact and professional in appearance.
- Under no circumstances should a student nurse permit others to use their identification badge.
- If the identification badge is lost, Security must be notified immediately.
 - If a student forgets or misplaces an ID badge, a temporary ID badge must be obtained from the Office of Safety and Security at the front desk of Marian Hall. Lost ID badges can be replaced by Safety and Security and a replacement fee may be assessed. If the front desk is not open, the student is to work with their faculty member.
 - If a Lancaster campus student loses their Fairfield Medical Center (FMC) badge, they must go to FMC Human Resources and pay for a replacement badge.
- Badges must be returned to the Office of Compliance or Safety & Security if a student withdraws from the College or takes a leave of absence.
- All students must wear their ID badges while on campus and at all clinical practicum sites.
- Students may be sent home from clinical/lab/classroom experiences if they do not have their student badge. Students will be subject to absence fees for clinical/lab make-up.

Failure to Follow Dress Code

If a student is not immediately able to correct a dress code violation, the student will be dismissed from the setting. When a student fails to meet the requirements, it will be viewed as an unexcused absence for the duration of the class/clinical shift/lab. The clinical makeup fee structure will be enforced, and the absence policy will be followed.

Copyright

What is Copyright?

Copyright is the legal protection of all forms of creative expression on any form of media. Be aware of the limits of the fair use of intellectual property, which is protected under copyright law in cyberspace as well as the real world.

Protected Property

To the general public, intellectual property, in the form of computer software and digitized entertainment, is a highly tempting target for reproduction and distribution. But intellectual property is protected under copyright law in cyberspace as well as the real world, and you need to be aware of the limits of your fair use. Illegal duplication, file-sharing, or use of any type of intellectual property constitutes copyright infringement and could be subject to College disciplinary action and civil and criminal penalties, including fines.

Creators Own Exclusive Rights

Copyright law generally gives authors, artists, composers, and other such creators the exclusive right to copy, distribute, modify, and display their works or to authorize other people to do so. Additionally, creators' works are protected by copyright law from the very moment that they are created — regardless of whether they are registered with the Copyright Office and regardless of whether they are marked with a copyright notice or symbol. That means that virtually every email message, posting, web page, or other computer work you have ever created - or seen - is copyrighted.

Limited Use

According to the Copyright Law which took effect January 1, 1978, a faculty member may make a single copy of the following materials for use in scholarly research or in preparation for teaching a class:

- A chapter from a book.
- An article from a periodical or newspaper.
- A short story.
- A short poem.
- A short essay.
- A chart, graph, diagram, cartoon, or picture from a book, periodical, or newspaper.

One copy of an article may be placed on closed reserve in the Library. Additional copies can be placed on closed reserve if permission is obtained from the author or publisher and/or royalty is paid to the publisher for each additional copy.

You may reproduce copyrighted materials only if one of these four instances apply:

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- The work is in the "public domain."
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Users are strongly urged to conduct additional research regarding copyright law.

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Piracy

Piracy is the popular term for the illegal activity that is more correctly known as copyright infringement. Software piracy involves the violation of license agreements and occurs when you download, copy, file-share, install, or distribute digitized material in the form of computer software programs and entertainment media without authorization from the owner/creator.

License, Not Ownership

The purchase of a computer program or any form of entertainment or artistic expression on any type of media that includes, but is not limited to, CD, DVD, mp3 file, video, or audiotape, simply gives you a license to use your personal copy; purchase does not constitute ownership of the "intellectual property" on the media. The U.S. Copyright Act expressly protects the intellectual property contained in these media and grants the creators exclusive rights to copy, adapt, distribute, rent, and publicly perform and display their works.

Punishment

Companies in the entertainment and computer software industries have the right to prosecute individual offenders in civil courts and sought monetary damages. The U.S. government can impose fines or imprisonment, or both.

Audio Entertainment

RIAA, Recording Industry Association of America, the trade group representing U.S. sound recording companies, is the force behind the prosecution of individuals for copyright infringement through downloading or uploading of music through illegal peer-to-peer networks and CD piracy. The RIAA asks consumers to support the industry by downloading music from legitimate sites such as those on the list at musicunited.org instead of engaging in piracy.

Video and Film Entertainment

MPAA, Motion Picture Association of America, works to prevent piracy of film and video products. The MPAA estimates that piracy of video content costs the industry more than \$3 billion annually in potential revenue in the U.S., not including Internet losses, which are difficult to calculate.

The MPAA lists many types of materials subject to pirating: Optical Disc, which includes Laser Discs (LD), Video Compact Discs (VCD) and Digital Versatile Discs (DVD); Internet, videocassette and broadcast; downloadable media; hard goods; streaming media; circumvention devices; camcording; screeners; back-to-back copying; signal theft; and public performance.

Computer Programs

BSA, Business Software Alliance, which describes itself as the voice of the world's commercial software industry, estimates that the U.S. has lost billions of dollars annually in wages and tax revenues, and thousands of individuals have lost jobs. The BSA describes the following scenarios for software piracy:

- Using one licensed copy to install a program on multiple computers;
- Copying disks for installation and distribution;
- Taking advantage of upgrade offers without purchasing a legal copy of the version to be upgraded;
- Acquiring academic or other restricted or non-retail software without a license for commercial use;
- Swapping disks with others;
- Downloading software from various Internet sources such as pirate websites, peer-to-peer networks, and auction sites that offer counterfeit software.

The BSA also notes that pirated computer software does not save you much when you consider the problems associated with illegal copies: defective software, little or no documentation or technical support, no warranties, a greater exposure to viruses, and ineligibility for software upgrades.

The penalties for copyright infringement include collection of damages (\$100 - \$50,000), injunction against further copying, recovery of court costs and attorney fees, and one year imprisonment. A complete text of the law and accompanying material from the Copyright Office is available. Please review the brief tutorial created by the Mount Carmel Health Sciences Library on Copyright & Fair Use: <https://libguides.mccn.edu/copyrightbasics>

Classroom Recording Policy

Audio Recording of classroom lectures, discussions, simulations, and other course-related activity is only permitted with approval from Student Accommodation Services and with completion of the appropriate forms. The following guidelines apply when approved:

- Students will seek the approval from each course faculty/ instructor prior to recording.
- Prior to the student recording of any classroom activity, this form will be initiated for the duration of the course by the student and must be signed by the student and the faculty member(s). An announcement will be made informing the class it is being recorded.
- Faculty members may have concerns about the recording of sensitive data, such as patient information shared as part of a case study, or unpublished research data. Faculty members have the authority to spontaneously, or in advance, prohibit student recording of personal student, instructor or patient information.
- The student classroom recordings are to be used solely for the personal use of the student to study and prepare for that class. It is the responsibility of the student to stop recording anytime personal or sensitive information is being shared. Failure to do so may result in loss of privilege. The distribution of classroom recordings in any manner is prohibited.
- Under no circumstances shall student classroom recordings be used in the evaluation or sanctioning of instructors and students.
- Recordings are not to be shared with other students, posted to any online forum, or otherwise disseminated in any way, including with students who are enrolled in the same class, without faculty permission.
- The student acknowledges that the recordings are resources. If the student uses any part of a recording in any academic work, its use is governed by rules of proper APA Citation.
- Unless otherwise explicitly agreed to by the faculty member(s), the student agrees to destroy recordings when they are no longer needed for his/her academic work, and no later than the conclusion of the course.
- The student understands that failure to adhere to these provisions may result in the loss of permission to use a recording device in future classes and possible disciplinary actions.

Students are encouraged to take notes of classroom discussions, lectures, demonstrations, and performances in order to advance their own learning and to develop a record for purposes of private study. The ordinary process of taking notes is encouraged since this practice requires that students develop the ability to actively attend to the material under consideration and to quickly summarize pertinent information in a coherent manner. Electronic or mechanical recording of lectures may discourage the development of these important skills.

Bullying

Mount Carmel College of Nursing is committed to maintaining an institutional climate that fosters an open learning and working environment. It is the College's policy that bullying and verbal harassment are unacceptable behaviors that will not be tolerated or condoned by the College.

Bullying includes repeated and/or severe, aggressive behavior likely to intimidate or intentionally hurt, control, or diminish another person physically or mentally. It also includes speaking to another person in a loud, abusive, rough, or threatening manner which creates an intimidating, hostile, or offensive teaching/ learning/working environment. It could also include racial, religious, cultural, homophobic, special educational needs, disability, and cyber (social website, mobile phones, text messages, photographs, and email) bullying.

Any bullying alleged to be based on:

- Gender or sex will be processed the Title IX Policy and any reports are to be made under the procedures set forth in that policy; or
- Any other protected class will be processed under anti-discrimination and harassment policies and any reports are to be made under the procedures set forth in that policy.

A student is encouraged to report any other alleged instances of bullying to the Director of Compliance and Community Affairs. The Director of Compliance and Community Affairs may be contacted at 614-234-2341 or compliance@mccn.edu. The Director of Compliance and Community Affairs will assist the student in determining which internal process is appropriate.

If the complaint is against or involving an employee, the Director of Compliance and Community Affairs will work collaboratively with MCHS Colleague Resources on the resolution.

If the complaint is against a student, the Director of Compliance and Community Affairs will conduct an investigation to determine whether a violation of this Policy has occurred, including the extent and severity of the violation. Every effort will be made to resolve the Complaint.

Depending on the severity of the Complaint, the Director of Compliance and Community Affairs, may in their discretion, refer the complaint for a student conduct hearing.

Consensual Relationships Policy

This policy outlines the expectations of Mount Carmel College of Nursing (MCCN) with respect to consensual romantic or sexual relationships between individuals in unequal positions, where a power differential exists. This policy covers all MCCN employees and students. This policy is necessary, as there are inherent risks in any romantic or sexual relationship between individuals in unequal positions (such as faculty member and student, supervisor and employee). These relationships may be less consensual than perceived by the individual whose position confers power. The relationship also may be viewed in different ways by each of the parties, particularly in retrospect.

The purpose of this policy is to ensure that the learning, living, educational and working environment at MCCN is free from conflicts of interest and preferential treatment, as well as all forms of gender discrimination and harassment.

I. Policy Statement

An MCCN employee shall not enter into a consensual relationship with a student or employee over whom that employee exercises or influences direct or otherwise significant academic, administrative, supervisory, evaluative, counseling/mentoring, or extracurricular authority. In the event such a relationship already exists, the employee is required to notify their supervisor immediately and appropriate protocols will be implemented.

The following types of consensual relationships are addressed in this policy:

- 1) Faculty-Student Relationships;
- 2) Staff Member/Administrator-Student Relationships; and
- 3) Supervising Employee-Employee Relationships.

II. Faculty-Student Relationships

The relationship between faculty member and student must be protected from influences or activities that can interfere with learning and objective evaluation. Therefore, no faculty member shall enter into a romantic or sexual relationship with a student over whom that faculty member has academic responsibility or is likely to have academic responsibility in the future, regardless of whether the relationship would be consensual. In addition, no faculty member shall exercise academic responsibility over a student with whom the faculty member has or has had a romantic or sexual relationship, regardless of whether the relationship is or was consensual.

III. Staff/Administration-Student Relationships

Staff members or administrators working in areas that are often called upon to work closely with and advise or mentor students may not be able to perform their duties effectively if they become romantically or sexually involved with students who they are responsible for advising or mentoring. Accordingly, no staff member or administrator shall have a romantic or sexual relationship, regardless of whether the relationship is consensual, with a student for whom that staff member or administrator has direct advising, mentoring, evaluating, or has student organization management responsibility. In addition, no staff member or administrator shall exercise such responsibility with respect to a student with whom that staff member or administrator has or has had a romantic or sexual relationship, regardless of whether the relationship was consensual.

IV. Supervising Employee-Employee Relationships

From the MCHS Employment of Relatives-Significant Others Policy:

No MCHS colleague shall occupy a position in which he/she will be:

- Supervising a colleague with whom he/she has a romantic, dating or sexual relationship.
- Working in a position in which he/she could significantly influence the job assignment, working conditions, pay, performance, or accountability of a colleague with whom he/she has a romantic, dating or sexual relationship.
- This policy applies not only to new colleagues, but also where one of the relationship situations described above would be created after employment begins by either a colleague's change of position or a colleague's entry into one of the relationships described above.
- MCHS reserves the right to make employment, transfer and promotion decisions where one of the relationship situations described above may result. If MCHS determines that the relationship between colleagues causes an adverse impact in the department, MCHS will determine the disposition of the affected colleagues. In making that determination, MCHS will consider, but not be bound by, the preference of the colleagues involved. Decisions in such cases will be made by the MCHS CEO or designee, in conjunction with Human Resources and Organizational Integrity.

Please see full **MCHS Employment of Relatives-Significant Others Policy** for additional details.

V. Reporting

Any member of the College community (student, faculty, staff, and administrator) who is made aware of a faculty-student or staff member/administrator-student relationship must report this to the Director of Compliance and Community Affairs/Title IX Coordinator (at 614-234-2341 or compliance@mccn.edu).

Any member of the College community (student, faculty, staff, and administrator) who is made aware of a Supervising Employee-Employee Relationship (including those involved in the relationship) must report this to the college's Colleague Relations partner, per the MCHS Employment of Relatives-Significant Others Policy.

Any supervisor who receives a report of a violation of this policy shall treat the information sensitively and shall promptly consult with the Director of Compliance and Community Affairs/Title IX Coordinator and Human Resources.

Retaliation against persons who report concerns about potential violations of this policy is prohibited.

VI. Violations

Any violation of this policy may result in disciplinary action. If a member of the College community fails to meet the requirements for either disclosing a relationship in violation of this policy, or fails to cooperate in the required steps to resolve (if possible) a reported violation of this policy they may face disciplinary consequences.

Should a romantic or sexual relationship with a student lead to a charge of sexual harassment or sexual assault against a faculty member, staff member or administrator, the College is obligated to investigate and resolve the charge in accordance with MCCN's Title IX Policy. The MCCN Director of Compliance and Community Affairs/Title IX Coordinator handles matters related to Title IX violations. The Director of Compliance/Title IX Coordinator may be reached at 614-234-2341 or compliance@mccn.edu.

Drug & Alcohol Use

In complying with the federal law, Mount Carmel College of Nursing ("MCCN") is concerned about the welfare of its students and wishes to demonstrate commitment to a drug and alcohol-free environment. A drug and alcohol-free environment will also serve to maintain quality services, reduce accidents, and increase productivity.

Unlawful possession, use, production, distribution, or sale of alcohol or other drugs by any faculty, staff, or student is prohibited on college property; or as part of college activities, whether on or off campus; and/or in any way that impacts student performance in the classroom or clinical setting.

The purpose of this policy is to comply with the Drug-Free School and Communities Act Amendments of 1989, which requires MCCN to adopt and implement a program to prevent the illicit use of drugs and the abuse of alcohol by faculty, staff, and students, and to set forth the standards to provide a community setting that is safe, healthy, and productive for all faculty, staff, and students of MCCN. MCCN distributes this policy annually throughout the MCCN community. The distribution includes information about standards of conduct, referral and treatment, applicable laws and sanctions, and current assessments of possible health risks.

MCCN recognizes drug and/or alcohol dependency as health problems and it will be of assistance to an individual seeking treatment for such a dependency provided such treatment is sought prior to violations(s) of this policy or other MCCN policies. MCCN offers free and confidential help to students who suffer from alcohol and/or drug abuse. Students have access to MCCN Student Behavioral Health Services. It is the responsibility of the student to seek assistance before alcohol and/or drug problems lead to disciplinary action. Please note that treatment is not a refuge from disciplinary action and that dependency problems not resolved through treatment may ultimately result in disciplinary action, up to and including disciplinary dismissal or termination. In situations involving a threat or danger to the health or safety of any individual, students are encouraged and expected to seek appropriate medical attention for themselves and others as soon as possible.

I. Definitions

Controlled Substance: a drug which has been declared by federal or state law to be illegal for sale or use, but may be dispensed under a physician's prescription. The basis for control and regulation is the danger of addiction, abuse, physical and mental harm (including death), the trafficking by illegal means, and the dangers from actions of those who have used the substances.

Dangerous Drug: means the following by whatever official, common, usual, chemical or trade name designated: Any material, compound, mixture or preparation that contains any quantity of the following hallucinogenic substances and their salts, isomers, whether optical, positional or geometric, and salts of isomers, unless specifically excepted, whenever the existence of such salts, isomers and salts of isomers is possible within the specific chemical designation.

Drug Free: prohibition of the possession, use, production, distribution, or sale of alcohol or other drugs by any faculty, staff, or students on college property; or as part of college activities, whether on or off campus; and/or in any way that impacts student performance in the classroom or clinical setting.

Narcotic: a drug, such as morphine or heroin, that is derived from opium or an opium like compound, relieves pain, often induces sleep, can alter consciousness, and is potentially addictive.

Unlawful Possession: Possession of illegal controlled substances such as, but not limited to marijuana, methamphetamine, cocaine, LSD, “club drugs,” and heroin.

II. Standards of Conduct

Violations or alleged violations of this policy are handled through the student conduct resolution process. Please refer to the Student Code of Conduct in the Catalog-Handbook for complete details about the process. Sanctions for violations of the policy are also governed by the Student Code of Conduct. It is the responsibility of each student to report to class, clinical, or any other MCCN related function in a physical condition that allows for performing their functional abilities as outlined in MCCN’s Functional Abilities and Performance Standards Policy.

This policy applies to students on MCCN property, MCHS property, while involved in clinical rotations at any affiliating agency, or as part of any MCCN or MCHS sponsored activity. In addition, the use of alcohol and/or drugs in any way that impacts student performance.

Students are subject to disciplinary actions up to and including disciplinary dismissal, for any of the following:

- 1) Unlawfully possessing, being impaired or under the influence, or using or distributing illicit drugs and/or alcohol.
- 2) Operating a motor vehicle while under the influence of alcohol or illicit drugs.
- 3) Possession of drug paraphernalia or synthetic substances that are an analogue for a controlled substance.
- 4) Misuse of prescribed medications that impair safe and/or efficient performance.
- 5) Misusing prescription or nonprescription drugs.
- 6) Falsifying, or making grossly incorrect, inconsistent, or unintelligible entries in any hospital, patient, or other record regarding any drug or narcotic.
- 7) Being charged or convicted for alcohol and/or drug related offenses.
- 8) Possessing, selling, consuming alcoholic beverages, or alcoholic beverage containers in any form on MCCN or MCHS premises or MCCN or MCHS (including external clinical sites) related premises.
- 9) Habitually indulging in the use of controlled substances, other habit-forming drugs, alcohol, or other chemical substances to an extent that impairs ability to practice nursing or perform one’s MCCN related responsibilities.
- 10) Impairment of ability to practice according to acceptable and prevailing standards of safe nursing care because of physical, psychological, or mental disability related to the use of alcohol or other drugs or because of dependency on or excessive use of alcohol or other drugs.
- 11) Smoking, consuming, using and/or possessing any illegal drug, including marijuana and medical marijuana.
- 12) Obtaining, prescribing, possessing, or administering any controlled substance, dangerous or illegal drug, or alcoholic beverages in violation of the law, to oneself or to another person.
- 13) Knowingly making, obtaining, or possessing drug abuse instruments whose customary and primary purpose is for the administration or use of a dangerous or illegal drug.
- 14) Obtaining any dangerous or illegal drug by attempting or committing a theft.
- 15) Knowingly or intentionally forging, making, selling, or possessing a false or forged prescription.

III. Internal Sanctions

Any student who allegedly violates the MCCN’s drug-free policy shall be subject to possible disciplinary action. Sanctions on students will be consistent with local, state, and federal law. Internal sanctions related to students may include, but are not limited to disciplinary dismissal from the College through referral to the Academic and Professional Conduct Committee.

Policy Related to Drug Convictions

Any student enrolled in a nursing program at MCCN who is convicted for the possession and/or sale of drugs while a student will be referred to the Academic and Professional Conduct Committee and may face disciplinary dismissal.

IV. External Sanctions

Unlawful possession, use, manufacture, sale, or distribution of alcohol and/or illicit drugs may lead to referral to the appropriate federal, state and/or local authorities for prosecution. Depending on the nature of the offense, it may be categorized as a misdemeanor or a felony and may be punished by fine and/or imprisonment.

Federal law prohibits the trafficking and illegal possession of controlled substances (see 21 United States Code, Sections 811 and 844). Depending on the amount, first offense maximum penalties for trafficking marijuana range from five years imprisonment and a fine of \$250,000 to imprisonment for life and a fine of \$4 million. Depending on the amount, first offense maximum penalties for trafficking class I and II controlled substances (methamphetamine, heroin, cocaine, cocaine base, PCP, LSD, fentanyl analogue) range from five years to life imprisonment and maximum fines range from \$2-\$4 million. First offense penalties for the illegal possession of a controlled substance range from up to one year in prison and a fine of at least \$1,000, but not more than \$250,000, or both.

The State of Ohio and the municipality of record for the violation also may impose penalties for trafficking and illegal possession or use of controlled substances. State and local penalties for trafficking illicit drugs include fines that range from \$1,000 to \$50,000 and mandatory jail sentences that range from six months to 10 years. Illegal use or possession of a controlled substance or drug paraphernalia may warrant fines ranging from \$100 to \$5000 and jail sentences ranging from 30 days to 10 years, depending on the amount and substance possessed. Violations may also lead to forfeiture of personal and real property and the denial of federal benefits such as grants, contracts, and student loans.

The State of Ohio and City of Columbus may also impose a wide variety of penalties for alcohol-related offenses. For example, a first driving-while-intoxicated offense may be punished by mandatory imprisonment of at least three consecutive days and a fine ranging from \$375 to \$1000. Subsequent offenses lead to increased sanctions. Illegal purchase, possession, use, or sale of intoxicating liquor by a minor may be punished by fines ranging from \$25 to \$1000 and up to six months in jail, depending on the circumstances. For extended and regional campuses, local law will apply in lieu of City of Columbus ordinances. Copies of those laws will be supplied upon request.

V. Support and Referral

MCCN has a variety of options to support students who may have alcohol and other drug dependencies. These options may include:

- Referral and support from partnering counseling services.
- Support through the MCCN telehealth student wellness resources.
- Referral to outside agencies, including treatment centers and programs through MCHS.

Participation in treatment does not eliminate the possibility of appropriate disciplinary action. Likewise, dependency problems not resolved through treatment may ultimately result in appropriate disciplinary action.

VI. Parental Notification

MCCN seeks to establish a collaborative partnership with parents and actively involve them, when appropriate, in addressing student behavior as it relates to alcohol and/or drugs. Parents are notified when MCCN believes it will help the student. When practicable, conversations normally are held with the student before contact is made with parents, in an effort to determine whether such contact is the best course of action. Notification to parents may occur in the following situations: possession of alcohol and/or drugs on campus.

In other situations, MCCN contacts parents in an effort to provide support for students' physical health and safety, academic success, and personal development. Factors that are considered when deciding to contact parents may include, but are not limited to:

- A situation in which a student has received medical attention;
- The occurrence of an arrest and consequent criminal charges;
- A major disruption to MCCN's educational mission;
- Substantial harm caused to self or other students; or

- Significant property damage.

Contacts are made, if possible, by a personal appointment with parents or by phone. Written communication is used only when other attempts to contact parents have failed. The goal is to develop a partnership between the college and the parents for the good of the student.

Parental contacts in these circumstances are not considered “disciplinary sanctions” but rather as positive engagement of the broadest possible resources to help students succeed in their educational endeavors. Parents are encouraged to discuss the situations with their child.

Questions or concerns regarding these guidelines should be directed to the Director of Compliance and Community Affairs.

VII. Financial Aid Implications Related to Drug Use/Convictions

The US Department of Education requires that MCCN notify all enrolling students of the policy related to federal student aid Higher Education Act HEA section 485(k).

A federal or state drug conviction can disqualify a student for financial aid. Convictions count against a student if the conviction occurs while the student is enrolled at MCCN and receiving federal student aid. A student who is denied federal benefits as part of court sanctions imposed by a federal or state judge for drug trafficking is also ineligible for federal financial aid. A conviction that was reversed, or removed from a student’s criminal record or occurred while the student was a juvenile (unless tried as an adult) does not deny eligibility.

Period of Ineligibility for Federal Student Aid

Offense	Possession of Illegal Drugs	Sale of Illegal Drugs
First Offense	One year from date of conviction	Two years from date of conviction
Second Offense	Two years from date of conviction	Indefinite period
Third Offense	Indefinite period	Indefinite period

If the student is convicted of both possessing and selling illegal drugs, and the periods of ineligibility are different, the longer period of time applies. Eligibility returns the day after the period of ineligibility ends or with successful completion of a qualified drug rehabilitation program (described below) or two negative unannounced drug tests given by the program. Subsequent drug convictions lead to ineligibility again.

Students denied eligibility for an indefinite period can regain it with successful completion of a rehabilitation program, passing two unannounced drug tests from such a program, or with reversal or removal of the conviction provided that fewer than two convictions for sale or three convictions for possession remain on the record. The nature and dates of remaining convictions determines when a student regains eligibility.

Standards for a Qualified Drug Rehabilitation Program

The program must require a minimum of two unannounced drug tests and meet one of the following requirements:

- 1) Be qualified to receive funds directly or indirectly from a federal, state, or local government program.
- 2) Be qualified to receive payment directly or indirectly from a federal or state licensed insurance company.
- 3) Be administered or recognized by a federal, state, or local government agency or court.
- 4) Be administered or recognized by a federal or state licensed hospital, health clinic, or medical doctor.

VIII. Possible Health Risks with Drug and/or Alcohol Use/Abuse

Substance abuse dependence may result in a wide spectrum of extremely serious health and behavioral problems. Substance abuse results in both short-term and long-term effects upon the body and mind. The abuse of drugs and/or alcohol is proven to impair the coordination, reaction time, emotional stability and judgment of the user. This could have tragic consequences where demanding or stressful situations call for quick and sound decisions. Serious injury or fatality of the drug abuser or our students could result from the actions (or lack thereof) of a student under the influence of drugs and/or alcohol. In addition, the risk of many harmful health conditions associated with the use and abuse of alcohol and/or drugs are significant and include but are not limited to: depression, anxiety, neurological impairment, kidney failure, cirrhosis of the liver, bronchitis, respiratory and cardiac failure, and death.

For more information on the health risks associated with the use and abuse of alcohol and/or drugs visit the National Institute on Drug Abuse website, www.drugabuse.gov or Campus Drug Prevention at www.campusdrugprevention.gov.

Alcohol & Drug Abuse Prevention Strategies

MCCN uses the following strategies to provide a positive influence on the campus culture regarding alcohol and drug abuse:

- Students, employees, and campus guests are expected to refrain from the possession, consumption, and/or transportation of alcoholic beverages or drugs on campus.
- Providing education and awareness activities.
- All student social, extracurricular, and public service options are substance-free.
- Prohibiting the marketing and promotion of alcohol and/or drugs.
- Developing and enforcing campus policies and state/local laws to address high risk and illegal alcohol and/or drug use.
- Providing early intervention and referral for treatment.
- Notification to all students at the time of hire/admission and annually thereafter through handbooks and other informational means.
- Maintaining data on the number of reported cases of alcohol and/or drug-related violations to assist in determining the effectiveness of programs and activities.
- Maintaining data on the number and type of sanctions imposed due to alcohol and/or drug-related violations as well as follow up outcomes (i.e. referral, successful treatment, disciplinary dismissal, etc.).
- Maintaining data on the number of incidents that required the use of overdose reversing medication.

IX. Substance Abuse Testing

All students enrolled at MCCN are tested for drug and alcohol use and subject to random drug and alcohol use screenings. This is a mandatory requirement. The nominal fee for this testing is the student's responsibility. If a student has additional testing, the additional fee will be charged to the student's MCCN account. If a person's behavior, cognitive, or psychological functioning is disruptive or altered, the person may be requested to submit to drug/alcohol screening for cause. Refusal to comply is deemed a positive test result and will result in the student being required to follow the outlined "Description of Drug and Alcohol Protocol" section of this policy.

X. Drug and Alcohol Screening Procedures

Pre-Clinical and Random Drug Testing

Students are notified that an initial drug and alcohol screening must be performed. A drug and alcohol screen is ordered through the Student's Project Concert account. Any testing fees are the student's responsibility. An initial drug and alcohol screening result that indicates dilution of the sample, may require a repeat urine drug and alcohol screen and repeat payment. Refusal to participate or drug and alcohol testing not completed within the stated deadline, is considered a positive result and appropriate next steps, per this policy, will be followed.

Drug and Alcohol Screening for Reasonable Suspicion

If faculty, staff, clinical partners, or others believe there is a reason to believe a student is impaired, or if an individual's behavior, cognitive, or psychological functioning is disruptive or altered, a for-cause drug screening will be performed.

- 1) If the student requires immediate medical assistance, the student will be transported to the Emergency Department by MCCN Safety and Security for treatment and stabilization.
 - a) College faculty and staff are not to transport students in personal vehicles for medical treatment.
- 2) If emergency care is not needed, the student is to be removed from the clinical or class setting.
- 3) For students, the MCCN employee who is overseeing the student is to complete the following to submit to the Director of Compliance and Community Affairs:
 - a) Document observations that have led to suspicion of impairment, and
 - b) Conduct two independent observations using the an Observation Checklist, and
 - c) Prepare written documentation of the student's behavior, cognitive, or psychological functioning.
- 4) If the above observations indicate signs of impairment, the MCCN employee who documented the student's behavior is to contact the Director of Compliance and Community Affairs and the Program Director/Leader.
 - a) Upon review, if warranted, a decision to drug test will be made.
- 5) The Director of Compliance and Community Affairs, Program Leadership, and Clinical Compliance Coordinator will provide the student with information on how to complete their follow up drug screening within the appropriate timeline provided.
- 6) If the student refuses to be drug screened, or does not comply with the requirements of the screening,, the test is deemed a positive test result.
- 7) If needed, the Director of Compliance and Community Affairs will notify Safety and Security.
- 8) Upon completion of the test, the student may be contacted by the testing service who will discuss the test results with the student and then report results to MCCN.
- 9) The Student is not to participate in any clinical setting during this time frame, and may be responsible for any associated fees.
 - a) Depending on displayed behaviors, the student may be required to not participate in any academic activities during this time frame.
- 10) Students will be officially notified of results by the Director of Compliance and Community Affairs, and any appropriate follow up actions will be taken as outlined in other sections of this policy.

NOTE: In the absence of the Director of Safety and Compliance, the Program Director and/or Academic Dean may consult with the Clinical Compliance Coordinator to take action.

XI. Drug and Alcohol Positive Results

If a student tests positive for non-prescribed controlled or illegal substances and/or alcohol, the student will meet with the appropriate Associate/Assistant Dean and/or Program Director, and the following procedures will be enforced:

- 1) For the first occurrence of a positive screening, the student may be required to meet with a hearing board.
- 2) Upon first positive screening with a responsible finding, or a second positive screening that does not result in an outcome of disciplinary dismissal from MCCN, a referral may be made to either the MCCN Student Behavioral Health Services Provider for mandatory assessment, follow up treatment procedures, and/or possible referral to a trained substance abuse counselor/treatment agency at the individual's expense.
 - a) The student will not participate in any clinical experience until the assessment and any follow up treatment procedures have been completed, and a decision has been made by a trained substance abuse counselor that the student is safe to participate in clinical experiences.
 - b) Permission may be granted by the student for the counselor to notify the Director of Compliance and Student Services of the recommended treatment plan and recommendation regarding safe return to patient care activities. The appropriate individual may also be given permission to verify the student's continued compliance with the treatment plan. If the student does not grant permission, the counselor will still be required and allowed to provide an assessment outcome letter stating whether or not the student is safe to return to the patient care setting. In this circumstance, the College can provide a form letter template to the student/counselor/care provider for completion.

- c) If the counselor does not grant permission for the student to return to the patient care setting then the student will be referred to the Academic and Professional Conduct Committee, with the inclusion of documentation from the counselor that the student is not permitted to return to the patient care setting. During the pendency of this process, the student will not be permitted to return to the clinical setting.
- 3) The student will agree to random urine screens (at least annually), at the student's expense, as directed by MCCN's Director of Compliance and Community Affairs. A second positive test may result in a referral to the Academic and Professional Conduct Committee.
- 4) MCCN has the right to remove the student from patient care settings if the determination is made that patient safety would be compromised.
- 5) If a student refuses assistance or fails to successfully complete the recommended rehabilitation program, the student may face referral to the Academic and Professional Conduct Committee for dismissal.

XII. Confidentiality of Results

Drug and/or alcohol screen results are kept in strict confidence. Results of screenings may be released to the Academic Dean and/or appropriate College Leadership. Results may also be shared with the providers facilitating treatment of the student, including the MCCN Director of Compliance.

XIII. Failure to Submit to Test/Participate

Any student, who refuses to be screened for non-prescribed controlled or illegal substances and/or alcohol, on initial or follow up tests, will be considered to have tested positive and will be required to follow the substance abuse procedure.

XIV. Frequency of Testing

All students will be tested for use of illicit drugs and/or alcohol use prior to clinical experiences with patients. MCCN reserves the right to conduct random drug screens of students.

Tobacco Use Policy

Mount Carmel is a tobacco and smoke-free facility. Use of tobacco products, including, but not limited to cigarettes, electronic cigarettes/vapes, cigars, chewing tobacco, and pipes **is prohibited** within all Mount Carmel facilities, on all Mount Carmel owned property, or any College student residence facilities. The College complies fully with all federal, state, city, and Mount Carmel Health System regulations regarding the possession and consumption of alcohol, drugs, and tobacco on campus.

Further, students are prohibited from smoking *anywhere* while wearing the student uniform, lab coat, and/or student ID badge. Violators will receive one verbal warning. The consequences of continued non-compliance include progressive counseling and may result in dismissal from the College.

Sexual Misconduct, Discrimination, Harassment, and Title IX

Mount Carmel College of Nursing ("MCCN or the "College") prohibits Discrimination, Harassment, and Retaliation of any kind on the basis of sex, such as sexual assault, sexual misconduct, sexual violence, domestic violence, dating violence, and stalking. Additionally, federal Title IX regulations prohibit specific activity related to those offenses. Sexual misconduct can be committed by a person of any gender, and it can occur between people of the same or different genders. Sexual misconduct may vary in its severity and consists of a range of behavior or attempted behavior. It can occur between strangers or acquaintances, including people involved in an intimate or sexual relationship. This Policy applies to both on-campus and off-campus conduct, academic, educational, co-curricular, and other MCCN programs in which affiliated faculty, staff, vendors, and students participate. Specifically for Title IX

related sexual violence policies, MCCN jurisdiction is defined as when/if the occurrence was alleged to have occurred within the College's location, events, or other circumstances (including clinical setting) where MCCN has substantial control of the respondent and context for the occurrence.

The MCCN Title IX Coordinator handles matters related to Title IX violations. The Director of Compliance and Community Affairs may, to the extent and/or desire possible, help students or employees:

- Access medical and mental health treatment.
- Report the Sexual or Interpersonal Offense to the police.
- Access support resources.
- Assist those involved in obtaining a MCCN no-contact directive, a court-issued restraining order, or other lawful order of protection.

The Mount Carmel College of Nursing Title IX Coordinator is:

Mitch Joseph-Kemplin

Director of Compliance and Community Affairs

mjoseph-kemplin@mccn.edu OR compliance@mccn.edu

614-234-2341

Marian Hall - 127 S. Davis Ave. Columbus, OH 43222

Prohibited Conduct

Bullying/Cyberbullying

Repeated and severe aggressive behavior with intent to likely intimidate, threaten, or intentionally hurt, control, or diminish another person whether physically or mentally is bullying whether done in person or through electronic means. Bullying that is considered to be gender-based or to have a sexual component may be considered a violation of this policy. Bullying that is not gender-based and does not have a sexual component is still prohibited.

Discrimination

Faculty, staff, students, and others affiliated with MCCN must not deny, deprive, or limit the educational, employment, social opportunity access, benefits and/or opportunities of any member of the MCCN community on the basis of their actual or perceived membership in any of the protected classes as defined in this MCCN Nondiscrimination Policy or by law.

Reports of discrimination will be appropriately investigated and addressed by the College in alignment with MCCN procedures. Separation by certain protected classes is allowed in certain circumstances, including, but not limited to: housing, locker rooms, and bathrooms.

Harassment (Sex, Gender, and Protected Class Based)

Harassment constitutes a form of discrimination that is prohibited by MCCN policy as well as the law. Discriminatory harassment against any employee, student, visitor, or guest on the basis of any status protected by policy or law is prohibited at MCCN and any associated programs. The College will address all forms of harassment when reported, whether or not the harassment rises to the level of creating a hostile environment. If and when the harassment creates a hostile environment, the College may also impose disciplinary actions on the responding party through the student disciplinary process or process through Mount Carmel Health System ("MCHS") Human Resources. MCCN prohibits any form of harassment, which is defined as:

- Unwelcome conduct on the basis of actual or perceived membership in a protected class, by any member or group of the MCCN community.
- A hostile environment may be created by harassing verbal, written, graphic, or physical conduct that is severe or persistent/pervasive, and objectively offensive such that it interferes with, limits, or denies the ability of an individual to participate in or benefit from educational programs or activities or employment access, benefits, or opportunities.

MCCN may address reported offensive conduct and/or harassment that:

- Does not rise to the level of creating a hostile environment, or
- Generic/not based on a protected class.

Indecent Exposure

Indecent exposure is when an individual exposes their genitals in a sexually explicit manner in any public place or in any place where there are other persons present under circumstances in which one should reasonably know that this action is likely to offend or alarm others.

Intimate Partner Violence (Dating and Domestic Violence)

Violence and abuse committed by a person to exert power and control over a current or former dating partner. Dating violence often involves a pattern of escalating violence and abuse over a period of time. Dating violence and can include physical abuse, physiological and emotional abuse, and sexual abuse. It can also include “digital abuse,” use of technology to intimate, harass, threaten, or isolate a victim.

For the purpose of this definition:

- *Dating violence includes, but is not limited to, sexual or physical abuse or threat of such abuse.*
- *Intimate partner violence is defined as any act of or threatened act of violence that occurs between individuals who are involved or have been involved in a sexual, dating, spousal, or domestic relationship, or other intimate encounters.*

Retaliation

Retaliation is words or actions taken in response to reporting of a policy violation or participation in the College’s complaint process or the follow up to a complaint. Retaliation will be a violation of this policy when it is sufficiently serious (e.g., severe and/or pervasive) to discourage a reasonable person from accessing their rights under this policy. The protection against retaliation applies to both parties and to all witnesses.

Behavior that may be considered retaliatory includes but is not limited to:

- *Discouraging an individual from reporting an incident;*
- *Discouraging witness participation;*
- *Threatening or intimidating a participant in a complaint, investigation, and/or hearing;*
- *Intentionally causing negative consequences for a participant through any part of this process; or*
- *Behavior using another individual, may also be considered a means of retaliation.*

Sexual Exploitation

Sexual exploitation is defined as a situation in which a person takes non-consensual or abusive sexual advantage of another person or persons. Examples of sexual exploitation include, but are not limited to:

- Taking advantage of another’s sexuality and/or threatening to disclose an individual’s sexual orientation or gender;
- Causing intoxication or incapacitation for the purpose of compromising a person’s ability to give or deny consent to sexual activity;
- Extending the bounds of consensual sexual contact without the knowledge of the other individual. This could include knowingly failing to use contraception without the other party’s knowledge;
- Watching a person undressing, observing another’s nudity and/or sexual activity, using the bathroom, or engaging in sexual acts without the consent of the person observed – defined as sexual voyeurism;
- Taking pictures of or video or audio recording another in a sexual act, or in any other private activity, without the consent of all involved in the activity;
- Prostitution: defined as the exchange of sexual acts for money, drugs, or other compensation or the facilitation of prostitution of another individual;

- The knowing transmission of HIV or other sexually transmitted infections (STI) without informing the other person of the infection; and/or
- Encouraging or permitting another person to engage in non-consensual sexual activity.

Sexual Harassment

Sexual harassment encompasses unwelcome sexual advances, request for sexual favors, or other unwanted verbal or physical conduct of a sexual nature when one or more of the following conditions are present:

- Condition of an individual's employment, evaluation of academic work, or any aspect of a MCCN program or activity whether explicit or implicit;
- Submission to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual; or,
- Is such that it is sufficiently severe, pervasive, and objectively offensive to create an intimidating, hostile, demeaning, or sexually offensive working, academic, or social environment; or causes unreasonable interference with an individual's work or academic performance.
 - The determination of whether an environment is hostile may be based on the totality of the circumstances, including, but not limited to: the frequency; nature and severity; threatening and/or demeaning; effect on the individual's mental and/or emotional state; directed at more than one person; and context.

Sex Offenses – Non-Consensual/Contact Based

Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age, and/or because of his/her temporary or permanent mental incapacity.

- *Non-Consensual Sexual Intercourse/Rape*—The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
- *Non-Consensual Sexual Contact/Fondling*—The touching of the private body parts of another person for the purpose of sexual gratification.
- *Incest*—Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- *Statutory Rape*—Nonforcible sexual intercourse with a person who is under the statutory age of consent.

Stalking

A pattern of repeated and unwanted attention, harassment, contact, or any other course of conduct directed at a specific person that would cause a reasonable person to feel fear. Stalking is dangerous and can often cause severe and long-lasting emotional and psychological harm to victims. Stalking often escalates over time and can lead to domestic violence, sexual assault, and even homicide. Stalking can include frightening communications, direct or indirect threats, and harassing a victim through the internet.

For the purpose of this definition:

- *Course of conduct means two or more acts, including but not limited to, acts in which an individual directly, indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveils, threatens, or communicates to or about, a person, or interferes with a person's property.*
- *Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.*

Definitions

Consent

Sexual conduct requires consent. Consent must be voluntary. An individual cannot consent who is substantially impaired by any drug or intoxicant; or who has been compelled by force, threat of force, or deception; or if the accused substantially impairs the victim/survivor's judgment or control by administering any drug, intoxicant or controlled substance to the other person surreptitiously or by force, threat of force or deception; or who is unaware that the act is being committed; or whose ability to consent is impaired because of a mental or physical condition; or who is coerced by supervisory or disciplinary authority. Consent may be withdrawn at any time. Prior sexual activity or relationship does not, in and of itself, constitute consent.

Complainant

An Individual who is alleged to be the victim/survivor of conduct that could constitute a violation of this policy.

Respondent

An individual who has been reported to be the perpetrator of conduct that would constitute a violation of this policy.

Formal Complaint

A document filed by complainant and signed by the complainant and/or Title IX Coordinator alleging a violation of this policy. A formal complaint requests that an investigation take place in to the allegation. See "Reporting" section for details on how to submit a Formal Complaint.

Reporting

- Online:
 - Go to www.mccn.edu/about/titleix
 - Click on the "Report an Incident" link
 - Follow instructions on reporting form
- Phone:
 - Title IX Coordinator: 614-234-2341
 - MCCN Security: 614-896-1489
- E-Mail:
 - compliance@mccn.edu
 - mjoseph-kemplin@mccn.edu
- Confidential Reporting Options:
 - MCCN Student Behavioral Health Partner (uWill): app.uwill.com
 - Mount Carmel Crime and Trauma Assistance Program: 614-234-5900
 - Sexual Assault Response Network 24-Hour Rape Helpline: 614-267-7020
 - CHOICES for Victims of Domestic Violence 24-Hour Crisis Hotline: 614-224-4663

Full Title IX Policy

For the full Title IX Policy, visit www.mccn.edu/about/titleix. The full policy includes information on resolution methods, supportive measures, and campus & local resources.

Violent or Endangering Behavior

Defined as intentional or reckless act(s) which do cause, or could cause, physical or mental harm to any person (including patients) are prohibited. In addition, actions which threaten or cause a person to believe that the offender may cause physical or mental harm, are also prohibited. Prohibited behavior may include but is not limited to:

- Murder, assault, battery

- Discriminatory harassment & misconduct;
 - Fighting of any kind on College property or at a College sponsored event. Note: Self-defense shall be defined as action taken to protect oneself from assault initiated by another. Evidence must be present of the defender's attempt to remove him/herself from the scene prior to the altercation, as well as action to defuse the situation.
 - Threatening, intimidating, or abusing another person verbally, or via printed material, telephone, e-mail, or other electronic media.
 - Hazing is defined as any activity that might reasonably bring embarrassment or emotional, psychological or physical harm to another person, or which might degrade or otherwise compromise the dignity of that person.
 - Stalking, or engaging in a pattern of conduct which causes mental distress or the belief that the offender will cause physical harm to the other person. "Pattern of conduct" means two or more actions or incidents closely related in time.
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Testing Accommodations

Requests for Modifications for the ANCC Certification Examinations

American Nurses Credentialing Center (ANCC) and its testing vendor make every effort to reasonably accommodate candidates with documented disabilities as defined by the Americans with Disabilities Act (ADA). If you have a disability as defined under the ADA, you must notify ANCC by submitting the following information with your application:

A report regarding your request from your physician or a qualified healthcare professional is required. The information must be on the physician's or other qualified healthcare professional's letterhead, typed, dated, and signed by the health care professional. The report must document the following information in order to be considered:

- A specific diagnosis and date of your diagnosis
- Specific and current findings that support your diagnosis (relevant medical history, tests administered, date of the most current evaluation, within the last 3 years)
- A description of your substantial day-to-day functional limitations resulting from your stated disabilities
- Specific recommendations for your testing accommodation(s) including a detailed explanation of why the accommodation is needed. If the accommodation includes extra time, please indicate the amount of time requested.

Important Note: Additional information may be requested after a review of your information.

Requests for Modifications for the NCLEX-RN Examination

In accordance with requirements of the National Council of State Boards of Nursing, Inc. (Council), the Ohio Board of Nursing (Board) has developed a procedure for maintaining the psychometric integrity of the examination while responding to the special needs of applicants with disabilities who are eligible for admission to the NCLEX-RN examination. Accommodation requests may include assistance such as extra time, a separate room or reading assistance. All accommodation requests must be made in advance so that the necessary arrangements can be made.

To allow sufficient time to secure the required documentation, it is recommended that you notify the Board, in writing, six months prior to the date you wish to take the NCLEX® examination. Documentation required must include the following letters/documentation:

- A letter from the applicant that includes information regarding the specific type of disability involved, the specific type of accommodations requested, and the applicant's contact information.

- A letter from the applicant's nursing education program administrator stating that accommodations of the same type that the applicant is requesting were provided to the applicant during the nursing education program, unless the disability occurred after the completion of the program.
- Documentation submitted to the Board directly from a qualified professional with expertise in the area of the diagnosed disability, on the professional's letterhead including:
 - Recent reports, diagnostic test results, interpretations of test results, evaluations and assessments of the applicant demonstrating the need for accommodations due to a disability that substantially limits one or more major life activities; and
 - Information regarding the history of the disability, its impact on the applicant's ability to function, and past accommodations granted to the applicant, if any.

The National Council of State Boards of Nursing may grant accommodations for the examination related to the applicant's disability. Your request will be forwarded to the National Council of State Boards of Nursing for review and approval. You will be notified whether your request is approved, along with your authorization to test (ATT). If you have questions about accommodations, please contact the Licensure Unit at (614) 466-3947 or by e-mail at licensure@nursing.ohio.gov. [Click here](#) for the policy from the Ohio Board of Nursing.

Learning Disabilities

The diagnosis must be based on a comprehensive assessment battery with the resulting diagnostic report to include a diagnostic interview, an assessment of aptitude/cognitive ability, academic achievement, and information processing. Actual test scores (stated as graded equivalents, standard scores, and percentiles) from identified, formalized evaluation instruments must be provided.

The practitioner must provide an interpretative diagnostic summary which includes:

- evidence that the evaluator ruled out any other explanations for academic problems;
- a description of how the learning disability was determined (i.e., use of patterns in cognitive ability, achievement, and information processing);
- a description of the limitation to learning caused by the disability and the degree to which the applicant's NCLEX-RN performance may be affected; and
- an explanation as to why specific accommodations are needed and how the accommodations will mediate the specific disability.

Attention Deficit Hyperactivity Disorder (ADHD)

The diagnosis must be consistent with the Diagnostic and Statistical Manual of Mental Disorders, fourth edition (DSM-IV, or subsequent editions) and be indicated by documented evidence of both early and persistent patterns of inattention or hyperactivity-impulsivity. The practitioner providing documentation to the Board must confirm the diagnosis in accordance with these criteria and provide clear evidence that:

- Actual test scores (stated as grade equivalents, standard scores, and percentiles);
- An interpretative diagnostic summary indicating other diagnoses or explanations for the symptoms or behaviors have been ruled out;
- A description as to how patterns of behaviors across the lifespan and across settings are used to determine the presence of ADHD;
- A statement as to whether the application was evaluated while on medication and whether the prescribed treatment produced a positive response;
- A statement regarding the substantial limitation to learning that results from ADHD and the degree to which the applicant's NCLEX-RN performance may be affected; and
- A statement as to why specific accommodations are needed and how the accommodations will mediate the ADHD.

After reviewing the request for modifications, along with supporting documents, the Board, in consultation with Council, will make a determination on the request. The Board's determination is then subject to final approval by

Council. The applicant will be notified in writing of the final disposition of the request and of any specific procedures which must be followed for the examination.

If the applicant becomes disabled within the six-month period prior to the date the applicant wishes to take the examination, the applicant should contact the Board immediately to ascertain the procedure to follow.

All correspondence and inquiries should be addressed to the Ohio Board of Nursing, 17 S. High Street, Ste. 400, Columbus, Ohio 43215-7410, 614-466-3947, or visit the website at www.nursing.ohio.gov.

Hazing

As set forth in Ohio Revised Code section 2903.31, as amended as “Collin’s Law” in 2021, “hazing” means doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization or any act to continue or reinstate membership in or affiliation with any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person, including coercing another to consume alcohol or a drug of abuse, as defined in section 3719.011 of the Ohio Revised Code.

This definition includes, but is not limited to:

- Actions that violate Federal, State, or Local criminal law.
- Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm.
- Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
- Endure brutality of a mental nature, including actively adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.
- Endure brutality of a sexual nature.
- Endure any other activity that creates a reasonable likelihood of bodily injury to the student.

It shall not be a defense to a charge of hazing that the student consented to the conduct in question.

Reporting Hazing

Mount Carmel College of Nursing fosters a culture where reporting is encouraged by all members of the College community. Retaliation for reporting is prohibited following the College’s policy on Retaliation as found in the **Catalog-Handbook Student Code of Conduct**. Individuals may report hazing by contacting any of the following:

- Office of Compliance and Community Affairs
 - compliance@mccn.edu
 - 614-234-2341
- Mount Carmel Safety & Security
 - 614-896-1489 (Columbus)
 - 740-687-8124 (Lancaster)
- Online (including anonymous reports)
 - <https://mccn.guardianconduct.com/incident-reporting/>
- Human Resources – Kelly Tracy, Chief Human Resources Officer- College of Nursing
 - ktracy@mchs.com
- In the event of an emergency, please contact Mount Carmel Safety and Security at 614-234-2341 or Fairfield Medical Center Police at 740-687-8124

Identifying Acts of Hazing

Key indicators: the activity is degrading and/or demeaning, there is risk of injury or question of safety, alcohol or drugs are present, cryptic language is used to describe an event, activity, or interaction, active members are unwilling to participate in the same activity with new members, active and new members are unwilling to discuss the activity with advisers, faculty, family members, headquarters or prospective members, members justifying actions as "tradition" in an attempt to convince others that it is an acceptable event, changes in behavior such as oversleeping, constant exhaustion or an inability to focus, a drop in GPA.

Training and Education

Mount Carmel College of Nursing will provide annually at least one program on hazing prevention education to all students. Faculty, and staff within the College. This training will also be provided to all volunteers that may have direct student contact. The education may be provided in person, electronically, or both. The College will maintain a record of individuals who have completed the program, and no student may join an officially recognized organization without completing the training. It is the responsibility of the organization/group to ensure that the new member has completed all training requirements. This annual training is an educational requirement for all employees.

[For the full Hazing Prevention and Response Policy, click here](#)

Dishonest Conduct

Dishonest Conduct is defined as:

- 1) Presenting, using and/or possessing a falsified ID or another's College issued ID as one's own.
 - 2) Misrepresentation; furnishing false information; and falsification or forgery of documents.
 - 3) Any form of Academic Dishonesty, to include, but not limited to: plagiarism, self-plagiarism, cheating, fabrication and using false citations.
 - 4) Encouraging, permitting, or assisting another to commit an act that could subject them to discipline.
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Failure to Comply

Failure to comply with directions of, or interference with, any College official, Safety and Security officer, or individuals working in conjunction with the College who are acting in performance of their duties or failure to comply with any established requirement, policy or procedure.

Media (Social Media and Photography) Policy

At Mount Carmel College of Nursing (MCCN) we understand that all media, including social media, such as Facebook, Twitter, YouTube, Blogs and LinkedIn, photography, marketing, among others, are powerful and important communication channels that can significantly impact our community and our organization's reputation and brand loyalty.

To assist in managing and posting information on such sites, the College has developed a policy and guidelines to help clarify how best to enhance and protect professional and personal reputations when participating in social media. This policy applies to all faculty, staff, students, and alumni in association with College social media accounts.

By participating in College activities within all College programs, students consent to photography, video, or other image use through all related social media platforms, publicity, or other means of dissemination. To opt-out of consent, please email collegerelations@mccn.edu.

Mount Carmel College of Nursing Comment Policy

Comments on the College's various social media sites are encouraged and it is hoped you will join the discussions. The College cannot respond to every comment and reserves the right to remove posts that:

- Post advertisements or solicitations of a business.
- Post chain letters or pyramid schemes.
- Impersonate another person.
- Allow any other person or entity to use your identification for posting or viewing comments.
- Post the same note more than once or "spam." Infringe on the rights of any third party, including intellectual property, privacy or publicity rights.
- Are unlawful, obscene, defamatory, threatening, harassing, abusive, slanderous, hateful, or embarrassing to any other person or entity as determined by MCCN in its sole discretion.
- Are abusive, illegal or disruptive, or that otherwise fail to conform to these Terms and Conditions.

By posting any comments, posts or other material on MCCN-sponsored social media, you give Mount Carmel College of Nursing the irrevocable right to reproduce, distribute, publish, display, edit, modify, create derivative works from, and otherwise use your submission for any purpose in any form and on any media.

Finally, you agree that you will indemnify Mount Carmel College of Nursing against any damages, losses, liabilities, judgments, costs or expenses (including reasonable attorneys' fees and costs) arising out of a claim by a third party relating to any material you have posted.

MCCN Logos for Endorsements

- Do not use the MCCN logo or any other College images or iconography on personal social media sites.
- Be cognizant of pictures of students in their uniform where the MCCN logo can be seen.
- Identify yourself:
- When discussing the College or its business, always identify clearly who you are, what your role is at the College and publish in the first person.
- Use a disclaimer when appropriate.

Disclaimer: If you are publishing information about the College or your role at the College you should use a disclaimer along the following lines: "The views expressed on this site are my own and don't reflect the views of my employer."

Personal Responsibility: You are personally responsible for content you publish using social media tools. Remember that what you publish will be public for many years. There is no complete delete online.

Liability

- Always remember that the same laws, professional expectations, and guidelines for interacting in person also apply online.
- Individuals are liable for anything they post to social media sites.
- This policy is not inclusive of all situations related to social media.

Professional Organization Guidelines:

Refer to professional organization guidelines for further recommendations, principles and policies:

- **Ohio Board of Nursing (OBN) 4723-5-12 (24, 26)**
 - **Ohio Nurses Association (ONA)**
 - **American Nurses Association (ANA)**
 - **National Student Nurses Association (NSNA)**
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Technology Policy

Mount Carmel College of Nursing (MCCN) recognizes that principles of academic freedom, freedom of speech, and privacy hold important implications for information technology use and services. The College provides all information technology resources in support of the teaching, learning, research, and community/public service mission of the College and all administrative functions that support this mission. MCCN encourages the use of its information technology resources to share information, to improve communication, and to exchange ideas in support of these purposes.

Censorship is not compatible with the goals of the Mount Carmel College of Nursing. While the College may limit the use of some computers or resources to specific research or teaching missions, freedom of expression will generally be protected. While the College rejects censorship, behavior that constitutes misconduct will not be protected. Such behavior includes, but is not limited to, the use of MCCN's information technology resources in connection with child pornography, harassment of any kind, copyright infringement, theft, unauthorized access, and other violations of the law.

All information technology systems and services, including telecommunication equipment, computer systems hardware, software, and supporting infrastructure provided by the College, are the property of the Mount Carmel Health System. Accordingly, Mount Carmel reserves the right to manage all systems and services, including accessing records and other files resulting from use of these resources. Intellectual property and copyright laws may supersede College ownership of specific file content. Use of information technology systems and services should be undertaken with the knowledge that many electronically generated and stored records may be defined as "educational records" subject to the nondisclosure provisions of the Family Educational and Privacy Rights Act (FERPA).

To comply with federal regulations governing tax-exempt organizations, MCCN technology resources may not be used for mass and unsolicited communications used in connection with lobbying (except official College of Nursing activities authorized by the Office of the President) or political campaigns. Communications that in part may contain political information, when sent to a select few individuals and that pertain to professional and work-related issues are permissible. In addition, such resources should not be used for private business or commercial activities, except where such activities are otherwise permitted under applicable MCCN policies.

Students are subject to the terms and conditions in the *Confidentiality and Network Access Agreement* (**MCH Confidentiality/Network Access Agreement**) that all new students sign as part of the Orientation process.

College and Hospital Computer Access Policy

- Internet access is for academic purposes only.
- Do not share usernames and passwords.
- Student usernames and passwords are for College academic purposes only. Do not use employee login when functioning as a student.
- If employed by Mount Carmel Health System, use an employee username and password for work purposes only. Do not use student login when functioning as an employee.
- Unauthorized access is prohibited (i.e., logging in as another user or looking at another user's email messages, other than authorized through delegation rights).
- Exercise good judgment and responsibility when viewing websites.
- The following actions are **prohibited**:

- Harassment
- Slander
- Stalking
- Bullying
- Violating copyright laws
- Downloading music and videos (unless a course requirement)
- Selling products or gambling
- Visiting pornographic sites
- Damaging computer equipment
- All Internet activity is monitored by Mount Carmel.
- Patient-protected health information will only be transmitted through secured mechanisms.

Consequences of Policy Violation

Students who violate the Mount Carmel Computer Access Policy are subject to disciplinary action. Disciplinary action may range from temporary suspension of email and Internet privileges up to and including termination (from Mount Carmel employment, if applicable) and/or expulsion from the College of Nursing.

Cell Phone Use Policy

Personal cell phone use is prohibited in classrooms, laboratories, and in clinical experiences. Faculty and students must turn off and stow cell phones in purses or book bags before the start of class and during all exams. Cell phones should be turned off or quieted during meetings.

The College has provided education software for students and faculty for use on their personal handheld devices in situations including clinical areas. The devices are **only** to be used in clinical areas as an education resource in the provision of patient care. Any abuse of this policy will result in losing the privilege to use the electronic educational resources and mobile devices in clinical experiences and classroom settings. This policy applies to all students and faculty members at MCCN.

Change of Address/Phone/Email

Students should report in a timely manner any change of address, telephone number(s), or personal email address to the Office of Records and Registration (registrar@mccn.edu). Name changes require additional documentation. Accurate contact information will ensure that the College can reach students as needed.

Children on Campus

Students are not permitted to bring children to class. Students violating this policy will be asked to leave class. Also, babysitting is not permitted in the College of Nursing. In addition to the issue of liability, the presence of infants and children in the College is not conducive to study and relaxation.

Confidentiality of Records (FERPA)

Mount Carmel College of Nursing complies with the Family Education Rights and Privacy Act of 1974 (FERPA), as amended, which is designed to provide privacy regarding a student's educational record. The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

- 1) The right to inspect and review education records within 45 days of the day the College receives a request for access. Students should submit to the Director of Records and Registration written requests that identify the record(s) they wish to inspect. The Director will make arrangements for access and notify the student of the time and place where the record may be inspected. If the record is not maintained by the Office of Records and Registration, the Director shall advise the student of the correct official to whom the request should be addressed.
- 2) The right to request amendment of the student's education record that the student believes is inaccurate. Students should write to the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested, the College will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- 3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to a school official with a legitimate educational interest (as opposed to a personal or private interest). A school official is a person employed by the College in an administrative, supervisory, academic, research, or support staff position (including MCHS law enforcement unit personnel and MCHS information technology); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person who volunteers as a Preceptor to a student in a clinical experience and whose relationship is formalized in an Affiliation Agreement; 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 responsibility. Such a determination must be made on a case-by-case basis by the record's keeper.
- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Mount Carmel College of Nursing to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

US Department of Education - Student Privacy Policy Office (SPPO)
400 Maryland Ave, SW
Washington, DC 20202-8520
Online at: <http://studentprivacy.ed.gov> and click "File a Complaint"

Directory Information

At its discretion, the College may provide Directory Information in accordance with the provisions of 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 Mount Carmel College of Nursing includes the following:

- Student name,
- Address,
- Telephone number(s),
- Email address,
- Photograph,
- Date of birth,
- Degree and major field of study,
- Dates of attendance,
- Class level,
- Class schedule,

- Expected date of graduation,
- Enrollment status,
- Degrees and awards received (including honors),
- Participation in officially recognized activities,
- Student ID numbers (which are unique but do not grant access to protected systems),
- Most recent previous educational institution attended.

Students may withhold the release of Directory Information by contacting the Director of Records and Registration to complete a FERPA Directory Information Disclosure Form. Please note that withholding requests are binding for all information to all parties other than for those exceptions allowed under FERPA. Students should consider all aspects of a Directory Hold prior to filing such a request and be advised that doing so will make this important information unavailable to all who might inquire, including prospective employers, credit agencies, and others to whom students may want this information known or verified. It is recommended that students carefully consider whether privacy of Directory Information outweighs the potential inconvenience of having it withheld.

Information Released

FERPA permits the disclosure of personally identifiable information (PII) from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. The College may disclose PII from the education records without obtaining prior written consent of the student:

- To other school officials, including teachers, within the College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))

- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Letters of Recommendation

Faculty or staff may be asked by students to provide letters of reference or recommendation. Statements made in a recommendation that are from the recommender's personal observation or knowledge do not require a written release from the student who is the subject of the recommendation. However, if PII obtained from a student's education record is included in a letter of recommendation (grades, GPA, etc.), the writer is required to obtain a signed release from the student which (1) specifies the records that may be disclosed, (2) states the purpose of the disclosure, and (3) identifies the party or class of parties to whom the disclosure can be made. If the letter of recommendation is kept on file by the person writing the letter, it becomes part of the student's education record and the student has the right to read it unless he or she has waived that right of access. ([AACRAO FERPA Guide, 2012](#))

Students must submit a [Request for Faculty Reference Form \(Nightingmail e-form\)](#) when requesting a letter that will contain PII such as grade information. Once submitted, students are instructed to notify the faculty member from whom they are requesting the reference with the necessary information. The faculty member must then verify that the form has been completed by [viewing the log here](#) before including PII in the letter of reference.

FERPA and Identity Authentication

Regulation (34 CFR §99.30-31) FERPA regulations require Institutions of Higher Learning to use "reasonable methods" to authenticate the identity of students, parents/family members, school officials, and other requesting parties before disclosing students' education records. To ensure that only appropriate individuals have access to student's information, FERPA regulations establish that Mount Carmel College of Nursing must implement various forms of authentication to establish the identity of the requester of the information.

Personally Identifiable Information (PII)

Regardless of whether information requested is considered less sensitive (directory information) or extremely sensitive (educational records), it is best practice to use Personally Identifiable Information (PII) to authenticate and identify before student information is released. PII refers to any information that can be used to identify, contact, or locate an individual, either alone or combined with other easily accessible sources. When requesting PII, it is best practice to use student's directory information (less sensitive) to authenticate identity.

In compliance with FERPA, MCCN faculty and staff must authenticate the person they are communicating with is in fact the student, former student or is on a signed release of information. Students may have signed a "Consent to Release" educational information to a third party or person(s) of interest. The release will specify that the following areas may be provided:

- 1) Academic
- 2) Attendance
- 3) Financial
- 4) All Information (Academic, Attendance and Financial)

Standards of practice may vary per situation. Phone and email are the two most common forms of student communication. Team members must verify the student using common PII such as the student's birthdate for all communication. However below are other items that are acceptable pending communication.

Note: Listen closely during the verification process if the person whom you are communicating is struggling to provide answers. When in doubt, do not release information. **We cannot use social security numbers to verify a student.**

- 1) PHONE and TEXT: *This includes inbound and outbound communication.* Communication is to be only on company sponsored devices.

- a) **Student Self-Request**
 - i) Ask student's MCCN ID#
 - ii) Ask for the student's birthdate.
 - iii) Ask for Personally Identifiable Information
 - iv) *Student's MCCN email address serves as the first PII.*
 - b) **Third Party Request**
 - i) Ask for MCCN ID #
 - ii) Ask for the third party name.
 - iii) Verify that the third party is listed on FERPA form.
 - iv) Ask for Personally Identifiable Information**
 - v) *Student's MCCN email address serves as the first PII.*
- 2) EMAIL: *Faculty and Staff should only use their official MCCN/MCHS email when corresponding with students or a third party. If a student contacts you through personal email, you **must redirect** the student to use their MCCN email for communication. If a student is using their MCCN email, the student's identity is assumed, and no verification needed.*
- a) **Student Self-Request with MCCN ID #**
 - i) *Student's MCCN email address serves as the first PII.*
 - ii) Ask for student's MCCN ID#
 - iii) Ask for the student's date of birth.
 - iv) Ask for Personally Identifiable Information
 - b) **Third Party Request with personal email**
 - i) *Student's MCCN email address serves as the first PII.*
 - ii) Ask for student's MCCN ID#
 - iii) Ask for the student's date of birth.
 - iv) Ask for Personally Identifiable Information
 - v) Verify that third party is listed on FERPA Form
 - vi) CC email response to student's MCCN email account

Communication with Students

Information is frequently transmitted to onsite students through Nightingmail student email (mail.mccn.edu), the CARMELink student portal, the College newsletter (*Carmel Wrapper*), bulletin board notices, or messages placed in student mailboxes. Onsite Students are expected to check their email and CARMELink and Canvas accounts frequently. The Marian Hall bulletin board across from the first floor elevators is used for general College announcements.

Information is frequently transmitted to **online** students through student Nightingmail/ email (mail.mccn.edu), Canvas (<http://mccn.instructure.com>) and CARMELink (carmelink.mccn.edu/ICS/). **Online** students are expected to check their Nightingmail, Canvas and CARMELink accounts frequently, at a minimum of **every 48 hours**, as they will be held responsible for updates and new information contained in email communication and courses.

Convention, Seminar, and Workshop Attendance

Students in good academic standing are encouraged to participate in professional and educational activities. Written permission to miss classes for the purpose of attending conventions, seminars, or workshops must be obtained from faculty who are teaching courses in which the student is currently enrolled. Consent forms are available from the Student Nurses Association (SNAM) faculty advisor or from the Office of Records and Registration. The student, if granted permission to attend, is responsible for all make-up work.

Course and Faculty Evaluations

Student completion of course and instructor evaluations is an expectation of each course. Students are expected to complete the appropriate evaluations during the last two weeks of the course. Data from these evaluations are used as part of the College's regular continuous quality improvement efforts. Therefore, students are encouraged to provide constructive, accurate, and professional feedback during the course evaluation process.

Damage

Negligent or intentional damage to personal, public, or College property is prohibited.

Fire Safety

Prohibited actions include, but are not limited to:

1. Falsely reporting a fire and/or false information regarding the existence of explosives on College property.
 2. Unauthorized or unnecessary activation of emergency warning or fire safety equipment.
 3. Abusing, removing, or damaging fire or safety equipment.
 4. Igniting or burning materials in a manner which causes a fire.
 5. Use of candles, incense, appliances or devices with an exposed heating element.
 6. Failure to evacuate a building during an alarm.
 7. Use of Hoverboards and/or other similar 2-wheeled transportation devices indoors
 8. Improper use/abuse of Life Safety equipment (Emergency Telephones, AEDs, Fire Extinguishers, Fire Alarms, etc.) in non-emergency situations, particularly if they are used as a prank.
-

Food in Classrooms

Students who bring food/beverages into classrooms are expected to clean up after themselves and deposit trash in appropriate receptacles. Courteous behavior such as this will enable students in subsequent classes to enjoy a clean environment. It is everyone's responsibility to keep campus facilities clean and neat.

Off-Campus Conduct

The College requires behavior on and off campus, in academic, co-curricular and off-campus locations, consistent with the principles and rules of behavior outlined in the Student Code of Conduct. Whenever the College becomes aware of violations of the College's Policies and Procedures, regardless of where such conduct allegedly occurs, appropriate follow-up (including potential discipline) may take place. If the behavior poses a disturbance, is threatening to the safety and security of individuals or property, or is required to be reported by law, law enforcement may be contacted and a report filed.

Behavior off-campus does not guard students from a response from the College, including the conduct resolution process, if the behavior or actions interfere with the mission of the College or the relationship with the larger community.

Publicity

The College takes photographs and videos of a number of activities on campus (such as academic settings, planned campus activities, public events on campus and everyday activities) in order to portray the College in a positive light for both printed and electronic publications. These photographs and videos are permitted within FERPA guidelines. Any student who wishes to not have their image used in this manner should contact the Director of Records and Registration for additional details.

Retaliation

Retaliation is words or actions taken in response to reporting of a policy violation or participation in the College's complaint process or the follow up to a complaint. Retaliation will be a violation of this policy when it is sufficiently serious (e.g., severe and/or pervasive) to discourage a reasonable person from accessing their rights under this policy. The protection against retaliation applies to both parties and to all witnesses.

Behavior that may be considered retaliatory includes but is not limited to:

- *Discouraging an individual from reporting an incident;*
 - *Discouraging witness participation;*
 - *Threatening or intimidating a participant in a complaint, investigation, and/or hearing;*
 - *Intentionally causing negative consequences for a participant through any part of this process; or*
 - *Behavior using another individual, may also be considered a means of retaliation.*
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Survey and Research Subject Access

Each year, there are many requests from those within and outside the College for access to students, faculty, and staff for the purposes of surveys or research projects. When potential survey respondents are overloaded with survey requests, they may experience "survey fatigue," resulting in low response rates for very important surveys the College conducts as a part of its educational and organizational assessment efforts.

Because of the need to limit the burden on students, faculty and staff in responding to these requests, all requests for access to members of the College community for recruitment to research studies or to distribute non-research surveys must be approved beforehand.

All requests for access to faculty, staff, or students for the purposes of human subjects' research - thus requiring IRB approval or exemption - must specify the plan for obtaining IRB approval and supply documentation of the approval to the College prior to commencing study-related activities.

Procedure

- 1) Requests for access to students, faculty, or staff for the purposes of research or surveys should be directed to the Director, Institutional Effectiveness at evaluation@mccn.edu - at least two weeks before the start of the project.

- 2) Requests should include the timeframe for the project, a copy of the survey tool or research proposal, and any other information helpful in evaluating the request. The criteria for evaluation include, primarily:
 - a) alignment with MCCN mission, vision, and purpose,
 - b) appropriateness of topic, methods, and procedures, and
 - c) lack of interference with regular College assessment activities.
 - 3) Approvals will be returned via email within 3 business days to the applicant with notifications to appropriate College faculty or staff impacted by the research or survey activity.
-

Theft

Theft is defined as obtaining or exerting control over property or services of others without their permission.

- Theft, attempted theft, and possessing stolen property from other persons or the College are prohibited.
 - Being in possession of the property of another person or University property without prior authorization shall also be considered a violation.
 - Persons involved in a theft, attempted theft, or possession of stolen property are subject to referral to the appropriate police agency for prosecution.
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Transportation, Travel, and Liability

Students are responsible for providing their own transportation for all educational activities, including clinical experiences. Students are also responsible for securing personal auto liability insurance.

The College of Nursing is not responsible for liability incurred in travel, either as required by the curriculum or as the result of the student's participation in College sponsored activities, including cultural immersion trips. All travel is the responsibility of the student. Students are not permitted to transport patients for any reason.

Unauthorized Use & Access

The above is defined as entering or using the property of another person or of the College without consent or authorization. Prohibited actions include, but are not limited to:

- 1) Unauthorized access to records, data, facilities, or other areas that are not generally permissible by students in their day-to-day academic needs.
 - 2) Unlawful or unauthorized entry into or presence in any campus building, room, or facility.
 - 3) Tampering with locks to College buildings and/or rooms, unauthorized possession/use of College keys, alteration/duplication of College keys.
 - 4) Presence on College property or at a College sponsored event off campus while under sanction that prohibits such presence.
 - 5) Opening or gaining access to the mailbox of another person without the expressed consent of the person to whom that box has been assigned.
 - 6) Holding group functions in a College facility without the expressed authorization of the College office overseeing that facility.
-

Student Complaints and Grievances

Mount Carmel College of Nursing has a formal process for addressing and resolving student complaints emerging from alleged violations of College policies, procedures, or established practices on the part of a College faculty member, staff member, or department.

Submitting Complaints

Individuals may submit complaints using the **online reporting form** (also available by copying and pasting: <https://mccn.guardianconduct.com/incident-reporting/> into your internet browser). Complaints may be filed directly with the Director of Compliance and Community Affairs by contacting 614-234-2341 or emailing compliance@mccn.edu.

To file a formal grievance with the Higher Learning Commission and/or the Ohio Department of Education, please refer to <https://www.mccn.edu/about/compliance/state-authorization/sara-student-complaints>.

This policy addresses student complaints and grievances not otherwise covered by another College policy or procedure. Guidance and procedures for complaints covered by other policies are described and listed below:

- **General College Policies & Code of Conduct**
 - **[Student Code of Conduct Reporting Form](#)**
- **Accommodations for Students with Disabilities**
- **Academic Appeal: Grades or Evaluations of Academic Performance**
- **Sexual Harassment or Gender Discrimination/Title IX**
 - **[Title IX Reporting Form](#)**

External Agencies to Report Complaints & Grievances

The Ohio Department of Higher Education

- The Ohio Department of Higher Education (ODHE) 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, ODHE staff will review submitted complaints and work with student complainants and institutions. Information can be found on its website.
<https://www.ohiohighered.org/students/complaints>

The Higher Learning Commission (HLC)

- The Higher Learning Commission (HLC) is an independent body responsible for the accreditation of programs offered by Mount Carmel College of Nursing. The HLC receives complaints from students or other parties. When a complaint raises issues regarding an institution's ability to meet accreditation criteria, the HLC will forward a copy of the complaint to the institution and request a formal response. Instructions for filing a complaint with the Commission are available on its website.
<https://www.hlcommission.org/Student-Resources/complaints.html>

Office of Civil Rights

- The Office for Civil Rights enforces several Federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the Department of Education. It is the mission of the Office for Civil Rights is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights. Discrimination on the basis of race, color,

and national origin is prohibited by Title VI of the Civil Rights Act of 1964. This includes discrimination based on a person's limited English proficiency or English learner status; and actual or perceived shared ancestry or ethnic characteristics, including membership in a religion that may be perceived to exhibit such characteristics (such as Hindu, Jewish, Muslim, and Sikh individuals).

<https://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Internal Informal Resolution

Before an official complaint or grievance is initiated, every effort should be made by the individual(s) to resolve the issue directly. Students should follow appropriate Chain of Command procedures outlined in a course syllabus. Complaints that fall outside of the classroom setting can be directed to the appropriate College Leadership. This good faith effort to resolve a problem is encouraged by the Office of Compliance and Community Affairs prior to directing the complainant to submit a formal Complaint Form.

Internal Formal Resolution Process

- 1) Complaint is filed using the form listed above.
- 2) Student Complaint Form is received by the Director of Compliance and Community Affairs who conducts a preliminary review of the complaint. The Director may consult with other appropriate departments, including Colleague Relations within Mount Carmel Health System, to determine the next appropriate steps. *If the complaint is against the Director of Compliance and Community Affairs, it is reviewed by the President.*
- 3) An investigation will be conducted and a written final determination will be sent to the student who filed the initial complaint via MCCN email. Please note that the completion of the investigation may take up to 14 academic days, depending on the complexity of the issues involved.
- 4) If students need assistance in completing the General Complaint Form, they are encouraged to reach out to a member of the College faculty or staff (including, but not limited to the Academic Advisor or Student Success Coordinator).
- 5) The College reserves the right to take immediate interim actions as necessary and appropriate to protect the safety and well-being of the campus and community.

Internal Appeals

Students have the right to appeal the outcome of a decision by filing a written appeal to the Associate Dean of Student Services, or designee, within fourteen (14) academic days of receipt of written notice of the determination.

An appeal must be filed online (<https://mccn.guardianconduct.com/incident-reporting/>)

Appeals may be filed under the following circumstances. It is the responsibility of the student, in writing, to prove one or more of the following occurred for an appeal to be accepted:

- Procedural error that resulted in significant harm to the student. Deviations from the designated procedures will not be a basis for accepting an appeal unless the deviations are material, substantial, and/or significant harm or bias resulted;
- The Investigator or initial decision maker had a conflict of interest, bias or prejudice that prevented a fair and impartial decision;
- Substantial new evidence/information that was unavailable at the time of the decision and which reasonably could have affected the decision is now available;
- Dissatisfaction with a decision may not be the sole reason for the appeal.

The appellate body, or designee, will decide the appeal based upon a review of the supporting documents, which must be submitted by the student appealing the decision. The appeal officer may consider additional relevant information from any individual or office related to the incident and then decide the appeal based upon the enhanced record. The decision of the appeal officer is final. The appeal officer may:

- Uphold the original decision;

- Modify the decision;
- Refer the case to the original decision maker or refer the case to a new decision maker for a new decision.

Record Keeping

The College will keep a record of complaints (and the resolutions) submitted for Formal Resolution, as required by law and regulation. This record is kept on file with Compliance and Community Affairs.

Resolving Alleged Student Policy Violations

If it is determined that a student may have violated the Student Code of Conduct, the student will receive notice of the policy violation(s) in writing through MCCN email, unless it is deemed appropriate to communicate the possible violations in another way. It is the expectation of the College that a student will be regularly monitoring their official College email. A student's lack of checking their email does not constitute lack of notice by the College.

Rights of the Student: When accused of a violation of college policy, for which sanctions may be imposed, the student/student organization shall be entitled to the following:

- To be notified in writing of the specific violations to be resolved.
- To be considered not responsible until proven responsible by a preponderance of the evidence presented and to have only relevant evidence presented at a hearing.
- To have the hearing held with the understanding of fundamental fairness throughout the process, eliminating conflicts of interest and personal bias.
- To present witness statements and other evidence in his/her defense.
- To have an advisor/support person of their choice (see guidelines below).
- To be informed of all decisions within a reasonable time.
- To appeal any decision resulting from a formal hearing

A student who is dismissed from, or voluntarily withdraws from, a program with pending conduct allegations that have not been resolved cannot be re-admitted, or gain admission to another MCCN program. The case must be resolved prior to consideration of admittance.

Academic and Professional Misconduct Resolution Process

Mount Carmel College of Nursing takes allegations of academic and professional misconduct seriously. We expect all students to uphold the standards of conduct found within the College's Catalog Handbook and all professional and ethical standards set forth for the nursing and healthcare professions.

This conduct resolution process enables College faculty to manage classroom and clinical behaviors in a progressive discipline model that closely aligns with resolution processes that are found within the workplace.

These levels of resolution include informal and formal processes. Informal levels noted below are not appealable. Serious allegations involving egregious academic misconduct or professional behaviors may result in immediate escalation to any level of disciplinary action. All levels of disciplinary process are documented for reference.

- 1) **Developmental Coaching Conversations:** The coaching process allows the faculty member to meet with the student to come to an informal agreement among themselves to resolve the allegation and correct behaviors before they escalate beyond the coaching level. The coaching meeting should include all the details of the behavior(s) and address the consequences of such actions at present and in the future. The coaching conversation is documented and tracked for reference, but it is not a formal method of conduct resolution.

- 2) **Verbal Warning:** A verbal warning is a formal, documented method of conduct resolution. The verbal warning allows a faculty member to assign formal disciplinary action, as outlined below, for the allegation. If behaviors or actions do not improve, the student may face more severe disciplinary action.
- 3) **Written Reprimand:** The written reprimand is an official documented disciplinary action that is issued by the College, through the faculty member, for academic misconduct or unprofessional conduct. A written reprimand may include a student being placed on disciplinary probation and may disqualify the student from recognition in College programs, including Dean's or President's List Honors.
- 4) **Formal Hearing:** Students are referred to an Academic and Professional Conduct Committee hearing on their second alleged violation during the duration of their program, or on their first allegation of egregious misconduct, professional behavior, or patient safety concerns.

Severity/Resolution Categories

These resolution levels include, but are not exclusive to:

- Coaching Conversation: Informal corrective action to improve behaviors, including minor academic integrity, incivility and unprofessional behaviors, before escalation to formal action.
 - Students subject to repeat coaching conversations related to similar behaviors may be subject to escalated disciplinary action.
- Verbal Warning: The beginning of formal corrective behavioral action. This level can include non-Intentional acts or actions that may happen as a result of inattention that include, but are not limited to:
 - Negligence of proper citation methods.
 - Simple misunderstandings of assignment instructions.
 - General classroom/clinical behaviors.
 - Tardiness.
 - Absences.
 - General attitude/behavioral concerns.
- Written Reprimand: Willful and deliberate of misconduct that include, but are not limited to:
 - Plagiarism and self-plagiarism.
 - Including use of artificially generated content (A.I., ChatGPT, etc.).
 - Providing or receiving any unauthorized assistance.
 - Including use of unauthorized testing materials/aids.
 - Repeat of coaching/verbal warning behaviors.
- Formal Hearing Panel: Especially egregious acts of academic integrity and professional behavior violations that include, but are not limited to:
 - Repeated written reprimand-level offenses.
 - Patient Safety concerns.
 - Collusion.
 - Including the posting and/or sharing of MCCN assignments and testing materials in online venues for acquisition by other students or individuals.
 - Forging or falsifying any clinical or academic information; documenting clinical hours that were not actually completed; falsifying any patient record or other document used during clinical experiences.
 - Hazing.
 - Title IX Violations.
 - Students addressing multiple allegations, or allegations at the severe/major category may be dismissed from Mount Carmel College of Nursing by the Academic and Professional Conduct Committee.

Academic Integrity and Professional Conduct Hearing Panel

Formal resolution of the most egregious and serious complaints involves adjudication of the complaint through a Conduct Hearing Panel. Students may contact the Director of Compliance and Community Affairs via email prior to the hearing to schedule a pre-hearing meeting and to review any hearing documents that the Panel will review. A

Conduct Hearing Panel is typically reserved for cases where a student may be removed from the College or for students found in repeated violations. A Conduct Hearing Panel is composed of up to three voting members. The voting members are either faculty or staff and have received student conduct adjudication training as well as education about trauma-informed response to sexual misconduct. The Director of Compliance and Community Affairs, or designee, will manage hearing logistics and chair hearings, but is not an active participant in the hearing, is not a voting member of the panel, and does not participate in deciding upon or issuing sanctions. The Director will provide the panel with relevant sanction guidelines and/or applicable conduct history only if there is a finding of responsibility.

A complainant and/or respondent may challenge the participation of a Conduct Hearing Panel member based on the member's perceived or actual conflict of interest, bias, or prejudice. Such challenges, including rationale, must be made to the Director of Compliance and Community Affairs at least 48 hours prior to the commencement of the hearing. At their discretion, the Director will determine whether a panel member should be replaced or not. A panelist will be replaced if they recuse themselves or when it is determined that their conflict of interest, bias or prejudice precludes an impartial hearing of the allegation. It should be noted that in these cases, the hearing may be delayed in order to name an appropriate replacement for any removed panel member.

Electronic devices (e.g., computer, cell phone, audio/video recorder, etc.) are not permitted in the hearing room. The panel will make an audio recording of the hearing to be kept on file in a secure location, such as a secure database management system for at least seven years. Reasonable care will be taken to create a quality audio recording and minimize technical problems. Technical problems that result in no recording or a poor-quality recording will not be a valid basis for appeal. All parties may request review of the recording by contacting the Director of Compliance and Community Affairs.

The Panel may elect to hear information from all parties interviewed during the investigation. Those who were not part of the investigation are not permitted to participate in the hearing. When adjudicating a case, the Panel may make reasonable assumptions based on the witness' participation or lack thereof. Witnesses are subject to cross examination by either party's advisor. A respondent may elect to provide witness statements in advance to the Hearing Panel for consideration, however the statements may be subject to interview by the Panel. For Title IX hearings, writers of all statements may be required to appear for cross examination for their statements to be considered.

All questions must be related to policy elements of the violations being charged or related to content/clarification of the case materials. Parties are permitted to cross examine one another. However, in Title IX related hearings, the parties may not question each other or other witnesses directly but may do so through their support advisor at the appropriate time in the hearing. The Conduct Hearing Chair determines the relevancy of the questions and may, in their sole discretion, deny a request for a question. If a request is denied, the reason for the denial will be provided to the requesting party.

Related to Title IX hearings, questions and evidence about the 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 by the complainant, 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.

The parties will all be in the same room together. However, at either party's request, an electronic hearing may take place through phone or video conferencing.

Role of the President or Academic Dean

The President or Academic Dean of the College has sole authority to elect to hear any case as an administrative hearing and impose any sanction. In a case where the President or Academic Dean elects to conduct an administrative hearing, they will still follow general guidelines of a hearing process as necessary and appropriate, as well as consult with the Director of Compliance and Community Affairs.

Advisor/Support Person

Students involved in formal resolution proceedings have the right to an advisor/support person of their choice with limited exceptions (i.e.: a witness may not serve as an advisor).

When an advisor is chosen, the students must inform the Director of Compliance and Community Affairs. The advisor will be provided a copy of the advisor conduct rules to review and sign. The advisor's role in any meeting or hearing is limited to privately conferring with or writing notes to the student as long as doing so does not disrupt the process. For longer or more involved discussions, the students and their advisors should ask for a break in the proceedings. The advisor may not submit material or speak on behalf of the student during an investigation interview.

For specific policies related to Advisors in Title IX conduct hearings, refer to the [Sexual Misconduct, Discrimination, Harassment, and Title IX Policy](#).

Expedited Process

In cases where a prompt hearing is essential (e.g., when graduation or the end of the academic year is imminent) an expedited process may be initiated by the Director of Compliance and Community Affairs upon consultation with the Academic and Professional Conduct Committee. In an expedited process, all time periods referenced in the student conduct process may be waived and altered to reflect the needs of the individual case.

Standard of Proof

In resolving all allegations of academic and professional conduct, the College will use a "preponderance of evidence" standard, which is "more likely than not" that a violation occurred. This is a lower evidentiary standard than that found through the court system which uses the "beyond a reasonable doubt" standard.

Participation in Resolution Process

Students have the right to choose to not participate in resolution proceedings, after having been given reasonable notice (no fewer than two [2] business days) of the date/time of the hearing. However, both Informal and Formal Resolution proceedings may occur without the active participation of a responding party and may draw reasonable conclusions on the preponderance of evidence from reports and information available without the participation in the hearing process.

Students who do not participate in the resolution process will not be permitted to appeal a sanction. Students are expected to complete the sanctions issued in the conduct process. Failure to do so may result in further conduct action, including dismissal.

Interim Suspensions

An accused student may be suspended from campus on a temporary, interim basis, based on a threat to the campus or patient safety. An individualized threat assessment may be conducted to determine individual risk to the community. An interim suspension may prohibit the student from all or part of MCCN property and activities or permit the student to remain only under specified conditions (e.g., no-contact directive). Any student placed on interim suspension may immediately appeal the suspension to the Academic Dean, or designee, following the directions found in the official suspension letter.

Involuntary Leave of Absence

In the uncommon circumstance that a student cannot safely remain at the College or meet academic standards, even with accommodations and other supports, the College reserves the right to require the student to take a mandatory leave of absence. The Academic Dean, or their designee, in consultation with appropriate healthcare provider(s), will make the decision to require a student to take a leave of absence based on an objective assessment of the student's ability to safely participate in the College's programs utilizing the following assessment criteria:

1. The student presents an immediate danger to self or others by threatening and/or inflicting bodily harm to self or to others.
2. The student's behavior has the potential to result in bodily or other substantial harm to self or others.

The assessment will determine the nature, duration and severity of the risk; the probability that any potentially threatening behavior will occur; and whether reasonable modifications of policies, practices, or procedures will sufficiently mitigate the risk. In the event that a determination is made to require a student to take an LOA after a thorough assessment, the College will notify the student in writing.

Appeal of Involuntary Leave of Absence

After the College initiates a mandatory LOA, within three business days, the student may initiate an appeal in writing to the appellate officer following the instructions set forth in the notification letter. A student may not be on college property during the appeal period. An appeal can only be made based on the following criteria:

1. The decision is unreasonable based on the circumstances.
2. The procedures and/or information relied upon in making the decision were wrong or unfair.

The written appeal should clearly state the specific unreasonable, wrong, and/or unfair facts and should present relevant information to support the statements. To aid in review of the student's appeal the College President, or their designee, may request an assessment by an outside healthcare provider of the student's functional ability to return to the College by an outside healthcare provider to aid in their review of the student's appeal. The appellate officer will review the appeal and will respond to the student in writing within three business days. The response will provide a conclusion as to whether or not the College Initiated LOA is upheld, or the appeal is granted upon a thorough review of the relevant facts.

Possible Sanctions

The following outcomes can be assigned during an informal resolution or if there is a responsible finding during a formal conduct hearing (administrative or panel).

Warning: defined as a notification that a student has committed certain violations and that continuance of such conduct will result in more severe disciplinary action.

Educational Sanctions: These include but are not limited to alcohol education, counseling assessment and adherence to professional counseling recommendations, research paper or project, hall or building program with a residential life staff member, group education program, etc. A Performance Improvement Contract (PIC) may be initiated as part of an educational sanction through the Formal Resolution process.

Disciplinary Probation: defined as the student is not in good disciplinary standing with the College (for a specified period of time, ordinarily no less than one term/semester), and any future violations may result in an additional immediate referral to the Academic and Professional Conduct Committee hearing process, with a recommendation of a more severe disciplinary action.

Disciplinary Suspension: defined as the denial of the opportunity to continue in the College for a specified period of time (ordinarily no less than one term/semester). While suspended, a student is not allowed to be on campus or to attend any official College event. In the event that additional educational sanctions are imposed in conjunction with the suspension, these sanctions will most likely be expected to be completed prior to an application for reinstatement

to be considered before the Academic Progress Committee. A student wishing to return after a period of suspension must apply for reinstatement and is not guaranteed reinstatement. Grades for in-progress courses will be reflected as Withdrawn unless otherwise determined by the hearing body.

Disciplinary Dismissal: defined as the denial of the opportunity to continue as a student at the College. A student who is disciplinarily dismissed is not allowed to be on campus or to be at any official College event at any time, unless given prior written approval. A student who is disciplinarily dismissed will not be afforded the opportunity for reinstatement or readmission to the College at any time. Grades for in-progress courses will be reflected as Withdrawn unless otherwise determined by the hearing body.

Student Conduct Appeals

Both parties have the right to appeal the outcome of a hearing by filing a written appeal to the Academic Dean, or designee, within five (5) academic days of receipt of written notice of the determination. Appeals regarding dismissal of formal complaints follow this same procedure. Information on how to submit an appeal is included in the outcome letters sent to both parties.

Appeals may be filed under the following circumstances. It is the responsibility of the student, in writing, to prove one or more of the following occurred for an appeal to be accepted:

- Procedural error that resulted in significant harm to the student. Deviations from the designated procedures will not be a basis for accepting an appeal unless the deviations are material, substantial, and/or significant harm or bias resulted;
- The Title IX Coordinator, Investigator, or hearing body had a conflict of interest, bias or prejudice that prevented a fair and impartial hearing and affected the outcome of the hearing;
- Substantial new evidence that was unavailable at the time of the hearing and which reasonably could have affected the decision of the conduct hearing body;
- Sanctions imposed are substantially outside the parameters or guidelines set by the College for violations of this policy or the cumulative conduct record of the responding student.

Students may not appeal under the following circumstances:

- Non-attendance by the responding student may not be the sole grounds for an appeal;
- Dissatisfaction with a decision.

The appellate body, or designee, will decide the appeal based upon a review of the conduct record and supporting documents. The appeal officer may consider additional relevant information from any party to the proceeding and then decide the appeal based upon the enhanced record. The decision of the appeal officer is final. The appeal officer may:

- Uphold the original decision and/or sanction(s);
- Dismiss the case or individual violation(s) against the student and lift any or all sanction(s);
- Modify, enhance, or reduce the sanction(s);

Refer the case to the original hearing body or refer the case to a new hearing body for a rehearing. If possible, a new hearing body should be different from the one that originally decided the case.

Chain of Command

In the event of a conflict or concern, the faculty or staff member should first seek resolution with the other faculty or staff member involved. In the event no resolution is reached, the faculty or staff member may seek mediation with the appropriate Course Coordinator, Director, or Dean.

If it is a faculty issue and resolution is not reached at the Course Coordinator level, the concern may be referred to the appropriate Academic Department Leader.

If a faculty resolution is not reached at the level of Academic Department Leader, the concern may be referred to the Associate/Assistant Dean. If a resolution still cannot be reached, the concern may be subsequently referred to the Academic Dean. If still no resolution is reached, then the concern may be presented to the President of Mount Carmel College of Nursing. If there is still no resolution, the concern may be taken to Colleague Relations/Human Resources.

If this is a staff issue and resolution is not reached at the Director level and if the Director reports to a Dean, the staff member will refer the concern to the appropriate Dean. If still no resolution can be found, then the concern should be brought to the President of Mount Carmel College of Nursing. If the Director is a direct report to the President then the concern, if not resolved at the Director level, will be taken to the President. If still no resolution, the concern may be taken to Colleague Relations/Human Resources.

If an online or graduate faculty member cannot reach a resolution with the person involved, the concern may be referred to the Associate/Assistant Dean. If a resolution still cannot be reached, the concern may be subsequently referred to the Academic Dean, and if still no resolution can be found, then it will go to the President of Mount Carmel College of Nursing. If still no resolution can be found, the concern may be taken to Colleague Relations/Human Resources.

Any individual who believes that he or she has been subjected to discrimination, harassment, bullying, or retaliation based on any protected status is encouraged to report this to the Director of Compliance and Community Affairs at (614) 234-2341 or compliance@mccn.edu. The Chain of Command Policy is not required to be followed under these circumstances. Per Compliance policies, for all employee related matters, Colleague Relations/Human Resources will be involved, and the circumstances may be forwarded to Colleague Relations/Human Resources for appropriate follow up.

Any colleague has access to Colleague Relations/Human Resources for support/guidance at any stage of the chain of command process.

Transcript Request

A Mount Carmel College of Nursing (MCCN) transcript is the official academic record of a student's enrollment.

- MCCN provides transcript services (eTranscript) through the National Student Clearinghouse, a third-party vendor.
- Access online transcript ordering [here](#) for the published cost.
- Transcript requests are processed within 2 business days (excluding weekends and holidays).
- You may use any major credit/debit card to place your order.

Transcript costs differ depending on delivery method.

- For Mail delivery: each transcript cost is \$5.00 and an additional \$2.25 processing fee.
- For Hold for Pick Up delivery: each transcript cost is \$5.00 and an additional \$2.25 processing fee.
- For FedEx delivery: each transcript cost is \$5.00, a \$2.25 processing fee, and an additional \$25.00 FedEx fee. This rate is for weekday delivery only (Saturday delivery is not included). FedEx requires a street address and will not deliver to a PO Box.

- For Electronic PDF delivery: each transcript cost is \$5.00, a \$2.25 processing fee and an additional \$1.75 PDF processing fee.
 - We recommend that you first check with the recipient before ordering electronic PDF delivery to make sure they will accept the transcript in this format.
 - Electronic transcripts cannot be processed for students completing attendance before Fall 1990 (attending Mount Carmel School of Nursing). Those students should select the “Mail delivery” option when ordering through the online service. These transcripts will be processed manually by the MCCN Registrar’s Office.

Financial obligations to MCCN must be satisfied before a transcript can be released. Requests from individuals with student record holds will not be processed until the hold is resolved. Transcript requests will remain active for 30 days to provide time to resolve the hold. If after 30 days the hold has not been resolved, the transcript request order will be canceled. Credit/debit cards will not be charged until the order has been fulfilled.

Please contact the Records and Registration Office at 614-234-3522 should you have any questions.

Professional Liability Insurance (onsite students)

Students and faculty members participating in educational activities associated with the Mount Carmel College of Nursing are covered by a blanket professional liability insurance policy.

Graduate and undergraduate students and full-time, part-time, and adjunct faculty members are covered by the insurance as long as they are acting within the scope of educational duties and responsibilities anywhere that the education takes place. In other words, students and faculty are covered when working in Mount Carmel Health System (MCHS) facilities as well as in other hospitals and community health facilities while participating in educational activities. Coverage under the blanket policy for educational activities is primary in the event that students purchase individual policies (the blanket insurance is activated first prior to any other individual policies).

Staff members (registered nurses and others) are covered by the blanket insurance while proctoring, precepting, or supervising students.

Students and faculty insured under this policy do not need to purchase separate liability coverage for educational purposes. However, if faculty or students are working as staff (e.g., providing patient care) in other capacities or in other institutions outside the scope of their MCCN role, then separate coverage may be purchased at the discretion of the individual student, faculty, or staff member.

Directors, officers, trustees, administrators, and committee members are covered by a separate errors and omissions insurance policy.

Trinity Insurance and Risk Management will not provide copies of insurance policies.

Medication Administration by Pre-Licensure MCCN Nursing Students

I. Purpose

The purpose of this policy is to specify responsibilities for clinical faculty, nursing preceptors, and nursing students involved in medication administration practice during clinical experiences.

II. Policy and Procedures of Safe Medication Administration

- Faculty, preceptors, and nursing students at Mount Carmel College of Nursing are to follow facility policies for student nurse medication administration.
 - When two nursing students are assigned to the same patient, one nursing student is to be responsible for a complete occurrence of medication administration. One occurrence is defined as a specified time of medication administration which includes the preparation, administration, and documentation of the medication administration. Nursing students may alternate responsibility for one complete occurrence medication administration.
 - Faculty or the assigned preceptor is responsible for supervising and instructing the nursing student during medication administration and co-signing the documentation according to the healthcare facility policy.
 - Faculty, preceptors, and nursing students are responsible for following and applying the principles of safe medication administration practices including but not limited to:
 - Removing
 - Preparing
 - Administering (using 2 patient identifiers)
 - Evaluating medication effectiveness
 - 3 step check system
 - Following rights of administration
 - Medication safety zone (no interruption, no distractions, using hard stop check)
 - One and done process (remove, administer, and document on one patient at one time)
 - Educating patient
 - Faculty, preceptors, and nursing students must sign into electronic computer applications with their individual login identities.
 - Faculty, preceptors, and nursing students are mutually accountable for adherence to medication administration policies of the facility and adherence to safe medication administration practices.
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Title IV Compliance

The College is in compliance with its program responsibilities associated with the Higher Education Amendments of 1998 (HEA98) via publication on the Department of Education's College Navigator. Click nces.ed.gov/collegenavigator/ for details.

Voter Registration

Mount Carmel College of Nursing will distribute voter registration forms to all enrolled students no less than 60 days before the published voter registration deadline for any federal election or state gubernatorial election.

Student Safety & Wellness

MCCN Safety and Security Contact Information

Columbus (Franklinton): 614-896-1489

Lancaster: 740-687-8124 (Fairfield Medical Center Police)

In the event of an emergency, dial 911

Safety Precautions & Tips

Members of the College community at both the MCCN main and FMC campuses are encouraged to assume responsibility for their own personal safety, and security of personal belongings, by taking the following simple, common-sense precautions.

- Although both campuses are well lit, do not walk alone after dark.
- Keep purses/billfolds and other valuables with you or stored in a campus locker.
- Do not record your address on your key ring.
- Do not provide personal identifying information over the phone.
- Do not loan your keycard to anyone.
- Do not prop doors open.

Report any potential fire hazards or broken equipment to the MCF Safety & Security.

Health Services

Students requiring emergency care may utilize any of the emergency departments (ED) of their choosing. Students are responsible for the cost of emergency care and all charges incurred during an ED visit (e.g., medications, treatments, laboratory tests, and x-rays).

Students are provided free virtual wellness and urgent care services through uWill. Visit app.uwill.com to register and access services.

Accommodations for Students with Disabilities

I. Background

The Mount Carmel College of Nursing is respectful of students' rights and responsibilities in accordance with the Americans with Disabilities Act of 1990 (ADA) as amended by the ADA Amendment Act of 2008 and Section 504 of the Rehabilitation Act of 1973. These laws require that no qualified person 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 under any program or activity which receives or benefits from Federal assistance. In addition, the Fair Housing Act requires reasonable, housing-related accommodations for individuals with disabilities.

The Mount Carmel College of Nursing is committed to serving qualified students with disabilities in its programs and services. Any qualified student with a disability may request an accommodation to ensure that the academic program does not discriminate against or have the effect of discriminating against that student.

Since the nature and severity of disabilities vary, non-academic adjustments may be applicable only when they are appropriate to the needs of the individual student with a disability. To determine eligibility for accommodations, the College generally requires current and relevant documentation from a qualified professional with expertise in the area

of the diagnosed disability/disorder that establishes a disability and its impact on the student and confirms the need for each accommodation requested.

II. Scope of this Policy

This policy applies to both academic and non-academic accommodations, including but not limited to, requests for accommodations with required community service activities and coursework/clinical.

III. Definition of Accommodations and Disability

Accommodations

- Accommodations (also sometimes called adjustments) are modifications of policies, practices, or procedures that will allow the student with a disability/disorder to meet the requirements of the course or program. Examples of available accommodations may include, but are not necessarily limited to, auxiliary aids and modifications to courses, programs, services, activities, or facilities.
- The College will take all steps necessary to ensure that its students are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any program or activity because of a lack of auxiliary aids and services for students with impaired sensory, manual, or speaking skills. The College, however, cannot honor requests for accommodations that would fundamentally alter its programs or services, are directly related to any licensing requirements, cause undue administrative or financial hardship on the College, or jeopardize the health or safety of others.
- It is the responsibility of the student to make his or her disability status and/or need for an accommodation known to the College, following the process outlined below. Once notified, the College will work with the student to identify potential accommodations and assess the practicality and effectiveness of each potential accommodation.
- Determinations regarding accommodations will be made on a case-by-case basis. An accommodation must be tailored to address the nature of the disability and the needs of the individual within the context of the requirements of the program. If there are two or more possible accommodations, and one costs more or is more burdensome than the other, the College may choose the less expensive or less burdensome accommodation that is still effective.

Disability

- Generally, a person with a disability is one who has a physical or mental impairment that substantially limits one or more major life activities. Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

IV. Admission of Students with Disabilities

Students with disabilities may apply to and are considered for admission to the College in the same manner as any other applicant. Students must meet the same admission requirements and Functional Abilities and Performance Standards, with or without reasonable accommodations, as all other students.

No student (or prospective student) is required by law to disclose a disability before or after admission to the College. However, disclosure and documentation of a disability is required if accommodations (academic or non-academic) are requested.

Students (and prospective students) are encouraged to review the Functional Abilities and Performance Standards that are essential for the safe practice of professional nursing and for successful participation in and completion of a nursing education program. Students will need to demonstrate satisfactory application of these functional abilities and performance standards, with or without reasonable, during their course of study in nursing. The Functional Abilities and Performance Standards can be found in the College's Catalog-Handbook.

V. Service Animals

Mount Carmel College of Nursing permits the presence of Service Animals which perform tasks in support of persons with disabilities in college buildings and classrooms. Federal regulations define Service Animals as dogs (and in specific cases, miniature horses) that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, and alerting or protecting a person who is having a seizure. The work or task a dog has been trained to provide must be directly related to the person's disability. Only the following two questions may be asked to determine if an animal is a service animal, as federally defined:

- 1) Is the animal required because of a disability? (if the disability is not obvious) and
- 2) What work or task has the service animal been trained to do? There are no requirements to register service animals with the college, but students are encouraged to notify the Student Accessibility Coordinator of the regular presence of a service animal so the Coordinator can provide support and education to other members of the campus community.

Handler Responsibilities

The handlers/owners of Service Animals are obligated to comply with any applicable laws related to animal licensing, vaccination, and identification. Handlers must keep animals under their control at all times and are responsible to adequately care for, clean up after, and maintain the health of their animal. Handlers are responsible for any and all damage to physical facilities caused by their animal. Handlers assume all liability for the action of their animals, including injuries to other persons or damage of others' personal property.

Limitations

Service Animals may not be permitted when the animal poses a substantial and direct threat to the health or safety of others, or if the presence of the animal fundamentally alters the nature of the program or service in which the person with a disability is participating. Determinations of this kind are made on a case-by-case basis by the College's Student Accessibility Coordinator. Any service animal permitted by the college can have its status revoked if the college feels that it has become a problem or nuisance.

VI. Procedures

- The Student Accessibility Coordinator (the "Coordinator") has been designated to handle inquiries into academic* and non-academic accommodations. A student requesting accommodations under this policy must notify the Coordinator as soon as possible after the need for an accommodation becomes apparent. The student should schedule a meeting with the Coordinator to discuss his or her needs and requested accommodations.
 - Contact information: Student Accessibility Coordinator, Mount Carmel College of Nursing, 127 S. Davis Ave., Columbus, OH 43222, Phone: 614-234-4393 or accessibility@mccn.edu.
- To support most accommodation requests, students are required to provide current (generally no more than three years old) documentation of the disability to the Coordinator. This documentation must be from a professional who has undergone appropriate and comprehensive training, has relevant experience and licensure appropriate to the profession (such as a licensed psychologist, physician, or nurse practitioner). The documentation should describe the nature of the disability, the extent to which the disability limits one or more major life activities, and the suggested accommodation(s). If the student had a documented disability in high school and received IEP/504 accommodations, the paperwork may also be submitted for consideration of accommodations. The Coordinator will provide application and approval forms to standardize the documentation process.
- Upon submission of required documentation, the Coordinator will engage in an individualized, interactive process with the student to determine possible accommodations.
 - For academic accommodations: Coordinator will review the documentation. If necessary, the Coordinator will discuss any alternative accommodations with the student and the Associate Dean.
 - The determination as to whether a requested accommodation will be granted lies with the Coordinator. In some situations, a temporary plan may be developed and implemented by the Coordinator, upon notification to the appropriate College leader, where additional time is required for diagnostic evaluation. A minimum of 2 business days is required to implement the

accommodations. A copy of the official documentation will be maintained in the student's file by the Coordinator.

- The Coordinator will then notify the student of the determination. If an accommodation is granted, the Coordinator will send out an accommodation form via email setting forth the accommodations for the student. This form is sent to their faculty each semester and staff in support of implementing the accommodation. If needed, the instructor and Coordinator will collaborate to plan and implement an academic accommodation.
- If a student feels that his or her accommodations are not being met, he/she must notify the Coordinator immediately.
- If a student has been granted an accommodation and chooses not to use the accommodation(s), the student is required to notify the Coordinator in writing that the student will not be utilizing the accommodations.

VII. Grievance Procedure

If the student's request for an accommodation is denied or the student is dissatisfied with the accommodation being provided, the College encourages the student to engage in an informal dialog with the Coordinator in an attempt to resolve the issue. If a matter cannot be resolved informally or if the student prefers to file a formal grievance, a written grievance must be submitted to the Academic Dean. The informal resolution process is strictly voluntary and is not a prerequisite to filing a formal grievance. The student may file a formal grievance by following the instructions in the grievance policy.

A student is not required to file a grievance with the College prior to pursuing any federal or state administrative remedy.

Discrimination Based on Disability

If you believe you have been discriminated against or harassed due to a disability you should contact the Coordinator who will assist you in making a complaint under the College's Anti-Discrimination and Anti-Harassment Policy.

Retaliation

The College prohibits retaliation against anyone who files a grievance under this policy or otherwise complains that he or she has been denied equal access in the form of appropriate accommodations, modifications, auxiliary aids or effective communication. This prohibition of retaliation similarly extends to anyone who has testified, assisted, or participated in any manner in an investigation, proceeding or hearing related to a grievance or complaint under this policy.

VIII. Student Privacy

Except where necessary to further the purpose of this policy or where otherwise permitted by law, documentation of a student's disability will be kept confidential and will not be shared with other administrators or faculty members without the student's consent, in accordance with federal educational privacy regulations. Any request by a student to review the documents associated with his or her request for an accommodation or grievance under this policy should be submitted to the Coordinator.

* The Ohio Board of Nursing governs requests for accommodations by an applicant for the NCLEX-RN® Examination. The Board has promulgated a policy explaining the requirements for applying for testing accommodations, which is available on the Ohio Board of Nursing website. Students are encouraged to review these requirements, including the requirement for a letter for the nursing education program demonstrating that accommodations were in place during the nursing education program.

Medical Release to Return to MCCN

It is the policy of Mount Carmel College of Nursing that students must submit a signed release to return to class and/or the clinical unit if they are admitted as an inpatient to a hospital or are seen for treatment in a hospital Emergency Department. In addition, any student who receives written documentation from a healthcare provider (even if the student was not hospitalized or seen as an inpatient in a hospital Emergency Department) stating that they have any restrictions related to class or clinical participation must submit a signed release to return to class and/or clinical. This signed release must be submitted by the student to the Director of Compliance and Community Affairs via email compliance@mccn.edu prior to the student's returning to class and/or clinical. The student should always email the Director of Compliance and Community Affairs (compliance@mccn.edu) notification of their circumstances prior to returning to the clinical and/or class setting. If the documentation is submitted to a faculty member, the faculty member must submit it to the Director of Compliance and Community Affairs. The release must clearly identify all restrictions. Additionally, the length of time the restrictions apply must be clearly stated. If the documentation provided by the student indicates that they are not safe to return to the class and/or clinical setting, or the stated restrictions may require the student to request reasonable accommodations. This policy applies to students both on campus and online platforms.

Counseling Services

Mount Carmel College of Nursing is aware of the many pressures students face every day. To assist with these challenges, MCCN Student Life offers free and confidential counseling services to students provided by a dedicated, independently licensed professional. Students have 24/7/365 access to counseling and urgent medical services provided through our partnership with uWill. uWill will allow students to have access to counseling, personal coaching sessions, and medical care with simple convenience – and most services are provided at no cost. For additional information and to register, visit app.uwill.com

Additional sexual violence assistance and counseling are available through the Mount Carmel Crime and Trauma Assistance Program (614-234-5900), and from the Sexual Assault Response Network of Central Ohio (SARNCO) that maintains a 24-hour rape crisis helpline at 614-267-7020. The SARNCO website is located at www.ohiohealth.com/sexualassaultresponsenetwork/.

Exposure to Communicable Disease/Needlestick Protocol

A student who experiences an accidental exposure to a communicable disease during a clinical experience must notify his/her clinical instructor immediately. The instructor will advise the student on the procedure to follow. **The student is responsible for the cost of any treatment/medications/lab tests incurred.** If the infectious disease physician on call deems lab testing and medication necessary, treatment will be initiated, and the student will be billed at a later date. Mount Carmel Health will cover the cost of any patient testing necessary if the incident occurred at a Mount Carmel Health System facility.

Any student that is exposed to blood or body fluids WITHIN a Mount Carmel Health System facility, faculty should follow the steps below. Students who do not follow the proper procedures may be responsible for costs associated with their treatment (ER Visit, etc.)

STUDENTS INVOLVED IN INCIDENTS AT NON-MOUNT CARMEL SITES SHOULD FOLLOW ALL SITE-SPECIFIC PROTOCOLS AND NOTIFY THE COLLEGE DIRECTOR OF Compliance and Community Affairs IMMEDIATELY.

- 1) The student should notify the clinical instructor immediately if the faculty member was not a witness to the event.

- 2) Initiate testing on source patient by utilizing lab requisition on @MC > Colleague Safety > Blood and Body Fluid Exposure. Contact the nursing supervisor for guidance if needed.
 - a) If, after lab is confirmed by Colleague Safety/Employee Health, the source patient is positive for HIV, report to the MCHS site ED. An ED visit is required and classified as - an unknown source, known HIV + source, and or positive Hep B source and may also be necessary if medical attention such as sutures is needed.
- 3) The clinical instructor will contact the unit manager and course coordinator.
- 4) Care is to be taken to ensure that the process outlined in the following MCHS policy is followed:
 - Mount Carmel Infection Control Blood and Body Fluid Exposures (See Link)
 - [MCHS blood and body fluid exposure](#)
 - @MC SharePoint Resources (must access on a Mount Carmel workstation):
 - [Blood/Body Fluid Exposure \(sharepoint.com\)](#)
 - Note: The process is different based on the HIV status of the patient.
 - Unknown HIV status may require consent from the source patient for HIV testing (Contact the nursing supervisor for assistance if needed)*
- 5) The exposed student, with assistance from their Clinical Instructor, needs to complete a THEIR online accident report. **This form will alert Colleague Safety/Employee Health that the exposure occurred and give the follow-up information needed to provide source results and consultation to the exposed individual.**
 - a) The THEIR report is on @MC at the top of the home page. This report goes to colleague safety and risk and will serve as contact information for the exposed Student.
 - b) A copy of the THEIR report will be shared with MCCN Compliance and Community Affairs to be kept on file with the College. The involved student or instructor must inform compliance@mccn.edu with all relevant details of an event to ensure the College receives notice of the report from MCHS Colleague Safety.
 - c) A MIDAS report is required ONLY if the patient has experienced harm or exposure from the event.
 - d) Mount Carmel Colleague Safety & Risk will send a reporting form to be completed by the College Director of Compliance acknowledging the needle stick and any follow-up required.
- 6) Colleague Safety and Risk will follow up with the student regarding testing results.

Clean Needlestick exposure

Exposure to a clean needle stick that occurs in the MCHS clinical setting or the MCCN lab setting requires a THEIR report only and medical care with Employee Health as indicated for the injury e.g. sutures. No source testing is required.

Annual Campus Security Report

Mount Carmel College of Nursing prepares an Annual Security Report (ASR) to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The ASR includes statistics for the previous three years concerning reported crimes that occurred on campus and on public property within or immediately adjacent to and accessible from the MCCN campus. The report also includes institutional policies concerning campus security and other matters.

The College maintains a daily log of crimes reported to Mount Carmel Health System (MCHS) Safety and Security and the Fairfield Medical Center Campus Police. The crime log for the most recent 60-day period is publicly available during normal business hours from the Director of Compliance and Community Affairs/Clery Coordinator. The log includes the nature of the crime, date and time, general location, and disposition (if known).

The full text of this ASR is available here: [Annual Campus Security and Fire Safety Report](#)

Weapons on College & Premises

On-Site Possession

Mount Carmel (Health System and College of Nursing) prohibits any person from carrying a firearm or other deadly weapon onto the premises of any Mount Carmel property. No person shall knowingly possess, have under the person's control, convey, or attempt to convey a deadly weapon or dangerous explosive onto these premises.

College students, faculty, and staff members are prohibited from carrying firearms or other dangerous weapons while functioning in any College-related role, regardless of location, unless specifically permitted as part of an official College program or experience (such as ROTC, etc.).

Law Enforcement and Safety & Security Exemption

Active law enforcement officers and qualified retired law enforcement officers entering the property while on duty or off-duty are exempt from this policy as long as they are not students. Off-duty officers are required to have appropriate law enforcement credentials.

Designated and authorized Mount Carmel Safety & Security colleagues are permitted to carry firearms in the performance of their duties. The Safety & Security Manager maintains a list of authorized carriers.

Definitions and Notes

Mount Carmel premises: All Mount Carmel owned or operated facilities, buildings, vehicles, and posted parking lots, garages and campus grounds.

Deadly Weapon or Dangerous Explosives:

- *Firearms:* including BB guns, air rifles as well as traditional guns.
- *Weapons:* all articles designed to or intended to be used to cause serious physical injury or harm such as but not limited to knives, straight edge razors, and similar items, which can cause injury.
- *Explosives:* any devices or chemicals capable of rapid ignition including fireworks.

Although Ohio law enables the open carry of handguns anywhere in the State, all individuals are prohibited from carrying handguns or deadly weapons into Mount Carmel owned and operated facilities, buildings and vehicles except as noted above.

Those in possession of a handgun must secure their handguns or deadly weapons in a locked vehicle before entering Mount Carmel facilities.

Violations of this policy can result in sanctions up to and including removal from premises, dismissal from programs and the College (for students), and for employees, corrective action up to and including termination of employment.

Emergency Notification and Response

Mount Carmel Franklinton Safety & Security ("MCF Security"), the Fairfield Medical Center ("FMC") Police and the College Administration receive information from various offices and departments on and off campus. If MCF Security or one of these offices confirms that there is an immediate threat to the health or safety of some or all of the members of the campus community, MCF Security or FMC Police and the President of the College will determine the content of the message and either or both entities will use some or all of the methods described below to communicate to the campus community or appropriate segment of the campus community.

The emergency messaging system may be initiated from on-campus and from remote locations. The College will, without delay and taking into account the safety of the community, determine the content of the emergency message and initiate the emergency messaging system, unless issuing a message will, in the judgment of the MCF Security, the Police or other responsible authorities, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency situation.

College-Wide Emergencies

Potential Changes to Courses

In the event of a college-wide emergency, course requirements, classes, simulation experiences, clinical experiences, labs, deadlines, and grading schemes are subject to change. Changes may include but are not limited to alternative delivery methods, alternative methods of interaction with the instructor, class materials, and/or classmates, alternative experiential learning (including but not limited to: practical/clinical and simulation experiences), a revised attendance policy, and a revised semester calendar and/or grading scheme in accordance with accrediting and regulatory bodies. Although MCCN reserves the right to execute changes in the event of an emergency, it will ensure that course implementation permits learners the opportunity to achieve course outcomes. Irrespective of the delivery format, the College's tuition and course fee structure shall remain the same for academic courses, consistent with published tuition and fee schedules. There will be no refund or reduction of tuition or course fees, since the College will be providing a full semester of instruction and awarding full academic credit to those who satisfactorily fulfill course requirements.

Inclement Weather

During extreme weather conditions, MCCN administration will make a decision about closures or delays (which also includes clinical experience cancellations) before 5:30 a.m. on the day of the closing, or by 10:30 p.m. on the night before closing the college. For afternoon and evening classes, an announcement will be sent by noon, if possible.

The Lancaster campus administration may also determine closures or delays if the Mount Carmel College of Nursing-Columbus campus delays or closes.

Road conditions may also vary substantially throughout Central Ohio; personal judgment should be utilized when deciding to commute to class/clinical when the college is not closed.

Notification of the closing or delay will be sent via text message and email through Rave Mobile Safety, reported on local television and radio stations, and posted on social media (Instagram, Facebook and Twitter).

Emergency Codes

Code	Description
ADAM	Infant/Child Abduction: An infant has been taken without authorization or a child has been taken and/or is missing.
YELLOW	Disaster: There has been a disaster. An internal disaster can have significant effects on hospital operations. An external disaster occurs in the community and will directly affect the hospital.
RED	Fire: Fire is discovered, or the fire monitoring system has been activated.
BLACK	Bomb: A bomb threat has been received or a suspicious object has been found at a Mount Carmel facility.
GRAY	Severe Weather: Conditions are right for severe weather to occur (tornado, winter storm, etc.) or severe weather is present or has been sighted in the immediate area.
ORANGE (Internal)	Hazardous Material Spill: A hazardous chemical/ material has been released and must be contained.
ORGANE (External)	Patient Decon: A hazardous chemical/material that requires a patient or individual needing decontamination. Follow site Decon Plan.
BLUE	Medical Emergency: A medical emergency occurring that requires immediate attention (age 13 and older).
PINK	Pediatric Medical Emergency: A pediatric medical emergency is occurring that requires immediate attention (age 12 and younger).
VIOLET	Violent Person: Someone is acting in a violent manner.
SILVER	Person with Weapon/Hostage: A person has a gun, or an individual has been controlled and held against their will by another.
BROWN	Missing Adult Patient: An adult patient is missing.
Code EVAC	Evacuation: It is necessary to remove patients, staff members, and other people from an area or the entire facility.
Code U	Loss of Utilities: A utility service has been lost or interrupted.

Fire Alarm – Code Red

Fire drill or suspected fire in the College is announced through the alert system as “Code Red, College of Nursing.” The fire alarm will sound, and warning lights will blink. All College community personnel are to exit the building. The ruling to always exit the building is a decision made by the Columbus Fire Department.

Evacuation routes are posted in each classroom as well as in other prominent places throughout the College. Students should take time to review them and be familiar with the various evacuation routes.

Reporting a Fire

If a fire is discovered in the College, follow this procedure:

- 1) Activate the building alarm by breaking the glass or pulling the handle on the wall fire alarm break station.
- 2) Use the phone to contact 911 and Safety & Security. Report the **exact location of the fire, type of fire, and your name.**
- 3) Close windows and doors in the immediate area to confine the fire.
- 4) **If you are not in danger, do the following:**
 - a) Disconnect electrical equipment in the immediate area, if able; and
 - b) Use a fire extinguisher to fight the fire.
- 5) Turn **on** overhead lights so the firefighters can find their way through any smoke.
- 6) Evacuate the building.
- 7) **DO NOT ENDANGER YOURSELF.**

Evacuation Procedure

When the page indicates a fire drill or suspected fire in the College, students must leave the building immediately. Prior to leaving the building, follow these guidelines:

- 1) Turn the light **on** in the room you are leaving.
- 2) Close the door of the room you are leaving.
- 3) Knock on the doors on either side of you to alert others.
- 4) Exit the building via the nearest fire exit. **Do not use elevators.**
- 5) Exit outside to the parking lot across from the College and wait until instructed to return to the building. **Do not wait on the front steps of the College.**
- 6) In the event of inclement weather **AND**
 - a) The alert indicates a fire in Marian Hall only, go to the CLE lobby and wait until instructed to return to Marian Hall; or
 - b) The alert indicates a fire in the CLE only, go to the Marian Hall Gym and wait until instructed to return to the CLE.

Students may return to the building when a Security Officer indicates that the building is safe. Students should not return to the building until authorized to do so.

Severe Weather – Code Gray

If threatening weather includes the possibility of a tornado, an alert will be announced through the College alert system a “Code Gray, Tornado Watch” or a “Code Gray, Tornado Warning.” These announcements are made in conjunction with the National Weather Service.

Tornado Watch

A “Tornado Watch” means that weather conditions are right for a tornado to develop in the area. There is no specific response for students during a tornado watch, except to be on the alert for an announcement of worsening weather conditions.

Tornado Warning

If a funnel cloud is sighted and impacts a Mount Carmel site, a Code Gray - Tornado Warning will be issued. If issued at the College, all students are required to report to the basement of Marian Hall and remain there until an “all clear” announcement is made. If at another site, follow all site-specific instructions.

Bomb Threat – Code Black

“Code Black” indicates a bomb threat has been received or a suspicious package has been found on the MCCN campus. It is very important that the recipient of the bomb threat logs the communication (possibly a telephone call) e.g., the caller’s characteristics, time of the call, any other pertinent information, and then immediately contact Mount Carmel Security 614-896-1489.

There is no specific response for students in the College of Nursing other than reporting any suspicious looking boxes or hardware. College of Nursing staff will secure all doors and conduct a controlled search of adjacent areas.

Weapon or Hostage Threat – Code Silver

“Code Silver” indicates someone is threatening with a weapon or holding another person against their will. If a student observes an emergency of this nature in the College, they should report the situation (to **Safety & Security**), describing the incident and location. When “Code Silver” is alerted, all personnel should stay away from the area in question.

Disaster Alert – Code Yellow

To ensure readiness in the event of a major accident in the community, Mount Carmel College of Nursing has a detailed plan to respond to a disaster. A “Disaster Alert” will be sent out when there is a condition that requires extra personnel to help in an emergency. A disaster may be an accident, major internal mishap, or a major community disaster.

When a “Disaster Alert” is called, all available Mount Carmel College of Nursing employees may be asked to report to a central location which will function as a center to dispatch personnel to areas needing help. Students may also be asked to report, if needed.

Missing Student Policy

If a member of the MCCN community knows of an MCCN student has missed three consecutive days of classes without any known reason or response, they should immediately contact the Director of Compliance and Community Affairs, who will then make contact with the following administrators as necessary:

- 1) Director, Compliance and Community Affairs, 614-234-2341
- 2) College President, 614-234-5950
- 3) Academic Dean, 614-234-1777
- 4) Director, Records and Registration, 614-234-5204
- 5) Safety and Security, 614-896-1489

The Director of Compliance and Community Affairs, in conjunction with Safety & Security, will immediately notify other appropriate law enforcement agencies, in cooperation with Safety & Security, upon receipt of a missing student report. If the Law Enforcement agency makes an official determination that a student is missing, emergency contact procedures will be initiated within 24-hours in accordance with the student's designation. In addition, College administrators or their designees will be notified to include the Director of Records and Registration, Director of Compliance and Community Affairs, and the Marketing and Communications Specialist.

Student Emergency Contact Information

Each student may register contact information to be notified in the event the student is determined to be missing. Student contact information will be registered confidentially, will be accessible only to authorized College officials and may not be disclosed except to law enforcement personnel in furtherance of a missing person investigation.

If a missing student is under 18 years of age and is not emancipated, MCCN is required to notify their custodial parent or guardian within 24-hours after the student is determined to be missing, in addition to notifying any additional contact person designated by the student.

Reporting of Sexual Offenders

Information Regarding Registered Sexually Violent Predators

The Campus Sex Crimes Prevention Act requires sex offenders, who must register under state law, to provide notice of enrollment or employment at any institution of higher education (IHE) in that state where the offender resides, as well as notice of each change of enrollment or employment status at the IHE. In turn, this information will be made available by the state authorities to the local law enforcement agency that has jurisdiction where the IHE is located.

Ohio law requires that convicted sex offenders must register with the county in which they reside. In Franklin and Fairfield Counties in Ohio, sex offenders register with the Sheriff's Office for a designated time period. Sex offenders are classified as 1) sexually oriented offenders, 2) habitual sex offenders, and 3) sexual predators.

Registered Sexual Predators Enrolled in or Employed at Mount Carmel College of Nursing

Mount Carmel College of Nursing will make available to the entire College constituency, information on any sexual predator who enrolls in or is employed at the College. The information is made available to the College by the Sheriff's Department and includes the offender's name, address, physical description, photograph, and the offense of which the person was convicted. The file is located in the College office. Please contact the College President's office for specific information on individuals.

Notification Procedure

The President's office, in consultation with Compliance and Community Affairs, will notify the College community in writing if a sexual predator has been enrolled or hired by the College. For a complete copy of the policy, [click here](#).

Related Information

[Public Law 106-386-OCT.28.2000](#)

[Franklin County Sex Offender Registry](#)

[Fairfield County Sex Offender Registry](#)

Summary of Changes

August 1, 2024.....Change of Program Policy Added