2026-2027 Catalog

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Aultman College
2600 Sixth St. S.W.
Canton, OH 44710-1799
(330) 363-6347
aultmancollege.edu

Table of Contents

VISION, MISSION, VALUES **9**

ACCREDITATIONS AND AUTHORIZATIONS **11**

GOVERNING CATALOG **13**

NOTICE OF NONDISCRIMINATION **13**

FERPA Policy (Family Edu. Rights and Privacy Act, Public Law 93-380) * 14

FOUNDATIONAL EDUCATION PHILOSOPHY **17**

ADMISSION POLICIES AND PROCEDURES **18**

Admissions Criteria and Program Entrance Requirements Policy* 18
Program Entrance Requirements 20
Initial Admissions Requirements 25
Student Admission Ranking Criteria* 26

ANNUAL/ONGOING REQUIREMENTS **29**

Annual Drug Test 29
Clinical/Fieldwork Requirements* 29
CPR (Cardiopulmonary Resuscitation) Policy* 34

ADVISING AND REGISTRATION **35**

Academic Advising 35
Registration 35
Auditing a Course* 35
Changes After Add/Drop Period 37
Changes During Add/Drop Period 37
Changes in Registration 37
Course Attendance and Participation* 37
Course Change Policy* 37
Degree Audit 38
Military Advanced Standing* 38
Official Transcript Request 39
Re-enrolling after Withdrawal 39
Transfer Credit* 39
Transient Policy* 40
Withdrawal and Nonattendance* 42
Withdrawal from the College 42

STUDENT RECORDS **44**

Name and Demographic Information Changes 44
Gender Equity Policy* 44
Verification of Student Identity in Online/Distance Education (DE) Courses* 45

TUITION, FEES, AND BILLING **47**

Tuition and Fees Effective Summer 2026-Spring 2027 47
Meal Plans 47

BILLING AND PAYMENT INFORMATION **48**

Billing Statements 48
Book Voucher Program 48
Direct Deposit 48
Late Fees 48
Payment Options 48
Payment Terms 49
Tuition and Refund Policy* 49
Unpaid Balances 49
Veteran Transition Act 50

FINANCIAL AID 51

Enrollment 51
Financial Aid Student Rights/Responsibilities 51
Free Application for Federal Student Aid (FAFSA) 51
Financial Aid Verification Policy* 53
If, as a result of verification, their SAI and financial assistance amounts change, students will be so notified by a letter and email from the College. 55
If the College suspects a student of misrepresenting information or altering documentation in order to obtain federal funds fraudulently, such suspicion and any supporting evidence will be promptly reported to the U.S. Department of Education's Office of Inspector General by mail, online, and/or telephone. 55
Satisfactory Academic Progress (SAP) Policy* 55
Sources of Financial Aid 59
Student Financial Aid and Confidentiality* 64
Withdrawal and Financial Aid 64
Withdrawal and Return of Federal Aid (Title IV Refund Policy) * 64

ACADEMIC POLICIES AND PROCEDURES 66

Academic Misconduct* 67
Artificial Intelligence Student Usage Policy* 69
Awarding Academic Credentials* 70
Academic Appeal Policy* 72
Academic Freedom* 73
Academic Honors* 74
Academic Progression Policy* 75
Change of Program* 76
Dismissal from the College 76
Final Exam Scheduling 77
Federal Definition of a Credit Hour* 77
Grading Policy* 78
Graduation* 79
Incomplete Grades* 80
Jury Duty* 81
Maximum Attempts Per Course* 81
Military Withdrawal/Temporary Leave and Readmission Policy* 82
Re-admission After Dismissal 86
Recording of Lectures 86
Repeating Courses 87
Student Complaints* 87

ACADEMIC SUPPORT SERVICES 88

Aultman College Health Sciences Library 88
Academic Library Collection Policy* 88
Student Success Center 89
Accommodations* 89
Tutor Policy* 92

STUDENT CONDUCT POLICIES AND PROCEDURES 93

Anti-Hazing Policy* 93
Copyright Policy* 95
Dress Code* 97
Harassment Policy* 99
Student Travel Policy* 100
Student Code of Conduct * 101
Substance Abuse Policy* 106
Technology Resources Acceptable and Responsible Use Policy* 111
Technology Stewardship Policy* 115
Title IX Policy: Sexual Discrimination, Sexual Harassment, and Sexual Assault* 116

STUDENT LIFE POLICIES AND PROCEDURES 131

Aully's Nest 131
Aultman College Email* 131
Aultman College System Access* 132
Aultman College Student Life Philosophy and Plan 133
Communication of College Policy Changes 134
Course Evaluations 134
Faculty Communication 134
Fitness Center 134
Food Insecurities 134
Golden Owl Student of the Month 134
Housing 135
Institutional Effectiveness 135
Mental Health Awareness 135
Parking 135
Pregnancy* 135
Peer Mentoring Program 136
Aully's Reach Out 136
Student Fundraising 136
Student Organizations 136
Student Satisfaction Survey 137
Telephone Instructions 137
The Pulse Student Newsletter 137
Student Portal 137

SAFETY AND SECURITY 138

Campus Visitor Policy* 138
Emergencies 138
Fire Alarms 139
Identification (ID) Badges 139
Inclement Weather* 139

Protection of Minors* 139
Safety Alert System 141
Science Lab Safety* 141
Security Emergency 141
Smoke Free Campus 141
Student Illness/Injury Policy* 142
Weapons 142

HEALTH AND WELLNESS 143

Communicable Diseases 143
Medical Insurance 143
Medical Leave 143
Significant Exposure 143
Spiritual Wellness 143
Workers' Compensation 143

ACADEMIC MAJORS 144

Foundational Education Core Curricula 144
Associate Degree Core 144
Bachelor Degree Core 145

HEALTH SCIENCES 146

Mission 146
Occupational Outlook 146
Philosophy 146
Health Sciences Dispositions 146
Health Sciences Program Learning Outcomes 148
Associate of Science in Health Sciences (ASHS) 149
Associate of Science in Health Sciences (ASHS) Curriculum 149

MEDICAL ASSISTING 150

Description of the Profession 150
Medical Assisting Occupational Outlook 150
Program Vision 150
Program Mission 150
Program Design 150
Medical Assisting Program Outcomes 150
Program Goals 151
Medical Assisting Certificate Requirements 151
Sequence of Classroom, Laboratory and Clinical Activities 151
Medical Assisting Progression Policy* 151
Medical Assisting Program Practicum Policy* 153
Performance Standards 153

NURSING 154

Occupational Outlook 154
Nursing Vision 154
Program Mission 154
Nursing Philosophy 154
Academic Curriculum Plan 154

Nursing Student Professional Responsibilities 155
Performance Standards 157

NURSING PRE-LICENSURE PROGRAMS 160

Nursing Program Completion Requirements* 160

PROGRAM ACADEMIC POLICIES 161

Glucose Monitoring Competency 161
Grading for Clinical Coursework 161
Late Arrivals 161
Report off Procedure for Any Mandatory Experience 161
Standardized Testing 161
Testing 161
Tests and Papers 162
Unexcused Absences 162

ASSOCIATE OF SCIENCE IN NURSING (ASN) 163

Program Philosophy 163
ASN Organizational Framework 164
Program Student Learning Outcomes 165
Graduation Requirements 165
Nursing Advanced Standing 165
Associate of Science in Nursing (ASN) Curriculum 166
Associate of Science in Nursing (ASN) Curriculum 167

BACHELOR OF SCIENCE IN NURSING (BSN) 169

Program Framework 169
Program Student Learning Outcomes 170
Bachelor of Science in Nursing (BSN) Curriculum 171
BSN Pre-Licensure Advanced Standing* 174
Communication of Student Concerns 174

BACHELOR OF SCIENCE IN NURSING COMPLETION (BSNC) 175

BSN Completion Program Framework 175
Program Outcomes 175
Bachelor of Science in Nursing Completion (BSNC) Curriculum 175

BSNC PROGRAM ACADEMIC POLICIES 177

BSN Completion Liability Insurance* 177
Graduation 177
Tests and Papers 177
Communication of Student Concerns 177

RADIOGRAPHY 178

Occupational Outlook 178
Program Mission 178
Program Philosophy 178
Program Goals 178
Student Learning Outcomes 179
Assessment 179

Performance Standards 179
Associate of Applied Science in Radiography (AASR) Curriculum 182

AASR PROGRAM ACADEMIC POLICIES 183

Academic Curriculum Plan 183
Clinical Requirements 183
Grading for Clinical Coursework 183
Graduation 183
Late Arrivals 184
Licensure Requirements 184
Radiography Progression Policy* 184
Tests and Papers 187
Testing Protocol 187

AASR PROGRAM STUDENT CONDUCT POLICIES 188

ARRT Standards of Ethics 188
Clinical Conduct 189
RAD Clinical Supervision* 189
General Conduct 189
Professional Responsibilities 190
Repeat Radiography Policy 190
Student Radiation Safety Policy* 190
Communication of Student Concerns 192

SONOGRAPHY 193

Description of the Profession 193
Occupational Outlook 193
Program Mission 193
Program Philosophy 193
DMS Program Goals and Objectives 194
Functional Abilities 195
Scope of Practice and Clinical Standards for the Diagnostic Medical Sonographer (SDMS) 198
Associate of Applied Science in Diagnostic Medical Sonography (AASDMS) Curriculum 204

SOCIAL WORK 206

Program Vision 206
Program Mission 206
Program Design 206
Program Overview 206
Council on Social Work Education (CSWE) 2015 Educational Competencies 207
Curriculum 211
Curriculum Map for BSW Core Classes 213
Social Work Course Requirements 213

ACADEMIC MINORS 216

Population Health Minor 216
Leadership Minor 217

COURSE DESCRIPTIONS 218

COLLEGE MAPS 244

Titles with an asterisk (*) indicate policies located in Policy Tech.

Vision, Mission, Values

AULTMAN COLLEGE

VISION

We will be the preferred healthcare educator in our region.

MISSION

We prepare healthcare professionals who lead our community to improved health.

WE VALUE:

Compassion, integrity, and respect
Success of each student and employee
Diversity of ideas, cultures, and people
Influential and inspired leadership
Market-relevant education

Board of Directors

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Robin Williams, MBA, RT(R)
Program Director, Radiography

ACCREDITATIONS AND AUTHORIZATIONS

Aultman College is consistently recognized for premier degree programs and is proud of its quality commitment to students and the community. Meeting the regulatory requirements of the agencies listed below ensures ongoing assessment of institutional effectiveness and continuous improvement. Visit the college website for the latest information about accreditation activities.

The college will offer Independent Study classes on a case-by-case basis, as approved by the Vice President of Academic Affairs. Approved independent study classes will follow requirements set forth in CFR 21.4267.

Institutional Accreditation

Ohio Department of Higher Education (ODHE): All programs are authorized by the ODHE.

Ohio Department of Higher Education (ODHE)
25 South Front St.
Columbus, OH 43215-3414
(614) 466-6000
www.ohiohighered.org

The Higher Learning Commission (HLC): The college is regionally accredited by the Higher Learning Commission (HLC) which awarded 10-year accreditation on the Standard Pathway in November 2012. The second Pathway comprehensive visit was successfully completed in 2022, and the next reaffirmation visit occurs in 2032.

The Higher Learning Commission (HLC)
230 South LaSalle St.
Suite 7-500
Chicago, IL 60604-1413
(312) 263-0456
www.hlcommission.org

Program Accreditation

The associate degree nursing program at Aultman College of Nursing and Health Sciences at the Aultman campus located at 2600 6th Street SW Canton, OH 44710 is accredited by the Accreditation Commission for Education in Nursing (ACEN). The most recent accreditation decision made by the ACEN Board of Commissioners for the associate of nursing program is continuing accreditation. The next site visit will be in Fall 2028.

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, Georgia 30326
(404) 975-5000
www.acenursing.org

The baccalaureate degree program in nursing at Aultman College is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org) . The CCNE Board of Commissioners granted accreditation to the baccalaureate degree program in nursing at Aultman College for ten years extending to December 31, 2030. The next visit will be in the spring of 2030.

Commission on Collegiate Nursing Education (CCNE)
655 K Street NW

Suite 750
Washington, DC 20001
(202) 887-6791
Fax: (202) 887-8476
www.ccneaccreditation.org

The Associate of Applied Science in Radiography (AASR) program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), which in 2026 awarded full 5-year accreditation. The next visit is scheduled for 2031.

Joint Review Committee on Education in Radiologic Technology (JRCERT)
20 N. Wacker Dr.
Suite 2850
Chicago, IL 60606-3182
(312) 704-5300
mail@jrcert.org
www.jrcert.org

The Medical Assisting Certificate program is formally affiliated with American Medical Technologists (AMT); students completing the program are eligible to sit for the Registered Medical Assistant (RMA) exam.

American Medical Technologists
10700 West Higgins Road, Suite 150
Rosemont, IL 60018
(847) 823-5169

The Medical Assisting Certificate program is formally affiliated with the National Healthcareer Association (NHA); students completing the program are eligible to sit for the Certified Medical Assistant (CCMA) exam and Certified Medical Administrative Assistant (CMAA) exam.

National Healthcareer Association
1161 Overbrook Road
Leakwood, KS 66211
(800) 499-9092

Students who graduate from the program may be able to sit for the CMA (AAMA) exam as part of a special pilot program. For more information visit: https://www.aama-ntl.org/cma-aama-exam/elgibility-pilot-program

GOVERNING CATALOG

This Catalog is the official document of record for all programs, courses, and academic policies. The catalog is not intended to, nor does it contain all policies, procedures, and practices related to students at Aultman College. It is for general informational purposes only and the provisions within do not constitute a contract, express or implied, between the college and any student or applicant. An applicant is an individual who is seeking enrollment at Aultman College and is actively moving through the admissions process. An applicant becomes a matriculated student of Aultman College on the first day of their initial term of enrollment.

The college reserves the right to interpret and change policies, regulations, courses, and fees, in its sole discretion, at any time after the publication of this catalog without notice, obligation, or liability. Changes may also be applied to currently matriculated students. Updates, notifications, and changes are available on the college website www.aultmancollege.edu. Students are expected to be familiar with the information presented in this catalog, in any supplements and addenda to the catalog, and with all college policies.

Degree requirements are based on the catalog that is in effect at the time of the student's initial enrollment. However, as stated above, the college reserves the right to change course offerings and academic requirements and to modify or discontinue any academic offering without notice, obligation, or liability. Should changes occur, the following guidelines determine which catalog a student will follow in meeting program requirements:

Students who are continuously enrolled:

- May elect to complete their coursework under the most recent catalog and must comply with all the new requirements for their program.
- May elect to change majors but must meet the requirements of the catalog that is in effect at the time of the change.

Students requiring readmission to the college:

- Will be readmitted under the catalog that is in effect at the time of readmission.

Exceptions to the above may be necessary when changes in certification or licensure standards mandate changes in academic requirements or in college programs. Questions concerning this policy should be directed to the student success advisor.

NOTICE OF NONDISCRIMINATION

Aultman College is an equal education and employment institution. The college employs faculty/staff and admits students of any race, color, national or ethnic origin, religion, gender, age, and disability to all the rights, privileges, programs, and activities generally accorded or made available to employees and students of the college. It does not discriminate based on race, color, national or ethnic origin, religion, gender, age, disability, veteran status, sexual orientation, gender identity, or any other characteristic protected by state or federal law in the administration of employment policies, educational policies, admissions policies, scholarship and loan programs, and other school administrative programs.

The following college administrators are responsible for compliance with discrimination laws and may be contacted as follows:

- Ms. Cynthia Martinez, Student Success Services Coordinator, (330) 363-6847, Cynthia.Martinez@aultmancollege.edu

- Ms. Sue Shepherd, Dean of Student Success and Title IX Coordinator, (330) 363-4349, Sue.Shepherd@aultmancollege.edu
- Dr. Brock Reiman, VP Academic Affairs (Human Resources Administrator), (330) 363-6164, Brock.Reiman@aultmancollege.edu

FERPA Policy (Family Edu. Rights and Privacy Act, Public Law 93-380) *

The college complies with The Family Educational Rights and Privacy Act (FERPA) of 1974 as amended, known as the Buckley Amendment, which affords students certain rights related to educational records.
The college maintains the official permanent record, financial record, and health services record. Student records specifically include, but are not limited to, admission requirement data, level of achievement, transcripts, disciplinary reports, and other pertinent documents.

The registrar maintains educational records including those for enrolled, dismissed withdrawn, transient students and graduates. Admissions maintain records for applicants. Academic programs maintain records specific to the program of study. Financial aid records are maintained according to the five-year federal guidelines and then destroyed. Student health records are maintained according to the policies and procedures of health services.

Student rights related to educational records include:

- The right to inspect and review the students' educational records within 45 days of the day the college receives a request for access.

To inspect records, a student should submit to the registrar, or other appropriate official responsible for the record, a written request that identifies the record(s) the student wishes to inspect. The college official will arrange access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- The college reserves the right to have a school official present during a student's review of his or her education records.
- The right of inspection and review includes the right to access and an explanation of the record. It does not include the right to copy the education record except in limited circumstances when failure to provide a copy would effectively prevent the student from inspecting and reviewing the record.
- Students have the right to inspect their education records regardless of their financial status with the college. However, the college is <u>not required</u> to release an official transcript if the student has a past due account.
- At the postsecondary level, parents have no inherent rights to inspect or review their majority-age son or daughter's education records. This right is limited solely to the student. A student's education records may be released to parents only if they have been given a written release by the student (see Section V) or if an exception to FERPA's general rule against nonconsensual disclosure applies (such as in the case of a health and safety emergency or to comply with a lawfully issued subpoena).
- This right of inspection and access does not extend to the financial records of a student's parents. Also, certain restrictions apply to a student's access to confidential letters and confidential statements of recommendation placed in a student's education records.
- The right to request the amendment of the student's educational records the student believes to be inaccurate, containing misleading information, or are in violation of the student's privacy rights.

A student who wishes to ask the college to amend a record should write to the college official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed. If

the college decides not to amend the record as requested, it will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment.

- Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing, but the following general procedures will be followed:
    - A hearing officer or board will be appointed by the appropriate college official.
    - A hearing will be held within a reasonable amount of time after the request for the hearing has been received.
    - The hearing officer/board will notify the student, reasonably in advance, of the date, place, and time of the hearing.
    - If the hearing officer/board supports the complaint, the education record will be amended accordingly, and the student will be so informed.
    - If the hearing officer/board decides not to amend the education record, the student has the right to place in the education record a statement commenting on the challenged information and/or stating the reasons for disagreement with the decision. This statement will be maintained as part of the educational record as long as the contested portion of the record is maintained.
- Requesting an amendment to an education record is not the proper avenue for challenging course grades. A student may challenge a final course grade by using the Academic Appeals Policy.
- 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. (See below section: Authorizing the Release of Education Records).
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW; Washington, DC 20202-4605
www.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Release of Student Directory Information

Directory information is information contained in a student's education record that would generally not be considered harmful or an invasion of privacy if disclosed. The college designates the following items as directory information:

- a student's full name,
- participation in officially recognized activities,
- address,
- telephone number,
- college email address,
- major field of study,
- dates of attendance,
- degrees, honors, and/or awards received,
- grade level,
- photograph.

Directory information regarding the student will be provided to the public upon request unless a student files a request with the registrar asking to be excluded from the directory or from any other requests for open information from outside entities. The request should be submitted prior to the semester Add/Drop deadline. A request to withhold information may be submitted after the stated deadline for a semester and will be honored by

the college, but information may be released between the deadline and receipt of the request. The file of the student who has asked to be excluded will be flagged until the student requests the flag be removed.

Release of Non-Directory Information

FERPA prevents access to and release of nonpublic (non-directory) information such as educational records (or any personal identifiable information they contain) without prior consent. However, federal law permits access to such information without prior consent under certain circumstances or to certain individuals. These include the following:

- School officials, including faculty, have a legitimate educational interest in the records. A school official is defined as a person employed by the college in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the college has contracted as its agent to provide a service instead of using college employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board; 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 typically has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibilities for the college. In an intimate campus community such as Aultman College, absent having a legitimate educational interest, faculty and staff should refrain from discussing students with parents and family members who may work, volunteer, or are otherwise associated with the college or Aultman Hospital, to ensure continued compliance with student privacy expectations and FERPA.
- Contracted locations that provide educational learning experiences (i.e., clinical, practicum, internship sites)
- Officials of another school, upon request, in which a student seeks or intends to enroll.
- Certain officials of the U.S. Department of Education, the U.S. Department of Defense (under Soloman Amendment), the U.S. Comptroller General, and state and local educational authorities, in connection with an audit, or certain state or federally supported education programs.
- Financial aid as necessary to determine the eligibility, amount, or conditions of financial aid, or to enforce the terms and conditions of the aid.
- Accrediting organizations to carry out their accrediting functions.
- Organizations that are conducting studies for or on behalf of the college.
- A student's parents, if the student is considered a dependent as defined in Section 152 of the Internal Revenue Code.
- Appropriate parties in a health or safety emergency. Factors to be considered in deciding to release such information in these situations are: (1) the severity of the threat to the health or safety of those involved; (2) the need for the information; (3) the time required to deal with the emergency; (4) the ability of the parties to whom the information is to be given to deal with the emergency.
- To a court in which the school is defending itself against legal action initiated by a parent or eligible student.
- By judicial order or lawfully issued subpoena.
- To the alleged victim of a crime of violence or a non-forcible sex offense where the alleged perpetrator is subject to formal disciplinary proceedings conducted by the college.

Authorizing the Release of Education Records

Students may authorize the release of education records protected by FERPA to designated parties by using the college's Student Information Release form, available on the college website at Student Information Release Form (aultmancollege.edu).

FOUNDATIONAL EDUCATION PHILOSOPHY

The Aultman College faculty embraces the importance and richness of knowledge and abilities introduced and developed within the college Foundational Education core and elective courses. These courses truly lay the educational foundation supporting program-specific courses.

Through full participation in a rich foundational education experience, all our graduates should expect to exemplify four core abilities which shape exceptional healthcare professionals. These core abilities transfer across context and are directly linked to the specific learning outcomes and professional performance competencies of all Aultman College programs. Specifically, students may expect to improve their ability to:

- Think critically
- Demonstrate information literacy
- Communicate effectively
- Exhibit social and ethical responsibility

Think Critically

The ability to explore issues critically and draw logical conclusions through comprehensive examination of evidence.

Indicators

- Explanation of issues
- Evidence
- Conclusions and related outcomes

Demonstrate Information Literacy

The ability to know what information is needed, evaluate information sources critically, and use information effectively to convey a message.

Indicators

- Determine extent of information needed
- Evaluate information sources critically
- Use information to convey a message
- Correctly apply information use strategies

Communicate Effectively

The ability to use appropriate, relevant content to convey a central message, oral or written, that considers purpose, context, and audience.

Indicators

- Central message
- Context and purpose
- Delivery

Exhibit Social and Ethical Responsibility

The ability to exhibit social and ethical responsibility through self-awareness and ethically evaluating perspectives and concepts of diverse communities and cultures.

Indicators

- Ethical self-awareness
- Diversity of communities and cultures
- Evaluation of ethical perspectives and/or concepts

ADMISSION POLICIES AND PROCEDURES

The policies and procedures below apply to new, incoming students and to students wishing to apply to a different program.

Admissions Criteria and Program Entrance Requirements Policy*

Applicants must apply for acceptance by submitting an application, official high school or state endorsed high school equivalency testing transcript (excludes BSNC program applicants), and official transcript(s) from colleges or universities attended. Official transcripts must be submitted at the time of admission to be evaluated for transfer credit.

Transfer students with at least 6 hours of transcripted college credit post high school who are entering a degree seeking program are not required to submit a high school or state endorsed high school equivalency testing transcript (excludes CCP students). If selected for financial aid verification, a final official high school transcript verifying graduation, or a state endorsed high school equivalency transcript is required.

To be considered for admission, students whose native language is not English must demonstrate the ability to speak, read, and write English by submitting satisfactory test scores on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Students should have the testing program submit test scores directly to Aultman College.

The minimum TOEFL score required for admission is:

- Internet-based test: 71 with no sub score lower than 17 in reading and writing sections
- Paper-based test: 525

The minimum IELTS score required for admission is:

- 6.0 with no sub score lower than 5.5

They must also meet the admission requirements of at least one category below.

If a prospective applicant does not meet the minimum criteria for admission to Aultman College, they will have their file reviewed by the Enrollment Appeals Committee.

College Admission

College Credit Plus (CCP)

- High School GPA of 3.0

  AND
- College readiness assessment by meeting one of the following remediation free standards:
  - ACT composite score of 20 or better

    OR
  - SAT combined score of 1030 or greater

    OR
  - ACCUPLACER Next Generation scores as listed below:
    - Reading at 250 or greater
    - Quantitative Reasoning, Algebra, and Statistics (QAS) at 263 or greater

Final acceptance is subject to completion of a two-step TB (tuberculosis) test.

Non-Degree Seeking

Completion of one of the following

High School Applicants

- High School GPA of 3.0 or greater
    - State endorsed high school equivalency tests proving college readiness (e.g., GED, HiSET, etc.). See the college website for test score requirements.

OR

- ACT composite score of 20 or greater

OR

- SAT combined score of 1030 or greater
    - If taken before March 2016, a score of 950 or greater is required

OR

- ACCUPLACER Next Generation scores listed below:
    - Reading at 250 or greater
    - Quantitative Reasoning, Algebra and Statistics (QAS) at 263 or greater

Transfer Applicants

- College GPA of 2.5 or greater with six (6) credit hours or more of coursework based on the most recent college transcript

Final acceptance is subject to

- Completion of a two-step TB (tuberculosis) test
- Documentation of COVID 19 vaccination or declination

Medical Assisting

High School Applicants

- High School diploma or equivalent

AND

- Demonstrate college readiness by meeting one of the following standards:
    - ACT composite score of 18 or greater

OR

    - SAT combined score of 960 or greater (870 if prior to March 2016)

OR

- Accuplacer Next Generation scores:
    - Reading Comprehension score of 250 or greater

Transfer Applicants

- Completion of at least six (6) college credits with a minimum grade of C (2.0)

OR

- Accuplacer Next Generation Score:
    - Reading Comprehension score of 250 or greater

Final acceptance is subject to:

- Completing all immunization requirements
    - Documentation of COVID 19 vaccination or declination
    - Receiving the Hepatitis “B” surface antibody series (recommended) or declining the Hepatitis “B” surface antibody series by completing the declination form

- Completing and successfully passing a mandated drug screening with a conclusive result. Any inconclusive results will require the applicant to complete a second screening. A conclusive positive result constitutes failure of the drug screen.
- Completing and successfully passing a criminal background check with fingerprinting through the approved vendor
- Completion of a two-step TB (tuberculosis) test
- Submitting evidence of current Basic Life Support (BLS) CPR certification from the American Heart Association.
- Submitting evidence of current health insurance

Transient

Individuals in good standing at another university may be admitted as transient students for one semester only.

Transient students must submit the non-refundable application fee and complete a Transient Student Application Form, which includes a section to be completed by the home school registrar to verify good standing.

Final acceptance is subject to

- Completion of a two-step TB (tuberculosis) test
- Documentation of COVID 19 vaccination or declination

International

The college is not certified by the Student Exchange and Visitor Program (SEVP) to issue a Form I-20 to students seeking F-1 or M-1 status and, therefore, cannot accept students who require I-20 documentation for F-1 or M-1 status.

Program Entrance Requirements

Associate of Science in Health Sciences (ASHS)

High School Applicants

- High School GPA of 3.0 or greater OR State endorsed high school equivalency tests proving college readiness (e.g., GED, HiSET, etc.). See the college website for test score requirements.

  OR
- ACT composite score of 20 or greater

  OR
- SAT combined score of 1030 or greater
  - If taken before March 2016, a score of 950 or greater is required

  OR
- Accuplacer Next Generation scores:
  - Reading Comprehension score of 250 or greater
  - Quantitative Reasoning, Algebra, and Statistics (QAS) score of 263 or greater

Transfer Applicants

- College GPA of 2.5 or greater with six (6) credit hours or more of coursework based on the most recent college transcript.

Final acceptance is subject to

- Completion of a two-step TB (tuberculosis) test
- Documentation of COVID 19 vaccination or declination

Associate of Applied Science in Radiography (AASR)

High School Applicants

- High School GPA of 3.0 or greater OR State endorsed high school equivalency tests proving college readiness (e.g., GED, HiSET, etc.). See the college website for test score requirements

  AND
- ACT composite score of 20 or better

  OR
- SAT combined score of 1030 or greater
  - If taken before March 2016, a score of 950 or greater is required

  OR
- Accuplacer Next Generation scores:
  - Reading Comprehension score of 250 or greater
  - Quantitative Reasoning, Algebra, and Statistics (QAS) score of 263 or greater

Transfer Applicants

- College GPA of 2.5 or greater with six (6) credit hours or more of coursework based on the most recent college transcript.

Selective Admissions Process

The Radiography program has limited enrollment and a selective admission process. Applicants may view the Radiography selection criteria ranking system and process on the college website. The top ranked students are required to attend a mandatory Radiography Information session and interview process. The radiography program will contact the top ranked applicants to schedule the Radiography Information session and interview process.

Final acceptance into the program is subject to:

- Completing all immunization requirements
  - Documentation of COVID 19 vaccination or declination
  - Receiving the Hepatitis "B" surface antibody series (recommended) or declining the Hepatitis "B" surface antibody series by completing the declination form
- Completing and successfully passing a mandated drug screening with a conclusive result. Any inconclusive results will require the applicant to complete a second screening. A conclusive positive result constitutes failure of the drug screen.
- Completing and successfully passing a criminal background check with fingerprinting through the approved vendor
- Completion of a two-step TB (tuberculosis) test
- Submitting evidence of current Basic Life Support (BLS) CPR certification from the American Heart Association
- Submitting evidence of current health care insurance

Associate of Applied Science in Diagnostic Medical Sonography (AASDMS)

High School Applicants

- High School GPA of 3.0 or greater OR State endorsed high school equivalency tests proving college readiness (e.g., GED, HiSET, etc.). See the college website for test score requirements

  AND
- ACT composite score of 20 or better

  OR
- SAT combined score of 1030 or greater
  - If taken before March 2016, a score of 950 or greater is required

OR

- Accuplacer Next Generation scores:
  - Reading Comprehension score of 250 or greater
  - Quantitative Reasoning, Algebra, and Statistics (QAS) score of 263 or greater

External Transfer Applicants

- College GPA of 2.5 or greater with six (6) credit hours or more of coursework based on the most recent college transcript.

Internal Change of Major Program Applicants

- GPA of 2.0 the semester prior to change of program

Selective Admissions Process

The sonography program has limited enrollment and a selective admission process. Applicants may view the sonography selection criteria ranking system and process on the college website. The top ranked students are required to attend a mandatory Sonography Information session and interview process. The sonography program will contact the top ranked applicants to schedule the Sonography Information session and interview process.

Final acceptance into the program is subject to:

- Completing all immunization requirements
  - Documentation of COVID 19 vaccination or declination
  - Receiving the Hepatitis "B" surface antibody series (recommended) or declining the Hepatitis "B" surface antibody series by completing the declination form
- Completing and successfully passing a mandated drug screening with a conclusive result. Any inconclusive results will require the applicant to complete a second screening. A conclusive positive result constitutes failure of the drug screen.
- Completing and successfully passing a criminal background check with fingerprinting through the approved vendor
- Completion of a two-step TB (tuberculosis) test
- Submitting evidence of current Basic Life Support (BLS) CPR certification from the American Heart Association
- Submitting evidence of current health care insurance

Associate of Science in Nursing (ASN)

High School Applicants

- High School GPA of 3.0 or greater OR State endorsed high school equivalency tests proving college readiness (e.g., GED, HiSET, etc.). See the college website for test score requirements

AND

- ACT composite score of 20 or better

OR

- SAT combined score of 1030 or greater
  - o If taken before March 2016, a score of 950 or greater is required

OR

- Accuplacer Next Generation scores:
  - Reading Comprehension score of 250 or greater
  - Quantitative Reasoning, Algebra, and Statistics (QAS) score of 263 or greater

AND

- TEAS (Test of Essential Academic Skills) score of 58.7% or higher composite score and 58.7% or higher on each of the four sections: reading, mathematics, science, and English.

Transfer Applicants

- College GPA of 2.7 or greater with six (6) credit hours or more of coursework based on the most recent college transcript.

Selective Admissions Process

The ASN program has limited enrollment and a selective admission process.

Final acceptance into the program is subject to:

- Completing all immunization requirements
  - Documentation of COVID 19 vaccination or declination
  - Receiving the Hepatitis "B" surface antibody series (recommended) or declining the Hepatitis "B" surface antibody series by completing the declination form
- Completing and successfully passing a mandated drug screening with a conclusive result. Any inconclusive results will require the applicant to complete a second screening within 24 hours. A conclusive positive result constitutes failure of the drug screen
- Completing and successfully passing a criminal background check with fingerprinting through the approved vendor
- Completion of a two-step TB (tuberculosis) test
- Submitting evidence of current Basic Life Support (BLS) CPR certification from the American Heart Association

Bachelor of Science in Nursing Completion (BSNC)

Post-licensure nursing graduate with a diploma or associate degree

- Graduate of a regionally accredited nursing program with a certificate or diploma
- An active, unencumbered Ohio RN license and/or a Multistate license

Pre-licensure nursing graduate

- Graduate of a regionally accredited nursing program with a certificate or diploma
- Students may register for general education courses only until they become a licensed registered nurse.
  - Students must be planning to take the NCLEX-RN from one of the selected states on the list that can be found on the college website.
- Students must pass the NCLEX-RN licensure exam within two consecutive semesters from the first day of enrollment.
  - Students who do not pass the NCLEX-RN licensure exam in the stated time frame must withdraw and may reapply to the program after passing the exam. See college Withdrawal and Nonattendance policy for time constraints.

Current pre-licensure Aultman College nursing student

- Complete a Change of Major/Dual Degree form
- Have an entering cumulative GPA of 3.0 or better
- Remain in good academic standing in both programs. Students who are on probation or have been dismissed from the ASN program are not permitted to continue enrollment in BSN coursework.

Final acceptance into the program is subject to:

- Completion of a two-step TB (tuberculosis) test
- Documentation of COVID 19 vaccination or declination
- Providing proof of liability insurance with $1 million minimum coverage

Bachelor of Science in Nursing (BSN)

High School Applicants

- High School GPA of 3.0 or greater OR state endorsed high school equivalency tests proving college readiness (e.g., GED, HiSET, etc.). See the college website for test score requirements.

  AND
- ACT score of 20 or better

  OR
- SAT combined score of 1030 or greater
  - o If taken before March 2016, a score of 950 or greater is required

  OR
- Accuplacer Next Generation scores:
  - Reading Comprehension score of 250 or greater
  - Quantitative Reasoning, Algebra, and Statistics (QAS) score of 263 or greater

High School Applicants: Test-Optional

- High School GPA of 3.2 or greater

Transfer Applicants

- College GPA of 2.7 or greater with six (6) credit hours or more of coursework based on the most recent college transcript.

Selective Admissions Process

The BSN program has limited enrollment and a selective admission process. Applicants may view the BSN selection criteria ranking system and process on the college website.

Final acceptance is subject to

- Completion of a two-step TB (tuberculosis) test
- Documentation of COVID 19 vaccination or declination

Initial Admissions Requirements

Admission Requirement	Health Sciences	College Credit Plus	Associate of Science in Nursing	Bachelor of Science in Nursing	Bachelor of Science in Nursing Completion	Associate of Applied Science in Radiography and Sonography	Non-Degree Seeking	Medical Assisting
Background Check and Fingerprinting			X			X		X
2 - step TB	X	X	X	X	X	X	X	X
Urine Drug Screen			X			X		X
TDAP			X		X	X		X
MMR			X		X	X		X
Varicella			X		X	X		X
Hepatitis or declination			X			X		X
CPR			X		X	X		X
Radiography/Sonography Information Session						X		
Health Insurance						X		X
HIPAA	X	X	X	X	X	X	X	X
Safety	X	X	X	X	X	X	X	X
Workplace Violence	X	X	X	X	X	X	X	X
Armed Assailant	X	X	X	X	X	X	X	X
Title IX	X	X	X	X	X	X	X	X
Flu Vaccine			X	X		X		X
License Verification**					X			
Documentation of COVID-19 vaccination or declination form	X		X	X	X	X	X	X
Current as of March 26, 2019 unencumbered RN license verification					X			

Student Admission Ranking Criteria*

The purpose of the ranking system is to ensure fair, impartial, and non-discriminatory admission. Ranking criteria applies only to nursing, radiography, and sonography programs. Ranking criteria is subject to change.

A. RADIOGRAPHY and SONOGRAPHY RANKING CRITERIA

Maximum Ranking Points- 17

(13 points available from categories 1-5)

(4 points available from category 6)

Category I **(Maximum 4 pts)**			
College Experience	**College Readiness**		
Transfer Courses within the last 7 years ≥ B- (1 pt each) **(100 level and above)** Math Science (BIO, CHM and/or Physics) Med Term	**ACT** Comp ACT score ≥ 23 (2 pts) STEM Subset ACT score 24-27 (1 pt) ≥ 27 (2 pts)	**SAT** SAT score ≥ 1150 (2 pts) Math subset SAT score 570-650 (1 pt) ≥ 650 (2 pts)	**Accuplacer** QAS ≥263 (2 pts)
Category 2 **(Maximum 2 pts)**			
College Transfer GPA 3.8-4.0 (2 pts) 3.5-3.7 (1.5 pts) 3.0-3.4 (1 pt)	**High School GPA** 3.8-4.0 (2 pts) 3.5-3.7 (1.5 pts) 3.0-3.4 (1 pt)		
Category 3 **(Maximum 2 pts)**			
Current Aultman College Degree Granting Student 3.5 and higher GPA	**Advanced HS Courses- CCP or AP** B- or above Non-STEM courses (.5 pt) STEM and AP classes (1 pt)		
Category 4 **(Maximum 2 pts)**			
Earned Degree Associate (.5 pt) Bachelor (1 pt) Master (1.5 pts) Doctorate (2 pts)			
Category 5 **(Maximum 3 pts)**			
Imaging Experience (2 pts) GXMO or Tech Assistant in an Imaging Department US Military Experience- Current or Honorable Discharge (1 pt)			
Category 6 **(Maximum 4 pts)**			
Interview Motivation to Succeed/Communication Skills			

B. PRE-LICENSURE NURSING PROGRAMS RANKING CRITERIA

Category 1

(Maximum points in this category = 4)

Applicants may receive points in one of the following columns:

ACT Scores		SAT Scores		COLLEGE GPA*		LPN LICENSURE
ACT ≥ 24	4 pts.	SAT ≥ 1071	4 pts.	4.0	4 pts.	
ACT = 23	3 pts.	SAT 1031-1070	3 pts.	3.8-3.9	3 pts.	4 pts.
ACT = 22	2 pts.	SAT 991-1030	2 pts.	3.5-3.7	2 pts.	
ACT = 21	1 pt.	SAT ≤ 990	1 pt.	3.0-3.4	1 pt.	

*Based on most recent college transcript; must be submitted by application deadline. College GPA supersedes HS GPA.

Category 2

(Maximum points in this category = 6)

2 points for each course successfully completed * at Aultman College, up to 6 points, excluding developmental courses.

*Math and science courses must be a "C" or above; all other foundational education courses must be above an "F".

Category 3

(Maximum points in this category = 3)

Military Service: 3 points

Maximum Total Points for Categories 1-3 = 13

Reapplication

(Maximum points this category = 1)

Must maintain a GPA of 2.5 to be eligible for reapplication 1 pt. for reapplication (must be consecutive semesters)

Maximum Total Ranking Points = 14

C. BACHELOR OF SCIENCE IN NURSING COMPLETION (BSNC) PROGRAM RANKING CRITERIA

Category 1

(Maximum points in this category = 5)

College or Diploma GPA

College GPA*	
4.0	5 points
3.8-3.9	4 points
3.5-3.7	3 points
3.0-3.4	2 points
2.5-.9	1 point

*Most current college GPA

Category 2

(Maximum points in this category = 3)

Years with RN Licensure *

10 or more years	3 points
6-9 years	2 points
1-5 years	1 point
0-11 months	0

*Will be verified with the Ohio Board of Nursing

Category 3

(Maximum points in this category = 2)

Aultman College Graduate	1 point
Aultman Hospital School of Nursing Graduate	1 point
Aultman Health Foundation Employee	1 point
Military Service	1 point

Category 4

(Maximum points in this category = 3)

40-41 hours of foundational education prerequisite coursework completed	3 points
30-39 hours of foundational education prerequisite coursework completed	2 points
20-29 hours of foundational education prerequisite coursework completed	1 point

Category 5

(Maximum points in this category = 1)

Reapplication*	1 point

*Must be consecutive semesters

Maximum Total Points = 14

ANNUAL/ONGOING REQUIREMENTS

Annual Drug Test

Aultman College clinical experiences require that all full- and part-time degree seeking students undergo an annual drug test. Drug testing must be completed at AultWorks at the student's expense. Failure to complete the annual drug test will result in the student being excluded from all courses and clinical experiences, which may affect program progression. Failure to achieve a satisfactory drug test outcome in accordance with college policy will result in dismissal from the college. Reminders will be sent to students when it is time to meet the annual drug testing requirement. To make an appointment with AultWorks which is located at 4650 Hills and Dales Rd NW, Canton, OH 44708 and 832 S. Main Street, Orrville, OH 44667 (330) 684-4767.

Clinical/Fieldwork Requirements*

Student Rights and Responsibilities

Because certain criminal offenses preclude an applicant or current student from entering or continuing in clinical settings, Joint Commission standards require a background check with fingerprinting prior to beginning clinical experiences. If the student's background check and fingerprinting, drug screen, TB test and/or immunization results are not available by the clinical start date, the student will automatically be withdrawn from clinical and co-requisite courses. Continuing students enrolled in clinical programs and participating in clinical experiences must complete annual background checks, drug screens, and TB testing.

Students whose programs require *clinical* experiences may be required, at the discretion of the clinical site to complete and pass a background check with fingerprinting, drug screen, TB testing, documentation of COVID vaccination or declination, and immunization verification prior to clinical placement. Students who fail to meet these requirements will not only be ineligible to participate in clinical experiences but also will be ineligible to complete the program. Post licensure students are also required to have an active license.

Students whose programs require *fieldwork* experiences may be required, at the discretion of the field site, to complete and pass a background check with fingerprinting, drug screen, TB testing, documentation of COVID vaccination or declination, and immunization verification prior to field placement. Students who fail to meet these requirements are subject to program rules stipulating eligibility requirements for field placement and program completion.

Failure to meet discipline-specific state board standards for background checks with fingerprinting and drug screens can preclude students from 1) acceptance into certain clinical/field experiences, and/or 2) eligibility to sit for licensure exams and become licensed by those boards. It is the student's responsibility to contact the appropriate state licensure board to determine standards required for credentialing, licensing, and/or employment in the student's field of study.

A student active in a clinical program who violates the laws covered by this policy is required to report such violation to the appropriate program director. Violations or failure to report violations may be cause for dismissal from the clinical program.

The student and the college receive a copy of the criminal background report. The student should contact the background check vendor directly if they believe the report is inaccurate.

A student active in a clinical program must complete a successful drug screen, which is one with a conclusive result. An inconclusive result will require the student to complete a second screening within 24 hours at the

student's expense. A conclusive positive result constitutes failure of the drug screen, which is cause dismissal from the clinical program.

College Rights and Responsibilities

Based on the background check report, the decision to preclude an applicant from enrolling in or to dismiss a student from a clinical program is within the college's sole discretion.

If the report contains negative information, the applicant/student may be required to submit additional documentation relating to the incident, including court records or a written explanation. The college notifies applicants/students in writing when a decision to deny admission or to dismiss from a clinical program result in whole or in part from information contained in the background check report.

The college has designated an approved vendor to perform the criminal background screenings and fingerprinting for clinical programs. Results from other vendors/companies are not accepted.

For students in clinical programs

A. Upon registration for the first clinical program course, students receive detailed information on how to complete this requirement.
B. Students must give consent to the approved vendor to conduct the criminal background check and send findings to Aultman College.
    - Failure to consent will result in denial of program admission or dismissal from the program.
C. The criminal background check must be completed by the college-approved vendor during the time and by the deadline indicated on the New Student Checklist. Students may not use similar reports on file with any other school or agency to meet this requirement.
D. The approved vendor sends criminal background check results to Aultman College.
    - Applicants who fail receive a denial letter accompanied by a copy of the background check results and a summary of rights under the Fair Credit Reporting Act.
    - Currently enrolled students who fail are dismissed from the clinical program and, in some cases, may additionally be dismissed from the college.
    - Results are confidentially maintained by the college to the extent required or permitted by law.
E. Students must complete a drug screen with a college-approved vendor, TB testing, and vaccinations.
    - A completed drug screen is one with a conclusive result. An inconclusive result will require the student to complete a second screening within 24 hours at the student's expense. A conclusive positive result constitutes a failure of the drug screen, which may cause dismissal from the clinical program.
F. Students are responsible for all fees associated with the clinical/fieldwork requirements, both initially and annually.

For students in non-clinical programs requiring background checks, drug screens, TB testing, and vaccines prior to site experience:

A. The field site will send accepted students detailed information on how to complete the background check requirements.
    - Students must consent for the approved vendor to conduct the criminal background check. Failure to consent may result in denial of fieldwork placement at that site.
    - Students are responsible for all fees associated with the required background check.
    - The site reserves the right to accept or deny any student based on its acceptance criteria.
    - In the event a student's background check does not meet agency requirements, the program representative may assist the student in finding an alternative fieldwork site.

- Students must complete a drug screen with an approved vendor, TB testing, and vaccinations. Failure to complete a drug screen with a conclusive result may result in denial of fieldwork placement at that site.

Clinical and Fieldwork Requirements	BSW	HS	CCP	Pre-Licensure Nursing	BSNC	RAD	Sonography	Non-Degree Seeking	MA	Due Date
Background Check				X		X	X		X	Annually by August 15th
Urine Drug Screen				X		X	X		X	Annually by August 15th
TB Testing				X	X	X	X		X	Annually by August 15th
CPR				X		X	X		X	Multiple Dates
Health Insurance Verification						X	X			Initially and annually thereafter
HIPAA	X	X	X	X	X	X	X	X	X	10/31
Safety	X	X	X	X	X	X	X	X	X	10/31
Title IX	X	X	X	X	X	X	X	X	X	10/31
Documentation of COVID vaccination or declination	X	X		X	X	X	X	X	X	Initially and annually thereafter as applicable
Flu Vaccine or signed declination*				X		X			X	11/1
Blood Glucose Monitoring				X					X	Multiple Dates
License Verification**					X					Aug odd years

*As per clinical site

**Unencumbered RN License Verification

<u>Offenses that are absolute bars for admission to a clinical/fieldwork based academic program:</u>

If an applicant or current student has been convicted of or pled guilty to any one of the following offenses (or any substantially equivalent offense in any state), the applicant or current student cannot be admitted to or continue to be enrolled in a clinical based academic program.

Based on Ohio Revised Code	Offense
2903.01	Aggravated Murder

2903.02	Murder
2903.03	Voluntary Manslaughter
2903.04 (Division A)	Involuntary Manslaughter (with sexual motivation)
2903.06	Aggravated vehicular homicide--vehicular homicide--vehicular manslaughter.
2903.11	Felonious Assault (with sexual motivation)
2903.12	Aggravated Assault
2903.13	Assault
2903.15	Permitting child abuse
2903.16	Failing to provide for a functionally impaired person
2903.21	Aggravated Menacing
2903.211	Menacing by stalking
2903.22	Menacing
2903.34	Patient Abuse or Neglect
2905.01	Kidnapping (with sexual motivation OR if the victim is under 18)
2905.02	Abduction (if the victim is a minor)
2905.03B	Unlawful restraint with sexual motivation
2905.05	Criminal child enticement
2905.11	Extortion (does not apply for children)
2905.12	Coercion
2905.32	Compulsion to involuntary servitude
2907.02	Rape
2907.03	Sexual Battery
2907.04	Unlawful Sexual Contact with a Minor
2907.05	Gross Sexual Imposition
2907.06	Sexual Imposition
2907.07	Importuning
2907.08	Voyeurism
2907.09	Public Indecency
2907.12	Felonious Sexual Penetration
2907.21	Compelling prostitution
2907.22	Promoting prostitution
2907.23	Enticement or solicitation to patronize a prostitute; procurement of a prostitute for another
2907.25	Prostitution
2907.31	Disseminating Matter Harmful to Juveniles
2907.32	Pandering Obscenity
2907.321	Pandering Obscenity Involving a Minor For older adults: Division (A) (1) or (A) (3) For children: 2907.321
2907.322	Pandering Sexually Oriented Matter Involving a Minor For older adults: Division (A) (1) or (A) (3) For children: 2907.322
2907.323	Illegal Use of a Minor in Nudity-Oriented Material or Performance For older Adults: Division (A) (1) or (A) (2) For children: 2907.323
2909.02	Aggravated arson
2909.03	Arson

2909.24	Terrorism
2911.01	Aggravated Robbery
2911.02	Robbery
2911.11	Aggravated Burglary
2911.12	Burglary
2911.13	Breaking and entering
2913.02	Theft
2913.03	Unauthorized Use of a Vehicle
2913.04	Unauthorized Use of Property; Unauthorized Access to Computer Systems
2913.11	Passing Bad Checks
2913.21	Misuse of Credit Cards
2913.31	Forgery
2913.40	Medicaid Fraud
2913.43	Securing Writings by Deception
2913.47	Insurance Fraud
2913.51	Receiving Stolen Property
2917.01	Inciting to violence
2917.02	Aggravated riot
2917.03	Riot
2917.31	Inducing panic
2919.12	Unlawful abortion
2919.22	Endangering Children
2919.24	Contributing to the Unruliness or Delinquency of a Child
2919.25	Domestic Violence
2921.03	Intimidation
2921.04	Intimidation of attorney, victim, or witness in criminal case
2921.11	Possession of controlled substances
2921.34	Escape
2921.36	Illegal Conveyance of Weapons or Prohibited Items onto Grounds of Detention Facility or Institution
2923.12	Carrying Concealed Weapons
2923.13	Having weapons under disability
2923.161	Improperly Discharging a Firearm/Habitation or School
2925.02	Corrupting Another with Drugs
2925.03	Drug Trafficking Offenses
2925.04	Illegal Manufacturing of Drugs
2925.05	Funding Drug Trafficking
2925.06	Illegal administration or distribution of anabolic steroids
2925.11	Drug Abuse
2925.13	Permitting Drug Abuse
2925.22	Deception to Obtain a Dangerous Drug
2925.23	Illegal Processing of Drug Documents
3716.11	Placing Harmful Objects in Food or Confection
4511.19	More than one (1) offense of Operating Vehicle Under the Influence of Alcohol or Drugs-OVI

CPR (Cardiopulmonary Resuscitation) Policy*

It is the responsibility of students enrolled in nursing and radiography to maintain current BLS CPR certification through the American Heart Association (AHA). If a student's BLS CPR certification lapses, the student will not be permitted to attend clinical rotations, which may result in course failure and/or program dismissal. Your advisor can provide places to renewal your CPR certification.

ADVISING and REGISTRATION

Academic Advising

A student success advisor is assigned to each student and supports and guides them from the time of orientation through the completion of their program. The student success advisor serves as the student's primary point of contact and serves as a key connection to campus resources. Advisors will build working relationships with students through regular meetings; they will also work closely with faculty to close the loop and assist with student success strategies.

Students are encouraged to engage with the student success advisors and faculty to play an active role in ensuring their own personal and academic success. While advisors and faculty are available to assist, the ultimate responsibility for meeting degree requirements and registering for appropriate courses each semester rests with the student.

Registration

The registrar coordinates all procedures for enrollment in classes. Official registration periods are listed on the academic calendar. Registration dates are based on a student's academic classification.

Academic Classifications

Freshman: A student who has earned 0 – 30 credit hours.
Sophomore: A student who has earned 31 – 60 credit hours.
Junior: A student who has earned 61 – 90 credit hours.
Senior: A student who has earned 91+ credit hours.

Student Classifications

Students are classified each semester based on registration as one of the following:

Full-time student:	12 semester hours or more
Part-time student:	Three-fourths time: 9-11 semester hours
	Half-time: 6-8 semester hours
	Less than half-time: 5 or fewer semester hours

The above classifications are acknowledged for financial aid purposes by the Federal PELL Grant, Federal Family Education Loans, Veterans Administration, Work Force Initiative Association, and similar agencies.

Auditing a Course*

Students who wish to obtain knowledge from a course, but do not need/want course credit may audit the course if a seat is available, and permission is obtained from the course instructor and appropriate dean or program director.

Students cannot:

- audit laboratory or clinical courses,
- audit courses offered through a course sharing agreement,
- audit a course if they are enrolled through the College Credit Plus program (unless the student pays out of pocket),
- register to audit a course until the first day of classes each semester/session to allow priority registration for students needing the course credit,
- add a class for audit after the add/drop date for the semester/session in which the class is offered,

- change from audit to credit or credit to audit after the add/drop date for the semester/session in which the class is offered.

A student auditing a course is expected to:

- regularly attend and participate in class activities
- work with the course faculty at the start of the course to agree on which (if any) assignments the student will complete and what feedback the student can expect from the faculty member. The assignments and content made available to the student are at the discretion of the faculty member teaching the course.

Audited courses:

- carry no academic credit,
- do not fulfill any degree requirements,
- will not affect a student's classification, and
- are not calculated into GPA.

Transcripts and fees:

- The credit value of audited courses is included in the semester load for determining fees.
- Students pay standard fees and 50% tuition for auditing a course.
- Audited courses do not count as credits attempted or earned for financial aid progression policy purposes (see the Satisfactory Academic Progress Policy).
- Additionally, audit course hours cannot be used to fulfill credit hour requirements for financial aid or for student loan deferment purposes.
- Students are not eligible for federal or state financial aid for audited courses and must pay out-of-pocket.
- An AU will be used on transcripts for audited courses.

<u>Student Procedure to Register for an Audit Course:</u>

1. Download the auditing course permission form from the website or get a copy from the advising office.
2. Obtain signatures on the permission form from the course instructor and appropriate dean or program director.
3. Take the permission form to the student success advisor no earlier than the first day of classes of the semester/session in which the class is offered but no later than the add/drop date for the semester/session in which the course is offered.
4. Attend the course after the student success advisor completes course registration.

<u>Student Procedure to Withdraw from an Audit Course:</u>

Contact the student success advisor prior to the final date to withdraw from classes with a W. (See the Refund Policy for more information regarding the refund schedule.)

<u>Student Procedure to Change from Credit to Audit:</u>

1. Contact the student success advisor to make the change prior to the add/drop date.
    a. If there is a wait list for the course section, the student's request to audit will be denied.
        i. The student can either continue in the class for credit or withdraw, making the seat available to a student on the wait list.
    b. If there is no wait list, follow Student Procedure to Register to Audit

<u>Student Procedure to Change from Audit to Credit:</u>

1. Contact the student success advisor to make the change prior to the add/drop date.

2. The student success advisor will send an email confirmation to the course instructor to notify them of the change.

Changes After Add/Drop Period

Students may withdraw from a course after the add/drop period but before the final withdrawal date specified in the academic calendar by completing the required form. Grading policies are as follows:

- A course dropped after the Add/Drop period up to the final withdrawal date stated in the academic calendar will receive a grade of W.
- The student who fails to attend a course and/or fails to withdraw may receive a final grade of F in the course.
- See "Course Attendance and Participation" and "Withdrawal and Nonattendance" policies for more detailed information.

Changes During Add/Drop Period

The add/drop period is a limited time frame at the beginning of each semester that enables students to add or drop courses without financial or academic repercussions. The official student academic record does not reflect courses dropped during the Add/Drop period. Students must see their advisor to add or drop courses during the Add/Drop period. Note that dropping below full-time or half-time status during the Add/Drop period may result in financial aid award changes. Students should refer to the Financial Aid Satisfactory Academic Progress Policy (SAP) and the Withdrawal and Return of Federal Aid (Title IV Refund) policy and speak to the financial aid administrator to determine their award status. Refer to the academic calendar for Add/Drop periods.

Changes in Registration

Any change in registration could affect the student's financial aid award. Contact the financial aid administrator for information prior to acting. Students are encouraged to discuss registration changes with their advisor prior to acting.

All changes in registration should be initiated by submitting a signed Registration Add/Drop/Withdrawal form to the advisor. The form is available on the college website. The academic calendar lists important dates that impact the academic and financial repercussions of registration changes. Refer to the Withdrawal and Nonattendance and Refund policies for refund information.

Course Attendance and Participation*

Aultman College is non-attendance taking. Individual courses and programs may have attendance requirements as outlined in the course syllabi.

- A student who has never attended and/or participated in a class as required by the course syllabus will be dropped for nonattendance on the second Friday of the term.
- The student will also be administratively withdrawn from any corequisite courses.

Course Change Policy*

Approximately two or three weeks prior to the start of each semester, all course enrollments must be reviewed by deans and/or program directors. Special attention should be given to courses with enrollment of ten or fewer students. Deans and/or program directors will also evaluate the number of students needing a particular course to determine whether another section is needed.

For a course to be opened, closed, or altered in time or room assignment, the Course Change Form must be completed 5 calendar days prior to the start of classes. Clinical and lab groups, however, may be changed for low enrollment up to the official add/drop date.

Acceptable Reasons for Course Closure:

- Below Minimum Enrollment: Courses may be cancelled due to low enrollment at least 5 calendar days prior to the start of the semester.
- Emergency Circumstances: Emergency cancellations for issues other than low enrollment will only be approved in unusual circumstances such as personal or family emergencies. An explanation and/or written documentation will be required.
- Other: Cancellations for reasons other than those listed above must include a letter outlining the reasons for the cancellation attached to the form.

Degree Audit

Students are advised to utilize the degree audit tool available on their student portal, to assess their progress in fulfilling degree requirements. The degree audit tool indicates the student's level (freshman, sophomore, junior, senior) and lists courses taken, courses in progress, and courses remaining.

In the degree audit, the important thing is to ensure that the credit hours that have been completed, and the credit hours left to complete are accurately reflected. Anyone who has difficulty understanding the degree audit should make an appointment with their advisor. Students should contact the registrar immediately if their degree audit is inaccurate.

Military Advanced Standing*

Entering students who wish to apply for Military Advanced Standing Credit should notify Admissions and submit documentation of the healthcare related coursework completed and/or practical experience acquired in the military. Documentation may include transcripts, diplomas, certificates, licenses, and commendations. In consultation with relevant faculty, the registrar will evaluate the coursework and/or practical experience. The registrar may require the applicant to undergo and pass a "skills review" as part of the evaluation process; a fee will be charged for the review. If a skills review is required, credit toward the completion of program requirements will be awarded to the student provisionally or "in escrow". Upon successful completion of the skills review, the credit will be applied toward program requirements. Unsuccessful completion of the skills review prevents credit award. If a skills review is not deemed necessary, due credit will be applied toward program requirements based solely on the evaluation of documentation submitted by the student.

Definitions

Advanced standing – a process to facilitate educational progression of students with minimal repetition of coursework.

Escrow – recognizes previous education and posts credit(s) to the student's transcript based on successful completion of a specified course(s).

If an applicant wishes to apply for Military Advance Standing Credit, they must complete the following:

- Student will notify Admissions of their interest in obtaining military advanced standing.
- Student will submit a copy of their current license/certificate of military healthcare training, transcripts, and/or work experience to the registrar upon application.
- Student will schedule a skills review course with the program director if applicable.
- Student will submit completion of skills review course to registrar upon completion
- Student will register for classes accordingly after notification of military advanced standing award by registrar.

Official Transcript Request

Students may submit a request for transcripts from the college website. The request will be processed within the timeframes listed on the form once the transcript form is received and the fee is paid. A $5.00 fee and additional vendor fees will be charged for all official transcripts.

Re-enrolling after Withdrawal

A student re-enrolling must reapply for admission and meet admission criteria in effect at the time of reapplication. See the program's progression policy for more detailed information.

Transfer Credit*

Transfer credit analysis is conducted after a student is accepted to the college. Only official English language transcripts are accepted for evaluation of transferrable course(s) from previously attended educational institutions. A transcript is considered official when stamped with the official school seal, signed by the appropriate school official, and received in a sealed envelope from the originating institution or official electronic transcripts from the school or vendor (e.g., Parchment). College credit will not be awarded for life experience.

For transfer credit to be awarded, courses must have equivalent content as determined by catalog course descriptions or evaluation by departmental faculty.

- Content evaluated is based on the catalog and course description(s) for the specific term during which the course was completed.
- Resources such as past catalogs, course descriptions, and course syllabi may be acquired from the previously attended institution and used in evaluation.

Evaluation of courses NOT part of the current transfer credit equivalency list will be completed by the registrar and/or academic division directors who are responsible for determining course content matches.

- Resources such as past catalogs, course descriptions, student work, and course syllabi may be acquired from the previously attended institution and used in evaluation.

Math and science courses must be completed within seven (7) years of the semester date of the request. Math and Science courses must be completed with a B (3.0) or better; all other courses must be completed with a C (2.0) or better.

- Exceptions to this may be outlined in specific program sections below.

Nursing, Radiography, and Sonography courses must be completed within three (3) years of the semester date of the request with a grade of C (2.0) or better.

- Skills validation testing may be required
- The granting of Nursing transfer credit constitutes advanced standing.

Transfer credit awards become FINAL at the end of the first semester of enrollment in a program. All submissions and appeals must be filed two (2) weeks before the end of the student's first semester, and appeal decisions must be completed prior to that final date. Only transcripts submitted during the college admissions process will be considered for transfer credit.

Transfer courses must match or exceed the semester credit-hour requirement for Aultman College courses; for example, 5.0 and 4.0 quarter credit-hour courses will be considered equivalent to a 3.0 semester credit- hour course.

The Aultman College Transfer Credit Equivalencies guide located on the college website contains details.

Awarded transfer credit grades are reflected on the student's Aultman College transcript but are not calculated into the student's grade-point average (GPA).

Residency Requirement:

- Associate degrees require that 41 credit hours be completed at Aultman College.
- Bachelor's degrees require that 60 credit hours be completed at Aultman College. Exceptions to this are outlined below.

- BSN Completion (BSNC) Program
    - The BSNC requires 120 credit hours, 32 of which are granted for an active, unencumbered RN license. Students must complete 26 credit hours of nursing course work in the BSNC curriculum. Students must also complete 62 credit hours of general education courses, all of which are available at Aultman College, but up to 50 of the 62 general education credits may be transferred in.
    - The BSNC residency requirement allows a maximum of 82 transfer semester credit hours toward the 120-credit hour degree. At least 38 credit hours must be completed at Aultman College. The college will accept general education course work with no time limitation on the completion of those courses. Transfer credit will only be awarded for courses which earned a grade of C or better.

Definitions:

Advanced Standing- the process for determining academic credit granted for prior nursing courses or transfer credit (OBN 4723-5-01)

Appeal Procedure:

Transfer credit in the appeals process is reserved for transcripted college academic courses only. Following the evaluation of a student transcript from another institution, Aultman College shall provide the student with a Statement of Student Transfer Courses. At the same time, the college will inform the student of the appeal process. This process as outlined below is multi-level, and responses will be issued promptly.

- Students who disagree with the awarding of transfer credit award must file an appeal no later than two (2) weeks prior to the end of the student's first semester in a program.
- The student should complete the Transfer Credit Evaluation Request Form found on the college website (www.aultmancollege.edu).
- The completed Transfer Credit Evaluation Request Form should be submitted with course syllabus/i to the registrar, who will forward it to the appropriate division dean(s). The student is advised to keep a copy as a personal record.
- The division dean(s) will consult with faculty to re-evaluate the course(s) for which the student is requesting reconsideration. This process should be completed within two (2) weeks of the date of receipt of the complete appeal request including attached syllabi. The student will be notified of the final decision.

Transient Policy*

While enrolled in a degree-seeking program at Aultman College, a student may take a maximum of six (6) semester credit hours as a transient student at another college, provided the student follows the guidelines outlined below. If the student does not adhere to these guidelines, the credit is not eligible to be counted as transfer credit.

BSN Completion program students are not permitted to take any upper-level nursing coursework as transient students.

Requirements to take transient coursework:

- Students must have an Aultman College cumulative GPA of 2.0 or better and be in good academic standing.
- Classes cannot be taken for degree credit at another institution if they have been attempted previously at Aultman College, including withdrawal.
- Students may not take a course as a transient elsewhere in the same semester the course is offered at Aultman College.
- As per the Transfer Credit policy, the content of each course to be taken elsewhere must correspond to that of an Aultman College course required in the student's degree program.
- Students must obtain prior written approval by completing the Transient Student Authorization Form before taking coursework as a transient student. Only approved coursework will receive transfer credit.
    - **Failure to obtain this required approval may prevent the acceptance of such credits by the college.**

Application of credit for transient work:

- Transient credits will not be included in the GPA; only hours earned will be calculated.
- Credit will not be granted for transient work until the Aultman College registrar receives the official transcript. Awarding of credit is defined by Aultman College Transfer Credit Policy and Procedure.

Tuition guidelines for transient work:

- Tuition and fees for the transient course work are the responsibility of the student and must be paid according to the visiting school's policies and procedures.
- Federal regulations prohibit students from receiving Title IV (federal) financial aid funds from more than one institution during the same semester.
    - If the student is eligible for federal aid, a consortium agreement is needed before any funds are disbursed by the home institution.

Exceptions to this policy may be made in certain circumstances, including extreme situations that affect progression, and participation in approved academic partnerships.

- Exceptions must be requested in writing by the student, reviewed and signed by the academic advisor, and approved by the vice president of academic affairs.

<u>Student Procedure to Take Transient Course Work:</u>

1) Complete the Transient Student Authorization Form (available on website and in main office).
2) Return completed Transient Student Authorization Form to the registrar.
    a. If the request is not approved, the student is notified of denial and informed that transfer credit will not be awarded for the course.
    b. If the request is approved, the student is notified and can register and complete transient coursework at another institution.
3) Upon completion of the course, the student makes arrangements for the official transcript to be sent to the Aultman College registrar.

<u>Student Procedure to Request Exception to Transient Policy:</u>

1) Complete the Transient Student Authorization Form (available on website and in main office) and write an exception request letter to the vice president of academic affairs detailing reasons for request.
2) Return completed Transient Student Authorization Form and exception request letter to the registrar.

a. If the request is not approved, the student is notified of denial and informed that transfer credit will not be awarded for the course.
b. If the request is approved, the student is notified and can register and complete transient coursework at another institution.

3) Upon completion of the course, the student makes arrangements for the official transcript to be sent to the Aultman College registrar.

Withdrawal and Nonattendance*

Administrative Withdrawal

The college may at any time administratively withdraw a student from courses or from the college when such action is in the best interest of the institution and/or the student. Administrative withdrawals may be implemented for reasons including but not limited to

- Inappropriate conduct as defined by college policies.
- Unsafe clinical/fieldwork performance as defined by program standards.
- Student being dropped from co-requisite course for non-attendance during the first two weeks of the term.

Students who are administratively withdrawn from courses receive AW grades on the transcript for those courses.

Students who are administratively withdrawn from the college will have the following noted on their official transcript: "AW: Administrative Withdrawal from Aultman College."

Voluntary Withdrawal from the College

Students who voluntarily withdraw from the college may remain withdrawn for up to two consecutive semesters, including Summer. Students must return by the following semester to avoid reapplying (i.e., If a student attends in Fall semester, is withdrawn for Spring and Summer, they must return in the following Fall semester to avoid reapplication).

Those who do not return within this time limit are required to reapply and meet all admission requirements in effect at the time of reapplication. Students must reapply prior to the admissions deadline.

This policy does not include Associate of Science in Nursing, Medical Assisting, and Radiography students who have started program specific courses (refer to program specific progression policies).
Note: Before students voluntarily withdraw, they are required to consult with the financial aid administrator to determine the impact of withdrawal on their financial aid awards (if applicable) and with the college billing representative to understand billing and refund practices. Students should review the Refund, Satisfactory Academic Progress, and Withdrawal and Return of Federal Aid (Title IV Refund) policies in the college catalog.

Non-attendance

Students will be dropped from a course for non-attendance and/or participation on the second Friday of the term if they have not attended and/or participated.

Withdrawal from a Course(s)

Students who stop attending classes and fail to withdraw after the last published withdrawal date may receive a final grade of F in the course.

Withdrawal from the College

A student may withdraw from a course or college through the designated date indicated on the academic calendar.

1) Students who withdraw from all courses prior to the end of the term/semester may be subject to the return of federal and state aid for the current term/semester and may risk the loss of future federal and state aid (see Title IV Refund and Satisfactory Academic Progress (SAP) Policies).
2) Students who fail to notify the college of their intent to withdraw are held responsible for all tuition, fees, and charges owed to the college and will not be eligible for any refunds or credits.
3) Failure to attend and/or to notify a school official of withdrawal from classes does not constitute an official notification and may result in a final grade of F being entered on the student's transcript at the end of the term/semester.

For more information, refer to the Withdrawal and Non-Attendance policy, the Refund policy, and the Withdrawal and Return of Federal Aid (Title IV Refund) policy.

STUDENT RECORDS

The college maintains records for applicants, dismissed students, withdrawn and enrolled students, transient students, and graduates. The official permanent record, financial record, and health services record are also maintained. Student records specifically include, but are not limited to, admission requirement data, level of achievement, transcripts, disciplinary reports, and other pertinent documents.

The college maintains a Record Retention policy according to The Family Educational Rights and Privacy Act (FERPA) [20 U.S.C. § 1232g; 34 CFR Part 99], the American Association of Collegiate Registrars and Admissions Officers, AACRAO's Retention of Records, Guide for Retention and Disposal of Student Records, and the Federal Student Aid Handbook, Recordkeeping and Disclosure. The Record Retention policy is available for examination in the college office, along with copies of the FERPA Act and federal record regulations.

Name and Demographic Information Changes

If a student needs to update a change in address, telephone number, or e-mail address, they should make the necessary updates in the student portal. If the student needs to change their legal name, or declare a preferred name, they should complete a Change of Information Form from the main office. The college will not update name information without a signature of authorization. For legal name changes, include a copy of the new Social Security card.

Gender Equity Policy*

Aultman College ("the college") does not practice or condone sex discrimination. Sex discrimination includes, but is not limited to, discrimination based on gender identity.

Legal Name Change

An individual's legal name will be used for official transcripts, financial aid documents, and other college systems where a legal name is required by law or college policy. To change a name on these documents, individuals must provide proof of a legal name change (new Social Security card and completed Change of Information Form), and the college will change all official records to reflect the individual's new name.

Preferred Name & Pronoun

Individuals may elect to use a preferred name rather than their legal name for internal college purposes, including on their college ID. They may also elect to use a preferred pronoun. The college acknowledges that a "preferred name" can and should be used wherever possible for college business and education. An individual's preferred name and pronoun will be used in lieu of the legal name when the legal name is not required. The preferred name may appear on everything except official transcripts and financial aid documents. To designate a preferred name and/or pronoun, students should complete the Preferred Name and Pronoun Form and submit it to the front desk or the registrar, who will adjust any internal documentation that can be changed. Each student, however, is responsible for notifying faculty and other college personnel with whom they interact of their preferred name/pronoun.

Sex/Gender Marker Change

Official college records reflect sex assigned at birth. Individuals changing their sex/gender marker will be required to provide a valid, government issued document with the corrected gender, or documentation from either a medical health care provider or a licensed mental health care provider. Students should contact the registrar to change sex designations that appear in official college records. An individual's sex/gender marker does not appear on ID cards or transcripts.

Bathrooms
In compliance with state and federal law, Aultman College maintains multi-occupancy facilities which are designated by biological sex. To promote inclusivity for all students, staff and faculty and visitors, the college also has several single-occupancy, gender inclusive restrooms located on campus.

Harassment & Discrimination
Students who believe that they or another member of the college community may have been subjected to conduct that constitutes prohibited sex discrimination are encouraged to file a complaint with the college's Title IX Coordinator:

Ms. Sue Shepherd
Dean of Student Success
Aultman College
Office Location: see receptionist in college main office
Office Direct Phone Line: (330) 363-4349
Email: Sue.Shepherd@aultmancollege.edu

Complaints of this nature are investigated and resolved pursuant to the college's Title IX Policy: Sex Discrimination, Sexual Harassment, and Sexual Assault.

Questions
Contact the Student Success Center regarding information or assistance needed to access accommodation services offered by the college.

Verification of Student Identity in Online/Distance Education (DE) Courses*

In compliance with the federal Higher Education Opportunity Act (HEOA), this policy sets forth procedures to verify that students who register in credit-bearing online/distance education (DE) courses are the same students who participate in, complete, and receive academic credit for the courses.

Students must provide their complete and true identity information in any identification process. Student identity is verified through one or a combination of the following methods:

- An Aultman College email with secure login and password issued to all students and used as the primary method of communication outside the classroom between the student and college faculty/staff.
- An individual secure login and password for DE course access in the learning management system.
- Face-to-face proctored assessments and examinations, the dates, times, and locations of which must be communicated to student in the course syllabus; and/or
- Other technologies or pedagogical practices that are effective in verifying student identity (e.g., reviewing student writing samples).

The college fully complies with the requirements of the Family Educational Rights and Privacy Act (FERPA); therefore, any method used to verify student identity must protect the privacy of student information. Personally identifiable information collected by the college may be used as the basis for identification and verification. For example, if a student requests a reset of secure login/password information, they may be required to provide two or more pieces of information for comparison with data on file, or to visit campus in person with a photo ID or other acceptable verification document.

Student identity in a DE course is primarily verified with a college-provided secure login and password. It may also be verified through online exams administered via proprietary, secure login software and/or on-campus proctored exams.

For face-to-face proctored exams, students must provide a college or state-issued photo identification card. Students who cannot verify identity with one of these documents will not be permitted to take or make up the exam and will receive a failing grade for the exam.

Students enrolled in DE classes will receive exclusive learning management system (LMS) login/access credentials including, but not limited to, username and password. Students are responsible for protecting the security of all their login/access credentials and will be held accountable for all activity on their accounts. Prohibited student conduct includes but is not limited to:

- Sharing or making public your login/access credentials.
- Allowing another person to use your login/access credentials; and
- Attempting to discover another user's login/access credentials or gaining unauthorized access to another person's files or email.

Participation in such behaviors is a violation of college policy and subject to disciplinary action as defined in such policies.

College leaders are responsible for making faculty aware of this policy and monitoring their compliance. Faculty teaching DE courses have primary responsibility for the implementation of and compliance with this policy. For example, they are expected to design courses that support academic integrity with a variety of assignments and assessment instruments. They must be vigilant about changes in student behaviors that could indicate a breach of academic integrity (e.g., sudden shifts in academic performance; notable changes in writing style and/or language use in discussion groups or email, etc.); report issues promptly to the appropriate dean/program director; and follow policies applicable to academic conduct.

TUITION, FEES, and BILLING

Tuition and Fees Effective Summer 2026-Spring 2027

2026-2027 Tuition	Fees (may apply)	
ALL PROGRAMS: *(Except those listed below)* $10,150/semester (12-18 credit hours) $865/credit hour (<12 and >18 credit hrs.)	**Admission Test Fee**	$20
	Credit by Institutional Exam	$200/ exam
	General Fee	$100/semester
MA $392/credit hour	**Graduation Fee**	$200
BSNC $324/credit hour	**Lab Fee**	$50
	Parking Fee	$50/semester
	Reservation Fee	$100
	Technology Fee	$175/semester
	Testing Fee	$175/semester

Other Expenses (may apply)*	
Admissions Test Fee	$20
Books	$2000*
Credit by Institutional Exam	$200
Non-sufficient Fund Fee	$30
Supplies (stethoscope, scissors, ect.)	$100*
Transcript Fee	$5*
Uniforms	$120-140*

*Approximate costs. All rates are estimated and subject to change. Individual programs or courses may assess additional fees.

Meal Plans

In conjunction with AVI Food Services, the college has established an optional tiered meal plan program, which eliminates the need to carry cash and allows students to store value on their ID badges. Students enrolled in the meal plan program may swipe their badges for food and beverage purchases at Seasons' Café (Bedford Building), Breakaway Café (second floor cafeteria), Timken Cancer Center Café, and NAM Café (Physician Office Building). Balances remaining on a student's account at the completion of the fall semester will roll over to the next semester. However, any dollar amount remaining on the card at the completion of spring semester (the week prior to final exams) will be forfeited. Meal plan money is non-refundable upon withdrawal or dismissal. Three meal plan options are available. Students who are interested in purchasing a meal plan should contact the Bursar's Office for payment options.

Billing and Payment Information

Billing Statements

Students entering the college for their first semester will receive the first billing statement by new student orientation. Students are responsible for accessing all further billing statements on their student portal.

Book Voucher Program

Eligible students can charge up to $900 in textbooks per semester to their billing statement, using pending financial aid for payment. To qualify, you must finish the financial aid process and have a signed award letter on file. Review the complete guidelines at 2025 Book Voucher Contract.

Direct Deposit

For students' convenience, the college offers direct deposit of credit balances into a designated bank account. Information about the direct deposit process and authorization forms can be found at Direct Deposit of Student Refunds.

Late Fees

Late fees may be charged to students billing statements, for balances not paid in full by the end of the semester.

Payment Options

Pay by Mail

- Send a check or money order payable to Aultman College.
- Include the student's name on the check or money order.
- Address payment to:
  Aultman College
  Bursar's Office
  2600 Sixth St. S.W.
  Canton, Ohio 44710

Pay in Person

- Payment may be made in person at the college office during business hours.
- Payment may be made by cash, check, or credit card (Visa, MasterCard, AMEX, or Discover).

Pay by telephone

- Payment may be made by telephone using a credit card (Visa, MasterCard, AMEX, or Discover) at the college office during business hours.
- The telephone number for the main office is (330) 363-6347.
- Have the following information when calling:
  Student's name.
  Credit card number.
  Expiration date.
  Amount of payment.

Pay online

- Payment may be made through PayPal on the student portal using a credit card.

Payroll deduction

- Aultman employees can make payments via payroll deduction. Contact the bursar's office for more details at (330) 363-4280.

Payment Terms

All charges for tuition and fees are collected through the Bursar's Office. All charges are due by add/drop of each semester unless the student is on an approved payment plan or awaiting financial aid. Students with outstanding balances and/or late payments may be dropped from future semesters. Contact the Bursar's Office for more information.

Tuition and Refund Policy*

Refunds will be issued in the following scenarios. A student who receives a refund is still responsible to pay any remaining balance owed to the college.

Students who officially cancel their enrollment prior to the first day of classes are not liable to pay tuition and fees.

- These students are, however, still liable to pay for books and meal plans purchased.
- These students are, however, still liable to pay for books and meal plans purchased.

Students who never attend a course will be dropped from that course for non-attendance on the second Friday of the term and will not be liable to pay tuition and fees.

- These students are, however, still liable to pay for books and meal plans purchased.

Students may withdraw from a course or the college through the designated date indicated on the Academic Calendar.

- Students who withdraw from all courses during the term/semester may be eligible for a tuition credit based on the current refund schedule.
- Students who withdraw from all courses prior to the end of the term/semester may be subject to the return of federal and state aid for the current term/semester and may risk the loss of future federal and state aid (see Title IV Refund and Satisfactory Academic Progress (SAP) policy).
- Students who have attended at least one day of classes and fail to notify the college of their intent to withdraw are held responsible for all tuition, fees, and charges owed to the college according to the published refund schedule.
- Failure to attend and/or to notify a college official of withdrawal from classes does not constitute an "official notification." Please refer to the Withdrawal and Non-Attendance policy.

Students who are administratively withdrawn from a course may be eligible for a tuition credit based on the current refund schedule.

- Students who are withdrawn from all courses prior to the end of the term/semester may be subject to the return of federal and state aid for the current term/semester and may risk the loss of future federal and state aid (see Title IV Refund and Satisfactory Academic Progress (SAP) policy).

Unpaid Balances

Students with outstanding balances who are not on an approved payment plan and up to date with payments, may not register for future semesters. Graduates who have outstanding balances will not have their degree completion paperwork sent to the appropriate licensing authority. Students with outstanding balances may be sent to a third party for collection after 90 days. Students may be responsible for collection fees and are advised that collection activity may be reported to credit agencies.

Veteran Transition Act

Aultman College in accordance with the Veteran Benefits and Transition Act of 2018 will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veteran Affairs. This policy is limited to tuition funds paid by the U.S. Department of Veteran Affairs.

FINANCIAL AID

The Financial Aid Office is available to assist qualified students in paying for the cost of their education. Financial aid is designed to supplement the financial resources of the student and/or the student's parents. The types and amounts of aid awarded are determined by financial need as indicated by the FAFSA, availability of funds, student classification, and academic performance.

Enrollment

The college uses a "freeze" date each semester to determine a student's enrollment status for awarding federal financial aid. The "freeze" date for each semester can be found on the Academic Calendar. The credit hours in which a student is enrolled on the freeze date are used to calculate the amount of federal financial aid the student will receive. If students add or drop classes prior to the freeze date, the amount of aid for which the student is eligible may be recalculated. If classes are added or dropped after the freeze date, the federal financial aid will not change.

Financial Aid Student Rights/Responsibilities

Students have the right to:

- Know how financial need is determined, including the cost of attendance, and how family contribution is determined.
- Know how and when student assistance will be received.
- Request an explanation of the type and amount of financial assistance being received.
- Know the type, the interest rate, amount to be repaid, when repayment must begin, and other cancellation and deferment provisions if the student has a loan.
- Discuss the financial aid package with a representative of the Financial Aid Office.
- Know how the college determines if students are making satisfactory progress and what happens if the student does not.

Students are required to:

- Report any scholarship, fee waiver, loan, grant, employment earnings or other financial benefits received from any source other than Aultman College. Such benefits, if not already taken into consideration, may result in a revision or cancellation of other financial aid benefits.
- Provide all documentation requested by the Financial Aid Office or other agencies.
- Read and understand all the forms the student is asked to sign and maintain copies of them.
- Know and comply with all deadlines for application and reapplication for financial aid.
- Complete the Free Application for Federal Student Aid (FAFSA) correctly and submit it two to three months prior to the semester of intended attendance. A renewal FAFSA must be completed each academic year.
- Follow up on any corrections or adjustments as requested.
- Accept responsibility for all loan promissory notes and other agreements that the student signs.
- Understand loan obligations and make repayment as required.

Free Application for Federal Student Aid (FAFSA)

Every student must file the FAFSA form each academic year to be eligible for all federal, state, and institutional aid. Complete the FAFSA at www.fafsa.gov. The Aultman College school code is 006487. Further information and deadlines for completing the FAFSA are available on the college website.

Verification

After filing the FAFSA, the student may be notified if they have been chosen for a process called verification. Verification is a process governed by federal regulations and is used to ensure that the information reported by applicants on the FAFSA is accurate. If a student is selected for verification, they will be required to submit a copy of their own and spouse's prior-prior year signed copy of 1040 tax form, W-2s, and a verification worksheet. If the student is a dependent student, as determined by the FAFSA, they will also be required to submit their parents' signed copy of 1040 tax form and W2s in addition to their own. Among items verified are adjusted gross income, U.S. income tax paid, high school completion status, IRA deductions and payments, education credits, tax exempt interest income, household size, number of family members in college, child support, food stamps, identity, and independent student status. Additional information, such as child support and/or SNAP benefit information may be required. The student signature on the FAFSA indicates willingness to provide proof of the information, if requested. Verification must be completed before any federal funds can be applied to students' accounts. Respond promptly to all requests for information.

General Eligibility Requirements

Eligibility for most student financial aid programs is based on the demonstrated financial need of the student, registered credit hours, and/or the student's family circumstances.

<u>For federal and state financial aid programs, a student must</u>:

- Demonstrate *financial need* (for most programs);
- Be a U.S. citizen or an *eligible noncitizen*;
- Have a valid Social Security number (except for students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau);
- Be enrolled or accepted for enrollment as a *regular student* in an eligible degree or certificate program;
- Be enrolled at least half-time to be eligible for *Direct Loan* Program funds;
- Maintain *satisfactory academic progress* in college or career school;
- Sign statements on the Free Application for Federal Student Aid (FAFSA) stating that
    - The student is not in *default* on a *federal student loan* and does not owe money on a federal student *grant* and
    - The student will use federal student aid only for educational purposes; and
- Show the student is qualified to obtain a college or career school education by
    - Having a high school diploma or recognized equivalent such as a *General Education Development (GED) certificate* or
    - Completing a high school education in a *homeschool* setting approved under state law.

Financial Aid Priority Dates

Filing the FAFSA

- March 1 of the award year if attending summer semester.
- April 1 of the award year.

Responding to Verification Notification (if applicable)

- Promptly upon request. Failure to comply with the verification process could lead to aid cancellation with no guarantee of aid restoration for the academic year if a student chooses to comply later.

Accepting or Declining Financial Aid Award Letter

- 14 days from receipt.

Completing Online Loan Request

- May 1 of the award year if attending summer semester.
- August 1 of the award year if attending fall semester.

Submitting other required documentation (if applicable)

- Promptly upon request.

Other Deadlines:

Ohio National Guard Scholarship (see website)

- April 1 of the award year if attending summer semester.
- July 1 of the award year if attending fall semester.
- November 1 of the award year if attending spring semester.

Ohio War Orphans Scholarship (see website)

- July 1 of the award year.

Nurse Education Assistance Loan Program

- July 15 of the award year.

Ohio State Grants and Scholarships

- October 1 of the award year.

Pennsylvania's State Grant Program

- May 1 of the award year.

All Others

- Confirm dates on applications or with the appropriate agency.
- Comply with requirements concerning the submission of a Statement of Educational Purpose. This is included on the financial aid application (FAFSA).
- Have financial need as determined by a need analysis formula provided through information on the FAFSA.
- Certify that the student is not in default on any federal loan.
- Certify that the student does not owe a refund to any federal aid program. This includes grant overpayments resulting from withdrawing from class(es).
- Maintain satisfactory academic progress as set forth in the Financial Aid Satisfactory Academic Progress Policy.
- Comply with the requirements of the Anti-Drug Abuse Act (see Drug Convictions & Financial Aid Eligibility).

For Ohio programs, the student must also:

- Be a resident of Ohio (according to Ohio Law) for 12 consecutive months.
- Be enrolled in a degree program. Students in certificate programs are not eligible.

For Aultman College Institutional Funds, all eligibility requirements for state and federal programs are followed. To be eligible for federal financial aid, attendance in class must be verified. Once attendance in class is verified, any refund checks to which the student is entitled will be mailed to the student. Direct deposit of financial aid refunds into a checking account is available. Forms are available in the college office and at www.aultmancollege.edu.

Note: The VA requires veterans receiving benefits to attend all scheduled class meetings. Failure to do so may result in the loss of benefits and payback of veterans' benefits already received for the semester in question. See the college website for additional information concerning the Veterans Administration and Standards of Progress.

Financial Aid Verification Policy*

Verification is a process prescribed by federal regulations and is used to determine whether the information provided by students who apply for financial assistance is accurate. Each year the CPS ("Central Processing System"), the system that processes the Free Application for Federal Student Aid ("FAFSA"), selects certain

students who have received subsidized financial assistance and then the accuracy of certain specified information provided by those students on the FAFSA is reviewed. Subsidized financial assistance programs are federal financial aid programs for which eligibility is determined by the Student Aid Index ("SAI"), including Pell Grants, Federal Supplemental Educational Opportunity Grants ("FSEOGs"), Federal Work Study ("FWS"), Perkins Loans, and Direct Subsidized Loan programs.

A list of items for potential verification is published each award year in the Federal Register, and then the CPS will indicate which students must verify information by making a notation on their Student Aid Report ("SAR") and by placing students in a particular "verification tracking group" that will be indicated on their Institutional Student Information Record ("ISIR"). The specific information that must be verified is based on the verification tracking group, "V1-V-6," into which the student is placed.

Students placed in V1, the "Standard" Verification Group, must verify the following information, if they are required to file an income tax return:

- Adjusted gross income ("AGI").
- Income Earned from Work.
- U.S. income tax paid.
- Untaxed portions of IRA distributions.
- Untaxed portions of pensions.
- IRA deductions and payments.
- Tax-exempt interest income.
- Education credits.
- Foreign income Exempt from Federal Taxation.
- Household size.

For non-filers, the information to be verified is:

- Income earned from work.
- Household size.

Students placed in V4, the "Custom" Verification Group, must verify their identity.

Students placed in V5, the "Aggregate" Verification Group, must verify their identity, in addition to the items specified for the Standard Verification Group, V1.

As of the date of this policy, V2, V3, and V6 are "reserved for future use by the U.S. Department of Education."

The documentation to be submitted to verify FAFSA information varies with the information to be verified.

For students in V1 and who are income tax filers, they are now required to use the Direct Data Exchange ("DDX") on the FAFSA and their income information will be considered correct.

For non-tax filers, the College must receive a W-2 form for each source of employment income. The College must also obtain a signed statement giving the sources and amounts of the person's income earned from work not on W-2s and certifying that the person has not filed and is not required to file a tax return. Students may sign on a non-filing spouse's behalf.

To document household size, the student must provide a statement, signed by them, and, if they are a dependent, at least one parent, giving the name, age, and relationship to the student of each person in the household.

To document identity, students should appear at the College and present a valid, unexpired government-issued photo identification ("ID"), such as a passport, driver's license, or other state-issued ID. (An ID issued by a state university or college is not sufficient for this purpose). If, for some reason, the student cannot appear at the College in person, there are 3 additional methods they can use:

1. Third-party verification meeting NIST IAL2 standard. The school can accept documentation from a third-party service that has verified your identity using the
National Institute of Standards and Technology Identity Assurance Level 2 (NIST IAL 2) standard.
2. Video call identity verification. If you cannot appear in person, you may verify your identity via a live video call with institutional personnel while presenting your acceptable ID.
3. Notarized statement with ID. You can provide the school with a copy of your government-issued ID plus a signed notary statement.

All documentation required to be submitted by students for verification must be submitted within 30 days of the date the documentation is requested. If such documentation is not submitted by this deadline, the College cannot disburse more Perkins or FSEOG funds; initiate or permit further FWS employment; or originate or disperse any additional Direct Subsidized Loans. Further, the student must repay any Perkins or FSEOGs funds they received that year. If the College receives any Direct Subsidized Loan funds that it did not disburse to a student who fails to complete verification by the specified deadline for the submission of verification documentation, the College must return some or all of those funds. As for Pell grants, a student selected for verification may submit a valid SAR or the College can receive a valid ISIR after the Pell deadline established by federal regulation 34 C.F.R. Section 690.61 but before the verification deadline published in the Federal Register. If a student does not provide the verification documentation or the College does not receive the valid SAR or ISIR (if necessary) within this additional time, they forfeit Pell Grant for the award year and must return any Pell money already received that year.

For students who are selected for verification and who receive subsidized student aid, changes that result to any non-dollar item and to any dollar item of $25 or more must be submitted for processing. Also, if there is a requirement to submit any change through CPS because of verification, all changes must be submitted, including for amounts that are below $25. All necessary corrections based on the verification process must be made by the Federal Register-specified deadlines for submitting paper or electronic corrections. Corrections and updates can be submitted by the student on the SAR or the Web at studentaid.gov, or by the College using FAA Access to CPS Online or the Electronic Data Exchange.

If, as a result of verification, their SAI and financial assistance amounts change, students will be so notified by a letter and email from the College.

If the College suspects a student of misrepresenting information or altering documentation in order to obtain federal funds fraudulently, such suspicion and any supporting evidence will be promptly reported to the U.S. Department of Education's Office of Inspector General by mail, online, and/or telephone.

Satisfactory Academic Progress (SAP) Policy*

To remain eligible for financial aid, recipients are required to show satisfactory progress toward a degree according to the guidelines listed below.

All financial aid recipients must progress at a reasonable rate ("make satisfactory academic progress") toward achieving a degree. Aultman College is required to apply this rule to all students applying for federal aid.

The federal government requires that the college also monitor the academic progress of non-recipients. It is important to note that academic progress during any term in which students do not have financial aid will be a factor in determining eligibility for aid in subsequent terms. These standards are measured once a year at the end

of every academic year (spring semester) using official grade reports from the registrar's office. Students will be notified in writing if the minimum standards have not been met.

Satisfactory Academic Progress (SAP) rules apply for all semesters of enrollment, **even when financial aid is not received**. Failure to meet these requirements will result in the loss of financial aid until action is taken to regain eligibility.

The SAP Policy applies to all financial assistance programs including, but not limited to:

- Federal Pell Grant
- William D Ford Federal Direct Loan Program (Direct Stafford Subsidized, Unsubsidized, and Parent PLUS)
- Federal Work Study
- Ohio College Opportunity Grant (OCOG)
- The Nurse Education Assistance Loan Program (NEALP)
- Institutional Aid

Quantitative, Qualitative, and Maximum Time Frame Requirements

Progress is measured by three standards:

- Minimum hours earned (complete 67% of credits attempted)
- Minimum cumulative grade point average("GPA") (2.0)
- Maximum time frame (150% of the credits required for a degree)

Note: The Financial Aid Satisfactory Academic Progress Policy is separate and apart from the academic standards listed in the College Catalog for the student's program. Please refer to specific program academic policies for minimum GPA and grades required for successful completion and for maximum course attempt requirements.

Quantitative:

Meet or exceed a cumulative earned 67% of cumulative attempted credit hours

Successfully complete 67% of total college courses in which the student is enrolled, including transfer credits. The cumulative number of credit hours the student begins with on the eighth calendar day of all semesters is multiplied by 67%. This number represents the minimum number of credit hours the student must complete. A course is considered "attempted" if the student is enrolled in the course at the end of the drop/add period as indicated on the student Academic Calendar.

Hours Attempted	Hours Completed	Earned Percentage Calculation	Standards Met
12	8	8/12 = 67%	YES
16	11	11/16 = 69%	YES
50	32	32/50 = 64%	NO
48	40	40/48 = 83%	YES

Qualitative:

Maintain GPA

The students' cumulative grade point average will be reviewed to ensure the following minimums are met:

- Maintain a 2.0 cumulative GPA on a 4.0 scale

Maximum Time Frame:

Degree Completion: Students must complete their degree in no more than 150% of the stated number of credit hours for an academic program.

Students exceeding the maximum credit hour time frame for their program are denied further student financial aid at that level and must pay the costs of completing their degree out of pocket.

Associate Degree Programs

- ASN Maximum of 110 (73 x 1.5) attempted semester hours
- ASHS Maximum of 90 (60 x 1.5) attempted semester hours
- AASR Maximum of 97.5 (65 x 1.5) attempted semester hours

Bachelor's Degree Programs .... Maximum of 180 (120 x 1.5) attempted semester hours

Incompletes (I)

An Incomplete does not count until the course is completed and the "I" is changed to a letter grade. Once an "I" has been changed, the student must notify the Financial Aid office. Those credit hours can then be counted toward the number of credit hours attempted and/or completed for the academic year during which the class was originally taken.

Audit (AU)

Financial aid funds cannot be used to pay the costs of audited courses. As non-credit courses, they are not calculated into the cumulative GPA and are not factored into a student's credit hours attempted and/or completed.

Withdrawals/Administrative Withdrawals

Withdrawals and Administrative Withdrawals from courses after the drop/add will be counted as hours attempted but not completed.

Repeated Courses

Repeating coursework that was accepted as transfer credit or repeating previously passed coursework taken at the college is not permitted.

Course failures

Course failures are counted as hours attempted but not completed. If a student repeats a previously failed course, both grades will appear on the academic record; however, only the most recent grade will be used in calculating the GPA.

Transfer Students

Students who transfer into the college will be eligible for aid. Transfer credits are calculated into the number of credits attempted but are not factored into the cumulative GPA when a student transfers to the college. Grades will be reviewed at the completion of each academic year to determine the status of the student for receipt of future aid.

Change of Program Major within the College

Students who change their major will be eligible for aid. For this policy, the college will not include in the student's SAP standing credits attempted and grades earned that do not count toward the student's new major. At the end of each academic year (spring semester), the grades will be reviewed to determine the status of the student for receipt of future aid.

Monitoring Process

These standards are measured once a year at the end of every academic year (spring semester) using official grade reports from the registrar's office. If the student fails to meet any of the above requirements, the student will receive notification in writing from the college.

Students who fail to meet the minimum GPA or credit standards or who have exceeded the maximum number of attempted credits will be denied future aid (i.e., Financial Aid Suspension).

Financial Aid Suspension*:*
A student will be placed on immediate SAP suspension for the next enrolled semester if any of the conditions below are determined upon evaluation:

- The Cumulative GPA is below 2.0 for completed hours and/or,
- The Cumulative Completion Rate is below 67% and/or,
- Student has attempted more than 150% of the required number of credits for a degree.

While on suspension, students lose their eligibility for financial aid. No aid will be disbursed to student accounts for terms during which a student is on suspension. Students have the right to appeal their SAP suspension.

Military Service Activation
Students called to active duty that results in withdrawal from all classes will be granted a waiver upon submission of documents verifying activation. Students who meet SAP at the time of military activation will retain their financial aid eligibility when they return from activation.

SAP Appeal
If the student is in violation of the SAP policy and the student has mitigating circumstances that occurred during the semester, the student may file an appeal with the Financial Aid Office.

SAP Appeal Process
A student who is below the required GPA and/or has completed less than 67% of attempted credit hours may complete the SAP Appeal Form to explain and document the mitigating circumstances under which the violation(s) occurred. These circumstances may include the death of a relative, an injury or illness of the student, or other special circumstances.

- The student must attach third party documentation described on the appeal form to substantiate statements.
- The student's appeal must explain why they failed to make satisfactory progress and what has changed in their circumstances that will enable them to make satisfactory progress at the next evaluation.
- The student may be in violation of more than one SAP standard. In these cases, an appeal should document and explain how the multiple violations were affected by the situation(s) described.
- The student must meet with an academic advisor to develop an Academic Success Plan and submit the plan to the Financial Aid office.
- Documentation will be reviewed, and the student will be notified whether the appeal has been granted. If the appeal is denied, there is no further appeal.
    - If approved, the student's financial aid will be reinstated for the next enrolled semester. However, SAP will be reevaluated at the end of the semester for which the appeal was approved.
- Once the student is at a 67% completion rate for all attempted courses and a 2.0 GPA, the student's status will revert to good standing.

Please note:

- Students cannot submit an appeal for the same mitigating circumstance two semesters in a row. There is no limit to the number of appeals students can submit if they can document new circumstances preventing them from making SAP. However, all new appeals are likewise subject to the approval process.

To Regain Eligibility
If denied, the student must complete the number of credit hours that are lacking and/or achieve the minimum cumulative grade point average required **at the student's own expense** until SAP is regained. The student should contact the Financial Aid office when SAP has been regained to see whether financial aid eligibility has been regained.

Sources of Financial Aid

Financial aid is available through grants, scholarships, federal work-study, and loans through federal, state, institutional, and private funds. Grants and scholarships are financial aid that students do not have to repay. Loans are borrowed money that must be repaid with interest. Federal and state grant and loan guidelines are established by federal and state agencies and are not subject to alteration by the Financial Aid Office. Detailed financial aid information can be found at www.aultmancollege.edu and in the Financial Aid Office.

A variety of grants and loans are available to students. Students receiving financial aid may not receive aid beyond the calculated need based on standard need analysis. Any source of assistance must be identified to the Financial Aid Office (scholarships, tuition reimbursement, private loans, or grants, etc.) to determine aid eligibility.

Federal Aid
Pell Grant
This is a federal grant program based solely on need (EFC as defined by FAFSA). Students are not required to repay these monies. The amount of the grant varies and is determined by the student's need, enrollment, and the cost of attendance at the school and is disbursed by semester. The Pell Grant is not available to students with baccalaureate degrees. The maximum Pell Grant award for the 2025-2026 award year is $7,395. The smallest Pell Grant award for full-time students is $740. Pell Grants are limited to 12 semesters (or equivalent). Only the amount (or percent) of time that a student is enrolled will count against that time limit.

Federal Supplemental Educational Opportunity Grant (FSEOG)
To receive an FSEOG, a student must demonstrate exceptional financial need; be enrolled or accepted for enrollment as an undergraduate student and not have previously earned a bachelor's degree or a professional degree; and otherwise meet the eligibility requirements for recipients of federal student financial aid. Unlike the Federal Pell Grant program which provides funds to every eligible student, the federal government provides a limited amount of funds each year for FSEOGs. Priority is given to those students who receive Pell grants and have the lowest Expected Family Contribution (EFC). If, after awarding grants to those students, some FSEOG funds remain, awards are made to students with the lowest EFCs who do not receive Pell grants.

Federal Work Study
Students who meet federal financial aid eligibility requirements are eligible to participate in the FWS program. The program encourages work related to the student's course of study, career goals, and community service. The jobs provided are either on campus, with the college being the employer, or off campus, with the employer being either private for-profit or non-profit entities or federal, state, or local public agencies.

All job openings, along with detailed job descriptions, are publicly posted to apprise all eligible students of these opportunities. The job descriptions may include the following information:

- name of the position;
- classification of the position (e.g., reading tutor 1, reading tutor 2, laboratory assistant, etc.);
- name and address of the employer;
- department or office in which the student will be employed;
- location where the student will perform their duties;

- name of the student's supervisor;
- purpose or role of the position within the organization;
- duties and responsibilities associated with the position and how they relate to the purpose or role;
- rates of pay for the position (cross-referenced to the wage rates appearing elsewhere in the college's policies and procedures manual);
- general qualifications for the position and the specific qualifications for the various levels or rates of pay associated with the position;
- length of the student's employment (beginning and end dates);
- procedures for determining a student's rate of pay when a position has multiple rates;
- evaluation procedures and schedules.

In such jobs, students earn at least the current federal minimum wage. A student's total FWS award depends on the student's financial need, the number of hours per week the student can work, the period of employment, the anticipated wage rate, and the amount of other assistance available to the student.

The college pays students directly, unless they request that the money be applied to education-related institutional charges such as tuition and fees. Regardless of the student's employer, the college is responsible for ensuring that the student is paid for the work performed. The college must pay the student the FWS compensation due at least once a month.

When assigning work hours, the college's financial aid office or the student's non-college employer will consider the student's class schedule and academic progress so that work does not negatively affect a student's academic performance.

The college informs students of FWS community service opportunities available in the clinical local community by posting them publicly.

The William D. Ford Direct Stafford Loan Program
(Subsidized and Unsubsidized)
Direct Loans are loans which must be repaid and are available on either a subsidized or unsubsidized basis. The maximum annual amount for freshman, dependent students is $5,500 of which no more than $3,500 can be subsidized loans. The maximum for freshman, independent students is $9,500 of which no more than $3,500 can be subsidized loans. Sophomore dependent students can receive $6,500, and the annual maximum for independent sophomores is $10,500. For both sophomore groups, the subsidized maximum is $4,500.

The Direct Subsidized Loan is based on financial need as determined by federal regulations. It includes the federal government's paying interest to the lender while the student is in school carrying at least six credit hours, during deferment and for 6 months after graduation. *

* Note: If a student receives a Direct Subsidized Loan that is first disbursed after July 1, 2012, the student will be responsible for paying any interest that accrues during the grace period.

The Direct Unsubsidized Loan:
- is not based on need
- includes interest that accrues during all periods, even during the time a student is in school and during grace and deferment periods
- allows interest payments to be made
- has a fixed interest rate

- includes a loan fee on all Direct Subsidized, Unsubsidized and PLUS loans. The fee will be deducted from each loan disbursement

The grade level for Stafford loans is based on grade level at the institution in which the student is enrolled.

Students must be enrolled at least half-time (six credit hours) and be making Satisfactory Academic Progress (SAP) according to policy.

PLUS-Parent Loan for Undergraduate Students
This credit-based loan program is available to parents of eligible dependent undergraduate students. The loan can be used to pay the "Expected Family Contribution" (EFC) portion of the student's education expenses and cannot exceed the cost of attendance. Students must be enrolled at a minimum of half-time (six credit hours) and if the number of credit hours should change, so may the loan amount. The PLUS loan allows a parent to borrow the total cost of undergraduate education including tuition, room and board, and any other eligible school expenses, minus any aid the student is receiving in their name. To receive a Direct PLUS loan, the student must complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov.

The Direct PLUS Loan
- is not need based
- requires repayment to begin either 60 days after the loan is fully disbursed or six months after the student graduates or ceases to be enrolled on at least a half-time basis.
  - Note: The parent must apply for deferment of payments.
- has a fixed interest rate.
  - Interest may be tax deductible

For additional information about Direct Loans, visit www.direct.ed.gov/student.html

Applying for a Loan
Entrance Counseling and Electronic Master Promissory Note (e-MPN) Procedures
All new Aultman College students planning to borrow a Federal Stafford Loan for the academic year must complete entrance counseling and submit a new electronic Master Promissory Note (e-MPN). All Parents planning to borrow a Direct PLUS loan must complete a Master Promissory Note (e-MPN) and a new PLUS loan application each academic year. Each requirement will take approximately 15-20 minutes to complete. Be sure to allot enough time to complete the process in a single session because there may not be an option to save the information.

New and Continuing Students:
Step One:
Complete the Free Application for Federal Student Aid (FAFSA) (if a student has already completed the FAFSA for the academic year, proceed to step two). After Aultman College receives the student's FAFSA, and if the student is eligible for a Federal Direct Loan, it will be included in the student's financial aid package. Students who have received award letters should return them to the Financial Aid Office.

Step Two:
Complete the Entrance Counseling requirement:
- Visit the Department of Education Loan Counseling site https://studentaid.gov.
- List Aultman College as the student's school choice. Our school code is 006487.

Step Three:
- Complete the electronic Master Promissory Note (e-MPN):

- Visit the Department of Education e-MPN site https://studentaid.gov.
- Read and complete all items for Subsidized/ Unsubsidized loans.
- List Aultman College as the school of choice. Our school code is 006487.
- When the e-MPN is complete, the student should print a copy for their records and click "Done" to send the application.

Parents (Direct PLUS loan application and e-MPN):
Step One:
Complete the PLUS application and electronic Master Promissory Note (e-MPN):

- Visit the Department of Education e-MPN site https://studentaid.gov
- Read and complete all items for the PLUS loan.
- List Aultman College as the student's school choice. Our school code is 006487.
- When the e-MPN is complete, the student should print a copy for their records and click "Done" to send the application.

Questions about the Direct Loan application process?
Phone No: (800) 557-7394
Email: https://studentaid.gov/help-center/contact
Website: www.studentloans.gov

State Aid

Ohio College Opportunity Grant (OCOG)
The Ohio College Opportunity Grant program (OCOG) provides need-based tuition assistance to Ohio residents in an associate or bachelor's degree or nursing diploma program attending an eligible institution. Eligible students must have an Expected Family Contribution (EFC) of $3,750 or less with a maximum household income of $96,000. The amount of the grant varies and is determined by the student's enrollment. Students are limited to 10 semesters or 15 quarters of state, need-based grant aid (including combination of OCOG and OIG). Students apply for OCOG benefits by completing the Free Application for Federal Student Aid (FAFSA). The application deadline is October 1 of each year. The maximum annual award for the most recent academic year was $4000/year.

Ohio Nursing Education Assistance Loan Program (NEALP)
The Nurse Education Assistance Loan Program (NEALP) provides financial assistance to Ohio students enrolled for at least half-time study (or accepted for enrollment) in an approved Ohio nurse education program. NEALP provides funding for nurses who intend to serve as instructors or students who intend to serve as nurses after graduation. The annual award for most recent academic year was $1650/year. In exchange, to qualify for loan cancellation, recipients must be employed full-time as a registered nurse or licensed practical nurse in the state of Ohio for a minimum of five years after graduation.

An applicant must:

- Be an Ohio resident.
- Be a U.S. citizen or a permanent resident.
- Be enrolled in or be accepted for enrollment at an approved nurse education program in an Ohio college, university, hospital, or vocational school.
- Not be in default or owe a refund to any Federal Financial Aid program.
- Maintain an academic record which places the student in good academic standing within the institution. Students may apply after January 1 and before July 15th of each year. Applications can be submitted 14 days after completing the FAFSA at https://nealp.regents.state.oh.us/ cgi-bin/nealp/nealp_student_cgi. Notification of acceptance or denial for NEALP funding will be sent by the Ohio Department of Higher Education on or after September 1.

Pennsylvania State Grant Program Pennsylvania Higher Education Assistance Authority (PHEAA)
Pennsylvania State Grant Program Pennsylvania Higher Education Assistance Authority (PHEAA) sponsors a need-based state grant program for undergraduate Pennsylvania residents who will be enrolled at least half-time (six credit hours per semester) during the academic year. The maximum out-of-state grant award for a non-veteran student is up to $600. Veterans are eligible for maximum out-of-state awards of up to $800.

Social Service Programs
Bureau of Vocational Rehabilitation (BVR)
Educational assistance may be available for students with special needs. Call the Canton (330) 438-0500 or Akron (330) 643-3080 BVR Office for additional information.

AmeriCorps
This is a national service program that provides tuition assistance in exchange for community service. Interested students should contact the AmeriCorps National Service Office at (800) 942-2677 for additional information.

Veterans Services
The United States Armed Services, both active duty and reserves, have developed programs to assist enlistees in obtaining a college education. Veterans and/or their dependents may be eligible to receive benefits for their education. Students should contact their area recruiter and visit the college website for additional information. Submit documented evidence of qualifying service (example: Form DD214 or NOBE) to the Financial Aid office.

Scholarships
A complete list of endowed and gifted scholarships and awards appears on the college website. As scholarships become available, information and applications are posted on the college website. Scholarships are divided between fall and spring semesters unless otherwise designated by the donor. Additional scholarships may be found through research at the local library or high school guidance offices and may be available through religious organizations, employers, and community service organizations (e.g., Kiwanis, Lions Club, Rotary, church, etc.). We do not recommend that students seek the help of private companies for scholarship searches. These companies prove to be costly and produce no greater results. For additional information on scholarship scams, visit http://www.finaid.org/scholarships/scams.phtml.

Tuition Exchange
The college is a member of The Tuition Exchange organization, a scholarship opportunity for dependent students of eligible employees at one of more than 600-member colleges and universities.

Tax Credits
Tax credits are available to help students offset the costs of higher education by reducing the amount of their income tax. For the most updated information on tax credits, visit www.irs.gov and search “College Tax Credits.”

Aultman Employee Tuition Discount Program
Full and part-time Aultman employees may be eligible to participate in the Aultman Employee Tuition Discount Program. For eligibility details and further information, contact the Financial Aid office.

Aultman Employee Dependent Tuition Discount Program
Dependents of full and part-time employees may be eligible to participate in the Aultman Employee Dependent Tuition Discount Program. A dependent student is defined as any student under the age of 24 who is not a parent, spouse, veteran, or emancipated as a minor. Students must complete a FAFSA to be eligible for tuition discount. For further information, please contact the Financial Aid office.

Student Financial Aid and Confidentiality*

To comply with Public Law 93-380 as amended (Family Educational Rights and Privacy Act of 1974 - FERPA).

Financial Assistance Records

All information received about applications for financial aid is held in the strictest confidence. No information will be released regarding financial aid except by the written request of the student. Under FERPA, a student has the right to inspect his or her financial assistance file. The student may review information in our financial assistance file and receive copies and information upon written request.

Release of Financial Assistance Information to another Agency

A student must complete and sign a Student Information Release Form before any information is released to another agency. On the release form, the student must indicate for which semester(s) he or she wants the financial assistance information released. Allow 10 days for this processing. Information regarding tuition and fees can be obtained from the Bursar's Office.

The student's signature on a loan application authorizes Aultman College to release to the lending institution, subsequent holder, the guarantor, U.S. Department of Education, or their agents, any requested information.

Withdrawal and Financial Aid

If a student withdraws from a class or from the college at any time, the college may be required to return a portion of the federal and/or state financial aid to the appropriate programs. Any balance created on the student's account because of this transaction is the responsibility of the student. Students receiving financial aid who are considering withdrawing from a course or the college should contact the financial aid administrator before acting. Refer to the Satisfactory Academic Progress (SAP) policy and the Title IV Refund policy for consequences of withdrawal.

Withdrawal and Return of Federal Aid (Title IV Refund Policy) *

To comply with federal regulations requiring institutions of higher education to have a written policy for the refund and repayment of aid received by students who withdraw from all classes during a term for which they have received aid.

Financial aid eligibility is recalculated when students terminate enrollment in all courses prior to completing 60% of a payment period or term. The recalculation is conducted based on the Federal Return of Title IV funds formula:

- The number of days completed up to the withdrawal date is divided by the total days in the payment period or term (any break of five days or more is not counted as part of the term). This resulting percentage of completed days is equal to the percentage of aid earned.

Example: Students who complete 40% of the semester earn 40% of the aid they were originally scheduled to receive, and 60% of the scheduled awards remain unearned and must be returned to the federal government. Students who complete more than 60% of the payment period earn all their federal financial aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid. When students earn less aid than the disbursed amount, both the institution and the students are required to return a portion of the funds. When Title IV funds are recalculated and returned, the student may owe a balance to the institution.

When students earn more aid than their disbursement, the institution owes the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal. Students eligible for post withdrawal disbursements receive in the mail a financial aid offer indicating the post-withdrawal eligibility amount.

The institution must return its portion of Title IV funds no later than 45 days after the student's withdrawal date is determined. Refunds are allocated in the following order, as applicable:

- Direct Unsubsidized Loan
- Direct Subsidized Loan
- Direct PLUS (Parent) Loan
- Federal Pell Grant
- Federal Academic Competitive Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)

Determining Student Withdrawal Date:
The calculation of the return of Title IV funds (and state funds, if applicable) is determined by the date the student withdraws from all classes. A student's official withdrawal date is determined by the type of withdrawal and is noted in the chart below:

Withdrawal Dates for a School That is Not Required to Take Attendance			
Withdrawal Type	**Circumstance**	**Student's Withdrawal Date**	**Date of the Institution's Determination That the Student Has Withdrawn**
Official Notification	The student begins the school's withdrawal process, or The student otherwise provides official notification to the school of intent to withdraw.	The date the student begins the school's withdrawal process, or The date that the student otherwise provides the notification. (If both circumstances occur, use the **earlier** withdrawal date).	The student's withdrawal date or the date of notification, whichever is **later**.
Official Notification Not Provided	Official notification not provided by the student because of circumstances beyond the student's control. All other instances where student withdraws without providing official notification.	The date that the school determines is related to the circumstance beyond the student's control. The midpoint of the payment period or period of enrollment, as applicable.	The date that the school becomes aware that the student has ceased attendance2.
Leave of Absence Related	The student does not return from an approved leave of absence, or The student takes an unapproved leave of absence.	The date that the student began the leave of absence.	The earlier of the dates of the end of the leave of absence or the date the student notifies the school that he or she will not be returning to that school. (In the case of an unapproved absence, the date that the student began the leave of absence)

Withdrawal after Recission of Official Notification	The student withdraws after rescinding a previous official notification of withdrawal.	The student's original withdrawal date from the previous official notification.	The date the school becomes aware that the student did not, or will not, complete the payment period or period of enrollment.
1. In the place of the dates listed, a school may always use, as a student's withdrawal date, the student's last date of attendance at an academically related activity if the school documents that the activity is academically related, and that the student attended the activity.			
2. For a student who withdraws without providing notification to the school, the school must determine the withdrawal date no later than 30 days after the end of the earliest of the (1) payment period or period of enrollment (as appropriate), (2) academic year, or (3) educational program.			

What Happens if Students Do Not Repay the Funds?
For Pell Grant and FSEOG overpayments, if students do not repay the funds within 30 days, the college notifies the Department of Education of the overpayment of federal funds. Students who owe an overpayment of Title IV grant funds are ineligible for further disbursements from the federal financial aid programs at any institution until the overpayment is paid in full or payment arrangements are made with the Department of Education.

When a student does not pay the balance due to the college for tuition and fees resulting from the return of unearned federal funds, a hold is placed on that student's account, and the student is not permitted to register for classes or receive transcripts until the balance is paid in full.

The requirements for the return of Title IV program funds are separate from the college refund policy in that the student may still owe money to the college for unpaid institutional charges. The college may also charge a student for any Title IV funds the college was required to return. The college's refund policy can be found in the college catalog and on the website.

ACADEMIC POLICIES AND PROCEDURES

This section covers general academic policies that apply to all students. Refer to policies specific to degree programs discussed later in this catalog.

Academic Misconduct*

Students are expected to demonstrate academic integrity in achieving course, program, and college learning outcomes based on their individual work, without illicit or illegal advantage over other students or the academic system. Academic misconduct, the actual or attempted tampering or misuse of academic records or materials, violates academic integrity standards essential to the core educational mission of the college. It includes but is not limited to:

- Cheating
- Plagiarism
- Falsification/Fabrication
- Multiple Submissions
- Knowingly providing false information to a college official
- Tampering or misuse of academic records
- Forgery, alteration, or unauthorized use of college documents, records, keys, or identification
- Creation or distribution of false identification

Definitions:

Misuse of Academic Records - the actual or attempted tampering or misuse of academic records or materials such as transcripts and examinations. Examples include but are not limited to stealing, buying, or otherwise obtaining all or part of a test or academic exercise; selling or giving away or engaging in bribery to get all or part of an academic exercise or any information about it; changing or altering a grade book, test, resources, or other official academic records of the college; or entering a college building or office without authorization for the purpose of changing a grade or tampering in any way with grades or examinations.

Cheating - the act of deception when a student misrepresents mastery of information on an academic exercise. These acts may or may not be premeditated. Examples of cheating include but are not limited to copying or allowing someone else to copy from another student; unauthorized use of a textbook or other material during an examination; inappropriate and unauthorized collaboration during an academic exercise; inappropriate use of electronic devices in violation of the Technology Resources Acceptable and Responsible Use Policy; and unauthorized use or possession of specially prepared materials, such as notes or formula lists, during an academic exercise.

Falsification/Fabrication - the intentional use of false information or the falsification of research, findings, data, and personal or college documents with the intent to deceive. Examples of falsification include citing information not taken from the source indicated; listing sources in a bibliography not used in the academic exercise; inventing data or source information; submitting as one's own work any academic exercise prepared totally or in part for or by another; taking a test for another student or permitting another student to take a test for oneself; and falsifying or misrepresenting information on résumés, documents, or college related forms.

Multiple Submissions - a form of plagiarism that is the act of submitting work in whole or in part (including oral reports) previously used in a course without express permission of the current instructor. The current instructor is responsible for providing guidance to the student in this process.

Plagiarism - the intentional or unintentional presentation of one's own or someone else's actual works, ideas, or data as one's original work. Plagiarism includes the paraphrasing of someone else's works, ideas, or data and the use of someone else's words, ideas, or data without acknowledgment. It also includes using the student's own work (in whole or in part) submitted for another course without the express permission of the instructor. This means that sources of information must be appropriately identified and cited, whether published or unpublished, copyrighted or uncopyrighted.

Academic Misconduct Discipline Process

1. If an instructor knows or has reason to believe that a student may have been involved in academic misconduct in a course, the instructor will contact the student to discuss the allegations. This discussion may be face-to-face, remote, or conducted via email, but must occur within two (2) college business days of discovering the suspected misconduct. If the student does not respond to the instructor's request for a discussion within two (2) business days, the instructor will attempt to contact the student once more. The student has two (2) business days to respond to the second communication attempt and participate in the discussion.
    a. If the student does not respond, they forfeit the right to present their perspective to the instructor. The instructor then completes the Academic Misconduct Violation Form and forwards it, along with any supporting evidence and documentation of attempted communication with the student, to the appropriate program director who carries out the remaining steps below.
    b. If the student does respond and meets with the instructor, the instructor shall objectively review the circumstances and evidence related to the suspicion of academic misconduct and allow the student an opportunity to provide their perspective on the suspicion. During the discussion, the instructor will complete the Academic Misconduct Violation Form and take notes to document important information.

2. If, based on the outcome of the discussion, the instructor determines that an academic misconduct violation did not occur, they will indicate this conclusion on the Academic Misconduct Violation Form, inform the student, and send the completed form to the appropriate program director.

   If, based on the outcome of the discussion, the instructor determines that an academic misconduct violation did occur, they will complete the Academic Misconduct Violation Form indicating the academic penalty related to the assignment/course. The instructor will provide a copy to the student and then send the original form to the appropriate program director who will review the student file for prior offenses to decide whether additional disciplinary action is needed.

3. The program director will send a written notice of the decision to the student within three (3) college business days after receiving the Academic Misconduct Violation Form. The notice will convey the determination that a conduct violation occurred, the description of the violation, the course of action to resolve the violation (including academic penalty and/or disciplinary sanction), and information regarding the student's option for appeal. Academic penalties may include but are not limited to failure of an assignment, failure of a course, or dismissal from a program or college. See the Student Code of Conduct policy for further delineation of disciplinary sanctions.

4. The program director will also forward to the registrar the written notice, Academic Misconduct Violation Form, and all evidence/notes to be placed in the student academic file for the record and future consultation should another conduct violation occur. The program director will notify the dean of the outcome.

The appeal process for academic misconduct decisions is covered in the Academic Appeal Policy.

Artificial Intelligence Student Usage Policy*

The purpose of this policy is to guide the use of AI technologies in a manner that supports academic integrity, privacy, and ethical standards. This policy aims to foster a culture of ethical AI use that respects individual rights and promotes academic integrity. It is the responsibility of each student to adhere to this policy and use AI responsibly.

Students are accountable for the final product they produce. If there is uncertainty regarding the truthfulness of any statement generated, it is essential to conduct thorough research to verify the information. If the information cannot be confirmed accurate, it should be removed. Responsibility for AI-generated content is on the individual using it. Therefore, ideas must be appropriately attributed, facts must be accurate, and sources must be verified.

Each instructor will indicate acceptable AI usage and any modified expectations on each assignment/course based on the following guidelines.

Level of AI Use	Full Description	Disclosure Requirements
NO AI use	**AI must not be used at any point during the assignment**. AI must not be used at any point during the assessment. This level ensured that students rely solely on their own knowledge, understanding, and skills.	No AI disclosure required. May require an academic honesty pledge that AI was not used.
AI assisted editing	**No new content can be created using AI**. AI can be used to make improvement to the clarity or quality of student created work to improve the final output.	AI disclosure must be included disclosing how AI was used. Links to AI chats must be submitted with final submission.
AI for specified task completion	**AI is used to complete specified tasks in your assessment. Any AI created content must be cited.** This level requires critical engagement with AI generated content and evaluating its output. You are responsible for providing human oversight and evaluation of all AI generated content.	All AI created content must be cited using proper APA citation. Links to AI chats must be submitted with final submission.
Full AI use with human oversight	**You may use AI throughout your assessment to support your own work in any way you deem necessary.** AI should be a 'co-pilot' to enhance human creativity. You are responsible for providing human oversight and evaluation of all AI generated content.	You must cite the use of AI using proper APA citation. Links to AI chats must be submitted with final submission.

- **Red Light**: AI usage is **not permitted** in activities where the primary goal is to evaluate individual student understanding and skills. Think of traditional quizzes, exams, or short answer questions. Explicitly stating that AI collaboration is not allowed helps maintain assessment integrity.

- **Yellow Light**: Permission from the teacher is **required** before using AI.
- **Green Light**: Students may use AI in any way they deem. They are invited to use AI platforms to help **prepare** for or **edit** assignments and projects, e.g. to help with brainstorming.

Generative AI must be tracked and acknowledged. AI-based assistance and collaboration with other people should be used the same way; you are welcome to talk to others about your ideas and work with other people as well as with AI-based assistants. However, all work you submit must be your own. If you used Generative AI programs to assist with your writing beyond spell-check or grammar suggestions, you must acknowledge its use by following the below citation guidelines. (https://apastyle.apa.org/blog/how-to-cite-chatgpt)

Violation: Any writing, media, or other submissions not explicitly identified as AI-generated will be assumed as original to the student. Submitting AI-generated work without identifying it as such will be considered a violation of the *Academic Misconduct Policy*.

Awarding Academic Credentials*

Aultman College (AC) awards academic credentials to students who successfully complete defined programs of study. Each credential is defined by specific essential learning outcomes in the discipline and foundational education as well as credit hour specifications, and each program maps learning outcomes to a series of credit-bearing courses. Student performance in each course, credit hours earned in each course, and credentials awarded are transcribed by the registrar. The college owns the titles and specifications of each credential.

The academic divisions own the program curricula including course title, catalog description, and learning outcomes. Course credit allocations must conform to the AC Federal Definition of a Credit Hour Policy. The registrar assigns course numbers in consultation with the academic division. Courses may contain a minority of additional learning outcomes beyond the essential ones, but the essential learning outcomes must constitute a majority of the course learning outcomes and account for a majority of course time and effort. The essential learning outcomes of courses taught by one academic division but used in the curricula of other academic units may not be changed without consultation with all affected academic units.

Syllabi must be made available for public historical archives and for review to ensure course learning outcomes are established. The college establishes a system for archiving syllabi.

As appropriate and within the boundaries listed below, credits may be shared among academic credentials and sub-credentials awarded concurrently:

- The student must fulfill all requirements for any credential awarded.
- Credits may be shared between a major and a minor if the minor includes at least 18 unique credit hours unshared with any other major or minor.
- Credits may be shared between two minors if each minor includes at least 12 unique credit hours unshared with any other major or minor.
- Credits may be shared between two bachelor's majors if 39 unique (unduplicated) credit hours exist between the two majors.
- Credits may be shared between two associate's majors if 21 unique (unduplicated) credit hours exist between the two majors.

A major or minor may be added to a previously awarded baccalaureate degree. The student must complete all course requirements for the major or minor and earn a minimum of nine (9) new credits hours. New foundational education requirements need not be met to post an additional major or minor. Students adding a major or minor are not eligible to participate in commencement ceremonies again. The additional major or minor will be posted to the transcript with a second conferral date.

As appropriate and within the boundaries listed below, credits applied to a previously awarded AC academic credential may be applied, without surrender of the prior credential, to another AC academic credential within the following boundaries.

- The student must fulfill all requirements for any credential awarded.
- Individual academic programs may specify a stricter credit age limits if warranted by the discipline.
- The credits from a previously awarded associate degree may be applied to fulfill the requirements of a different associate degree if each credential has at least 25% unique credits.
- The credits from a previously awarded associate degree may be applied to fulfill the requirements of a bachelor's degree.
- The credits from a previously awarded bachelor's degree may be applied to fulfill the requirements of a different bachelor's degree if each credential has at least 25% unique credits.

Additional Major. An additional major is a major completed after degree conferral. All rules pertaining to second majors apply. For example, 39 unduplicated hours must exist between an original bachelor's major and an additional bachelor's major. New foundational education requirements need not be met to post an additional major. Students adding an additional major are not eligible to participate in graduation again. Additional majors are added to the transcript on the conferral date following completion.

Additional Minor. An additional minor is a minor completed after degree conferral. All rules pertaining to minors apply. Additional minors are added to the transcript on the conferral date following completion.

Associate Degree. An associate degree consists of at least 60 credit hours, including the major, foundational education requirements, and electives.

Bachelor's Degree. A bachelor's degree consists of at least 120 credit hours, including the major(s), minor(s), foundational education requirements, and electives.

Certificate. A certificate is a coherent collection of courses that fulfill specified learning outcomes leading to certification of mastery. A certificate may be earned independent of other academic pursuits and must consist of 16 or more credit hours. Learning outcomes for certificate programs must be assessed for achievement in the same manner as degree programs. Certificates are recorded on the transcript.

Concentration/Specialization. A concentration (or specialization) is a coherent collection of courses that fulfills specified learning outcomes as an optional or elective part of a degree program. Concentrations/specializations are recorded on the transcript.

Course. Academic content is packaged into courses that are delivered in a variety of modalities. Each course has a defined set of essential learning outcomes and an assigned number of credit hours. Registered courses are recorded on the transcript.

Credit Hour. The credit hour is the smallest denomination of academic credit. Other denominations such as courses, minors, majors, concentrations, specializations, and degrees are built on credit hours. Attempted and earned credit hours are recorded on the transcript. Historically, the credit hour represents the amount of learning expected in a course that meets one hour per week over the course of a semester. The AC Federal Definition of a Credit Hour Policy details the assignment of academic credit to courses across the college.

Major. A major is an academic subject of primary focus associated with an awarded credential. Every credential must specify at least one major. Majors are noted on the transcript. The major for the associate's degree must

include at least 24 credit hours. The major for the bachelor's degree must include at least 40 credit hours, with at least 12 above the sophomore level. [Some programs appear to have majors with fewer than 40 credit hours. The BSNC program, for example, includes only 26 credit hours of required nursing courses, but the major includes transfer-in credits related to the prior RN licensure, so the entire BSNC program has well over 40 credit hours of nursing.]

Minor. A minor is an academic subject of secondary focus associated with an awarded degree. Some academic programs require minors; others do not. Minors are noted on the transcript. A minor includes a minimum of 18 credit hours (exceptions exist as required by regulatory agencies). Each minor must include at least 12 credit hours unduplicated in any other major, minor, or certificate.

Second major. Associate and bachelor's degrees may include multiple majors recognized at the time of degree conferral. To be recorded on the transcript, every requirement of a given major must be fulfilled. Credits may be shared between two bachelor's majors if 39 unique (unduplicated) credit hours exist between the two majors. Credits may be shared between two associate's majors if 21 unique (unduplicated) credit hours exist between the two majors.

Unduplicated. Counted or used only once, not shared, unique. In the context of this policy, credits that are not shared between two majors (or minors, etc.) and apply to only one major or the other are unduplicated.

Academic Appeal Policy*

Students have the right to appeal an academic decision they believe has been **made in error or is inconsistent with policy and procedure.**

NOTE: Code of conduct appeals (which cover acts of academic dishonesty) fall under the purview of the Student Code of Conduct policy, and financial aid appeals fall under the purview of the federal student aid Satisfactory Academic Progress (SAP) appeals.

1. The student must make a good faith effort to discuss the matter with the faculty member involved.
    - The student must initiate the discussion process within 48 hours of being notified of the academic decision (excluding weekends and holidays).
    - The faculty must send a written communication to the student within 48 hours of the discussion (excluding weekends and holidays).

    Note: The faculty member should keep documentation regarding this interaction with the student.

2. If, after meeting with the faculty member, the student believes the decision is inconsistent with institutional policy/procedure or is an error, the student may initiate a written academic appeal submitted at the college main office or emailed to the division dean within three (3) business days of receiving faculty communication with her/his decision. Missing the three (3) day deadline causes the student to forfeit the right to appeal.

3. Students must send to the division dean a written academic appeal which contains the following information:
    - Date appeal is submitted
    - Details regarding the issue and rationale/evidence supporting the student's appeal (e.g., information about the discussion with faculty member, evidence of error or inconsistency with policy and procedure, etc.)
    - Student's desired outcome

4. When the division deans receive formal written appeals, they may:
    - Determine whether the issue can be appealed. If it is not appealable, the dean will communicate this decision to the student via email or letter.

    - All necessary components of the appeal were submitted as detailed above. If not, the dean must contact the student to request resubmission of the appeal with all necessary components. Resubmission must occur as directed by the dean within 24 hours (excluding weekends and holidays), or the right to appeal is waived.
- Independently decide the outcome of an appealable issue.
- Convene a committee to decide the outcome of the appeal. The committee of at least three members, one of which comes from outside the program's division.
- Decisions by the dean and/or the committee are final.

The dean may:

- request a discussion of the appeal with the parties specifically involved, either individually or together, as deemed appropriate.
- request documentation of the discussion between the student and faculty or staff member.
- select a committee to evaluate, review, and recommend a decision based on the committee's investigation.
- decide to reassign the appeal to a colleague should a conflict of interest or other involvement in the academic decision cause the dean to recuse themself.
- The dean reviews all documentation, records, policies, and procedures to determine the final decision and notifies the parties in writing of the final decision within 14 business days of the receipt of the written appeal. The decision of the dean is final. A written copy of the decision is provided to the student and the registrar. Supporting documentation is also sent to the registrar.
- If an appeal for a grade on an assignment result in a course or program action (e.g., course failure and/or program dismissal), the student does not have the right to appeal the resultant course failure and/or program dismissal as a second formal academic appeal unless that course failure and/or program dismissal was inappropriately administered.

Note: When the college shares information about student concerns/grievances with accreditors, student identities are shielded.

Academic Freedom*

The college supports academic freedom in and out of the classroom and is committed to the advancement of the key values of academic freedom: knowledge and caring. Knowledge is advanced by fostering a rigorous academic environment that inspires critical thinking, creativity, and lifelong learning. Caring is demonstrated by embracing the diversity of ideas, cultures, and people. The promotion of these values is integral to the development of critical thinking and problem solving.

The policy of academic freedom builds on these existing commitments by recognizing the special contexts of scholarship, teaching, governance, and public service.

- Scholarship: College members have the autonomous freedom to conduct research and produce creative work, and to publish and disseminate that work, limited only by the standards and methods of accountability established by their profession and their individual disciplines.
- Teaching: The college's responsibility to help students to think critically and independently requires that members of the college community have the right to investigate and discuss matters, including those that are controversial, inside, and outside of class, without fear of institutional restraint. Matters brought up in class should be related to the subject of courses or be educationally relevant, as determined primarily by the instructor of record.

- Policy and shared government: Members of the college community have freedom to address, question, or criticize any matter of institutional policy or practice, whether acting as individuals or as members of an agency of institutional governance.
- Public service: Public service requires that members of the college community have freedom to participate in public debate, both within and beyond their areas of expertise, and to address both the college community and the larger society regarding any matter of social, political, economic, cultural, or other interest. In their exercise of this freedom, college community members have the right to identify their association or title but should not claim to be acting or speaking on behalf of the college unless authorized to do so.

Academic freedom does have limits. The most important limiter of academic freedom is when the exercise of that freedom interferes with the College's main duty, which is the provision of education to the community in a non-disruptive, non-threatening manner which is conducive to success in learning.

Academic Honors*

Student academic achievement is recognized with several types of academic honors as described herein. When an academic honor utilizes a grade point average (GPA), those values will not be rounded.

Semester Honors

At the end of the fall, spring, and summer semesters, students may be recognized for academic achievement on either the President's List or the Dean's List. The guidelines are as follows:

President's List:	Complete 12 credits or more and earn a semester GPA of 4.00
Dean's List:	Complete 12 credits or more and earn a semester GPA of 3.50-3.99

Note: Students enrolled in sessions will be honored at the close of the full semester.

Graduation Honors

Students are eligible for Latin graduation honors based upon their cumulative GPA as listed below:

Summa cum laude:	Cumulative GPA of 3.80-4.00 upon graduation
Magna cum laude:	Cumulative GPA of 3.61-3.79 upon graduation
Cum laude:	Cumulative GPA of 3.50-3.60 upon graduation

Honor Societies

Honor societies recognize student academic achievement by inviting students to join local chapters. Societies may be program specific, and membership is optional. Eligibility is determined by criteria set at a national level. Aultman College has chapters of the following honor societies:

- Phi Theta Kappa (PTK) Honor Society

  PTK is the largest two-year honor society in the world. To be eligible for PTK, students must be enrolled in an associate level program as their primary degree. Students who have a cumulative GPA of 3.60 after completing at least 12 credit hours are eligible to join the Beta Sigma Theta chapter. Information about the organization is available at www.ptk.org.

  Good standing requires maintenance of cumulative GPA of 3.50. Failure to maintain this standard will result in the removal of the member from good standing as stated in the PTK Constitution and Bylaws, Chapter 1, Section 3. Failure to meet good standing requirements as stated in the PTK Constitution and Bylaws will cause membership and all membership privileges to be revoked.

- Lambda Nu National Honor Society
  Lambda Nu is a national honor society for the radiologic and imaging sciences. To be eligible, students must be enrolled in the radiography program, have completed five credit hours in this program, and have a cumulative GPA of 3.50 or higher. Information about the organization is available at www.lambdanu.org.

Academic Progression Policy*

Students must maintain a minimum cumulative GPA of 2.0 to remain in good academic standing.

Academic Probation – Students will be placed on academic probation for any of the following reasons:

- Receiving a cumulative GPA less than 2.0 in any semester/session
- Receiving less than a C (2.0) in any program required courses listed in the degree summary in the college catalog
- Receiving an F in any course

Students on academic probation:

- Have one semester/session to return to good academic standing with a cumulative GPA of 2.0 or better
- Must pass all courses
- Must complete program requirements including an Aultman College academic success workshop(s)

Students dismissed:

- Students failing to meet the above requirements will be dismissed from the program.
- For students who have been on academic probation two (2) times in a program, a third failure will result in dismissal from that program.
- Students dismissed from a program for reasons other than failure to maintain a GPA of 2.0 or higher may be considered for continued enrollment at Aultman College. They must meet with an academic advisor to determine an appropriate course of action and meet program admission criteria in effect at the time of reapplication.

NOTE: Individual programs may have more stringent policies on academic dismissal.

- **Prelicensure nursing**: See NRS Prelicensure Progression Policy for students entering prior to fall 2018.
- **Radiography:** See Radiography Progression Policy
- **Diagnostic Medical Sonography:** See Diagnostic Medical Sonography Progression Policy
- **Medical Assisting:** See Medical Assisting Progression Policy

Student Readmission:

- Health Sciences, Nursing, and Social Work: Students dismissed from any health sciences, nursing or social work program are eligible to reapply to the program after one calendar year from the time of dismissal.
  - Prelicensure nursing – pre-licensure program specific nursing courses are valid for three years due to rapid evidence-based discipline changes.
- Radiography – See Radiography Progression Policy.
- Medical Assisting- See Medical Assisting Progression Policy

Definitions:

Student Success Advisor - a college-wide advisor to students.

Academic standing – a measure of a student's academic achievement. Academic standing categories include good standing, academic probation, and academic dismissal

Progression planning: designed to build upon student knowledge, skills, and behaviors gained over the course of a program's curriculum.
Required course- a course that is mandatory for graduation from a specific degree program.

Students are responsible to maintain required grades. Students are strongly encouraged to initiate conferences with course faculty at any time to discuss grades, GPA, or academic standing and to develop remedial action plans. Resources are also available via the Student Success Center, advisors, and peer groups (e.g., Student Senate).

Change of Program*

Students must meet program entrance requirements to be eligible to change programs (see Admission Criteria and Program Entrance Requirements policy).

Current students wishing to change programs must complete the Change of Program/Degree Interest form and submit it to their advisor by the Friday before the start of the semester for all programs except Associate of Applied Science in Radiography (AASR) and Associate of Applied Science in Diagnostic Medical Sonography (AASDMS). Change of Program forms for the AASR and AASDMS programs must be completed and submitted by the admissions deadline for that program.

- Student completes the Change of Program/Degree Interest form (found in the college main office and on the website).
- Student submits the completed form to the advisor by the Friday before the start of the next semester.
- The advisor verifies that the student meets program entrance requirements as set forth in the Admission Criteria and Program Entrance Requirements policy.

Ineligible Students
The advisor notifies the student of ineligibility, explains reasoning, and then forwards the form to the registrar for filing in the student's administrative file.

Eligible Students
The advisor notifies the following:

- Student—of eligibility decision
- Admissions—which generates the acceptance letter
- Registrar—for transfer credit re-evaluation and necessary status changes in SIS
- Financial aid and associate bursar of eligibility decision
- Program directors—of the student's new and former programs. They will communicate program specific requirements to the student.

The registrar will notify the advisor when status changes are complete, and the student is eligible to register.

Dismissal from the College

A student may be dismissed from the college for academic and/or financial reasons, or through any violation of the student conduct policies. Any student being dismissed will be notified by the college and must cease attending classes. The student may need to see the financial aid administrator to complete paperwork if the student is receiving financial aid. Refer to the financial aid policies in this catalog for more information. A student who is dismissed from the college is not entitled to reimbursement of tuition and fees.

Final Exam Scheduling

The registrar coordinates the final exam dates and times and posts the schedule on the college website. If an academic conflict in final exam scheduling occurs, the student is responsible for notifying the faculty member and the registrar. The registrar will confirm the conflict and work with the Aultman College faculty members to resolve the conflict.

Federal Definition of a Credit Hour*

Aultman College follows the Federal Credit Hour definition as supported by the Higher Learning Commission and Ohio Department of Higher Education.

Course Delivery Modes: format in which a course is offered:

Face to face- meet in the classroom during scheduled class times
Hybrid- meet both face to face and online
Online- deliver 100% of content online

Internship Program (IN): An internship experience is a partnership among students, institutions of higher education, and employers that formally integrate students' academic study with work or community service experience. It starts with a given set of learning outcomes derived between faculty, student, and internship organization that may be accomplished through independent application of skills and knowledge in the workplace setting. A credit bearing internship program may provide participating students compensation, in the form of wages/salaries, stipends or scholarships.

- One semester credit= a minimum of 4,500 minutes per semester

Laboratory (LB): A laboratory is an educational activity in which students conduct experiments, perfect skills, or practice procedures under the direction of a faculty member. Regardless of delivery mode (online/hybrid/face to face), labs have a 1:3 ratio (one hour credit is equivalent to three hours of time spent in lab per week).

- One semester credit= a minimum of 2,250 minutes per semester

Lecture (LE): A lecture is formalized instruction, conducted on or off campus, in which the faculty member presents an educational experience to students applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audio-visual materials or techniques.

- One semester credit= a minimum of 750 minutes per semester (Students will be expected to work outside of instruction time on a regular basis, over the length of the course, averaging two hours of out of class instruction for each semester credit hour).

Nursing Clinical (NCL): A nursing clinical applies only to nursing programs. The experience allows for the supervised delivery of care within the scope of a course. A nursing clinical has a ratio of 1 semester credit hour to 3 clinical experience hours.

- One semester credit= a minimum of 2,250 minutes per semester

Practicum (PR): A practicum experience allows a student to observe and document how working professionals perform their job responsibilities. Students will also participate in a limited extent in performing tasks under supervision by program faculty or on-site staff. Generally, there are practicum course assignments (i.e., portfolio, weekly reflections). Because of the reliance on the experience for learning, the quantity of minutes is greater than an internship.

- One semester credit= 6,300 minutes of practicum instructional time per semester

Radiography and Sonography Clinical: A radiography and sonography clinical applies only to those programs and is a clinical experience which meets at a health care facility. The clinical experience provides a hands-on patient care environment for student learning. During clinical experience, a clinical instructor/radiographer/sonographer directly/indirectly supervises the student. Radiography and Sonography clinical experiences have a ratio of 1 semester credit hour to 7 clinical experience hours.

- One semester credit= a minimum of 5,250 minutes per semester

Grading Policy*

Faculty provide students with periodic(formative) evaluation throughout each course and at the end (summative) of each course, using a college defined system to establish consistency and transparency for student, faculty, college, and public understanding of achievement of learning outcomes.

Grades are awarded for demonstrated student learning based on course requirements. They are not rounded; this means that a score of 76.5% on an exam would not be considered a 77%.

Degree programs may require grades of C or better in program specified courses. Grades of C- (C minus) or below in these programs specified courses are considered failing, and students are required to repeat the courses. Repeatedly receiving a C- or below in such courses may result in academic probation or dismissal. See progression requirements of specific degree programs for details.

Grades and Grade Point Average (GPA)

The table below denotes the grading scales used for foundational education and health professions (BIO, ENG, MAS, PHL, etc.), and NRS, RAD and DMS courses.

Grade point averages are calculated using the following system:

Grade	GPA Equivalent	Foundational Ed and Health Professions %	NRS/RAD/DMS %
A	4.00	93.00-100.00	95.00-100.00
A-	3.70	90.00-92.99	93.00-94.99
B+	3.30	87.00-89.99	90.00-92.99
B	3.00	83.00-86.99	87.00-89.99
B-	2.70	80.00-82.99	85.00-86.99
C+	2.30	77.00-79.99	81.00-84.99
C	2.00	73.00-76.99	77.00-80.99
C-	1.70	70.00-72.99	75.00-76.99
D+	1.30	67.00-69.99	73.00-74.99
D	1.00	63.00-66.99	71.00-72.99
D-	0.70	60.00-62.99	70.00-70.99
F	0.00	0-59.99	0-69.99
S (Satisfactory)	N/A	N/A	N/A
U (Unsatisfactory)	N/A	N/A	N/A
I (Incomplete)	N/A	N/A	N/A
W (Withdrawal)	N/A	N/A	N/A
AW (Admin Withdrawal)	N/A	N/A	N/A
AU (Audit)	N/A	N/A	N/A
R (Repeat Course)	N/A	N/A	N/A

Nursing, Radiography, Diagnostic Medical Sonography, and Mathematics

Clinical/Fieldwork and Lab:

- The clinical/fieldwork and/or laboratory components of nursing, health sciences, radiography, social work, diagnostic medical sonography and mathematics courses are rated satisfactory or unsatisfactory based on attainment of student outcomes.
- A final grade of F will be assigned in any nursing, health sciences, radiography, social work, diagnostic medical sonography, or mathematics course if the clinical/fieldwork/lab component of the course is not satisfactory, regardless of the course percentage.
- Students can review all assignments with faculty per syllabus guidelines.
- Student performance is evaluated according to the established performance standards for each course.
- Clinical/fieldwork evaluations are written at midterm and at the end of the semester.
    - o at midterm, conferences are held with each student to discuss clinical performance and determine an action plan if needed.
    - o at the end of the course, conferences are held with each student to discuss clinical/fieldwork performance and achievement of standards.
- Radiography and Diagnostic Medical Sonography: Detailed information regarding the Clinical Competency Evaluation System will be provided to students in their clinical practicum syllabus.

Theory Courses:

- Theory courses evaluate attainment of student outcomes utilizing Aultman College grading system.
- Graded assignments are listed in each course syllabus.
- Weighting of grades is determined by faculty in the testing guidelines.

Communication of Grades:

- Faculty communicate in the course syllabus the grading scale percentage equivalents and program-specific minimum grade requirements that must be achieved to ensure progression toward a degree.
- Faculty records all student grades in a timely fashion in the LMS. Midterm grades will be issued for all full semester courses.
- Students with questions about an assigned test/quiz/paper grade should provide to the faculty written documentation of why the grade is unacceptable. If the concern is a test question, the above documentation should additionally include citations from two scholarly, peer-reviewed resources. A student questioning an assigned grade in this manner is beginning an appeal process that is outlined in the academic appeal policy.

GPA Calculation:

- The grade point average is calculated by multiplying the number of credit hours per course by the grade points received to yield a total grade point per course.
- The total grade points are added together and then divided by the total number of semester credit hours.
    - In the example below, the GPA is 3.40 (23.8 divided by 7).

Course	Grade	Grade Points	Credit Hours	Total Grade Points
English	B	3.00	3	9.00
Math	A-	3.70	4	14.80
Total			7	23.80

Graduation*

Graduation Requirement

Each student must be aware of and meet the college graduation requirements and use the degree audit function available on the student portal.

Prior to graduation, students must

- Complete Graduate Exit Survey
- Satisfy program requirements
- Complete financial aid exit counseling
- Satisfy financial obligations
- Complete 6 hours of community service (excluding MA and BSNC)

Prior to graduation, students must return

- ID Badge (if applicable)
- Course equipment
- Library books
- Program specific supplies (if applicable)

Students who do not return the items listed above will be charged a replacement fee.

Upon satisfactory completion of these requirements, students will be awarded a diploma and an official college transcript, and information will be sent to the appropriate licensing board if applicable.

Incomplete Grades*

At the instructor's discretion, a temporary grade of Incomplete (I) may be given. Incompletes (I) are meant to be issued in the event of unusual, extenuating circumstances and are not encouraged to be used as part of the regular operations of a course. Only students who have completed a minimum of 80% of their coursework, but due to unforeseen circumstances cannot complete the remaining work, may request an Incomplete (I) grade from their instructor.

- A grade of *I* cannot be assigned to a course if the student drops or withdraws from the course.
- A grade of *I* does not satisfy the prerequisite need of subsequent courses.
- Students may not re-enroll in a course in which they have an outstanding grade of *I*.
- Student progression may be affected.

Students ordered to active military service requesting an "Incomplete" grade should refer to the Military Withdrawal and Readmission Policy for information regarding incomplete grade completion requirements and time frames.

If the student <u>does not</u> complete the work indicated on the Incomplete Grade Form by the mutually agreed deadline, the temporary grade of Incomplete (I) will automatically become an F, which will be computed into the student's grade point average. This F will not be removed from the transcript under any circumstances.

OF NOTE: Students who receive an incomplete grade in the semester they apply to graduate will not be permitted to participate in graduation and must follow the Incomplete Grade Policy. After that time, students must reapply for graduation and complete all graduation/exit requirements before receiving a diploma.

Should the instructor award an Incomplete, both student and instructor must agree upon a date when all coursework will be completed.

- Section 1 of the Incomplete Grade Form (IGF) should be completed by the instructor.
- Copies of the IGF are to be provided to both the student and the Dean/Program Director.

- All work indicated on the IGF as required must be completed by the mutually agreed deadline, which can be no later than on or before the last day of the next semester (fall, spring, or summer) immediately following the initial course attempt.

When the student completes the work indicated on the IGF by the deadline:

- The instructor will complete Section 2 of the IGF and forward it to the registrar.
- Copies of the IGF are provided to the student and the program director and/or dean.
- The student's transcript will reflect the removal of the temporary grade of *I* and its replacement with the grade earned by the student for the completed course.
  - This grade will be computed into the student's grade point average.

If the student does not complete the work indicated on the IGF by the deadline:

- The instructor completes Section 3 of the IGF and forwards it to the registrar.
- Copies of the IGF are provided to the student and the program director and/or dean.

Jury Duty*

Absences for court-ordered legal obligations (e.g., jury duty, subpoena, summons, etc.) are excused.
Students who have been called for a court-ordered obligation should speak with their program director or, in the absence of a program director, should contact the dean.

Students are responsible for making up assignments missed.

- Students must arrange make-ups of clinical or lab experiences through the clinical coordinator, instructor, or program director as applicable. Students who intend to request that the court excuse them from an obligation such as Jury Duty may request a letter from the program director verifying in-school status to submit to the court. The decision whether to excuse a student from the obligation rests solely with the court.

Students:

- Inform the program director or, in the absence of a program director, the dean, of the court-ordered jury duty or other summons.
- Request a letter verifying in-school status from the program director or dean.
  - If the court excuses the student from the obligation, no further action is necessary.
  - Students who are not excused from the obligation must provide documentation of meeting the obligation during the absence.
- Arrange with instructor, clinical coordinator, or program director to make up missed assignments and/or clinical/lab experiences.

Maximum Attempts Per Course*

A student may withdraw from any course by the established deadline. However, students should be aware of the following stipulations:

- A student may have only three attempts per course (two attempts for BSN Completion nursing courses), including the original grade, repeat grades, and all withdrawals.
  - The most recent grade is included in the computation of the cumulative grade point average.
- Courses taken at institutions other than Aultman College will not be included in determining repeat attempts.
- A course can only be counted once toward meeting graduation requirements.
- In the case of a course substitution, a student will have a maximum of three attempts per course for the newly substituted course.

Repeating a course may affect progression and require advisement by the program director. Withdrawal and repetition of a course may also affect financial aid. Refer to the Satisfactory Academic Progress (SAP) policy for specific guidelines on course withdrawal and the effects on financial aid.

If a student is unsuccessful in a course after their third attempt (second for the BSN-C program), they are dismissed from the program in which they are enrolled.

- It may be possible for the student to enter another program if the course is not also a requirement of the new program.
- It is of note that a BSN-C student who has withdrawn or is not successful on their second attempt (and has not been granted any additional attempts) is not eligible for re-enrollment in the BSN-C program.

Students who want to pursue an appeal should follow the process as outlined in the Academic Appeal Policy.

- The academic appeal process requires documenting serious extenuating circumstances.
- If it is determined that extenuating circumstances did exist, one additional attempt may be allowed with the approval of the vice president of academic affairs.

Readmission to the college after a final dismissal begins the maximum attempts process anew. However, the Transfer Credit Policy and the maximum attempts delineated in the SAP still apply to readmitted students. Admissions requirements must be met for readmission. Refer to the academic dismissal section of the appropriate program progression policy as well as the college admission policy for further details.

Military Withdrawal/Temporary Leave and Readmission Policy*

To minimize the disruption to the lives of service members, allowing them to return to the college without penalty for having left because of their service.

Federal law and regulations require colleges to promptly re-admit with the same academic status a service member who did not attend or did not continue to attend because of service in the uniformed services. “Service in the uniformed services” means service, whether voluntary or involuntary, in the Armed Forces, including service by a member of the National Guard or Reserve, on active duty, active duty for training, or full-time National Guard duty under Federal authority, for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days.

Upon request by the students, the college will promptly re-admit them after service in the uniformed services. Such admission will carry the same academic status as the student held when they last attended the college or were last admitted to the college but did not begin attendance because of their service. “Promptly re-admit” means that the college will re-admit the student into the next class or classes in the student’s program beginning after the student provides notice of their intent to re-enroll, unless the student requests a later date of readmission or unusual circumstances require the college to admit the student at a later date.

Re-admitting a student in the “same academic status” means that the college admits the student:

- unless the student requests or agrees otherwise, to the same program to which they were last admitted, or, if that exact program is no longer offered, the program most similar to that program;
- unless the student requests or agrees to a different enrollment status, with the same enrollment status that the student last held at the college;
- unless the student is re-admitted to a different program to which the completed credit hours are not transferable, with the same number of credit hours previously completed;
- with the same academic status (e.g., with the same Satisfactory Academic Progress status) the student previously had;

- if the student is re-admitted to the same program, assessing, for the first academic year in which the student returns, the same tuition and fees that the student would have been assessed for the academic year during which the student left the college, or, if veterans' education benefits or other service member education benefits will pay the amount in excess of the tuition and fees assessed for the academic year during which the student left the college, the amount of tuition and fees that other students in the program are assessed for that academic year; and
- if the student is admitted to a different program, and for subsequent academic years for a student admitted to the same program, assessing no more than the tuition and fees assessed for that academic year.

If, before withdrawal for service in the uniformed services, the student has paid all tuition and fees due for a given academic term, if they so desire, the student will be credited that full amount toward a subsequent academic term if/when they are re-admitted.

If the college determines that the student is not prepared to resume the program with the same academic status at the point where the student left off, or will not be able to complete the program, the college will make reasonable efforts, at no extra cost to the student, to help the student become prepared or to enable the student to complete the program, including providing refresher courses and allowing the student to retake a pre-test. "Reasonable efforts" means actions that do not place undue hardship on the college.

To withdraw from the college and be entitled to re-admission upon the completion of service, the student (or an appropriate officer of the Armed Forces or official of the Department of Defense) must provide oral or written notice, as far in advance as is reasonable under the circumstances (including circumstances that prevent the giving of *any* advance notice), of the student's call to service to the dean/program director and to the registrar, along with a copy of the student's orders and a completed withdrawal form. Any student who did not give advanced oral or written notice of service to the appropriate college official may nonetheless meet the notice requirement by submitting, at the time the student seeks re-admission, an attestation that the student performed service in the uniformed services that necessitated the student's absence from the college.

Unless a student is hospitalized for or convalescing from an injury or illness incurred in or aggravated by the performance of service in the uniformed services, a student must, not later than three years after the completion of the period of service, give oral or written notice to the program director of their intent to return to the college. If the student is so hospitalized or convalescing, they must give such notice not later than two years after the end of the period that is necessary for recovery from such injury or illness. A service member who does not provide notice of intent to return within the above-prescribed time period does not automatically forfeit eligibility for readmission but is subject to the college's established leave of absence policy and any other relevant policies. The cumulative length of a student's absence because of service in the uniformed services cannot exceed five years.

To evidence a student's eligibility for re-admission, they must submit, along with an application for re-admission, documentation to establish that the student's absence because of service in the uniformed services has not exceeded five years and that the student was discharged on a basis other than dishonorable or bad conduct and the like.

If a student who withdraws from the college due to service in the uniformed services does not wish to be re-admitted to the college upon the completion of such service, they are entitled to a full refund of all tuition and fees, provided the student withdraws before the withdrawal date otherwise established by college policy. If the student withdraws after such withdrawal date, the student is ineligible for a refund.

Military Leave of Absence (Withdrawn): Students ordered to active military service and who are unable to complete academic responsibilities to Aultman College may request a withdrawn status.

Census Date: the point at which enrollment is locked for financial aid purposes and the last date a student can add or drop classes for a full tuition refund as defined each semester on the academic calendar.
Attestation: To certify by signature and/or to supply evidence of.

Student Procedure:

- Students who wish to withdraw from courses when called to active duty, specialized training, or disaster relief efforts must provide a copy of their orders to the dean/program director and to the registrar along with the completed and signed withdrawal form.
- The student notifies the admission advisor of their "order to active military service."
- The student's copy of the military orders directing them to report for active duty will be copied and retained in the student's academic and financial aid file. Note: a fax copy is NOT acceptable
- The advisor will recommend that the student see their program director and professors to discuss and determine the best possible option of those listed below given the circumstances. Once the best option is determined, the completed withdrawal form will be signed by the student and by the faculty members (where applicable) and returned to the admission advisor.
- According to Ohio Revised Code 3332.20 and Aultman College policy, the student may request any one of the following options:

<u>Option 1</u>
If coursework is at 80% or more of completion, the student may consider accepting Incomplete (I) grades. Full tuition charges will apply, and the student will be given every reasonable opportunity to complete their coursework. Faculty approval is required for this option. Should extenuating circumstances be present which delay timely completion, an appeal for extension may be made in writing to the program director. The results of said appeal will be conveyed by the program director to pertinent administrative departments (registrar, financial aid, finance office).

<u>Option 2</u>
If the semester is close to completion, the student may confer with their instructors and the program director to determine if an early final might be allowed, and an early final grade(s) assigned. Faculty approval is required for this option.

<u>Option 3</u>
If coursework is **not** near completion, the student may consider withdrawal with full tuition refund or tuition credit according to federal regulations. The option selected by the student will be notated on the withdrawal form. The financial aid office may adjust or remove all financial assistance if the student elects' option 3 according to federal and state guidelines (see Return of Title IV Funds Policy). This may result in repayment of previously disbursed aid or refunds. A full refund of tuition and mandatory fees will be authorized for students who are:

- Military reservists who receive orders to active duty after having enrolled and paid for tuition and fees.
- Active-duty military personnel who receive a reassignment after having enrolled and paid for tuition and fees.

<u>Option 4</u>
Under certain circumstances, a student who is required to participate in active military service or called to National Guard training is excused from scheduled classes or other required activities and will be allowed to complete an assignment or exam within a reasonable time after the absence. The excused absence is subject to faculty approval and permitted only if the student will miss no more than 25% of the total number of class meetings or the contact hour equivalent (not including the final examination period) for the specific course or courses in which the student is enrolled at the beginning of the period of active military service.

Option 5

If the student withdraws before the census date of the semester in which the student is called to active military duty and the student requests military leave, courses will be dropped. Courses dropped on or before the census date will **not** appear on the student's transcript (see Withdrawal/Refund Policy).

The student will be advised to obtain the appropriate signatures. Once completed, the withdrawal form will undergo data processing and distribution.

Departmental Procedure:

- The Finance/Financial Aid office will:
  - Administer the student's tuition in accordance with the option chosen. Should the student elect option 1, 2, or 3, any applicable tuition will be billed to the student. A deferred payment plan may be available. Where applicable, Meal Plan charges will be prorated from the date the student takes leave of the college.
  - May adjust or remove all financial assistance if the student elects' option 3 according to federal and state guidelines.
  - Notify the student's lending institution if they have borrowed a federal student loan
  - Forward a copy of the student's "order to active military service" papers to the student's lenders.
  - Notify the VA of enrollment changes within 30 days

- The student success advisor will:
  - Process the withdrawal, as applicable, according to current Withdrawal Policies and Procedures.
  - Notify all pertinent departments and attach orders of the student's call to active duty or training.
  - Withdraw students from any subsequent semester courses in which they are pre-registered.
  - Process the selected option according to policy and retain the supporting paperwork.

- The registrar will:
  - Process any incomplete grades given for the semester according to the Incomplete Grade policy.
  - Note on the transcript that the student is inactive due to a call to active military service.

NOTE: Students who *enlist* for military service after the add/drop period will be subject to the college's non-military refund policy.

Required Military Withdrawal and Temporary Leave Re-admission Procedure:

- The student is required to present the proof of the training schedule, official orders, or letter from the member's unit. In cases of a medical treatment, the student must present a signed document from the VA physician, Master of Social Work, or other qualified individual indicating that an absence should be excused.
  - Students are eligible for readmission under this provision if, during their leave, they performed or will perform voluntary or involuntary active-duty service in the U.S. armed forces, including active duty for training and National Guard or Reserve service under federal authority, for a period of more than 30 consecutive days, and received a discharge other than dishonorable or bad conduct. In general, the cumulative length of absence and all previous absences for military service (service time only) must not exceed five years.

- To be readmitted, the student must have provided advance written notice of military service and give written notice of their intent to reenroll to the program director no later than three years after the completion of the period of service. If the student is recovering from a service-related injury or illness, they must notify the school no later than two years after recovery.

- A student who fails to give advance notice may submit, at the time the student seeks readmission, an attestation to the school that the student performed uniformed services that necessitated the student's absence from the school. A student who does not submit a timely notification of intent within designated time limits may not be eligible for the benefits outlined.

- The school must allow the student to reenroll in the next class or classes in the same program, with the same enrollment status, number of credits, and academic standing as when he or she was last in attendance at Aultman College. The student may also request a later date of admission or, if unusual circumstances require it, the institution may admit the student at a later date. If the school determines that the student is not prepared to resume the program where he or she left off, the school must make reasonable efforts, at no extra cost to the student, to enable the student to resume and complete the program. Such reasonable efforts include, but are not limited to, providing a refresher course, and allowing the student to retake a pretest, as long as they do not place undue hardship on the school. If reasonable efforts are unsuccessful or the school determines that there are no reasonable efforts that the school can take, the school is not required to readmit the student.
    - If the program to which the student was admitted is no longer offered, the student must be admitted to the program that is most similar, unless the student requests or agrees to admission to a different program.

- A reservist or member of the National Guard called to active duty (not including routine National Guard training) may be readmitted without application or payment of additional application fees within one year of the "release from active duty" date on military orders. Applicable students will retain academic standing and financial eligibility if they meet current eligibility requirements other than continuous enrollment or other timing requirements.

- For the first academic year in which the student returns, they must be readmitted with the same tuition and fee charges the student was or would have been assessed for the academic year when the student left, unless there are sufficient veterans' educational benefits or institutional aid to pay the increased amount of tuition and fees. For subsequent academic years, the student may be charged the same tuition and fees as other students in the program.
    - If there is an unpaid student account balance at the time of or after deployment, the college will work with the student on payment arrangements. No collection actions will occur during deployment; however, the student must resolve any unpaid balances upon return and prior to subsequent enrollment.

Re-admission After Dismissal

Non-degree seeking students who are dismissed from the college must re-apply if they wish to return to classes. Students enrolled in a degree program should refer to the program-specific progression policy for information about re-admission after dismissal from a program.

Recording of Lectures

To ensure the rights and privacy of others, students must obtain permission from the course faculty in the classroom to record class sessions. Other students in the classroom must be notified that the class is being recorded. A student who is recording a lecture must accommodate any request from other students or course faculty that a question/comment not be recorded. Recording is not permitted during test or quiz review and in other situations deemed inappropriate by faculty. Students with disabilities that necessitate the use of a recording device should follow the college's accommodations procedures.

Repeating Courses

Repeating a course indicates the student is attempting to secure a passing grade for a course previously failed or withdrawn. Grades for all courses taken will appear on the official transcript; however, only the last attempt will be used in calculating the student's GPA. Course repetition may affect student progression.

Student Complaints*

The student complaint process is conducted through written communication. While college personnel will respond to e-mail, in-person, and telephone inquiries with general questions and concerns, the formal complaint/appeal process begins with written documentation. The college will respond in writing to all formally written complaints. Complaints from employees or third parties shall be handled through processes established in other policies. Academic concerns related to grade and/or classroom performance need to follow the Academic Appeal Process outlined in the College Catalog.

Complaint Process:

- A student submitting a complaint will complete the Student Concern Form, containing the nature and specifics of the concern, and submit it through electronic means.
- The student should attach documentation to support the concern, when possible. For example, if the complaint is in reference to an institutional policy, a copy of the policy should be attached.
- The student submitting the form is expected to sign and date the form and include an email address for future correspondence.
- If a student submitting a complaint does not respond to any requests for additional information within 5 business days of the request, the complaint will be closed.

ACADEMIC SUPPORT SERVICES

Aultman College Health Sciences Library

Circulation Desk (330) 363-5000 *Medical Librarian (330) 363-3471*
Email: library@aultmancollege.edu
Website: https://aultman.libguides.com/home

About the Library
The Aultman College Health Sciences Library is located on the second floor next to the Simulation Lab. The library provides support to all students, staff, faculty, and all Aultman Hospital personnel. It is staffed by the Medical librarian and the library assistant who are typically available from 8:00 a.m. to 4:30 p.m. Monday through Friday, except major holidays (subject to change). Aultman identification badges allow access to the library after staff hours. The library is a learner-focused environment, adaptive to the needs of its users. The library maintains three study rooms available on a first come, first served basis and has group and individual study environments along with computers for research and a black and white copy/scanner/fax machine.

The library's collection meets the needs of its users. Beyond the local print books and journals are millions of books, audio/ visual resources, and other materials available through OhioLINK (https://ohiolink.edu/) or other subscription services. Once requested, interlibrary loan items typically take a week to arrive. The library complies with all circulation policies and procedures of OhioLINK and NEOMED affiliate status. Students can typically check out circulating books for three weeks and circulating media for one week. See library staff for more information.

Students have access to over 140 databases, 17,000 electronic journals, 100,000 electronic books, and millions of electronic articles through Aultman's association with Northeast Ohio Medical University and OhioLINK. The databases available include those focusing on general studies (e.g., Academic Search Complete) and nursing/allied health (e.g., CINAHL, MEDLINE).

Students have access to a reserve collection available for in-library use only. The reserve collection houses current editions of all college textbooks and is available only during staffed hours.

The Medical librarian is available during regular hours or by appointment for research consultations, literature reviews and dedicated research requests.

Academic Library Collection Policy*

The Aultman College Health Sciences Library maintains a collection of resources that is diverse, scholarly, substantive, organized, and relevant to its user groups. The format of the resources reflects learning needs and includes books, journals, and electronic resources.

Full-Text Use of Electronic Resources Via the Library
When logging in to the library's Primo search platform
(Ohiolink-neomed website), students must use their college-issued student ID to authenticate, along with a password set by the Library staff. For full-text access to our collection, choose "Hospital Affiliate" from the list of access points, then enter your Library ID and password. Ask a library staff member about any problems accessing resources.

Student Success Center

Front Desk: (330) 363-3233
Website: https://www.aultmancollege.edu/student-success-center

The Student Success Center (SSC) provides resources and services to enhance academic and personal success for all Aultman College students. Resources include:

- **Academic support** -including information about test-taking strategies, study skill development, exam preparation, etc.
- **Tutoring information-** including how to schedule tutoring and making the most of tutoring sessions.
- **Space for studying** and access to computers.
- **Accessing community resources** such as personal counseling, etc.
- **Mental health services** via the online counseling platform, BetterMynds
- **Career preparation** resources such as interviewing skills and resume preparation.
- **Requests for disability services and accommodation** may be arranged.
- **Support for students** who speak English as a second language.

To learn more or to make accommodation arrangements, contact:

Student Success Services Coordinator
PH: (330) 363-6847 (voice)
Dial 7-1-1 for Ohio Relay Service

Check the website for hours of operation and tutoring schedule.

Accommodations*

Reasonable accommodations are provided for eligible students through the Student Success Center (SSC) in compliance with the Americans with Disabilities Act (ADA), and Section 504. Reasonable accommodation is provided on a case-by-case basis through an interactive process between requesting students and the college. The college is not obligated to fundamentally alter its programs to accommodate students; therefore, some accommodation requests may not be granted.

At the postsecondary level, students are required to self-identify as a person with a disability and affirmatively make a request for accommodation to the college. In accordance with the procedures outlined below, students should arrange a meeting with the SSSC to request accommodations. Students should not make accommodation requests directly to faculty members; if this occurs, faculty members will refer students to the SSSC. Once a request has been made to the SSSC, the college will begin the interactive process to determine what, if any, reasonable accommodation is available.

Professionals

Professionals rendering diagnoses for accommodation requests must be qualified in the appropriate specialty to accurately assess and diagnose the disability for which the student seeks accommodations. Licensed physicians, nurse practitioners, counselors, psychologists, psychiatrists, or neuropsychologists should show clear and specific evidence of diagnosis and statement(s) of the impact of the disability on the student.

Faculty

Each semester, students wishing to utilize reasonable accommodations will provide faculty members with an eligibility letter from the SSSC explaining the accommodation(s) for which the student is eligible. If no such letter is

received, faculty members should proceed with their courses as usual. If a student believes they should have accommodation(s), faculty members should refer the student to the SSSC.

Service Animals
The college complies with service animal guidelines established by the ADA. Additional specific information regarding service animals is available on the ADA website at www.ADA.gov and through the SSC.

Student Activities
The college ensures that appropriate reasonable accommodation is considered for students with disabilities participating in (or wishing to participate in) college organized activities. Students may contact the SSSC for further information.

Accommodations - any environmental or policy adaptations implemented to ameliorate the impact of a student's disability. Accommodations may include, but are not limited to, testing accommodations such as extended time, distraction reduced testing area, reader for tests, scribe; sign language interpreters; real-time captioning; assistive technology such as screen reader software, assistive hearing devices; accessible versions of textbooks such as digital and/or Braille; accessible classroom locations; modifications to absence policies, etc.

Disability - a physical or mental impairment that substantially limits one or more major life activities of an individual; a record of such impairment, or an individual being regarded as having such impairment.

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.

SSC- Student Success Center
SSSC- Student Success Services Coordinator

Student Guidelines:
Students may request accommodations at any time through the following interactive eligibility determination process:

- Complete a Request for Accommodations form
    - The purpose of this form is to assist the college in determining the basis and nature of a student's request for reasonable accommodation.
- Obtain supporting documentation from an appropriate provider. Documentation will vary depending on the situation and the nature of the disability and requested accommodation. For example, disabilities that are more obvious in nature may require less documentation, such as mobility or sensory disabilities.
- Schedule an intake meeting with the SSSC to determine appropriate accommodations.
- Temporary accommodation may be available while the college engages in an interactive process to determine whether ongoing accommodation is appropriate.
- If a request for reasonable accommodation is approved, provide each instructor with an accommodation letter each semester.
- If approved reasonable accommodations involve testing, schedule any tests/quizzes in the SSC testing area during the first three weeks of each semester, and no later than one week prior to each test/quiz.
- Understand that approved reasonable accommodations are not effective retroactively. In other words, students who completed assignments or exams prior to receiving approved reasonable accommodations generally may not repeat those assignments or exams with the approved reasonable accommodations.
- A student can request additional accommodation and/or modifications to their already-granted accommodations at any time by contacting the SSSC.

Healthcare Provider Guidelines:

Submit all documentation, including the completed/signed Accommodation Request form to the SSSC.

A. Providers may submit documentation via the requesting student in a sealed envelope, email, regular mail, delivery service, or fax.
    1. Documentation may be evidenced by completion of details on the provider's letterhead.
    2. Name, title, and professional credential(s) of the evaluator/diagnostician, including information about licensure, certification, and/or area of specialization, must be clearly stated in the documentation.
    3. All documentation must confirm the specific diagnosis of the disability and include
        a. The nature, severity, and duration of the disability.
        b. The impact of the disability on life activities or academic functioning
    4. Documentation may contain specific recommendations for reasonable accommodations. For example:
        a. Extended time for taking tests/quizzes (typically ranging from 50% to double time).
        b. A distraction reduced testing area and/or separate room for testing.
        c. Modification of an existing attendance policy.
    5. Documentation should contain results of any administered standardized tests to support the diagnosis.
        a. Where appropriate, testing should have been administered within a reasonable time frame in relation to the request to the college, such as within the past three to five years, and standardized on adult norms.
        b. Documentation for learning-related disabilities, such as a specific learning disability (SLD), should include the most recent Individual Education Program (IEP), Summary of Performance (SOP), and Evaluation Team Report (ETR) such as provided by a student's K -12 educational experiences.
        c. Documented evidence (within the past three to five years) of prior accommodations within a higher education setting is helpful and will be recognized and considered in the accommodation determination process.
B. Note that specific accommodations being recommended by a professional does not guarantee that those accommodations will be granted, and the college may provide alternative accommodations instead.
C. While documentation of past accommodation history is important and will be considered, it is not decisive as to what accommodations will be granted by the college.
D. The college reserves the right to request additional documentation if the initial documentation does not provide sufficient information.

Faculty Guidelines:

For students with approved testing accommodations, faculty should deliver any tests/quizzes to the SSC **at least 24 hours before test administration**. Faculty may be responsible for proctoring tests that are not delivered 24 hours prior to the test administration time.

A. Face-to-face Courses
    1. Document any specific test taking guidelines on the Test Proctoring Instructions form, including but not limited to, the regular time students have for completing the test/quiz, whether the test is open-book, use of notes during the test, use of a calculator, etc.
    2. Place a copy of the test/quiz and a completed Test Proctoring Instructions form in a sealed test envelope and place in SSC drop box.

        OR

        Email a copy of the test/quiz to the SSSC.
B. Online Courses

1. Email online test proctoring instructions to the SSSC.

C. Questions regarding accommodation should be directed to the SSSC.

Student Success Center Guidelines:

The SSSC facilitates the provision of reasonable accommodations according to the following procedures:

A. The coordinator and the student discuss all documentation during the intake meeting.
   1. The information provided by the student will be treated confidentially as per FERPA guidelines and will be handled on a need-to-know basis.

B. The coordinator provides the student with a letter of verification when/if reasonable accommodations are approved.
   1. The approval letter is typically available within 48 hours of SSSC's receipt of all necessary documentation and completion of the intake meeting.

C. The coordinator provides students approved for testing accommodation with an Exam Accommodations Agreement for their signature each year they schedule tests/quizzes in the SSC.

D. Where applicable, the coordinator delivers completed tests to faculty mailboxes.

E. The coordinator documents the accommodation process for each eligible student and maintains their files in a locked file cabinet in the SSC.

Grievance Procedure Related to Disability Accommodations:

A student who believes that an approved accommodation is not being appropriately implemented or is otherwise having difficulty with a faculty member related to accommodations, should first attempt to resolve the issue informally with the faculty member involved. The SSSC may act as a liaison in some circumstances to assist in resolving issues between the student and the faculty member. If the situation cannot be resolved informally, the student may file a grievance in accordance with the following procedures.

Students who believe they have not been granted an accommodation they are entitled to or otherwise have a grievance related to disability accommodations can contact the Dean of Student Success. The Dean of Student Success will review the situation, consult with appropriate personnel, and make a final determination on the matter.

Tutor Policy*

As a component of a comprehensive learning assistance program, the Student Success Center provides free tutoring services exclusively for enrolled Aultman College students. Services include tutoring.

Enrolled Aultman College students may obtain information about tutoring services from the Student Success Center's published tutor schedule which is available in the Student Success Center and on the college website. The tutor schedule is updated each semester.

STUDENT CONDUCT POLICIES AND PROCEDURES

This section covers student conduct policies that apply to all students. Refer to additional program specific policies found elsewhere in this catalog.

Students are expected to act in a mature, professional manner, to respect the rights and privileges of others, and to be responsible for appropriate conduct. Students who exhibit inappropriate conduct or violate college rules, regulations, or policies will be subject to disciplinary action up to and including expulsion for a first offense, as warranted by the situation. Claims of ignorance, unintentional error, or academic/personal pressure are not sufficient reasons for violation of college rules, regulations, or policies.

Anti-Hazing Policy*

Aultman College is committed to providing a safe and healthy campus environment for the college community and cultivating a culture that fosters respect for the dignity and rights of all its members. The college prohibits hazing activities by any members of the college community as defined by this policy, Ohio Revised Code 2903.31, and the Student Conduct Code of Conduct.

This policy applies to Aultman College students, student organizations, student groups/teams, employees, volunteers, contractors, and alumni. Hazing is prohibited in any form both on and off campus, between two or more people who are affiliated with the college, or any student or other organization associated with the college. This applies to off-campus facilities of registered student organizations, at college sponsored or approved activities, and at non-college activities. It applies to all college locations including but not limited to where the college is extended to distance education, such as service trips, experiential learning opportunities, clubs, and other group travel. It applies to behavior conducted online, via e-mail or through electronic media, in cases where the behavior is not protected by freedom of expression.

Definitions:
Hazing: doing any act or coercing another, including the victim, to do any act of limitation to 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 Revised Code. Examples of hazing include, but are not limited to, physical abuse or assault, forced or coerced consumption of alcohol or drugs, sleep deprivation, forced or coerced activities that are morally degrading, humiliating, or that create mental distress, sexual harassment or sexual assault, or any activity that violates federal, state, or local laws or Aultman College policies.

Procedure:
Hazing is a serious offense of the Aultman College Student Code of Conduct and, therefore, is subject to the full range of sanctions (warning, probation, suspension, and dismissal). In addition, other educational activities may be required as conditions of the sanction. The college has the right to act regardless of any sanctions imposed on a student organization by an external governing body.

The Dean of Student Success or Campus Coordinator is responsible for investigating allegations of hazing involving students and student organizations.

Any allegation regarding employees, volunteers or contractors under this policy will be forwarded to the VP of Academic Affairs for appropriate review and action.

If after an internal investigation of the allegations has been conducted, it is determined that there is a reasonable and/or credible chance that a violation of the Ohio Revised Code has been committed, Aultman College may report

the matter to the appropriate law enforcement agency. Criminal investigations resulting from a report to law enforcement will be handled by the appropriate law enforcement agency.

- Allegations of Hazing – any person having knowledge of any activity or conduct which may constitute hazing should contact the Dean of Student Success or Campus Coordinator.
    - Contact information is available on the college website at www.aultmancollege.edu/faculty-staff OR;
    - College Health & Safety Resources | Ohio Nursing Schools (aultmancollege.edu)
- Reporting of Incidents – Campus safety is our top priority, and we take all reports of misconduct seriously to protect everyone's health and well-being. Aultman College depends on community members to identify and report behaviors of concern so that the college can provide distressed students and employees with appropriate support services and resources. We are all responsible for campus safety. If you see any concerning behavior or suspicious behavior report it to the Dean of Student Success or Campus Coordinator by providing a detailed description of the events that have transpired, the names of any individuals involved, and a description of any actions taken by the organization.
- Aultman College will never retaliate against individual(s) reporting hazing as long as the report is made in good faith. Retaliation is strictly prohibited to ensure a safe campus for all.
- Investigation of Allegations and Charges- Aultman College is committed to reviewing all reports of hazing. Anonymous reports are accepted; however, the college's ability to obtain additional information may be compromised and the ability to investigate anonymous reports may be limited. Upon receiving a report of alleged hazing, the Dean of Student Success or Campus Coordinator will do the following:
    - Make contact with the individual(s) bringing forward the allegations of hazing to ask additional follow-up questions;
    - Make contact with the individual(s) alleged to have perpetrated the hazing. If the conduct is organizational in nature, the Dean of Student Success or Campus Coordinator will contact the advisor of the organization that is under investigation;
    - Conduct interviews with all parties, including victims, the accused student(s) and any witnesses.
- The Dean of Student Success or Campus Coordinator may, at their discretion, require students, or a select group of students (i.e. all new members of an organization) to participate in an investigatory meeting at a pre-determined time and location and may exercise discretion regarding the communication of students during the investigation process.
- The Dean of Student Success or Campus Coordinator may, at their discretion, ask students to undergo a physical examination by a provider of their choice, particularly when allegations of physical abuse are part of a hazing investigation. The request for a physical examination should be limited to only those instances in which it is necessary to have a more thorough physical examination or if a student requests a physical examination by a healthcare provider. If a student does not have a provider of choice, the Dean of Student Success or the Campus Coordinator may provide the applicable AultWorks information to facilitate the examination if the student chooses. Any expenses incurred during this process is the student's responsibility. The Dean of Student Success or Campus Coordinator must inform the student of this financial responsibility prior to the physical examination occurring. The results of these physical examinations will be protected by applicable health privacy laws, which may be provided to the Dean of Student Succuss or Campus Coordinator by the medical professional conducting the examinations, upon the appropriate release of information form being signed.
- The Dean of Student Success or Campus Coordinator will write up an investigative report and determine if sanctions are warranted. If sanctions are warranted the Dean of Student Success or Campus Coordinator will charge the individual student(s), the involved student group(s), and/or the advisor or other responsible members of the involved student group(s) or any other complicit bystanders in accordance with the Student Code of Conduct.

- Training and Education- Aultman College will provide annually at least one program on hazing prevention education to all college members. Education may be provided in person, electronically, or both. The College will also provide training in our Annual Safety Training. Aultman College will maintain a record of individuals who have completed the training, and no student may join an officially recognized organization without completing the training. This training will also be provided to all volunteers that may have direct student contact. This annual training is an educational requirement for all employees.

Copyright Policy*

Copyright:

U.S. Copyright Law (Title 17, U.S. Code, 1976) states that holders of copyrighted materials possess the exclusive right to reproduce, distribute, perform, display, and prepare derivatives of their original, copyrighted works. However, the Fair Use doctrine and Technology, Education, and Copyright Harmonization (TEACH) Act allow for limited use in academic settings. See appropriate acts for further information.

Faculty, staff, and students are expected to be familiar with the provisions of U.S. Copyright Law and all associated amendments, provisions, regulations, and rulemakings. To maintain the academic integrity of the college, faculty, staff, and students are responsible for producing only original work. All faculty, staff, and students are prohibited from violating U.S. Copyright Law. The college reserves the right to randomly audit the contents of technology resources, to monitor user compliance with applicable policies, and to take appropriate action if an infraction is discovered.

Fair Use in Education & Research:

Fair use, in nonprofit educational and research contexts, limits the exclusive rights of copyright holders by allowing educators, scholars, and students to use copyrighted materials under certain conditions without seeking permission from the copyright holder. To assess whether a use is fair, U.S. Copyright Law (Section 107) provides four factors for determination:

1. The purpose or character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount of substantiality of the portion used in relation to the copyrighted work as a whole; and
4. The effect of the use upon the potential marked for or value of the copyrighted work.

Use in a nonprofit educational or research setting does not inherently indicate fair use. Faculty, staff, and students are required to educate themselves on the principles of copyright and fair use. Faculty, staff, and students must also use good judgement and assess the nature of their use of copyrighted materials based on the four factors identified above.

Duplication:

Copying and distributing copyrighted works may exceed fair use and infringe on the owner's copyright. Faculty, staff, and students may only use photocopies or other reproductions for private study, education, or research, as specified in the U.S. Copyright Law. Copying and distributing copyrighted material by posting it online is prohibited, except in cases where access to the online platform is limited (i.e., password protected) and the use of the material falls under fair use and TEACH Act guidelines.

Seeking Permission:

If the use of copyrighted material extends beyond fair use, written permission must be obtained from the copyright owner to copy, distribute, or otherwise use the work. Refer to the Aultman Health Sciences Library Faculty Guide for information about and procedures for seeing and obtaining permissions.

Peer-to-Peer (P2P) File Sharing:

The Higher Education Opportunity Act (HEOA) includes provisions related to peer-to-peer (P2P) file sharing. P2P file sharing programs allow material to be shared in digital formats, such as music and movies. The distribution and downloading of such material via P2P file sharing are an infringement of U.S. Copyright Law.

Digital resources belonging to the college, such as computers, may not be used to duplicate, share, or distribute any copyrighted material without the permission of the copyright holder, or when the nature of the use falls under the fair use and TEACH Act exceptions. The use of P2P file sharing programs to access or distribute copyrighted works is prohibited. Posting copyrighted materials to unrestricted websites is prohibited. This includes copying such material from a website to post on your own website. See the Technology Resources Acceptable and Responsible Use Policy for further details.

Annual Academic Copyright License:

The college holds an annual academic copyright license from the Copyright Clearance Center that provides copyright clearance for a wide array of academic written material. Full coverage can be found by doing a search at www.copyright.com. Questions about the Copyright License should be directed to the academic librarian.

College Penalties:

College faculty, employees, and students are expected to comply with all policies related to the acceptable, responsible, and lawful use of resources. Failure to do so is considered a conduct violation that will be investigated and resolved according to the college policy.

Violations of copyright laws and academic integrity will be subject to the procedures set forth below in the student and employee conduct policies. Appeals will be handled in accordance with college policy.

Academic dishonesty – the fabrication or misrepresentation of another's work, either intentional or unintentional, which includes but is not limited to written materials, music, movies, television shows, pictures, and software using peer-to-peer and shared networks.

Cheating – the act of deception when a student misrepresents information on an academic exercise.

Plagiarism – the intentional or unintentional presentation of someone else's actual works, ideas, or data as one's own work. Plagiarism includes the paraphrasing of someone else's works, ideas, or data and the use of someone else's words, ideas, or data without acknowledgment. This means the source information must be appropriately identified and cited, whether published or unpublished, copyrighted or uncopyrighted.

Forgery – the fabricating, altering, or counterfeiting of images, documents, or signatures on any information, data, or documents.

Any student identified as potentially violating or in violation of this policy and U.S. Copyright Law will be subject to procedures set forth in the Student Code of Conduct Policy.

Any faculty or staff identified as potentially violating or in violation of this policy and U.S. Copyright Law will be subject to the procedures set forth in the Aultman Health Foundation Code of Conduct.

Additionally, any faculty, staff, or student who is found to be in violation of this policy and the U.S. Copyright Law by P2P file sharing through the campus network will be denied access to the campus network until the individual ceases all unauthorized file sharing, deletes all infringing files, and agrees not to violate this policy and U.S. Copyright Law in the future.

Civil and Criminal Penalties:
Violations of U.S. Copyright Law may also lead to civil and criminal penalties. For more information, see the website of the U.S. Copyright Office at www.copyright.gov.

Dress Code*

Students are expected to be **free of harsh odors** such as tobacco/marijuana/smoke/vaping/or alcohol and dressed appropriately when attending classes and functions affiliated with Aultman College. Clothing must fit properly. Unacceptable attire includes see-through items, halter tops, above midriff tops, tube tops, or items with offensive language or pictures/graphics. Inappropriate dress in any setting may result in disciplinary action.

Student identification badges must always be worn above the waist and be free of pins, photos, or slogans.

Clinical Dress Code:
Clinical appearance policies are in effect at all clinical sites unless otherwise specified. Clinical unit personnel and/or faculty have the authority to decide whether students are appropriately dressed and to remove students whose appearance is unacceptable. Students who must adhere to specific religious dress and/or head covering restrictions must provide documentation to the program prior to the first clinical experience.

Uniform:

- Uniforms are required to be obtained from college approved vendors.
- Students will wear the approved program uniform in the clinical setting and refrain from use outside of Aultman activities.
- Additional clinical site dress code requirements must also be followed.
- Alternative uniform options may be worn only when required by the individual rotation or department, such as obstetric or operating room scrubs.
- Neat-appearing, appropriate street clothes may be worn to and from clinical areas requiring scrubs (Please refer to the radiography section for program specific requirements).
- Uniforms must be clean, pressed, and free of rips, tears, holes, or harsh odors as noted above.
- The pant length must cover the top of the shoes.
- An all-white crew or turtleneck with short or long sleeves may be worn under the uniform top.
- Aultman College warm-up jacket may be worn over the approved uniform.
- Solid white or black hospital footwear with closed toe and heel. Must be clean and in good repair. Solid white or black, low cut athletic shoes are acceptable.
- Headphones or ear buds (of any type) are not permitted.

Hygiene:

- Clean and well groomed. Includes body, hair, and oral.
- Use deodorant or antiperspirant and free of body odor.
- No scented lotions, perfumes, or colognes are permitted.

Hair:

- Hair must be neat and of a natural color, worn up and secured off the face.
- Solid color headbands and scrub caps may be worn.
- Facial hair must be short, neat, clean, and well-groomed or shaven daily.

Jewelry:

- Acceptable exposed jewelry includes a maximum of two (2) small post earrings in each earlobe, engagement/wedding ring, and a watch with a second hand.
- Other exposed piercings (including tongue) must either be removed, covered, or replaced with a clear post.
- Necklaces or bracelets are not permitted.
- Ear gauges must have disc that is skin tone or clear colored.

Makeup:

- Make-up must be applied sparingly.
- Nails must be short in length, clean, and well groomed.
- Nail polish, if worn, must be clear or light in color without glitter.
- Artificial nails or nail charms are not permitted.
- Tattoos must be covered.

Health Sciences:
In choosing appropriate attire, students must adhere to program requirements as defined in the College Catalog and any specifications of the internship organization.

Social Work:
Students must adhere to the field student expectations section in the Social Work Field Manual relative to dress code and fieldwork placement. Students must comply with the dress code policy of the field site as it supersedes any policy of the social work program.

BSN Completion:
Students are responsible to verify and comply with dress codes of project agencies.

Pre-licensure Nursing:
In the community setting, students are responsible for verifying and complying with dress codes of project agencies. (Aultman College logo t-shirt, mid-thigh khaki shorts, and tennis shoes may be worn in approved settings such as summer camp placements). In addition to the clinical dress code, the following items are part of the uniform and must be in possession of:

- Stethoscope
- Pen light
- Bandage scissors

Radiography:
Students must wear their approved Aultman College uniform and warm-up jacket when reporting to and from a clinical assignment requiring changing into surgical attire. In addition to the clinical dress code, the following items are part of the uniform and students must be in possession of:

- Current radiation monitor
- Radiographic markers
- Personal positioning manual
- Clinical site forms book
- Black pen

Medical Assisting:
In addition to the clinical dress code, the following items are part of the uniform and students must be in possession of:

- Stethoscope
- Procedure manual

Diagnostic Medical Sonography:
In addition students must wear Aultman College logo branded, or unbranded pewter/gray scrubs to all core classes.

Harassment Policy*

Aultman College is committed to providing an environment that respects the dignity of every individual by treating employees and students with honesty and professionalism and valuing their talents and perspectives. The college environment should therefore be free of inappropriate behavior of all kinds.

The college prohibits harassment and inappropriate behavior of any kind including that which is based on race, color, national or ethnic origin, religion, gender, age, disability, veteran status, sexual orientation, gender identity, or any other characteristic protected by state or federal law.

Harassment:
Harassment is unwelcome conduct toward an individual because of his or her race, color, national or ethnic origin, religion, gender, age, disability, veteran status, sexual orientation, gender identity, or any other characteristic protected by state or federal law when the conduct creates an intimidating, hostile, or offensive environment that causes performance to suffer or negatively affects the aptitude of an individual.

The law prohibits many forms of harassment. Examples of harassment include:

- Oral or written communication that contains offensive name calling, jokes, slurs, negative stereotyping, or threats. This includes comments or jokes that are distasteful or targeted at individuals or groups based on race, color, national or ethnic origin, religion, gender, age, disability, veteran status, sexual orientation, gender identity, or any other characteristic protected by state or federal law. Nonverbal conduct such as staring, leering, or giving inappropriate gifts, and physical conduct such as assault or unwanted touching.
- Visual images, such as derogatory or offensive pictures, cartoons, drawings, or gestures. Such prohibited images include those in hard copy or electronic form.

Sexual Harassment:
Sexual harassment is a form of harassment that is based on a person's gender or that is sex-based behavior. Sexual harassment also includes anyone in a position of authority tying promotion, termination, or any other condition at the college to a request or demand for sexual favors.

How to Report Violation of Harassment Policy:
Incidences of harassment, including sexual harassment, should immediately be reported to the college human resources administrator or the student affairs administrator. If these administrators are unavailable or if an employee or student is reluctant to report harassment to these administrators, incidents may be reported to any faculty, staff, or administrator, who will then forward the report to the human resources administrator and/or the student affairs administrator. Complaints of sexual harassment will be addressed via the college's Title IX policy and procedure.

Investigation and Response:

The college will investigate allegations of harassment. To the extent possible, the college will protect the privacy of those involved, consistent with its need to investigate the allegations and resolve the issue. In appropriate cases, the college may take disciplinary action, up to and including immediate expulsion from the college or termination, against those who violate this harassment policy. To respect the privacy and confidentiality of all people involved, including the accused, the college might not share specific details of the discipline or other action taken.

Retaliation is Prohibited:

The college will not retaliate against an individual who makes, in good faith, a report of harassment, or provides, in good faith, information in an investigation of an incident of harassment. Nor will the college tolerate retaliation against any individual by others. Like harassment, any incidences of retaliation should be reported immediately. Any employee or student who is found to have engaged in retaliation may be subject to disciplinary action, up to and including expulsion.

No Appeal:

The resolution by the college of an allegation of harassment is final and non-appealable.

Student Travel Policy*

Students who attend off-campus events under the sponsorship and/or funding of recognized Aultman College student organizations must have a full or part-time employee with administrative approval (the "travel sponsor") to attend with them and/or their organization. Other faculty/staff members may assist travel sponsors in carrying out their duties under this policy. The travel sponsor's role is to organize and obtain approval for the travel activity, supervise participating students, and immediately report conduct violations to the dean of student success, either during the trip or upon the group's return to campus.

This policy applies to all currently enrolled students and pertains only to domestic travel activities. Domestic travel exceptions include:

- Traveling to internships, clinicals, practicums, field experiences, etc.
- Traveling for personal reasons or other activities not sponsored by the college.

Travel activities are approved by the appropriate dean based on the nature and funding source.

- If the travel is academic or professional and interferes with scheduled coursework, students should refer to the "Course Attendance and Participation" policy and provide verification of travel/participation to all course faculty.
- All policies in the College Catalog are in effect during college-sponsored trips. Students will be held accountable for any behavior that violates college policy.
- Students are financially responsible for any damage to property, real or personal, caused by themselves or their guests, from the time and point of trip origin to the time and point of trip return.
- Students are responsible to be aware of and adhere to departure times for all modes of transportation being used.
- Any proposed changes to the trip itinerary or schedule must be approved by the travel sponsor and submitted to the appropriate dean prior to departure.
- Abusive, illegal, or irresponsible use of alcohol and other drugs will not be tolerated. Alcohol or other illegal drug use is not permitted on buses or any other public or private transportation. Refer to the "Substance Abuse Policy" for more information.
- Students are expected to behave as responsible, professional representatives of the college at all times. They must attend scheduled activity/event functions in a timely manner. Hotel, restaurant, transportation, or other venue management will be encouraged to deal with disruptive or illegal activities as they would with other guests, which may include law enforcement or legal intervention.

- All drivers (faculty and staff) of private vehicles transporting students must be authorized by the college. Authorization includes submitting a current driver's license and proof of insurance for a record check conducted by Aultman Health Foundation Risk Management. If the record check is clear, Risk Management will notify college campus coordinator, and driver authorization will be granted for the duration of employment. Following approval, faculty/staff must sign the Authorization to Transport Students Form and the Authorization for Release of Motor Vehicle Records which will be maintained by the campus coordinator until the faculty/staff member is no longer employed.
    - Authorized drivers must report loss of license and/or violations to college dean of student success within three days of occurrence. Driver authorization is subject to revocation at the college's discretion, and failure to report violations may result in disciplinary action.

Students may carpool with each other. The college will not be liable, in any manner whatsoever, for injuries to a person or property arising from student transportation in private vehicles. In an emergency, the travel sponsor should use their best judgment in handling the situation.

Student Code of Conduct *

All members of the college community and each recognized student organization are expected to be fully acquainted with and will be held responsible for compliance with all published college policies, rules, and regulations. Each student and each recognized student organization will be subject to sanctions that may be imposed for non-compliance with published policies, rules, and regulations. Claims of ignorance, unintentional error, or academic/personal pressures are not sufficient reasons for violations of conduct.

Students and recognized organizations are expected to comply with all federal, state, and local laws while on college property or at any college-sponsored, financed, or supervised activity or when acting as representatives of the college.

All individuals who are present where college policies are being violated are subject to disciplinary charges. Violations of the Student Code of Conduct are investigated and administered by the student affairs representative.

Note that proof of policy violations obtained via electronic media (including but not limited to video, photographs, emails, social media sites, or through other electronic means) can be used as evidence in disciplinary hearings and can be the basis for disciplinary action on their own.

The following conduct violates the standards of respect for property and shared college resources:

- Theft of, misuse of, or damage to college property or the property of another
- Possession of stolen property
- Failure to comply with directions of college officials acting in the performance of their duties
- Failure to cooperate in disciplinary procedures
- Disorderly or disruptive behavior that results in the disruption of normal operations of the college or activities authorized by the college
- Behavior that interferes with the normal operations of the college
- Unauthorized entry into or use of college facilities.
- Misuse or abuse of fire safety equipment including fire alarms, smoke detectors, and fire extinguishers.
- Violating the Technology Resources Acceptable and Responsible Use Policy by using college equipment to
    - Participate in threatening or harassing acts
    - Making derogatory, defaming, threatening, or profane comments about campus community members on social media.
    - Violate copyright law
    - Engage in commercial or illegal business

- Forgery, alteration, or unauthorized use of college documents, records, keys, or identification
- Creation or distribution of false information

The following conduct on campus, at any college-sponsored, financed, or supervised activity or when acting as representatives of the college violates the standards of respect for the safety, dignity, and welfare of every individual:

- Threats to inflict harm on oneself or others
- Physical abuse of another individual
- Fighting
- Possessing, carrying, or using any type of explosive, weapon, or hazardous object
- Bullying or cyber bullying
- Inappropriate language or behavior toward others
- Using any tobacco or electronic cigarette products
- Hazing
- Discriminating against or harassing others based on race, color, national or ethnic origin, religion, gender, age, disability, or any other characteristic protected by state or federal law
- Possessing, using, or being under the influence of alcohol
- Manufacturing, distributing, possessing, or using illegal drugs or drug paraphernalia
- Misusing legally obtained prescription drugs
- Soliciting, aiding, or inciting others to commit any of the above acts

The college reserves the right to address other inappropriate behavior that does not clearly fall within the identified standards of conduct above. Any of the above violations may be grounds for immediate dismissal.

When a student has been suspended or dismissed from the college for disciplinary reasons, refunds are not available. Further, if disciplinary actions result in the loss of any college-contracted service for the student, no refund is available.

Academic misconduct (e.g., cheating, plagiarism, falsification, etc.) that violates standards essential to the core educational mission of the college is addressed in the Academic Misconduct Policy.

Allegations of sex discrimination, sexual harassment, sexual violence, domestic violence, dating violence, and stalking (including cyber-stalking) will be addressed by the college's Title IX Policy: Sex Discrimination, Sexual Harassment, and Sexual Assault.

All other alleged violations of the Student Code of Conduct will be addressed pursuant to the Student Conduct Disciplinary Procedures below.

Guidelines for the Discipline Process:

The discipline process is designed to protect the rights of students and provide a fair and just process for everyone involved. Compliance with these guidelines is required of all students. Guidelines for the college's disciplinary process are as follows. Failure to follow them may result in additional sanctions:

- Students must be truthful in the information they report. Falsification, distortion, or misrepresentation of information either in reporting an incident or at any point of the judicial process will not be tolerated.
- Students are not permitted to disrupt or interfere with the orderly conduct of a hearing.
- Students are not permitted to discourage an individual's proper participation in or use of the college disciplinary policies or process.

- Students may not attempt to influence the impartiality of any official implementing the conduct procedures, prior to, during, or after the processing of any disciplinary charge.
- Students are not permitted to harass (verbally or physically) or intimidate any official implementing the conduct procedures prior to, during, or after the processing of any disciplinary charge.
- Students are required to comply with the sanction(s) imposed.

Disciplinary Sanctions

Disciplinary sanctions will include conditions that are consistent with the nature of the offense. The following disciplinary sanctions may be imposed for violation of the Student Code of Conduct. One or more sanctions may be imposed depending upon the severity of the misconduct.

Disciplinary Warning: Verbal or written notice cautioning the student that their status as a student at the college is in jeopardy. The notice may include the loss of designated privileges and may counsel the student on the seriousness of the misconduct. Additional behavior of the same or similar type or misconduct of a different type will be cause for further disciplinary action by the college, up to and including dismissal.

Disciplinary Probation: Student status is in serious jeopardy with the college. The students' behavior has raised serious questions about their continued status as a member of the college community. The student is given a specific period of time during which they are on disciplinary probation. During this time, the student must meet all terms and conditions of probation including maintaining appropriate standards of conduct; failure to meet probationary terms and conditions may lead to extended probation, suspension, or dismissal from the college. A student under disciplinary probation may not hold an office in any organization recognized by the college for the duration of the probation. Other terms and conditions of disciplinary probation may include but are not limited to the loss of designated privileges.

Disciplinary Suspension: Involuntary suspension of the student from the college for a period of time. Provisions for the student's reinstatement will be provided in the sanction letter.

Disciplinary Dismissal: Involuntary and permanent termination of student status at the college.

Interim Suspension: A student is subject to immediate suspension when, if the charged student remains on campus, their alleged serious misconduct may jeopardize or threaten the safety of the student to themself, any other member of the college community, or institutional property.

Referral to Authorities: Students who violate federal, state, or local law also may be referred to the criminal justice system for prosecution in addition to disciplinary action under college policy.

Mandatory Program Attendance: Requires attendance at one or more education or rehabilitation programs. For students found to be using drugs or alcohol in violation of the Alcohol and Other Drug Use During On and Off Campus Student Activities Policy, a condition of continuance at the college may include the completion of an appropriate drug and alcohol education or rehabilitation program satisfactory to the college. See Substance Abuse policy for further information.

Monetary Restitution: Requires payment for damage, injury, abuse, or destruction of college property, equipment, or facilities; payment for the injury to or destruction of property to the appropriate person, department, or organization; repayment of misappropriated or misused college funds; or repayment through appropriate work requirement related to the offense.

Loss of Designated Privileges: May be imposed in addition to any other sanction. For example, loss of designated privileges may include restrictions on participating as a member or officer in a student organization recognized by the college; restrictions or participation in other specified college activities; restrictions on entering or remaining in specified campus buildings or specified college facilities; or restrictions on use of college services or equipment.

Adjudicator - a responsible, unbiased agent of the college who decides on the validity of an appeal to a specific policy or decision.
Charging Person - person making the complaint
Charged Student - student/organization about which complaint is made
Harassment - unwelcome conduct toward an individual because of his or her age, disability, marital status, race or color, national origin, religion, gender, sexual orientation, or gender identity, when the conduct creates an intimidating, hostile, or offensive environment that causes performance to suffer or negatively affects the aptitude of an individual.
Hazing - any actions involving any intentional action or situation that a reasonable person would foresee as causing mental or physical discomfort, embarrassment, or ridicule. Individual acceptance of or acquiescence to any activity that occurs during an initiation rite does not affect a determination of whether the activity constitutes hazing. Activities and situations that may occur as part of hazing include but are not limited to:

- Sleep deprivation or causing excessive fatigue
- Physical or psychological shock
- Public stunts or jokes
- Compelled ingestion of any substance
- Degrading or humiliating games or activities
- Activities that have an adverse effect on academic progress
- Forced servitude
- Other activities which violate federal, state, or local laws

Sexual Harassment - a form of harassment that is based on a person's gender or that is sex-based behavior. Sexual harassment also includes anyone in a position of authority tying promotion, termination, or any other condition at the college to a request or demand for sexual favors.

Dean of Student Success/Designee - these may include the dean for student success, the campus coordinator, or any other individual appointed by the VP overseeing Student Success to act in this capacity.

Reports of Conduct Violation:
Any member of the college community (collectively "charging person") may file a report of conduct violation against any student or student organization recognized by the college for a violation of the Student Code of Conduct. Report forms can be obtained from the CTL page of the college website.

The report must contain a clear and concise description identifying the student or recognized student organization that allegedly engaged in a violation of college policy (collectively "charged student"), identify the policy allegedly violated, and describe the alleged misconduct. If the complaint is against a recognized student organization, the dean of student success or designee contacts the highest-ranking officer of the organization and its faculty/staff advisor; the organization then designates one of its student members to serve as its representative.

Conduct Violation Discipline Process:

1. Once a report has been made by a charging person, this disciplinary process is invoked to determine whether a charged student committed the alleged violation.
2. Charging person to meet with the student to notify and discuss violation. Initiate Student of Code of Conduct Form and forward to dean of student success/designee.

3. The dean of student success/designee meets with the charging person and student separately to discuss the violation in detail. To complete the investigation, it may be necessary to meet with others with knowledge of the incident.
4. Once the investigation is complete, a meeting is held with the student to review findings/violations and potential sanctions.
5. The dean of student success/designee shall provide to the student(s), via the college email system, written notice of the decision within three (3) college business days after the investigation is complete. The written notices shall include the college's determination that a conduct violation occurred, the description of the conduct violation, the course of action to resolve the violation, the sanction, and information regarding a student's option for appeal.
6. The dean of student success/designee will compile a digital file that includes the written notice and all supporting documentation (e.g., the completed Student Code of Conduct Form, investigation notes, witness statements, etc.).
7. An original copy of the completed Student Code of Conduct Form shall be kept in the student's academic file in the registrar's office. A cumulative list of all investigations shall be kept by the dean of student success affairs representative.

Student Code of Conduct Appeals:

A student found responsible for a policy violation may appeal the disciplinary decision and/or the sanctions imposed. Appeals must be in writing (hard/print copy or email sent from a student's college email account) and must contain a brief description of the history of the charge including the decision, the sanctions issued and the ground for the appeal.

Appeals will be considered on any one or more of the following grounds:

1. The information presented at the original hearing was insufficient to support the decision.
2. New and important information that was not available prior to the hearing can be presented.
3. The sanctions issued were not consistent with the policy violated.

If the student(s) desires to appeal the college's determination that they committed a conduct violation, the student(s) must initiate the formal written appeal process and submit the written appeal with supporting documentation within three (3) college business days of the date of the email notification from the student affairs representatives, or the student(s) waives the right to appeal. The student's(s') appeal must include the following written documentation and be submitted to the dean of student success/designee.

- Date letter submitted
- Student name
- Charging person name
- Date of the meeting with the charging person and student representative/designee
- Reason for appeal
- Desired outcome
- A copy of the written notice

The vice president overseeing student success forms the appeals committee, which is composed of the vice president, two faculty members, a student senator, a representative of the student services council, and a member of college administration. The vice president facilitates the appeal process and provides all documentation to committee members for review and evaluation, but the vice president will not participate in the committee's final decision. The committee meets to discuss and recommend whether to confirm or rescind the disciplinary hearing committee decision.

The appeals committee reviews all documentation, records, policies, and procedures to determine the final decision. For background check appeals, the committee will consider the offense based on the following guidelines:

- The nature and seriousness of the offense
- The applicant's age at the time of the offense
- The number of prior offenses or the length of time since the most recent conviction of a guilty plea
- The age and mental capacity of the victim
- The likelihood that the circumstances leading to the offense will reoccur
- The applicant's efforts at rehabilitation
- Whether any criminal proceedings are pending
- Other factors that are deemed relevant to the applicant's academic and clinical training
- Ability to obtain licensure

Once the Appeals Committee has rendered a decision, the vice president overseeing student success notifies the parties involved in writing of the final decision within 14 college business days of the dean of student success/designee's receipt of the student's written appeal. The decision of the appeals committee will be final.

Copies of the notice letter regarding the appeals committee decision shall be kept in the student's academic file in the registrar's office as a record of the appeal and final determination.

Substance Abuse Policy*

The college opposes substance abuse and will enforce its rules regarding alcohol, marijuana, and illegal drugs. It also supports and will cooperate at the local, state, and federal levels regarding regulation of alcohol and drugs. The college will not protect students or employees who violate the law from prosecution under federal, state, or local law. The college will not provide protection from the law, nor are students/employees immune from legal investigation or arrest by civil authorities. The college policy will align with the Drug-Free Schools and Communities Act (DFSCA) of 1989.

The following rules represent the college's policy concerning substance abuse:

- Students are prohibited from attending class, labs, clinicals of any nature, or college-related activities under the influence of alcohol, marijuana, or illegal drugs.
- Underage drinking, illegal drug use, and inappropriate behavior caused by drunkenness or drug use are prohibited.
- All employees are prohibited from working under the influence of alcohol, marijuana, or illegal drugs.
- The manufacture, sale, possession, distribution, or use of illegal drugs, alcohol, or marijuana on Aultman property or while engaged in official college educational activities is strictly prohibited and is cause for dismissal.
- If alcohol is available at a college sponsored event, a licensed vendor must provide alcohol service.
- Individuals are responsible for being aware of relevant college policies (ie. Student Code of Conduct, Student Dress Code, Aultman Colleague Handbook, etc.).
- If a college group travels off campus for activities/events, individuals who are of legal drinking age are expected to act responsibly and to adhere to the following guidelines:
    - No abusive, illegal, or irresponsible use of alcohol/marijuana and/or illegal drugs will be tolerated.
    - Hotel or other off-campus establishment management will be encouraged to deal with disruptive individuals and/or their illegal activities as they would with any other guests, which may include involvement of law enforcement or legal intervention.

- No alcohol/marijuana or illegal drug use is permitted on buses or in any other means of public or private transportation when associated with a trip, event, or tour sponsored by or involving a college-related activity.

Definitions:

Illegal drugs—Commonly used illegal drugs include but are not limited to heroin, cocaine, amphetamines, methamphetamines, and club drugs. For this policy, "illegal drugs" include any prescription drug for which the individual does not have a valid prescription. Only the person for whom a prescription drug is issued can bring the medication on Aultman premises in its original container. The employee/student must use the prescription drug only in the manner, combination and quantity prescribed.

Reasonable cause-- Evidence which could give rise to reasonable cause includes but is not limited to:

- observable phenomena, such as direct observation of drug use and/or physical symptoms or manifestations of being under the influence of a drug, alcohol/marijuana including but not limited to erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, or inappropriate responses to stimuli while the student is attending class, clinical, or any college related activities,
- information that a student has caused or contributed to an accident that resulted in injury requiring treatment by a licensed health care professional, or where a student shows signs of impairment after any accident or occurrence that results in a significant injury or damages while performing college-related activities,
- indication that the student has tampered with a previous drug test, or
- arrest, conviction, or acceptance of responsibility for being in possession of or being found guilty of a drug, alcohol/marijuana, or controlled substance-related offense.

Procedure:

There are three reasons for potentially having a drug screening required:

College Procedure

Student Procedure for Drug Testing

1. Program Requirement:

Students whose programs require clinical, or field experiences must pass a drug screen prior to clinical or fieldwork placement. Students who fail to meet this requirement will not be eligible to participate in clinical or fieldwork experiences but also may be ineligible to complete the program.

2. Annual Testing:

As a program requirement students must pass an annual drug and alcohol screening.

3. Reasonable Cause:

Students may be subject to drug and alcohol testing for reasonable cause when evidence indicates it is more likely than not that a student is under the influence of alcohol, illegal drugs, or marijuana in violation of college policy. Please refer to the definition of reasonable cause.

Drug testing: Testing follows guidelines used by Aultman Health Services. Tests are conducted by a qualified laboratory using established methods and procedures. Confidentiality of the student, the integrity of testing procedure, and the results will be protected. A student will be requested to sign an informed consent to be tested before a specimen is collected. Student will also need to sign a release of information so that the results of testing are shared with Aultman College. Students who refuse to submit to drug and alcohol testing if required to do so under this policy will be dismissed. Whether a student passes a drug/alcohol testing is determined by the Medical Review Officer for contracted service site using federal guidelines in resulting.

Students who test positive for illegal drugs and/or alcohol/marijuana will be dismissed from the college. Appeals may be made through the appeals process as detailed in the Student Code of Conduct policy.

Readmission after a Positive Drug Test: A student who is dismissed from the college due to a positive drug test may be considered for readmission if the student submits to an evaluation for substance abuse by a college-approved evaluation or treatment agency, completes a prescribed treatment program, and submits to and passes a college-approved drug test prior to readmission.

- A positive drug test will result in ineligibility for readmission.

College Colleagues Procedure for Suspicion of Alcohol/Marijuanaand/or Illegal Drugs

Faculty or staff members with reasonable suspicion to believe a student is using alcohol/marijuana and/or illegal drugs while in the classroom, clinical setting, or at a college-sponsored event.

Clinical Setting:

- Follow the protocols of the clinical site for handling reasonable suspicion.
- Inform the appropriate program director of the suspicion and they should determine in coordination with the faculty onsite if the student is exhibiting two or more indicators according to the definition of reasonable cause.
- In addition send documentation to the program director.
- Must determine the student meets the definition of reasonable cause before requesting that the student submit to alcohol/drug testing with Aultman Health Services or the Emergency Department when Health Services is closed. (Aultman Security will escort the student when at an Aultman facility. If off-site, contact Aultman Security to see if someone is available or utilize a taxi company/Uber.).
- The student may not continue in clinical during the investigatory process.
- See Student Code of Conduct for additional information.

Classroom/Lab:

- **If a student is exhibiting suspicious behavior inform the appropriate program director** of the suspicion and they should determine in coordination with the faculty onsite if the student is exhibiting two or more indicators according to the definition of reasonable cause. If clarification is needed please contact the Dean of Student Success or the Assistant Director of Operations.

- **The student may continue in class/lab if not disrupting the class during the investigatory process. Pull student aside after class ends and to determine reasonable cause as per the definition above.**
- Must determine the student meets the definition of reasonable cause before requesting that the student submit to alcohol/drug testing with Aultman Health Services or the Emergency Department when Health Services is closed.
- See Student Code of Conduct for additional information.

When a college activity/event is scheduled

The organization advisor or meets with the students to clarify the requirements of this policy. When meeting with the students, the advisor distributes this policy and the Student Activity/Event Travel policy to the individuals attending. These students complete and return: Aultman College Off-Campus Activity Release; Release, Hold Harmless, and Indemnification agreement; and the Participant Information form.

If a student violates this Substance Abuse Policy

The formal student conduct violation procedure will be initiated by the advisor or student services coordinator upon returning to campus.

- Depending on the severity of the violation, the group advisor or student services coordinator may immediately (at the time and location of the activity/event) impose one or more of the following sanctions at their discretion:
    1. The student may be suspended from participation in one or more activities during the remainder of the travel period.
    2. The student may be immediately dismissed from the event and may have to travel home at their own expense.
        a. If a student is under the influence of alcohol/marijuana or drugs to the extent that they cannot travel safely, transportation arrangements may be made for the student at their expense.

Violation of this policy by any student, including one of legal age, is grounds for dismissal.

If an employee violates this Substance Abuse Policy

The formal conduct violation procedure will be initiated by the appropriate personnel upon returning to campus. When disciplinary action is necessary, consideration will be given to the seriousness of the employee's behavior, offense or violation, the previous conduct/disciplinary record of the employee, the employee's length of service, and any other relevant or extenuating circumstances (Aultman Colleague Handbook).

Colleague Procedure for Drug Testing

All college colleague must follow the policies and procedures as defined in the Aultman Colleague Handbook.

Various federal, state, and local statutes make it unlawful to manufacture, distribute, dispense, deliver, sell, or possess with intent to manufacture, distribute, dispense, deliver, or sell controlled substances.

The penalty imposed depends on several factors, which include the type and amount of controlled substance involved, the number of prior offenses, whether death or serious bodily injury resulted from the use of such substance, and whether any other crimes were committed in connection with the use of the controlled substance. Penalties also could impact federal student aid. Please reference Appendix A for more information regarding federal, state, and local sanctions related to substance abuse.

Health risks associated with use and abuse of alcohol, marijuana, and/or illegal drugs

The abuse of chemicals (alcohol and drugs) adversely affect almost every system in the human body. In many pathological conditions, chemical abuse is considered as either a contributing factor or a complicating factor. Excessive use of alcohol

and/or drugs can produce numerous syndromes that are the result of damaging effects to the brain, liver, pancreas, gastrointestinal tract, heart, muscles, the endocrine system, the respiratory system, the reproductive system, and the psyche. Alcohol has been proven to affect an unborn fetus and may result in a variety of physical and/or developmental defects. Only small quantity dosages of alcohol and certain drugs are needed to produce mind-altering and mood-altering effects on individuals, causing an impairment of intellectual functioning and depression. Over a period of time, large quantities of alcohol and/or drugs can lead to physical and/or psychological dependence. A high rate of illness and death has been implicated with dependence upon the excessive use of alcohol and/or drugs when compared with the general population.

The following chart lists effects of drugs and alcohol, but the list is not all inclusive. The effects of drugs and alcohol can vary from individual to individual depending on quantity and situation.

Treatment Recovery Resources
Please reference Appendix C for chart with treatment and prevention resources.

ENFORCEMENT OF POLICY

Distribution. The college is committed to enforcing this policy and ensuring all students and employees understand its contents and requirements. For this reason, a summary of the policy is published annually in the College catalog, and the full policy is available on the College web site and in the Health Services offices. All College students and employees receive a copy of this policy when they enroll or begin employment and annually thereafter. The College also distributes this policy to students and employees who start on dates throughout the year following the primary annual distribution of this policy.

Review. The College reviews its drug and alcohol abuse program and this policy annually, or as otherwise required, to determine its effectiveness, to implement any changes as needed, and to help ensure the disciplinary sanctions described in this policy are enforced consistently.

The Drug-Free and Campus Schools and Campuses Act (DFSCA), codified as Part 86 of EDGAR, requires that, as a condition of receiving funds or any form of financial assistance under any federal program, an institution of higher education (IHE) must certify that it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs

and alcohol by students and employees. The DFSCA requires the IHE to review their policies and programs on a biennial basis. This policy and the procedures and programs set forth herein satisfy the College's obligation.

Other Applicable Laws. All applicable laws pertaining to alcohol consumption, including laws relating to the sale of, purchase, or use by underage persons of alcohol, will be enforced on the college campus. Similarly, all applicable federal, state, and local drug laws are enforced on the college campus.

Technology Resources Acceptable and Responsible Use Policy*

All students must possess a personal mobile device that complies with the technical requirements stated in the Hardware and Software section of this policy. Devices unable to meet hardware and software requirements are not acceptable for use. Students are expected to bring their devices fully charged (minimum two-hour battery life) for classroom activities and must have administrator access to their devices (i.e., the ability to install software).

The use of technology resources and all information maintained in any form is subject to laws, regulations, contracts, licenses, policies, and procedures as established by Aultman College. This policy broadly applies to all on- and off-campus college and student organization-sponsored events and activities.

Users of college technology resources are expected to comply with all policies related to the acceptable, responsible, and lawful use of technology resources. Failure to do so is considered a conduct violation that will be investigated and resolved according to applicable college policy such as the Student Code of Conduct Policy. Depending on the circumstances, infractions may result in disciplinary action up to and including suspension or expulsion/termination, revocation of system access privileges, and/or prosecution. Appeals are handled in accordance with college policy.

Aultman College and/or Aultman Health Foundation may monitor their technology resources to ensure user compliance with applicable policies. If infractions are discovered, either entity will take appropriate action. The entities will also cooperate with all legitimate law enforcement agencies regarding investigations and relevant search and seizure laws.

User Responsibility and Accountability:

- Users are responsible for knowing and abiding by all college policies and procedures applicable to the use of technology resources.
- A user is the steward of all technology resources at their access and all associated information. Users are expected to exercise common sense in the use/handling of all technology and associated information.
- The college provides technology resources for the purpose of education, research, and professional purposes. Incidental personal use of college technology resources is permissible, but it should be limited. Priority will be given to individuals using technology resources for academic or professional purposes.
- Users are prohibited from using college technology resources for personal financial gain or for solicitation efforts that do not directly relate to college business or interests.
- Users who observe infractions of this policy should report violations immediately to Aultman College IT.

Passwords:

All passwords are confidential, and users are solely responsible and held accountable for all actions taken under their passwords.

To maintain the privacy and confidentiality of all passwords, users should abide by the following guidelines:

- Do not share passwords with anyone, including family and friends.
- Change a password when there is any suspicion that it is no longer secure.
- Log off or lock a desktop when leaving a workstation.
- Do not gain or attempt to gain access to another person's user ID and/or password.

Electronic Devices:

The college allows the responsible use and transport of cell phones, pagers, cameras, smart watches, and other personal electronic devices. Users of these electronic devices must be sensitive to the needs, sensibilities, and rights of other people.

The following actions are prohibited:

- Photographing, videotaping, or recording any individual without his or her consent.
- Photographing, videotaping, or recording test questions, simulation or skills lab procedures, or other protected academic information without authorized college instructor consent.
- Use of devices that interfere with the functions of the college by disrupting others' use of technology resources or their ability to participate in educational programs or activities, specifically in classrooms, laboratories, clinical settings, or within any facility utilized by the college.
- Using these devices, even as a calculator, on tests and in the clinical setting, unless approved by the instructor.
- Failing to set phones and/or pagers to vibrate or silent mode while in the classroom or clinical setting.

Social Media:

The college encourages responsible user participation in social networks. This includes but is not limited to web-based and mobile technologies used for communication and interactive dialogue such as Facebook, Twitter, LinkedIn, and YouTube. Social media interactions should mirror professional conduct used in face-to-face interactions. Prospective employers frequently use social networking sites to screen job candidates.

The college reserves the right, but has no obligation, to monitor social media interactions. A user advised of inappropriate content is responsible for removing that content within 24 hours of notice.

Only designated individuals are authorized to speak on behalf of Aultman College on social media or any other Internet communication tool. Individuals without this authority must not represent that they are speaking or posting on behalf of the college and must not start or maintain any social media site on behalf of the college.

When an individual not authorized to speak on behalf of the college refers to their status (e.g., as a student) with the college in a social media environment, that individual must make it clear that they is speaking only for themself and not for the college.

Posting content that is offensive or illegal is prohibited. Users should consider the impact of their extension of "friend" or other "following" requests, especially those of students. Students receiving an invite from faculty or staff may have a concern about refusing for fear of offending individuals with discretion over grades and/or sensitive information.

Remember the following conventions when engaging in social media pathways:

- Maintain privacy.
- Maintain confidentiality.

- Be accurate.
- Be respectful.
- Be honest.
- Respect copyright and intellectual property rights of others.
- Think before posting. Users are responsible for the content they publish.
- Published information is public and long lasting.

Email:

The college encourages the appropriate use of email. Email usage must comply with college policy as well as local, state, and federal laws. Official college communications will be sent to users via the college-provided email address, and students are held responsible for all information sent from the college to this address.

Remember the following rules when utilizing Aultman College email:

- Users are expected to check their college email daily.
- Users are prohibited from accessing or sending any messages or materials containing discriminatory, sexually explicit, offensive language, humor, or images.
- Sending or responding to chain letters/messages not related to the college is prohibited.
- The college is not responsible for lost, rejected, or delayed email forwarded from a student's official college e-mail address to off-campus or unsupported email services or providers.

Internet:

Internet access is provided as an educational resource. Internet usage must comply with college policy as well as local, state, and federal laws.

The following actions are prohibited:

- Engaging in Internet activity that is illegal or unethical.
- Participating in activities involving discriminatory, sexually explicit, and/or offensive content.
- Disseminating confidential information.
- Misusing copyrighted or intellectual property.

Aultman College does not condone the use of college technology resources, including the college network, for any unauthorized Peer-to-Peer (P2P) file sharing. P2P file sharing may be defined as the sharing and transferring of digital files from one computer to another when the computers are connected over the Internet, a network, or through a physical connection. It is a violation of copyright law to engage in P2P file sharing, such as using file sharing software (e.g., BitTorrent, KaZaA, Limewire, etc.) to download music, movies, and other copyrighted material without permission from the copyright holder. Any such unauthorized P2P is a violation of, and will be governed by, the Aultman College Copyright Policy.

Alternatives to illegal downloading include, but are not limited to, iTunes, Amazon, Netflix, and Hulu.

Users who engage in unauthorized P2P file sharing on the college network will be subject to the Aultman College Copyright Policy. Such users may also be held liable for the infringement of copyrighted works (music, movies, computer software, video games, and photographs). The college is under no legal obligation to defend or accept responsibility for the illegal actions of its technology users in the P2P context. It is each individual's responsibility to know what constitutes infringement of copyright. Refer to the Aultman College Copyright Policy for additional copyright information.

Network / Hardware / Information systems:

The technology infrastructure, including but not limited to the network, desktops, printers, and information systems, utilizes combined resources from Aultman College and Aultman Health Foundation. College technology resources are intended for college-related activities.

The college maintains no responsibility for supporting personal hardware or software. Casual technical assistance may be provided by college or Aultman Health Foundation personnel. Any technical assistance does not infer any further technology responsibility or accountability to the user. Users needing troubleshooting assistance for user devices (excluding tablets) beyond college supported software (e.g., for slow response time) should make an appointment with Aultman College IT. Users may be required to leave their device with IT staff for approximately one to two days. The college IT department does not support tablet device issues beyond those resulting from college system software.

Remember the following rules when accessing the college's technology infrastructure:

- Configuration settings must not be modified.
- Personal health information may not be copied, scanned, or captured by any electronic means.
- Software and programs cannot be copied without written permission from the college.
- Food and beverages are not permitted in any lab classrooms, including but not limited to computer, science, simulation, and skills labs.
- A user's personal device may not be configured to operate as a server accessible by other computers via the Internet.
- Any use of the technology infrastructure for illegal purposes is prohibited.
- Users must take precautions against importing and spreading computer viruses.
- Deliberate attempts to interfere with the technology infrastructure or to circumvent privacy and security safeguards are prohibited.
- College technology resources may not be used for personal gain that has not been pre-authorized by the college. Any authorization may be further restricted by regulations in force due to the college's education (.edu) Internet domain.
- College technology resources may not be used for unauthorized distribution of copyrighted material, commercial gain, solicitation, advertisement, or promotion of commercial services or products.
- College technology resources may not be used for unauthorized peer-to-peer (P2P) digital file sharing as provided by the Aultman College Copyright Policy.
- A student may not borrow a laptop from the Student Success Center more than 15 times within each semester.

User Rights and Privileges

Freedom from Disruption

The college strives to provide a technological infrastructure during business hours that is stable, accessible, and responsive. Maintenance procedures that are potentially disruptive to the infrastructure (e.g., system upgrades) are planned in advance and implemented during off-hours whenever possible. Unplanned disruptions (e.g., a system goes offline) may occur periodically. Such unplanned disruptions will be communicated promptly and follow the procedure defined in the Technology Stewardship Policy.

Privacy and Security

Aultman College and/or Aultman Health Foundation will provide industry-standard mechanisms to protect the privacy and confidentiality of software, data, and correspondence created by college users. All college users are responsible to abide by college and Aultman Health Foundation policies and procedures for maintaining the privacy and security of technology resources and associated information.

Minimum Hardware Requirements for Required Personal Mobile Devices:

Minimum hardware requirements for required personal mobile devices are available on the college website at https://www.aultmancollege.edu/suggested-technology.

College IT
Contact college IT with technology resource concerns. Contact information is listed on the college website at https://www.aultmancollege.edu/information-technology.

Definitions:
Peer-to-Peer (P2P) file sharing – the sharing and transferring of digital files from one computer to another. The computers may be connected over the Internet, network, or through a physical connection.

Where to Locate System Specifications:
Procedure for reporting a technology infraction or concern:

- Right-click the "My Computer" icon and choose "Properties." A window will appear; select "General" tab to see information about what version of the operating system is installed. Also listed is the processor's name, followed by the speed, usually measured in gigahertz. Next listed is the system memory, measured in megabytes or gigabytes.
- To determine the amount of hard drive space, double-click on the "My Computer" icon; right-click on the hard drive icon; choose "Properties." Listed under the "General" tab is the hard drive's "Capacity" and the amount of free space that remains.

Student Dell Discount
Student discounts are available from Dell

- Contact Dell via internet
    - http://www.dell.com/eppbuy
    - Member ID: HS610619 is required

- Contact Dell by phone
    - Phone number: (800) 695-8133
    - Member ID: HS610619 is required

Technology Stewardship Policy*

IT staff manage and support faculty and students for college wide systems. Faculty using technology beyond college provided software must specify within course syllabi additional technology requirements for students (e.g., collaboration or blog sites). Issues with course level technology not supported by the college will be reported to the course instructor and/or disseminated by course instructor to students.

Students, staff, and faculty should contact college IT with system access issues (e.g., system unavailable, expired password, etc.) as soon as possible.

- Students should contact their instructors for course related issues (e.g., number of files available for upload, assignment cutoff time, etc.) If the problem is caused by technology issues for which the student is responsible (e.g., Wi-Fi access, incompatible device, etc.), the student must resolve the issue and may access support by contacting the college or Aultman IT departments.

College Procedure for System Problems:

When a system issue is observed:

a. Notify college IT at aultmancollegeit@aultmancollege.edu or by calling (330) 363-9010. Provide the following information:

        i. Course name, course number, section number, instructor name, problem experienced, and time of incident.
    b. College IT will log a ticket in the IT tracking system.
    c. Communication to users affected by system issue:
        i. For college-wide systems (e.g., Student Information System-SIS, Learning Management System-LMS, email, etc.) college IT will:
            1. Send an email as needed to:
                a. Faculty, staff, and adjuncts
                b. Students
            2. When available, provide additional information to all recipients affected by the issue:
                a. Projected time until the system is available
                b. Action required by end-user
        ii. For course specific systems the instructor will:
            1. Send an email to:
                a. Students
                b. Aultman College IT
            2. When available, provide additional information to students:
                a. Projected time until the system is available
                b. Action required by student
    d. When the system issue is resolved:
        i. For college-wide systems (e.g., SIS, LMS, email, etc.) college IT will:
            1. Send an email as needed to:
                a. Faculty, staff, and adjuncts
                b. Students
            2. When available, provide additional information to all recipients affected by the issue:
                a. Provide any consequence of system issue (e.g., lost data)
                b. Any action required by end-user
        ii. For course specific systems the instructor will:
            1. Send an email to:
                a. Students
                b. Aultman College IT
            2. When available, provide additional information to all recipients affected by the issue:
                a. Provide any consequence of system issue (e.g., lost data)
                b. Any action required by end-user
    e. Aultman College IT will update and close tickets in tracking system

Title IX Policy: Sexual Discrimination, Sexual Harassment, and Sexual Assault*

Aultman College is committed to providing an environment that respects the dignity of every individual and to maintaining a safe, supportive environment for students, faculty, staff, and visitors. The college expects all members of the college community and guests to act responsibly, showing respect for others and for the community at large. The college does not discriminate in any aspect of its educational program, activities, and/or services based on sex and is prohibited from doing so by Title IX. The purpose of this policy is to give guidance for identifying, reporting, and addressing all forms of sex discrimination, including harassment and assault/violence.

Sex discrimination in any form will not be tolerated. Sex discrimination includes discrimination based on pregnancy, gender identity, and failure to conform to stereotypical notion of femininity and masculinity. Sexual

harassment is a form of prohibited sex discrimination, and it includes sexual violence. Thus, the college's prohibition of sex discrimination extends to complaints of sexual harassment and sexual violence. This policy applies to all members of the college community including students, faculty, staff, and third parties who are participating in or attempting to participate in the college's educational programs and activities. This policy applies even when the complainant and alleged perpetrator are members of the same sex, and it applies regardless of national origin, immigration status, or citizenship status. It extends to all aspects of the college's educational programs and activities, including, but not limited to, admissions, employment, academics, and student services, and applies whether the participation is in-person or online.

The college has jurisdiction over Title IX-related complaints regarding conduct that occurred on campus, during or at an official college program or activity (regardless of location), or off campus when the conduct creates a hostile environment on campus. The college will investigate all complaints made under this policy and, if necessary, act to prevent the recurrence of sex discrimination and remedy its effects.

TITLE IX STATEMENT

The college complies with Title IX of the Education Amendments of 1972 and its implementing regulations, which prohibit discrimination based on sex in the college's educational programs and activities. Title IX and its implementing regulations also prohibit retaliation for asserting claims of sex discrimination. The college has designated the following Title IX Coordinator to coordinate its compliance with Title IX and to receive inquiries regarding Title IX, including complaints of sex discrimination:

Ms. Sue Shepherd
Dean of Student Success and Title IX Coordinator
Aultman Education Center, second floor
Office Location: See receptionist in college main office
Office direct phone line: (330) 363-4349
Email: Sue.Shepherd@aultmancollege.edu

For more information about Title IX, a copy of the regulations which detail Title IX requirements, or to file a complaint directly with the Office for Civil Rights, see the contact information below:

U.S. Department of Education
Office for Civil Rights
Cleveland Office
1350 Euclid Avenue, Suite 325
Cleveland, OH 44115-1812
Telephone: (216) 522-4970
FAX: (216) 522-2573; TDD: (800) 877-8339
Email: OCR.Cleveland@ed.gov

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg.
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: (800) 421-3481
FAX: (202) 453-6012; TDD: (800) 877-8339
Email: OCR@ed.gov

ROLE OF THE TITLE IX COORDINATOR

The Title IX Coordinator (1) receives complaints under this policy; (2) coordinates dissemination of information and education and training programs; (3) assists members of the college community in understanding that sexual misconduct is prohibited by this policy; (4) answers questions about this policy; (5) appoints investigators and ensures they are trained to respond to and investigate complaints of sexual misconduct; (6) ensures that employees and students are aware of the procedures for reporting and addressing complaints of sexual misconduct; and (7) implements the investigation and resolution procedures or designates appropriate persons to implement them. In complaints involving employees, the Title IX Coordinator will notify and involve other administrators and parties in an investigation as appropriate.

Definitions:

Sexual Harassment

Sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made or threatened to be made, either explicitly or implicitly, a term or condition of an individual's employment or education
- Submission to or rejection of such conduct by an individual is used or threatened to be used as the basis for academic or employment decisions affecting that individual, or
- Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance and is sufficiently severe, pervasive, and objectively offensive as to create what a reasonable person would perceive as an intimidating, hostile, or offensive employment, education, or living environment
    - In determining whether a hostile environment exists, the college will consider the totality of circumstances, including factors such as the actual impact the conduct has had on the victim's participation in the college's programs and activities, the nature and severity of the conduct at issue, the frequency and duration of the conduct, the relationship between the parties (including accounting for any power differential), the respective ages of the parties, the context in which the conduct occurred, and the number of persons affected.

Examples of Sexual Harassment

- Pressure for a dating, romantic, or intimate relationship
- Unwelcome touching, kissing, hugging, rubbing, or massaging
- Pressure for sexual activity
- Unnecessary references to parts of the body
- Sexual innuendos, sexual jokes, or sexual humor
- Making sexual gestures
- Displaying sexual graffiti, pictures, videos, or posters unrelated to legitimate course content
- Using sexually explicit profanity
- Asking about, or talking about, sexual fantasies, sexual preferences, or sexual activities
- E-mail and Internet use that violates this policy
- Leering or staring at someone in a sexual way, such as staring at a person's breasts or groin
- Sending sexually explicit emails or text messages
- Commenting on a person's dress in a sexual manner
- Giving unwelcome personal gifts such as flowers, chocolates, or lingerie that suggest the desire for a romantic relationship
- Commenting on a person's body, gender, sexual relationships, or sexual activities
- Sexual violence (as defined below)

Sexual Violence/Assault

Sexual violence/assault is a form of prohibited sexual harassment. Sexual violence includes physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent because of his or her temporary or permanent mental or physical incapacity, because of his or her youth, or because of his or her incapacitation due to the use of drugs and/or alcohol.

Examples of Sexual Violence/Assault

- Rape or sexual assault: sexual intercourse (anal, oral, or vaginal) by a man or woman upon a man or woman without consent
- Unwilling sexual penetration (anal, vaginal, or oral) with any object or body part, committed by force, threat, or intimidation
- Sexual touching with an object or body part, by a man or woman upon a man or woman, without consent
- Sexual touching with an object or body part, by a man or woman upon a man or woman, committed by force, threat, or intimidation
- The use of force or coercion to effect sexual intercourse or some other form of sexual contact with a person who has not given consent
- Having sexual intercourse with a person who is unconscious because of drug or alcohol use
- Hazing that involves penetrating a person's vagina or anus with an object
- Use of the "date rape drug" to effect sexual intercourse or some other form of sexual contact with a person
- One partner in a romantic relationship forcing the other to have sexual intercourse without the partner's consent
- Exceeding the scope of consent by engaging in a different form of sexual activity than a person has consented to
- Knowingly transmitting a sexually transmitted disease such as HIV to another person through sexual activity
- Coercing someone into having sexual intercourse by threatening to expose their secrets
- Secretly videotaping sexual activity where the other party has not consented
- Prostituting another student

Consent

Lack of consent is a critical factor in determining whether sexual violence has occurred. Consent is informed, freely given, and mutually understood. Consent requires an affirmative act or statement by each participant. Consent is not passive.

- If coercion, intimidation, threats, and/or physical force are used, there is no consent. Coercion is direct or implied threat of danger, hardship, or retribution sufficient to persuade a reasonable person to engage in sexual activity in which they otherwise would not engage or to which they otherwise would not submit. Coercion is different from seductive behavior based on the type of pressure someone uses to get another to engage in sexual activity. A person's words or conduct cannot amount to coercion unless they wrongfully impair the other's free will and ability to choose whether to engage in sexual activity. Coercion can include unreasonable and sustained pressure for sexual activity. When someone makes clear to you that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive; once a person has made it clear that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, you should be absolutely clear that they have changed their mind and are consenting before proceeding in sexual activity with them.
- If a person is mentally or physically incapacitated or impaired by alcohol or drugs such that the person cannot understand the fact, nature, or extent of the sexual situation, there is no consent.

- Warning signs of when a person may be incapacitated due to drug and/or alcohol use include slurred speech, falling, passing out, and vomiting.

- If a person is asleep or unconscious, there is no consent.
- Consent to one form of sexual activity does not imply consent to other forms of sexual activity.
- Consent can be withdrawn. A person who initially consents to sexual activity is deemed not to have consented to any sexual activity that occurs after he or she withdraws consent.
- Effective consent may not exist when there is a disparity in power between the parties (e.g., faculty/student, supervisor/employee).

Domestic Violence, Dating Violence, and Stalking

The crimes of domestic violence, dating violence, and stalking can also constitute sexual misconduct when motivated by a person's sex. These crimes, no matter the motivation behind them, are a violation of this policy.

Domestic Violence

"Domestic violence" includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of a victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse or the victim under the domestic or family violence laws of the jurisdiction […], or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

- Ohio's definition of domestic violence can be found in Section 3113.31 of the Ohio Revised Code.

Dating Violence

"Dating violence" means violence committed by a person:

(A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and

(B) where the existence of such a relationship shall be determined based on a consideration of the following factors:

(i) The length of the relationship.

(ii) The type of relationship.

(iii) The frequency of interaction between the persons involved in the relationship.

- Ohio law does not specifically define dating violence.

Stalking

"Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

(A) fear for his or her safety or the safety of others; or

(B) suffer substantial emotional distress.

- Ohio's definition of stalking can be found in Section 2903.211 of the Ohio Revised Code.

Sexual Misconduct

For purposes of this policy and procedures, "sexual misconduct" is an umbrella term that includes sex discrimination, sexual harassment, sexual violence, domestic violence, dating violence, and stalking.

MAKING A COMPLAINT

Making a Report

Incidents of alleged sexual misconduct should be immediately reported to the Title IX Coordinator or a trusted college faculty/staff member, regardless of whether the incident occurred on or off the college's grounds. All college faculty and employees have a duty to promptly report sexual misconduct to the Title IX Coordinator when

they observe such conduct or when a report of sexual misconduct is made to them. This duty does not apply to the confidential resources described in the next paragraph. Students are always encouraged, but not required, to report sexual misconduct. Students should be aware that all faculty and employees except those described in the next paragraph have an obligation to report sexual misconduct to the Title IX Coordinator.

Victims wishing to talk confidentially about their situations may contact a confidential resource, who is available to assist and will not report the victim's circumstances to the college for investigation without the victim's permission. Confidential resources include Aultman Hospital chaplains and the college health services nurse. Notwithstanding, if a crime has occurred, the confidential resource will report it to the Title IX Coordinator for inclusion in the college's annual crime statistics disclosure, though the victim's name will be withheld from this report.

A complainant who makes a claim of sexual misconduct to the college will be given a copy of the document titled "Rights and Options After Filing a Complaint Under Aultman College's Sex Discrimination, Sexual Harassment, and Assault Policy." This document provides information about this policy and the procedures used to investigate and resolve complaints of sexual misconduct, options for filing complaints with the local police, resources that are available on campus and in the community, etc. The person against whom a complaint has been filed will also be given similar information about the process and resources.

Content of the Complaint

So that the college has sufficient information to investigate a complaint, the complaint should include: (1) the date(s) and time(s) of the alleged conduct; (2) the names of all person(s) involved in the alleged conduct, including possible witnesses; (3) all details outlining what happened; and (4) contact information for the complainant so that the college may follow up appropriately.

Timing of Complaints

There is no statute of limitations for complaints under this policy. However, the college encourages persons to make complaints of sexual misconduct as soon as possible because late reporting may limit the college's ability to investigate and respond to the conduct complained of.

Retaliation

It is a violation of this policy to retaliate against any member of the college community who reports or assists in making a complaint of sexual misconduct or who participates in the investigation of a complaint in any way. Persons who believe they have been retaliated against in violation of this policy should make a complaint to the Title IX Coordinator.

Bad Faith Complaints

While the college encourages all good faith complaints of sexual misconduct, it also has the responsibility to balance the rights of all parties. Therefore, if the college's investigation reveals that a complaint was knowingly false, the complaint will be dismissed and the person who filed the knowingly false complaint may be subject to discipline.

Conduct that Constitutes a Crime

Any person who wishes to make a complaint of sexual misconduct that also constitutes a crime—including sexual violence, domestic violence, dating violence, or stalking—is also encouraged to make a complaint to Aultman Hospital security services and local law enforcement. If requested, the college will assist the complainant in notifying the appropriate law enforcement authorities. In the event of an emergency, please contact 911. A victim may decline to notify such authorities.

Interim Measures

Pending the outcome of an investigation in accordance with the Investigation and Resolution Procedures, the college will provide interim measures to either or both the reporting and responding parties involved in an alleged incident of sexual misconduct. This may include changing academic, transportation, work, or living situation if options to do so are reasonably available (and only to the extent that the college has control over these environments). Such changes may be available regardless of whether the individual chooses to report the crime to campus police or local law enforcement. Requests to change an academic, living, transportation, or work situation, or for any other protective measure, should be made to the Title IX Coordinator. In the event such a measure is implemented, the College will maintain it as confidential to the extent that maintaining confidentiality would not impair the College's ability to provide it. The Title IX Coordinator will communicate with each party throughout the investigation to ensure interim measures remain necessary and effective. Failure to comply with the terms of any interim measures or protections that have been implemented may constitute a separate violation of this policy.

If a complainant has obtained an order of protection, temporary restraining order or other no contact order against the alleged perpetrator from a criminal, civil, or tribal court, the complainant should provide such information to the Title IX Coordinator. The college will take all reasonable and legal action to implement the order.

Law Enforcement Investigation

Any law enforcement investigation conducted because of such a report will be separate and apart from and will not replace the college's investigation of the incident under the Investigation and Resolution Procedure outlined in this policy. The college can find a violation of this policy regardless of the outcome of any criminal investigation.

Special Guidance Concerning Complaints of Sexual Violence, Domestic Violence, Dating Violence, or Stalking.

Victims of sexual violence (including sexual assault), domestic violence, dating violence or stalking will be treated with sensitivity, decency, and respect. Victims will be referred to appropriate medical, emotional, psychological, and social services. When physical violence of a sexual nature has been perpetrated against you, the college recommends that you immediately go to the emergency room of a local hospital and contact law enforcement (911 if emergency) or Aultman Hospital Security at (330) 363-6777, in addition to making a complaint under this policy to the Title IX Coordinator.

If possible, victims of sexual violence, domestic violence, and dating violence are encouraged to preserve physical evidence; for example, refrain from bathing or changing clothes until law enforcement officials can properly investigate the incident. Preserving evidence may be necessary for proof of the crime or in obtaining a protection order. Victims who have the courage to report sexual violence, domestic violence, dating violence, and stalking must feel confident that their personal safety will be protected, and they will not be re-victimized by the college's investigation and resolution or a criminal investigation.

It is also important to take steps to preserve evidence in cases of stalking, to the extent such evidence exists. In cases of stalking, evidence is more likely to be in the form of letters, emails, text messages, etc. rather than evidence of physical contact and violence.

Victim Resources

Victims of sexual assault may access the following for assistance:

On-Campus

Provider	Location	Phone Number
Aultman Hospital Security	Ground Level Main Hospital	(330) 363-6777
College Main Office	AEC 2nd Floor-Main Office	(330) 363-6347
Title IX Coordinator	College (AEC 2nd Floor)	(330) 363-4349
Aultman Spiritual Care	3rd Floor Main Hospital	(330) 363-6402

Medical Assistance (Hospitals listed are in Canton, Ohio. Additional hospitals can be found in surrounding areas.)

Provider	Phone Number
Emergency Assistance	Dial 911
Aultman Hospital	(330) 452-9911
Cleveland Clinic Mercy Medical Center	(330) 489-1000
Aultman Alliance Community Hospital	(330) 596-6000
Aultman Orrville Hospital	(330) 682-3010

Off-Campus Resources

Canton City Police Dial 911 or (330) 489-3100
Canton Rape Crisis Center (24 hours) (330) 452-1111
National Sexual Assault Hotline (800) 656-HOPE

The Stark County Prosecutor's office publishes a brochure entitled "Victim Assistance" available in print from the Title IX Coordinator and at this link http://www.starkcountyohio.gov/prosecutor/information/brochures . The brochure lists local victim assistance resources including the following:

DOMESTIC VIOLENCE/SEXUAL ASSAULT REFERRAL NUMBERS

- Alliance Area Domestic Violence Shelter (330) 823-7223
- Alliance Area Rape Crisis Center (330) 821-RAPE
- Canton Domestic Violence Information Line (330) 453-SAFE
- Crisis Intervention Center (330) 452-6000
- Community Legal Aid Services (330) 456-8361
- Stark County Dept. of Job & Family Services (330) 452-4661
- The Children's Network of Stark County (330) 451-1700
- United Way Information and Referral (330) 455-4636

Victims may also access the Justice League of Ohio's website at this link for information about victim assistance programs throughout the state of Ohio: http://www.thejusticeleagueohio.org/victim-assistance-programs

Sexual Assault and Alcohol or Other Drugs

Alcohol and drug use are frequently cited in incidences of sexual violence or assault. Consumption of alcohol can place students at an increased risk for sexual violence or assault. Consenting to sexual activity requires sober, verbal communication that is free of threats, intimidation, or other coercion. Use of alcohol or drugs never makes a victim at fault for sexual harassment, violence, or assault, and should not prevent or dissuade a student from making a report of sexual harassment, violence, or assault under this policy.

The college recognizes that an individual who has been drinking alcohol or using drugs may be hesitant to report sexual misconduct. To encourage reporting, the college will not take disciplinary action for drug or alcohol use against an individual making a good faith report of sexual misconduct, either as the complainant or as a witness, provided that these conduct violations did not and do not place the health or safety of any other person (including

patients, students, faculty, or staff in the clinical setting) at risk. The college may, however, require the reporting individual to attend a course or pursue other educational interventions related to alcohol and drugs. The college's commitment to amnesty in these situations does not prevent action by police or other legal authorities against an individual who has illegally consumed alcohol or drugs.

Lowering the Risk of Sexual Assault

- Be aware of your surroundings. There is a higher chance of avoiding sexual assault just by being aware of what and who is around you.
- Understand your sexual boundaries and believe in your right to set limits on your sexuality.
- Communicate your sexual boundaries. If someone offends you, clearly state your boundaries up front.
- Avoid use of alcohol and/or drugs. Alcohol and drugs interfere with clear thinking and effective communication, and as stated above, are cited frequently in sexual assault incidences.

Registered Sex Offenders

For a listing of registered sex offenders in Stark County, please refer to the Stark County Sheriff's web site at http://www.starkcountyohio.gov/sheriff/resources/sex-offender-links. This web site provides addresses and classification of registered sex offenders. For a listing of registered sex offenders in any Ohio county, refer to the Ohio Department of Rehabilitation and Correction's Offender Search website at https://appgateway.drc.ohio.gov/OffenderSearch. The Aultman Hospital Security department may also assist with how to obtain sexual offender information. Please contact the Security department's non-emergency number, 330.363.6968, for assistance.

Awareness Programming

The college is committed to providing programming which increases awareness of sexual discrimination, including harassment and violence such as rape, acquaintance rape, and other forcible and non-forcible sex offenses. The examples below represent some of the program topics regularly offered to the college community:

- Campus Safety/Crime Prevention Presentation by Aultman Hospital Security
- Domestic Violence Awareness
- Presentation from representative at Quest Recovery services
- Presentation from Rape Crisis Center – Sexual Assault Prevention

To learn more about educational programming and resources, contact the Title IX Coordinator.

INVESTIGATION AND RESOLUTION PROCEDURES

General Principles

Applicability

Complaints regarding any act of sexual misconduct carried out by Aultman College students, faculty, staff, or third parties will be directed to the Title IX Coordinator and processed in accordance with this Investigation and Resolution Procedure. These procedures are the exclusive means of resolving complaints of sexual misconduct.

Administration

For purposes of these procedures, "Investigating Officer" means the Title IX Coordinator or designee. However, the Title IX Coordinator may engage others to assist in the investigation process as appropriate, and an investigation team of multiple parties may serve in the role of the "Investigating Officer." The Investigating Officer shall have responsibility for administering these procedures.

Promptness, Fairness, and Impartiality

These procedures provide for prompt, fair, and impartial investigations, and resolutions. The Investigating Officer shall discharge his or her obligations under these complaint resolution procedures fairly and impartially. The

Investigating Officer shall conduct an objective evaluation of all relevant evidence, inculpatory and exculpatory, and respondent, or witness. If any person involved in an investigation determines that he or she cannot apply these procedures fairly and impartially because of the identity of a complainant, respondent, or witness, or due to any other conflict of interest, they shall inform the Title IX Coordinator so that another appropriate individual can be designated to administer these procedures. If the Title IX Coordinator is the person with the conflict of interest, they will delegate the investigation to an appropriately trained college official.

Training

These procedures will be implemented by officials who receive annual training on the issues related to sexual misconduct, domestic violence, dating violence, and stalking, the scope of education program or activity, and how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability.

Investigation and Resolution of the Complaint

Initial Evaluation of the Complaint & Notification of the Parties

When a report of alleged sexual misconduct is made, the Title IX Coordinator will evaluate whether the report falls within the scope of the Title IX Policy: Sex Discrimination, Sexual Harassment, and Sexual Assault. If it does not fall under the policy, the complainant will be so informed. In such situations, other college procedures may be applicable to the conduct complained of.

If it is determined that the complaint is covered by the policy, and prior to the commencement of the investigation, a prompt written notice will be provided to the respondent of the allegations constituting a potential violation of the policy, including identities of the parties involved, the specific section of the policy allegedly violated, the precise conduct constituting the potential violation, and the date and location of the alleged incident.

Preliminary Matters

Timing of the Investigation

The college will endeavor to conclude its investigation and resolution of the complaint within a reasonable period. The Investigating Officer may require the production of information by the parties by a certain date to facilitate a timely resolution. Both the complainant and the respondent will be given periodic updates regarding the status of the investigation. If either the complainant or respondent needs additional time to prepare or to gather witnesses or information, they shall notify the Investigating Officer in writing explaining how much additional time is needed and why it is needed. The Investigating Officer shall respond to any such request within three (3) days.

Confidentiality

All complaints of sexual misconduct will be promptly and thoroughly investigated in accordance with these procedures, and the college will investigate and respond to any complaint in a manner that maintains the confidentiality of the participants to the fullest extent reasonable and possible and is required by the Family Educational Rights and Privacy Act ("FERPA") and/or other laws allowing for investigations and hearings under Title IX. However, because of laws relating to reporting and other state and federal laws, the college cannot guarantee confidentiality to those who make complaints.

In the event a complainant requests confidentiality or asks that a complaint not be investigated, the college will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. However, victims should be aware that requests for their identity to be protected from disclosure to the alleged perpetrator may limit the college's ability to respond or discipline the accused party. Sometimes the college will not be able to honor a request for confidentiality because it has an obligation to provide a safe and nondiscriminatory environment for its other campus community members and, therefore, the college reserves the right to initiate an investigation despite a complainant's request

for confidentiality in circumstances involving serious or repeated conduct or where the alleged perpetrator may pose a continuing threat to the college community. The college will notify a victim if their request for confidentiality cannot be ensured. The Title IX Coordinator (or their designee) is the person responsible for evaluating requests for confidentiality. The Title IX Coordinator (or their designee) may consult with other appropriate college personnel and legal counsel as necessary.

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

Standard of Review and Presumption of Non-Responsibility

Investigations shall be conducted using a preponderance of the evidence standard and shall presume the respondent is not responsible unless the preponderance of the evidence demonstrates otherwise.

Interim Measures

At any time during the investigation, the Investigating Officer/Title IX Coordinator may determine that supportive services, interim remedies, or protections for the parties involved, or witnesses are appropriate. "Supportive services" are individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to another, while designed to ensure equal educational access, protect safety, or deter sexual harassment. These interim remedies may include separating the parties, placing limitations on contact between the parties, or making alternative class-placement or workplace arrangements. Failure to comply with the terms of these interim remedies or protections may constitute a separate violation of the Sex Discrimination, Sexual Harassment, and Sexual Violence Policy.

Support Person/Advisor

During the investigation process, both a complainant and a respondent may ask a support person/advisor to accompany him or her at all stages of the process. In cases involving multiple complainants or respondents, the support person/advisor cannot be another complainant or respondent. The support person/advisor does not serve as an advocate on behalf of the complainant or respondent, may not be actively involved in any proceedings, and he or she must agree to maintain the confidentiality of the process. The college reserves the right to remove or dismiss a support person/advisor who becomes disruptive or who does not abide by the limitations noted in the previous sentence.

Pending Criminal Resolution

Some instances of sexual misconduct may also constitute criminal conduct. In such instances, the complainant is also encouraged to file a report with Aultman Hospital Security and the appropriate law enforcement authorities; if requested, the college will assist the complainant in doing so. The pendency of a criminal investigation, however, does not relieve the college of its responsibilities under Title IX. Therefore, to the extent that doing so does not interfere with any criminal investigation, the college will proceed with its own investigation and resolution of the complaint.

Rights of the Parties

During the investigation and resolution of a complaint, the complainant and respondent shall have equal rights. They include:

- Equal opportunity to identify and have considered witnesses and other relevant evidence.
- Similar and timely access to all information considered by the Investigating Officer.
- Equal opportunity to review any statements or evidence provided by the other party; and
- Equal access to review and at least 10 days to respond to and/or comment upon any information independently developed by the Investigating Officer.

Commencement of the Investigation

Some instances of sexual misconduct may also constitute criminal conduct. In such instances, the complainant is also encouraged to file a report with Aultman Hospital Security and the appropriate law enforcement authorities; if requested, the college will assist the complainant in doing so. The pendency of a criminal investigation, however, does not relieve the college of its responsibilities under Title IX. Therefore, to the extent that doing so does not interfere with any criminal investigation, the college will proceed with its own investigation and resolution of the complaint.

Content of the Investigation

During the investigation, the complainant will have the opportunity to describe his or her allegations and present supporting witnesses or other evidence. The respondent will have an opportunity to respond to the allegations and present supporting witnesses or other evidence. Throughout the investigation, the parties will receive written notice in advance of any interviews, meetings, or hearings so that they have sufficient time to prepare for meaningful participation.

The Investigating Officer will review the statements and evidence presented and may, depending on the circumstances, interview others with relevant knowledge, review documentary materials, and take any other appropriate action to gather and consider information relevant to the complaint. All parties and witnesses involved in the investigation are expected to cooperate and provide complete and truthful information. The Investigating Officer will not seek disclosure of medical or psychological records or protected under a legal privilege unless the holder waives the privilege to give the Investigating Officer access.

Investigator's Report

At the conclusion of the investigation, the Investigating Officer will prepare a preliminary investigation report. The preliminary report will explain the scope of the investigation, identify findings of fact, and state whether any allegations in the complaint were found to be substantiated by a preponderance of the evidence. Both parties will be provided with a copy of the preliminary report and will have three (3) business days to provide written comments to the report, if desired. After considering the parties' comments, if any, the Investigating Officer will issue a final report.

If the final report determines that sexual misconduct occurred, the Investigating Officer shall set forth in an addendum to the report those steps recommended to maintain an environment free from sexual misconduct and to protect the safety and well-being of the complainant and other members of the college community. Such actions will also include reasonable steps to correct the effects of such conduct on the complainant and others and to prevent the recurrence of sexual misconduct, and retaliation. Examples of such action include no-contact orders, classroom reassignment, the provision of counseling or other support services, training, and discipline for the perpetrator, including up to termination, expulsion, or other appropriate institutional sanctions.

The complainant and the respondent will receive a copy of the written report and any addendum within three (3) days of its completion. If necessary, the version of the addendum provided to the complainant and/or respondent will be redacted to ensure that information concerning any remedial and/or disciplinary measures is disclosed in a manner consistent with Title IX, FERPA, and the Clery Act.
The written report of the Investigating Officer shall be provided to the Hearing Officer described in Section V(D) below.

Special Procedures for Complaints against the President, the Title IX Coordinator, or other Administrators Ranked Higher than the Title IX Coordinator

If a complaint involves alleged conduct on the part of the college's President, the college's Board of Directors will designate the Investigating Officer.

If a complaint involves alleged conduct on the part of the Title IX Coordinator or any administrator ranked higher than the Title IX Coordinator, the college's President will designate the Investigating Officer. Based on the information gathered by the investigation, the President will prepare and issue the written report determining the complaint. The determination of the President is final and is not subject to appeal.

Informal Resolution

Informal means of resolution, such as mediation, may be used in lieu of the formal investigation and determination procedure. However, the following standards apply to any informal resolution method that is utilized:

- Informal means may only be used with both parties' voluntary, informed, written consent to participate after receiving a full disclosure of the allegations and their options for formal resolution, and with the involvement of the Title IX Coordinator. No party will be made to waive use of the formal investigation and hearing process.
- The complainant will not be required to work out the problem directly with the respondent.
- Either party may terminate any such informal means at any time and elevate the complaint to or continue with the formal resolution process.
- With the agreement of the parties involved and the college, a complaint may be informally resolved at any stage of these procedures.

If an informal resolution is reached, it will be documented in writing and signed by both parties. An informal resolution cannot be appealed.

The informal resolution process may not be used in situations involving allegations of sexual harassment by an employee against a student.

Live Hearing

All formal investigations under Title IX will include a live hearing before an impartial Hearing Office. The Hearing Officer may not be the coordinator, nor the Investigating Officer.

1. Participation in Hearing
   Participants in the hearing (including parties, witnesses, and the decision-maker) may appear in-person or virtually. If either party requests, the College will configure the hearing so parties may be in separate rooms, but able to see and hear each other via videoconference technology.

2. Verbatim Record
   The College shall arrange for a verbatim recording to be made of the hearing. Said recording may be in the form of a stenographic record, an audio recording, or an audio/video recording.

3. Representation
   If a party participating in a live hearing does not have an advisor, the College will provide one to the party for the hearing. The College will bear the cost of the advisor. The advisor may be an attorney but is not required to be.

4. Standard of Review and Presumption of Non-Responsibility
   Hearings shall be conducted using a preponderance of the evidence standard and shall presume the respondent is not responsible unless the preponderance of the evidence demonstrates otherwise.

5. Cross-Examination and Relevancy

Each party (or their representatives) shall be permitted to cross-examine each other and all witnesses via direct, oral cross-examination. Cross examination shall be limited to relevant questioning. If the Hearing Officer disallows a question as irrelevant, the Hearing Officer will explain why the disallowed question was not relevant. No questions or evidence will be permitted regarding the Complainant's sexual history unless such questions/evidence are offered to prove someone other than the respondent committed the alleged act, or to prove consent. If an individual does not testify but previously made statements regarding the issues at hand, the Hearing Officer will not rely on the previous statements to determine responsibility and will draw no inferences about responsibility based on the individual's failure to testify.

6. Determination
   The Hearing Officer will produce a written determination including (1) findings of fact, (2) conclusions regarding whether the conduct occurred, (3) a rationale for conclusions as to each allegation, (4) disciplinary sanction imposed on the accused (if any), and (5) remedies provided to the Complainant (if any). The Hearing Officer must provide remedies to the Complainant if the Respondent is found responsible. The College will not impose discipline without following the Title IX grievance process. The College will send the Hearing Officer's determination to both parties simultaneously and will include with the determination information on how to appeal.

Appeals

Grounds of Appeal

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

- There is a substantial likelihood that newly discovered information, not available at the time evidence was presented to the Investigating Officer or hearing panel, would result in a different decision.
- There was a procedural error significant enough to call the outcome into question.
- Bias or prejudice on the part of the Investigating Officer.

Method of Appeal

Appeals must be filed with the college President ("Appellate Officer"). The appeal must be filed within ten (10) days of receipt of the written report determining the outcome of the complaint. The appeal must be in writing and contain the following:

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

The appellant may request a meeting with the appropriate Appellate Officer, but the decision to grant a meeting is within the Appellate Officer's discretion. However, if a meeting is granted, then the other party will be granted a similar opportunity.

Resolution of the Appeal

The Appellate Officer will resolve the appeal within fifteen (15) days of receiving it and may take any and all actions that they determine to be in the interest of a fair and just decision. The decision of the Appellate Officer is final. The Appellate Officer shall issue a short and plain, written statement of the resolution of the appeal, including any changes made to the Investigating Officer's previous written determination. The written statement shall be provided to the complainant, respondent, and the Title IX Coordinator within three (3) days of the resolution.

Documentation

Throughout all stages of the investigation, resolution, and appeal, the Investigating Officer, the Title IX Coordinator, and the Appellate Officer as the case may be, are responsible for maintaining documentation of the investigation and appeal, including documentation of all proceedings conducted under these complaint resolution procedures, which may include written findings of fact, transcripts, and audio recordings.

Intersection with Other Procedures

These complaint resolution procedures are the exclusive means of resolving complaints alleging violations of the Sex Discrimination, Sexual Harassment, and Assault Policy. To the extent there are any inconsistencies between these complaint resolution procedures and other college grievance, complaint, or discipline procedures, these complaint resolution procedures will control the resolution of complaints alleging violations of the Title IX Policy: Sex Discrimination, Sexual Harassment, and Assault.

STUDENT LIFE POLICIES AND PROCEDURES

This section covers policies and procedures that may apply to the daily academic life of all Aultman College students.

The college is dedicated to promoting a collegiate environment beyond the classroom by encouraging participation in programs and events that help students establish lifelong connections and achieve personal and academic goals. Activities and events are announced in a variety of ways, including a newsletter emailed weekly to students, fliers posted on the hallway bulletin board, and event emails sent as appropriate. Students are also encouraged to participate in student-led organizations. Information about student governance, organizations, and activities is available on the college website.

Ally's Nest

Ally's Nest, the college's online store, can be accessed via the college website under student resources. Robert's Medical Uniforms is the only location authorized to sell college uniforms and can be reached by email at customerservice@robertsmed.com or via phone at (330) 339-6773. Students can buy additional uniforms through the Robert's website at https://www.robertsshopping.com/ and enter code AC25. The college logo is required on all uniforms. An online bookstore is also available on the college website for students to purchase select required textbooks.

Aultman College Email*

Aultman College IT provides an official aultmancollege.edu email account for all students, faculty, staff, contracted employees, and designated college departments.

- This is the official address listed in appropriate college publications, including the directory, and to which all college email communications are sent.

Email accounts are created based on the official name of the individual as reflected in Human Resource (HR) and registrar records.

- Requests for mail aliases based on name preference, middle name, nicknames, etc. are not accommodated.
- Requests for a name change will be processed to correct a discrepancy between email account name and official college records or for a legal name change.
- Requests for a name change will be processed when a Preferred Name form has been completed.

All email owners are responsible for complying with appropriate email use as defined in Technology Resources Acceptable and Responsible Use Policy and are expected to routinely check their college email.

College emails are retained for the duration of employment or college enrollment. Gradated students transfer to an alumni email account.

Alumni and retirees may retain their college email accounts indefinitely provided they adhere to college policies.

Violations of college policies may result in permanent loss of college email privileges.

Student Account Deletion

Email accounts are active until IT receives notice of a student's withdrawal. College IT will:

- Identify students who have withdrawn
- Deletes accounts in Office 365

- Removes the SIS email address field

Note: If a student is withdrawing and intends to return, College IT will keep the email account active. If the student does not return within a year, College IT will:

- Identify students who have not returned after a year
- Deletes accounts in Office 365
- Removes the SIS email address field

Student Name Changes

Legal name change requests must be completed via the Change of Information or Preferred Name forms available at the front desk and then submitted to the front desk administrative assistant.

- Upon receipt of the form, college IT:
    - Updates name in Office 365
    - Updates SIS email field

Alumni Email

College alumni are eligible to keep their college email account.

- Three months after students graduate, their email accounts change from student to alumni status.

Alumni continue to have access to all existing emails and contacts but are no longer visible in the address book and lose access to all stored information in other Office 365 features including but not limited to Microsoft Office, OneDrive, and SharePoint access.

Aultman College System Access*

Only authorized users are granted access to information systems. Users are limited to specific, defined, documented applications and approved levels of access rights. System access control is achieved via unique user IDs for individual accountability.

User Scope: This policy affects all employees, students, contractors, consultants, temporary employees, and business partners of Aultman College. Users who deliberately violate this policy will be subject to disciplinary action up to and including termination or expulsion.

System Scope: This policy applies to all computer systems, including operating system platforms, communication systems, and application systems owned or administered by the college.

Authentication: Any user (remote or internal) accessing college networks and systems must be authenticated. Entity authentication includes but is not limited to:

- Unique User Identifier
- Password

Workstation Access: All workstations on or off campus used for college business activity must have a college approved access control system. Workstation security includes password-enabled screen savers with a time-out-after-no-activity restriction. Do not leave active workstations unattended. Users must lock their workstation when leaving their immediate work area and are responsible for all actions taken under their unique user identifier.

Access Approval: System access will only be granted with appropriate managerial approval. Managers must immediately notify college IT staff when significant changes in end-user duties or employment status occur. User privileges will be updated when job duties change, or job transfers occur. Likewise, access will immediately be revoked when a user terminates employment.

Need-to-Know: Users are granted access to information on a "need-to-know" basis. They will only receive access to the minimum applications and privileges required for performing their jobs.

Unauthorized Access: Users are prohibited from gaining unauthorized access to any other information systems or in any way damaging, altering, or disrupting the operations of these systems.

Definitions:
Authentication – Verification of a user accessing a system
Authorization – Verifies the access a user is permitted to have
System Access – Authority or ability to interact with an internal computer system; access implies authorization.
College Interns – Students from another college that are participating in an Aultman College academic internship.

Procedure:
Students: System access is granted to students a week before their orientation date or as soon as possible for late admits.

Aultman College Student Life Philosophy and Plan

The primary goal of a collegiate experience is learning. While the most obvious learning is gained through the academic "classroom", student growth is also cultivated outside of the classroom. At Aultman College, we seek to increase the maturation of our students to become future healthcare practitioners who embody our mission and values, specifically the value of pursuing the "Success of Each Student" by providing programming that contributes to the transformation of students throughout their college experience, efforts and activities are designed toward developing students who will stand out in their chosen healthcare field.

Therefore, Aultman College seeks to assist all students in achieving the following:

- **Understanding the Value of Lifelong Learning**
  - Understand the ability to develop a "growth mindset" by viewing disappointments and challenges as opportunities for growth and learning.
  - Reflect on one's values, goals, and experiences to guide their personal and academic journey.
  - Develop a clear career plan for a future career as a healthcare professional.
  - Set short-term and long-term goals for their personal and professional life.
  - Appreciate the importance of diversity in deepening one's learning.
- **Demonstrate Ethical and Responsible Behavior**
  - Own one's personal and professional errors.
  - Conduct oneself with integrity and demonstrate accountability that contributes to a positive culture.
  - Demonstrate ethical awareness and decision making with choices and taking responsibility for one's actions.
  - Respond to all people in a respectful and caring manner regardless of apparent or perceived differences.
- **Contribute to the Community**
  - Identify and pursue activities that align with one's interests and passions (i.e., student clubs, volunteer work, creative endeavors, etc).
  - Engage in community service and contribute positively to society.
  - Engage with diverse peoples by providing services through organizations serving underrepresented/serviced populations.
  - Six (6) hours of service required for graduation (excluding MA and BSNC).
- **Prioritize Personal Health and Well-being**

- Appreciate the importance of maintaining a healthy lifestyle by eating nutritious food, getting regular exercise, and ensuring adequate sleep.
- Value taking care of one's mental health by managing stress, seeking support when needed, and taking time for self-care and relaxation.
- Develop a personal plan that outlines actions for self-care.
- Engage with peers, professors, and the campus community toward building a network of supportive relationships that enrich your college experience.
- Appreciate diversity and strive to understand and respect different perspectives.
- Develop professional skills, such as leadership, teamwork, and communication, which will benefit one's future career in healthcare.

Communication of College Policy Changes

As part of the online orientation module, students sign and upload an acknowledgement that clearly specifies their obligation to access and read pertinent publications:

- The college catalog in effect at the time of a student's entry to the college
- The college website where the most up-to-date college information resides

Course Evaluations

Course evaluations are used to recommend course, program, and faculty improvements. Course evaluations are available on the LMS at midterm and at the end of each semester or session.

Faculty Communication

Faculty members declare office hours in course syllabi, and students are encouraged to use these times to speak with faculty about questions or concerns. Other appointments are available by calling or emailing the faculty member. All faculty have voicemail for messages when they are not immediately available. In their messages, students should provide a phone number, time when they can be reached, and email address or alternative phone number if available. Faculty will retrieve messages and attempt to contact students as soon as possible. In an emergency, students may contact faculty through the main office administrative assistant.

Fitness Center

Students may use the Aultman Fitness Center, located in the basement of the Morrow House building on the hospital campus. Membership is free and access is granted after completing the attestation form. To gain access visit bit.ly/AultmanFitnessCenter to read and sign the access waiver. Access will be granted within 48 hours by Aultman security. Contact the college office for additional information.

Food Insecurities

Students face many challenges during their academic journey. Aultman College is dedicated to reducing the food insecurities for its' student population. Aully's Cupboard, located in the Student Success Center, is a cabinet filled with non-perishable food and hygiene items, as well as grocery bags for transport. Aully's Cupboard is open 24/7 for students to anonymously take whatever they need to help meet their needs outside of the classroom. Links to community resources are available on the college website.

Golden Owl Student of the Month

The Golden Owl Student of the Month recognition program honors students who have gone above and beyond in demonstrating Aultman College values in academics, clinical settings, patient care, and effort. Students may be nominated by faculty, staff, hospital employees, patients, or other students. The Golden Owl Student of the Month is acknowledged in *The Pulse* newsletter, through Aultman College email, and on the hallway kiosks. One of the

perks of the award is a reserved, front-row parking space in Aultman Education Center parking lot #8. Nomination forms are available outside the Student Success Center.

Housing

College sponsored housing is not available. Contact the student success services coordinator or campus coordinator for questions about housing issues or referrals.

Institutional Effectiveness

The college is dedicated to continuous evaluation and improvement of its services and academic offerings, and student feedback is a critical part of the assessment process. Students may be asked to participate in assessment activities at the course, program, or institutional level. Various assessment techniques and methods may be used, including but not limited to surveys, interviews, focus/discussion groups, questionnaires, educational activities, and tests. Ultimately, the Institutional Effectiveness function strives to:

- Systematically gather data for evaluation.
- Establish clear, measurable outcomes.
- Provide opportunities to achieve outcomes.
- Communicate data and outcome information.
- Develop data-driven continuous improvement strategies.

Mental Health Awareness

Mental health issues are becoming a growing concern throughout colleges and universities across the country. Aultman College is dedicated to its campus's mental health and well-being. Students have access to free mental health counseling services, on-demand eCourses focusing on eradicating burnout and steps to create success on their own terms, and a variety of on-campus and virtual programming opportunities. Additional information and hotline numbers are available on the college website.

Parking

Student parking is available in Student Lot 11 on the Aultman Hospital campus. If the lot is full students are permitted to park in the parking deck on the 3rd floor using their college badge. Parking fees will be assigned to students each semester (if applicable). Parking information is communicated via college email and student portal. Students should not park on the city streets surrounding the Aultman campus as their vehicles may be towed by the City of Canton. Contact the campus coordinator regarding parking questions or concerns.

Pregnancy*

If a student suspects they may be pregnant while enrolled in Aultman College, the student is under no obligation to declare pregnancy status to any individual associated with the college. Should the student voluntarily elect to declare pregnancy status, they may do so by using the Declaration of Pregnancy form located on the college website or available from the program director. A student may reverse/withdraw the declaration at any time by submitting their decision in writing to the program director. At that time, the student's status will revert to that in effect before the declaration.

If the student chooses to disclose the student's pregnancy, they may make an informed decision on their options based on their own individual needs and preferences. The options include the following:

- Continuing the educational program without modification or interruption.
- Discussing with the program director whether reasonable program modifications or adjustments are appropriate and feasible.
- Voluntarily withdrawing from the program.

    - Meeting with program director and academic advisor to evaluate a possible re-entrance timeframe.
- Written withdrawal of declaration.

Should a student elect not to declare their pregnancy status or decide to reverse the declaration, it is understood that the program is under no requirement to afford any measures with regard to radiation safety other than those routinely provided to all students. If a student declares pregnancy, additional measures will be afforded to that student.

Peer Mentoring Program

The Mentorship Program connects first-semester students with upperclassmen to build friendships and increase student success. Mentoring relationships are typically built via email, phone, text messaging, or Facebook. Students can sign up to get a mentor or be a mentor during the first weeks of fall and spring semester. Sign-ups are handled through Student Success Services in the Student Success Center.

Ally's Reach Out

Ally's Reach Out is an app available for iOS and Android that has readily available mental health resources to help you or a loved one in need.

To download for iOS:

- Visit the App Store and type "Aultman College-Reach Out"
- Click Install

To download for Android:

- Visit the Play Store app and type "Aultman College-Reach Out"
- Click Install

Student Fundraising

The student success services coordinator or their designee must approve all fundraising activities sponsored by student organizations. The sponsoring organization must keep financial records to submit for auditing at the end of each semester.

Student Organizations

Lambda Nu

Lambda Nu is a national honor society for radiologic and imaging services. The college's Ohio Gamma chapter was founded in 2012. Lambda Nu's objectives are to foster academic scholarship at the highest levels, promote research and investigation in the radiologic and imaging sciences, and recognize exemplary scholarship. To be eligible to join the Ohio Gamma chapter of Lambda Nu, students must have a cumulative GPA of 3.50 and have completed at least five credit hours in the radiography or sonography program at Aultman College. (ADD)

Phi Theta Kappa (PTK)

Phi Theta Kappa is the largest two-year honor society in the world. The Aultman chapter, founded in 2010, is named Beta Sigma Theta. PTK offers students leadership and honors activities, scholarships, and career networking. Eligibility for joining the Beta Sigma Theta chapter of Phi Theta Kappa includes a cumulative GPA of 3.60 and completion of at least 12 credit hours. For more information on joining PTK, visit www.ptk.org.

Radiography Club

The Radiography Club meets regularly to discuss fundraising goals and activity opportunities for radiography students. Members help with student life activities, represent the college at the Ohio Society of Radiologic Technologists (OSRT) conference, and conduct group community service projects.

Sigma Theta Tau

Sigma is an international community of nurses, dedicated to the advancement of knowledge, teaching, learning, and service through the cultivation of community, practice, education, and research. To be eligible for the Phi Eta Chapter of Sigma, students must have completed half of the Bachelor of Nursing (BSN) curriculum, have a cumulative GPA of 3.0 or higher, rank in the top 35% of their graduating class, and show academic integrity. In addition, BSN Completion students must have taken at least 12 credits at Aultman College.
Information about the organization is available at www.sigmanursing.org.

Student Governance/Student Senate

Student Senate is a student-led, student-run organization that plays an important role in the college's governance structure. Its mission is to encourage students to become engaged in social, professional, and service activities and to facilitate communication among students, faculty, staff, and administrators. The Student Senate meets regularly to discuss activities and college-related issues important to students. Membership consists of at least 10 elected students, an advisor, and a dean from any division.

Student Satisfaction Survey

Continuous improvement and student satisfaction are high priorities. The college administers two student satisfaction inventories each year, one national and one internal. All students are strongly encouraged to participate in both surveys, the results of which are used to inform decisions that ensure quality education and student services.

Telephone Instructions

- To dial a college/hospital phone number from within the hospital, dial 3+ the last four digits of the phone number.
- To dial an outside number from within the college/Hospital, dial 9+ the phone number.

The Pulse Student Newsletter

The Pulse student newsletter is distributed via email and contains news and information pertinent to all students. Suggestions for articles or news items may be sent to the communications specialist or the student success services coordinator.

Student Portal

The student portal is the communication hub that students access through the college website. Students are expected to check the portal at least once a day for college-wide announcements about important dates, registration, billing, student activities, scholarships, and financial aid. The portal also offers *The Pulse* student newsletter, links to Student Success Center resources, student spotlights, and job postings.

SAFETY AND SECURITY

Campus Visitor Policy*

This policy applies to employees, students, and campus visitors of any age.

Visitors who are taking part in an Aultman College organized, scheduled social activities are welcome and encouraged to utilize the Aultman College campus.

Employees and students may invite family members and friends to events/activities that are specified as family oriented. Should questions arise about the appropriateness of inviting family and friends to campus events/activities, the student success services coordinator and the campus coordinator will have final say in their respective areas.

Visitors who are unsupervised or considered disruptive will be asked to leave the campus immediately, and the campus coordinator and/or security will be notified.

Expectations for students, employees, and staff

- Students must obtain approval before bringing a visitor to student organization meetings.
- Children are not permitted on campus in lieu of childcare.
- Employees and students must obtain approval from the appropriate personnel before bringing visitors onto the campus.
    - Employees must have approval from their direct supervisor/designee.
    - Students must have approval from the faculty or staff member in charge of the meeting or event. This faculty/staff member is responsible for complying with the provisions of this policy.
- Deans/directors and the campus coordinator must provide approval if minors are requested on campus for an educational experience. Visitors must not interfere with campus activities.
- Visitors must not be left unattended or with other individuals while the student or employee is attending class, conducting business, or attending a social function in campus workplaces, classrooms, laboratories, recreation areas, library, or student study spaces.
- Visitors are never permitted in any clinical area and must not be present when students or employees are obtaining patient information through Cerner.

Exceptions to this policy can be made on a case-by-case basis.

Violations of this policy should be addressed immediately by those who witness them. Witnesses must also notify the campus coordinator, who will engage appropriate personnel and document the violation.

- Adult visitors will be asked to leave the premises immediately.
- Parents/guardians of minor visitors will be contacted and both minor and parent/guardian will be asked to leave campus immediately.

Violations of this policy may include disciplinary actions up to and including expulsion/termination.

Emergencies

Serious emergencies such as fire, power failure, or similar dangers require the cooperation of the entire college community. Failure to cooperate in such emergencies (e.g., orders to evacuate) may result in serious disciplinary action. In case of emergency, call 911. After calling 911, contact Security at (330) 363-6777 or extension 36777 from any hospital telephone to advise that emergency personnel are en route and to provide directional information as needed for emergency response.

Fire Alarms

Fire alarms sound and strobe lights display whenever a potential fire has been detected on the Aultman Hospital campus. An overhead page will announce the building and location of the fire and proper evacuation procedures. At orientation, students receive information about college evacuation routes and other pertinent information. Students should follow evacuation procedures if directed by the overhead page or college faculty/staff. Failure to leave could result in disciplinary action. Any individual responsible for deliberately making a false alarm or tampering with fire equipment (detectors, fire extinguisher, pull boxes, etc.) may be subject to disciplinary action and criminal charges.

Identification (ID) Badges

All students (excluding students in the BSNC program) are issued identification badges to be always worn and used for various purposes. Students who allow others to use their badges will be in violation of policy and subject to disciplinary action. Lost badges must be reported to the college office immediately to prevent unauthorized use and/or possible risk to patients. Initial ID badges are issued free of charge. Replacement badges incur a $20.00 fee which may be paid by cash, check, or credit card. Replacement ID badges are required in the event of the following circumstances:

- A student loses or misplaces an ID badge.
- A student damages an ID badge through misuse, negligence, or abuse.
- A student alters the ID badge through the application of stickers, pins, or unapproved ID badge lanyards/ holders.

Students will not be charged for replacement ID badges in the event of the following:

- Physical badge failure unrelated to misuse, negligence, abuse, or the application of stickers, pins, or unapproved ID badge lanyards/holders.
- Name changes.

Inclement Weather*

During inclement weather conditions, the college president or designee may declare a weather emergency which necessitates the delay/cancellation of classes or other scheduled college activities, or the closing of campus.

Weather emergency declarations take into consideration variables such as the nature of the storm, weather forecasts, temperature, wind chill, conditions at campus, road conditions, and decisions being made by other colleges in the area. Because weather conditions vary throughout the school day, certain classes may be cancelled even though others may occur as usual.

Announcements to delay opening or to close the college will be made as soon as possible. Should the college be unable to disseminate delay and closing information in a timely manner, notifications will be sent through the mass notification system. Additionally, students may contact college faculty and staff via phone or email.

When inclement weather causes the college to cancel classes and/or close, employees should NOT report to work; they will be paid a regular day's work if the college closes early, delays opening, or cancels classes. If the college remains open during inclement weather and employees believe that travel to work will be unsafe, they should report-off to their immediate supervisor and use an accrued PTO/emergency or vacation day.

Protection of Minors*

The college requires that any employee who knows or has reasonable cause to suspect a minor has been, is being, or may be subjected to abuse or neglect must report such to appropriate authorities.

Definitions:
Campus: All buildings, facilities, and properties owned, operated, managed, or controlled by the college.
Employee: This term includes anyone employed by the college as well as volunteers and students who are working with minors in a field experience, clinical environment, camp setting, or similar situations (e.g., nursing interns, camp counselors, etc.).
Minor/Child: For purposes of reporting abuse or neglect under this policy, a minor is any person under the age of eighteen years old and any person with a physical or mental disability under the age of 21. "Minor" and "child" are used interchangeably in this policy.

Procedure:

Reporting Suspected Abuse or Neglect:

- Consistent with Ohio law, it is the college's policy that any employee who knows or has reasonable cause to suspect that a minor has been subjected to abuse or neglect, maybe subjected to abuse or neglect, or faces a threat of abuse or neglect shall immediately make a report to:
    - Stark County: Public Children Services Agency
        - Child Abuse and Neglect Hotline:
            - (330) 455-KIDS (5437) or (800) 233-KIDS (5437)
        - In person report:
            - 402 2nd Street SE, Canton, OH 44702 (Hours 8:00 AM to 4:30 PM Monday-Friday)

    OR
    - Canton Police Department
        - Emergency: 911
        - Non-Emergency: (330) 489-3100

    OR
    - Ohio's Child Abuse Reporting Hotline at (855) OH-CHILD (1-855-642-4453)
- To the extent possible, the report made pursuant to Section III.A should include the following information:
    - The names and addresses of the child and the child's parents or the person having custody of the child.
    - The child's age.
    - The nature and extent of the child's injuries, abuse, or neglect (or the threat thereof) that is known or reasonably suspected or believed to have occurred including any evidence of previous injuries, abuse, or neglect.
    - Any other information that might be helpful in establishing the cause of the injury, abuse, or neglect (or the threat thereof) that is known or reasonably suspected or believed to have occurred.
- Subsequent to the report made pursuant to Section III.A, the reporter should promptly provide relevant information to the following college official: the Title IX Coordinator or designee. The college will not disclose the fact that any report was made to State or local authorities.
- "Reasonable cause" does not require that the individual making the observation conduct an investigation prior to making the report of his or her suspicion that a child has been abused or neglected or is at risk of it.
- The college will make every reasonable effort to conduct its investigation of reported child abuse or neglect in a manner that protects the confidentiality of the person making the report. However, it may be necessary to disclose details during an investigation or when required by law. This is distinct from the confidentiality of any report to a children's services agency, which the college will not disclose.
- Nothing in this policy is intended to prevent non-employees, such as students and visitors, from making a report if they have reasonable cause to suspect that child abuse or neglect has occurred or may occur.

Safety Alert System

The college uses an internet-based mass notification system to notify all students, faculty, and staff of school closings and emergency situations. In an emergency or school closing, an official message is sent to all communication devices students have registered with the college. The caller ID for voice communications will read (330) 363-0911 on a landline or cell phone; the caller ID for text communications will read #89361. Email communications will come from "Aultman College Emergency Notification System." Students are responsible for keeping all contact information current with the college. Phone number and contact information changes should be communicated through the Change of Information Form, available in the main office.

Science Lab Safety*

Aultman College is committed to providing safe laboratory and preparation spaces for use in science education. The science lab coordinator oversees compliance with safety standards, the full details of which are outlined in the laboratory safety manual. The coordinator addresses any deviations from these standards.

Security Emergency

Ext. 36777
(330) 363-6777

Aultman Health Foundation's Security Services Department is available 24 hours a day, seven days a week to provide a safe environment for students, employees, patients, and visitors. Services include:

- Escorts to and from parking lots
- Vehicle Assistance
- Investigation Reports
- Vehicle Accident Reports

For non-emergency situations, call security personnel directly at (330) 363-6268 or ext. 36268 from a college or Aultman Hospital phone. Security phones that connect directly to security personnel are located across the Aultman Health Foundation campus; simply lift the receiver to be connected. Students are encouraged to report all unusual incidents immediately; security personnel have the authority to detain people and obtain proper identification of those detained on AHF property. If an arrest is necessary, security personnel contact the Canton Police Department. Security personnel review security policies and procedures during student orientation. In accordance with the Crime Awareness and Campus Security Act of 1990, on-campus crime statistics and other security information can be found on the college website.

Smoke Free Campus

As a healthcare affiliated college, we believe in keeping with Aultman's mission to "Lead our Community to Improved Health." All Aultman buildings, grounds, and campuses are tobacco free. Tobacco is defined as smoking and smokeless (snuff, chewing tobacco products and electronic cigarettes as well as other vaping devices). Tobacco use in, on, or around, or within view of Aultman owned or leased buildings, grounds, parking lots, sidewalks, private streets, and vehicles is prohibited. This prohibition includes use of tobacco products inside privately owned vehicles that are parked on or within view of Aultman facilities. Students need to ensure that their clothing, hair, and other personal effects are free of tobacco and smoke odor.

Student Illness/Injury Policy*

Aultman College is dedicated to promoting the health and wellness of each student in all academic settings. A student who experiences illness or injury in the classroom, laboratory, or clinical setting will be provided with appropriate immediate care using available resources at the time of illness or injury. The procedure will depend on the extent of the illness or injury. The injury/illness will be reported in a timely manner to the campus coordinator, appropriate program director and/or clinical field coordinator.

- A student should notify the Aultman College clinical instructor, preceptor, faculty, or staff immediately in the event of illness or injury.
- The above individual will determine the extent of the illness or injury and if the student may remained dismissed, or if they need immediate assessment.
    - If the student has a minor injury or illness, and cannot complete assignment requirements, they will be dismissed and recommended to seek treatment through a health facility of their choosing.
    - If the student is severely injured or ill the representative will call 911 or send the student to the nearest emergency department.
- College employees cannot transport students.
- Any visit to the hospital will be at the individual's expense. It is advisable for the individual to check with their insurance agency to see if hospital visits are covered by their healthcare plan.
- If the ill/injured student indicates a person to contact, the representative will make efforts to do so; if the ill/injured student is unable to coherently identify such an individual, the college will call the emergency contact person listed in SONIS.
- The clinical instructor, preceptor, faculty, or staff involved in the incident will immediately contact the appropriate program director and/or clinical field coordinator who will then contact the campus coordinator.
- The student illness/injury report will be completed by the student within 24 hours. This will be emailed to the appropriate program director and/or clinical field coordinator.
- The report will be retained in the student's file.
- A physician's release may be required to return to clinical/lab (see program specific requirements).

Weapons

Possession of any weapon is strictly forbidden on the Aultman College campus, or any other college owned or operated property. The definition of a weapon may include anything "likely to be used/designed to be used" in destroying, defeating, or injuring a person(s) or property (or an instrument likely to cause bodily harm or property damage). Any of the following items may be considered a "weapon" (not an exhaustive list): any firearm, BB gun, pellet gun, air pistol gun, paintball gun, taser, ammunition, bow and arrows, sword, slingshot, switchblade, or large knife. Explosives/fireworks or any sort of firearm (whether loaded or non-loaded) may be considered a weapon. At times, some forms of the above listed items may be used as "non-weapons" for educational purposes by faculty with prior consent of the college president.

This policy extends to all Aultman College students, employees, contractors, visitors, and guests on all Aultman College and Aultman Health Foundation property, including parking lots, personal/commercial vehicles, and sidewalks/streets/lawns. Any person found in possession of a weapon will be considered in violation of this policy and action will be taken to immediately confiscate the weapon. Disciplinary action for violation of this policy may include termination, suspension, and/or dismissal from the college, and possibly criminal prosecution or arrest.

HEALTH AND WELLNESS

Communicable Diseases

Clinical experiences are a requirement for most students. For everyone's safety, especially patients and students, any student diagnosed with or suspected of having a communicable disease will be required to follow Health Services policies. If a student is exposed to a patient with a communicable disease, Health Services will initiate a communicable disease protocol, notifying college personnel and affected students of the exposure and initiating preventative treatment measures as needed.

Medical Insurance

Students must maintain health insurance. Radiography students are required to complete an online student statement of health insurance at the time of enrollment and annually thereafter.

Medical Leave

Students experiencing personal/emotional/medical difficulties and who are unable to complete academic or social responsibilities to Aultman College may discuss their options with their instructors, program director, or academic advisor.

Significant Exposure

A significant exposure is defined as a percutaneous (through the skin) or mucous membrane exposure to blood, semen, vaginal secretions; or spinal, synovial, pleural, peritoneal, pericardial, or amniotic fluid; saliva in dental procedures; any bodily fluid that is visibly contaminated with blood; and all body fluids in situations where it is difficult or impossible to differentiate between body fluids. Students receiving significant exposure should clean and flush the exposed area immediately and notify the clinical faculty or designee so treatment options can begin according to the clinical agency protocol. If a significant exposure protocol is not available at a clinical site, Aultman Hospital's protocol should be followed.

Spiritual Wellness

Students are welcome to use the Aultman Hospital chapel, and the hospital chaplain is available to students for spiritual counseling.

Workers' Compensation

Students are not covered by Workers' Compensation.

Foundational Education Core Curricula

The following are the foundational education core courses required for associate and bachelor's degree programs. Each degree program uses this core curriculum with slight modifications such as requiring a certain natural sciences course instead of leaving it as an elective. Be sure to consult the program's specific curriculum for degree conferral.

Associate Degree Core

Discipline/Course Number	Course Name	Credit Hours	Aultman College Category
ENG 105	College Composition I	3.0	Communications
MTH XXX	Any math class	3.0	Quantitative Reasoning
PHL 104	Medical Ethics	3.0	Human Experience
PSY 111	Intro to Psychology	3.0	Social & Behavioral Sciences
SOC 121	Intro to Sociology	3.0	Social & Behavioral Sciences
SLS 107	Maximizing Your College Experience	1.0	Health Foundations
HSC 115	US Healthcare Systems	3.0	Health Foundations
Electives:			
XXX	Must include at least one science lab	7.0	Natural Sciences
XXX	Foundational Education Electives	11.0	Any category
	Total	37.0	

Effective 2015-2016, this core curriculum applies to new programs or programs going through extensive curriculum revision.

Remedial or developmental coursework is not considered college-level coursework and cannot be used to fulfill any core requirements.

Bachelor Degree Core

Discipline/Course Number	Course Name	Credit Hours	Aultman College Category
ENG 105	College Composition I	3.0	Communications
ENG 107	College Composition II	3.0	Communications
MTH XXX	Any math class	3.0	Quantitative Reasoning
PHL 104	Medical Ethics	3.0	Human Experience
PSY 111	Intro to Psychology	3.0	Social & Behavioral Sciences
SOC 121	Intro to Sociology	3.0	Social & Behavioral Sciences
SLS 107	Maximizing Your College Experience	1.0	Health Foundations
HSC 115	US Healthcare Systems	3.0	Health Foundations
Electives:			
XXX	Must include at least two science labs. Seven (7) credit sequence (200+ level) within discipline (e. g., BIO, CHM, PHY) that also includes a lab credit	11.0	Natural Sciences
XXX	Elective	3.0	Communications
XXX**	Elective	3.0	Quantitative Reasoning
XXX	Elective	3.0	Human Experience
XXX**	Elective	3.0	Social & Behavioral Sciences
XXX**	Foundational Education Electives	9.0	Any category
	Total:	54.0	

** Must be 200+ level

Effective 2015-2016; this core curriculum applies to new programs or programs going through an extensive curriculum revision.

Remedial or developmental coursework is not considered college-level coursework and cannot be used to fulfill any core requirements.

Health Sciences

Mission

Health Sciences degrees are gateways into many different professions with the common theme of health for individuals and populations (e.g., educational, technical, management, and organizational development). Through core science and humanities courses, this curriculum develops the qualitative and quantitative reasoning to support professionals, addressing the needs of people of all ages and populations to develop and maintain healthy bodies and environments. Mutually beneficial core values of integrity, inquiry, and inter-professionalism are developed experientially, inviting student engagement and the development of competencies employers seek.

Occupational Outlook

Health Sciences degrees provide a foundational education core curriculum covering a broad range of healthcare topics and create a solid educational foundation on which graduates can build healthcare career in positions not requiring a license (e.g., healthcare administration, medical secretary, interpreter, aging and human developmental paraprofessional, human services, non-profit professional, etc.).

Philosophy

Throughout the health sciences program, students will demonstrate critical thinking and problem solving while engaged with agencies, employers, and the public. They will also demonstrate information literacy in identifying evidence from traditional academic sources and mass media on which to base decisions. Faculty and community partners will model appropriate behaviors, coach, and expect students to display ethical behaviors and civic responsibility during participation in course experiences. Growth in these core abilities will allow students to effectively promote healthy behaviors in individuals and populations.

Health Sciences Dispositions

Dispositions, consisting of the values, commitments, and professional ethics that influence our professional behaviors toward patients/clients/families, colleagues, and collective communities, affect personal health, motivation, and future behaviors.

They also underlie our own professional growth. Dispositions are steered by attitudes and beliefs related to values such as caring, honesty, fairness, empathy, respectfulness, responsibility, and thoughtfulness. As students, faculty members, or community partners, we strive to be and hold each other accountable for acting within the following dispositions:

<u>Personal</u>

1. EMPATHY- Sees and accepts the other person's point of view. Believe that a true grasp of the learner's point of view, and an accurate communication of that understanding, is a most important key to establishing a significant healthy relationship. Commits to sensitivity and to establishing a relationship with each patient/ client. Sees that the beginning points of interaction (in person or virtually) is dependent upon a clear acceptance of the learner's private world of awareness at the time. Respects and accepts as real each person's own unique perceptions.

2. POSITIVE VIEW OF OTHERS- Believes in the worth, ability, and potential of others. Believes that trust and confidence in the patient/client's worth, ability, and capacity for improvement is a key to learning. Sees other people in essentially positive ways. Honors the internal dignity and integrity of patients/clients and holds positive expectations for their behaviors. Typically approaches others feeling that they "can" and "will" rather than that they "can't" or "won't."

3. POSITIVE VIEW OF SELF- Believes in their own worth, ability, and potential. Has an established self-concept that is fundamentally positive and provides an overall sense of self-adequacy. Sees themself as essentially dependable and capable and thus accepting of inadequacies. Sees themself generally but not exclusively in positive ways—with a positive, abiding, and trustworthy sense of actual and potential worth, ability, and capacity for growth. Honors the internal dignity and integrity of self and holds positive expectations for their own actions.

4. AUTHENTICITY- Feels a sense of freedom and openness that enables them to be a unique person in honesty and genuineness. Seeks ways of teaching (procedures, methods, techniques, cultural approaches) that are honest, self-revealing, and allow personal/professional congruence. Sees the importance of openness, self-disclosure, and being "real" as a person and healthcare professional. Develops a personal "idiom" as a healthcare professional and melds personality uniqueness with professional expectations. Does not feel that one must "play a role" to be effective.

5. MEANINGFUL PURPOSE AND VISION-Commits to purposes that are primarily person-centered, broad, deep, freeing, and long range in nature. Feels a compelling and abiding sense of allegiance to democratic values, the dignity of being human, and the sacredness of freedom. Sees the importance of being visionary and reflective as a teacher. Commits to growth for all learners in mental, physical, and spiritual realms through a sense of "mission" in education. Seeks to identify, clarify, and intensify knowledge and personal beliefs about what is important.

<u>Professional</u>

6. DIFFERENCE- For healthcare professionals, this indicates a level of cultural competence—a capability for recognizing and acknowledging the different realities created by the multicultural diversity in society. It also indicates the comfort level they have in their own personhood—racial, religious, gender, and sexual orientation identities—without which, navigating the different realities would be more difficult.

7. DIALOGUE- Indicates a curiosity and interest in other people and a willingness to explore the differences and similarities that set individuals apart and tie them together.

8. PROFESSIONAL ETHICS- Maintains a position as a positive role model for patients/clients and others in regular attendance, grooming, punctuality, and professional demeanor. Demonstrates positive work habits and interpersonal skills, including a positive attitude, dependability, honesty, and respect for others. Maintains the standards of confidentiality regarding all information and communications. Uses sound judgment and thoughtful decision-making with consideration of the consequences.

9. COLLABORATION- Collaborates with other professionals, peers, and communities to improve the overall health of patients/clients. Understands and involves a wide variety of resources in the health facility, family, culture, and community to facilitate personal and population health.

10. SELF-REFLECTION - Life-long learning and personal growth through reflection, seeking constructive feedback, and willingness to learn from others and experience. Uses analysis and reflection to assess and plan for student learning.

11. RESPONSIBILITY- Accepts responsibility for work occurring in classroom, intramural, and extramural activities, thus contributing to health, learning, and a safe, orderly environment. Uses sound judgment and thoughtful decision-making with consideration of the consequences. Life-long learning and personal growth through reflection, seeking constructive feedback, and willingness to learn from others and experience. Participation in professional growth activities within and outside the school.

Dispositions are primarily learned from experiences related to self and in context of the healthcare profession. The health sciences program proactively integrates professional experiences throughout the curriculum, from service-learning projects embedded in individual courses to the capstone project for graduation. Each experience is tempered with expectations to demonstrate these professional dispositions. Reflection on experiences and observation of them by professionals is expected at all levels through formal assignments and meta-analysis. Failure to demonstrate these dispositions may impede successful completion of individual assignments, courses, or the program.

Associated assessments:

- Observation of disposition in writing by peers, mentors, supervisors
- Observation of disposition in student created artifacts (e.g., webpages, social media)
- Observation of disposition in student interactions with patients/clients, peers, faculty members, supervisors
- Self-reporting by student in reflections

Based on the work of:

National Council for Accreditation of Teacher Education (2001). Professional standards for the accreditation of schools, colleges, and departments of education. Washington, DC: Author.

Usher, L., Usher, M., and Usher, D. Nurturing Five Dispositions of Effective Teachers. 2nd National Symposium on Educator Dispositions. Eastern Kentucky University, Richmond, KY November 20-21, 2003

Health Sciences Program Learning Outcomes

Health Sciences graduates will demonstrate the ability to:

- apply ethical standards to evaluate cultural and diversity issues in healthcare settings.
- integrate critical thinking and problem solving in various contexts by collecting, analyzing, and/or interpreting information.
- relate to others through effective, professional oral and written communication.
- prepare for employment and/or continued study in the evolving healthcare industry.

Associate of Science in Health Sciences (ASHS)

Graduation Requirements

- A minimum of 60 credit hours
- 39 Required Coursework credit hours
- 21 Elective credit hours
- Residency course requirements fulfilled

Associate of Science in Health Sciences (ASHS) Curriculum

ASHS Core

Discipline	Course Number	Course Name	Credit Hours
PHL	104	Medical Ethics	3
ENG	105	College Composition I	3
SLS	107	Maximizing Your College Experience	1
PSY	111	Introduction to Psychology	3
HSC	115	US Healthcare Systems	3
SOC	121	Introduction to Sociology	3
MTH	104	Statistics I	3
		Quantitative Reasoning Elective	3
		Communication Elective	3
		Natural Sciences Elective	9
		Human Experience Elective	3
		Social and Behavioral Sciences Elective	3
		Total	40

Health Sciences Courses & Required Foundational Education

Discipline	Course Number	Course Name	Credit Hours
CSC	105	Introduction to Computer Science	2
HSC	119	Medical Language	2
		Health Sciences Electives	16
		Total Credits Needed for Graduation	60

Medical Assisting

Description of the Profession

Medical Assistants (MA) are multiskilled healthcare professionals specifically educated to work in ambulatory settings performing administrative and clinical duties. The practice of medical assisting directly influences the public's health and well-being and requires mastery of a complex body of knowledge and specialized skills requiring both formal education and practical experience that serves as standards for entry into the profession.

Medical Assisting students will learn how to record patient information, schedule appointments, assist physicians with examinations, perform phlebotomy, and give patient injections. Aultman College currently offers a certificate in Medical Assisting. Our college's location, on the Aultman Hospital campus, immerses students in a health care environment and provides unique networking opportunities for careers following graduation. Medical Assisting students have access to practicums at Aultman's various locations and gain valuable experience working with patients from a variety of social and economic backgrounds.

Medical Assisting Occupational Outlook

Employment of medical assistants is projected to grow 12 percent from 2024 to 2034, much faster than the average for all occupations. (Bureau of Labor Statistics, 2026)

Program Vision

The vision of the Certificate of Medical Assisting (MA) program incorporates a combination of classroom and skills lab experiences to provide the student with "on-the-job" training in a setting allowing students to assist other healthcare professionals to complete a diverse array of clinical and administrative tasks within the context of an ambulatory healthcare setting.

Program Mission

The Medical Assisting (MA) program provides students with the potential to obtain a credential that allows the MA to demonstrate knowledge of subject matter and competency in related skills which will enable the graduate to serve as an extension of healthcare providers in the northeast Ohio community.

Program Design

The Medical Assisting (MA) curriculum includes three domains for learning, Cognitive domain, Psychomotor domain, and Affective domain, prescribed by the 2015 Core Curriculum for Medical Assistants Appendix B. The program is designed to evaluate and examine the performance of students and prepare students to integrate into the workforce.

Medical Assisting Program Outcomes

Upon graduation, Aultman College Medical Assistant students will be able to:

1. Demonstrate competent entry-level medical assisting skills in the cognitive, psychomotor, and affective learning domains as identified by the Medical Assisting Education Review Board (MAERB).
2. Practice efficiently within the ethical and legal boundaries of the medical assistant's scope of practice.
3. Display professionalism and cultural competence when interacting and communicating with diverse providers, staff, patients, and patients' support systems.
4. Participate within team roles, across a variety of healthcare delivery settings.
5. Promote the value and professional standards of the certified medical assistant credential.

Program Goals

1. To maintain a Medical Assisting program consistent with the standards and guidelines for the Accreditation of Educational Programs in Medical Assisting adopted by the American Association of Medical Assisting's Medical Assisting Education Review Board (MAERB) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP).
2. Prepare competent entry-level medical assisting students in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
3. To teach and assess 100% of the cognitive objectives as well as the psychomotor and affective competencies, located within the content areas of the MAERB Core Curriculum.
4. To maintain a Medical Assisting program that is up to date with the changing health care field.
5. To work with students, college, and community to provide a program that meets the needs of health care and the communities of interest.

Medical Assisting Certificate Requirements

Required Courses			
Discipline	**Course Number**	**Course Name**	**Credit Hours**
BIO	102	Introduction to Human Biology	3
MAS	108	Clinical Medical Assisting	4
MAS	108C	Clinical Medical Assisting Lab	0
MAS	110	Medical Office Administration	2
MAS	111	Professional Communication for Medical Assisting	3
MAS	113	Medical Office Finance	3
MAS	116	Medical Assistant Practicum	3
TOTAL CREDITS			18

Sequence of Classroom, Laboratory and Clinical Activities

Students will be taught and assessed on 100% of the cognitive objectives and the psychomotor and affective competencies which are found within the content areas of the MAERB Core Curriculum and course syllabus. The cognitive objectives are taught prior to the psychomotor and affective competencies.

A student will need to score 100% on all procedures. If a student does not score 100% then the student will be given only one additional attempt to score 100%. All procedures need to be passed with 100% to be approved to enter the medical assisting practicum. No psychomotor and affective competencies should be performed in a practicum prior to the competencies being achieved in a supervised classroom or lab.

Students must successfully pass all the psychomotor and affective competencies to pass the course and/or progress in the medical assisting program (Maximum of two attempts per competency).

Medical Assisting Progression Policy*

The medical assisting (MA) program admits students once per academic year (fall semester). Students may begin courses once accepted to the program and must complete them sequentially as outlined in the curriculum plan. Program courses are offered once per academic year.

To progress in the MA program, students must:

- Follow the MA academic curriculum plan.

- Complete program required courses listed in the degree summary in the college catalog with a C or better.
    - Complete clinical/lab requirements with a grade of "satisfactory."
- Complete all Medical Assisting Educational Review Board (MAERB) course competencies with a grade of "satisfactory."

Practicum Requirements:

As a requirement for graduation and after successfully passing all MAERB cognitive, psychomotor, and affective competencies, the student must complete, during the final seven (7) weeks of the program, a supervised 160 hour unpaid administrative/clinical practicum in an ambulatory healthcare setting. The practicum requires students to demonstrate the knowledge, skills, and behaviors of the MAERB Core Curriculum in performing clinical and administrative duties. On-site student supervision is provided by an office practice manager who has knowledge of the medical assisting profession.

Academic Dismissal from the program:

- Students who fail to progress in the medial assisting curriculum will be academically dismissed from the program.
- Academic dismissal from the program will occur if the student withdraws from or fails a program required course.
- Students who have been academically dismissed from the program may be considered for continued enrollment at the college. These students must meet with the academic advisor to determine an appropriate course of action and program options available.
- Failure to achieve any of the above progression requirements will result in an academic dismissal from the medial assisting program.

Readmission:

- A student may be eligible for readmission to a subsequent cohort, but readmission is not guaranteed.
- Students who have been academically dismissed from the MA program may be allowed one readmission to the program.
- Program-specific courses are valid for three years; students gaining readmission to the program may be required to take/retake all medical assisting courses in sequence.
- Students will not be considered for admission/readmission to the program if they have been dismissed from the college.

Validation Testing:

- Validation testing of program specific material is required for readmission. Prior to formal readmission into the medical assisting program, students must demonstrate retention of administrative, anatomy, physiology, and clinical components.
- Prior to readmission, students must meet with the program director to assess and determine student retention of knowledge and skills.
- Validation testing covers content from appropriate medical assisting courses in both written test form and demonstration of MAERB course competencies.
- Students must receive a 73% C (2.00) or higher grade on each didactic test and a satisfactory (S) grade on the MAERB course competency validation tests.
- Validation tests are valid for twelve (12) months.
- A validation testing fee is charged.

Final Dismissal from the program:

- If the student has already been readmitted, failure to achieve any of the progression requirements will result in a final dismissal from the program.
- Students who have failed two medical assisting courses in the same semester or have been dismissed for disciplinary actions or lack of acceptable skills will not be eligible for readmission to the program.

Medical Assisting Program Practicum Policy*

All students in the medical assisting program must successfully complete a supervised practicum in an ambulatory healthcare setting.

- The 160 contact-hour unpaid practicum allows students to demonstrate knowledge, skills, and behaviors of the clinical and administrative duties required by the Medical Assisting Educational Review Board (MAERB) core curriculum. Students are supervised on-site by an office practice manager who has knowledge of the medical assisting profession.
- The student must complete the 160 contact-hour unpaid practicum to meet graduation requirements.
- The practicum coordinator will "provide oversight of the practicum experience" and "ensure appropriate and sufficient evaluation of student achievement."

Performance Standards

The college is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

Performance standards are universal within all the college's nursing and allied health programs. Performance standards require students to be in good physical and mental health. To provide safe and effective care, the student must demonstrate, with or without reasonable accommodation, physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the program curriculum. Read the college's performance standards carefully. Refer to the Student Success Center Coordinator for accommodation advice.

Nursing

A registered nurse (RN) is an individual who has graduated from a state-approved school of nursing, passed the NCLEX-RN Examination, and is licensed by a state board of nursing to provide patient care (NCSBN, 2022). This level of nursing encompasses autonomous and collaborative care of individuals of all ages, families, groups, and communities, sick or well and in all settings. Nursing includes the promotion of health, prevention of illness, and the care of ill, disabled and dying people (International Council of Nurses, 2022). Aultman College currently offers two nursing degrees: Associate of Science in Nursing (ASN) and the Bachelor of Science in Nursing (BSN). The BSN program offers a pre-licensure track and a degree-completion track.

Occupational Outlook

Employment of registered nurses is projected to grow fifteen percent from 2016 to 2026, much faster than other occupations. The versatility and resilience of the profession will continue to serve and shape healthcare of the future.

As our population ages, the demand for nurses will increase due to the need to educate and care for elderly patients with chronic conditions such as arthritis, dementia, diabetes, and obesity. Job growth is expected in facilities providing long-term rehabilitation for patients with stroke and head injuries as well as facilities that treat people with Alzheimer's disease. In addition, because many older people prefer to receive treatment at home or in residential care facilities, nurses will also be in demand in those settings.

Growth is expected to be faster than average in outpatient care centers such as those offering same-day chemotherapy, rehabilitation, and surgery. In addition, ambulatory care centers and physician offices are increasingly performing sophisticated procedures previously done only in hospitals. (U.S. Department of Labor, 2019).

Nursing Vision

We will be the preferred nursing educator in our region.

Program Mission

To prepare nurses who positively impact society.

Nursing Philosophy

The philosophy of the nursing programs evolves from a long-standing history of successfully educating nurses and a commitment to the college mission and values.

Nursing, an evolving art and science, respects diversity of ideas, cultures, and people. The nursing faculty strive to educate an actively engage students to:

- Provide and manage holistic care
- Advocate for the well-being of persons
- Uphold professional standards
- Serve as leaders and change agents in a variety of dynamic healthcare environments

Academic Curriculum Plan

The curriculum plan describes the arrangement of foundational education and nursing courses within a given time period. Collectively, the curriculum plan describes the nursing model to achieve student learning outcomes, which determines the expected competency level of nursing graduates. The nursing division reserves the right to

interpret and implement changes in the curriculum, schedules, and policies at any time to preserve the high standards essential for approval by accrediting bodies and the nursing profession. Refer to the governing catalog section earlier in this catalog for how such changes may affect enrolled students. The nursing division reserves the right to dismiss a student for any reason—legal, ethical, academic, or otherwise—if it is determined that the student is unable to continue in the program and such dismissal does not run afoul of state and federal laws.

Nursing Student Professional Responsibilities

The college and the nursing division support and reflect the standards and rules of law regulating nursing practice and the standards for safe nursing care as described by the Ohio Board of Nursing in the Ohio Administrative Code, Rules 4723-5-12 (C). Violation of any of these requirements, including but not limited to those listed in this policy, may result in failure of a nursing course/clinical, dismissal from a nursing program, and/or dismissal from the college. In addition, all students are subject to the student conduct policies in the college catalog.

Students must demonstrate continuity of care through the responsible preparation, implementation, and documentation of the nursing care of patients. Students must be respectful of all individuals (patient, patient's family, healthcare team members, faculty, and self) according to HIPAA laws, AHA Patient's Bill of Rights, ANA Standards of Care, ANA Code of Ethics for Nurses, and Ohio Board of Nursing Rules Promulgated from the Law - OAC Rule 4723-5-12 (C).

Rule 4723-5-12 (C):

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

c. Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships; (d) Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.

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

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

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

12. A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:
    a. Sexual contact, as defined in section 2907.01 of the Revised Code;
    b. Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.
13. A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student, or self-administer or otherwise take into the body any drug that is a schedule I controlled substance.
14. A student shall not habitually or excessively use controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.
15. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of the use of drugs, alcohol, or other chemical substances.
16. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability.
17. A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance.
18. A student shall not misappropriate or attempt to misappropriate money or anything of value by intentional misrepresentation or material deception in the course of practice.
19. A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.
20. A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.
21. A student shall not prescribe any drug or device to perform or induce an abortion or otherwise perform or induce an abortion.
22. A student shall not assist suicide as defined in section 3795.01 of the Revised Code.
23. A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its administrators, faculty, teaching assistants, preceptors, or to the board.
24. A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care

or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.

25. To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.
26. A student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the students assigned clinical responsibilities.

Should an infraction of this code be made, please refer to the “Student Code of Conduct” policy for proper procedure.

The nursing faculty reserves the right to dismiss from a course and/or a program and to recommend dismissal from the college any nursing student whose clinical performance for any course is deemed unsafe. Unsafe clinical performance is characterized by dangerous, inappropriate, irresponsible, or unethical behavior which actually or potentially places the student, patient, patient’s family, or healthcare team members in jeopardy. The nursing student will be referred to the nursing program director and to the student affairs coordinator. A student may initiate the grievance appeal procedure as outlined in the catalog.

Performance Standards

The college is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

Performance standards are universal within all the college’s nursing and allied health programs. Performance standards require students to be in good physical and mental health. To provide safe and effective care, the student must demonstrate, with or without reasonable accommodation, physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the program curriculum. Read the college’s performance standards carefully. Refer to the Student Success Center Coordinator for accommodation advice.

Functional Ability	Performance Standards	Examples
Gross Motor Skills	Gross motor skills sufficient to provide the full range of safe and effective patient care activities	Exhibit sufficient manual dexterity to perform procedures Raise objects from a low to high position, push, pull or transfer heavy objects between 25 and 50 or more lbs., walk for a prolonged period of time carrying up to 25lbs Physical Endurance Move within confined spaces, such as exam room or operating suite Demonstrate the ability to wear a 10-lb. lead apron for extended periods of time (R) Assist in turning and lifting patients Perform CPR
Fine Motor Skills	Fine motor skills sufficient to perform manual psychomotor skills	Demonstrate the ability to apply gloves, goggles, masks, and gowns Pick up and grasp small objects with fingers
Cognitive abilities	Mathematical and critical thinking abilities to solve problems	Complete appropriate dosage calculations given specific patient parameters Analyze and synthesize data to develop appropriate care Collect data, prioritize needs, and anticipate reactions Demonstrate the ability to anticipate the next step in the clinical environment (critical thinking)
Communication	Ability to speak, read, and write Use English language effectively Communicate clearly in interactions with others (verbally/non-verbally) Computer literate	Accurately document patient histories Accurately document appropriate information Ability to effectively communicate with other healthcare providers Convey information to patients and others to teach, direct, and counsel individuals in an accurate, timely manner Educate patients about various healthcare procedures Demonstrate ability to use proper punctuation, grammar, spelling; work is neat and legible Demonstrate the ability to assimilate information from written sources (e.g., texts, journals, medical report, etc.)
Hearing	Use auditory sense	Hear patient when obtaining information from the patient Hear faint or muffled sounds from a distance (e.g., during a surgical case while wearing a mask) Hear auditory alarms (call light, fire alarms, overhead pages, patient monitoring devices, etc.) Hear patient's verbal call for help

Functional Ability	Performance Standards	Examples
Visual	Normal or corrected visual ability sufficient for accurate observation and performance of patient care	See objects up to 20 feet away Assess skin color Visual acuity to read calibrations on a syringe Ability to visualize radiographic images and evaluate differences in shades of gray on radiographic images (R) Sense changes in patient condition to gather objective and evaluative information
Tactile	Tactile ability sufficient to gather physical assessment information	Palpate bony landmarks Feel vibrations (pulses) Detect temperature changes Palpate veins for IV insertion Manipulate syringes
Self-Care	Maintain general good health and self-care	Maintain hygiene Demonstrate safety habits and work area neatness
Affective Learning Skills (Behavioral & Social Attitudes)	Demonstrate appropriate behaviors and attitude Acknowledge and respect individual values and opinions	Demonstrate ability to sustain the mental and emotional rigors of a healthcare environment Exhibit professional behavior in the clinical environment Open to constructive criticism Listen actively Adopt modifications in behavior

Radiography=R

Nursing Pre-Licensure Programs

Nursing Program Completion Requirements*

Each student is responsible for meeting and completing all admission and/or readmission requirements of the nursing program/curriculum. Aultman College will not send the program completion letter to the Ohio Board of Nursing (OBN) until these requirements are met.

- Completion of a standardized NCLEX predictor test offered by the college (see requirements).
- Clearance from Financial Aid Office
- Clearance from The Office of the Registrar

Procedure:

OBN Licensure Application

- The student completes the OBN Licensure Application as presented by the OBN.
- Fees associated with the OBN Licensure Application are the responsibility of the student.
- The OBN makes all determinations/decisions regarding student eligibility to sit for the licensure exam.

NCLEX Review Course

- After the pre-licensure nursing student has applied for graduation, their name is placed on the roster for the required NCLEX review course. Completion of an NCLEX review course is not a guarantee that the student will pass the NCLEX licensure exam.
- Test dates for the NCLEX predictor are established by Aultman College, each semester.
    - If the student is unable to attend testing as scheduled, the student will forfeit the opportunity to test for that attempt.
    - The ATI Comprehensive Predictor Test benchmark for predicting NCLEX pass rate is set at 90% or above.
    - All students will remediate their results.
    - The remediation is then followed by a second chance to meet the established benchmark by retaking the ATI Comprehensive Predictor Test and meeting the benchmark of 90% or above.
    - If a student does not meet the benchmark after the second testing, they must, as their own expense, take an additional approved NCLEX review course.
- OBN Certification of Registered Nurse (RN) Education Program Completion Letter
    - Students must provide documentation of completion of the approved NCLEX review course to the program director/designee.
    - The administrative assistant will confirm:
        - Completion of a standardized NCLEX predictor test offered by the college.
        - Clearance from Financial Aid Office
        - Clearance from The Office of the Registrar
- The Program Administrator and The Office of the Registrar will review the Program Completion Letters for accuracy and sign off prior to submitting them to the OBN.
- The OBN makes all determinations/decisions regarding student eligibility to sit for the licensure exam.

Program Academic Policies

Glucose Monitoring Competency

Clinical Laboratory Improvements Amendments (CLIA) regulations direct that all healthcare providers who perform glucose monitoring must demonstrate and document competence annually. Reminders and procedures for competency testing will be sent to students to ensure compliance with these regulations.

Grading for Clinical Coursework

The clinical component of nursing courses is rated satisfactory or unsatisfactory based on attainment of student learning outcomes. A final grade of "F" will be assigned in a clinical nursing course if the clinical component of the course is not satisfactory regardless of the theory percentage.

All clinical courses require an evaluation of student performance according to established performance standards for each course. Clinical evaluations are written at midterm and end of semester. At midterm, conferences are held with each student to discuss clinical performance and to develop an action plan for improvement. Additionally, at the end of the semester, a conference is held to discuss the student's clinical achievement.

Late Arrivals

In the interest of modeling professionalism, students are expected to be punctual for all experiences. Students need to make every attempt to notify the course faculty of late arrival. Habitual lateness for mandatory experiences may result in disciplinary action.

Report off Procedure for Any Mandatory Experience

When extenuating circumstances make it necessary for a student to be absent from a mandatory experience, the student must call the course faculty at least 30 minutes prior to the start of the experience.

Standardized Testing

The nursing program reinforces and enhances student learning through standardized tests—assessment tools help students identify strengths and weaknesses and customize their studies for NCLEX-RN preparation and positive career outcomes. Attendance for standardized testing sessions and the expected level of achievement on standardized tests will be explained in each nursing course. A testing fee may be required each semester.

Testing

Testing Protocol

Individual course faculty will set the protocol for testing in the classroom either verbally or in the course syllabus/outline. The student is expected to always maintain professional conduct, arrive on time, respect the rights of others by refraining from distracting behaviors, and avoid asking substance or content questions during the exam. Questions regarding typographical errors or format may be asked. Students will need to place books and belongings in the front or back of the classroom until testing is completed. Violations of ethical conduct may result in disciplinary action.

Test Review

The purpose of test review is to enhance the learning process.

The course faculty is expected to:

1. Determine the method of test review. See course syllabus/outline.
2. Assist the student to understand, clarify, or provide additional learning assistance as needed.
3. Treat each student with respect and fairness.

The student is expected to:

1. Conduct themself professionally with respect for the learning environment, fellow students, and the knowledge of faculty.
2. Review content for clarification, understanding, and application in practice.
3. Make an appointment with the course faculty if test review does not clarify content.

Tests and Papers

Tests and papers will be graded according to the percentage ranges stated in the course syllabus. If a student fails a test, it is the student's responsibility to review the test with the faculty member prior to the next test. Refer to each course syllabus/ outline for policies related to late papers and missed tests/quizzes.

Unexcused Absences

Failure to report off according to the above procedure constitutes an unexcused absence. The following will occur because of an unexcused absence:

- A zero may be recorded for any graded experience missed that day.
- A notation will be made on the clinical tool regarding the unexcused absence under each outcome related to accountability and responsibility.
- A conference form identifying outcomes in jeopardy will be initiated; course failure may result.

Associate of Science in Nursing (ASN)

Program Philosophy

The nursing program supports the mission of Aultman College of Nursing and Health Sciences. The mission is to prepare healthcare professionals who lead our community to improved health, and values of the college which include quality, integrity, caring and knowledge.

The philosophy of the nursing program evolves from a long-standing history of successfully educating nurses and is in line with many of the grand theorists of nursing, centering around 5 broad concepts.

- Holistic Nursing
- Client
- Health
- Environment
- Education

Holistic Nursing

Holistic Nursing is an applied science, built on the disciplines of natural and social sciences, humanities, mathematics, arts, and the science of nursing. By utilizing critical thinking and clinical judgement, nursing formulates a plan of care to assist the clint in maintaining a state of optimal well-being. The professional nurse recognizes the importance of a holistic assessment and analysis of collected data to assist in planning, implementing, and evaluating outcomes of care.

Client(s)

Client(s) consists of individuals, families, groups, communities, and populations around which nursing revolves. The client is seen as a unique, complex whole with biophysical, psychosocial, cultural, and spiritual components. The individual possesses the freedom to think, to choose, and to act. Nursing recognizes that relationships within families, groups and communities can both alter and support health status.

Health

Health is defined by the client according to their own values, beliefs, and knowledge. The faculty view health on a continuum with varying degrees of well-being and diminished health. Nurses can function at any point on the continuum with the primary focus of nursing care being health promotion and health maintenance. Disruption in health is caused by imbalances of any internal or external subsystem.

Environment

Environment includes all dimensions that affect the relationship of a client. Homeostasis is the ability of the client to adapt to their environment to achieve an optimal level of health. The inability to adapt results in alterations in health.

Education

Education is a lifelong, interactive teaching-learning process occurring in and out of the classroom. Nursing education develops the skills of critical thinking, independent and collaborative decision-making, communication, value formation, and respect for diversity and human dignity. Learning is influenced by past experiences and should be individualized to a learner's abilities and learning style.

The faculty believes an associate degree nurse is a professional nursing generalist who is prepared to successfully take the National Council State Boards of Nursing (NCSBN) Licensure Examination (NCLEX-RN). The associate degree nurse is a competent professional, practicing in a legal and ethical manner in a variety of professional roles

in a variety of settings. Utilizing effective communication techniques and caring principles, nursing practices encompass both independent interventions and collaboration with other health care providers.

ASN Organizational Framework

The organizational framework illustrates the articulation of the philosophy of nursing concepts (Holistic Nursing, Client, Health, Environment, and Education) and sub-concepts (Legal and Ethical Behaviors, Interdisciplinary Approach, Nursing Process, and Communication). The concepts and sub-concepts are integrated throughout the curriculum which leads to the assimilation of program student learning outcomes. This formative and summative developmental process provides the basis for the organizational framework in the study of nursing (Billings & Halstead, 2009). The framework provides rationale for curriculum decision-making which is designed to prepare graduates to become competent beginning nurse professionals, preparing graduates for life-long learning.

Legal and Ethical Behaviors

Students learn that nursing scope and standards of practice provide legal/ethical guidelines for effective nursing care. Faculty assist the student to recognize the relevance of legal and ethical implications within a variety of individual, client, and professional situations. Legal and ethical behaviors such as prioritization, delegation, safe care delivery, accountability and responsibility for professional behavior are integrated into performance expectations.

Interdisciplinary Approach

Nurses are expected to collaborate with physicians, and other healthcare team members, peers, community agencies, clients, and family members. Collaboration requires the team to focus on client needs, basing the coordination and decision-making process on client preferences and the availability of services and resources. Students learn that nurses can play a key and leading role in the promotion of an interdisciplinary team approach, which enhances holistic, client-centered care in a variety of healthcare environments.

Nursing Process

The Nursing Process is a systematic, problem-solving approach used as a framework to deliver nursing care and influence client outcomes. This involves the students incorporating clinical judgement in care planning and implementation. Students learn holistic assessment strategies, prioritization of data, development of a plan of care that incorporates evidence-based nursing interventions and teaching/learning strategies in educating clients, and evaluation of client outcomes.

Nurses must incorporate clinical judgement and reasoning in the development and evaluation of client outcomes. The quality of client care is dependent on the ability of the associate degree nurse to effectively combine a problem-solving approach with the nursing process to formulate plans of care which result in successful client outcomes.

Communication

Communication is the dynamic process of exchanging information through verbal, non-verbal, written, and electronic modes. Students learn principles of effective communication with clients and healthcare team. Effective communication is essential to promote positive interactions and outcomes.

References

Billings, D., & Halstead, J. (2019). Teaching in Nursing: A Guide for Faculty (6th ed.). St. Louis: Elsevier Saunders

National League for Nursing (NLN). (2010). Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Programs in Nursing. New York: National League for Nursing.

Program Student Learning Outcomes

1. Provide nursing care within the legal and ethical scope and standards of nursing practice
2. Promote an interdisciplinary approach to effectively use resources
3. Utilize the nursing process to influence client outcomes across the lifespan
4. Adapt holistic teaching and learning principles to promote health
5. Incorporate a variety of communication modes for an effective exchange of information
6. Demonstrate caring, safe, and competent nursing interventions in diverse healthcare settings

Graduation Requirements

- A minimum of 73 credit hours
- 42 foundational education credit hours
- 31 nursing credit hours
- Residency course requirements fulfilled
- Completion of NCLEX review course selected by the program

Nursing Advanced Standing

Current Aultman College ASHS students wanting to transfer to nursing may be granted advanced placement in the ASN program.

Definitions:
Advanced Standing: A process to facilitate education progression of students with minimal repetition of coursework.

Procedure:

- License Practical Nurses (LPNs) in the ASHS program must successfully pass the LPN to ASN pre-requisite courses. Students will then complete the Change of Program/Degree Interest form. See *Change of Program Policy.*
- The registrar will verify whether the pre-requisite courses have been successfully completed.
- With the registrar's approval, the student will receive the following prior learning experience credits:
    - NRS 100 – Nursing Success (1 credit)
    - NRS 101 – Foundations I (3 credits)
    - MTH 102- Math for Health Professionals (3 credits)
    - HSC 119- Medical Language (2 credits)
    - PHL 104- Medical Ethics (3 credits)
- The classes that are awarded credit for Advanced Standing are NRS 100 Nursing Success and NRS 101 Foundations.
- The registrar will inform the nursing program director of student progress after the awarding of credit is complete.
- The registrar will notify the student as to what has been applied to their academic record.
- Students requesting military advanced standing are referred to the college-wide policy (*Military Advanced Standing Policy*).

Associate of Science in Nursing (ASN) Curriculum

Students beginning before Fall 2026:

Discipline	Course Number	Course Name	Credit Hours
BIO	205	Anatomy and Physiology I	3
BIO	205L	Anatomy and Physiology I Lab	1
BIO	207	Anatomy and Physiology II	3
BIO	207L	Anatomy and Physiology II Lab	1
BIO	215L	Microbiology Lab	1
BIO	216	Microbiology for Health Sciences	3
CHM	103	Physiological Chemistry	3
CHM	103L	Physiological Chemistry Lab	1
ENG	105	College Composition I	3
HSC	XXX	Health Sciences Elective	2
HSC	115	US Healthcare Systems	3
HSC	119	Medical Language	2
MTH	102	Math for Health Professionals	3
PHL	104	Medical Ethics	3
PSY	111	Introduction to Psychology	3
PSY	211	Human Growth and Development	3
SLS	107	Maximizing Your College Experience	1
SOC	121	Introduction to Sociology	3
		Total	**42**

Required Nursing Courses

Discipline	Course Number	Course Name	Credit Hours
NRS	101	Foundations I	3
NRS	106	Foundations II	2.5
NRS	103	Medical Surgical Nursing I	4
NRS	108	Medical Surgical Nursing II	4.5
NRS	200	Pharmacology for Nursing	3
NRS	201	Medical Surgical Nursing III	4
NRS	203	Medical Surgical Nursing IV	4
NRS	204	Maternal Child Nursing	3
NRS	206	Mental Health Nursing	2
NRS	216	NCLEX Review	1
		Total	**31**
		Total Credits Needed for Graduation	**73**

Associate of Science in Nursing (ASN) Curriculum

Students beginning Fall 2026 and later:

Discipline	Course Number	Course Name	Credit Hours
BIO	205	Anatomy and Physiology I	3
BIO	205L	Anatomy and Physiology I Lab	1
BIO	207	Anatomy and Physiology II	3
BIO	207L	Anatomy and Physiology II Lab	1
BIO	215L	Microbiology Lab	1
BIO	216	Microbiology for Health Sciences	3
CHM	103	Physiological Chemistry	3
CHM	103L	Physiological Chemistry Lab	1
ENG	105	College Composition I	3
HSC	XXX	Health Sciences Elective	2
HSC	115	US Healthcare Systems	3
HSC	119	Medical Language	2
MTH	102	Math for Health Professionals	3
PHL	104	Medical Ethics	3
PSY	111	Introduction to Psychology	3
PSY	211	Human Growth and Development	3
SLS	107	Maximizing Your College Experience	1
SOC	121	Introduction to Sociology	3
		Total	**42**

Required Nursing Courses

Discipline	Course Number	Course Name	Credit Hours
NRS	100	Nursing Success Skills	1
NRS	101	Foundations I	3
NRS	106	Foundations II	2.5
NRS	103	Medical Surgical Nursing I	4
NRS	108	Medical Surgical Nursing II	4.5
NRS	200	Pharmacology for Nursing	3
NRS	201	Medical Surgical Nursing III	4
NRS	204	Maternal Child Nursing	3
NRS	206	Mental Health Nursing	2
NRS	213	Medical Surgical Nursing IV	3
NRS	216	NCLEX Review	1
		Total	**31**
		Total Credits Needed for Graduation	**73**

Communication of Student Concerns

Students with concerns about the adherence of the ASN program to the Accreditation Commission for Education in Nursing, Inc. (ACEN) may report them to either of the commissions below:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Drive N.E. Suite 1400
Atlanta, GA 30326
Phone: (404) 975-5000
www.acenursing.org

Ohio Board of Nursing (OBN)
17 South High St.
Suite 660
Columbus, OH 43215-3466
(614) 466-3947
www.nursing.ohio.gov

Bachelor of Science in Nursing (BSN)

Program Framework

The faculty believes the BSN graduates will be competent, entry level nurses who can practice safely in a variety of settings. The diverse learning environment prepares graduates for successful completion of the National Council State Boards of Nursing (NCSBN) Licensure Examination (NCLEX-RN).

The Essentials of Baccalaureate Education for Professional Nursing Practice (2018) provide the framework for the BSN curriculum.

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
Essential III: Scholarship for Evidence Based Practice
Essential IV: Information Management and Application of Patient Care Technology
Essential V: Healthcare Policy, Finance, and Regulatory Environments
Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
Essential VII: Clinical Prevention and Population Health
Essential VIII: Professionalism and Professional Values
Essential IX: Baccalaureate Generalist Nursing Practice

The conceptual framework for the BSN was modeled after Webber's KSVME Curriculum Framework (2002) and developed to provide an internally consistent foundation built on adaptability, flexibility, and creativity across the curriculum. The KSVME framework establishes the conceptual cornerstones of nursing curriculum that remain stable even though nursing is a dynamic profession. These concepts include nursing knowledge, skills, values, meanings, and experience.

Knowledge is scientific and phenomenological information utilized to provide nursing care, which includes:

- Formal education specific to the discipline of nursing
- A liberal education background
- Collaboration with health professionals, patients, and families
- Lifelong learning

Skills are learned actions and behaviors implemented using knowledge, values, and experiences.

- Cognitive skills are intellectual activities which include communication, clinical reasoning (critical thinking), collaboration, leadership, delegation, and teaching/learning.
- Psychomotor skills are purposeful nursing interventions such as hand washing, safety measures, and the effective use of technology.
- Affective skills are the abilities to listen, participate, become involved, advocate, and to change one's behavior.

Values guide behaviors and provide standards for the nursing profession.

- Values include honesty, integrity, reliability, respectfulness, accountability, and the delivery of quality care.

Meanings are the understanding of the associated language and culture of nursing.

- Meanings are derived from nursing knowledge, skills, values, and experiences and may include words such as holistic, professional, certification, and accreditation.

Experience is the unique and active process of refining knowledge, practicing skills, integrating values, and applying meanings.

- Experience is driven by student engagement.

Reference:
Webber, P.B. (2002). A curriculum framework for nursing. Journal of Nursing Education, v41, n1, 15-24.

With the implementation of the KSVME framework, students will develop the art of caring in the profession of nursing (Webber, 2002).

The curriculum was developed, designed, and will be implemented by nursing faculty to provide **skills** learning experiences in the cognitive, affective, and psychomotor domains. Throughout the curriculum, the study of nursing is coupled with the study of liberal arts, sciences, and humanities to enhance student **knowledge** and **value** of the patient as a holistic being. Active student engagement and experiences in the classroom, clinical, and laboratory settings develop **meanings** that help student to successfully navigate the culture of nursing and patient care.

Foundational education and nursing courses are designed and aligned to develop, support, and expand students' knowledge as they progress in their studies. The curriculum centers on three concepts of nursing practice: *patient profiles, health and illness concepts, and professional nursing concepts*. Faculty adopted these concepts from *Concepts of Nursing Practice* (Giddens, 2013) to assist students with conceptual understanding of physiological, psychosocial, health promotion, and safe and effective care needs of the patient across the lifespan.

For example, early curriculum content will introduce the curricular concept of *patient education* defined as "a process of assisting people to learn health related behaviors so that they can incorporate these behaviors into everyday life" (Giddens, 2013). Opportunities exist in the program to apply patient education theory across a variety of healthcare settings; for example, nurses empower patients by providing information that enhances wellness, reduces risk of illness, and enables educated and autonomous healthcare decisions.

Program Student Learning Outcomes

- Manage nursing care within the context of legal and ethical scope and standards of practice
- Facilitate the provision of culturally competent and holistic care to clients and communities in collaboration with the interdisciplinary team
- Leverage information technology to maximize wellness across populations through health promotion and disease management
- Apply critical thinking to the delivery of evidenced-based, safe, quality nursing care to diverse population

Graduation Requirements

- A minimum of 120 credit hours
- 58 foundational education credit hours
- 62 nursing credit hours
- Residency course requirements fulfilled
- Completion of NCLEX review course selected by the program
- All Aultman College requirements for graduation

Bachelor of Science in Nursing (BSN) Curriculum

BSN Core for students starting before Fall 2023

Discipline	Course Number	Course Name	Credit Hours
BIO	205	Anatomy and Physiology I	3
BIO	205L	Anatomy and Physiology I Lab	1
BIO	207	Anatomy and Physiology II	3
BIO	207L	Anatomy and Physiology II Lab	1
BIO	215L	Microbiology Lab	1
BIO	216	Microbiology for Health Sciences	3
BIO	303	Nutrition and Metabolic Pathways	3
BIO	315	Pathophysiology	3
CHM	103	Physiological Chemistry	3
CHM	103L	Physiological Chemistry Lab	1
COM	138	Professional Communications	3
ENG	105	College Composition I	3
ENG	107	College Composition II	3
HSC	115	US Healthcare Systems	3
HSC	119	Medical Language	2
HUM	XXX	Human Experience Elective	3
MTH	102	Math for Health Professionals	3
MTH	104	Statistics I	3
PHL	104	Medical Ethics	3
PSY	111	Introduction to Psychology	3
PSY	211	Human Growth and Development	3
SLS	107	Maximizing Your College Experience	1
SOC	121	Introduction to Sociology	3
		Total	58

Required Nursing Courses for students starting before Fall 2023

Discipline	Course Number	Course Name	Credit Hours
NRS	107	Professional Role	2
NRS	200	Pharmacology for Nursing	3
NRS	207	Introduction to Health Assessment	4
NRS	209	Foundational Concepts	4
NRS	215	Concepts of Health & Illness I	4
NRS	303	Nursing Research and Evidence Based Practice	3

NRS	304	Care of Culturally Diverse Populations	3
NRS	311	Concepts of Mental Health Nursing	4
NRS	313	Concepts of Family Nursing	4
NRS	315	Concepts of Health & Illness II	4
NRS	317	Concepts of Community Nursing	4
NRS	325	Concepts of Health & Illness III	4
NRS	403	Nursing Informatics	3
NRS	405	Capstone of Nursing Concepts	4
NRS	407	Nursing Leadership	4
NRS	415	Concepts of Health & Illness IV	4
		Nursing Electives	4
		Total	62
		Total Credits Needed for Graduation	120

**The Transition to Baccalaureate Nursing (NRS 211) course is for advanced standing only. Please refer to the BSN Pre-Licensure Advanced Standing Policy.*

BSN Core for students starting Fall 2023 or later

Discipline	Course Number	Course Name	Credit Hours
BIO	205	Anatomy and Physiology I	3
BIO	205L	Anatomy and Physiology I Lab	1
BIO	207	Anatomy and Physiology II	3
BIO	207L	Anatomy and Physiology II Lab	1
BIO	215L	Microbiology Lab	1
BIO	216	Microbiology for Health Sciences	3
BIO	303	Nutrition and Metabolic Pathways	3
BIO	315	Pathophysiology	3
CHM	103	Physiological Chemistry	3
CHM	103L	Physiological Chemistry Lab	1
COM	138	Professional Communications	3
ENG	105	College Composition I	3
ENG	107	College Composition II	3
HSC	115	US Healthcare Systems	3
HSC	119	Medical Language	2
HSC	XXX	Health Science Elective	2
HUM	XXX	Human Experience Elective	3
MTH	102	Math for Health Professionals	3
MTH	104	Statistics I	3
PHL	104	Medical Ethics	3

PSY	111	Introduction to Psychology	3
PSY	211	Human Growth and Development	3
SLS	107	Maximizing Your College Experience	1
SOC	121	Introduction to Sociology	3
		Total	60

Required Nursing Courses for students starting Fall 2023 or later

Discipline	Course Number	Course Name	Credit Hours
NRS	107	Professional Role	2
NRS	200	Pharmacology for Nursing	3
NRS	212	Foundational Concepts	6
NRS	215	Concepts of Health & Illness I	4
NRS	303	Nursing Research and Evidence Based Practice	3
NRS	304	Care of Culturally Diverse Populations	3
NRS	311	Concepts of Mental Health Nursing	4
NRS	313	Concepts of Family Nursing	4
NRS	315	Concepts of Health & Illness II	4
NRS	317	Concepts of Community Nursing	4
NRS	325	Concepts of Health & Illness III	4
NRS	403	Nursing Informatics	3
NRS	405	Capstone of Nursing Concepts	4
NRS	407	Nursing Leadership	4
NRS	415	Concepts of Health & Illness IV	4
		Nursing Electives	4
		Total	60
		Total Credits Needed for Graduation	120

BSN Pre-Licensure Advanced Standing*

Current Aultman College ASN students wanting to change their program may be granted advanced placement within the pre-licensure BSN curriculum.

Definitions

Advanced standing - A process to facilitate educational progression of students with minimal repetition of coursework.

Transition to Baccalaureate Nursing course (NRS 211) - Updates and enhances student's knowledge, begins the process of role transition, and prepares the student for advanced placement into the program.

Procedure

- Students must have completed a *Change of Program/Degree Interest* form. See *Change of Program* policy.
- The registrar will verify whether any pre-requisite or co-requisite courses are required (for courses NRS 107, NRS 207, and NRS 209).
- The student may need to complete additional courses to be eligible for the Transition to Baccalaureate Nursing course.
- When the registrar is evaluating transfer credit, eligible students should be informed of advanced standing placement and be able to schedule classes accordingly.
- Students must complete Transition to Baccalaureate Nursing course (NRS 211) and receive a minimum letter grade of C on first attempt.
- Classes that are awarded credit for advanced standing are NRS 107, NRS 207, and NRS 209.
- The registrar will inform the BSN program director of student progress after the awarding of credits is complete.
- The registrar will notify the student as to what has been applied to her/his academic record.
- Students requesting military advanced standing are referred to the college-wide policy, *Military Advanced Standing*.

Communication of Student Concerns

Students with concerns about the adherence of the BSN Program to the Commission on Collegiate Nursing Education (CCNE) may report them to either of the commissions below:

Commission on Collegiate Nursing Education
655 K Street NW, Suite 750
Washington, DC 20001
http://www.aacn.nche.edu/ccne-accreditation
Phone: (202) 887-6791
Fax: (202) 887-8476

Ohio Board of Nursing (OBN)
17 South High St.
Suite 660
Columbus, OH 43215-3466
(614) 466-3947
www.nursing.ohio.gov

Bachelor of Science in Nursing Completion (BSNC)

BSN Completion Program Framework

The Essentials of Baccalaureate Education for Professional Nursing Practice (2018) provide the framework for the BSN curriculum.

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
Essential III: Scholarship for Evidence Based Practice
Essential IV: Information Management and Application of Patient Care Technology
Essential V: Healthcare Policy, Finance, and Regulatory Environments
Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
Essential VII: Clinical Prevention and Population Health
Essential VIII: Professionalism and Professional Values
Essential IX: Baccalaureate Generalist Nursing Practice

Program Outcomes

1. Manage nursing care within the context of legal and ethical scope and standards of practice
2. Facilitate the provision of culturally competent and holistic care to clients and communities in collaboration with the interdisciplinary team
3. Leverage information technology to maximize wellness across populations through health promotion and disease management
4. Apply critical thinking to the delivery of evidenced-based, safe, quality nursing care to diverse population

Graduation Requirements

- A minimum of 120 credit hours
- 32 lower division nursing credit hours
- 26 BSN Completion nursing credit hours
- 62 foundational education credit hours
- Residency course requirements fulfilled

Bachelor of Science in Nursing Completion (BSNC) Curriculum

The BSNC degree requires 120 credit hours, thirty-two (32) of which are granted for an active, unencumbered RN license. Students must complete twenty-six (26) additional credit hours of nursing coursework in the BSN-C curriculum. See the chart below that outlines the course title and credit hours. All nursing courses listed are required and must be completed at Aultman College.

Students must complete sixty-two (62) credit hours of foundational education coursework, all of which are available at Aultman College. Students may transfer in fifty (50) of those sixty-two (62) credit hours. The chart below lists courses that can be taken to meet the foundational education course requirements. Courses with an asterisk (*) are required as part of the foundational education curriculum but could be included in transfer credit.

Other foundational education courses may be substituted; however, all foundational education coursework must satisfy Ohio Department of Higher Education minimums. Students work with the program director to ensure compliance.

BSNC Core

Discipline	Course Number	Course Name	Credit Hours
MTH	104	Statistics I	3
BIO	315	Pathophysiology	3
		Communication Elective	3
		Human Experience Electives	6
		Social and Behavioral Sciences Electives	6
		Natural Sciences Electives	8
		Any Electives	33
		Total	**62**

Required Nursing Courses

Discipline	Course Number	Course Name	Credit Hours
NRS	300	Health Assessment	3
NRS	303	Nursing Research and Evidence Based Practice	3
NRS	304	Care of Culturally Diverse Populations	3
NRS	306	Gerontology	3
NRS	400	Health Promotion and Teaching	3
NRS	403	Nursing Informatics	3
NRS	404	Community	4
NRS	407	Nursing Leadership	4
		Total	**26**
		Total Credits Needed for Graduation	**88**

BSNC Program Academic Policies

BSN Completion Liability Insurance*

Post-licensure BSNC students are required to purchase professional liability insurance. Liability insurance protects individuals who render professional advice and service from bearing the full cost of defending a negligence claim brought by a client, and the damages that may be awarded in such a civil lawsuit. Each individual student is to purchase nursing student liability insurance. Liability insurance is not provided by Aultman College of Nursing and Health Sciences. All students must show proof of liability insurance to the BSN Completion Program Coordinator annually. Proof of insurance means an insurance card or written acknowledgment from an insurance company of the term and coverage of the insurance. Failure to show proof of insurance will result in the student being dropped from their nursing courses. It is up to the individual nurse as to how much liability to carry, but a minimum of $1,000,000 must be purchased.

Graduation

Each student is individually responsible to adhere to the requirements of the nursing program curriculum at the time of admission and for seeing that these requirements are scheduled and completed before graduation.

Tests and Papers

Tests and papers will be graded according to the percentage ranges stated in the course syllabus. If a student fails a test, it is the student's responsibility to review the test with the faculty member prior to the next test. Refer to each course syllabus/outline for policies related to late papers and missed tests/quizzes.

Communication of Student Concerns

Students with concerns about adherence of the BSN Completion Program to CCNE standards may report those concerns to:

Commission on Collegiate Nursing Education
655 K Street NW, Suite 750
Washington, DC 20001
http://www.aacn.nche.edu/ccne-accreditation
Phone: (202) 887-6791
Fax: (202) 887-8476

Radiography

Occupational Outlook

Graduates of the radiography program use radiographic and fluoroscopic equipment to create images that assist the radiologist in diagnosing and treating diseases. Rotations through the varied radiography modalities give learners an in-depth look at their individual strengths and interests. Graduates are prepared to sit for the National Certification Examination administered by the American Registry of Radiologic Technologists (ARRT). Once registered and licensed, graduates may work in hospitals, clinics, or physician offices as Registered Radiologic Technologists RT(R). Graduates can also further their healthcare careers as advanced radiographers, performing magnetic resonance imaging (MRI), computed tomography (CT scan), mammography, interventional radiography, sonography (ultrasound), angiography, nuclear medicine, radiation therapy, bone density, or quality control management. Individuals with knowledge or registry in more than one modality will increase their employment opportunities.

Program Mission

The Radiography program is committed to providing quality education to prepare students as entry-level radiographers. The program advocates lifelong learning and professional growth, so that graduates will continue to positively impact the community.

Program Philosophy

- The philosophy of the radiography program is to prepare graduates who are competent in the art and science of radiography. The graduate of this program receives an associate degree and is prepared to sit for the National Certification Examination administered by the ARRT.
- The primary responsibility of the program is to guide students in achieving educational goals. A comprehensive curriculum is provided that consists of a broad base of knowledge and diverse clinical experiences. The curriculum provides opportunities for students to develop skills in conceptual understanding, analytical judgment, critical thinking, and the ability to problem solve in the performance of radiologic procedures.
- Students are encouraged to identify individual learning styles and develop study methods that permit the acquisition and retention of knowledge and concepts. Principles of ethics are demonstrated to build character and professional attributes. Clinical skills are developed that instill appropriate attitudes and foster affective growth in providing care and responding to patient needs during imaging procedures.
- The program is designed to encourage success and develop lifelong learning patterns. The program has specific learning objectives and outcomes contained in the course outlines and syllabi that articulate the educational achievements to be accomplished.

Program Goals

The goals of the program are to ensure that

1. Students will demonstrate competence in the essential skills of medical imaging and treatment.
2. Students will communicate effectively and professionally in the medical environment.
3. Students will demonstrate critical thinking, problem solving skills, and life-long learning.
4. Students will demonstrate professional values and ethical behaviors.
5. Graduates will function as competent, entry-level professionals that meet the healthcare needs of the community.

Student Learning Outcomes

- Students will apply positioning skills.
- Students will select appropriate technical factors.
- Students will practice radiation protection.
- Students will use effective oral communication skills in the clinical environment.
- Students will practice written communication skills.
- Students will manipulate technical factors for non-routine examinations.
- Students will adapt positioning for trauma patients.
- Students will determine the importance of continued professional development.
- Students will understand appropriate ethical decisions.
- Graduates will pass the ARRT national certification on the 1st attempt.
- Graduates will be gainfully employed within 12 months of graduation.
- Students who enroll will complete the program.
- Graduates will be satisfied with their education.
- Employers will be satisfied with the performance of newly hired radiographers.

Assessment

The radiography program is committed to its mission and to continuous improvement of its programs and services. Assessment is the ongoing process of evaluating student academic achievements. Students, faculty, staff, and external constituencies are asked to participate in assessment and institutional effectiveness activities that may include, but are not limited to, examination, performance assessments, questionnaires, surveys, focus groups, interviews, journals, portfolios, case studies, comprehensive exams, and follow-up studies.

Performance Standards

Aultman College is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

Performance standards are universal within all nursing and allied health programs at Aultman College. Performance standards require students to be in good physical and mental health. To provide safe and effective care, the student must be able to demonstrate, with or without reasonable accommodation, physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the program curriculum. The program director or clinical coordinator should be notified immediately if the student has any known underlining condition that could affect the safety of the patient, staff, or themselves.

Please read carefully Aultman College's performance standards. Refer to the Student Success Center Coordinator for accommodation advice.
Radiography=R

Functional Ability	Performance Standards	Examples
Gross Motor Skills	Gross motor skills sufficient to provide the full range of safe and effective patient care activities	Exhibit sufficient manual dexterity to perform procedures Raise objects from a low to high position, push, pull or transfer heavy objects between 25 and 50 or more lbs., walk for a prolonged period of time carrying up to 25lbs Physical Endurance Move within confined spaces, such as exam room or operating suite Demonstrate the ability to wear a 10-lb. lead apron for extended periods of time (R) Assist in turning and lifting patients Perform CPR
Fine Motor Skills	Fine motor skills sufficient to perform manual psychomotor skills	Demonstrate the ability to apply gloves, goggles, masks, and gowns Pick up and grasp small objects with fingers
Cognitive abilities	Mathematical and critical thinking abilities to solve problems	Complete appropriate dosage calculations given specific patient parameters Analyze and synthesize data to develop appropriate care Collect data, prioritize needs, and anticipate reactions Demonstrate the ability to anticipate the next step in the clinical environment (critical thinking)
Communication	Ability to speak, read, and write Use English language effectively Communicate clearly in interactions with others (verbally/non-verbally) Computer literate	Accurately document patient histories Accurately document appropriate information Ability to effectively communicate with other healthcare providers Convey information to patients and others to teach, direct, and counsel individuals in an accurate, timely manner Educate patients about various healthcare procedures Demonstrate ability to use proper punctuation, grammar, spelling; work is neat and legible Demonstrate the ability to assimilate information from written sources (e.g., texts, journals, medical report, etc.)
Hearing	Use auditory sense	Hear patient when obtaining information from the patient Hear faint or muffled sounds from a distance (e.g., during a surgical case while wearing a mask) Hear auditory alarms (call light, fire alarms, overhead pages, patient monitoring devices, etc.) Hear patient's verbal call for help

Functional Ability	Performance Standards	Examples
Visual	Normal or corrected visual ability sufficient for accurate observation and performance of patient care	See objects up to 20 feet away Assess skin color Visual acuity to read calibrations on a syringe Ability to visualize radiographic images and evaluate differences in shades of gray on radiographic images (R) Sense changes in patient condition in order to gather objective and evaluative information
Tactile	Tactile ability sufficient to gather physical assessment information	Palpate bony landmarks Feel vibrations (pulses) Detect temperature changes Palpate veins for IV insertion Manipulate syringes
Self-Care	Maintain general good health and self-care	Maintain hygiene Demonstrate safety habits and work area neatness
Affective Learning Skills (Behavioral & Social Attitudes)	Demonstrate appropriate behaviors and attitude Acknowledge and respect individual values and opinions	Demonstrate ability to sustain the mental and emotional rigors of a healthcare environment Exhibit professional behavior in the clinical environment Open to constructive criticism Listen actively Adopt modifications in behavior

Associate of Applied Science in Radiography (AASR) Curriculum

This curriculum is for students who entered the program fall 2017 or later. Radiography courses are only available during their designated semesters and must be completed on time to progress in the program. A student must complete prerequisite courses successfully to enroll in subsequent courses.

Discipline	Course Number	Course Name	Credit Hours
Fall—Semester One (14 credits)			
RAD	112	Introduction to Radiography	2
RAD	114	Radiographic Anatomy & Positioning I	2
RAD	114c	Clinical Practicum I	1
MTH	102	Math for Health Professionals	3
HSC	119	Medical Language	2
CSC	105	Introduction to Computer Science	2
PHY	105	Principles of Physics Biomedical Applications	2
Spring—Semester Two (14 credits)			
RAD	124	Radiographic Anatomy and Positioning II	3
RAD	124c	Clinical Practicum II	2
RAD	128	Radiographic Equipment and Computers	3
ENG	105	College Composition I	3
BIO	105	Structure and Function I	3
Summer—Semester Three (13 credits)			
RAD	134	Radiographic Anatomy & Positioning III	3
RAD	134c	Clinical Practicum III	2
RAD	246	Radiographic Pathology	2
BIO	107	Structure and Function II	3
COM	138	Professional Communications	3
Fall—Semester Four (14 credits)			
RAD	244	Radiographic Anatomy & Positioning IV	2
RAD	244c	Clinical Practicum IV	3
RAD	138	Radiographic Imaging and Analysis	3
PHL	104	Medical Ethics	3
		Social and Behavioral Sciences Elective	3
Spring—Semester Five (10 credits)			
RAD	254	Radiographic Anatomy & Positioning V	2
RAD	254c	Clinical Practicum V	3
RAD	248A	Radiation Safety	2
		Arts and Humanities Elective	3
		Total Credits Needed for Graduation	**65**

AASR Graduation Requirements: Minimum 65 credit hours

- 30 Foundational Education credit hours
- 35 Radiography credit hours
- Clinical competency requirements met
- Residency course requirements met

AASR Program Academic Policies

Academic Curriculum Plan

The radiography program is cohort-based with predetermined curriculum that runs sequentially to prepare the student to qualify for national registry standards and obtain the required licensure. The philosophy of the radiography program is to prepare graduates competent in the art and science of radiography. The graduate receives an Associate of Applied Science degree in radiography and is prepared to sit for the National Certification Examination administered by the American Registry of Radiologic Technologists (ARRT). The primary responsibility of the competency-based program is to guide students in achieving educational goals. The curriculum is comprehensive, with a broad base of knowledge and diverse clinical experiences. It provides opportunities for students to develop skills in conceptual understanding, analytical judgment, critical thinking, and the ability to problem solve in the performance of radiologic procedures. Students are encouraged to identify individual learning styles and develop study methods that permit the acquisition and retention of knowledge and concepts. Principles of ethics are demonstrated to build character and professional attributes. Clinical skills are developed that instill appropriate attitudes and foster affective growth in providing care and responding to patient needs during imaging procedures. The program is designed to encourage success and develop lifelong learning patterns. Its specific learning objectives and outcomes are found in course outlines and syllabi that articulate the educational achievements to be accomplished.

Clinical Requirements

Students have annual/ongoing requirements, including health insurance, which can be found elsewhere in this catalog. Additional program requirements can be found below.

Grading for Clinical Coursework

The clinical component of radiography courses is rated satisfactory or unsatisfactory based on attainment of course behavioral outcomes. A final grade of “F” is assigned for an unsatisfactory outcome.

All clinical courses require an evaluation of student performance based on established expected behaviors (behavioral outcomes). Clinical evaluations are written at midterm and end of semester. At midterm, conferences focus on clinical performance and action plans to improve clinical performance. At semester end, conferences focus on the student’s clinical achievement. Detailed information regarding the Clinical Competency Evaluation System is provided to students in the clinical practicum syllabi.

Graduation

Each student is responsible to meet the requirements of the radiography program curriculum at the time of admission or readmission and to ensure that all school assessment activities, program clinical requirements, and financial obligations are scheduled and completed before graduation. In addition to the return items listed in the college graduation policy, radiography program students must return:

- Dosimetry monitoring devices (badges, rings, etc.)
- Positioning markers
- Clinical Experience book

Students not returning the above items will be charged a fee to cover the replacement cost which must be paid prior to graduation.

Late Arrivals

In the interest of modeling professionalism, students are expected to be punctual at all times. They must notify the program director and clinical coordinator of a late arrival, and continued lateness may result in disciplinary action. See course syllabi for guidelines.

Licensure Requirements

Eligibility for certification requires that the applicant be of good moral character. Conviction of a misdemeanor or felony may indicate a lack of good moral character for the American Registry of Radiologic Technologists (ARRT) purposes. The ARRT conducts a thorough review of all convictions to determine their impact on eligibility. Documentation required for a review includes a written personal explanation and court records to verify the conviction, the sentence, and completion of the sentence. Individuals considering enrollment or already enrolled in a program may submit a pre-application form for evaluation of the impact of convictions on eligibility.

Pre-application Review Forms may be requested from the Department of Regulatory services at the ARRT office.

The American Registry of Radiological Technologists
1255 Northland Drive
St. Paul, Minnesota 55120-1155
Telephone: (651) 687-0048
Email: http://www.arrt.org

If the eligibility review is requested within one year of the intended examination date, the student may submit a regular exam application form early in place of the pre-application form. Anything less than complete and total disclosure of all convictions is considered providing false or misleading information to the ARRT. Incomplete disclosure is grounds for permanent denial of eligibility for certification. The ARRT may conduct criminal background searches whenever appropriate. Disciplinary action may be taken at any time upon discovery that the disclosure was not complete.

Radiography Progression Policy*

The radiography program admits student cohorts once per academic year in the fall semester. Radiography program courses can only be taken once a student is accepted into the radiography program and must be completed sequentially as outlined in the curriculum plan. Program courses are offered once per academic year.

Foundational education courses may be completed prior to entrance into the program. However, this may impact on the student's ability to enroll full-time, which may affect financial aid.

To progress within the Radiography program, students must

- Follow sequence of radiography program courses in the curriculum plan, which includes meeting all prerequisites.

- Complete all radiography program courses with at least a C (2.00) on the first attempt.
- Achieve a minimum grade of C (2.00) or higher in all radiography program, math, and science courses.
- Complete all clinical practicum requirements with a grade of "satisfactory."

Clinical Practicum Requirements

Simulation Performance Evaluation (form #207)

- If a student receives a score of 76.9% or below (an unsatisfactory grade) on the Lab Simulation Performance Evaluation (form #207), the student will receive remedial instruction from the lab instructor within one week.
- Each semester, the student has a maximum of three (3) attempts to satisfactorily complete the same Lab Simulation Performance Evaluation (form #207) with a score of 77% or above.
    - The scores for the repeated Lab Simulation Performance Evaluations are combined and averaged.
    - If the student does not receive a satisfactory score of 77% or above on the averaged evaluation scores, then the student earns an unsatisfactory grade for both the lab and the theory components, regardless of the theory grade, and progression stops.
- If the student requires remediation on more than three (3) *different* lab simulations in the same semester, then the student earns an unsatisfactory grade for both the lab and theory components, regardless of the theory grade, and progression stops.

Radiographic Examination Competency (form #304)

- To earn points toward the clinical practicum course grade, each semester students must complete a specified number of mandatory or elective competencies as defined in the clinical practicum syllabus.
    - A student who does not complete all the required program competencies by the end of the program will not graduate.
- The clinical coordinator, under the direction of the program director, makes the final decision whether the student passes the competency.
- Failure to complete the same competency within three (3) attempts throughout the remainder of the program will result in the student receiving an unsatisfactory grade for the clinical practicum, and progression stops.
- Failure of four (4) or more *different* competencies in the same semester will result in the student receiving an unsatisfactory grade for the clinical practicum, and progression stops.
- A student who has passed a competency on a radiographic procedure and then does not demonstrate the ability and knowledge to independently complete the procedure is no longer considered competent, and the clinical coordinator will remove the competency from the student's Master Competency Form (form #301).
    - Removal of four (4) or more competencies throughout the program will result in the student receiving an unsatisfactory grade for the clinical practicum, and progression stops.

Final Assessment Competency Examination (FACE) (form #311)

- During the fifth semester, students are responsible for completing a minimum of three (3) FACEs.
    - If a student fails a FACE, the clinical coordinator may remove the initial competency from the student's Master Competency Form (form #301) and may assign remedial work as needed.

Non-academic Withdrawal
A student wishing to temporarily leave the radiography program for non-academic reasons must meet with the program director and academic advisor before withdrawal to evaluate a possible re-entrance timeframe.

Academic Dismissal from the Program
Failure to achieve any of the above progression requirements will result in an academic dismissal from the RAD program.

Readmission
Students who have been academically dismissed from the program may be allowed one readmission to the program.

Validation Testing
Validation testing of program specific material is required for readmission. Prior to formal readmission into the Radiography program, the student must demonstrate retention of didactic, lab, and clinical components.

- Prior to readmission, a meeting with the program director and/or faculty is scheduled to assess and determine the student's retention of knowledge and skills.
    - Validation testing includes content from appropriate radiography courses, is conducted through written testing, and may include demonstration of performance competency in a selected clinical facility/simulated lab.
    - The student must receive a grade of C (2.00) or higher on each didactic validation test and a satisfactory grade of S on the clinical and lab validation tests.
- Validation tests are valid for twelve (12) months.

All foundational education courses successfully completed at Aultman College will be applied to the student's progression without validation testing.

Final Dismissal from the Program
If the student has already been readmitted, failure to achieve any of the progression requirements will result in a final dismissal from the radiography program.

Students who have failed two radiography courses in the same semester or have been dismissed for disciplinary actions or lack of reasonable skills will not be eligible for readmission to the radiography program.

Intentionally exposing the control badge or an individual's badge is strictly prohibited for anyone and is cause for automatic dismissal from the program.

Definitions
Cohort - A group of students attending classes from the same academic curriculum with the same start and end dates.
Competency - the student demonstrates the ability to complete the radiographic procedure independently under indirect supervision of a qualified radiographer (except for mobile radiography and fluoroscopic procedures).
Master Competency Form – the form on which each of a student's achieved American Registry of Radiologic Technologists (ARRT) competencies are listed.
Radiography (RAD) program courses - courses titled with a RAD prefix.

Simulated lab experience - lecture is complemented with a laboratory experience that provides students with hands-on practice of radiographic positioning.
Space available—Space that is dependent on the authorized enrollment number as established by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

Procedure
College Dismissal Procedure

1. The registrar provides a list of students being dismissed to the program director and clinical coordinator.
2. The registrar generates a letter of dismissal and submits it to the program director for final approval and signature.
3. The program director informs the student of dismissal.

Students Seeking Readmission after Academic Dismissal

1. Reapply to the radiography program and compete with the other applicants for admission.
    a. Student must follow the application process outlined in the current college catalog.
2. Meet current admission requirements.
3. Before official readmission, the student must undergo advisement with the radiography program director.
4. Complete the Radiography Validation Testing request form.
5. Complete the validation testing on the scheduled date(s).
    a. Failure to attend the scheduled date(s) may delay readmission.
6. The registrar will notify the student of the results within seven (7) business days of the validation testing.
    a. If the student passes the validation test(s), they receive credit for the course(s) previously taken.
        i. The student is required to meet with the Student Success Center coordinator to create an academic success plan, which is placed in the student's file.
    b. If the student does not pass the validation test(s), then the course(s) must be repeated.

Tests and Papers

Tests and papers will be graded according to the percentage ranges stated in the course syllabus. A student failing a test is responsible to review the test with the faculty member prior to the next test. Refer to each course syllabus/outline for policies related to late papers and missed tests/quizzes.

Testing Protocol

Individual course faculty will verbally or in the course syllabus/outline set the protocol for testing in the classroom. The student must always maintain professional conduct, arrive on time, respect the rights of others by refraining from distracting behaviors, and avoid asking substance or content questions during the exam. Questions about typographical errors or format may be asked. Students must place books and belongings in the front or back of the classroom until testing is completed. Violations of ethical conduct may result in disciplinary action. Make-up testing policies are outlined in the course syllabi.

AASR Program Student Conduct Policies

This section covers student conduct policies for the Radiography Program.

ARRT Standards of Ethics

The Standards of Ethics of the American Registry of Radiologic Technologists shall apply solely to persons holding certificates from ARRT and who either hold current registration by ARRT or formerly held registrations by ARRT and/or seek reinstatement of registration by ARRT (collectively, "Registered Technologists"), and to persons applying for examination and certification by ARRT to become Registered Technologists ("Applicants"). The Standards of Ethics are intended to be consistent with the Mission Statement of ARRT, and to promote the goals set forth in the mission statement. The ARRT Standards of Ethics (below) may be found at: ARRT Standards of Ethics

Code of Ethics

The Code of Ethics forms the first part of the Standards of Ethics. The Code of Ethics shall serve as a guide by which radiologic technologists and applicants may evaluate their professional conduct as it relates to patients, healthcare consumers, employees, colleagues, and other members of the healthcare team. The Code of Ethics is intended to assist radiologic technologists and applicants in maintaining a high level of ethical conduct and in providing for the protection, safety, and comfort of patients. The Code of Ethics is aspirational.

1. The radiologic technologist acts in a professional manner, responds to patient needs, and supports colleagues and associates in providing quality patient care.
2. The radiologic technologist acts to advance the principal objective of the profession to provide services to humanity with full respect for the dignity of mankind.
3. The radiologic technologist delivers patient care and service unrestricted by the concerns of personal attributes or the nature of the disease or illness, and without discrimination regardless of sex, race, creed, religion, or socio- economic status.
4. The radiologic technologist practices technology founded upon theoretical knowledge and concepts, uses equipment and accessories consistent with the purposes for which they were designed, and employs procedures and techniques appropriately.
5. The radiologic technologist assesses situations; exercises care, discretion, and judgment; assumes responsibility for professional decisions; and acts in the best interest of the patient.
6. The radiologic technologist acts as an agent through observation and communication to obtain pertinent information for the physician to aid in the diagnosis and treatment/[management] of the patient and recognizes that interpretation and diagnosis are outside the scope of practice for the profession.
7. The radiologic technologist uses equipment and accessories, employs techniques and procedures, performs services in accordance with an accepted standard of practice, and demonstrates expertise in minimizing the radiation exposure to the patient, self and other members of the healthcare team.
8. The radiologic technologist practices ethical conduct appropriate to the profession and protects the patient's right to quality radiologic technology care.
9. The radiologic technologist respects confidences entrusted in the course of professional practice, respects the patient's right to privacy, and reveals confidential information only as required by law or to protect the welfare of the individual or the community.
10. The radiologic technologist continually strives to improve knowledge and skills by participating in continuing educational and professional activities, sharing knowledge with colleagues, and investigating new aspects of professional practice.

Rules of Ethics

The Rules of Ethics form the second part of the Standards of Ethics. They are mandatory standards of minimally acceptable professional conduct for all present registered technologists, registered radiologist assistants and candidates. Certification is a method of assuring the medical community and the public that an individual is qualified to practice within the profession. Because the public relies on certificates and registrations issued by ARRT, it is essential that registered technologists and applicants act consistently with these Rules of Ethics. These Rules of Ethics are intended to promote the protection, safety, and comfort of patients. Students are responsible for reviewing and adhering to the Rules of Ethics, which can be found at https://www.arrt.org/Ethics

Clinical Conduct

Students are expected to always conduct themselves professionally and be aware of college conduct policies and procedures. Clinical conduct violations will be specified in course syllabi and will be investigated and resolved according to the Student Code of Conduct policy.

RAD Clinical Supervision*

Direct supervision assures patient safety and proper educational practices. The Joint Review Committee on Education in Radiologic Technology (JRCERT) defines **direct supervision** as student supervision by a qualified radiographer who

- reviews the procedure in relation to the student's achievement,
- evaluates the condition of the patient in relation to the student's knowledge,
- is physically present during the conduct of the procedure, and
- reviews and approves the procedure and/or image.

Students must be directly supervised until competency is achieved. Once competency is achieved, the student may proceed with performing the radiographic procedure under indirect supervision **with the exception of mobile radiography and fluoroscopic procedures. These procedures must be performed under the direct supervision of a qualified radiologic technologist (R.T.) R, regardless of the student's level of competency.**

Indirect supervision promotes patient safety and proper educational practices. The JRCERT defines indirect supervision as supervision that is provided by a qualified radiographer immediately available to assist students regardless of the level of student achievement. "Immediately available" is interpreted as the physical presence of a qualified radiographer adjacent to the room or location where a radiographic procedure is being performed. This availability applies to all areas where ionizing radiation equipment is in use on patients.

Repeat Radiograph

To assure patient safety and proper education practices, a qualified radiographer must be physically present during the conduct of a repeat image and must approve the student's procedure prior to re-exposure.

General Conduct

Professional demeanor is always expected of students. Inappropriate or disruptive behavior will not be tolerated. The course syllabi will detail behavioral requirements and consequences. Conduct violations will be addressed in accordance with college and program policies governing student conduct.

Professional Responsibilities

Students are responsible for knowing and adhering to the Standards of Ethics set forth by the American Registry of Radiologic Technologists.

Repeat Radiography Policy

The presence of a qualified radiographer during the repeat of an unsatisfactory image assures patient safety and proper educational practices. A qualified radiographer must be physically present while the student conducts a repeat image and must approve the student's procedure prior to re-exposure.

Student Radiation Safety Policy*

Ohio state laws and criteria are established by the National Council on Radiation Protection (NCRP).

As part of the clinical process, all students are required to safely perform each exam by adhering to these guidelines.

1. The student will follow the exposure control policies of the clinical education affiliate to which the student is assigned.
2. The beam shall be limited to the area of clinical interest during radiographic and fluoroscopic examinations.
    a. This requires coning down to the actual area of interest and/or image receptor size, whichever is smaller.
3. Protection of the embryo/fetus or the irradiation of women who may be pregnant shall be given special consideration.
    a. All women ages 11 through 55 receiving radiation will answer the following two questions:
        i. When was your last period?
        ii. Do you have any reason to believe you are pregnant?
    b. If the answers to the above questions indicate that the patient may be pregnant, the technologist will consult the radiologist before proceeding with the examination.
    c. Emergency Department (ED) and other outpatients are also required to sign a last menstrual period (LMP) form to verify this information even if the requisition does not contain a designated space for the signature.
    d. House patients will be required to sign when the information has not been documented by the nursing staff on the floor but has been acquired by the technologist performing the study.
4. Fluoroscopic examinations shall be performed under the supervision of the radiologic technologist with the minimum current and time consistent with adequate image quality and obtaining a valid diagnostic study. (Refer to RAD Clinical Supervision Policy.)
5. Prior to exposure, the student shall check equipment settings to ensure that the technique factors selected are appropriate for the examination.
6. Protective lead aprons shall be worn by all students in the vicinity during the operation of mobile radiography and fluoroscopic equipment.
    a. Students are required to wear lead protection provided by each clinical site.
        i. Students are not permitted to wear lead protection purchased on their own.
7. Only necessary persons shall be in the room during fluoroscopy.
8. Students shall stand as far as possible (at least six feet) from the patient and from the x-ray tube during the exposure.

9. Students shall stand in such a position as to assure that the control booth barrier shields the entire body during radiographic examinations, and the doors to the x-ray room must be closed.
10. Dosimetry badges are provided to radiography students by the program director/clinical coordinator in accordance with Ohio rules and as deemed appropriate by the Radiation Safety Officer (RSO).
    a. When a leaded apron is worn, the dosimetry badges shall be worn at the collar.
        i. This procedure is mandatory whenever working with ionizing radiation.
        ii. No student shall be permitted to work in these areas without wearing a designated badge.
    b. The current dosimetry report (form #212/204) shall be inspected and is recorded when the report is received at least three to four times annually.
        i. Each student signs off on an individual report (form #212/204).
        ii. All dosimetry reports will be kept in the program director's office and in the clinical coordinator's office.
        iii. Exceeded Dose Limits: If a reading is out of the acceptable range, the student will be counseled by the RSO to ensure that safe radiation practices are being followed.
            1. If a student must be removed from any source of ionizing radiation, that student will not be permitted to continue clinical education. The RAD Progression Policy will be followed.
    c. Requests to review dosimetry badge reports may be directed to the program director or clinical coordinator at any time.
    d. Students will be charged a replacement cost for any lost dosimetry badge.
    e. Intentionally exposing the control badge or an individual's badge is strictly prohibited for anyone and is cause for automatic dismissal from the program.
    f. The program control badge is in the technologist's lounge at Aultman Hospital.
11. Operation of equipment that involves a significant risk to patients, personnel, or others is not permitted.
    a. Any unsafe equipment or operating conditions shall be reported immediately to the supervising technologist.
    b. A human shall never be exposed to radiation for demonstration purposes. Phantoms are available for checking or establishing techniques or demonstrating technical factors.
12. The radiologic technologist and radiography student are responsible to see that all persons in the areas of any ionizing radiation are protected as necessary.
13. All hand exposure controls for fixed radiographic units must be mounted in such a way as to prevent the operator from making an exposure while in an unshielded position.
    a. This may be accomplished by permanent attachment of hand control or limiting the length of the cord.
    b. If a hand control is found to be removable, whether through wear or another reason, the supervising technologist shall be notified at once.
14. Radiography students who become pregnant may continue to work in fluoroscopy and do mobile radiography as student radiographers. (See Pregnancy policy.)

MAINTAINING OCCUPATIONAL RADIATION EXPOSURE AS LOW AS REASONABLY ACHIEVABLE (ALARA)

1. Aultman Hospital is committed to the program to maintaining occupational exposure as low as reasonably achievable (ALARA). The necessary written policies, procedures, and instructions will be developed to implement ALARA. The individual responsible for radiation protection (IRRP) will monitor the ALARA program.

2. A quarterly review of occupational radiation exposure will be conducted by the IRRP. The following investigative levels (dose in mrem per calendar quarter) are established: Level I 125 mrem whole body and 1875 mrem extremities; Level II 375 mrem whole body and 5625 mrem extremities. Note 125 mrem whole body is equivalent to 416 mrem film badge reading since a single monitor worn outside the apron at the collar level is used at this facility. A 375 mrem whole body dose is equivalent to a film badge reading of 1250 mrem.
3. For personnel dose less than Investigational Level I, no further action will be taken, except in those cases which are deemed appropriate by the IRRP.
4. For personnel dose greater than Investigational Level I but less than Investigational Level II, no action related specially to the dose is required unless deemed appropriate by the IRRP. The dose will be evaluated in comparison with those of others performing similar tasks.
5. For personnel dose greater than Investigational Level II, the IRRP will investigate the cause and, if warranted, will take action. A written report of the investigation and any actions will be presented to the director of the Aultman Center for Pain Management.
6. The IRRP will investigate all known instances of deviation from good ALARA practices and, if possible, will determine the causes. When the cause is known, the IRRP will implement changes in the program to maintain occupational radiation exposure as low as reasonably achievable.

Revised April 30, 2012

Communication of Student Concerns

Students with concerns about adherence of the radiography program to the standards of the Joint Review Committee on Education in Radiologic Technology (JRCERT) may report those concerns to:
JRCERT
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
Phone: (312) 704-5300
Email: mail@jrcert.org
Website: www.jrcert.org

Sonography

Description of the Profession

Diagnostic Medical Sonography is an allied health profession including general sonography (abdomen, obstetrics and gynecology), cardiac sonography, vascular sonography and various subspecialties. Sonographers are highly skilled professionals who use specialized ultrasonic equipment to create diagnostic images. Sonographers provide patient services using diagnostic techniques under the supervision of a licensed doctor of medicine or osteopathy. Sonographers are well versed in human anatomy and pathology and work closely with physicians and other health care providers. Sonographers are routinely involved in direct contact and deal with individuals ranging from healthy to critically ill. A successful sonographer is a knowledgeable, resourceful and caring individual who serves in the best interest of the patient. A sonographer must be committed to life-long learning to maintain competency, knowledge and expertise in a rapidly growing health care profession.

Occupational Outlook

Diagnostic Medical Sonography is a profession that has grown tremendously in the past two decades and continued growth is expected. Career opportunities exist for sonographers with hospitals, outpatient centers, physicians' offices, private imaging centers, colleges and universities and equipment manufacturers. Registered Diagnostic Medical Sonographers can expect a yearly salary range from $52,000 to $80,000 depending on experience and location.

Program Mission

The mission of the associate degree in Diagnostic Medical Sonography program is committed to providing quality education to prepare students as entry-level diagnostic medical sonographers in the concentrations of adult cardiac sonography and noninvasive vascular technology. The program advocates lifelong learning and professional growth so that the graduates will continue to impact the community positively.

Program Philosophy

The sonography program philosophy highlights the importance of **W**ellness, **A**ctive engagement, **V**ision, **E**xcellence, and **S**upport in the educational process (WAVES). It emphasizes a balanced approach that supports all aspects of a learner's development while promoting high standards and collaborative learning.

W: Wellness and Well-being:

Holistic Development: Learning should nurture the overall well-being of individuals, encompassing physical, emotional, social, and intellectual health.

Supportive Environment: Creating a safe, inclusive, and encouraging atmosphere where learners feel valued and empowered to take risks, ask questions, and grow.

A: Active Engagement

Interactive Learning: Active participation and hands-on experiences are vital for effective learning. Engaging learners through discussions, projects, and practical applications, enhances understanding and retention.

V: Vision and Goals

Clear Objectives: Setting clear, achievable goals and having a vision for the future motivates learners to stay focused and dedicated. Knowing the purpose behind their learning drives commitment and perseverance.

Personal Growth: Encouraging learners to set personal and academic goals, fostering a sense of direction and purpose in their educational journey.

E: Excellence and Effort
High Standards: Striving for excellence by setting high expectations and encouraging learners to put forth their best effort. Excellence is not just about achieving high grades but also about developing a strong work ethic and a commitment to quality.

Resilience and Perseverance: Emphasizing the importance of effort, resilience, and perseverance. Learning is a process that involves challenges and failures, and developing a growth mindset is essential for overcoming obstacles.

S: Support and Collaboration
Community and Teamwork: Learning is a collaborative effort that benefits from the support of peers, educators, and the wider community. Encouraging teamwork and shared learning experiences build strong, supportive relationships.

DMS Program Goals and Objectives

The goal of the DMS program is to prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the adult cardiac and vascular concentrations. The program will provide the necessary education through academic instruction and professional training to develop advanced medical imaging skills and prepare the graduate for employment as a Diagnostic Medical Sonographer. The program will instruct students in the art and science of ultrasound imaging through an integrated program of general studies and technical education. The program is a blend of didactic, laboratory, and hands-on clinical experience that prepares the successful graduate to enter the workforce as an entry-level Diagnostic Medical Sonographer and to pass the national exams that lead to credentialing.

Program Learning Outcomes:
A graduate of the Associate of Applied Science in Diagnostic Medical Sonography program at Aultman College will be able to:

1. Obtain, review, and integrate pertinent patient history and supporting clinical data to facilitate ideal diagnostic results.
2. Exercise discretion, knowledge, and independent judgment in performing sonographic procedures, accessing medical information systems, and in seeking assistance.
3. Record, and process diagnostic data and other pertinent observations made during the procedure for presentation to the interpreting primary care provider.
4. Demonstrate effective communication skills with patients and members of the healthcare team in a professional manner that is recognized and ethical and legal.
5. Demonstrate the ability to perform sonographic examinations of cardiac and vascular structures according to protocol guidelines established by national professional organizations.

Functional Abilities

The Aultman College of Nursing and Health Science diagnostic medical sonography program has a responsibility to educate students with the goal of becoming competent sonographers to care for their patients (persons, families, and/or communities) with critical judgement, broadly based knowledge, and functional abilities. The diagnostic medical sonography program has academic as well as functional abilities that students must be able to perform, with or without reasonable accommodations, to successfully progress in, and graduate from our diagnostic medical sonography program.

Individuals interested in applying for admission to the diagnostic medical sonography program should review these functional abilities to develop a better understanding of the skills, abilities, and behavioral characteristics of necessary to succeed in the program. These functional abilities and examples are not all inclusive and serve as guidance, not as hard rules. Accommodation requests by students, even those related to functional abilities, will be analyzed, and determined on a case-by-case basis and such accommodations will be granted when the College determines it is reasonable to do so.

The medical sonography program provides the following description/examples of functional abilities necessary to successfully complete the requirements of the medical sonography program.

Key areas for functional abilities in diagnostic medical sonography include the possession, or acquisition, of abilities and skills in the areas of:

(1) Exhibiting sensory and motor coordination and function; (2) acquiring fundamental knowledge; (3) developing communication skills; (4) interpreting data; (5) demonstrate cognitive knowledge and comprehension of information; and (6) incorporating appropriate professional attitudes and behaviors into sonography practice.

If you believe you require accommodations to perform these functional abilities, please seek assistance from the Student Success Center for more information.

The Aultman College medial sonography program provides reasonable accommodations, in conjunction with clinical agencies and community partners, to all students on a nondiscriminatory basis consistent with legal requirements as outlined in the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008. A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program, or services that enables a qualified student with a disability to have an equal opportunity to fulfill the requirements necessary for graduation from the medical sonography program.

Functional Abilities Examples	Examples
Exhibit Sensory, Motor Coordination, and Function	
1. Execute the use of exteroceptive sense (touch, pain, temperature), proprioceptive sense (position, pressure, movement, stereognosis, vibration), physical strength,	• Perform hand and upper extremity repetitive movements and sustained positions, for extended periods of time, which requires fine and gross motor skills for both hands and upper extremities.

visual acuity, and motor function to use sonographic imaging equipment, and provide general patient care. 2. Demonstrate manual or physical skills, use of basic motor skills, coordination, and physical movement. 3. Respond promptly to emergencies as to not hinder the ability of coworkers to provide prompt treatment and care.	• Push, pull, bend and stoop routinely to move and adjust sonographic equipment and perform studies. • Transport, move, and/or lift patients from a wheelchair or stretcher to the examination table or patient bed, and physically assist patients into proper positions for examination. • Exert up to 20 pounds of force occasionally, 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. • Use both hands, wrists, and shoulders to maintain prolonged arm positions necessary for scanning and recording sonographic images. • Lift up to 50 pounds. • See and function in semi-dark settings with the ability to distinguish 16 shades of grey and color distinctions on ultrasound images. • Recognize and respond to soft voices, faint body sounds, auditory timers, equipment alarms, call bells, and distinguish audible doppler signals.
Functional Abilities Examples	**Examples**
Acquire Fundamental Knowledge	
1. Ability to learn in classroom, clinical, simulation, community educational settings. 2. Ability to find sources of knowledge and acquire the knowledge. 3. Apply an expanded knowledge base within one's chosen profession with the disposition to engage in life-long learning. 4. Display adaptive thinking.	• Acquire, conceptualize, and use evidence-based information from demonstrations and experiences in the basic and applied sciences including, but not limited to, information conveyed through online coursework, lecture, group seminar, small group activities, physical demonstrations, and clinical practice.
Develop Communication Skills	
1. Communicate quickly and effectively in oral and written English. 2. Exhibit abilities for sensitive and effective interactions with patients (persons, families and/or communities). 3. Display abilities for effective interaction with the health care team (patients, their supports, other professional and non-professional team members. 4. Exhibit sense-making of information gathered from communication, oral and written. 5. Display social intelligence.	• Read and record in patient records in English accurately and efficiently. • Accurately elicit or interpret information such as medical history and other info to evaluate a client or patient's condition adequately and effectively. • Accurately convey information and interpretation of information to patients and the health care team. • Effectively communicate in teams. • Connect with others to sense and stimulate reactions and desired interactions. • Employ empathy, perceive verbal and nonverbal cues, recognize, and appropriately

	respond to emotions such as sadness, worry, fear, and anger in patients. • Elicit pain levels from patients, provide patient teaching, and report changes in patient status to other members of the health care team.
Functional Abilities Examples	**Examples**
Observe, Collect and Analyze Data	
1. Observe patient conditions and responses to health and illness. 2. Assess and monitor health needs. 3. Observe and interpret verbal and nonverbal cues. 4. Implement computational thinking. 5. Analyze sonographic findings in relation to imaging factors, image quality and anatomical orientation.	Obtain and interpret information from assessment maneuvers such as assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc. • Identify, assess, and comprehend conditions surrounding patient situations for the purpose of problem solving and coming to appropriate conclusions and/or courses of action. • Obtain and interpret sonographic information and modify exam as indicated by findings. • Measure, collect, and analyze written, verbal and observed data. • Conceptually visualize anatomy and pathology in three dimensions.
Demonstrate Cognitive Knowledge and Comprehension of Information	
1. Demonstrates the following elements of cognitive understanding: knowledge of subject matter, mental skills; observable and unobservable skills, such as comprehending information, organizing ideas, and evaluating information and actions for persons, families, and/or communities across the health continuum within the associated environments of care. 2. Display intellectual and conceptual abilities to accomplish the essential tasks of the medical assistant professional program: a) Observing b) Organizing Ideas c) Comprehending d) Evaluating information	Literacy in, and ability to, understand concepts across disciplines. • Represent and develop tasks and work processes for desired outcomes. • Recognize and respond to critical sonographic findings. • Record, analyze, and process diagnostic data and other pertinent observations made during the procedure for presentation to the interpreting physician.

Functional Abilities Examples	Examples
Incorporate Appropriate Professional Attitudes and Behaviors into Diagnostic Medical Sonography Practice	
1. Demonstrate concern for others, empathy, composure, integrity, ethical conduct, accountability, interest, and motivation. 2. Employ interpersonal skills for professional interactions with a diverse population of individuals, families, and communities. 3. Employ interpersonal skills for professional interactions with members of the health care team including patients, their supports, other health care professionals and team members. 4. Display skills necessary for promoting change for quality health care needs. 5. Maintain the emotional health required to: sustain full capacity of intellectual abilities; exercise good judgment; complete responsibilities related to patient care in a timely manner; development and maintain professional, culturally sensitive, and effective relationships with patients.	• Maintain effective, professional, and sensitive relationships with clients/patients, students, faculty, staff, and other professionals under all circumstances while protecting patient confidentiality. • Make proper judgments regarding safe and quality care. • Function effectively under stress. • Demonstrate professional role in interactions with patients, intra and inter-professional teams. • Operate in different cultural settings. • Work productively, drive engagement, and demonstrate presence as a member of a heath care team. • Demonstrate the ability to be aware of, and appropriately react to, one's own immediate emotional responses and biases. • Adapt to changing environments, display flexibility, and learn to function under conditions of uncertainty inherent in clinical practice. • Accept appropriate suggestions and criticisms and respond by modifying behavior when necessary

Scope of Practice and Clinical Standards for the Diagnostic Medical Sonographer (SDMS)

STANDARD- PATIENT INFORMATION ASSESSMENT AND EVALUATION

1.1 Information regarding patient's past and present health status is essential in providing relevant diagnostic information. Therefore, pertinent information related to the diagnostic sonographic examination or procedure should be collected and evaluated to determine its relevance to the examination. In compliance with privacy and confidentiality standards and in accordance with written supervising physician or facility policies, procedures, protocols, or other requirements of the jurisdiction where performed, the sonographer:

1.1.1 Verifies patient identification using multiple indicators (e.g. name and date of birth) and that the ordered examination or procedure correlates with the patient's clinical history and presentation.

1.1.2 Consults the facility's policies, procedures, protocols, supervising physician, or referring healthcare provider on how to proceed if the ordered examination or procedure does not correlate with the patient's clinical history and presentation.

1.1.3 Interviews the patient, or their representative, and/or reviews the medical record including prior correlative imaging studies, to gather relevant information regarding the patient's medical history and current presenting indications for the study.

1.1.4 Evaluates and documents any contraindications, insufficient patient preparation, and the patient's inability or unwillingness to tolerate the examination or procedure.

1.1.5 Verifies the patient, or their representative, understands and has provided consent for the diagnostic sonographic examination or procedure to be performed.

STANDARD- PATIENT COMMUNICATION AND EDUCATION

1.2 Effective communication and education are necessary to establish a positive relationship with the patient or their representative, and to elicit patient cooperation and understanding of expectations. In accordance with written supervising physician or facility policies, procedures, protocols, or other requirements of the jurisdiction where performed, the sonographer:

1.2.1 Communicates explanations and instructions to the patient, or their representative, in a manner appropriate to the individual's ability to understand.

1.2.2 Responds to questions of concern from the patient, or their representative.

1.2.3 Communicates authorized information to other healthcare providers or the patient (or their representative), as directed.

1.2.4 Refers specific diagnostic, treatment, or prognosis questions to the appropriate physician or healthcare provider.

STANDARD- ANAYSIS AND DETERMINATION OF PROTOCOL FOR THE DIAGNOSTIC EXAMINATION OR PROCEDURE

1.3 Determination of the most appropriate protocol will optimize patient safety and comfort, diagnostic quality, and efficient use of resources, while achieving the objective of the examination or procedure. In accordance with written supervising physician or facility policies, procedures, protocols, or other requirements of the jurisdiction where performed, the sonographer:

1.3.1 Integrates medical history, previous studies, and current symptoms in determining the appropriate diagnostic protocol and customizing the examination or procedure to the needs of the patient.

1.3.2 Uses professional judgment to adapt the protocol or consults appropriate healthcare providers, when necessary, to optimize examination or procedure images, findings or results.

1.3.3 Follows facility protocol or consults with the supervising physician to determine if an intravenous ultrasound contrast agent or other pharmacologic agent may enhance image quality or obtain additional diagnostic information.

1.3.4 With appropriate education, training, demonstration of competence, and supervision, performs venipuncture, intravenous line insertion, and administration of intravenous fluid, ultrasound contrast agent, or other pharmacologic agent, or obtain additional diagnostic information.

1.3.5 With appropriate education, training, demonstration of competence and supervision, administer other medications related to the examination or procedure via enteral or parenteral routes, as prescribed by a physician or other legally authorized healthcare provider.

STANDARD- IMPLEMENTATION OF THE PROTOCOL

1.4 Quality patient care is provided through the safe and accurate implementation of a deliberate protocol. In accordance with written supervising physician or facility policies, procedures, protocols, or other requirements of the jurisdiction where performed the sonographer:

1.4.1 Performs the examination or procedure.
1.4.2 Adapts the protocol according to the patient's disease process or condition, any contraindications, insufficient patient preparation, or other factors affecting completion of the examination or procedure.
1.4.3 Adapts the protocol according to any physical environment where the examination or procedure must be performed (e.g. operating room, sonography laboratory, patient's bedside, emergency room) to ensure patient safety and comfort to minimize risk of sonographer injury, including work-related musculoskeletal disorder (WRMSD).
1.4.4 Adapts the protocol according to images obtained or changes in the patient's clinical status during the examination or procedure.
1.4.5 Monitors the patient's clinical status and performs basic patient care tasks related to the examination or procedure, as needed.
1.4.6 Activates emergency protocol and administers first aid or basic life support, if needed.
1.4.7 Recognizes sonographic characteristics of images, findings, or results; adapts protocol as appropriate to further assess images, findings, or results; adjusts scanning technique to optimize image quality and diagnostic information.
1.4.8 Performs examination or procedure measurements and calculations, if applicable.
1.4.9 Analyzes sonographic images, findings, or results throughout the course of the examination or procedure so that optimal examination or procedure is completed, and sufficient information is provided in the sonographer's report to the interpreting physician.

STANDARD- EVAULATION OF THE DIAGNOSTIC SONOGRAPHIC EXAMINATION OR PROCEDURE IMAGES, FINDINGS, OR RESULTS

1.5 Careful evaluation of examination or procedure images, findings, or results in the context of the protocol is important to determine whether the goals have been met. In accordance with written supervising physician or facility policies, procedures, protocols, or other requirements of the jurisdiction where performed, the sonographer:

1.5.1 Determines that the examination, as performed, complies with the applicable protocol.
1.5.2 Identifies and documents any limitations to the examination or procedure (e.g. equipment failure, lack of patient cooperation or preparation).
1.5.3 Initiates additional techniques or procedures (e.g. administering intravenous ultrasound enhancing or other pharmacologic agents) or obtains additional images, when indicated.
1.5.4 Notifies appropriate healthcare provider(s) when immediate medical attention may be necessary, based on the examination or procedure images, finding, or results, or the patient's condition.

STANDARD-DOCUMENTATION

1.6 Clear and precise documentation is necessary for continuity of care, accuracy of care, and quality assurance. In accordance with written supervising physician or facility policies, procedures, protocols, or other requirements of the jurisdiction where performed, the sonographer:

1.6.1 Provides timely, accurate, concise, and complete images and documentation to the interpreting physician.

1.6.2 Documents adaptations of the facility's protocol including, but not limited to, any contraindications, insufficient patient preparation or inability or unwillingness to complete the examination or procedure, or any physical circumstances under which the examination or procedure was performed.

1.6.3 Provides a written, or electronic sonographer's report of the examination or procedure images, findings, or results to the interpreting physician, and if needed (e.g., due to critical examination or procedure images, findings, results, or the patient's condition), a verbal report.

SECTION 2

STANDARD-IMPLEMENT SAFETY AND QUALITY IMPROVEMENT PROGRAMS

2.1 Participation in safety and quality improvement programs is imperative. In accordance with written supervising physician or facility policies, procedures, protocols, or other requirements of the jurisdiction where performed, the sonographer:

2.1.1 Maintains a safe environment for patients and staff.

2.1.2 Maintains a safe environment for the sonographer to avoid injuries, including WRMSDs.

2.1.3 Directs, implements, or performs quality control procedures to determine that equipment operates at optimal levels and to promote patient safety.

2.1.4 Participates in quality improvement programs that evaluate technical quality of images, completeness of examinations, and adherence to protocols or accreditation standards.

STANDARD- QUALITY OF CARE

2.2 All patients expect and deserve optimal care. In accordance with written supervising physician, or facility policies, procedures, protocols, or other requirements of the jurisdiction where performed, the sonographer:

2.2.1 Obtains images and information needed by the interpreting physician.

2.2.2 Reports suboptimal performance of equipment, examination or procedure conditions, patient positioning or cooperation, or adverse/sentinel events.

STANDARD-SONOGRAPHER HEALTH AND WELL-BEING

2.3 Sonographer physical and mental health and well-being is essential to ensure ability and availability to perform diagnostic sonographic examinations, procedures, and associated tasks. In accordance with written supervising physician or facility policies, procedures, protocols, or other requirements of the jurisdiction where performed, the sonographer:

2.3.1 Directs, implements, or participates in programs that seek to improve the health and well-being of sonographers, including but not limited to the reduction of WRMSDs.

2.3.2 Recognizes and reports signs and symptoms of WRMSDs and changes in health status or wellbeing.

STANDARD 3

STANDARD-SELF-ASSESSMENT

3.1 Self-assessment is an essential component in professional growth and development. Self-assessment involves evaluation of personal performance, knowledge, and skills. The sonographer:

3.1.1 Recognizes strengths and uses them to benefit patients, coworkers, and the profession.

3.1.2 Recognizes weaknesses and limitations and performs examinations and procedures only after demonstrating competence through appropriate education, training, experience, and certification in relevant areas of clinical practice.

3.1.3 Recognizes the need to stay informed about new developments, technologies, and trends in relevant areas of clinical practice, which may require additional training or education.

STANDARD- EDUCATION

3.2 Advancements in medical science and technology occur very rapidly, requiring an ongoing commitment to professional education. The sonographer:

3.2.1 Obtains and maintains appropriate professional certification/credential and state license, if required, in areas of clinical practice.

3.2.2 Takes advantage of opportunities for educational and professional development and growth beyond required continuing medical education.

STANDARD- COLLABORATION

3.3 Quality patient care is provided when all members of the healthcare team communicate and collaborate efficiently. The sonographer:

3.3.1 Promotes a positive and collaborative atmosphere with members of the healthcare team.

3.3.2 Supports co-workers and colleagues in adopting healthy work practices and creating a supportive work environment.

3.3.3 Communicates effectively with members of the healthcare team regarding patient welfare while maintaining patient privacy in written, digital, and verbal communication.

3.3.4 Shares knowledge and expertise with colleagues, students, and members of the healthcare team.

SECTION 4

STANDARD- ETHICS

4.1 All decisions made and actions taken on behalf of the patient adhere to ethical and professional standards. The sonographer:

4.1.1 Adheres to accepted professional ethical standards and maintains professional accountability.

4.1.2 Is accountable for their own professional judgements, decisions and actions.

4.1.3 Provides patient care with equal kindness, compassion, dignity, and respect for all.

4.1.4 Respects and promotes patient rights and acts as a patient advocate.

4.1.5 Does not perform sonographic examination or procedures without a medical order by an authorized healthcare provider, except as authorized in an educational (e.g. sonography educational program, in-service training, and continuing medical education activity) or research setting.

4.1.6 Educates patients and other healthcare providers of the potential exposure risks associated with nonmedical entrepreneurial or entertainment 2D/3D/4D sonographic procedures.

4.1.7 Does not perform examinations or procedures for which they are not appropriately educated, trained, experienced, competent, and as applicable, certified to perform.

4.1.8 Complies with federal and state laws and rules/regulations, accreditation standards, and written supervising physician or facility policies, procedures, protocols, or other requirements of the jurisdiction where performed.

4.1.9 Adheres to this scope of practice and other applicable related professional documents.

Associate of Applied Science in Diagnostic Medical Sonography (AASDMS) Curriculum

This curriculum is for students who entered the program fall 2025 or later. Sonography courses are only available during their designated semesters and must be completed on time to progress in the program. A student must complete prerequisite courses successfully to enroll in subsequent courses.

For Students Who Began in Fall 2025			
Discipline	**Course Number**	**Course Name**	**Credit Hours**
Fall—Semester One (15 credits)			
BIO	205	Anatomy & Physiology I	3
BIO	205L	Anatomy & Physiology I Lab	1
DMS	100	Introduction to Sonography, Scanning, and Patient Care	4
MTH	102	Math for Health Professionals	3
HSC	119	Medical Language	2
PHY	105	Principles of Physics Biomedical Applications	2
Spring—Semester Two (13 credits)			
BIO	207	Anatomy & Physiology II	3
BIO	207L	Anatomy & Physiology II Lab	1
COM	100	Communications Elective	3
PHY	140	Instruments/Physics	3
PHY	140L	Instruments/Physics	1
ENG	105	Composition I	3
Summer—Semester Three (13 credits)			
DMS	112	Initial Sonographic Scanning	3
DMS	116	Echocardiography I	3
DMS	117	Vascular I	3
DMS	202	Field Experience I	4
Fall—Semester Four (11 credits)			
DMS	216	Echocardiography II	3
DMS	217	Vascular II	3
DMS	203	Field Experience II	3
DMS	212	Intermediate Sonographic Scanning	2
Spring—Semester Five (13 credits)			
DMS	204	Field Experience III	5
DMS	240	Sonographic Capstone	2
PHL	104	Medical Ethics	3
		Foundational Education Elective	3
		Total Credits Needed for Graduation	**66**

For Students Who Began in Fall 2026 or Later			
Discipline	**Course Number**	**Course Name**	**Credit Hours**
Fall—Semester One (14 credits)			
BIO	205	Anatomy & Physiology I	3
BIO	205L	Anatomy & Physiology I Lab	1
DMS	103	Introduction to Sonography, Scanning, and Patient Care	3
MTH	102	Math for Health Professionals	3
HSC	119	Medical Language	2
PHY	105	Principles of Physics Biomedical Applications	2
Spring—Semester Two (14 credits)			
BIO	207	Anatomy & Physiology II	3
BIO	207L	Anatomy & Physiology II Lab	1
COM	100	Communications Elective	3
PHY	140	Instruments/ Physics	3
PHY	140L	Instruments/ Physics	1
ENG	105	Composition I	3
Summer—Semester Three (13 credits)			
DMS	112	Initial Sonographic Scanning	3
DMS	116	Echocardiography I	3
DMS	117	Vascular I	3
DMS	202	Field Experience I	4
Fall—Semester Four (11 credits)			
DMS	216	Echocardiography II	3
DMS	217	Vascular II	3
DMS	203	Field Experience II	3
DMS	212	Intermediate Sonographic Scanning	2
Spring—Semester Five (13 credits)			
DMS	204	Field Experience III	5
DMS	240	Sonographic Capstone	2
PHL	104	Medical Ethics	3
		Foundational Education Elective	3
		Total Credits Needed for Graduation	**66**

Social Work

Program Vision

The vision of the Bachelor of Social Work (BSW) program is to provide collaborative, interdisciplinary generalist education within the vast local and national sectors of social work through community partnerships and adherence to the values and diversity of northeast Ohio community systems and agencies.

Program Mission

The BSW program serves a diverse set of students in a community-based environment. It is committed to promoting basic human rights, advocating for social and economic justice, and providing leadership by empowering social systems as change agents to individuals, groups, and communities in diverse populations and settings.

Program Design

The BSW curriculum is built upon a liberal arts foundation. Courses emphasize the interrelatedness of human behavior, social policy, research foundations, and field placement content requirements. The program is designed to prepare students for generalist social work practice in varied settings.

Generalist Practice Definition

The BSW defines "***generalist practice***" as the application of knowledge, values, and skills of problem-solving through engagement, data collection, assessment, intervention, evaluation, and termination. Preparation for problem-solving focuses on application to individuals, families, groups, communities, and organizations. Key to this approach is its applicability to multi-cultural contexts, focusing on the strengths inherent in clients/consumers and systems. At the core, the ethics and values of the social work profession guide this practice.

Program Goals

1. Prepare students for beginning social work practice in a generalist setting. This includes meeting licensure requirements and developing self-awareness and responsibility to pursue lifelong learning through professional development.
2. Encourage students to recognize their own heritage and cultural background while gaining knowledge and perspective on other cultures, ethnic groups, and religions that may differ from their own values and views.
3. Practice according to principles, values, and ethics that guide the social work profession and utilize those practices to effectively advocate for social and economic justice within the communities they serve.
4. Develop an understanding of the various settings of social work practice and how they intersect with other generalist practice settings.
5. Develop critical thinking skills in deciphering social work research literature to enhance knowledge base and skill set for social work practice.
6. Begin identifying, utilizing, communicating with, and networking with community resources in social work practice.

Program Overview

The BSW is a 120-credit hour program. Social work students primarily complete their foundational requirements during freshman and sophomore years, including core courses specifically required for the social work major such

as biology, psychology, sociology, and statistics. The liberal arts core curriculum includes 54 required credit hours of math, science, history, philosophy, and theology.

Most required social work courses are upper-level courses taken during the junior and senior years. Social work students invest over 66 credit hours in required coursework, including six credits of field instruction and 15 credits of social work electives. Options exist for minors in healthcare and/or substance abuse.

During both semesters (or one semester if choosing block placement) of the senior year, students are engaged 15 hours per week (or 30 hours per week with block placement) in a supervised field placement, for a total of 210 hours per semester. The Field Coordinator guides students through an extensive matching process to choose field placement sites during the final semester of junior year. As the signature pedagogy of BSW programs, field placement and field education serve as the central vehicle through which students apply classroom curriculum to supervised practice experiences and real client systems and are socialized into the professional culture.

In many states, including Ohio, students graduating with a BSW can take the licensure exam to be a Licensed Social Worker (LSW). In Ohio, the licensure exam can be taken in spring of the senior year to prepare for employment. Licensure requirements vary by state; to determine state requirements verify eligibility, see www.aswb.org.

Satisfactory Performance

An overall grade point average (GPA) of 2.0 is necessary to graduate with a BSW. Students must complete required program major courses with a grade of "C" or better. Students earning "C-" or below in any required social work course must repeat the course.

Council on Social Work Education (CSWE) 2015 Educational Competencies

The conceptual framework for the BSW is modeled after the Council on Social Work Education's (CSWE) competencies used to evaluate undergraduate student preparedness for professional social work practice. The framework includes nine competencies for practice:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Within each of these competencies are ***practice behaviors*** students must model throughout their program course work to show competency as established by Council on Social Work Education (CSWE) guidelines. The following is a detailed description of required competencies and practice behaviors:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, because of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing

and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Curriculum

Students majoring in social work are required to fulfill foundational education core curriculum and social work course requirements. The BSW social work curriculum is arranged as follows:

1) Professional Foundation
2) Practice Foundation
3) Professional Practice
4) Field Experience

The Professional Foundation courses are designed to prepare students to be grounded in the purpose, history, values, ethical principles, and theoretical and practice concepts of the social work profession. These courses introduce the knowledge, values, skills, and cognitive and affective processes associated with competence at the generalist level of practice.

The Practice Foundation courses are designed to provide students with the foundation of competent generalist practice in a unique urban context with individuals, families, groups, communities, and organizations. These courses also provide the context to accomplish Program Goal #2 of encouraging students to recognize their own

heritage and cultural background while gaining knowledge and perspective on other cultures, ethnic groups, and religions that may differ from their own values and views.

Professional Practice courses build upon and support the Practice Foundation, preparing students to be effective change agents through evidence-based practice, advanced social policy analysis, and policy practice in the global environment. This curriculum focus ensures that students are prepared to engage in research-informed practice and are proactive in responding to the impact of context on professional practice. Students are challenged to advance their critical thinking capacities through scientific inquiry and examination of the impact of globalization on world populations. In these courses students will translate to a larger, global context the skills, knowledge, values, cognitive and affective processes, and behaviors needed for beginning generalist practice. These courses provide the venue to achieve Program Goal #3—Practice according to principles, values, and ethics that guide the social work profession and effectively advocate for social and economic justice within the communities served.

Field Experience course sequence provides a clear and supported process to integrate the classroom with 420 hours of actual practice in a highly supervised, real urban social work practice setting. The field experience helps accomplish all four program goals as students fully demonstrate in a real practice setting the skills, knowledge, values, cognitive and affective processes, and behaviors needed for beginning generalist practice.

Curriculum Map for BSW Core Classes

Professional Foundation	Practice Foundation	Professional Practice	Field Experience
The Social Work Profession	Multicultural Competence	Social Welfare Policies and Programs	Social Work Field Practicum I
Social Work Across the Lifespan	Human Behavior and the Social Environment I: Micro	Social Work Research I	Social Work Field Practicum II
Social Work Ethics	Social Work Practice I: Individuals	Human Behavior and the Social Environment II: Macro	Social Work Field Capstone
Social Work Field Seminar	Social Work Practice II: Groups	Social Work Research II	
	Social Work Practice III: Families	Social Work Practice I Lab	

Social Work Course Requirements

Foundational Education Core Courses

Discipline	Course Number	Course Name	Credit Hours
BIO	105	Structure and Function I	3
BIO	107	Structure and Function II	3
BIO	214	Biological Psychology	3
COM	138	Professional Communications	3
ENG	105	College Composition I	3
ENG	107	College Composition II	3
HSC	115	US Healthcare Systems	3
HSC	130	Helping Skills	3
HSC	230	Research in Health	3
MTH	104	Statistics I	3
PHL	104	Medical Ethics	3
PSC	105	American National Government	3
PSY	111	Introduction to Psychology	3
PSY	325	Psychopharmacology	3
SOC	121	Introduction to Sociology	3

SOC	225	Minority Cultures	3
SLS	107	Maximizing My College Experience	1
TOTAL			49

Foundational Education Electives (Must take 26 credit hours)

BIO	212	Neuroscience	3
ECN	225	Economics of Healthcare	3
HSC	119	Medical Language	2
HSC	260	Leadership Skills	3
HSC	275	Addiction and Addictive Behaviors	3
HSC	320	Contemporary Concepts in Population Health	3
HSC	333	Social and Behavioral Theories of Health	3
HSC	345	Health and Aging	3
HSC	360	Navigating the Health System	3
HSC	410	Program Survey and Analysis	3
PHL	214	Spiritual Care	3
PSY	211	Human Growth and Development	3
PSY	222	Death and Dying	3
SOC	218	Alcohol, Drugs and Society	3
TOTAL			26

Social Work Core Courses

Discipline	Course Number	Course Name	Credit Hours
SWK	105	The Social Work Profession	3
SWK	107	Social Welfare Policies and Programs	3
SOC	225	Minority Cultures	3

SWK	227	Social Work Ethics	3
SWK	233	Human Behavior and the Social Environment I: Micro	3
SWK	306	Human Behavior and the Social Environment II: Macro	3
SWK	311	Social Work Across the Lifespan	3
SWK	405	Social Work Practice I: Individuals	3
SWK	405L	Social Work Practice I Lab	3
SWK	407	Social Work Practice II: Groups	3
SWK	421	Social Work Practice III: Families	3
SWK	410	Social Work Research II	3
SWK	415	Social Work Field Practicum I	3
SWK	416	Social Work Field Practicum Block	6
SWK	417	Social Work Field Seminar I	3
SWK	430	Social Work Field Practicum II	3
SWK	432	Social Work Field Seminar II	3
TOTAL			45

Academic Minors

When employers are considering potential candidates, they not only look at degrees but also academic focus and experience that demonstrates knowledge, skills, and behaviors relevant to company needs. Having an academic minor on a resume quickly highlights unique experiences, helping individuals to stand out. A minor provides an in-depth focus on current topics in healthcare and prepares students for their first job and future careers.

Population Health Minor

This minor helps professionals consider the psycho, social, economic, and biological determinants of health as they help individuals and populations. Health organizations that identify these determinants can then manage care more economically and efficiently.

Required Courses			
Discipline	Course Number	Course Name	Credit Hours
HSC	135	Principles of Health Education	3
HSC	140	Health Promotion and Disease Prevention	3*
Elective Courses (choose 12 credits from the list below)			
HSC	201	Health Informatics	3*
HSC	204	Medical/Legal Aspects of Healthcare	3
HSC	217	Quality Improvement in Healthcare	3
HSC	310	Cultural Competencies in Healthcare	3*
HSC	312	Population Health Communication	3
HSC	320	Contemporary Concepts in Population Health	3
HSC	333	Social and Behavioral Theories of Public Health	3
HSC	345	Health and Aging	3*
HSC	360	Navigating the Health System	3
HSC	410	Program Surveys and Analysis	3

*Courses currently covered/co-listed in Nursing curriculum

Leadership Minor

This minor refines learner opportunities to understand the challenges and responsibilities of leading internal and external constituents.

Required Courses			
Discipline	Course Number	Course Name	Credit Hours
HSC	204	Medical/Legal Aspects of Healthcare	3
HSC	217	Quality Improvement in Healthcare	3
HSC	308	Management of Human Resources in Health Organizations	3
HSC	458	Healthcare Accreditation	3
Elective Courses (choose 6 credits from the list below)			
HSC	135	Principles of Health Education	3
HSC	140	Health Promotion and Disease Prevention	3*
HSC	201	Health Informatics	3*
HSC	260	Leadership Skills	3
HSC	355	Budgetary Analysis and financial Decision Making	3
HSC	360	Navigating the Health System	3
HSC	410	Program Surveys and Analysis	3
HSC	454	Survey of Healthcare Organizations	3

*Courses currently covered/co-listed in Nursing curriculum.

COURSE DESCRIPTIONS

Each course is identified by a three-letter discipline code and a three-digit number followed by the course title. Statements following the course description indicate whether a prerequisite or a co-requisite is needed and whether that course meets a Core elective requirement. A ***prerequisite*** course is one that must be taken before enrollment in the chosen course. A ***co-requisite*** course is one that must be taken simultaneously with the chosen course.

Note: If a course has a co-requisite, one may be transferred in without the other if it was successfully completed at another institution. If a student fails one of the co-requisite courses but passes the other, *only the failed course must be repeated.*

Core Requirement Key		
C = Communication	N = Natural Sciences	S = Social and Behavioral Sciences
H = Human Experience	Q = Quantitative Reasoning	F = Health Foundations

BIOLOGY

BIO 102 Introduction to Human Biology 3 credits

This course will survey the major organ systems of the body: including organs, location, function, basic terminology, and common pathology. Emphasis will be given to infectious diseases and control, aging and human development, and nutrition. A minimal lab component will also be included.

Co-requisite: MAS 108, MAS 110

Core Category: N

BIO 105 Structure and Function I 3 credits

This course establishes a knowledge base in anatomy and physiology, covering the skeletal, muscular, nervous, and endocrine systems of the body. Components of the cells, tissues, organs, and systems are described and discussed. The fundamentals of sectional anatomy are addressed. Upon successful completion of this course students should be able to: 1) demonstrate the relationship between anatomy and physiology and describe the normal structure and function of body organ systems; 2) identify major body cells, tissues, organs, and systems and understand their functions; 3) predict the effect of disease on the normal functioning of the body; 4) identify activities that promote health and a longer, richer life. There is no laboratory component associated with this course, but students may utilize models, specimens, and laboratory equipment to enhance learning.

Core Category: N

BIO 107 Structure and Function II 3 credits

This course establishes a knowledge base in the study of structure and function of the human body, covering the Anatomy and Physiology of Cardiovascular, Lymphatic, Respiratory Urinary, Digestive and Reproductive systems of the body. Components of the cells, tissues, organs, and systems are described and discussed. The fundamentals of sectional anatomy are addressed. Immunology, cellular division, embryological and fetal development, classical genetics, and genetic technology considered. Upon successful completion of this course students should be able to: 1) demonstrate the relationship between anatomy and physiology and describe the normal structure and function of body organ systems; 2) identify major body cells, tissues, organs, and systems and understand their functions; 3) predict the effect of disease on the normal functioning of the body; 4) identify activities that promote health and a longer, richer life. There is no laboratory component associated with this course, but students may

utilize anatomic or cellular models, microscopic specimens, laboratory equipment and videos related to topics to enhance learning.
Prerequisite: BIO 105
Core Category: N

BIO 205 Anatomy and Physiology I 3 credits
This course is the first of a two-semester sequence in which the structure and function of the human body is studied. An integrative, systemic study of the body includes the following topics: language of anatomy; basic chemistry; fundamental cell biology; integumentary, skeletal (including articulations), muscular, and nervous (including neurophysiology, the CNS, PNS, and ANS). The functions of each system will be investigated through a study of homeostatic mechanisms within the system as well as the system's response to homeostatic imbalances.
Co-requisite: BIO 205L
Core Category: N

BIO 205L Anatomy and Physiology I Lab 1 credit
The laboratory component of BIO 205 (Anatomy and Physiology I). Laboratory will address the gross and microscopic anatomy of systems covered in BIO 205 lecture, in addition to the classification (histology) of tissues. Laboratory exercises will include visual dissection.
Co-requisite: BIO 205
Core Category: N

BIO 207 Anatomy and Physiology II 3 credits
This course is the second of the two-semester sequence in which the structure and function of the human body is studied. An integrative systemic study of the body includes the following topics: special senses, endocrine, circulatory/cardiovascular, lymphatic/immune, respiratory, urinary, digestive, and reproductive systems; water, electrolyte, acid-base balance; nutrition and metabolism. The functions of each system will be investigated through a study of homeostatic mechanisms within the system as well as the system's response to homeostatic imbalances.
Prerequisite: BIO 205 and BIO 205L
Co-requisite: BIO 207L
Core Category: N

BIO 207L Anatomy and Physiology II Lab 1 credit
The laboratory component of BIO 207 (Anatomy and Physiology II). Laboratory will address the gross and microscopic anatomy of systems covered in BIO 207 lecture. Laboratory exercises will visual dissection.
Prerequisite: BIO 205 and BIO 205L
Co-requisite: BIO 207
Core Category: N

BIO 214 Biological Psychology 3 credits
Course includes the scientific study of the structure and function of the nervous system, the development and evolution of neural and behavioral systems, and interactions among behavior, environment, physiology, and heredity. Students will investigate the biological underpinnings of behavior and explore the biological basis of movement, emotions, mental illness, sexual behavior, memory, states of consciousness, sensory perception, thought and language, and several neuro-psychiatric disorders.
Prerequisite: BIO 105 or BIO 205/205L
Core Category: N

BIO 215L **Microbiology Lab** **1 credit**

Students in Microbiology Laboratory should expect to leave the course with competence in basic laboratory skills including safe laboratory practices, a working knowledge of bright-field microscopes, and standard microbiological laboratory procedures. A student successfully completing microbiology lab should demonstrate an increased skill level in data analysis, communication, and cognitive processes including the development of testable hypotheses and predicting experimental results.

Prerequisites: BIO 205 and BIO 205L, CHM 103 and CHM 103L

Co-requisite: BIO 216

Core Category: N

BIO 216 **Microbiology for Health Sciences** **3 credits**

This course introduces microbiology to students with limited biology experience. Students will learn the basic principles of microbial evolution, diversity, cell biology, genetics, and microbial impacts with humans and the environment. Additionally, students will be exposed to healthcare-based case studies strengthening critical thinking skills.

Prerequisite(s): BIO 205 and BIO 205L, and CHM 103 and CHM 103L

Co-requisite: BIO 215L

Core Category: N

BIO 303 **Nutrition and Metabolic Pathways** **3 credits**

This course is designed to provide a foundation and understanding of the fundamentals and metabolic aspects of nutrition and its application to health and disease. This course is applicable to the clinical and non-clinical settings by professionals from a variety of backgrounds. It builds from the pre-requisite sciences into an application that spans a person's life.

Prerequisite(s): BIO 205 and 205L, BIO 207 and 207L, CHM 103

Core Category: N

BIO 315 **Pathophysiology** **3 credits**

A study of the etiology, pathogenesis, morphology, and clinical significance of diseases and disorders of the human body. Signs, symptoms, and the manifestation of diseases as well as their diagnostic tests, treatments, and prevention measures will be identified. Normal physiological functioning of the body systems will be highlighted through the study of pathophysiological processes of diseases in the body.

Prerequisites: BIO 205 and BIO 207, or major of BSN-C and an active, unencumbered RN license

Core Category: N

CHEMISTRY

CHM 103 **Physiological Chemistry** **3 credits**

Students in Physiological Chemistry should expect to leave the course with a working knowledge of basic chemical concepts as they apply to physiological systems and process. Topics covered include modern atomic theory, types of matter and periodicity, bonding and chemical formulas, stoichiometry, solution chemistry, reaction types, thermochemistry, metabolism of carbohydrates, lipids, proteins, and nucleic acids. These topics will emphasize the understanding of metabolic pathways at the molecular level. Atomic and molecular structure and energetics will be studied to illustrate the molecular mechanisms of human biochemistry.

Co-requisite: CHM 103L and MTH 102

Core Category: N

CHM 103L **Physiological Chemistry Lab** **1 credit**

Students in Physiological Chemistry Laboratory can expect to leave the course with competence in basic laboratory skills including laboratory safety, proper use of scientific equipment, experiment set-up, data collection, data analysis, and effective communication of experimental results. Coursework will correlate with the Physiological Chemistry lecture. A focus on inquiry, critical thinking, and quantitative problem-solving (including application of mathematical skills) will assist in building a foundation for higher-level coursework in a science focused curriculum.

Co-requisite: CHM 103 and MTH 102

Core Category: N

COMMUNICATIONS

COM 138 **Professional Communication** **3 credits**

Students explore communication approaches and their impact on health delivery. By employing a variety of strategies for effective verbal and nonverbal skills students learn to gather and provide information from patients, families, and colleagues. Students examine the impact of technological advances in the healthcare communication to develop strategies to work within the framework of the modern organization and communicate effectively. Concepts explored include disruptive technology, social media, and communicating across generations.

Core Category: C

COMPUTER SCIENCE

CSC 105 **Introduction to Computer Science** **2 credits**

Introductory course to fundamental computer concepts including terminology, hardware, software, networking, information processing and programming basics, and exercises for functional use of Word, PowerPoint, and Excel. Discussion topics include security, ethical considerations, and the use of technology in healthcare. Basic keyboarding skills recommended.

DIAGNOSTIC MEDICAL SONOGRAPHY

DMS 100 **Introduction to Sonography Scanning and Patient Care** **4 credits**

Introduction to the profession of Diagnostic Medical Sonography. Topics include history of sonography, professional aspects of sonography, ergonomics, operation of ultrasound systems, cardiovascular sonographic exams, relational anatomy, sonographic terminology, patient care and infection control. Introduction to and evaluation of dexterity, visual acuity and sensitivity required to create a sonographic image essential to Diagnostic Medical Sonography. Demonstration through application and manipulation of instrumentation, image annotation and recognition of anatomic structures. Discussion, demonstration and practice of patient care skills and practical application of basic medical techniques in a lab setting.

Co-requisite: PHY 105, BIO 205, BIO 205L

DMS 103 **Introduction to Sonography Scanning and Patient Care** **3 credits**

Introduction to the profession of Diagnostic Medical Sonography. Topics include history of sonography, professional aspects of sonography, ergonomics, operation of ultrasound systems, cardiovascular sonographic exams, relational anatomy, sonographic terminology, patient care and infection control. Introduction to and evaluation of dexterity, visual acuity and sensitivity required to create a sonographic image essential to Diagnostic Medical Sonography. Demonstration through application and manipulation of instrumentation, image annotation and recognition of anatomic structures. Discussion, demonstration and practice of patient care skills and practical application of basic medical techniques in a lab setting.

Co-requisite: PHY 105, BIO 205, BIO 205L

DMS 112 **Initial Sonographic Scanning** **3 credits**

A course on developing skills in sonographic scanning techniques and protocols related to cardiac and vascular structures. Students will practice cardiovascular scanning techniques and patient care skills in a laboratory setting. The focus will be on the performance of basic normal echocardiography, carotid and lower extremity vascular exams. (Lecture and Lab)

Pre-requisite: DMS 103

DMS 114 **Ultrasound Physics and Instrumentation** **4 credits**

A course on principles of physics in relation to ultrasound function and instrumentation. Topics include characteristics of sound waves, pulsed wave operation, transducers, ultrasound systems operation, and Doppler. Physics and related mathematics as applied to ultrasound including the study of acoustical principles, sound transmission, signal processing, transducer construction, ultrasound instrumentation, quality assurance, and bioeffects of diagnostic ultrasound on soft tissue. Study of resolution, display modes, hemodynamics, Doppler principles and related instrumentation as it relates to ultrasound. (Lecture)

Pre-requisite: DMS 103

DMS 115 **Sonographic Instrument/Physics** **3 credits**

A course on principles of physics in relation to ultrasound function and instrumentation. Topics include characteristics of sound waves, pulsed wave operation, transducers, ultrasound systems operation, and Doppler. Physics and related mathematics as applied to ultrasound including the study of acoustical principles, sound transmission, signal processing, transducer construction, ultrasound instrumentation, quality assurance, and bioeffects of diagnostic ultrasound on soft tissue. Study of resolution, display modes, hemodynamics, Doppler principles and related instrumentation as it relates to ultrasound. (Lecture)

Pre-requisite: DMS 100

DMS 116 **Echocardiography** **3 credits**

Basic theory of echocardiography includes study of normal anatomy, anatomic variants, physiology, and pathology of the heart with ultrasound. Includes basic understanding of physical concepts of ultrasound creation and utilization in echocardiography. Visual pathology recognition and identification on transthoracic examination with an understanding of the etiology of cardiovascular disease and effects is included. Topics include the best practices of echocardiography, cardiomyopathies, tumors, pericardial disease, and ischemic heart disease. (Lecture)

Pre-requisites: BIO 207/L, DMS 101, DMS 112, and DMS 114

DMS 117 **Vascular Sonography I** **3 credits**

A course on theory and principles of vascular sonography. Discussion of vascular anatomy and physiology; etiology of pathologies; imaging techniques and protocols; and detecting and differentiating abnormalities, pathologies, and other deviations from normal development. Topics include cerebral vessels and extremity arteries. (Lecture)

Pre-requisites: BIO 207/L, DMS 101, DMS 112, and DMS 114

DMS 202 **Field Experience I** **4 credits**

This is the first course in a series of three clinical courses. At the end of the series, students will have completed all required clinical competency exams. Competencies required in each course will be assigned to the student by the clinical coordinator based on clinical placement. Students are evaluated on professional behavior and clinical competency performing basic normal cardiac and vascular exams. Lecture topics include Clinical Environment, Case Studies, Professionalism, Cultural Competency, Patient Privacy and Confidentiality. (Clinical)

Other Required Hours: Field Experience: 263 hours per semester offering.

DMS 203 Field Experience II 3 credits

This is the second course in a series of three clinical courses. At the end of the series, students will have completed all required clinical competency exams. Competencies required in each course will be assigned to the student by the clinical coordinator based on clinical placement. Students are evaluated on professional behavior and clinical competency performing basic normal cardiac and vascular exams. Lecture topics include Clinical Environment, Case Studies, Professionalism, Cultural Competency, Patient Privacy and Confidentiality. (Clinical)

Other Required Hours: Field Experience: 263 hours per semester offering.

Pre-requisite: DMS 202

DMS 204 Field Experience III 5 credits

Final course in a series of three clinical courses. At the end of the series, students will have completed all required clinical competency exams. Competencies required in each course will be assigned to the student by the clinical coordinator based on clinical placement. In this course students continue to participate in supervised practice of cardiac and vascular diagnostic ultrasound procedures in hospitals, clinics, and private physician offices. Students are evaluated on professional behavior and clinical competency performing complete cardiac and vascular exams including normal and pathologic states. (Clinical)

Other Required Hours: Field Experience: 263 hours per semester offering.

Pre-requisite: DMS 203

DMS 212 Intermediate Sonographic Scanning 2 credits

A continuation of DMS 112 developing skills in the scanning techniques and protocols related to cardiac and vascular structures. Students will practice more complex echocardiography and vascular scanning protocols and begin to incorporate scan modifications based on pathologic states. (Lecture and Lab)

Pre-requisites: BIO 207/L, DMS 101, DMS 112, and DMS 114

DMS 216 Echocardiography II 3 credits

A continuation of DMS 116, A course on theory and principles of adult cardiac sonography. Discussion of cardiac anatomy and physiology; cardiac electrophysiology; etiology of pathologies; imaging techniques and protocols; and detecting and differentiating abnormalities, pathologies, and other deviations from normal development. Topics include valvular heart disease, vascular and systemic disease and congenital heart disease. (Lecture)

Pre-Requisite: DMS 116

DMS 217 Vascular Sonography II 3 credits

Continuation of DMS- 117, this course on theory and principles of vascular sonography. . Topics include extremity veins, abdominal and pelvic vessels, and current trends in vascular imaging. Focus on anatomy, venous hemodynamics, pathology, sonographic appearance of normal and diseased vessels, testing methods and sonographic impressions. Discussion of penile sonography, test validation/statistics and the correlation of related diagnostic imaging modalities.

Lecture: 2 hours

Pre-Requisite: DMS 117

DMS 240 Sonography Capstone 2 credits

Assessment of one's integration of the coursework, knowledge, experience, and skills as a Diagnostic Medical Sonography student. Preparation for employment interview and presentation of qualifications through resume

and cover letter writing. Understanding the departmental process of exam coding and departmental lab accreditation. Importance of credentialing, professional involvement and continuing education stressed. Global review of physics, anatomy, physiology, and pathology in relation to sonography. Test taking skills, image identification, and procedural scenarios covered. Special focus on exam content outline topics to assist student preparing to take national credentialing examinations for sonography. (Lecture)
Pre-requisite: DMS 203

ENGLISH

ENG 105 College Composition I 3 credits

This course emphasizes college-level critical thinking, reading, and writing as they relate to expository writing, argumentation, and research. The methodology is guided by the premise that writing is a process that develops through experience and varies among students; therefore, the primary format is workshop rather than lecture. The focus is on the writing process—essay development via pre-writing, drafting, revision, editing, and reflection. Students will discover how to create compositions that are grammatically correct, logically sound, and rhetorically effective. Core activities include a variety of readings to which students will respond in writing and discussion, essay development that incorporates critical analysis and argumentation, individual conferences with the instructor, collaborative peer review, instructor-led discussions/lessons on issues that arise from student writing, and an APA-style research project that utilizes library and online resources.
Core Category: C

ENG 107 College Composition II 3 credits

ENG 107 builds upon ENG 105 by expanding concepts and practices introduced there. This course continues to emphasize college-level critical thinking, reading, and writing as they relate to expository writing, argumentation, and research. The methodology is guided by the premise that writing is a process that develops through experience and varies among students; therefore, the primary format is workshop rather than lecture. The focus is on the writing process—essay development via pre-writing, drafting, revision, editing, and reflection. ENG 107 emphasizes argument and persuasion; critical thinking and reading; collaboration, research, and information literacy skills; and the use of technology to support writing. Students critically analyze their writing and that of others. Electronic or other projects of equivalent rigor and substance may be included. Core activities include a variety of readings to which students will respond in writing and discussion, essay development that incorporates critical analysis and argumentation, individual conferences with the instructor, collaborative peer review, instructor-led discussions/lessons on issues that arise from student writing, and an APA-style researched argument project that utilizes library and online resources.
Prerequisite: ENG 105
Core Category: C

HEALTH SCIENCES

HSC 110 Information Literacy in Healthcare 2 credits

This course provides students with a critical understanding of information- how it is acquired, identifying its relevance, processing it into knowledge, and communicating valid information with authority and expertise. Students will develop the skills necessary to use information resources to advance public health policies, operational methodologies, and professional, social, and interpersonal change. The course includes coverage of information literacy-identifying currency, authority, relevance, age, and purpose of information resources using a variety of media and resources.

HSC 115 **US Healthcare Systems** **3 credits**

Students explore the basic foundation of the U.S. healthcare system to provide a stronger understanding of the complex system in which healthcare occurs at the personal and social levels. Topics include healthcare settings, the different job descriptions of those in the healthcare field, the role of the government in the healthcare system, how the healthcare system is financed, and the future of healthcare services. Specific topics include, but are not limited to, facility descriptions, job descriptions, insurance coverage, coding, and the Affordable Care Act. Critical thinking and the demonstrated mastery of certain practical skills deemed as essential competencies for the practice of healthcare are introduced and evaluated.

HSC 119 **Medical Language** **2 credits**

This sequentially designed course develops a student's working knowledge of the language of medicine to use throughout their program. Students acquire word-building skills by learning prefixes, suffixes, word-roots, and abbreviations of common language used in classes, health literature, and government documents. Utilizing a body systems approach, students will define, interpret, and pronounce medical terms relating to the structure and function of the human body, pathology, diagnosis, clinical procedures, and interventions. Medical terminology enhances communication skills both written and oral. Knowledge of medical terminology enhances a student's ability to successfully secure employment or pursue advanced education in the health sciences.

Core Category: C, H

HSC 130 **Helping Skills** **3 credits**

Students learn to identify and facilitate fundamental helping skills for healthcare professional relationships. Students identify the professional distinction between helping skills and counseling with the opportunity to learn and practice basic helping skills. Additionally, students address other aspects of self and others that are critical to having successful human relationships (i.e., understanding oneself, communicating effectively, solving problems, managing conflict, responding to crisis, dealing with difficult people, handling groups of people, behaving ethically, and achieving personal wellness).

Prerequisite: PSY 111

Core Category: C, H

HSC 135 **Principles of Health Education** **3 credits**

The course provides a foundational understanding of the professional field of health education for future educators and employers. Students will identify and explore the theoretical and practical issues of the field of community and school health education. Students successfully completing this course will begin to assess needs, resources, and capacity for health education & promotion. Students will receive a fundamental understanding of the role of the health education in assessing, planning, executing, and evaluating the health challenges that impact the wellbeing of today's society. This course engages students in a way that assists them in understanding the interrelationships between physical, social, and cultural forces in the etiology of disease and the ensuing practices of public health and disease prevention.

Prerequisite or Co-requisite: ENG 105

HSC 140 **Health Promotion and Disease Prevention** **3 credits**

This course builds on Principles of Health Education and details specific theories and applications of health promotion principles. Current issues and controversies in health promotion will frame course experience. Students will utilize needs assessment data to plan a multipronged health promotion program as an outcome of the course.

Prerequisite: HSC 135

Prerequisite or Co-requisite: SOC 121

HSC 201 **Health Informatics** **3 credits**

An introduction to basic information management in health care service organizations. Provides an overview of health information systems for selected administrative functions and clinical care services, including electronic data interchange for billing and claims management, institutional approaches to ensuring data security and privacy, and information management and decision support for managers and clinicians. (Required for Health Informatics concentration).

Prerequisite: HSC 115

HSC 204 **Medical/ Legal Aspects of Healthcare** **3 credits**

Introduces students to the legal environment in healthcare with emphasis on laws and regulations of routine importance to healthcare managers in the areas of labor, contracts, real estate, medical malpractice, general business, and intellectual property, and community health education.

Prerequisite: PHL 104

HSC 217 **Quality Improvement in Healthcare** **3 credits**

Students will build on existing knowledge from previous courses and experiences to build a holistic understanding of the Quality Improvement Process for administering and managing in a healthcare context. Case studies from inside and outside of acute care settings help illustrate the quality improvement of the larger healthcare system new professionals will work in.

Prerequisite: HSC 115

HSC 223 **Planning & Evaluation in Medical, Worksite, & Community Settings** **1 credit**

In this course students will critically examine and discuss models and processes to systematically plan and evaluate health interventions in field settings. Students will hone skills in needs assessment, program planning, and evaluation by reading and discussing literature in the field, working individually and in small groups on in-class activities and outside assignments, and by developing a data-driven program and evaluation plan based on HSC 225 experience.

Co-requisite: HSC 225

HSC 225 **Internship in Health Sciences: Embedded** **2-5 credits**

Experience within an organization that uses health sciences is important in learning structures and relationships to people, place, and policy. Students learn while participating in an organization and reflect on that experience through the lens of personal and public health interventions learned in the first-year curriculum. It prepares students to then enter undergraduate research and leadership-based internships in the future. Earned credit hours are based on hours completed on site, offsite reflection time, and preparation time. (Ex: 135 hours on site with 20% (27 hours) reflection and preparation time = 3 credit hours.)

Prerequisite: HSC 115
Co-requisite: HSC 223

HSC 230 **Research in Health** **3 credits**

Research provides the foundation for evidence-based professional healthcare practice. This course provides students with an overview of the role of research in the development of healthcare delivery. The student will critically review current research and understand its impact in the development of practice guidelines and policy. Core to this work, students will understand the components of developing a research plan (population, data, analysis, interpretation, and application of findings).

Prerequisite or Co-requisite: MTH 104

HSC 260 **Leadership Skills** **3 credits**

This course focuses on the various leadership and management skills in a dynamic health care delivery system. The course will explore healthcare models of leadership. It will focus on understanding contemporary issues related to healthcare delivery (productivity, finance). It will develop strategies for successful management skills for individual programs or entire organizations. It will provide students with an overview of applicable human resource law. Topics may include conflict, stress, change, trust, time management, productivity, performance evaluation.

Prerequisite: COM 138

HSC 270 **Stress and Mental Health** **3 credits**

This course explores the impact of stress on mental and physical health and provides evidence-based strategies for managing stress and promoting mental wellness. Students will develop skills in resilience, emotional intelligence, and self-care to support their own mental health and the well-being of future patients.

Core Category: H and S

HSC 308 **Management of Human Resources in Health Organizations** **3 credits**

Human resources cost the most of any health care organization, knowing the concepts of HR in a health organization will prepare students to make future decisions as administrators of individual programs and large organizations. The concepts of hiring and retaining quality personnel as well as legal considerations will be addressed.

HSC 310 **Cultural Competencies in Healthcare** **3 credits**

Students as emerging healthcare professionals examine healthcare issues and perceptions from a diverse social viewpoint through the lens of diverse populations. As students examine the individual needs of selected populations, they will examine the regional and global influence of diversity on health outcomes. The goal of this course is to increase the healthcare professional's awareness of the many dimensions and complexities involved in the care and education of individuals.

Prerequisite: SOC 121

HSC 312 **Population Health Communication** **3 credits**

This course design provides students with a critical understanding of the effects of the media—mass, social, and participatory—in promoting and impeding the achievement of population health goals in primary care and through health education. Students will develop the skills necessary to use media strategically to advance public health policies and social change. The course covers the design, implementation, and evaluation of media campaigns to promote population health goals, examines theories and research on media influences with respect to its potential harmful effects on wellbeing, and students design a digital media-based health communication campaign.

Prerequisite: ENG 107

HSC 320 **Contemporary Concepts in Population Health** **3 credits**

This course focuses on current initiatives and innovations in health promotion and disease prevention across the lifespan. It addresses the influences of family, culture, community, and environment on health. Content related to the theories of learning, assessment of learning needs, teaching strategies and evaluation of teaching are explored. Concepts in epidemiology, politics, and law are explored.

Prerequisites: SOC 121

HSC 333 **Social and Behavioral Theories of Public Health** **3 credits**

Students examine the social and behavioral theories of public health and their impact on health delivery throughout this course. Each student will develop multiple approaches to surveying individuals and community to better understand the relationship to public health theory. Contemporary research and strategies to health change will then be applied to current health trends and discrepancies.
Prerequisite: SOC 121

HSC 335 Individual Inquiry in Health Sciences 2-6 credits
Students propose an individual inquiry project and then demonstrate personal competencies in completing the project directed toward their concentration or interest. Qualitative and/or quantitative data/information will determine needs, establish priorities, and make decisions for experiments, program development, policies, or procedures. Credit can be earned over multiple semesters for faculty approved and mentored projects. A portfolio presentation of the project is required.
Prerequisite: HSC 115

HSC 340 Internship in Health Sciences: Leadership 3-6 credits
Students devise a project linking their Health Sciences education & professional skills to a health sciences outcome allowing them to demonstrate their ability to design, lead, and evaluate a health sciences intervention within an organization or directly with clients. Credit can be earned over multiple semesters for faculty approved and mentored projects. A portfolio presentation of the project is required.
Prerequisite: HSC 225

HSC 345 Health and Aging 3 credits
Students investigate the connections of geriatric physical ailments, acute injury and chronic disease, and social determinants to understand risks and opportunities for this population to be healthy through primary care and education. Resources at the individual, family, and social levels will be identified so students can network support during case studies.
Core Category: H

HSC 355 Budgetary Analysis and Financial Decision Making 3 credits
As money dominates healthcare discussions, students investigate the implications of budget strategies on the health of patients and stakeholders of a healthcare organization. Background knowledge will be developed on public and private funding sources as well as forecasting economic changes to inform decision makers about policies to be implemented or changed.
Prerequisite: ECN 225 or MTH 102

HSC 360 Navigating the Health System 3 credits
In complex systems like healthcare, professionals as well as patients and their families find challenge in doing not only the "right" thing but also the efficient action as they navigate the health care system. This course requires no prerequisites. This course introduces students to the players, resources, and issues of contemporary healthcare. Students are introduced and obtain skills for journeying with patients and families including topics of models of health insurance coverage, levels of care across the continuum, behavior change theory and the impact on engagement, community resource availability, healthcare information and telehealth, and the future of healthcare services. Critical thinking and the demonstrated mastery of certain practical skills deemed as essential competencies for the navigation through the health care system are introduced and evaluated.

HSC 410 Program Surveys and Analysis 3 credits

This course will evaluate and develop methodology for surveying program effectiveness and based on analysis, students will determine necessary modifications to programs. It will teach students to utilize current research to determine quality assurance models. The course will provide an overview of clinical practice guidelines and their relationship to current research.
Prerequisites: HSC 115, HSC 230, ENG 107

HSC 454 Survey of Healthcare Organizations 3 credits
The course examines the complex integration of a healthcare system and relates them to population health and outcomes. It will explore contemporary concepts of accountable care organizations and theories and future roles in community health. It will explore models of delivery and help students understand their impact on the community. Students will develop approaches to analyze healthcare organizations and their effectiveness.
Prerequisites: ENG 107, HSC 260, HSC 320

HSC 458 Healthcare Accreditation 3 credits
Basic elements of quality improvement and organizational responsibilities related to quality improvement in health care delivery. Data analysis for quality improvement, clinical practice guidelines, and future healthcare quality improvement strategies.
Prerequisites: HSC 115

HSC 490 Capstone 4-6 credits
Students devise and implement a capstone *project* within a healthcare organization that demonstrates Health Science program outcomes. The results of this project in terms of learning and product provide evidence for the student, faculty, and future employer of the skills and professional behaviors needed for goal attainment.
Prerequisite: HSC 225

MATHEMATICS

MTH 102 Math for Health Professionals 3 credits
This course provides students with the mathematical skills and concepts required to be successful in professional health fields. Topics covered in this course include mathematical essentials; review of basic algebra; measurement systems and conversion procedures; dilutions, solutions, and concentrations; drug dosages and intravenous calculations; linear equations, graphing, and variation; exponential and logarithmic functions; charts, tables, and graphs; and introduction to statistics. Together, these skills serve as a base for quantitative reasoning throughout the curriculum at Aultman College. *This is a Structured Learning Assistance (SLA) course and* has a supplemental lab component.
Co-requisite: MTH 102S

MTH 102S Math for Health Professionals Supplemental Lab
This is course is the required weekly workshop portion of the MTH 102 lecture course. This course is aimed at helping students master course content and develop and apply specific learning strategies. Workshop sessions are small study groups that consist of approximately 10 students and offer additional academic support. Credit for attending the workshop is incorporated into the credit earned for the course.
Co-requisite: MTH 102

MTH 104 Statistics I 3 credits
An introduction to statistics and statistical literacy. This course is designed to enable students to collect and summarize data and their relationships. The following topics are also covered: probability theory, sampling

methods and randomization, correlation and regression, formulation of hypotheses and testing, statistical inference, reasoning, statistical significance, and confidence intervals.
Prerequisite: MTH 102, or a major of BSN-C
Core Category: Q

MTH 210 Applied Statistics 3 credits
This course provides practical application to statistical concepts studied in elementary statistics. Topics include a review of basic concepts in statistics, a review of descriptive statistics, measuring relationships (correlation and regression), inferential statistics (t Test, Analysis of Variance (ANOVA), and Chi Square Test) and Nonparametric methods (Sign Test, The Wilcoxon Test, The Kruskal-Wallis Test, Rank Correlation, and Runs Test). A statistical tool such as SPSS or Excel will be utilized for all of the above topics as needed.
Prerequisite: MTH 205
Core Category: Q

MEDICAL ASSISTING

MAS 108 Clinical Medical Assisting 4 credits
This course focuses on the development of basic medical assisting skills when providing for the health care needs of the client. Special emphasis is placed on patient care skills, clinical safety, and best practice in the ambulatory care setting.
Co-requisite: BIO 102, MAS 110

MAS 110 Medical Office Administration 2 credits
This course is designed to introduce the student to the administrative and general duties found in a medical office including appointment scheduling, records management, electronic health records, written communications, preparation of medical records, transcription of letters and medical reports, and telephone procedures.
Co-requisite: BIO 102, MAS 108

MAS 111 Professional Communication for Medical Assisting 3 credits
This course will provide a foundational overview for establishing both oral and written professional and interpersonal communication skills that will lead to successful interactions with supervisors, colleagues, patients, and patient support individuals. It includes an overview of the psychosocial development of a person, from birth to death; how diversity impact communication and understanding; and the legal and ethical rules, models, and guidelines governing patient/provider communications and patient information.
Pre-requisite: BIO 102, MAS 108, MAS 110

MAS 113 Medical Office Finance 3 credits
This course will introduce the student to basic medical practice finances and third-party reimbursement. Students will be introduced to the financial skills necessary for proper billing, recordkeeping, payment and collections, and reimbursement within a medical office. Procedural and diagnostic coding according to ICD-10-CM and CPT regulations, and an overview of health insurance will be provided.
Pre-requisite: BIO 102, MAS 108, MAS 110

MAS 116 Medical Assistant Practicum 3 credits

This experiential course provides the opportunity to apply clinical, laboratory, and administrative skills in a medical setting. Emphasis is placed on enhancing competence and confidence in clinical and administrative medical assisting tasks required for quality, comprehensive patient care and strengthening professional communications and interactions. Once successfully completed students should be able to function as entry level health care professionals.
Pre-requisite: MAS 111, MAS 113

NURSING

NRS 101 Foundations I 3 credits

This introductory course focuses on the development of basic nursing skills when providing for healthcare needs of the adult and geriatric client. The sub-concepts of communication, legal and ethical behaviors, and safe and caring interventions are introduced. Special emphasis is placed on a systematic approach to assessment, basic client care, nutrition, skin, and wound care, as well as documentation. Has a laboratory component.

NRS 103 Medical Surgical Nursing I 4 credits

This course focuses on the nursing process approach to assist the adult and geriatric client in acute, intermediate, or long-term care environments. The healthcare needs of the client experiencing alterations in health related to immune, basic respiratory, and musculoskeletal conditions as well as the care of the peri-operative client are emphasized. The sub-concepts of nursing process, communication, safe and caring interventions for these populations are incorporated into clinical practice. Sub-concepts of legal and ethical behaviors and teaching/learning are reinforced. The student begins providing care and applying basic skills in the clinical setting. Has both clinical and laboratory components.
Prerequisites: BIO 205, BIO 205L and MTH 102

NRS 106 Foundations II 2.5 credits

This course focuses on more advanced nursing skills when providing for healthcare needs of the adult and geriatric client. The sub-concepts of the nursing process, teaching / learning principles, and interdisciplinary approach are introduced. Communication, safe and caring interventions, and legal and ethical behaviors are reinforced. Special emphasis is placed on medication administration and invasive nursing procedures. Has a laboratory component.
Prerequisite: NRS 101, BIO 205, BIO 205L and MTH 102

NRS 107 Professional Role 2 credits

This course introduces the role of the professional nurse and related health care concepts. Concepts include stress, professionalism, health promotion, communication, collaboration, safety, evidence, health care organization and health care policies.

NRS 108 Medical Surgical Nursing II 4.5 credits

This course focuses on the nursing process approach to assist adult and geriatric clients in acute, intermediate, or long-term care environments. The healthcare needs of the client experiencing alterations in health related to basic cardiac and gastrointestinal conditions as well as diabetes and neurological disorders are emphasized. Subcomponents of communication, safe and caring interventions, and interdisciplinary approach are upheld. Nursing skills related to IVs, insulin, and GI issues are offered. Students demonstrate the sub-concepts of nursing process and teaching/learning. The student continues to develop time management and organizational skills while providing care in a single client assignment. Has both clinical and laboratory components.
Prerequisites: NRS 102 or NRS 106, NRS 103, BIO 207, BIO 207L and ENG 105

NRS 200 **Pharmacology for Nursing** **3 credits**

This course introduces the basic concepts of pharmacology and provides the theoretical background necessary for students to provide safe and caring interventions and accurate teaching related to medication administration throughout the lifespan. Major drug categories and the related profiles are presented.

*Prerequisites: BIO 207, **ASN**: NRS 103, **BSN Prelicensure**: NRS 215*

NRS 201 **Medical Surgical Nursing III** **4 credits**

This course focuses on the nursing process approach to assist adult and geriatric clients in the acute, intermediate, or long-term care environments. The healthcare needs of the client experiencing alterations in health related to moderate complex cardiac, complex gastrointestinal, chronic renal, fluid and electrolyte imbalances, complex endocrine and genitourinary disorders are emphasized. Sub-concepts of nursing process, communication, and safe and caring interventions are maintained for these populations. Students appropriately apply the sub-concepts of safe and caring interventions and interdisciplinary approach. The student continues to develop time management and organizational skills while beginning to provide care to more than one client. Has both clinical and laboratory components.

Prerequisites: NRS 108 and NRS 200

NRS 203 **Medical Surgical Nursing IV** **4 credits**

This course focuses on the nursing process approach to assist adult and geriatric clients in acute, intermediate, or long-term care environments. The healthcare needs of the client experiencing alterations in complex cardiac, cardiac electrophysiology, neurological, complex respiratory, classifications of shock, multiple organ dysfunction syndrome, burns, and the clients who require emergency treatment are emphasized. Sub-concepts of nursing process, communication, safe and caring interventions legal and ethical behaviors, teaching/learning, and interdisciplinary approach are practiced. The student continues to develop time management and organizational skills while precepting. Has both clinical and laboratory components.

Prerequisite: NRS 201

NRS 204 **Maternal Child Nursing** **3 credits**

This course focuses on the nursing process approach to assist clients in childbearing and child- rearing phases. Sub-concepts of nursing process, communication, safe and caring interventions, and teaching learning are emphasized within the clinical settings. The student relates health promotion, health maintenance and illness management strategies for these populations. Has both clinical and laboratory components.

Prerequisites: NRS 108, PSY 211

NRS 206 **Mental Health Nursing** **2 credits**

This course focuses on the nursing process approach to assist clients and families experiencing psychiatric disorders. Sub-concepts of nursing process, communication, teaching/ learning and safe and caring interventions are emphasized. The student relates health promotion, health maintenance, and recovery strategies to obtain optimal levels of functioning for this population in the clinical setting. Has both clinical and laboratory components.

Prerequisites: NRS 108, PSY 111

NRS 208 **ASN Nursing Academy** **0 credits**

The course focuses on healthcare competencies, care coordination, physiological conditions including stress, coping, and altered cognitive function and addiction. Content will include discussion of the health care delivery system, health care infrastructure, quality of care, patient personal preferences, and professional identity.

Students will review patient healthcare needs in light of the Aultman Health Delivery System. The content will contribute to the students' professional identity as they prepare to enter the healthcare workforce.
Prerequisites: all clinical nursing courses
Co-requisite: NRS 203

NRS 212 Foundational Concepts 6 credits
This course introduces essential concepts of safe and quality nursing care. Concepts of perfusion, gas exchange, thermoregulation, fluid and electrolytes are introduced. Emphasis is placed on communication strategies, physical and psychosocial findings for the diverse population across the lifespan as well as the concepts of functional ability, health care quality, mobility, elimination, infection, and tissue integrity. Required laboratory and clinical experiences are designed to facilitate the fundamental acquisition of psychomotor skills needed to assist individuals in completing a nursing assessment and meeting basic human needs. Class, laboratory, and clinical components are required.
Prerequisites: NRS 107, BIO 205, BIO 205L, BIO 207, BIO 207L, and HSC 119

NRS 215 Concepts of Health and Illness I 4 credits
Building on the foundation of previous courses, students will explore the health and illness concepts of cellular regulation, gas exchange, immunity, inflammation, infection, and mobility. Emphasis will be placed on the application of presented concepts to the nursing care of patients in a variety of health care settings, across the lifespan. Required clinical and laboratory components promote the development of nursing psychomotor, cognitive, and affective skills.
Prerequisites: ENG 105, MTH 102, NRS 207 and NRS 209 or NRS 212

NRS 216 NCLEX Review 1 credit
This course merges curricular concepts with a clinical practicum experience. There is a focus on the application of concepts to patient care during completion of the clinical practicum. Emphasis is on official decision making, licensure exam preparation, and transition to professional nursing practice.
Prerequisites: NRS clinical courses with the exception of NRS 203

NRS 300 Health Assessment 3 credits
This course focuses on enhancing nursing knowledge and assessment skills to perform a comprehensive, holistic assessment on socially diverse adult and geriatric clients. Main concepts of this course include utilizing interviewing techniques, the health history and physical exam skills and evidence-based practice to prioritize and effectively communicate assessment data for improved client outcomes. The analysis and synthesis of assessment data will enable students to enhance clinical reasoning and decision making.

NRS 303 Nursing Research and Evidence Based Practice 3 credits
This course provides students with an overview of the role of theory and research in the development of nursing as a profession. It prepares students to critically read and critique research articles; to develop a research problem and literature review, and to use research findings to develop and refine knowledge that can be used as evidence to improve clinical practice to utilize nursing research in their practice. Concepts to be discussed: Health Promotion, Safety and Evidence.
Prerequisite: MTH 104, (NRS 207 or NRS 212 for students enrolled in BSN pre-licensure).

NRS 304 Care of Culturally Diverse Populations 3 credits

This course will allow the healthcare professional to examine healthcare issues and perceptions from a diverse social viewpoint. The goal of this course is to increase the healthcare professional's awareness of the many dimensions and complexities involved in the care of individuals from a community with rich cultural diversity.
Prerequisite: SOC 121, (NRS 207 or NRS 212 for students enrolled in BSN pre-licensure).

NRS 306 Gerontology 3 credits

This course will examine the unique healthcare needs of the older adult and introduces students to the nursing approaches that can be organized by the professional nurse. Self-perception toward care of the older adult is explored. Theories and concepts of aging, physiologic and psychosocial changes and problems associated with the aging process are discussed. Ethical and legal issues related to the nursing care of the older adults are explored in addition to the importance of health promotion for the geriatric population.
Prerequisite: NRS 207 and NRS 209 or NRS 212 for students in BSN pre-licensure program

NRS 311 Concepts of Mental Health Nursing 4 credits

Building on the foundation of previous courses, students will explore concepts related to mental health nursing including coping, mood and affect, anxiety, psychosis, addiction, and cognition. Emphasis will be placed on the application of the presented concepts to the nursing care of patients within diverse settings. Required clinical and laboratory components promote the development of nursing psychomotor, cognitive, and affective skills emphasizing the therapeutic use of self to promote functioning of patients experiencing mental health issues.
Prerequisites: PSY 111, NRS 207 and NRS 209 or NRS 212

NRS 313 Concepts of Family Nursing 4 credits

Principles and concepts of health and illness in childrearing and families are covered with an emphasis on preventive and therapeutic aspects. Use of community resources is introduced. Clinical experiences apply the nursing process to childbearing, childrearing, and families with a focus on the principles and concepts of health promotion and maintenance to families in various phases of the health and illness continuum. Concepts to be covered: Intracranial Regulation, Gas Exchange, Sensory Perception, Reproduction, Sexuality, Development (growth and development), Family Dynamics, Patient Education, Health Promotion and Safety. Required clinical and laboratory components promote the development of nursing psychomotor, cognitive, and affective skills.
Prerequisites: NRS 215, PSY 211

NRS 315 Concepts of Health and Illness II 4 credits

Building on the foundation of previous courses, students will explore the health and illness concepts of fluid and electrolyte balance, glucose regulation, elimination, and clotting. Emphasis will be placed on the application of presented concepts to the nursing care of patients in a variety of health care settings, across the lifespan. Required clinical and laboratory components promote the development of nursing psychomotor, cognitive, and affective skills.
Prerequisite: ENG 107, NRS 215

NRS 317 Concepts of Community Nursing 4 credits

This course utilizes principles, theories and concepts of community and public health nursing to generate an understanding of the roles and functions of a nurse in the community setting. There is emphasis on health promotion, risk reduction, clinical prevention, and population health maintenance for populations at risk and the community as a whole. Concepts to be discussed: Nutrition, Infection, Interpersonal Violence, Clinical Judgment, Patient Education, Health Promotion, Collaboration, Safety, Health Care Economics and Health Care Law. The required clinical component promotes the development of nursing psychomotor, cognitive, and affective skills.

Prerequisite: NRS 215

NRS 325 Concepts of Health and Illness III 4 credits

Building on the foundation of previous courses, students will explore the health and illness concepts of thermoregulation, intracranial regulation, perfusion, and stress. Emphasis will be placed on the application of presented concepts to the nursing care of patients in a variety of health care settings, across the lifespan. The required clinical component promotes the development of nursing psychomotor, cognitive, and affective skills.
Prerequisite: NRS 200, NRS 315

NRS 370 Notes on Nursing 1 credit

This course will review Florence Nightingale's *Notes on Nursing*, originally published in 1859. Study of the Nightingales Environmental Theory will provide practical and usable information and advice about the environment, nutrition, and assessment of the sick patient. This course will help the student build a strong foundation in, and understanding of, the science of nursing and patient care that is applicable in today's practice settings.
Prerequisite: NRS 207 and NRS 209 or NRS 212 for students in BSN pre-licensure program

NRS 372 Nursing Impact on Contemporary Issues 2 credits

This course is an examination of contemporary issues found around us in society and how nurses can impact them. These topics will change based on current trends and needs each semester. Sample topics that may be addressed include: the opioid epidemic, human trafficking, suicide rates, infant mortality, and racism. Social issues and problems do not stay outside of a facility's walls when a patient comes in for care. You will utilize critical thinking skills to analyze and evaluate these issues and recognize how they can be impacted through nursing evidenced based practice and interdisciplinary collaboration.
Prerequisite: NRS 207 and NRS 209 or NRS 212 for students in BSN pre-licensure program

NRS 400 Health Promotion and Teaching 3 credits

This course focuses on current initiatives and innovations in health promotion and disease prevention across the lifespan. It addresses the influences of family, culture, community, and environment on health. Content related to the theories of learning, assessment of learning needs, teaching strategies and evaluation of teaching are explored. Emphasis is placed on the multiple roles of the nurse as: teacher, care giver, critical thinker and problem-solver, researcher, and consultant.
Prerequisite: NRS 207 and NRS 209 or NRS 212 for students in BSN pre-licensure program

NRS 403 Nursing Informatics 3 credits

Provides a history of information management systems in the transformation of healthcare and nursing. The focus will incorporate the utilization of computer technology and data for clinical documentation, communication, education, telehealth, safety, and research. Technology utilization including privacy, security and confidentiality of data will be covered. Understanding the transformation of data into information and knowledge through an examination of system development lifecycle, national policy, evidence-based practice, and theories.
Prerequisite: NRS 315 for BSN prelicensure program

NRS 404 Community 4 credits

This course utilizes principles, theories and concepts of community and public health nursing to generate an understanding of the roles and functions of a nurse in the community setting. There is emphasis on health

promotion, risk reduction, disease prevention and population health maintenance for populations at risk and the community as a whole. One credit hour of this course is allotted to experiential learning strategies.
Prerequisite: NRS 300, NRS 302, NRS 304, NRS 306, NRS 400, NRS 403

NRS 405 Capstone of Nursing Concepts 4 credits
This course merges curricular concepts to a clinical practicum experience. Review of all nursing concepts explored across the curriculum, with a focus on application of concepts to patient care during completion of clinical practicum. Emphasis is on clinical decision making, licensure exam preparation, and transition to professional nursing practice.
Prerequisite: all clinical nursing courses Co-requisite: NRS 407

NRS 407 Nursing Leadership 4 credits
This course focuses on the various leadership roles of the nurse as an influential leader in a dynamic health care delivery system. The course will assist in gaining advanced knowledge of professional practice for developing and refining knowledge, implementing evidence-based practice, and developing professional behaviors in working within health care organizations. It examines nursing leadership and management with a focus on the concepts of health care policy, law, ethics, quality, safety, leadership, professionalism, and clinical judgment. Experiential learning strategies will be incorporated for the BSNC students.
BSNC Prerequisites: NRS 300, NRS 303, NRS 304, NRS 306, NRS 400, NRS 403, NRS 404
BSN Prerequisites: all BSN clinical nursing courses, Co-Req: NRS 405

NRS 409 Senior Nursing Academy 0 credits
The course focuses on healthcare competencies, care coordination, physiological conditions including stress, coping, and altered cognitive function and addiction. Content will include discussion of the health care delivery system, health care infrastructure, quality of care, patient personal preferences, and professional identity. Students will review patient healthcare needs in light of the Aultman health delivery system. The content will contribute to the students' professional identity as they prepare to enter the healthcare workforce.
Prerequisites: all clinical nursing courses Co-requisite: NRS 405

NRS 415 Concepts of Health and Illness IV 4 credits
Building on the foundation of previous nursing courses, students will explore complex health and illness concepts, including acid-base balance, acute and emergent alterations in perfusion, complex impairments in gas exchange, and significantly impaired tissue integrity. Emphasis is placed on the application of selected concepts to the nursing care of individuals experiencing acute, complex alterations in health, across the lifespan. Required clinical and laboratory components promote the development of nursing psychomotor, cognitive, and affective skills.
Prerequisites: NRS 325

PHILOSOPHY

PHL 104 Medical Ethics 3 credits
This course will provide the foundation for ethical decision making in the healthcare environment. Content will include laws and policies that define and regulate professional practice including job expectations and responsibilities balanced with patients' rights. Complex ethical dilemmas involving euthanasia, physician-assisted suicide, withdrawal, and withholding of life support, genetic manipulation in fetal development, surrogacy and conscientious objection will be discussed.
Core Category: H

PHL 214 Spiritual Care 3 credits

Students will explore world religions to establish a theoretical and practical understanding of spiritual beliefs of major populations; specifically, Christianity, Judaism, Islam, Hinduism, Buddhism, Sikhism, and recent religious movements in America. Activities include linking health care practices in various settings to behaviors that are influenced by cultural/religious/spiritual beliefs. Current issues, such as bioethical positions of different religions, what illness means, end of life issues tied faith practices and what one may expect when a member of a particular faith is a patient will be addressed.
Core Category: H

PHYSICS

PHY 105 Principles of Physics Biomedical Applications 2 credits

PHY (105) explores a wide array of topics including: space, time, matter, motion, force, momentum, energy, heat, electricity, magnetism, light, radiation, sound, units of measure, and other concepts. Calculation and problem-solving techniques are introduced, including a brief review of elementary algebra and geometry (trigonometry). The "language" of Principles of Physics is algebraic formulas and trigonometry along with graphs and tables of data. Emphasis is placed on understanding the laws and rules governing the physical world and applying them to topics from biology, chemistry, and medicine.
Co-requisite: PHY 105L
Core Category: N

PSYCHOLOGY

PSY 111 Introduction to Psychology 3 credits

Introduction of Psychology provides an overview of the most fundamental ideas in psychology, provides a foundation for critical thinking and learning strategies, while promoting a cross-cultural perspective and sensitivity to issues of diversity. This course will encourage the application of psychological concepts to everyday situations, particularly those in the healthcare field.
Core Category: S

PSY 211 Human Growth and Development 3 credits

In this course basic principles of human development throughout the entire lifespan, from conception through death, will be explored. Discussion will include major theories and foundations of human development, and the major people associated with them. Additionally, physical, cognitive, social, and personality development at different ages and the ways in which biological and environmental variables interact to guide development in these areas will be explored. The knowledge gained from this course should provide one with the skills required to better understand people of all ages.
Prerequisite: PSY 111
Core Category: S

PSY 222 Death & Dying 3 credits

What is grief? What are normal grief responses? What is involved in the final life transition—death? These are some of the questions that will be discussed in this course. The role of culture, palliative and hospice care, advance directives, and the role of spirituality in death and dying will be described. Interactions, healing strategies, and rituals that use the senses and bring comfort and peace for the dying will also be explored. The goal of this course is to provide the healthcare professional with an understanding of the psychological, physical, social, and spiritual aspects of death and dying.
Prerequisite: PSY 111
Core Category: H, S

PSY 325 **Psychopharmacology** **3 credits**

A basic overview of neuropsychopharmacology, neurotransmitter systems, drug metabolism, and the pharmacokinetics and pharmacodynamics of psychotropic medications. Students will develop an understanding of the physiological actions, therapeutic effects, and potential toxicities associated with prescribed pharmacotherapies for major classes of mental disorders across the lifespan. Students will explore commonly abused drugs seen in the addicted population. Specific treatment approaches, unique complications for withdrawal and relapse potential for each of the drugs covered will be explored.

Core Category: N

RADIOGRAPHY

RAD 112 **Introduction to Radiography** **2 credits**

This course introduces students to the role of radiography in healthcare. Topics include radiologic profession and organizations, radiologic terminology, ethics and laws in radiology, isolation techniques, safe equipment usage, radiology processes, procedures and documentation, radiation protection in the clinical areas, pharmacology, drug administration, assessment of vital signs, and venipuncture. Students apply legal and ethical considerations to patient care and pharmacology in the radiologic sciences.

Co-requisites: RAD 114 and RAD 114c

RAD 114 **Radiographic Anatomy and Positioning I** **2 credits**

Radiographic terminology, positioning and procedures will be introduced and practiced in a laboratory setting. Image evaluation includes anatomy, positioning and radiation protection will be included. This course prepares radiography students to perform routine radiologic procedures on various parts of the body including the upper and lower extremities, and chest. Students apply knowledge of human anatomy to position the patient correctly to achieve the desired result.

Co-requisites: RAD 112, RAD 114c

RAD 114c **Clinical Practicum I** **1 credit**

This beginning level clinical course prepares radiography students to perform radiologic procedures on patients with extensive supervision and direction. Students apply radiation protection and standard precautions in the production of radiographs in a healthcare setting while adhering to legal and ethical guidelines. An emphasis of the course is the development of communication and critical thinking skills appropriate to the clinical setting. Introduces students to the hospital clinical setting and provides an opportunity to participate in or observe radiographic procedures. Topics include orientation to hospital areas and procedures; orientation to mobile/surgery; orientation to radiography and fluoroscopy; participation in and/or observation of procedures related to the chest, upper and lower extremities. Activities of students are under direct supervision until competency is achieved; indirect supervision once competency is attained. *Co-requisites: RAD 112, RAD 114*

RAD 124 **Radiographic Anatomy and Positioning II** **3 credits**

This course is a continuation of radiographic terminology, positioning and procedures. New radiologic procedures will be introduced and practiced in a laboratory setting. Image evaluation includes anatomy, positioning and radiation protection will be included. Prepares radiography students to perform routine radiologic procedures on various parts of the body including the knee, femur, hip, and pelvis, humerus, shoulder girdle, scapula, clavicle, acromioclavicular joints, abdomen, lower gastrointestinal (GI) system, and small bowel. Students apply knowledge of human anatomy to position the patient correctly to achieve the desired result.

Prerequisites: RAD 112, RAD 114 and RAD 114c
Co-requisite: RAD 124c

RAD 124c **Clinical Practicum II** **2 credits**

This second level clinical course prepares radiography students to perform radiographic imaging procedures on patients. Students will demonstrate continued competence on prior clinical requirements gained in the first level clinical practicum course, as well as learn new procedures. Students apply radiation protection and standard precautions in the production of radiographic images by taking exposures in a healthcare setting while adhering to legal and ethical guidelines. An emphasis of the course is the development of communication and critical thinking skills appropriate to the clinical setting.
Prerequisites: RAD 112, RAD 114 and RAD 114c Co-requisite: RAD 124

RAD 128 **Radiographic Equipment and Computers** **3 credits**

The course is designed to establish a knowledge base in radiation physics, and radiographic equipment. Concepts that will be covered include X-ray production, X-ray interactions with matter, and digital radiography. The student will also be provided with an introduction to the basics of mobile imaging, fluoroscopy, and computed tomography.
Prerequisites: MTH 102, PHY 105

RAD 134 **Radiographic Anatomy and Positioning III** **3 credits**

This course is a continuation of radiographic terminology, positioning and procedures. New radiographic procedures will be introduced and practiced in a laboratory setting. Image evaluation will include anatomy, positioning and radiation protection. This course prepares radiography students to perform routine radiographic procedures on various parts of the body including the upper gastrointestinal and biliary system, cervical, thoracic, lumbar spine and the bony thorax, and urological studies. Students apply knowledge of human anatomy to position the patient correctly to achieve the desired result.
Prerequisites: BIO 105, RAD 124
Co-requisite: RAD 134c

RAD 134c **Clinical Practicum III** **2 credits**

This third level clinical course prepares radiography students to perform radiographic imaging procedures on patients with supervision and direction. Students will demonstrate continued competence on prior clinical requirements, as well as learn new procedures. Students apply radiation protection and standard precautions in the production of radiographic images by taking exposures in a healthcare setting while adhering to legal and ethical guidelines. Students are encouraged to demonstrate independent judgment in the performance of clinical competencies.
Prerequisite: RAD 124c
Co-requisite: RAD 134

RAD 138 **Radiographic Imaging and Analysis** **3 credits**

This course introduces radiography students to the process of creating radiographic images. Students determine the factors that affect image quality including contrast, density, and distortion. Students apply OSHA standards for health and safety in the darkroom. Students analyze exposure factor considerations, differentiating between film and digital exposure latitude and uses of grids and beam restricting devices. This course will cover image artifacts and quality control in both film/screen imaging and digital imaging.
Prerequisite: RAD 128, RAD 134 and RAD 134c

RAD 244 **Radiographic Anatomy and Positioning IV** **2 credits**

This course is a continuation of radiographic terminology, positioning and procedures with the presentation of more complex theories to further the knowledge of the student. New radiologic procedures will be introduced and practiced in a laboratory setting. Image evaluation includes anatomy, positioning and radiation protection will be included. Prepares radiography students to perform routine radiologic procedures on various parts of the body including the skull, facial bones, mandible, sinuses, mobile, surgery, and special positioning in pediatric procedures, and trauma. Students apply knowledge of human anatomy to position the patient correctly to achieve the desired result.

Prerequisite: BIO 107, RAD 134 and RAD 134c

Co-requisite: RAD 244c

RAD 244c **Clinical Practicum IV** **3 credits**

This fourth level clinical course prepares radiography students to perform radiologic procedures on patients with supervision and direction. Students will show continued competence on prior clinical requirements, as well as learn new procedures. Students apply radiation protection and standard precautions in the production of radiographs in a healthcare setting while adhering to legal and ethical guidelines. Students are encouraged to demonstrate independent judgment in the performance of clinical competencies.

Prerequisite: RAD 134c

Co-requisite: RAD 244

RAD 246 **Radiographic Pathology** **2 credits**

This course prepares students to determine the basic radiographic manifestations of pathological conditions. Students classify trauma related to site, complications, and prognosis and locate the radiographic appearance of pathologies.

Prerequisite: RAD 124, RAD 128, ENG 105

RAD 248A **Radiation Safety** **2 credits**

This course provides information which will enable the student to safely administer ionizing radiation in the diagnostic clinical setting. This course examines how radiation affects human cellular biology; federal regulations regarding exposure levels to patients and operators; and the proper utilization of protective devices to minimize exposure.

Prerequisite: RAD 138

RAD 254 **Radiographic Anatomy and Positioning V** **2 credits**

This course is designed to be a capstone course that focuses on the synthesis of professional knowledge, skills, and attitudes in preparation for professional employment and lifelong learning. The major emphasis is to help students develop a sense of professionalism by focusing on such topics as the role of radiography in the healthcare system, ethics and medical legal responsibility, patient care, communication skills, and professional development. Service-Learning involvement promotes ethical concern for society by researching the needs of the community and reflecting on those service experiences. This course utilizes lecture, demonstration, self-directed learning activities, clinical experiences, and in-depth critique of positioning that further develops critical thinking skills supporting clinical competencies, validation, and terminal evaluation events such as the American Registry of Radiologic Technologist (ARRT) simulated registry.

Prerequisite: RAD 244

RAD 254c **Clinical Practicum V** **3 credits**

This final clinical course requires students to integrate and apply all knowledge learned in previous courses to the production of high-quality radiographic images in the clinical setting. Students apply radiation protection and standard precautions in the production of radiographic images in a healthcare setting while adhering to legal & ethical guidelines. Students are encouraged to demonstrate independent judgment in the performance of clinical competencies

Prerequisite: RAD 244c

SOCIAL WORK

SWK 105 **The Social Work Profession** **3 credits**

Introduction to the historical development of the social work profession. The course includes an introduction to the foundational knowledge, skills, and values needed for the social work profession. The development of critical thinking, self-awareness and self-help skills, problem solving skills, and an appreciation of diversity will also be addressed.

SWK 107 **Social Welfare Policies and Programs** **3 credits**

This course studies federal, state, and local social welfare policies and programs and examines policies and programs that target reducing poverty, oppression, and discrimination. Special emphasis is placed on how such factors influence healthcare delivery, health disparities and inequities, and healthcare access across multiple populations.

SWK 227 **Social Work Ethics** **3 credits**

This course is an introduction to social work practice skills with an emphasis on professional ethics. Students will think critically about the Social Work Code of Ethics as it relates both to agency and governmental policy and how at times they can intersect, creating ethical and boundary issues for social work practice. Students will learn to navigate practice to avoid crossing ethical boundaries while advocating for clients.

Prerequisite: SWK 105

SWK 233 **Human Behavior and the Social Environment I: Micro** **3 credits**

This course analyzes human behaviors to guide assessment, intervention, and evaluation of social work practice at the micro level. It includes theories such as the psychoanalytic, behavioral, ecological, and normative life stages. Learners will comprehend and apply theories of development to behaviors individuals may exhibit in the practice environment.

Prerequisite: SWK 105

SWK 306 **Human Behavior and the Social Environment II: Macro** **3 credits**

This course analyzes groups, systems, and community organizations to guide assessment, intervention, and evaluation of social work practice at the macro level. It includes theories such as systems theory, social justice, oppression, and basic human rights and how they relate to behavior within policies and large system changes.

Prerequisite: SWK 233

SWK 311 **Social Work Across the Lifespan** **3 credits**

This course explores the issues and needs of individuals across the lifespan from birth to end of life. It examines techniques, policies, and programs effective at all stages across the lifespan.

Prerequisite: SWK 105

SWK 405 **Social Work Practice I: Individuals** **3 credits**

This course applies the social work process for working with individuals, from intake to termination. Theories relating to therapeutic relationships will be discussed.

SWK 405L **Social Work Practice I: Lab** **3 credits**

This course enhances the application of social work practice with individual clients by covering the process from intake to termination using multimedia recording, editing, and standardized documentation.

Co-requisite: SWK 405

SWK 407 **Social Work Practice II: Groups** **3 credits**

This course covers the application of practice skills with groups. Student learning will center on group dynamics, formation of groups, and group processes of social work practice.

Prerequisite: SWK 405, 405L

SWK 410 **Social Work Research II** **3 credits**

This course covers the application of quantitative and qualitative social research methodology and techniques of gathering, analyzing, and interpreting data. It covers evaluation of research reports for relevance to practice with at-risk populations and requires an undergraduate research component using quantitative or qualitative approaches.

Prerequisite: SWK 331

SWK 415 **Social Work Field Practicum** **3 credits**

This field practicum course is taken as a block placement over two semesters (3 credits per semester) where students apply social work practice knowledge to practice within agency settings. Student learning experiences occur under the supervision of an agency field instructor with guidance from the faculty field liaison.

Prerequisite: SWK 405, 405L, SWK 233, and instructor permission

SWK 416 **Social Work Field Practicum Block** **6 credits**

This field practicum course is taken as a block placement over one semester (6 credits) where students apply social work practice knowledge to practice within agency settings. Student learning experiences occur under the supervision of an agency field instructor with guidance from the faculty field liaison.

Prerequisite: SWK 405, 405L, SWK 233, and instructor permission

SWK 417 **Social Work Field Seminar I** **3 credits**

In this course, the faculty field liaison utilizes individual and group feedback to assist students in applying generalist social work practice knowledge while planning, implementing, and processing activities at their practicum sites. Application of prior social work coursework is expected to engage students in learning more about the agencies in which they are working.

Co-requisite: SWK 415

SWK 421 **Social Work Practice III: Families** **3 credits**

This course is an exploration of social work practice as it relates to family work practice. The focus is on system dynamics and subsystems and how the social worker navigates family members through the social work process.

Prerequisite: SWK 407

SWK 432 **Social Work Field Capstone** **3 credits**

This course offers individual and group feedback to assist students in applying generalist social work practice knowledge while planning, implementing, and processing activities at their practicum sites. It also includes resume/portfolio writing, mock interviews, and preparation for licensure exam.

Co-requisite: SWK 430 or SWK 416.

SOCIOLOGY

SOC 121 **Introduction to Sociology** **3 credits**

Introduction to Sociology is designed to help students think clearly and critically about sociological issues, concepts, and methods. The questioning of "common sense notions" and "official interpretation" of issues and events is the essence of sociology. "The first wisdom of sociology is this…things are not what they seem", sociologist Peter Berger attests. Introduction to Sociology promises to provide knowledge and a framework to understand our social world as well as emphasize how society and social forces affect everything from international policies to our everyday lives. Sociology's diverse research interests and perspectives illustrate the fact that for sociologists, the entire world is a laboratory.

Core Category: S

SOC 218 **Alcohol, Drugs and Society** **3 credits**

This class introduces students to the sociological aspects of drug and alcohol use and abuse. It seeks to give students a sense of why and how drugs came to be characterized as they have by emphasizing the historical evolution of laws and regulations controlling the availability of more controversial substances.

SOC 225 **Minority Cultures** **3 credits**

This course is an overview of social science methods of inquiry used to develop the knowledge and skills necessary to work and relate effectively in diverse settings with diverse populations. It covers historical and modern issues of discrimination in the U.S. and how they have impacted society. It emphasizes the need for multicultural competency to be an engaged and informed citizen in a democratic society as well as how to provide culturally competent practice in social work.

STUDENT LEARNING SKILLS

SLS 107 **Maximizing Your College Experience** **1 credits**

Your Aultman experience is much more than your individual courses. To maximize it for your vocation and career, this course introduces you to resources for a growth mindset throughout your studies. Students engage with peers, faculty, and community to pursue personal and professional goals. **Must be successfully completed in the first semester/session of any Aultman College degree program except the RAD program. This course is waived for students who have already earned a college degree.**

AULTMAN COLLEGE HARTER HALLWAY (SECOND FLOOR)

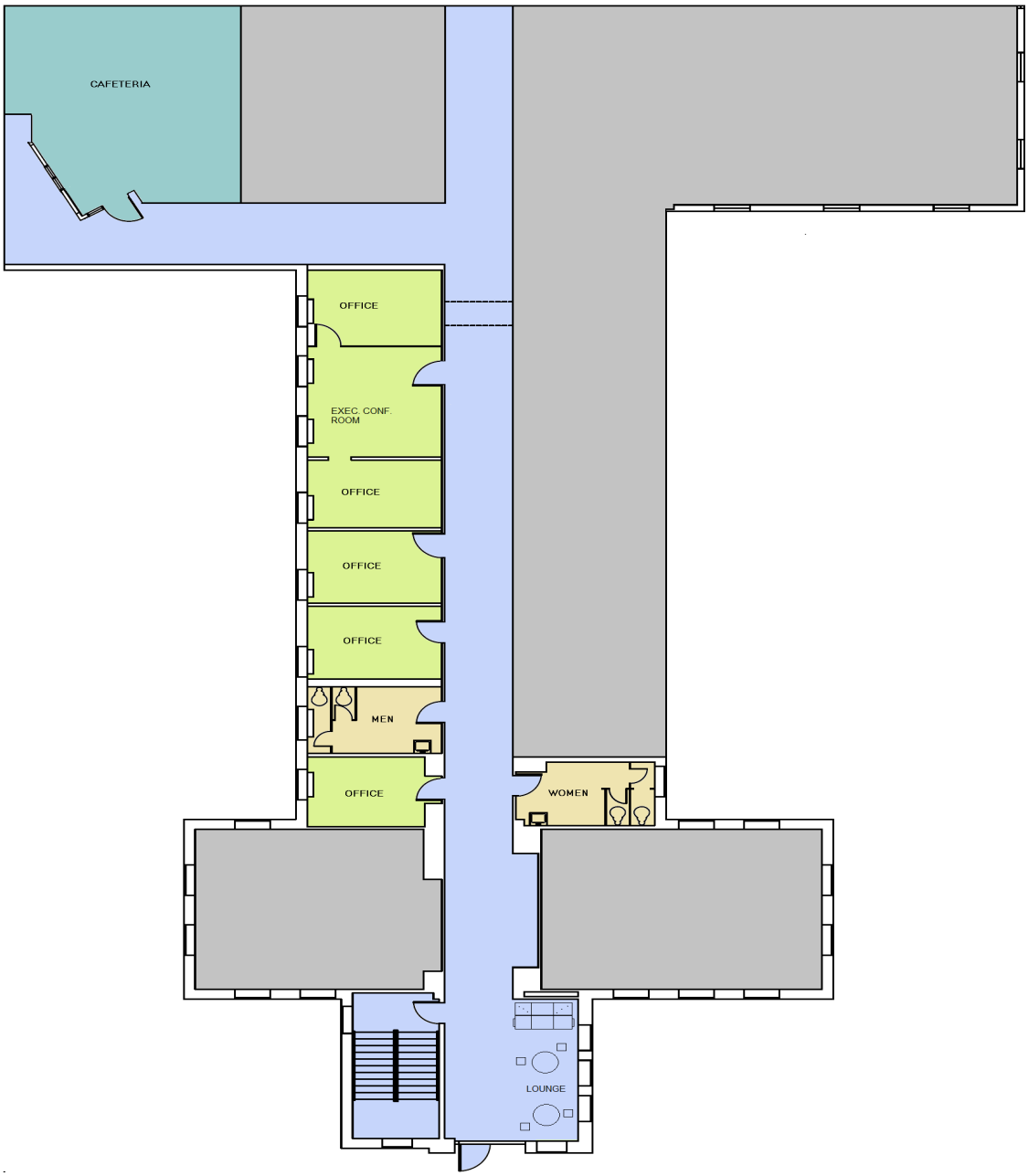

Figure 1 - College Map of Second Floor (Harter Hallway)

AULTMAN COLLEGE MAIN HALLWAY (SECOND FLOOR)

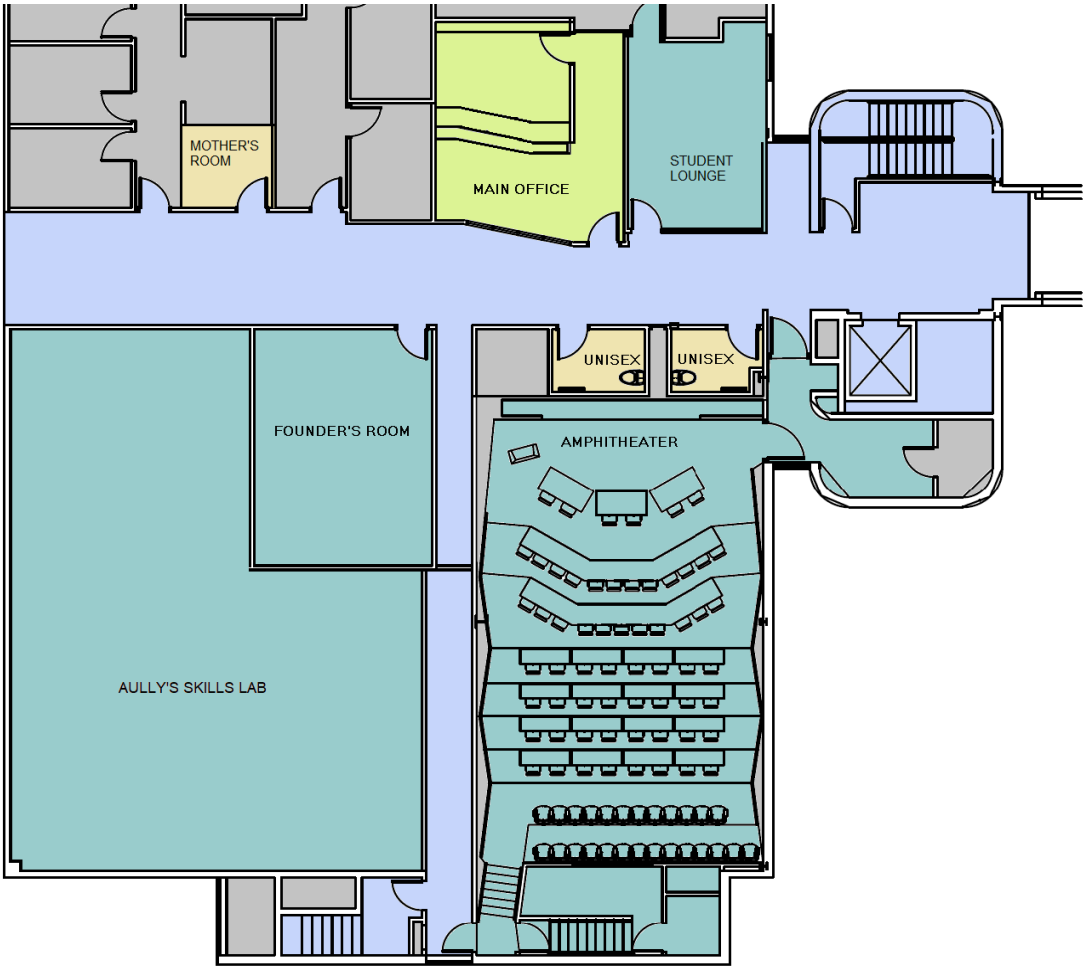

Figure 2 - College Map of Second Floor (Main Hallway)

AULTMAN COLLEGE SECOND FLOOR

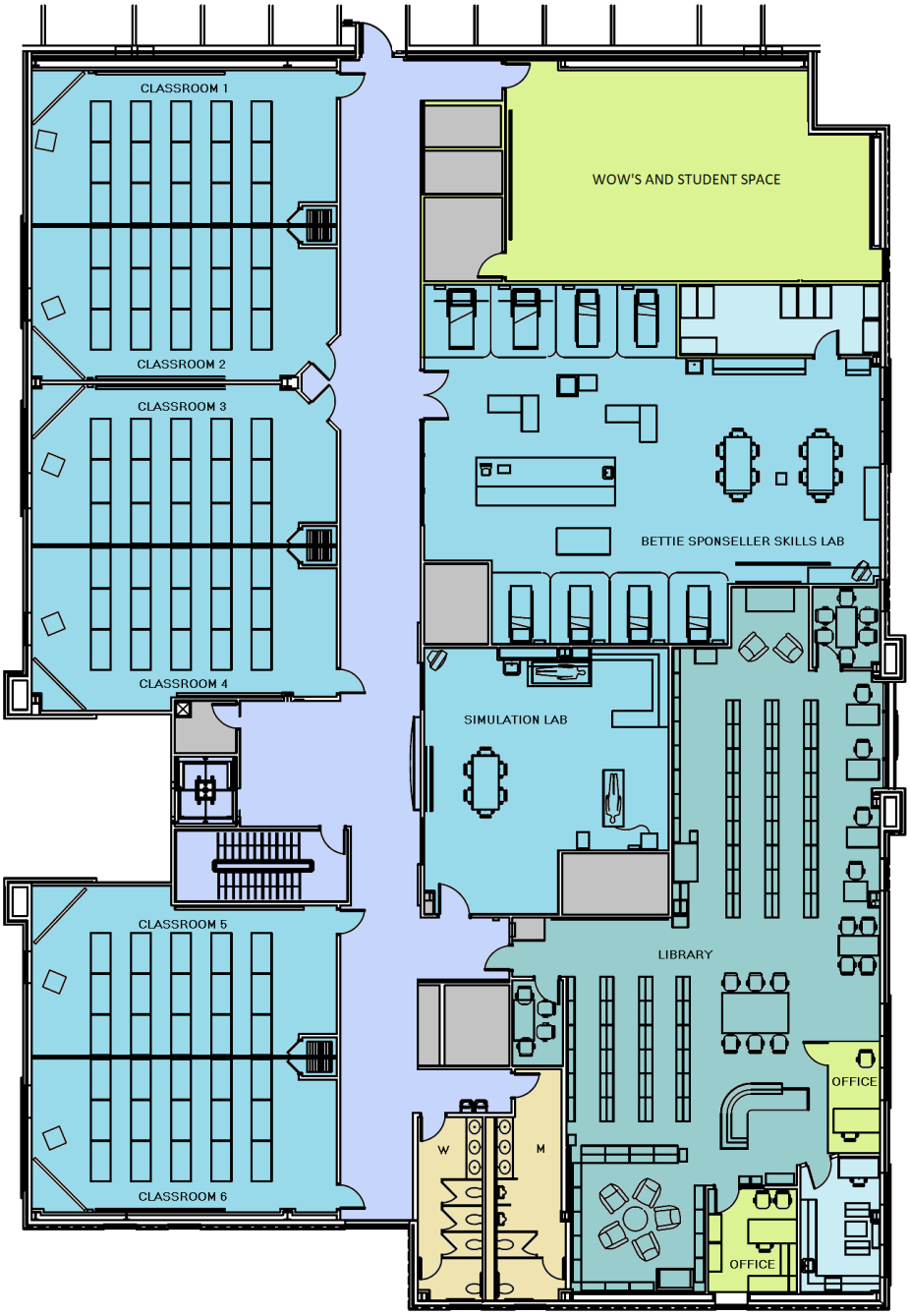

Figure 3 - College Map of Second Floor

AULTMAN COLLEGE THIRD FLOOR

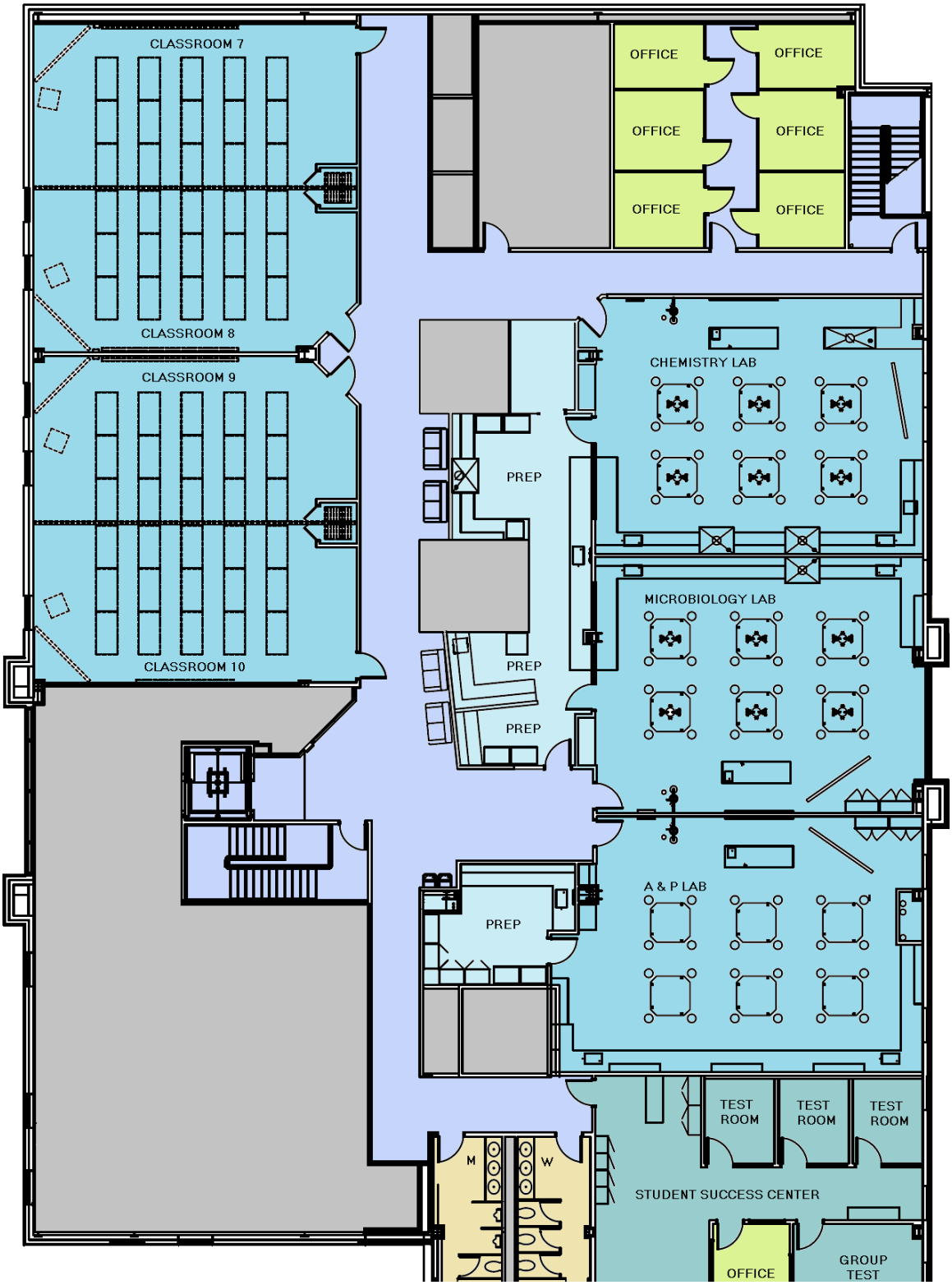

Figure 4 - College Map of Third Floor

PARKING

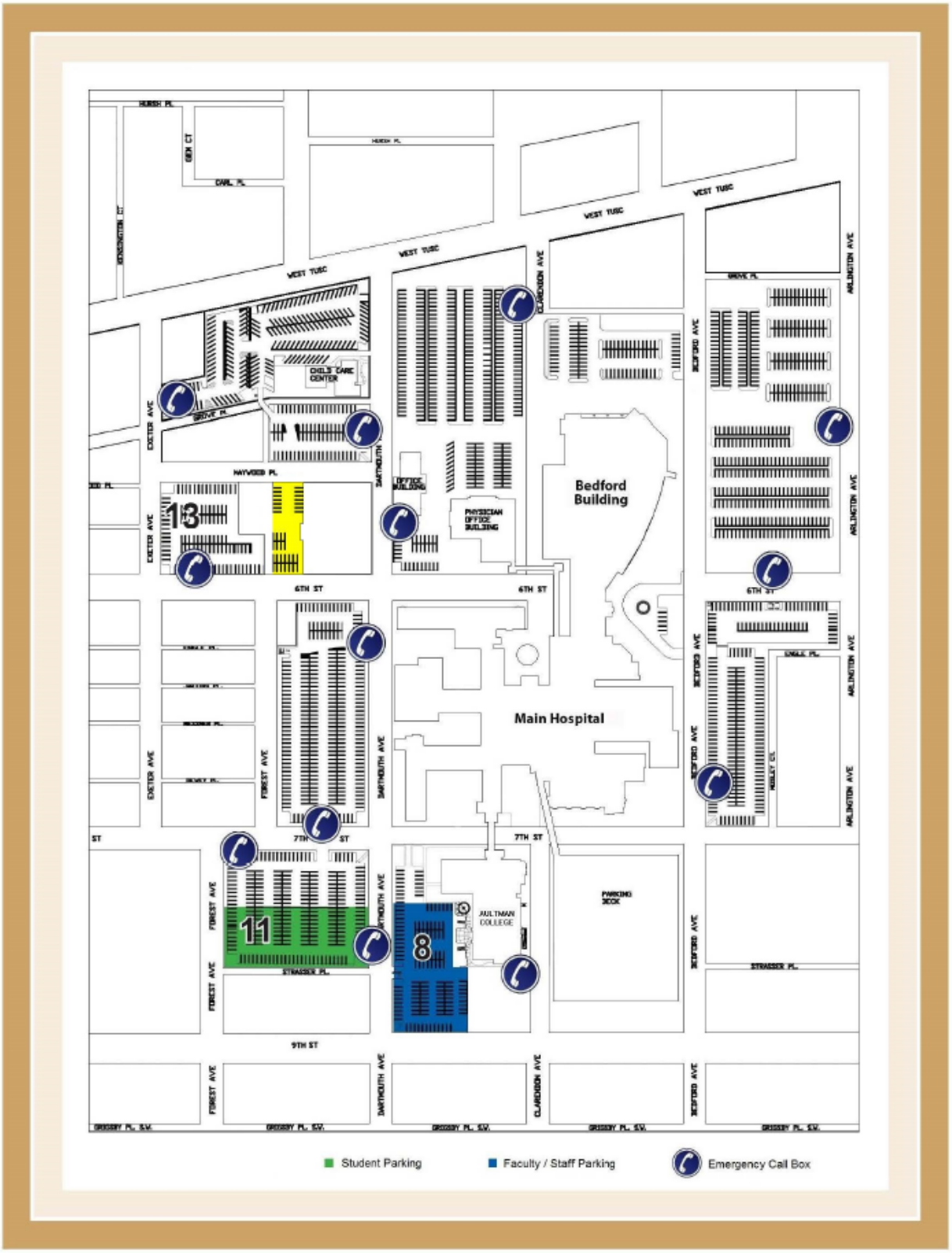

Figure 5 - College Map for Parking