Professional
Skills
Institute

# CATALOG
# 2026

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This academic catalog is a source of valuable information regarding the responsibilities, obligations, and privileges of students attending Professional Skills Institute.

Since the programs, policies, and statements contained herein are subject to continuous review and evaluation, the school reserves the right to make changes at any time without notice. This publication is for information only and does not constitute an offer of a contract, either stated or implied.

Students are responsible for being familiar with the provisions of the catalog and all requirements established by the institute.

# General Information

## Campus Information

1505 Holland Road
Maumee, Ohio, 43537
Phone: 419-720-6670
Fax: 419-720-6674

**Ohio Registration Number: 84-11-0916B**

## History

Professional Skills Institute (PSI) was founded in 1984 by Patricia Finch with two programs: Medical Office Assistant and Medical Secretary. In 1986, PSI received institutional accreditation from the Accrediting Bureau of Health Education Schools (ABHES). The original location was on Airport Highway, but in 2012, the school moved to its current location. On May 2, 2016, Professional Skills Institute, LLC (d/b/a Professional Skills Institute) purchased the assets of Professional Skills Inc. Professional Skills Institute is now a wholly owned subsidiary of Education Evolve, LLC.

**The officers of Education Evolve include:**

Joseph Marino – President
Carl Spatocco – Vice President of Education & New Business Development
Joseph Fortunato – Vice President of Admissions & Marketing
Michael Marino – Vice President of Operations & Finance

## Mission Statement

Professional Skills Institute prepares committed students for entry-level and rewarding careers with community employers through hands-on technical training.

**Educational Objectives**

The following goals and objectives facilitate the mission to meet the needs of students, the Institution, and community partners.

Professional Skills Institute will:

- Recruit and retain quality instructors, by providing professional development of faculty to foster strong mentorship and role modeling to students for the effective preparation of graduates to perform job duties according to contemporary practice.
- Provide resources enhancing student learning outcomes, including the maintenance of quality classroom equipment, innovative learning environments, student support services, and administrative leadership including the monitoring of each student's satisfactory academic and attendance progress throughout his/her program.
- Remain committed to ongoing program and institutional assessment for continuous improvement of programs and the institution. Assessment will include analyzing student outcomes (retention, job placement), student satisfaction, graduate and employer surveys, and Program Advisory Committee input to aid in updating and improving the curriculum and delivery of instruction.

# Accreditation

**National Level**

PSI's institutional accreditation is through the Accrediting Bureau of Health Education Schools (ABHES) as an allied health educational institution. PSI has approval by ABHES to confer Diplomas, Associate of Applied Science Degrees, and Bachelor of Science Degrees. PSI has maintained continuous accreditation by ABHES since May 2, 1986. PSI's current ABHES accreditation is through February 28, 2029.

*ABHES Contact Information:* Accrediting Bureau of Health Education Schools, 6116 Executive Blvd., Suite 730, North Bethesda, MD 20852, (301) 291-7550. Website: www.abhes.org.

*ABHES Disclosure:* Accreditation by ABHES signifies the institution or program has met eligibility criteria and evaluation standards of ABHES as evidenced during its most recent on-site review and continues to comply with policy and procedures for maintenance of accreditation as established by ABHES.

While the U.S. Secretary of Education, various credentialing bodies and post-secondary institutions throughout the country recognize ABHES, accreditation does not guarantee Title IV or other financial aid eligibility, credentialing opportunities for graduates, or the ability to transfer credits to other institutions. Institutions and programs accredited by ABHES and individuals seeking to train at an ABHES accredited institution or program are responsible for exploring all necessary aspects associated with their objectives.

**Distance Education:** Professional Skills Institute has been approved to participate in the National Council for State Authorization Reciprocity Agreements.

**State Level**

PSI is approved by the State of Ohio Board of Career Colleges and Schools to confer Diplomas and Associate of Applied Science Degrees through March 31, 2027. Registration Number: 84-11-0916B.

*State Contact Information:* State of Ohio Board of Career Colleges and Schools, 30 East Broad Street, Suite 2481 Columbus, OH 43215-3414, (614) 466-2762. Website: http://scr.ohio.gov.
Fax (614) 466-2219 Toll Free (877) 275-4219 Email: bpsr@scr.state.oh.us

PSI received approval by the Ohio Department of Higher Education in July 2021 to confer Associate of Applied Science and Bachelor of Science Degrees through December 31, 2029.

*State Contact Information:* Ohio Department of Higher Education, 25 South Front Street, Columbus, OH 43215. Website: www.ohiohighered.org. Fax (614) 466-5866. Phone Number (614) 466-6000.

**CAPTE**

The Physical Therapist Assistant program at Professional Skills Institute is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org. Accreditation is active through December 31, 2029. If needing to contact the program/institution directly, please call (419) 720-6670 ext. 1403 or email Lydia.Akers@proskills.edu.

**Physical Therapist Assistant Licensure**

PSI's Physical Therapist Assistant program meets the educational requirements for licensure as a Licensed Physical Therapist Assistant (LPTA) in the state of Ohio and in the state of Michigan.

We have not made a determination for the following states*: AL, AK, American Samoa, AZ, AR, CA, CO, CT, DE, DC, FL, GA, Guam, HI, ID, IL, IA, KS, KY, LA, ME, MA, MD, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, N. Marianas Island, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VT, Virgin Islands, WA, WV, WI, WY

Those who successfully graduate from the Physical Therapist Assistant program may be eligible to take the NPTE: PTA National Physical Therapy Exam®. Approval to take the examination is not automatic. Successfully passing the NPTE: PTA is one of several requirements for licensure.

Requirements for licensure vary among states. In order to locate the licensure eligibility requirements of another state, please contact the licensing board of that state.

**If you need additional information on state eligibility or transferability requirements for these states, please contact your Program Director or the Campus President.*

To practice physical therapist assisting in the State of Ohio and in the State of Michigan, graduates of PSI's PTA program must successfully pass the NPTE: PTA licensing examination owned by the Federation of State Boards of Physical Therapy. In the state of Ohio, the Ohio Occupational Therapy, Physical Therapy and Athletic Trainers Board issues the license. In the state of Michigan, the Michigan Physical Therapy Board issues the license. The graduate will then be qualified to practice as a Licensed Physical Therapist Assistant (PTA). The PTA may be eligible to work in other states, but before relocating must communicate with that state for its regulations on practice and licensure. Ohio or Michigan licensure does not guarantee licensure in other states.

Ohio Occupational Therapy, Physical Therapy and Athletic Trainers Board, Riffe Center, 77 S. High Street, 16th Floor, Columbus, OH, 43215-6108, (614) 466-3774.

Michigan Physical Therapy Board, Bureau of Professional Licensing, PO Box 30670, 611 West Ottawa Street, 1st Floor, Lansing, MI 48909-8170, (517) 335-0918

**ACEN**

***Practical Nursing Program:***

The practical nursing program at Professional Skills Institute at the Maumee, OH campus is accredited by the: **Accreditation Commission for Education in Nursing (ACEN)**.

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA, 30326
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the practical nursing program is initial accreditation. View the public information disclosed by the ACEN regarding this program on the ACEN website. https://www.acenursing.org/search-programs

***LPN to RN Bridge Program***

The associate nursing program at Professional Skills Institute at the Maumee, OH campus is accredited by the: **Accreditation Commission for Education in Nursing (ACEN)**.

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA, 30326
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is initial accreditation. View the public information disclosed by the ACEN regarding this program on the ACEN website. https://www.acenursing.org/search-programs

***RN to BSN Degree Completion Program***

The baccalaureate nursing program at Professional Skills Institute located in Maumee, Ohio is accredited by the: **Accreditation Commission for Education in Nursing (ACEN).**

3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the baccalaureate nursing program is initial accreditation.

View the public information disclosed by the ACEN regarding this program on the ACEN website.

https://www.acenursing.org/search-programs

**Ohio Board of Nursing**

Professional Skills Institute School of Practical Nursing (PN) program was granted Full approval by the Ohio Board of Nursing on September 17, 2025 for a period of five years (until September 2030) in accordance with Section 4723.06(A)(5) of the Ohio Revised Code.

The Professional Skills Institute LPN to RN Bridge Associate Degree Program was granted Full approval by the Ohio Board of Nursing on March 11, 2026 for a period of five years (until March 2031) in accordance with Section 4723.06(A)(5) of the Ohio Revised Code.

*OBN Contact Information:* Ohio Board of Nursing, 8995 East Main Street, Reynoldsburg, OH 43608 (614) 466-3947
Website: www.nursing.ohio.gov.

**Practical Nurse Licensure**

PSI's Practical Nursing program meets the educational requirements for licensure as a Licensed Practical Nurse (LPN) in the state of Ohio and in the state of Michigan.

We have not made a determination for the following states*: AL, AK, American Samoa, AZ, AR, CA, CO, CT, DE, DC, FL, GA, Guam, HI, ID, IL, IA, KS, KY, LA, ME, MA, MD, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, N. Marianas Island, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VT, Virgin Islands, WA, WV, WI, WY

Those who successfully graduate from the Practical Nursing program may be eligible to take the NLCLEX-PN ®. Approval to take the examination is not automatic. Successfully passing the NCLEX is one of several requirements for licensure.

Requirements for licensure vary among states. In order to locate the licensure eligibility requirements of another state, please contact the Board of Nursing of that state.

**If you need additional information on state eligibility or transferability requirements for these states, please contact your Program Director or the Campus President.*

**Ohio Applicants:** Ohio Board of Nursing, 8995 East Main Street, Reynoldsburg, OH 43608, (614) 466-3947.

**Michigan Applicants:** Michigan Dept. of Consumer & Industry Services, c/o Board of Nursing, 611 W. Ottawa St. 1st Floor, Lansing MI, 48933.

**Registered Nurse Licensure**

PSI's LPN to RN Bridge program meets the educational requirements for licensure as a Registered Nurse (RN) in the state of Ohio and in the state of Michigan.

We have not made a determination for the following states*: AL, AK, American Samoa, AZ, AR, CA, CO, CT, DE, DC, FL, GA, Guam, HI, ID, IL, IA, KS, KY, LA, ME, MA, MD, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NY, NC, ND, N. Marianas Island, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VT, Virgin Islands, WA, WV, WI, WY

Those who successfully graduate from the LPN to RN Bridge program may be eligible to take the NCLEX-RN ®. Approval to take the examination is not automatic. Successfully passing the NCLEX is one of several requirements for licensure.

Requirements for licensure vary among states. In order to locate the licensure eligibility requirements of another state, please contact the Board of Nursing of that state.

**If you need additional information on state eligibility or transferability requirements for these states, please contact your Program Director or the Campus President.*

**Ohio Applicants**: Ohio Board of Nursing, 8995 East Main Street, Reynoldsburg, OH 43608, (614) 466-3947.

**Michigan Applicants**: Michigan Dept. of Consumer & Industry Services, c/o Board of Nursing, 611 W. Ottawa St. 1st Floor, Lansing MI, 48933.

## Equal Educational Opportunity

The school affirms a policy of equal employment opportunity, equal educational opportunity, and nondiscrimination with its services to the public. The school will make all decisions regarding recruitment, hiring, promotion, and all other terms and conditions of employment without discrimination on grounds of race, color, creed or religion, sex, national origin, age, disability, genetic information or other factors which cannot lawfully be the basis for an employment decision. The school also does not discriminate because of a student's or prospective student's race, color, creed or religion, sex, national origin, age, disability or other characteristics which cannot lawfully be the basis for provision of such services. Applicants with disabilities should discuss individual needs with admissions prior to enrolling.

The school adheres to the provisions of the following federal laws: (a) the Higher Education Act of 1965, (b) Section 504 of the Rehabilitation Act of 1973 and (c) the Family Educational Rights and Privacy Act of 1974. Inquiries concerning the application of these laws may be referred to the Campus President.

## Title IX Compliance

The school's Title IX coordinator is responsible for overall compliance with Title IX, including response to reports of sexual misconduct affecting the campus community. Questions regarding the application of Title IX and the schools' compliance with it should be directed to the Title IX coordinator, the Campus President. Students wishing to make a report of sexual misconduct affecting the campus community should follow the grievance procedure published in the catalog.

## Consumer Information

The Higher Education Act of 1965, amended by the Higher Education Opportunity Act of 1998, and the Family Educational Rights and Privacy Act of 1974 require institutions to provide annual notices to students of the availability of consumer information. This information may include:

- Retention, graduation, and licensure rates;
- Financial assistance available to students who qualify and the requirements and restriction on Title IV Aid;
- Campus crime statistics;
- And other information such as cost of attendance, accreditation, academic program data, facilities and resources for disabled students, and withdrawal/refund policies.

In addition to any annual notices, students and the public can access disclosure information online on the school's website: www.proskills.edu.

## Drug and Alcohol Policy

The campus is committed to the development and implementation of a comprehensive drug and alcohol-free program to create a cost-effective, safe, and healthy workplace and school. Therefore, the campus has adopted a "Drug and Alcohol-Free Program" in compliance with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendment of 1989 (including Section 22, Drug-Free Schools and Campuses). This program is consistent with guidelines developed by the Substance Abuse and Mental Health Services Administration (SAMHSA) and is intended to cover both employees of the institution and students who are attending classes and working in clinical rotation sites and other campus-arranged workplace experiences. Use or possession of alcohol and illegal use or possession of illicit controlled drugs or being under the influence of these substances while on campus premises or while engaged in institution-sponsored activities is prohibited.

**Standards of Conduct**

- Consumption of alcohol is prohibited on all campus and externship/clinical sites.
- Drug usage, other than over-the-counter drugs and prescription medications used in accordance with a doctor's prescription, is prohibited while serving as an employee or student representative of the Institution, whether on- or off-campus.
- The unlawful use, possession, manufacture, or distribution of controlled substances on any campus or externship/clinical site is strictly prohibited.
- The operation of any vehicle or machinery for institution business or training while under the influence of alcohol or drugs is strictly prohibited.
- The sale of drugs or alcohol on any campus or externship/clinical site is prohibited.
- The campus reserves the right to conduct drug and/or alcohol testing for pre-employment/enrollment, reasonable suspicion, and post-accident. In the case of an employee or student with a prior violation for drugs or alcohol those individuals will be subject to random screening, and they will be notified of that condition.

Note: The term "Campus" also encompasses any school sanctioned activity/function.

**Sanctions**

**Legal**

The Institution will comply with all federal, state, and local laws and policies regarding the abuse of alcohol and other drugs by its employees and students. In addition to disciplinary sanctions imposed by the institution, all employees and students should be aware that federal, state, and some local laws treat illegal possession, use, sale/distribution, or manufacturing of drugs or alcohol as serious crimes that can lead to imprisonment, fines, and assigned community service. Resulting convictions can prevent a person from entering certain fields of employment and may have to be listed on employment applications.

The possession, use, or distribution of illegal drugs is prohibited by federal law. There are strict penalties for drug convictions, including mandatory prison terms for many offenses. For a listing of federal offenses, penalties and sanctions, visit the Department of Justice / U.S. Drug Enforcement Administration- Office of Diversion Control website at https://www.ecfr.gov/current/title-21/chapter-II

**Institutional**

Sanctions the Institution will impose:

- Any employee or student found consuming alcohol or drugs on any campus or externship/clinical site shall be subject to disciplinary action.

- Any employee or student found using, possessing, manufacturing, or distributing illegal drugs or transferring alcohol or drugs during normal working/school hours on any campus or externship/clinical site shall be subject to disciplinary action.

- Consistent with the Drug-Free Workplace Law, as a condition of employment, all employees are required to abide by the terms of this policy and notify Human Resources of any criminal drug conviction for a violation occurring in the workplace no later than five (5) days after such conviction.

- Compliance with this policy is considered a condition of employment and/or acceptance for study; therefore, if an employee or student violates this policy, discipline will be assessed accordingly, and the individual could be subject to termination or expulsion or referral for prosecution.

- In all cases, the Institution abides by local, state, and federal sanctions regarding unlawful possession of drugs in prohibited areas and/or the use of alcohol. Any drug identified by the law as illegal is included in this program, as are legal prescription drugs used in a manner contrary to a doctor's prescription.

**Counseling/Treatment**

The Institution supports programs aiding in the prevention of substance abuse. Students and employees are encouraged to seek assistance for substance abuse problems. Many health insurance plans include drug, alcohol, and mental health services. If you need help in finding a treatment center, the Federal Substance Abuse & Mental Health Services Administration (SAMHSA) offers a free service to help locate a facility. The toll-free Treatment Referral Hotline can be reached 24 hours a day, 7 days a week: 1-800-622-HELP (4357). Their treatment facility location can be accessed online at https://www.samhsa.gov/find-treatment.

**Data and Health Risks**
The entire section listed below comes directly from samhsa.gov, 2025

**Alcohol**

Data:

- Among people aged 12 or older, the percentage who used alcohol in the past month decreased from 47.4 percent (or 132.5 million people) in 2021 to 44.4 percent (or 129.1 million people) in 2025. Percentages also decreased from 2021 to 2025 for people in each age group. For example, the percentage of young adults aged 18 to 25 who used alcohol in the past month decreased from 50.9 percent (or 17.0 million people) in 2021 to 46.2 percent (or 16.7 million people) in 2025. In 2025, the percentage of people who used alcohol in the past month was higher among adults aged 26 or older (48.4 percent or 110.9 million people) than among young adults aged 18 to 25 (46.2 percent or 16.7 million people). The percentage was lowest among adolescents aged 12 to 17 (5.9 percent or 1.5 million people).Excessive alcohol use can increase a person's risk of stroke, liver cirrhosis, alcoholic hepatitis, cancer, and other serious health conditions.

- Excessive alcohol use can also lead to risk-taking behavior, including driving while impaired. The Centers for Disease Control and Prevention reports that 29 people in the United States die in motor vehicle crashes that involve an alcohol-impaired driver daily.

**Opioids**

Data:

- Opioids are a group of chemically similar drugs that include heroin and prescription opioids, such as hydrocodone (e.g., Vicodin®), oxycodone (e.g., OxyContin®), codeine, and morphine. In this report, opioid misuse includes the misuse of prescription opioids or the use of heroin. Respondents were not counted as having misused opioids in the past year if they reported only the misuse of other prescription pain relievers, and the other pain relievers they misused in the past year were all nonopioids. In this report, opioid misuse does not include use of illegally made fentanyl (IMF).

- Among people aged 12 or older in 2025, 2.4 percent (or 7.1 million people) misused opioids in the past year (Figure 28 and Table A.10B). The vast majority of these people who misused opioids in the past year misused prescription opioids, but they did not use heroin. Specifically, 6.9 million people misused prescription opioids in the past year, of whom 6.5 million people did not use heroin. An estimated 382,000 people misused prescription opioids and used heroin in the past year.

- Opioid use, specifically injection drug use, is a risk factor for contracting HIV, Hepatitis B, and Hepatitis C. The CDC reports that people who inject drugs accounted for 9 percent of HIV diagnoses in the United States in 2016.

- According to the Centers for Disease Control and Prevention's Understanding the Epidemic, an average of 130 Americans die every day from an opioid overdose.

**Marijuana**

Data:

- Among people aged 12 or older, the percentage who used marijuana in the past year increased from 19.0 percent (or 53.2 million people) in 2021 to 21.2 percent (or 61.6 million people) in 2025. The percentage also increased among adults aged 26 or older, from 17.3 percent (or 38.2 million people) in 2021 to 20.6 percent (or 47.2 million people) in 2025. Percentages decreased from 2021 to 2025 for both adolescents aged 12 to 17 and young adults aged 18 to 25, For example, the percentage of adolescents aged 12 to 17 who used marijuana in the past year decreased from 10.9 percent (or 2.8 million people) in 2021 to 8.7 percent (or 2.2 million people) in 2025.

- In 2025, the percentage of people who used marijuana in the past year was highest among young adults aged 18 to 25 (33.7 percent or 12.2 million people), followed by adults aged 26 or older (20.6 percent or 47.2 million people), then by adolescents aged 12 to 17 (8.7 percent or 2.2 million people).

- Marijuana can impair judgment and distort perception in the short term and can lead to memory impairment in the long term.

- Marijuana can have significant health effects on youth and pregnant women.

**Emerging Trends in Substance Misuse:**

Emerging drugs are mind-altering substances that have become more common in recent years. They may be sold in drug markets or at convenience stores and online. Since 2013, the United Nations Office on Drugs and Crime has identified more than 1,000 emerging drugs worldwide.

These substances, which include designer drugs and new psychoactive substances, come from many sources. Some were first developed as potential treatments or research chemicals. Others originate in illicit labs and are created to mimic the effects of drugs regulated under the Controlled Substances Act. These emerging substances often produce similar effects and/or are chemically similar to illegal or prescription opioids, stimulants, benzodiazapines ("benzos"), or other existing types of drugs.

People may seek out these drugs for recreation or use them to self-medicate without medical supervision. They may also be added to other drugs without a buyer knowing it. As a result, the health effects of emerging drugs are largely unknown, potentially posing a public health threat and contributing to the overdose crisis.

NIDA conducts research on specific emerging drugs through its Designer Drug Research Unit and through support for the National Drug Early Warning System (NDEWS), which detects early signals of potential drug epidemics. NDEWS uses traditional surveillance methods like drug-related emergency calls, and newer tools like wastewater analysis and tracking of social media trends.

**Review and Distribution**

This policy will be reviewed biennially (in even-numbered years) to determine its

effectiveness. During the review, an analysis of the effectiveness of the methodology will be reviewed in addition to the sanctions imposed therein. The policy will be distributed to employees and students on an annual basis by October 1st. Employees and students will receive email notification annually from the Campus President or their designee.

## Facilities

Professional Skills Institute (PSI) is a privately owned and controlled, single institution located at 1505 Holland Road, Maumee, Ohio, 43537 (corner of Holland Road and Dussel Drive). PSI does not have on-campus student housing. PSI does not share or lease campus space to other Title IV institutions. Students, faculty, and administrative employees are all housed in this individual location.

The campus area includes a sidewalk in front and to the side of the building, parking lot in front, side, and back, and a separate student parking lot to the side of the building. PSI does not own or control any non-campus buildings or property.

For students, PSI is a one-story facility with curb-ramp access. The restrooms are designed to meet all ADA regulations. Classrooms are large enough to provide barrier-free wheelchair access. Anyone needing assistance should check in at the front desk, so accommodation may be provided.

The 60,000 square foot campus houses five (5) nursing lecture classrooms, an eight (8) bed nursing Learning Lab, a nursing Practice Learning Lab, a nursing simulation lab, two (2) PTA Lecture/Lab rooms, an additional Lecture room and lab, a Lecture/Computer Lab room, a computerized testing center, a Student Resource Center, and a large student lounge with vending options.

Each classroom and/or lab contains a computer-accessed projector for displaying classroom content and video or DVD presentations. Wireless Internet access is available for classroom instructional purposes.

PSI has security cameras in the hallways, student lounge, classrooms, and outside parking lots to monitor the safety of the students, faculty, and staff. Students and staff are to have their PSI issued IDs on a lanyard and visible.

**Reception Area**

The PSI Campus has a reception area to service the students and staff. However, students should always rely on the Student Portal and their email accounts for information.

**Housing Assistance**

PSI does not maintain dormitory or other housing facilities. Students are advised to consult commercial rental agents and/or the local listings. Admissions Associates may assist prospective students by providing names and/or addresses of locations of local off-campus housing areas.

**Classroom Technology**

PSI supports the use of classroom technology, specifically computer resources and the Internet, to enhance the learning experience. PSI provides Internet access to our students for legitimate classroom purposes, i.e. research for class projects, job searches, and planned classroom exercises only. Every student with access to these resources has a responsibility to use them in an ethical and productive manner; a manner reflecting well on themselves and the school. Use of all computer resources must be consistent with other PSI policies, including those related to sexual harassment, privacy, copyrights, trademarks, trade secrets, and the intellectual property of others.

**Parking**

Student parking is in the large lot separate from the main building, with approximately 300 student parking spaces marked student parking. Daytime student parking is from 7 a.m. until 7 p.m., and these students are not permitted to park in the main lot in front of the building. Students should lock their cars to avoid potential problems. PSI is not responsible for damage to/theft from student cars. Students attending class after 5 p.m. are to park in the main parking lot where video cameras monitor the area.

Handicap parking is available in front of the main entrance. An officially issued handicapped tag is required to use this parking area. To use this parking, the person with a disability must be with the person parking the car, or be the person parking the car; other persons found parking in this area will be reported to the Maumee Police department. The fine for illegal parking in the handicapped space is $250 or more.

**Carpooling**

PSI encourages students to coordinate ride sharing.

**Bus Routes**

There is an available bus stop on the street side of PSI. For specific information regarding routes, please see Student Services.

**Administrative Office Hours**

The PSI Campus is open Monday through Thursday, 8:00 a.m. to 9:30 p.m., Friday 8:00 am-8:30 pm, and Saturday 9 a.m. -1p.m. Business hours are Monday through Friday 8:30 a.m. to 5 p.m. and Saturday 9 a.m. until 1 p.m.

**Web Address**

www.proskills.edu

**Emergency Policy and Procedures**

The school does not offer any health services except first aid, if necessary. All emergencies, medical or otherwise, should be immediately reported to a school administrator or site administrator (for students on externship, clinical, or practicum) who will call 911 for assistance. If necessary, the student will be transported to a medical facility by EMS and the student's emergency contact person will be called.

If a student is injured at the school or a clinical/externship site, any expenses are the responsibility of the student.

**Security Services**

PSI has a Student Resource Officer (SRO) on campus in the evenings. Otherwise, the campus does not have its own campus police or security department.

**Crime Awareness**

Students should report to the Campus President, or their designee, any criminal activities taking place in the campus or in the parking lot at the school. This does include any school-sponsored function. The Campus President will then report any criminal activity to the proper authorities.

**Notice of Availability of Annual Campus Safety and Security Report**

The annual report to complies with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act) as amended by the Violence Against Women Reauthorization Act of 2013. The full text of this report can be located on our web site at: http://proskills.edu/Consumer-Information.php.

**Visitors Policy (Children in the Classroom)**

All visitors to the campus must sign in at the front desk and will be provided a visitor badge to wear while on campus. Former students and employees must report to the reception desk in the main office prior to visiting any other classroom or workspace. To maintain an academic environment, PSI prohibits visitors in the classroom, the student lounges, and the Student Resource Center without prior approval from the Campus President or designee. The policy applies to children of enrolled students. Children are not allowed in the classrooms, student lounges, Student Resource Center, or any area in the school during business hours to protect the children and eliminate distractions for other students.

**Personal Property**

Personal property is the sole responsibility of the student, and the school does not assume liability for any loss or damage. Clothing and all small items should be marked clearly with the student's name and address. Vehicles should always be locked to avoid theft.

**Smoking Policy**

PSI is a tobacco-free facility. Smoking is only allowed in designated outdoor areas of the school buildings. Use of tobacco of any kind, including electronic cigarettes or other vaping mechanisms, is not permitted within the school. Smoking in non-designated areas is a violation of the school's code of conduct.

**Weapons and Firearms Policy**

For the safety of everyone at PSI, weapons and firearms are prohibited on PSI's campus. PSI has signs posted on the doors of the building and throughout the building.

**Weather Emergencies**

The school reserves the right to close during weather emergencies or other emergencies. Notice of closures or delayed openings will be posted on 13ABC.com, WTOL.com, and NBC24.com. Students will also receive email notification of any delays or closures via their PSI email. Clinical rotations have a separate weather policy. Refer to student clinical policies.

**Identification Badge/Door Access Card**

To help ensure the safety of everyone on the PSI campus, all students must have and display a valid student ID badge. Students receive ID badges within the first two weeks of classes. Students are also issued a Door Access Card to use when entering the building through either the student entrance or the front entrance. Any student who loses his or her ID badge or Door Access Card may request a replacement from the front desk. The replacement fee is $5.00.

**Sale, Solicitation, Promotion, and Advertising**

Sale, solicitation, promotion, and/or advertising of a commercial nature, whether by non-students or students, is strictly prohibited on the campus. The school allows the posting of official school notices in buildings on designated bulletin boards. No notices may be affixed to glass doors, windows, or on painted walls. Placing advertisements on vehicles is prohibited. Political announcements, campaign literature, banners, and other promotional materials may only be posted in designated open announcement areas. No commercial or non-commercial materials outside of official school notices shall be posted on walls, on doors, in the foyers, on cars, or in non-designated areas.

**Voters Registration Information**

PSI has voter registration information available in the student lounge area and at the front desk. For more information about becoming a registered voter, the student may also call 1-877-767-6446 or go to www.OhioSecretaryofState.gov/boards.htm

## Campus Directory

| Administrative Staff | Position |
|---|---|
| Susan Lippens, MOL | Campus President |
| Debra Brunk, BS | Registrar |
| Lydia Akers, PT, DPT | PTA Program Director |
| Lowella Ridgley, MSN, RN | Nursing Programs Director |
| Nicole Piermatti, MSN, RN | Nursing Programs Assistant Director |
| Elizabeth Sprunk, PhD, RN, CNE | BSN Program Coordinator |
| Wendy Walkosky, PhD | BSHS Program Director |
| Patricia Pollard, AAB | Administrative Coordinator |
| Karen Sims | Accreditation Compliance Coordinator |
| Brian Brubaker | Director of Career Services |
| Heather Contardi | Career Services Coordinator |
| Judy Schmucker-Stevens | Director of Student Services |
| Nadia Temple | Reception Services Coordinator |
| Keelah Gist | Reception Services Coordinator |
| Gwen Jones | Reception Services Coordinator |
| Robby Darough | IT/Facilities Technician |
| Samantha McGuckin | Student Resource Officer |
| Melissa Schmalz | Business Office Manager |
| Nicole Chojnacki | Financial Aid Manager |
| Vary Gist | Financial Aid Advisor |
| Angelique Jenkins | Financial Aid Advisor |
| Ryan Hotmer | Director of Admissions |
| Destiny Hoddinott, BS | Admissions Specialist |
| Lara McMahan, BS | Admissions Specialist |
| Alex Schultz, AS | Admissions Specialist |

**Note for each academic division below:** Full-time (FT), Part-time (PT) and Adjunct (AJ) faculty may change due to student enrollment or instructor availability. Published are the current instructional assignments as of this catalog revision.

## Bachelor of Science in Health Sciences Program

| Name | Status | Title |
|---|---|---|
| **Wendy Walkosky, Ph.D**<br>PhD – University of Toledo<br>MS – Humboldt State University<br>BA – Humboldt State University | FT | BSHS Program Director/ General Education Coordinator/Instructor |
| **Sharon Cichocki, EDM**<br>EDM – SUNY at Buffalo<br>BA – SUNY at Buffalo | AJ | Instructor |
| **Amy Dailey, DBA, MS**<br>DBA – Salem University<br>MS – Tiffin University<br>BS – University of Toledo | AJ | Instructor |
| **Deanna Lamb, PhD., PT**<br>PhD – Walden University<br>MA – Spring Arbor University<br>BS – Bowling Green State University | AJ | Instructor |
| **Teresa Mortemore, M.Ed**<br>M. Ed – University of Toledo<br>B. Ed – University of Toledo | AJ | Instructor |

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|---|---|---|
| **Adam Russell, MS**<br>MS – University of Toledo | AJ | Instructor |
| **Sarah Tucker, MS**<br>MS – University of Connecticut | AJ | Instructor |

## Bachelor of Science in Nursing Program

| Name | Status | Title |
|---|---|---|
| **Elizabeth Sprunk, PhD, RN , CNE**<br>PhD – University of Northern Colorado<br>MSN – Medical College of Ohio<br>BSN – Franklin University | PT | BSN Program Coordinator |
| **Dianna Clawson, DNP, MSN, RN**<br>DNP – University of Toledo<br>MSN – Chamberlain College<br>BSN – Chamberlain College<br>ADN – Owens Community College | AJ | Instructor |
| **Sharon Cichocki, EDM**<br>EDM – SUNY at Buffalo<br>BA – SUNY at Buffalo | AJ | Instructor |
| **Amy Dailey, DBA, MS**<br>DBA – Salem University<br>MS – Tiffin University<br>BS – University of Toledo | AJ | Instructor |
| **Marissa Dopp, DNP, MSN, RN**<br>DNP – Chamberlain College of Nursing<br>MSN – University of Toledo<br>BSN – Mercy College of Northwest Ohio | AJ | Instructor |
| **Elizabeth Fogle, PhD**<br>PhD – University of Dayton<br>MA – English, University of Dayton<br>BA – Ohio Northern University | AJ | Instructor |
| **Anita Hapshie, MSN, RN**<br>MSN – Walden University<br>BSN – Chamberlain University | AJ | Instructor |
| **Kaila Labounty, MSN, RN**<br>MSN – Western Governor's University<br>BSN – Western Governor's University<br>ADN – Taylor College | AJ | Instructor |
| **Deanna Lamb, PhD., PT**<br>PhD – Walden University<br>MA – Spring Arbor University<br>BS – Bowling Green State University | AJ | Instructor |
| **Karen Miller, MSN, RN**<br>MSN – Walden University, Minnesota<br>BSN – University of Toledo, Ohio<br>RN – Diploma, St. Vincent Hospital School of Nursing | AJ | Instructor |
| **Teresa Mortemore, M.Ed**<br>M. Ed – University of Toledo<br>B. Ed – University of Toledo | AJ | Instructor |
| **Alex Oldham, PhD, MA**<br>PhD – University of Tennessee<br>MA – western Kentucky University<br>BA – Lee University | AJ | Instructor |
| **Adam Russell, MS**<br>MS – University of Toledo | AJ | Instructor |

## Physical Therapist Assisting Associate Degree Program

| Name | Status | Title |
|---|---|---|
| **Lydia Akers, DPT, PT**<br>DPT – University of Toledo<br>BS – University of Toledo | FT | PTA Program Director |
| **Heidi Wallace, LPTA, AT/L**<br>BS—University of Toledo, Ohio<br>AAS—Professional Skills Institute | FT | PTA Director of Clinical Education/ Instructor; Instructional Coordinator<br>*Credentialed by the American Physical Therapy Association as a Credentialed Clinical Instructor* |
| **Sharon Cichocki, EDM**<br>EDM – SUNY at Buffalo<br>BA – SUNY at Buffalo | AJ | General Studies Instructor |
| **Amy Dailey, DBA, MS**<br>DBA – Salem University<br>MS – Tiffin University | AJ | General Studies Instructor |
| **Elizabeth Fogle, PhD**<br>PhD – University of Dayton<br>MA – English, University of Dayton<br>BA – Ohio Northern University | AJ | General Studies Instructor |
| **Karen Sims, AAS, LPTA**<br>AAS – Professional Skills Institute | FT | Teaching Assistant |

## LPN to RN Bridge Associate Degree Program

| Name | Status | Title |
|---|---|---|
| **Lowella Ridgley, MSN, RN**<br>MSN-Chamberlain University<br>BSN-Chamberlain University<br>ADN-Owens Community College | FT | Nursing Programs Director |
| **Nicole Piermatti, MSN, RN**<br>MSN – Walden University<br>BSN – Mercy College<br>ADN-Mercy College | FT | Nursing Programs Assistant Director |
| **Christina Brock, BSN, RN**<br>BSN – Mercy College<br>ADN – Owens Community College | FT | Nursing Lab Coordinator/Instructor |
| **Dianna Clawson, DNP, MSN, RN**<br>DNP – University of Toledo<br>MSN – Chamberlain College<br>BSN – Chamberlain College<br>ADN – Owens Community College | FT | Simulation Coordinator/Instructor |
| **Gala Morrison BSN, RN**<br>BSN-Lourdes University | FT | Nursing Clinical Coordinator |
| **Michelle Beck, MSN, RN**<br>MSN – Post University<br>BSN – Grand Canyon University<br>ADN – Owens Community College | AJ | Instructor/Teaching Assistant |
| **Keith Blackwood, BSN, RN**<br>BSN – Spring Arbor University<br>ADN – Owens Community | AJ | Teaching Assistant, Clinical/Lab Instructor |
| **Sharon Cichocki, EdM**<br>EDM – SUNY at Buffalo<br>BA – SUNY at Buffalo | AJ | General Studies Instructor |
| **Sara Chambers, BSN, RN**<br>BSN – Bowling Green State University | FT | Teaching Assistant |
| **Logan Dewey, MSN, RN**<br>MSN – Capella University | FT | Instructor |

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|---|---|---|
| BSN – Saginaw Valley State University | | |
| **Michelle Driggs, MSN, BSN, RN**<br>MSN – Capella University<br>BSN – Capella University<br>AS – Mercy College | AJ | Teaching Assistant, Clinical/Lab Instructor |
| **Ronda Ellis, BSN, RN**<br>BSN – University of Phoenix<br>ADN – Owens Community College | AJ | Teaching Assistant, Clinical/Lab Instructor |
| **Eileen Fisher, MSN, RN**<br>MSN – University of Toledo<br>BSN - Lourdes College | AJ | Teaching Assistant, Clinical/Lab Instructor |
| **Elizabeth Fogle, PhD**<br>PhD – University of Dayton<br>MA – English, University of Dayton<br>BA – Ohio Northern University | AJ | General Studies Instructor |
| **Heidi Franklin, MSN, RN**<br>MSN – Chamberlain University<br>BSN – Chamberlain University<br>ADN – Owens Community College | FT | Instructor |
| **Patricia Hetzel-Sanchez, BSN, RN**<br>BSN-Grand Canyon University<br>ADN-Owens Community College | AJ | Teaching Assistant, Lab/Clinical Instructor |
| **Deborah Jennings, MSN, RN**<br>MSN – Lourdes University<br>BSN – Lourdes University | AJ | Clinical/Lab Instructor |
| **Monica Keller, MSN, RN**<br>MSN – Medical College of Ohio<br>BSN – University of Detroit-Mercy | AJ | Teaching Assistant, Lab/Clinical Instructor |
| **Barbara Ledrick, BSN, RN**<br>BSN – University of Pittsburgh | AJ | Teaching Assistant, Lab/Clinical Instructor |
| **Jamesha Lindsey, MSN, RN**<br>MSN – Herzing University<br>BSN – University of Toledo<br>ADN – Owens Community College | AJ | Teaching Assistant, Lab/Clinical Instructor |
| **Jodie Lorenzen, MSN, RN**<br>MSN – University of Toledo<br>BSN – Bowling Green State University | FT | Instructor |
| **Kimberley Mosley-Turner, BSN, RN**<br>BSN – Lourdes University<br>ADN – University of Toledo | AJ | Teaching Assistant |
| **Andrea Rava, BSN, RN**<br>BSN – Bowling Green State University | AJ | Teaching Assistant, Clinical/Lab Instructor |
| **Melissa Rimboch, BSN, RN**<br>BSN – University of Phoenix | FT | Teaching Assistant, Clinical/Lab Instructor |
| **Brianna Roehrig, BSN, RN**<br>BSN – Lourdes University | AJ | Teaching Assistant |
| **Deborah Scott, BSN, RN**<br>BSN-Lourdes University | FT | Teaching Assistant, Lab/Clinical Instructor |
| **Nicole York, BSN, RN**<br>BSN – Mercy College of Ohio | AJ | Teaching Assistant, Lab/Clinical Instructor |
| **Adam Russell, MS**<br>MS – University of Toledo | AJ | General Studies Instructor |
| **Wendy Walkosky, PhD**<br>PhD – University of Toledo<br>MS, BA -Humboldt State University | FT | General Studies Instructor |

## Practical Nurse Diploma Program

| Name | Status | Title |
|---|---|---|
| **Lowella Ridgley, MSN, RN**<br>MSN-Chamberlain University<br>BSN-Chamberlain University<br>ADN-Owens Community College | FT | Nursing Programs Director |
| **Nicole Piermatti, MSN, RN**<br>MSN – Walden University<br>BSN – Mercy College<br>ADN – Mercy College | FT | Nursing Programs Assistant Director |
| **Christina Brock, BSN, RN**<br>BSN – Mercy College<br>ADN – Owens Community College | FT | Nursing Lab Coordinator/Instructor |
| **Dianna Clawson, DNP, MSN, RN**<br>DNP – University of Toledo<br>MSN – Chamberlain College<br>BSN – Chamberlain College<br>ADN – Owens Community College | FT | Simulation Coordinator/Instructor |
| **Gala Morrison BSN, RN**<br>BSN-Lourdes University | FT | Nursing Clinical Coordinator |
| **Michelle Beck, MSN, RN**<br>MSN – Post University<br>BSN – Grand Canyon University<br>ADN – Owens Community College | | Instructor/Teaching Assistant |
| **Keith Blackwood, BSN, RN**<br>BSN – Spring Arbor University<br>ADN – Owens Community | AJ | Teaching Assistant, Clinical/Lab Instructor |
| **Vicki Britton-Robinson, RN**<br>ADN – University of Toledo | AJ | Clinical/Lab Instructor |
| **Christina Bruce, BSN, RN**<br>BSN – Capella University<br>RN-Mercy College of Ohio | AJ | Lab/Clinical Instructor |
| **Sara Chambers, BSN, RN**<br>BSN – Bowling Green State University | FT | Teaching Assistant |
| **Julie Cousino, RN**<br>**ADN –** Owens Community College | AJ | Teaching Assistant |
| **Christine Crist, RN**<br>ADN – Owens Community College | AJ | Clinical/Lab Instructor |
| **Michelle Driggs, MSN, BSN, RN**<br>MSN – Capella University<br>BSN – Capella University<br>AS – Mercy College | AJ | Clinical/Lab Instructor |
| **Michele Dusseau, RN**<br>ADN – Owens Community College | AJ | Teaching Assistant, Lab/Clinical Instructor |
| **Ronda Ellis, BSN, RN**<br>BSN – University of Phoenix<br>ADN – Owens Community College | AJ | Lab/Clinical Instructor |
| **Pamela Farough, RN**<br>Diploma – Toledo Hospital School of Nursing | AJ | Lab/Clinical Instructor |
| **Eileen Fisher, MSN, RN**<br>MSN – University of Toledo<br>BSN – Lourdes College | AJ | Teaching Assistant, Clinical/Lab Instructor |
| **Heidi Franklin, MSN, RN**<br>MSN – Chamberlain University<br>BSN – Chamberlain University<br>ADN – Owens Community College | FT | Instructor |

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|---|---|---|
| **Patricia Hetzel-Sanchez, BSN, RN**<br>BSN-Grand Canyon University<br>ASN-Bowling Green State University | AJ | Lab/Clinical Instructor |
| **Deborah Jennings, MSN, RN**<br>MSN – Lourdes University<br>BSN – Lourdes University | AJ | Clinical/Lab Instructor |
| **Monica Keller, MSN, RN**<br>MSN – Medical College of Ohio<br>BSN – University of Detroit-Mercy | AJ | Teaching Assistant, Lab/Clinical Instructor |
| **Barbara Ledrick, BSN, RN**<br>BSN – University of Pittsburgh | AJ | Clinical/Lab Instructor |
| **Jamesha Lindsey, MSN, RN**<br>MSN – Herzing University<br>BSN – University of Toledo<br>ADN – Owens Community College | AJ | Teaching Assistant, Lab/Clinical Instructor |
| **Jodie Lorenzen, MSN, RN**<br>MSN – University of Toledo<br>BSN – Bowling Green State University | FT | Instructor |
| **Donna McHaffie, BSN, RN**<br>BSN – University of Toledo | AJ | Instructor |
| **Kimberley Mosley-Turner, BSN, RN**<br>BSN – Lourdes University<br>ADN – University of Toledo | AJ | Teaching Assistant |
| **Teresa Pummill, RN**<br>ADN – Owens Community College | AJ | Clinical/Lab Instructor |
| **Andrea Rava, BSN, RN**<br>BSN – Bowling Green State University | AJ | Teaching Assistant, Clinical/Lab Instructor |
| **Melissa Rimboch, BSN, RN**<br>BSN – University of Phoenix | FT | Instructor |
| **Brianna Roehrig, BSN, RN**<br>BSN – Lourdes University | AJ | Teaching Assistant |
| **Kristyn Sams, RN**<br>ADN – Owens Community College | AJ | Clinical/Lab Instructor |
| **Kimberly Sanders, MA, RMA**<br>MA – Spring Arbor University<br>BA – Lourdes University | FT | General Studies Instructor |
| **Deborah Scott BSN, RN**<br>BSN-Lourdes University | FT | Instructor |
| **Jan Stainbrook, RN**<br>Diploma – St. Vincent School of Nursing | AJ | Lab/Clinical Instructor |
| **Janine Varnes, RN**<br>ADN – St. Vincent School of Nursing | AJ | Lab/Clinical Instructor |
| **Chandra Williams, RN**<br>ADN – Owens Community College | FT | Teaching Assistant, Lab/Clinical Instructor |
| **Nicole York BSN, RN**<br>BSN-Mercy College of Ohio | AJ | Lab/Clinical Instructor |

# Academic Calendar

| 2026 | | | | |
|---|---|---|---|---|
| Winter 2026 | 1/5/2026 | 3/29/2026 | 1/19/2026 – Martin Luther King Day | 3/30/2026-4/12/2026 |
| Spring 2026 | 4/13/2026 | 7/5/2026 | 5/25/2026 – Memorial Day<br>6/19/2026 – Juneteenth Day<br>7/3/2026 – Independence Day | 7/6/2026-7/12/2026 |
| Summer 2026 | 7/13/2026 | 10/4/2026 | 9/7/2026 – Labor Day | No Break |
| Fall 2026 | 10/5/2026 | 12/27/2026 | 11/26-27/2026 – Thanksgiving<br>12/24/2026 – Christmas Eve<br>12/25/2026 – Christmas Day | 12/28/2026-01/10/2027 |
| **2027** | | | | |
| Winter 2027 | 1/11/2027 | 4/4/2027 | 1/18/2027 – Martin Luther King Day | 4/5/2027-4/11/2027 |
| Spring 2027 | 4/12/2027 | 7/4/2027 | 5/31/2027 – Memorial Day<br>6/18/2027 – Juneteenth Day | 7/6/2027-7/11/2027 |
| Summer 2027 | 7/12/2027 | 10/3/2027 | 9/6/2027 – Labor Day | No Break |
| Fall 2027 | 10/4/2027 | 12/26/2027 | 11/25-26/2027 – Thanksgiving<br>12/24/2027 – Christmas Eve<br>12/25/2027 – Christmas Day | 12/27/2027-1/9/2028 |
| **2028** | | | | |
| Winter 2028 | 1/10/2028 | 4/2/2028 | 1/17/2028 – Martin Luther King Day | 4/3/2028-4/9/2028 |
| Spring 2028 | 4/10/2028 | 7/2/2028 | 5/29/2028 – Memorial Day<br>6/19/2028 – Juneteenth Day | 7/3/2028-7/9/2028 |
| Summer 2028 | 7/10/2028 | 10/1/2028 | 9/4/2028 – Labor Day | No Break |
| Fall 2028 | 10/2/2028 | 12/24/2028 | 11/23-24/2028 – Thanksgiving<br>12/24/2028 – Christmas Eve | 12/25/2028-12/31/2028 |

**Breaks**

Breaks occur between academic quarters. Students are encouraged to take the time away from school to enjoy family and friends. The school remains open with administrative personnel on site, unless there is a designated holiday.

# Admissions

PSI reserves the right to use all information gathered, printed, or otherwise obtained during the admission process to determine an applicant's suitability for enrollment. PSI may deny admission or cancel a student's enrollment if information gathered includes conduct indicating an inability to meet program requirements, clinical requirements, licensure requirements, or institutional standards of professional behavior.

## Admissions Process

Each applicant for admission is assigned an Admissions Specialist. The Admissions Specialist will direct the applicant through the steps of the admissions process. The Admissions Specialist will provide information on curriculum, policies, procedures, and services, and assist the applicant in setting necessary appointments and interviews.

To qualify for admission, each applicant must meet the requirements listed below. Admission decisions are based on the applicant's fulfillment of these requirements, a review of the applicant's previous educational records, and a review of the applicant's career interests. If previous academic records indicate the Institute's education and training would not benefit the applicant, the Institute reserves the right to advise the applicant not to apply. It is the responsibility of the applicant to ensure the Institute receives all required documentation. All records received become the property of the Institute.

The Academic Catalog is available online at www.proskills.edu for review by the applicant prior to signing an enrollment agreement.

## Admission Requirements

PSI programs/courses are open to all persons regardless of age, disability, political affiliation, race, creed, sex, or national origin. Applicants must be at least 17 years of age (18 for PTA program) and possess a high school diploma, General Equivalency Diploma (GED), or higher education credential (earned associate degree or higher) and provide a valid State or Federal photo ID. Basic reading comprehension and strong verbal skills are recommended. Some programs have additional admissions requirements. Please see below for the individual program admissions requirements/procedures.

Applicants taking the Wonderlic Scholastic Level entrance assessment will be permitted two retests per enrollment cycle, for a total of three attempts. When retesting, the applicant will be administered a different version of the assessment. The test score will remain in effect and valid for a period of two (2) years from the test date.

Applicants taking the Test of Essential Academic Skills (TEAStm) will be permitted only one retest per enrollment cycle, for a total of two attempts. When retesting, the applicant will be administered a different version of the assessment. The test score will remain in effect and valid for a period of three (3) years from the test date. Applicants must submit an $80.00 testing fee, or the same when retesting, to take the assessment.

All applicants must provide documentation of graduation in the form of an Official High School transcript, or other acceptable documentation confirming the applicant meets or exceeds the academic achievement equivalent to a high school diploma in the USA. All documents submitted must be translated into English. High school diplomas/transcripts from other countries are acceptable, if the diploma is equivalent to a U.S. high school diploma. To ensure compliance, all applicants with foreign transcripts must have the transcript reviewed by a U.S. credential evaluation service.

As of the July 2025 start, all applicants are required to complete a Technical Competency Assessment in Canvas, our Learning Management System. The applicant must score 80% or higher on the assessment; applicants will have two attempts to reach that benchmark for each enrollment cycle. Additionally, applicants acknowledge they have access to technology to complete the online requirements of the program.

Each applicant’s documentation will be reviewed by an Admissions Selection Committee, which may be comprised of the Campus President, Program Director, Faculty, and others.

**Bachelor of Science in Health Sciences Program**

Applicants must have earned an Associate of Applied Science degree in a health care field such as, but not limited to, Physical Therapist Assisting, Occupational Therapy Assisting, Respiratory Therapy, and Dental Hygiene. Applicants must supply a copy of their official transcript from the Associate of Applied Science program from which they graduated.

**RN to Bachelor of Science in Nursing Program**

Applicants must have a valid, unencumbered RN license and must have a conferred associate degree in nursing from a regional or national accredited institution. Applicants must submit all official transcripts from previously attended colleges or universities in order to be considered for admission. Applicants must supply a copy of their license and official transcripts from the nursing program from which they graduated prior to admission to the program.

**Physical Therapist Assistant (PTA) Program**

Applicants must earn a minimum adjusted individual total score of 55% on the TEAS.

The TEAS exam must have been taken at Professional Skills Institute. TEAS exams taken at other locations will not be accepted.

Applicants for the PTA program must also complete 30 hours of observation in a Physical Therapy Clinic or department under the supervision of a licensed PT or PTA. Observation hours must be obtained from a minimum of two (2) different settings and minimum of 10 hours at any site. Upon completion of the required observation hours, the applicant will complete a written essay based on the completed observation experience. If an applicant is employed in a PTA facility, they may submit a letter of reference from a supervisor in lieu of 20 observation hours. Applicants who complete all of the admissions requirements and receive positive recommendations from the PT or PTA at the facility where observation hours were completed, will be admitted into the PTA program.

**LPN-RN Bridge Program**

Applicants must have a valid, unencumbered LPN license and must have completed a Practical Nursing program at an accredited college or university in order to be considered for admission. Applicants must supply a copy of their license and official transcripts from the nursing program from which they graduated prior to admission to the program. Applicants must earn a minimum adjusted individual total score on the TEAS of 50% to sign an Enrollment Agreement and must submit verification of completion of BCI and FBI background checks and completed health requirements as part of the application process. The TEAS exam must have been taken at Professional Skills Institute. TEAS exams taken at other locations will not be accepted.

*****This program is expected to have a waiting list. Applicants will be considered for admission once all requirements are turned in for the acceptance committee to review. Accepted applicants will be notified and must complete the remainder of any requirements prior to Orientation to be allowed to start classes. Accepted applicants who do not complete all requirements will have their acceptance cancelled, and another qualified applicant will be chosen.

**Practical Nurse (PN) Program**

Applicants must earn a minimum Wonderlic score of 18, or an adjusted individual total score on the TEAS of 41.2%. and submit verification of completion of BCI and FBI background checks as part of the application process. The TEAS exam must have been taken at Professional Skills Institute. TEAS exams taken at other locations will not be accepted

## Admission Procedures

Applicants must submit a completed admissions application. Eligible applicants must also be interviewed by one of PSI's Admissions Specialists. PSI will review the application and notify the applicant of approval or denial; or, PSI may request more information or documents. In addition, the applicant and an authorized school official, must sign an enrollment agreement prior to the student commencing a program.

*PSI reserves the right to cancel a class start or cohort.

## Orientation

Accepted applicants must attend a scheduled mandatory orientation.

## Probationary Admission

The school does not offer probationary admission into any programs.

## Enrollment Verification Letter

Any student requiring a verification letter from the school prior to starting classes should request enrollment verification through the Registrar's office. PSI strives to have all letters prepared for students within two business days.

## Distance Education Policy

Students may have the opportunity to complete all or a portion of their programs of study, subject to limits established by the institution's state licensure and accreditation, through distance education. Admission requirements for these programs may vary from admission requirements for programs of study offered entirely on campus. Students enrolling in programs where any portion of the program is offered via distance education must acknowledge they are comfortable using computers and web-based applications and have access to technology to complete the online requirements of the program.

Online courses are specifically designed for the student who will be accessing online courses from a standard home or personal computer. All distance education/online courses offered by the school have been deemed as equivalent in content and quality to the same courses offered via ground delivery methods.

Under certain circumstances, such as a student getting out of sequence with course schedules or courses that may not be offered each term, students enrolled in a campus-based program may be required to take online classes to graduate.

The actual percentage of the program offered online will depend on the program selected and the educational delivery for each course. Students participating in hybrid or fully online programs are expected to complete the online orientation prior to the start of classes.

<u>Authentication and Protection of Student Identity</u>

Each student is provided a unique username and password for authenticating each student's identity when entering the online classroom. Students are prohibited from providing their passwords and logins to any other individual. Furthermore, student identity is authenticated through a series of email, telephone interviews, and/or meetings with the campus staff. Each student's username, password and email address are used to authenticate student identity to complete assignments within the Learning Management System. All testing is completed through the Learning Management System and the unique username and password is used to verify student identity.

The school will not release any student's username and password to any individual which would violate a student's rights under FERPA.

Technology Specification for Online Courses

Each student enrolled in an online course(s) or program of study delivered through a distance education consortium is expected to have *access* to an internet connection, computer hardware and operating software as outlined below. Campus computer labs are available to access online course content and to meet the necessary technology requirements.

**System Requirements**

To be successful, all students must have the following computer requirements:

Operating Systems
- MS Windows 10 or newer
- Mac OSX 11 or newer
- ChromeBook

Browsers
- Firefox 75+
- Microsoft Edge 118 or newer
- Chrome 100 or newer
- Safari 13.1.2 or newer

Plug-ins
- Java SE16 or newer

Webcam and mic

Note for those who may access courses from your place of employment: Employers often place restrictions on the content allowed through the organization's firewall or network security measures. Such measures may affect your ability to access your online courses from place of employment, or using employer-provided Internet access, and is beyond our ability to predict or control.

**Distance Education Approval:**

PSI has received approval from the Ohio State Board of Career Colleges and Schools and the Ohio Department of Higher Education to offer programs in distance education and hybrid delivery formats.

**Distance Education:** Professional Skills Institute has been approved to participate in the National Council for State Authorization Reciprocity Agreements.

**Students' Physical Location Determination:**

A student's physical location is determined at the time of enrollment by submission of government issued identification as well as a student attestation of their physical location in the enrollment agreement. The institution will use this attestation as the basis for determining the student's physical location. Students agree to

update the institution if their physical location changes. Students are able update their physical location through the Student Portal, by completing a Student Information Update form, or by contacting the registrar or campus leadership. Applicants and students should understand that a change in physical location may adversely affect a student's ability to complete the program. All programs include courses that require students to attend labs and/or classes in-person, on campus.

# Tuition and Fee Information

The Tuition expense includes uniforms, any related lab kits and other lab costs. The costs associated with the individual programs are included in this catalog.

Tuition charges are subject to change at the school's discretion.

**Disclosure:** Transfer or proficiency credits may reduce the cost of this program. Repeating a course or courses will increase the cost of this program. Textbook, sales tax, and fees are estimated and necessary adjustments to cover operating expenses will be made quarterly. Tuition and Fee changes occur on July 1st of each year. Tuition and Fee charges are subject to change at the Institute's discretion. PSI's institutional policy is to give thirty (30) days written notice to students prior to any other tuition increase. The written notice will be posted in the student lounge and emailed to students. This enrollment agreement gives the PSI student the best-projected cost for the program as of the date of signing.

Other expenses, which the student must calculate into the cost of his/her program include, but are not limited to, room and board, personal expenses, textbooks, academic supplies, and transportation. Students are responsible for providing their own transportation for all learning experiences associated with the curriculum.

### Bachelor of Science in Health Sciences

| Program Name | Tuition | Textbooks (Estimate) | Sales Tax (Estimate) | Total Tuition and Fees |
|---|---|---|---|---|
| Bachelor of Science in Health Sciences | $20,250.00 ($225.00 Per Credit Hour) | $1,270.20 | $98.44 | **$21,618.64** |

### Bachelor of Science in Nursing

| Program Name | Tuition | Textbooks (Estimate) | Sales Tax (Estimate) | Total Tuition and Fees |
|---|---|---|---|---|
| RN to BSN Degree Completion | $20,250.00 ($225.00 Per Credit Hour) | $1,946.62 | $150.86 | **$22,347.48** |

### Physical Therapist Assistant

| Program Name | TEAS Testing Fee | Tuition | Textbooks (Estimate) | Sales Tax (Estimate) | Total Tuition and Fees |
|---|---|---|---|---|---|
| Physical Therapist Assistant | $80.00 | $30,492.92 ($314.36 Per Credit Hour) | $2,024.11 | $156.87 | **$32,753.90** |

### LPN to RN Bridge – Applicable to September 2025 and prior enrollments

| Program Name | TEAS Testing Fee | Background Check | Drug Screen | Tuition | Textbooks (Estimate) | Sales Tax (Estimate) | Total Tuition and Fees |
|---|---|---|---|---|---|---|---|
| LPN to RN Bridge | $80 | $65.00 | $43.00 | $23,409.00 ($27.54 Per Clock Hour) | $1,199.77 | $92.98 | **$24,889.75** |

### LPN to RN Bridge – Effective for January 2026 enrollments

| Program Name | TEAS Testing Fee | Background Check | Drug Screen | Tuition | ATI | Textbooks (Estimate) | Sales Tax (Estimate) | Total Tuition and Fees |
|---|---|---|---|---|---|---|---|---|
| LPN to RN Bridge | $80 | $65.00 | $43.00 | $21,105.50 ($24.83 Per Clock Hour) | $2,762.00 | $932.49 | $71.57 | **$25,050.56** |

### Practical Nurse – Applicable to September 2025 and prior enrollments

| Program Name | Wonderlic Testing Fee | Tuition | Textbooks (Estimate) | Sales Tax (Estimate) | Total Tuition and Fees |
|---|---|---|---|---|---|
| Practical Nurse | $25.00 | $23,114.00 ($25.40 Per Clock Hour) | $986.38 | $76.44 | **$24,201.82** |

### Practical Nurse – Effective for January 2026 enrollments

| Program Name | Wonderlic Testing Fee | Tuition | ATI | Textbooks (Estimate) | Sales Tax (Estimate) | Total Tuition and Fees |
|---|---|---|---|---|---|---|
| Practical Nurse | $25.00 | $21,011.90 ($23.09 Per Clock Hour) | $2,520.00 | $938.42 | $72.73 | **$24,568.05** |

### Practical Nurse – Effective for July 2026 enrollments

| Program Name | Wonderlic Testing Fee | Tuition | ATI | Textbooks (Estimate) | Sales Tax (Estimate) | Total Tuition and Fees |
|---|---|---|---|---|---|---|
| Practical Nurse | $25.00 | $21,004.00 ($21.88 Per Clock Hour) | $2,520.00 | $938.42 | $72.73 | **$24,560.95** |

* Enrolled students may purchase textbooks directly from PSI and the textbooks will be billed to their student account, or they may purchase textbooks from a vendor of their choice. A textbook list for the program, stating the title of the textbook along with the current edition and ISBN number, will be available so the student may purchase textbooks where they choose. Students are advised to purchase textbooks only for the currently enrolled courses as textbooks may change on a quarterly basis.

Students who drop or withdraw from a course or a program may return unopened and unused textbooks purchased through PSI within the first two (2) weeks of the quarter in which the student is registered for the course or courses. No textbooks will be accepted for return after the end of the second week.

Textbooks will only be accepted if they are unopened and unused. Textbooks are to be returned for inspection and return acceptance. Return credits will be posted to the student account by the end of week four (4). Questions regarding purchasing, returning, or ISBNs of textbooks should be addressed to the Campus President.

## Additional Fees

| | |
|---|---|
| Proficiency Examination | $50 |

## Uniforms Information

PSI students are required to wear the supplied approved uniforms. Substitutions are not permitted.

**Return of School Uniforms**

Uniforms ordered from the campus supplier will be returned only for replacement or fitting adjustments. Students who have attended orientation, placed a uniform order, and then cancel their enrollment before the first day of the quarter will have the uniform order cancelled.

Students who start and withdraw, or are withdrawn prior to the receipt of the uniforms, will have the uniform order cancelled or returned. The student may be responsible for any re-stocking fees.

## Refund and Cancellation Policies

If an applicant/student cancels or withdraws or is withdrawn by PSI for any reason, refunds will be made according to PSI's Refund Policy. If a refund is due to the student, the refund will be paid within thirty (30) days of the date the student either officially withdraws or PSI determines the student has withdrawn. All refunds will be calculated using the student's last day of class attendance. If a student withdraws without written or verbal notice after classes have started, termination shall be effective on the student's last date of attendance as determined by the institution. Upon receipt of the refund, the student agrees its receipt constitutes a full and complete release of PSI from all liabilities. All governmental and agency refunds will be made within the required time limits of the funding agency.

## Cancellation/Rejection Policy

PSI will refund all monies paid by an applicant who is rejected for enrollment by the Institute, who enrolls in a program PSI cancels, or who cancels within five calendar days of signing the enrollment agreement.

## Right to Cancel

An applicant to PSI may cancel his/her enrollment and receive a full refund of monies paid by mailing a written notice to PSI, postmarked no later than midnight on the fifth calendar day after the date the applicant's Enrollment Agreement with PSI was signed by the student and representative of the Institute. The applicant may use a copy of his/her Enrollment Agreement as a cancellation notice by writing "I hereby cancel" at the bottom of the Enrollment Agreement and adding name, address, and signature, and delivering or mailing it to PSI. If an applicant for admissions cancels his/her enrollment as noted above more than five calendar days after signing the

Enrollment Agreement, but prior to the start of classes, the applicant is entitled to a refund of all payments, minus the Application Fee and any nonrefundable admissions testing fees within thirty days.

## Tuition Refund Policy

A student wishing to withdraw officially should inform PSI in writing at least five (5) calendar days, but no more than thirty (30) calendar days, in advance of withdrawal. A student who returns to PSI after withdrawing must sign a new Enrollment Agreement and will be subject to the then-current price of tuition. A student's last date of attendance, as documented by PSI, will be used to calculate any money the student owes and to calculate any refund the student is due.

If a student withdraws from a course(s) or program, the student's refund amount will be calculated as follows:

| **Proportion of Term Taught** | **Refund Percentage** |
|---|---|
| 9.9% or Less | 90% |
| 10.0% up to and including 19.9% | 80% |
| 20.0% up to and including 29.9% | 70% |
| 30.0% up to and including 39.9% | 60% |
| 40.0% up to and including 49.9% | 50% |
| 50.0% up to and including 59.9% | 40% |
| 60% and above | No Refund |

Refunds are made **within 45 days** after the institution has determined the student withdrew.

Questions regarding Financial Aid Options should be addressed to the Director of Financial Aid.

# Financial Aid Information

The Financial Aid office maintains a staff of financial aid professionals to assist students in navigating the application process for federal, state, local, and institutional funding programs. The staff participates in routine training sessions and conferences provided by federal, state, and local funding agencies to ensure they have a full understanding of policy and regulatory updates.

## Title IV Program Information

Professional Skills Institute (PSI) is authorized by the Department of Education to participate in Title IV funding for qualified students. To apply for Title IV funds, a student must complete the Free Application for Federal Student Aid (FAFSA) for that specific award year. The FAFSA is completed online at www.fafsa.ed.gov and the **PSI school code is 016568**. The financial aid programs are administered by the Director of Financial Aid under policies established by federal and state governmental guidelines.

The following financial aid programs are available to students **who qualify**.

**Federal Pell Grant**

The Federal Pell Grant is an important source of aid for students. The amount of the award depends upon the determination of the student's eligibility, his or her enrollment status, cost of attendance, and a payment schedule issued by the U.S. Department of Education, Office of Student Financial Assistance. The amount of *Federal Pell Grant* funds a student may receive is limited by federal law to be the equivalent of six years, or 600% of a Pell Grant award. A student can monitor how much Pell Grant they have used by accessing www.nslds.ed.gov. Once a student reaches 600%, they are no longer eligible to receive a Pell Grant, regardless of the school they attend.

Note: Individuals who have obtained a bachelor's degree or higher are not eligible to participate in the Federal Pell Grant Program per Federal guidelines.

**Federal Supplemental Educational Opportunity Grant (FSEOG)**

Each year the Institute makes a limited number of awards to students through the Federal Supplemental Educational Opportunity Grant (FSEOG) program. These funds are reserved for students who qualify based upon exceptional financial need. The financial aid officer determines who will receive a FSEOG award and the amount awarded, based on need, not to exceed the program maximum.

**Federal Work-Study (FWS) Program**

The Federal Work-Study program (FWS) provides employment for students who demonstrate financial need and who must earn part of their educational expenses. The program encourages community service work and work related to a student's program of study. FWS employment is arranged with public or private non-profit agencies off campus, and the work performed must be in the public interest. FWS employment opportunities are also available on campus in a variety of student services positions. Eligibility for participation in the FWS program is determined by the Institute's Financial Aid Office, based on the student's financial need and academic progress.

**Federal Direct Loan (FDL) Program**

Federal loans must be repaid. To apply for a Loan, a student must file a FAFSA. Eligible students are also required to complete Loan Entrance Counseling and a Master Promissory Note with the Department of Education. Students must be enrolled a minimum of half-time, and the loan funds are normally disbursed to the school in three equal quarterly disbursements. The loan must be repaid with payments beginning six months after the student stops attending classes at least half time. A student may qualify for a subsidized and/or unsubsidized student loan depending upon the FAFSA results.

> *Direct Subsidized Loan:* A need-based loan for which a student is not charged interest while attending school at least halftime. The maximum loan amount is $3,500 for first year students and $4,500 for second year students.
>
> *Direct Unsubsidized Loan:* Unlike the subsidized loan, interest does accrue on the unsubsidized loan while the student is attending school. The interest will be capitalized (added to the principal of the loan) or the student can choose to pay the interest while in school. The maximum yearly loan amount is $6,000 for independent students and $2,000 for dependent students.
>
> *Federal Direct Parent PLUS Loan*: The parents of dependent students can borrow funds to pay for the student's educational expenses. The student must be enrolled at least half time, and the parent must meet the Department of Education eligibility criteria which includes a credit check. The PLUS loan is normally disbursed to the school in three equal quarterly disbursements and interest is accruing on the loan while the student is attending school. Parents can begin repayment within 60 days after the loan is fully disbursed or can choose to begin repayment six months after the student is no longer enrolled at least half time.

## Verification

A student's Free Application for Federal Student Aid (FAFSA) may be selected by the U.S. Department of Education for a process called "verification" to verify the information on the application. Students are reminded to provide truthful and accurate information. Students who are selected for verification will be contacted by the Financial Aid

Office and given a verification worksheet that includes specific requirements, deadlines, and consequences of noncompliance.

To complete the verification and remain eligible for Financial Aid, the student must submit the verification worksheet as well as tax/income information as directed by the Financial Aid Office. PSI has developed policies and procedures regarding the verification of information provided by the FAFSA under the Title IV Programs. For more information regarding the policies and procedures for verification, please consult the Financial Aid Office.

## Return of Title IV Funds Policy

**This policy is separate from the Tuition Refund Policy.**

If a student withdraws from the Institute and the student received Title IV Federal Student Aid (FSA) assistance during the period (the specific term, quarter, or payment period for which the Return to Title IV refund must be calculated), the Institute must determine the amount of Title IV funds a student has earned at the time of withdrawal using the Return of Title IV (R2T4) funds formula. The Title IV FSA program rules may require a return to the Federal government of all, or a portion of, the amounts disbursed during the term. The amount of FSA assistance earned by a student is based upon the following formula. Students should consult their Financial Aid officer regarding their program's specific measurement.

Credit Hour Programs: $\frac{\text{Number of Days Completed in the Payment Period through Last Date of Attendance}}{\text{Total Number of Days in the Payment Period}}$

Note: Scheduled breaks of at least five consecutive days are excluded from the total number of calendar days in the numerator and denominator. The calendar days on an approved leave of absence are excluded from both the numerator and denominator. Percentages are calculated to the fourth decimal place.

**Definition of the student's last date of attendance:** If a student **officially or unofficially withdraws** from PSI, their last day of attendance is based on the instructors' attendance record (last day of educational activity) which reports the last day the student was in class. This includes classroom and lab instruction, examinations and clinical experience. If a student stops attending classes without officially withdrawing and has not attended classes for fourteen (14) consecutive calendar days, the student may be withdrawn from his/her program. The last day of attendance is determined by the instructor's attendance records.

Based on the calculation, through the 60% point in each period, a pro rata schedule is used to determine how much Title IV FSA funding the student has earned at the time of withdrawal. After the 60% point, a student has earned 100% of the Title IV FSA funds. (Sample Return of Title IV calculations are available from the institution's Financial Aid Office upon request.) Title IV FSA funds that require refund are credited in the following order:

- Unsubsidized Direct Stafford loans (other than Graduate PLUS loans)
- Subsidized Direct Stafford loans
- Direct PLUS
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grant (FSEOG)

**Return of Unearned FSA Funds**

The Institute must return the lesser of the following:

- The amount of FSA Program funds that the student does not earn; OR

- The amount of institutional costs that the student incurred for the period multiplied by the percentage of funds that were not earned. Earned means the percentage of funds that were earned over time (during the term) by the student.

If there are additional FSA funds that must be returned, the student must return or repay, as appropriate:

- Any FSA loan funds in accordance with the terms of the loan;
- Any remaining unearned FSA grant (Not to exceed 50% of the grant as an overpayment of the grant; the Institute currently refunds the Student Grant Overpayment on behalf of the student.)

If a student earned more aid than was disbursed, the Institute may owe the student a Post-Withdrawal Disbursement (PWD) which must be paid as soon as possible, but no later than 180 days from the date the school determined the student withdrew (for loans) or no later than 45 days from the date the school determined the student withdrew (for grants). The Institute is required to notify the student in writing within 30 days of the date it determined that the student withdrew that he/she is eligible for a PWD of Title IV loan funds; however, if the student (or parent in the case of a PLUS loan) is eligible to receive a PWD of loan funds, the student or parent borrower must first confirm in writing whether he/she accepts/declines all or some of the loan funds offered as a PWD. A PWD of Federal grant funds does not require student acceptance or approval and the grant funds may be applied directly to the student's account to satisfy tuition and fees, or to the student. The Institute will seek the student's authorization to use a PWD for all other educationally-related charges in addition to tuition and fees. All Direct Loan refunds will be made by EFT to the U.S. Department of Education and COD disbursement records will be updated when refunds are made. The student is notified by letter from the Institute of all Direct Loan refunds made on their behalf, including the amount, date, and loan type.

The Institute is required to return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

The information presented above is subject to change based on Federal regulations.

## Non-Title IV Financial Aid Information

Other sources of financial assistance can come from various public agencies. Professional Skills Institute follows all guidelines set forth by outside agencies funding students' tuition. The following organizations offer tuition assistance to students attending Professional Skills Institute. Qualification requirements vary; please contact the appropriate agency for more information.

*Veterans' Benefits:* Veterans may be eligible to receive benefits through the Veterans Administration (VA). Each VA program has individual requirements for eligibility. Interested applicants should contact the VA at (800) 827-1000.

*Students Receiving Veterans Affairs (VA) Funding:* Students receiving this type of funding are required to show proof of all previous education earned for post-secondary study. When applying for VA benefits, these students must complete a transcript request for all post-secondary schools previously attended. The school will submit the request on behalf of the student at no cost to the student, and the student may then receive certification for the first term. The school should receive all requested transcripts within the student's first term for accurate scheduling and timely certification. If transcripts are not received within the state limit, the student may no longer be certified for future coursework. Exceptions to any limitations must be approved by the State Approving Agency and Campus President.

*VBTA Policy:* Professional Skills Institute in accordance with the Veterans 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.

*Ohio National Guard:* Students who are enlisted in the Ohio National Guard may be eligible to receive a grant to pay for a percentage of their tuition. Interested applicants should contact their local guard unit for details.

*AmeriCorps:* AmeriCorps is a national service program providing tuition assistance in exchange for community service. For more information go to www.americorps.gov or contact the AmeriCorps National Service Office at 1-800-942-2677

*Workforce Innovation and Opportunity Act (OHIO WIOA and MICHIGAN WORKS):* Students living in Ohio and Michigan may qualify for WIA funding from their state. The funds are generally for students who are permanently laid off due to workplace closings or cutbacks (dislocated workers) or low-income students eligible for training funds through WIA. Interested applicants should contact the WIA office at their county Jobs and Family Services office.

*Bureau of Vocational Rehabilitation (BVR):* This organization provides funding for eligible students who have a physical or mental disability inhibiting them from certain types of work. An appointment for an evaluation by a BVR counselor is necessary and a determination by the BVR office needs to be made before entering any academic program.

*Private Alternative Loans:* Some lending institutions offer private alternative loans to students to help cover educational expenses. These loans typically require that the borrower has good credit and/or a credit worthy co-signer. Additional information on private alternative loan lenders can be obtained from the Director of Financial Aid. Students are encouraged to utilize all other funding sources before considering an alternative loan.

*Union Education Trust:* A bargaining unit employees use to receive money for college through their employer.

## Institutional Grant Information

**The PSI/Taylor College Graduate Grant for BSN Students**

**Purpose**

Professional Skills Institute (PSI) is committed to excellence in education and would like to provide recognition to those individuals who have graduated from either a PSI or a Taylor College program. PSI will award quarterly renewable $750 grants, up to a maximum of $4,500, to students enrolling in the RN to BSN Degree completion program. The **PSI/Taylor College Graduate Grant for BSN Students** reflects PSI's commitment to the community and to encourage the most qualified applicants to become industry professionals.

**Grant Award Procedures:**
Candidates for the Grant will be determined based on the following criteria:

1. Have graduated from a PSI or Taylor College certificate, diploma or degree program.
2. Completed a Registered Nurse associate degree in nursing program, earning a 3.0 or higher cumulative grade point average in their RN associate degree in nursing program.
3. Meets all admissions criteria for the PSI RN to BSN Degree Completion Program and has been accepted into the program.
4. All previous financial obligations to PSI or Taylor College have been satisfied.

During the enrollment process, qualified applicants will notify their Admissions Specialist of their interest in the Grant. The Admissions Specialist will notify the Registrar, who will review the following documents:

1. Official PSI or Taylor College transcript confirming the applicant graduated from a PSI or Taylor College certificate, diploma or degree program.
2. Official transcript from the applicant's RN associate degree in nursing program, confirming they earned a 3.0 or higher cumulative grade point average, and earned an associate degree.
3. PSI or Taylor College ledger confirming that all financial obligations to the institution have been satisfied.

After confirming the applicant meets the criteria for the Grant, the applicant will be notified of their eligibility for the Grant. The Office of Financial Planning will include the Grant in the applicant's financial aid package.

**Transfer of Awards:**
No institutional grant awarded for the benefit of PSI students may be transferred to any other institution. No recipient of the RN to BSN Degree completion grant may transfer their PSI grant to any other individual nor to any program other than the RN to BSN degree completion program. A grant may not be redeemed for a cash sum.

**Maintaining eligibility:**

The Grant will automatically renew each quarter as long as the student maintains eligibility. Recipients must adhere to the following to remain eligible:

- Maintain a 3.0 or higher cumulative grade point average in the PSI RN to BSN Degree Completion program.
- Remain current with their financial obligations to the school.
- Maintain continuous enrollment in the RN to BSN Degree Completion program.
- Adhere to the PSI Student Code of Conduct. Any Student Code of Conduct violation will result in revocation of the PSI grant.

**Tuition Balance:**

If the Grant does not cover the total tuition and costs associated with the recipient's educational program, the grant recipient is responsible for the balance of associated tuition and costs at PSI.
**General Disclaimer:**

Grant applicants should be aware that their applications are considered to be based on truthful information. Applicants must fulfill all admissions criteria before any Grant award is finalized.

## Tuition Payment Plan

Tuition and Fee payments are due at the beginning of each quarter. However, the School does offer 0% interest payment plans, and the terms of the Retail Installment Contract (RIC) will govern the terms of those payment plans. Tuition and fee payments may be made directly to PSI by check, money order, debit or credit card.

Student payments can be made in the Financial Planning Department. Failure to make payment as agreed upon may result in the student being unable to register for future classes. **Any questions should be directed to the Financial Planning Department.**

## Student Tax Forms and Information

**1098T Tax Forms**

The 1098 tax forms for tuition billed (box 2) are mailed to the student's current address on file on or before January 31st. The tuition billed is calculated on a calendar year basis.

**Educational Tax Credits, Student Loan Interest Deduction, and Tuition and Fees Deduction**

When you file your federal tax return, these tax credits may be available for certain college expenses. For information, contact the Internal Revenue Service or your tax advisor.

Questions regarding student accounts should be addressed to the Director of Finance/Student's Accounts Officer.

# Academic Affairs

All academic policies, rules, and regulations are located here within the catalog.

## Academic Divisions

**Health Sciences**

| | |
|---|---|
| Bachelor of Science | Health Sciences (BSHS) |

**School of Physical Therapist Assisting**

| | |
|---|---|
| Associate of Applied Science Degree | Physical Therapist Assistant (PTA) |

**Nursing**

**School of Practical Nursing**

| | |
|---|---|
| Diploma Program | Practical Nurse (PN) |

**LPN to RN Bridge Program**

| | |
|---|---|
| Associate of Applied Science | Registered Nurse (RN) |

| | |
|---|---|
| **RN to BSN Degree Completion**<br>Bachelor of Science | Bachelor of Science in Nursing (BSN) |

## Educational Delivery

Programs at PSI are residential. hybrid or fully online. Residential and hybrid lectures are delivered by experienced instructors in the traditional classroom with the assistance of text materials and Internet materials with high-speed Internet access and computer projection devices. Online courses are developed and facilitated by experienced instructors and include activities completed either in the LMS or in publisher-related platforms. Labs are delivered in well-equipped traditional laboratories under instructor supervision. Clinical and external volunteer experiences are delivered at area health facilities. PSI also may include remote learning in instances where lecture could be completed using video conferencing to minimize on campus time.

## Student/Instructor Ratio – Typical Class Size

The average student-to-instructor ratio in a classroom setting is 20 to 1. The maximum number of students per instructor in a laboratory setting is 20. The maximum students in a lecture classroom based on size and seat availability is 50. The maximum student-to-instructor ratio in an online classroom is 25 to 1.

## Clock Hour of Instruction

Each clock hour of instruction consists of 50 minutes of instruction in a 60-minute period.

## Quarter Credit Hour Conversion

Select programs use a proprietary formula created by the accrediting body to calculate credit hours. In general:

10 lecture hours = one (1) quarter credit hour

20 lab hours = one (1) quarter credit hour

30 externship/clinical hours = one (1) quarter credit hour

All programs comply with Title IV funding: A maximum of 5.0 hours of out-of-class prep for every 20 clock hours in class. The school participates in the Federal student financial aid programs authorized under Title IV of the Higher Education Act of 1965, as amended, which are administered by the U.S. Department of Education (ED). The school has the appropriate policies and procedures in place to ensure its assignment of credit hours conforms to the definition of a credit hour for Federal purposes.

Students in diploma programs are also expected to complete an additional 5 clock hours per credit hour as homework or out of class hours for academic purposes. Students in associate and bachelor's degree programs are expected to complete two hours of out-of-class student work for every hour of classroom instruction, and one hour of out-of-class student work for every hour of laboratory work. Students are expected to complete homework outside the classroom in addition to classroom requirements. The minimum outside clock hours are stated on each course syllabus and documented in each course description in the catalog. Additional outside clock hours may be, but not limited to, required written assignments, written reports, required reading and homework assignments, oral presentation activities, hands-on practice sessions, etc. Grading for the outside preparation hours is published on each syllabus on a course-by-course basis.

## Student Classification

Active Student: Any student taking credit-bearing courses, being charged/funded, and matriculating in an approved program. These students may be full or part-time.

Active Non-Earning Student: Is a student taking credit-bearing courses but not being charged/funded for the term.

Non-Matriculating Student: Students who enroll for single courses or those paying for courses but not wishing to enroll in a program of study. These students are not eligible for federal or state aid.

Auditing Student: Students taking previously passed courses for improving skills or knowledge. Audited courses receive a grade of AU and do not count toward Satisfactory Academic Progress or cumulative grade point average.

Withdrawal: Student involuntarily or voluntarily withdrawn.

## Attendance Policy

Students are expected to attend every class session for which they are registered. Attendance is taken by instructors, recorded, and maintained for each course by the Registrar. Students with excessive absenteeism may

receive a reduced or failing grade for the course and/or be withdrawn from their program. In the event of any absences from class, the student assumes responsibility of immediately notifying the school and for arranging with the individual instructor for work missed. **Students missing fourteen (14) consecutive calendar days may be withdrawn from their program of study by the school.** If a student believes he/she has circumstances warranting special consideration, a written appeal may be submitted to the Campus President for review and final determination.

**Tardiness/Early Departure**

Students are required to be on time and stay for the duration of the class session. The student assumes responsibility for arranging with the individual instructor for work missed resulting from being late for class or leaving early. Time missed in class due to a student's tardiness or leaving early is recorded. See Nursing Programs Policies for nursing lab information.

**Attendance Policy for Nursing Students – Clinical Rotations**

Students scheduled to be on a clinical unit, simulation lab, or virtual simulation must contact the clinical instructor and clinical coordinator prior to the start time of the experience if a student is late or absent. Failure to notify the instructor and coordinator prior will result in a no call, no show for that clinical experience. A no call, no show for any clinical experience may result in a failing grade for the clinical, resulting in a failing grade for that course. The course must be repeated in its entirety, at an additional tuition charge. More details surrounding attendance for nursing students, on clinical rotations, are in the Practical Nurse and LPN-RN Bridge policies section of this catalog

**Attendance Policy for Online Courses**

Attendance for online courses is measured by work submitted within the Learning Management System. Students enrolled in a hybrid program must maintain satisfactory attendance on campus and online to remain active.

**Late Work and Make-Up Work**

Arrangements to turn in late work and/or make-up assignments, projects, tests, and homework missed because of absence must be made with the approval of the instructor following the policy on the syllabus.

Make-up testing details can be found on the course syllabi.

**Leave of Absence**

PSI does not grant Leaves of Absences (LOAs); however, students currently enlisted in the military service of the United States or the National Guard and who are currently in active-duty status, as defined in ORC 3332.20, may receive exceptions to this policy.

Students requesting such a leave, must do so in writing, and must submit their request to the Campus President. Upon verification of active-duty status, PSI will grant the student a military LOA for the time they are in active-duty status and for up to one (1) year after the conclusion of their service. During the time the student is on military LOA, the student shall incur no academic or financial penalties.

**Withdrawal Due to Military Leave or National Emergency**

Students who must withdraw due to military leave or national emergencies are entitled to a refund of all tuition and fees for any unfinished term(s). Credit will not be given for any unfinished courses; however, unfinished

courses will not impact the student's Satisfactory Academic Progress. If the student is deployed or impacted by a national emergency at the end of a term and does complete all courses, tuition will not be refunded, credit will be earned, and SAP will reflect those credits. These students, however, will not receive any further financial obligations for future terms and may reapply in the future. Students impacted by either military leave or national emergency should confirm their request in writing and provide any supporting documentation as requested (may include official orders and/or letter from a superior). Impacted students, as well as spouses and dependents, include: active-duty military serving during a war, military operation, or national emergency; members of the National Guard performing a qualifying duty; and people residing in or employed in an area declared a disaster by federal, state, or local officials.

## Withdrawal

Students who want to discontinue their training for any reason must make every attempt to schedule a meeting with the Campus President and/or Program Director. This meeting may help the school correct any problems and may assist students with their plans. In many cases, the problem hindering successful completion of the program can be resolved during this session.

Students who have attended a class but withdraw or stop attending classes before the 50% point will receive a grade of "W" for the purposes of calculating maximum timeframe and SAP. The course will count as credits attempted but not earned.

Students withdrawing from a term at or after 50% point in a term will receive a failing grade. This grade is part of a student's grade point average calculation unless the course is retaken and a higher grade is earned. The credits attempted will be counted toward determining maximum timeframe and SAP.

**NOTE: Students who are contemplating withdrawing from a module or course should understand:**

- the entire scheduled length of the course in which they are currently enrolled is counted in maximum timeframe;
- they may have to wait for the appropriate module/course to be offered;
- their graduation date will change;
- they must repeat all courses from which they elected to withdraw prior to receiving a final passing grade;
- their Financial Aid and/or tuition costs may be impacted; and
- there may not be seats available in the class upon their return.

### Involuntary Withdrawal

The school is committed to helping every student successfully complete their education; every consideration will be given to assist students in completing their programs. However, a student may be placed on warning or withdrawn for unsatisfactory progress, poor attendance, academic misconduct, violation of school policies, or failure to pay tuition.

Any of the following shall immediately impact a student's enrollment at the school:

- Any student exceeding the fourteen (14) day attendance policy;
- Any PTA student who has failed two (2) of the PTA clinical experiences, regardless of the number of enrollments; and
- Any student exceeding the 150% maximum timeframe for completing the program.

**Course Withdrawals**

Students should meet with the Campus President and/or Program Director before dropping any courses to review repercussions to schedule changes. Students may also be asked to meet with the Financial Planning Department to review financial implications. Dropping a course should be done prior to the first day of classes.

## Re-Admission Policy (ReStart)

Students may apply to be readmitted to the school after voluntarily withdrawing or being involuntarily withdrawn and will need to meet current admissions requirements and will be enrolled in the current version of the program. In some cases, students may not be eligible for financial aid and may incur additional charges to be readmitted into school. Students requesting to return to school who have a last date of attendance greater than one full year will need to meet with the Program Director and Campus President concerning associated coursework, plans for remediation of skills, and demonstration of required competencies or hands-on required skills. For more information, please contact the Admissions Department.

**Students Requesting to Return to School within a Year of the Last Date of Attendance**

Students who have withdrawn prior to taking any courses with hands-on competencies or required skills will have no additional requirements beyond meeting the admissions requirements of the program.

Students who have withdrawn but have taken courses with hands-on competencies or required skills must demonstrate competency of those skills prior to readmission. Failure to complete the necessary competency demonstration and/or remediation, if required, will result in a denial for readmission to the program or a requirement to repeat a previously passed course to ensure safe practice.

In the nursing programs, students who have a last date of attendance (LDA) that is six months or more prior to the start date in which they plan to return will be required to demonstrate competency of previously learned skill(s). Failure to complete the necessary competency/demonstration and/or remediation will result in denial for readmission to the program.

## Graduation Requirements

To graduate, students must meet the following criteria:

1. Complete all courses within the program requirements;
2. Complete all program requirements within 150% of the published program length in credit hours;
3. Overall cumulative grade point average of 2.0 or better;
4. No failing (F) grades in any courses. Courses with “F” grades must be repeated;
5. Complete a financial aid exit interview;
6. Complete a career services exit interview; and
7. Complete all financial obligations.

**Upon graduation, students will be awarded a Diploma or Degree depending on their program of study. A student will not receive a graduate credential until his/her account is paid in full.**

***The following is applicable only to cohorts prior to July 2026**

The pre-licensure nursing programs, which include the Practical Nursing Diploma and the LPN to RN Bridge Associate degree programs, each include a Capstone course in the fourth quarter to assist students in their preparation to take the NCLEX licensure exam. At the conclusion of this course, students will take the Comprehensive Predictor and must earn a minimum score on this assessment in order to receive credit for this

assessment. In the PN program, students must earn a minimum score of 72%, and in the RN Bridge program, students must earn a minimum score of 73%. If students do not successfully earn this score on their first attempt, they are given a second attempt to earn the required score on the assessment. If they are not successful on either attempt, they may be permitted to repeat the course.

## Grading Scale

To be considered making satisfactory progress toward graduation, a student must maintain specified grade averages. Grades are assigned at the end of all scheduled courses. Students will receive a letter grade for each course attempted to which quality points are assigned (see table below). The GPA is calculated by the grade points received multiplied by the credit hours attempted to derive the quality points earned for the term. The Cumulative Grade Point Average (CGPA) is then calculated by using the quality points earned from all courses attempted.

| Transcript Grade | Numeric Grade | Description | Quality Points |
|---|---|---|---|
| **A** | 92.5-100 | Excellent | 4 |
| **B** | 84.5-92.4 | Above Average | 3 |
| **C** | 76.5-84.4 | Average | 2 |
| **F** | Below 76.5 | Failing | 0 |
| **P** | 0 | Passing | Not calculated |
| **I** | 0 | Incomplete | 0 |
| **W** | 0 | Withdrawal | Not calculated |
| **TR** | 0 | Transfer Credit | Not calculated |
| **AU** | 0 | Audit | Not calculate |

**Passing Grades:** A grade of "P" is awarded for students who successfully pass a proficiency exam. There is no grade awarded if the student attempts a proficiency exam but does not pass.

**Incomplete Grades:** Students approved for an incomplete will be awarded an "I" grade, counting as 0 quality points for SAP calculations. Coursework must be completed within two (2) weeks of the end of the term to receive an appropriate letter grade. Coursework not completed by this time will have the grade changed to the earned grade. If extenuating circumstances exist, exceptions *may* be made for externship courses only (at the discretion of and by appealing to the Campus President) where the two (2) weeks may be extended for up to six (6) weeks.

**Withdrawal Grades:** A grade of "W" is awarded if a student withdraws or stops attending in the first 50% of the course or if withdrawn due to the Student Code of Conduct.

**Repeated Courses:** Courses previously taken and not successfully passed. The first attempt grade will be calculated in the quarter GPA. After the course is repeated, the first attempt course grade will **not** be calculated in the cumulative GPA. Only the highest grade earned will be indicated on the official transcript and calculated in the cumulative GPA. Students may repeat a course up to two times. If the student has not earned a passing grade in the course after the second attempt, the student may be dismissed from the program. In order for a student to be

considered for a third attempt, the student must write an appeal letter describing the extenuating circumstances leading to the second failure and plans for success if granted a third attempt. An appeal committee will convene to review the appeal and approve or deny.

- If an appeal is denied, the student will be dismissed.
- If an appeal is approved, the student will remain enrolled and take only the approved repeated course(s) in the following quarter.

Repeat Codes are indicated on the transcript in the RPT COD column where an asterisk (*) denotes a course needing repeated and an R denotes a course already repeated.

**Failure of a Course with a Lab Competency and/or Clinical Component:** In courses where there is a lab competency or clinical component of the grade, the didactic component must be passed with a 76.5 percent or better **and** the lab competency and clinical must be passed at a satisfactory level or the student must repeat the course in its entirety. The student will be given the opportunity to repeat the entire course, the next time it is offered, to achieve a passing grade. This policy does not apply to the PTA program.

**Lab Competencies – Nursing Programs Only**

In the event the student obtains a failing (unsatisfactory) grade for lab competency, the student will be allowed one (1) additional attempt to pass the competency, for a total of two (2) attempts. The student must complete one hour of remediation and have their paperwork signed by an open lab instructor, stating they are prepared for their second attempt. The second attempt will be performed in lab the following week, unless scheduled differently with the instructor. If the student fails to show for the scheduled first or second attempt lab competency, with no communication to the instructor, the student forfeits their attempt, which could result in failure of the course. Changes in the scheduled lab competency time made with the instructor PRIOR to the scheduled time are acceptable. Students are to be prompt for the appointment; 5 minutes late and the student will lose that appointment slot. It is the student's responsibility to make sure that they complete the return demonstration. If the student fails the second attempt, they fail the course. The student will be allowed to finish the didactic part of the course but will not be allowed to attend clinical or lab for that course. The student will be required to repeat the course in its entirety including class, lab and clinical, at an additional cost.

**LPN to RN Program**

**Course Completion – effective for cohort starting 7/7/2025 and after**

All students must successfully achieve a minimum of 76.5% average on all tests within the course before any additional grades related to attendance/participation and homework will be counted toward the final grade. If the student does not achieve a minimum of 76.5% test average within the course, the student must repeat the course in its entirety.

**Practical Nursing Program**

**Course Completion – effective for cohort starting 7/13/2026 and after**

All students must successfully achieve a minimum of 76.5% average on all tests within the course before any additional grades related to attendance/participation and homework will be counted toward the final grade . If the student does not achieve a minimum of 76.5% test average within the course, the student must repeat the course in its entirety.

**PTA Lab Policy**

If a student scores below 80% on a lab practical, or they fail a critical element, they must demonstrate proficiency of the skill with the instructor at a later time, prior to the end of the quarter. The original failing grade remains in the grade book, however.

## Academic Honors

At the end of each quarter, students who have achieved a GPA of 3.0 or higher and are taking 9 or more quarter credit hours will be acknowledged for their accomplishments as follows:

Dean's List - 3.0-3.49
President's List – 3.5-4.0

At the commencement ceremony, students earning a 3.0 or higher cumulative grade point average (CGPA) in their program will receive honors cords in recognition of their achievement.

## Transfer Credit

Students who wish to have credits reviewed from another institution for transfer must submit transcripts from all postsecondary schools attended. PSI may accept transfer credits at the discretion of the Campus President and/or Program Director using the following guidelines:

- Transcripts should be submitted at least ten (10) days prior to the start of the program.
- An official transcript of the student's coursework must be sent directly from the institution from where the coursework was completed to PSI.
    - Additional information may be requested to review comparability of program content including course descriptions or syllabi.
    - The student may have to complete additional competencies or hands-on assessments before transfer credit may be accepted for courses for which competencies may be required.
- Credits reviewed for transfer must have been earned in courses offered at institutions accredited by an agency recognized by either the U.S. Department of Education or the Council for Higher Education Accreditation at the time the credit was earned.
- Credits will be evaluated on a course-by-course basis, but in most instances, the coursework must have been completed in the past five (5) years for technical and core courses. General education courses and similar courses have no timeframe restrictions.
- There are no timeframe restrictions for transfer credit for any courses in the Bachelor's degree programs.
- A grade of "C" or better was earned.
- The content of the course is similar in scope, and the unit of credit is comparable.
    - Credits earned at institutions operating on quarter systems will be reviewed as direct equivalents.
    - Credits earned at institutions operating on a semester system will be multiplied by one and one half (1.5) to convert to quarter credits.
- Coursework completed at foreign institutions will be externally evaluated by a foreign credential evaluator (either NACES or AICE members).

Transfer credits are recorded as hours attempted and earned toward the program for pace or completion calculations but do not count toward the student's cumulative grade point average (CGPA).

**Maximum Transfer Credits**

The maximum number of credits transferred (transfer and proficiency combined) into the PN, PTA and LPN to RN Bridge programs is 30% of the total program credits.

For the Bachelor's degree programs, up to 50% of the degree completion credits may be transferred.

**Military Transfer Credits**

For individuals with experience in the armed forces of the United States, the National Guard, or reserve component, the school will review the individual's documented military education and skills training to determine whether any of the education and training is equivalent to the program's curriculum. If the military education and skills training are equivalent, the school will award credit to the individual.

**Experiential Learning/Advanced Placement/ Ability to Benefit**

PSI does not accept credit(s) for prior life learning experience(s), advanced placement, and/or ability to benefit students.

**Proficiency Credit**

Students for whom transfer credits are not awarded due to age of credit, grade earned, or inability to substantiate equivalency may receive approval for proficiency testing. The student must fill out a Proficiency Testing Request form preferably as soon as the transcript review has been completed but at minimum by at least ten (10) days prior to the student beginning the equivalent coursework at the school. Students must earn a minimum score of 80% to earn a passing (P) grade and take the exam at least five (5) days before the scheduled course begins.

## Grade Change Policy

Students wishing to contest a grade for valid reasons must do so in writing within seven (7) days immediately following end of the term in which the original grade was earned. These students must meet with their Program Director and/or Campus President, who will then investigate the original grade based on information provided by the student. The student will be notified of the outcome within 30 days of the original request.

## Transcript Requests

Official copies of transcripts may be obtained by students and alumni upon written request to the Registrar. Requests must contain the student's signature and authorizing release of this information. A fee will be charged for all copies. Transcript request forms may be found on the school website at http://proskills.edu/Request_Transcript.php.

**NOTE:** Transcripts can only be mailed or picked up from campus. Faxing transcripts is prohibited.

## Family Educational Rights and Privacy Act

Students have the right to inspect and review their educational records, request corrections or deletions, and limit disclosure of these records per the Family Educational Rights and Privacy Act (FERPA) of 1974 (also called the Buckley Amendment).

The Registrar is the keeper of the official academic records; students wishing to review their records must do so in writing to the Registrar, or designee. Such review will be allowed with appropriate supervision within 45 days of the request made in writing. Students may request a copy of records, but whenever grades are included, specifically transcripts, transcript fees will apply.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

  School officials with legitimate educational interest;

  Other schools to which a student is transferring;

  Specified officials for audit or evaluation purposes;

  Appropriate parties about financial aid to a student;

  Organizations conducting certain studies for or on behalf of the school;

  Accrediting organizations;

  To comply with a judicial order or lawfully issued subpoena;

  Appropriate officials in cases of health and safety emergencies; and

  State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

Contact Information: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, D.C. 20202-8520. From the Department of Education website at: http://www.ed.gov/policy/gen/guid/fpo/ferpa/index.html

## Health & Safety Exemption Requirement

PSI adheres to all requirements pertaining to the protection of student information. However, there are limited exceptions to FERPA regulations under which PSI is permitted to disclose education records or personally

identifiable, non-directory information from education records in connection with a health or safety emergency without student consent.

The situation must present imminent danger to a student, other students, or members of the school community to qualify as an exception. This action is not taken lightly and only under circumstances that present imminent danger.

## Academic Advising and Tutoring

Academic advisement is available to all students throughout the school year. Each student is assigned to a Program Director. A student who does not maintain the necessary level of performance in each course must meet with the Program Director to formulate a plan for remediation. All faculty assist students in meeting curriculum requirements by being available for advisement and individual help. Students are urged to take initiative in seeking advisement. The student is responsible for maintaining satisfactory academic status and meeting school requirements. Each student is responsible for scheduling an appointment with his/her Program Director, as needed. When students present problems not within the realm of academic advisement, appropriate referrals are made. Information for counseling services is available, and student confidentiality is maintained.

Students may also seek assistance through the Student Services department.

## Students with Disabilities

The school complies with the Americans with Disabilities Act (ADA). Applicants or students who present documentation of a disability will have their case reviewed by the school's Section 504 Coordinator and the ADA Research Committee, and if applicable, reasonable accommodations will be given for the documented disability. The student is responsible for informing the school prior to needing the reasonable accommodations (academic adjustment) in the classroom/lab/clinical. The school is not required to identify the applicant or student as having a disability or assess the student's needs.

The Section 504 Coordinator is the Campus President. The Section 504 Coordinator and the ADA Research Committee are responsible for the development of the reasonable accommodation plan for the student. The Campus President, along with the appropriate Program Director, form the ADA Research Committee; this committee will review the documented disability and the request for accommodation.

**Applicants** requesting academic adjustments and auxiliary aids and services should complete the following steps during their admissions process so that a Plan of Action (POA) can be completed prior to their first day of class. However, already **enrolled students** may request academic adjustments and should do so at least ten (10) days prior to the needed academic adjustment. Once accommodations are approved, they are not retroactive.

Students who during their enrollment have a **newly developed disability** should begin the steps as soon as documentation can be provided to the ADA committee.

Complete **Accommodation Request Form**. This form may be obtained by contacting the Campus President. Along with the request form, all documentation of disability and any documents supporting the disability or assisting with the academic adjustments and auxiliary aids and services must be submitted. Supporting documentation must be dated within the last three (3) years.

The ADA Research Committee will review documentation and schedule a meeting with the student within five (5) business days of the request to discuss the student's disability. The committee may request additional documentation from the student or applicant. The committee will verify all documentation presented for authenticity.

If approved, the ADA Research Committee will develop a Plan of Action provided to the student on a timely basis but no longer than ten (10) days of the request. Appropriate faculty will receive notification of the accommodations for which the student has been approved.

The ADA Research Committee shall update and include in the student's file the date(s) of request(s) for adjustments of services, the nature of each request and supporting documentation, the reason(s) for any denials, and a summary of the process that occurred between the school and the student.

If the student believes he or she has been discriminated against or otherwise wishes to challenge any denial of his or her requests for academic adjustments or services, said applicants and or student shall follow the Student Grievance Policy.

## Student Computer Use

Unauthorized use of computing resources is prohibited. This includes using the school's computing resources for personal or financial gain; allowing unauthorized non-school personnel access to computing resources on campus; displaying obscene, lewd, or sexually harassing images or text in use of the school's computers; or modifying or copying records or data belonging to the school.

The student is responsible for checking with his/her Program Director for policies concerning the specific lab the student is using. Instructors may adopt a more restrictive policy for their areas but may not adopt a less restrictive policy. The computers are property of PSI and are operated under PSI supervision. Therefore, the student should have no expectation of privacy. PSI Computer Services can monitor activity on all PSI computers. Students need to be aware that network administrators record all student computer activities. Use of the PSI computers MUST be related to approved coursework or other instructor-authorized tasks.

Unauthorized tasks may include the following:

- Making changes to the configuration of the computer, including desktop backgrounds and screensavers, and installing or uninstalling software, unless authorized and supervised by an instructor in a classroom activity;
- Attempting to counter security measures for any purpose or to hack passwords to gain unauthorized access to a device or to data resources; and
- Installing or using peer-to-peer file sharing software. (Examples include the following: Kazaa, Napster, IMesh, BearShare, streaming video, and Internet radio).

## Library Information

Students have access 24/7 to PSI's electronic library sponsored through the Library and Information Resources Network (LIRN).

LIRN is a third party Library and Librarian Solution whom Professional Skills Institute partners with to provide comprehensive library resources and librarians to ensure that all faculty and staff are knowledgeable about library resources. LIRN has numerous online resources from a wide variety of vendors (inclusive of databases containing articles from periodicals [peer reviewed, academic and trade], eBook collections, video collections, or interactive applications. Professional Skills Institute has selected resources relevant to specific areas of study at our institution. All of LIRNs resources are intended for use in higher education to promote academic study, research and growth, including all areas of General Education. Professional Skills Institute is supported by a team of LIRN Librarians who have earned a Master's degree in Library Science (MLS), Librarianship, or Library and Information Studies (MLIS) from a program accredited by the American Library Association (ALA). LIRN's

librarians are not faculty and/or staff of the subscriber institution. LIRN Librarians provide library support for 118 hours of support each week. Monday through Friday, 6am to Midnight EST and Saturday and Sunday 10am to Midnight EST. Students may access the LIRN subscription through their Canvas learning platform.

In addition, the Resource Center on campus is available Monday-Friday from 8 a.m. to 8 p.m. to all currently enrolled students for reading and quiet studying.

## Extracurricular Activities

Throughout the year, activities encouraging school spirit and development of student leadership may be offered. PSI believes participation in these activities is an important part of the education process, and student involvement is encouraged.

### Field Trips and Guest Speakers

PSI believes training is enriched by observing real-life applications and/or hearing from industry professionals. When appropriate, visits may be arranged to industrial or professional locations, or guest speakers may come into the classroom.

## Externship/Clinical/Practicum

Students may be required to complete externship/clinical/practicum experiences.

### Transportation

Students are responsible for their own transportation for these experiences and any other off-campus educational experiences. Students may be required to drive up to 90 minutes to a clinical location.

### Insurance

The school maintains general liability insurance on students for classroom, laboratory, and externship experiences. This is *not* health insurance.

### Qualifying for Externship/Clinical/Practicum

Students may be required to complete requirements outside of those in the classroom and laboratory prior to being assigned externship/clinical experiences; these requirements may include CPR/First Aid certification. Students often must successfully complete all other courses prior to these experiences, unless they are a part of a course with lecture/lab attached. Students may have to have FBI/BCI background checks, certain immunizations, and/or drug screens completed prior to being assigned a site, including the COVID-19 vaccine.

*Students are responsible for the costs of immunizations, drug testing, and background checks.*

### Externship/Clinical/Practicum Schedules

Students on externship/clinical may have schedules that vary as to the times and days of the week of the experiences. Students taking courses in the evening may be required to complete externships/clinicals during the day and/or on the weekend.

### Remuneration

Students do not receive remuneration for externship or clinical experiences.

**Student Responsibilities may include the following, with more specific information coming from the Program Director:**

- Arrive on time, in proper attire, with identification to the site.
- Fulfill all duties and responsibilities while on site.
- Protect the privacy and confidentiality of medical records following HIPAA.
- Meet with school representatives as needed/required.
- Participate in the evaluation of competencies while on site.
- Evaluate the effectiveness of the externship experience.
- Report to designated individuals when ill or unable to attend experiences (which may include sanctions/disciplinary action).
- Be courteous and professional always.

## Advisory Boards

### BS in Health Sciences

| Program | Advisory Member | | Employer |
|---|---|---|---|
| BS Health Sciences | Lucinda Bouillon<br>Lucinda.bouillon@utoledo.edu | PT, PhD | University of Toledo,<br>Associate Professor/Program Director<br>School of Exercise and Rehabilitation Sciences |
| BS Health Sciences | Melissa Miller<br>mmiller@aprn1.com | MPT,<br>Board-Certified Clinical Specialist<br>Neurological Physical Therapy | Balance and Mobility Specialists,<br>Clinical Physical Therapist |
| BS Health Sciences | Jody Morris<br>Jody.morris@utoledo.edu | MSBS-HDS | University of Toledo,<br>School of Population Health,<br>Lecturer, Health Education |
| BS Health Sciences | Joy McNutt | PTA | NOMS Central Park West |
| BS Health Sciences | Christine Pierce<br>Clinical PTA | PTA, BA | Select Rehab |
| BS Health Sciences | Sam Rakyta, II | DPT, CSCS, CIDN | PT Link |
| BS Health Sciences | Gretchen Reichow | M.Ed., ATC | Penta Career Center |
| BS Health Sciences | Mario Baker | DPT, Board-Certified Clinical Specialist in Geriatrics | University of Findlay Physical Therapy Programs; PSI |
| BS Health Sciences | Tawiona Brown<br>Clinical PT, Instructor | DPT Faculty | Bowling Green State University; PSI |
| | **Additional Members** | | **Employer** |
| BS Health Sciences | Deanna Lamb<br>Corporate Director of Academic Affairs | PT, MA, PhD | Education Evolve, LLC |
| BS Health Sciences | Wendy Walkosky<br>BSHS Program Director | PhD | PSI |
| Administration | Susan Lippens<br>Campus President | MOL | PSI |
| ALL | Patricia Humbert, JD | Distance Education Specialist | Tiffin University |

## RN to BSN Program

| Program | Advisory Member | | Employer |
|---|---|---|---|
| RN to BSN | Anita Branch<br>Nursing Practice and Clinical Education Manager | | Bon Secours Mercy Health |
| RN to BSN | Carol Campbell<br>ADN Program Director | MSN, RN | Mercy College - Retired |
| RN to BSN | Buffy Fauver<br>HR Assistant Director | | Elizabeth Scott Community |
| RN to BSN | Lauren Fisher<br>Employer and Community Partner Specialist - Nursing Professional Development Program manager | MSN, RN | Bon Secours Mercy Health |
| RN to BSN | Marvella Foster<br>Director of Case Management | RN, MSOLC, CCM, CRRN | Encompass Health |
| RN to BSN | Kimberly Gillespie<br>Employer and Community Partner Specialist - Nursing Professional Development Program Manager | DNP, RN | Bon Secours Mercy Health |
| RN to BSN | Peggy Lucio<br>Director of Human Resources | | Encompass Health |
| RN to BSN | Donna Sandwisch<br>Human Resource Specialist | | Trilogy Health |
| RN to BSN | Linda Shaw<br>Health Coordinator and School Nurse | MSN, RN | Westside Montessori Center |
| ALL | Patricia Humbert, JD | Distance Education Specialist | Tiffin University |
| | **Additional Members** | | **Employer** |
| RN to BSN | Elizabeth Sprunk<br>BSN Program Coordinator | PhD, MSN, CNE | PSI |
| Administration | Susan Lippens<br>Campus President | MOL | PSI |
| Administration | Brian Brubaker<br>Career Services | AAB | PSI |
| Administration | Ryan Hotmer<br>Director of Admissions | MA | PSI |
| BSHS | Wendy Walkosky<br>BSHS Program Director | PhD | PSI |

## School of Physical Therapist Assisting

| Program | Advisory Member | | Employer |
|---|---|---|---|
| PTA | Cindy Binkley<br>CEO/Administrator | RKT | Central Park West |
| PTA | Tawiona Brown<br>Clinical PT | DPT | Bowling Green State University |
| PTA | Marci Cancic<br>Director of Therapy | PT | University of Toledo Medical Center |
| PTA | Patricia Humbert, JD | Distance Education Specialist | Tiffin University |
| PTA | Pam Hunter<br>Regional Director of Rehab | PT | Promedica Heartland Rehab |
| PTA | Thomas Garvin<br>Clinical PTA, SCCE | PTA | Mercy Health |
| PTA | Roger Lewis<br>Staff PTA | PTA | University of Toledo Medical Center |
| PTA | Alison Matson | MPT | University of Toledo Medical Center |

| | | | |
|---|---|---|---|
| | PT Clinical Coordinator of CE | | |
| PTA | Joy McNutt | PTA | NOMS Central Park West |
| PTA | Melissa Miller<br>Clinical PT | MPT | Balance and Mobility Specialists |
| PTA | Christine Pierce<br>Clinical PTA | PTA, BA | Select Rehab |
| PTA | Teresa Kilduff<br>Director of Rehab Services | PTA, BA | Progressive Therapy Alternatives |
| PTA | Bethany O'Neil | PT, SCCE | University of Toledo Medical Center |
| | **Additional Members** | | **Employer** |
| PTA | Lydia Akers<br>PTA Program Director | PT, DPT | PSI |
| PTA | Heidi Wallace<br>PTA Instructor/DCE | PTA, BS, ATC | PSI |
| Administration | Susan Lippens<br>Campus President | MOL | PSI |
| Administration | Deanna Lamb<br>Corporate Director of Academic Affairs | PT, MA, PhD | Education Evolve, LLC |
| Administration | Brian Brubaker<br>Career Services | AAB | PSI |

## Pre-licensure Nursing Programs

| Program | Advisory Member | | Employer |
|---|---|---|---|
| PN/RN Bridge | Sarah Thomas<br>College of Nursing Admissions | MSN, RN | Lourdes University |
| PN/RN Bridge | Courtney Goda<br>Nursing Staff Developer | MSN, RN | The Toledo Hospital |
| PN/RN Bridge | Julie Randolph<br>Nursing Staff Development Director | RN | Fairview Skilled Nursing and Rehabilitation Center |
| PN/RN Bridge | Corrina Denhart<br>Director of Nursing | RN | Otterbein Senior Life Pemberville |
| PN/RN Bridge | Irene Jones<br>Chair, Nursing Department | MSN, RN | Owens Community College |
| PN/RN Bridge | Candace Reed<br>Administrator | RN | Elizabeth Scott |
| PN/RN Bridge | Teri Tomase<br>Regional Human Resources Manager | | PHR, Kingston Care Center of Sylvania |
| PN/RN Bridge | Christy Turner | RN | Well Spring Lutheran |
| PN/RN Bridge | Tamar Lomeli | RN | Lakes of Monclova |
| PN/RN Bridge | Rachel Chambers | RN | Medilodge of Monroe |
| PN/RN Bridge | Lindsey Wenland<br>Director of Nursing | BSN, RN | Lakes of Sylvania |
| ALL | Dr. Wendy Ziems-Mueller | Distance Education Specialist | University of Mount Union |
| ALL | Patricia Humbert, JD | Distance Education Specialist | Tiffin University |
| | **Additional Members** | | **Employer** |
| PN/RN Bridge | Lowella Ridgley<br>Nursing Programs Director | MSN | PSI |
| PN/RN Bridge | Nicole Piermatti<br>Nursing Programs Assistant Director | MSN, RN | PSI |
| Administration | Susan Lippens<br>Campus President | MOL | PSI |
| Administration | Brian Brubaker<br>Career Services | AAB | PSI |

## Student Grievance Procedures

Students with a grievance or complaint need to raise their concerns as soon as possible to assure a resolution is made in a timely fashion. The grievance must be submitted within five (5) days of the incident. The policy below has been developed by the school to offer a systematic and equitable process to resolve student complaints regarding academic and non-academic matters.

**Classroom and Other Academic Matters**

Students with complaints or grievances related to academic matters, classroom policies regarding course-specific testing, classroom assignments, or grades must first discuss their concerns with the instructor and, if necessary, their Program Director. If the matter is not resolved, students may bring their complaint to the attention of the Campus President within five (5) days of the incident.

**Non-Academic Matters**

Students with complaints or grievances concerning non-academic matters (i.e.: Financial Aid, Admissions, Career Services, etc.) should direct their concerns to the appropriate Department Manager and/or notify their Program Director within five (5) days from the incident.

**Additional Steps for Grievance**

Should the grievance remain unresolved, students will be advised to submit the matter in writing to the Campus President within five (5) days of the unsatisfactory meeting with the Program Director or Department Manager. The Campus President will review the matter with all the parties concerned and may meet with the student. The Campus President will respond to the grievance after the review has been completed. .

If the complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may contact: State of Ohio Board of Career Colleges and Schools, 30 East Broad Street, Suite 2481, Columbus, Ohio, 43215-3414, (614) 466-2762, Fax (614) 466-2219, and Toll Free (877) 275-4219

Email: bpsr@scr.state.oh.us Website: http://www.scr.ohio.gov

Students who reside in the state of Michigan may contact: Michigan Department of Labor and Economic Opportunity, 201 N. Washington Sq. 4th Floor, Lansing, MI 48913, (517) 256-8670.

Email: farhatj@michigan.gov Website: https://www.michigan.gov/leo

**ABHES COMPLAINT PROCEDURE**

Schools accredited by the Accrediting Bureau of Health Education Schools must have a procedure and operational plan for handling student complaints. If a student does not feel the school has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints reviewed by the Commission must be in written form and should grant permission for the Commission to forward a copy of the complaint to the school for a response. This can be accomplished by filing the ABHES Complaint Form. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission.

Please direct all inquiries to:

**Accrediting Bureau of Health Education Schools**

6116 Executive Blvd., Suite 730, North Bethesda, MD 20852

A copy of the ABHES Complaint Form is available at the school and may be obtained by contacting school administration or online at www.abhes.org.

**PTA Complaints Outside of the Published Policies**

Complaints or suggestions which fall outside PSI's stated Grievance and Suggestion Policies, found in this academic catalog, may occur. Should this happen within the PTA Program, possibly from clinical education sites, employers of graduates, or the public, the Director of the PTA Program shall receive the complaint, document the complaint/suggestion using the Institution's complaint Tracking Form. All complaints shall be handled.

*The Program Director shall*

A. Document the complaint and investigate the complaint.
B. Document the findings of the investigation.
C. Discuss the findings with the Campus President and arrive at a decision concerning the complaint.
D. Maintain the tracking form listing the PTA Program complaint using the Institution's Complaints Tracking Form.
E. Keep all documentation and the tracking form in a file in the PTA Director's office for 3 years, after which it shall be destroyed.
F. This file shall assist in monitoring of possible reoccurring complaints which would require action.
G. If action is required, the complaint source shall be informed of the action taken.
H. This file may be verbally reviewed with the Director of PTA Program and any complaint requiring action will be made known to the Advisory Board and the Appeal Committee.

**Student Surveys and Suggestions**

Students will evaluate instructors and courses for which they are registered at the end of each term. The Campus President and/or Program Director will review these surveys and follow up with students and/or instructors as needed.

Students will also complete Student Satisfaction Surveys covering the student's total experience at the school. This survey is meant to assess student satisfaction with all services offered by the campus, plus that of individual departments, staff, and administration. Ultimately, the results from this survey are used to assist with annual evaluations of the school and programs. Students may also turn in suggestions or complaints by emailing campus leadership.

## Pre-licensure Nursing Programs Policies

**Nursing Clinical Rotation Policy**

Clinical rotations are a necessary part of the nursing programs curriculum and passage is necessary for advancement to the next course level in this program. The following criteria pertains to the attendance requirements which must be met to obtain a satisfactory completion of the clinical portion of the nursing programs, which entitles the student to advance to the next level:

A. Clinical site placement is at the discretion of the nursing course instructor. The instructor may ask for student preference, but this is not a guarantee the student will be assigned that clinical site. Students must notify the nursing course instructor of past and present health care facilities in which they have worked. Students must also include with this written documentation any family members who presently work in any of PSI's assigned clinical sites, regardless of what job they may hold. Students will be placed

in other facilities to prevent any conflicts. If any student does not disclose this information to the nursing course instructor, prior to clinical assignments being made, the student may be withdrawn from the nursing program.

B. Students on clinical may have schedules that vary as to the times and days of the week of the experiences. Students taking courses in the evening may be required to complete clinicals during the day and/or on the weekend.

**Clinical Tardiness**

Students are to contact the clinical instructor and clinical coordinator PRIOR to the start of the clinical day if they are going to be late. Policies related to being late include:

1. Not being present, on the floor, or on campus in the classroom, or online (if applicable) and ready to work, at the start time, which includes the beginning of the shift, returning from all lunch/dinner breaks, and any other breaks.
2. Students may be late one time up to 30 minutes. After 30 minutes, this will be considered an absence, and only ONE total absence is permitted per quarter.
3. There can be no more than one (1) late per quarter per class. If a student is late a second time, the student will be sent home, and this may result in a clinical failure.
4. Connectivity issues are not an excuse for tardiness/absence for the virtual clinical. Students should test for connectivity prior to clinical start time.

**Clinical Absence**

Students are to contact the clinical instructor **PRIOR** to the start of the clinical day if they are unable to attend at scheduled time/day. Instructor will provide method of communication/contact on first clinical day.

- Failure to contact **PRIOR** to clinical start is a "no call no show" may result in an automatic failure or withdrawal for the clinical rotation. The student will need to repeat the entire course and clinical.

**Excused Clinical Absence**

- Students are to contact the Clinical Instructor and Clinical Coordinator PRIOR to the start of the clinical experience if they are unable to attend at their scheduled time/day.
- Instructor will provide a method of communication/contact at the first clinical experience. Failure to contact PRIOR to the start time is considered a "no call no show" which may result in a clinical failure.
- A student is permitted ONE total absence per quarter, per class. Below is a list of what constitutes a clinical absence:
    1. The student cannot attend the clinical experience. Must notify clinical instructor and clinical coordinator PRIOR to the start of clinical, and provide the reason for the missed clinical (documentation may be required).
    2. The student is ill and/or unable to perform clinical duties and is sent home from clinical.
    3. The student is more than 30 minutes late (will be sent home and a makeup day will be scheduled by the clinical coordinator, if this is the first absence.)
- The clinical coordinator will provide ALL make-up instructions.
- Inclement Weather Policy for Clinical Only: If there is a level 2 or 3 snow emergency in Lucas County at the time the clinical experience is due to start clinicals will be cancelled and rescheduled (with the exception of virtual clinical).

Additional Clinical Information

Students are not permitted to take breaks/lunch/dinner outside of the clinical facilities during clinical experiences. Students are not permitted to leave the clinical area without the permission of the clinical instructor. Students are not permitted to smoke on any clinical grounds. If a student is seen with any type of smoking device in the clinical facility/grounds, the student will receive a 0% for the day.

Inclement Weather and Clinical Only: If there is a level III snow emergency issued in Lucas County, the clinical will be cancelled and rescheduled when the clinical site is available.

*If a student is convicted and sentenced to any type of probation by a court while the student is actively enrolled at PSI, all court papers must be shared with the Nursing Programs Director immediately. Failure to disclose these papers within one week of conviction/sentencing will result in immediate termination from the Nursing program. Furthermore, these papers may be shared with clinical sites, who determine if the student is eligible to complete Clinical at the facility. If all clinical sites deny the student access, then the student will be withdrawn from the nursing program.

**Clinical Fatigue Policy**

Nursing students are prohibited from working within **eight (8) hours** prior to the start of their assigned clinical shift. This policy is implemented to reduce fatigue, enhance cognitive performance, and uphold safe, effective patient care standards in clinical settings.

**Guidelines:**

- Students must **not** engage in employment or shift work that ends less than **8 hours** before the start of their scheduled clinical rotation.
- Students are expected to arrive at clinical well-rested, alert, and capable of fully engaging in clinical learning and patient care activities.
- Violation of this policy may result in removal from the clinical setting for the day, a clinical absence, and potential failure of the course/clinical.

Fatigue from insufficient rest is a well-documented contributor to impaired judgment, slowed reaction times, and increased risk of errors—particularly in high-stakes healthcare environments. The National Council of State Boards of Nursing (NCSBN) and other regulatory bodies recognize fatigue as a serious safety concern. Nursing students, as emerging professionals, must develop safe habits that prioritize rest and clinical preparedness.

**Nursing Cell Phone/Electronic Devices Policy for Clinical**

Cell phones and all types of electronic devices are prohibited in the clinical area. Nursing students may not have these devices anywhere in the clinical area. This includes clinical preparation and the actual patient care clinical day(s).

If a student is seen with any type of cell phone/electronic device in the clinical facility the student will receive a 0% for the day.

**Grading for Clinical Rotation Policy**

**Clinical Evaluation Tool**

- Students are evaluated weekly.

- Students are expected to improve their clinical performance at each clinical experience. Failure to improve performance within two consecutive clinicals may result in the student meeting with the Nursing Programs Director to discuss their clinical performance.
- The daily clinical grade is expected to improve over the course of the clinical to achieve clinical objectives resulting in a satisfactory grade.
- Students may be given an Opportunity of Growth form to remediate areas of opportunity.
- Students will receive a mid-term as well as a final evaluation.

The following are definitions for the ratings of the clinical evaluation tool.

**Satisfactory ("S")** The student performs in a safe, therapeutic manner in the described or expected behavior. The student requires minimal guidance to function in nursing situations appropriate for this level of student. The student prepares adequately for each clinical experience with a minimal score of 76.5% in all evaluation criteria and must have a satisfactory in all areas.

**Unsatisfactory ("U")** The student requires continuous guidance or assistance to perform in the described or expected behavior. The student does not prepare adequately for each clinical experience. Demonstrating continued effort in learning in the clinical area is essential to the application of theory in patient care situations.

Examples of unsatisfactory effort:

a) not being prepared adequately for clinical

b) performing skills poorly in clinical and any unsafe practice

c) unprofessional or disrespectful behaviors

d) unable to accept constructive feedback/guidance from instructor, facility, healthcare providers

e) failure to engage in unit workload during downtime such as answering call lights, hourly rounding, providing ADLs, etc.

If the student engages in any of these or similar behaviors, he/she will earn an unsatisfactory rating in the clinical criteria and place themselves at risk for failure.

**Nursing Clinical Requirements**

*Physical Exam, PPD, Immunizations, Influenza Vaccination, Criminal Background Checks, Drug Screening and BLS/CPR Certification:*

PSI's clinical sites require that the Health Records Coordinator provide the clinical site with information regarding each nursing student's health status, immunizations, criminal background checks, drug screening and BLS/CPR certification prior to accepting students.

Influenza vaccination expires annually. BLS/CPR certification also has an expiration date, depending on when the student was certified. Immunizations that are not complete need to be updated as required interval dates occur, until immunizations are complete. Criminal background checks may need to be updated if requested by the clinical site.

Prior to participation in the student's first clinical rotation, nursing students must complete PSI's mandatory Clinical Requirements including:

1. FBI/BCI Background Checks
2. *Verification of CPR
3. Verification of a negative 5-Panel urine drug screen
4. Verification of completion of a Physical Assessment by a Health Care Provider allowing the student to complete clinical rotations without restrictions.
5. Verification of completion of required immunizations, titers, lab results and TB screening.
6. Verification of seasonal influenza (flu) immunization.

**Only certifications for Basic Life Support (BLS) by the American Heart Association (Basic Life Support for Healthcare Providers) will be accepted.*
The drug screen must be obtained through PSI's contracted provider, Concentra, or completed on campus during the admissions process. An online authorization form must be completed with the Registrar before visiting Concentra.

The Healthcare documentation (i.e. Physical Assessment and Immunizations) must be completed on PSI forms, or official source forms (i.e. Health Care Provider (HCP) office for, Health Department form, or Urgent Care form).

If documentation is submitted on a PSI form, the HCP must stamp the form with their address, and sign and date the form.

If documentation is submitted on the provider's form, the address must appear on the form and the HCP must sign and date the form. The original must be submitted for the student record, and the student should keep a copy for their own record.

An annual influenza (Flu) vaccination (either injection or nasal spray) must be obtained every fall quarter once a student is enrolled in nursing courses with a clinical component.

The nursing student is solely responsible to keep his/her health physical exam, PPD, immunizations, titer results, criminal background check, drug screening, and BLS/CPR records updated and current, without exception. The following is a list of the final due date for these for each specific nursing course.

**PN Program Quarterly Requirements for Clinical**

| Quarter | Requirements to be completed | Due Date |
|---|---|---|
| Quarter I | Background check, BLS/CPR certification, 5 panel drug screen, health physical exam, PPD and Titers, influenza vaccination (during flu season) | Week 6 of Quarter 1 |

**LPN to RN Bridge Program Requirements for Clinical**

| Requirements to be completed | Due Date |
|---|---|
| Background check, BLS/CPR certification, 5 panel drug screen, health physical exam, PPD and Titers, influenza vaccination (during flu season) | Required for acceptance into the program. |

It is entirely up to the student/applicant to stay in compliance with this requirement.

Non-Compliance with any of the Clinical Requirements, including Health Physical Exam, PPD, Titers, annual influenza vaccination, drug screening or BLS/CPR Certification will result in the following:

Students will not be permitted to attend clinical unless all health care requirements have been met, and documentation has been received by the nursing department.

**Nursing Programs Lab Competencies**

If a student fails a lab demonstration (competency), the student is responsible for following the remediation plan, which includes a required one-hour practice time prior to the second attempt. Failure to complete the one-hour remediation before the second attempt will result in a failure of the competency and must repeat the entire course.

Lab Competency:

In the event the student obtains a failing (unsatisfactory) grade for lab competency, the student will be allowed one (1) additional attempt to pass the competency, for a total of two (2) attempts. The student must complete one hour of remediation and have their paperwork signed by an open lab instructor, stating they are prepared for their second attempt. The second attempt will be performed in lab the following week, unless scheduled differently with the instructor. If the student fails to show for the scheduled first or second attempt lab competency with no communication to the instructor, the student forfeits their attempt, which could result in failure of the course. Changes in the scheduled lab competency time made with the instructor PRIOR to the scheduled time are acceptable. Students are to be prompt for the appointment, 5 minutes late and the student will lose that appointment slot. It is the student's responsibility to make sure that they complete the return demonstration. If the student fails the second attempt, they fail the course. The student will be allowed to finish the didactic part of the course but will not be allowed to attend clinical or lab for that course. The student will be required to repeat the course in its entirety including class, lab and clinical at an additional cost.

**Dress Code for Classroom, Labs, and Clinical Experiences**

Any time students are on campus or in clinical, they are required to follow the school dress code. This includes all open labs, including Saturdays. The dress code policy includes the following:

Classroom Dress Code

1. School-issued cranberry (RN) or black (PN) scrubs
2. Clean, closed-toe, rubber-soled shoes.
3. NO artificial nails are allowed
4. No facial piercings, except studs

Lab and Clinical Dress Code

1. School-issued scrubs – PN students in black scrubs/RN Bridge students in burgundy scrubs
2. School-issued warm up scrub jackets may be worn
3. Clean, closed-toe, fluid resistant, rubber-soled shoes
4. A solid white, black, or scrub color long sleeved shirt
5. No artificial nails or nail polish

6. Nails must be short in length, without nails visible when palms are facing up.
7. PSI photo identification badge

The following are not permitted in the lab or at clinical:

- No hoodies, sweatshirts, or coats
- No crocs, boots, slippers, or flip flops
- No canvas shoes
- No artificial nails of any kind, no gel or other nail polish
- No facial piercings except studs
- No bracelets or necklaces, and no large hoop/dangling earrings.

**Medical Release for Nursing Programs**

If a student is, or becomes pregnant during her enrollment, the student will be required to obtain a release from the student's OB/GYN physician, Nurse Midwife, or Nurse Practitioner, allowing the student to participate in all academic and clinical requirements without any limitations.

Students who have become ill, have sustained an injury, have had surgery, or have had a baby and are post-partum during his/her enrollment will be required to obtain a medical release from the student's physician allowing the student to participate in all academic and clinical requirements without any limitations.

PSI has a "Medical Release Form" that is to be completed to document the release. This form may be obtained from the Program Director, or the Campus President. This form is to be completed by the student's personal physician.

A student will not be assigned a clinical rotation until this documentation has been completed and submitted by the assigned due date.

**PN Curriculum Content Rule 4723-5-14 (E) (12)**

Curriculum for a nursing course "…Shall include…A combination of clinical and laboratory experiences concurrently with the related theory instruction…" Due to the above Ohio Board of Nursing Rule, all students must complete the theory, lab and clinical components of a nursing course in the same term/quarter. If a student passes the theory and lab components of a nursing course, but cannot complete the clinical, for ANY reason, the entire course must be repeated in its entirety. This will be at an additional tuition and fees cost to the student.

**LPN to RN Bridge Curriculum Content Rule 4723-5-13 (F) (8)**

"The Program will provide a combination of clinical and laboratory experiences concurrently with the related theory…"

Due to the above Ohio Board of Nursing Rule, all students must complete the theory, lab and clinical components of a nursing course in the same term/quarter. If a student passes the theory and lab components of a nursing course, but cannot complete the clinical, for ANY reason, the entire course must be repeated in its entirety. This will be at an additional tuition and fees cost to the student.

## RN to BSN Program Clinical Requirements

The student is responsible for complying with all health and professional requirements, and other specific requirements of the practicum site prior to the start of the practicum experience. This may include the following:

- Health records
- Physical Exam
- Immunizations/titers
- Required vaccinations
- Drug screen
- Criminal background check
- CPR certification

Students are responsible for the costs and activities associated with meeting all clinical requirements. Students may need to set up an account with a compliance tracking vendor such as CastleBranch or ACEMAPP.

Non-Compliance with any of the Clinical Requirements will result in the following:

- Students will not be permitted to attend clinical unless all health care, professional or other specific requirements of the practicum site have been met, and documentation has been received by the nursing department.

# Student Code of Conduct

Students are expected to follow behavior and dress code policies in addition to those academic policies such as attendance and academic performance. Students are expected to be professional, courteous, and always show respect for persons, learning, and the learning environment.

## Expectations

**Academic Misconduct**

All work submitted by a student is expected to be the student's own work. All students are preparing for careers and most will be required to pass a certification or licensing exam to practice in their chosen career fields. Instructors must accurately assess students' skills and knowledge to ensure all students are well-prepared. Additionally, there are ethical implications if students submit work not their own.

The following are some examples of Academic Dishonesty:

- Cheating on tests/quizzes/assessments – Cheating will not be tolerated. Cheating occurs when a student copies another student's work, uses notes during an assessment without approval of the instructor, takes a picture of an assessment, uses a picture of an assessment provided by someone else, or in any other way has assistance on an assessment not authorized by the instructor.

- Plagiarism – Plagiarism is the use of another's work without giving proper credit to that source, including cutting and pasting information from the Internet without properly citing the work. Full AI-generated submissions are not permitted and will be treated as plagiarism. Any AI use must be acknowledged with proper citation including ChatGPT, Grammarly, etc. If a student needs assistance with proper citing of

sources, the student should seek guidance from an Instructor, Program Director or the LIRN Librarian. Plagiarism may include the use of artificial intelligence-generated written assignments.

- Unauthorized collaboration – All work submitted by a student is expected to be completed by the student alone, unless the instructor expressly indicates the assignment is a group project.

An occurrence of any of the above items constitutes a violation of the Academic Honesty Policy. Additionally, a student who assists another student in committing any kind of Academic Dishonesty is subject to the same consequences as the student who violates the policy directly. Students who are found to be in violation of the Academic Honesty Policy will first meet with the instructor and/or Program Director, and will receive a zero (0) for the impacted activity involved in the infraction. The violation will be reviewed by the Dean of Education for further disciplinary review.

**Dress Code**

Students must maintain a clean and professional appearance while in class, on site, or out on clinical/externship. Employers may visit the campus, so it is important students always show a professional image. Dress and grooming should be appropriate for the area of study. In general, students should refrain from wearing shorts, tank tops or other sleeveless tops, clothing showing obscenities, sandals or other open-toed shoes, ripped or torn clothing, visible undergarments, jeans, sweatpants, and leggings and/or other athletic attire. Hats, scarves, do-rags, and sunglasses are prohibited unless required for religious reasons or authorized appropriate by a school official for a specific purpose.

Students should maintain clean personal hygiene, and make-up should always be complementary and not distracting. In lab classes, students with long hair may be asked to pull hair off the collar and nails may need to be short, manicured, and without artificial or overlays. In addition, lab classes may require students to wear minimal jewelry and remove facial piercings or hoop earrings.

Students dressed inappropriately will not be permitted to attend school. Those who disregard the dress code will be warned. If the problem persists, the student may receive additional disciplinary action as a part of this Student Code of Conduct. Each program may have specific dress code guidelines. Questions should be addressed to the specific Program Director.

***Scrubs***

Students are given uniforms/scrubs or a logo polo shirt, included in tuition and fees. Students should keep scrubs clean and well-fitting. Students should wear closed-toe shoes with scrubs.

Students may have to follow a clinical site's dress code on externship/clinical/practicum.

**Cell Phone Usage**

Cell phones must be turned off (vibrate only) while students are in the classrooms. In emergencies, the instructor may give a student permission to use a cell phone.

**Food and Drink in the Academic Areas**

No consumption of foods or beverages is allowed in any area of the school except for designated faculty areas or student lounges. A Fresh Market for food is in the student lounge. Food and beverages are not allowed in the labs or computer labs. Beverages in closed containers are permitted in lecture classrooms.

**Drug- Free Schools and Communities Act of 1989**

The Drug-Free Schools and Communities Act Amendments of 1989 require an institution of higher education, as a condition of receiving funds or any other form of financial assistance under any federal program, to certify it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees.

A. The unauthorized and/or unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance or alcohol is strictly prohibited in all facilities of the school, in all places where its students/employees attend/work, including all vehicles, and as any part of the school's activities. The school reserves the right to conduct drug and/or alcohol testing for pre-employment/enrollment, reasonable suspicion, and post-accident. In the case of an employee or student with a prior violation for drugs or alcohol, the school will subject those individuals to random screening but they will be notified of that condition.

B. A controlled substance is one which appears in schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. 812). As a condition of employment/enrollment, all students/employees shall abide by this prohibition and notify the school of any criminal drug or alcohol statute conviction for a violation of this Policy as provided by paragraph (b) below. Violation of such prohibition shall result in action against the student/employee, as set out in section (g) below, which shall include action up to and including expulsion/termination, and/or satisfactory participation in an approved drug or alcohol abuse assistance or rehabilitation program. Participation in such a program shall not be paid for by the school, but may be covered by a(n) employee's/student's health insurance policy. Federal and State penalties for unlawful use, possession, or distribution of drugs or alcohol are stated below.

   All violations of this Policy shall be reported to the Campus President, or their designee, who shall report the violation to the appropriate law enforcement authority. Action shall be taken in all cases of a chargeable offense under the provisions of the applicable State law or comparable Federal law; however, a conviction of the charged offense shall not be necessary to act against the student/employee for a violation of this Policy.

C. All students/employees shall notify the Campus President/ Human Resources in writing of any criminal drug or alcohol statute conviction for a violation occurring in any facility or on the property of the school, or at any school activity, no later than five days after such conviction. Failure of the student/employee to make such a notification shall lead to expulsion/termination from the school. Within ten days of receiving notice of any employee convicted as described above, the school shall notify the federal agencies providing grants to and through the school in accordance with the Drug-Free Workplace Act of 1988.

D. Within thirty (30) days of receiving notice of any student/employee convicted as described in section (B), the school will:
   a. Take appropriate action against such a student/employee, up to and including expulsion; or
   b. Request such student/employee participate satisfactorily in a drug or alcohol abuse assistance or rehabilitation program approved for such purposes by Federal, State, or local health, law enforcement, or other appropriate agency. **This action may be taken by the school prior to conviction.**

**Other Violations**

Other Student Code of Conduct violations, in addition to those listed above in more detail, include:

- Theft/stealing
- Unprofessional conduct
- Sleeping in the classroom
- Disruptiveness in the classroom
- Offensive touching
- Use of profanity or other unacceptable language
- Possession of firearms or other weapons
- Insubordination
- Noncompliance with safety rules,
- Use of/being under the influence of alcohol or illegal drugs
- Distributing alcohol or illegal drugs
- Threats of violence
- Bodily harm
- Vandalism of school property or equipment
- Harassment of any kind
- Sexual assault
- Furnishing false information to the school (forgery included)
- Any other misbehavior the school deems inappropriate or unprofessional

**In less severe offenses, students may be given a warning before other penalties take effect.**

**Nursing Programs Student Code of Conduct Additions**

**Class/Lab Professional Conduct Expectations**

- Students should arrive on time for class. Many important announcements for the day are made at the beginning of class. The class will run the entire scheduled time every day. Students who arrive late or leave early from class will receive a deduction on attendance and participation for that day.
- If for any reason you must miss class, please inform the instructor prior to the start of class. Doing so will provide you with 20% attendance as a courtesy for informing the instructor beforehand. Once the class has started no grade will be awarded for informing the instructor of absence. It is the responsibility of the student to obtain missed lecture material from another student.
- During class there should be no side conversation, please excuse yourself from class if you have an urgent matter to discuss with another student during class time. It is distracting for the instructor as well as your fellow classmates when side conversations take place during class time.
- Lab is the hands-on portion of class; students are expected to participate during lab time. Breaks will be given as needed. Students who are not participating in lab will be required to make that time up in open lab.
- If a student is absent, late, or leaves early from lab, they are required to make up missed time in open lab within 2 weeks of the time missed.
- Before, during, and after competency, students must compose themselves in an appropriate manner that aligns with the nursing profession. Failure to do so will result in a code of conduct form, and a meeting with the program director.
- If a student is unsuccessful on their first competency attempt, they will need to remediate in open lab for 1 hour, within 1 week in order to get a second attempt. Must do hands on practice and have an open lab

instructor sign off that they are competent to complete their second attempt. The second attempt will take place the following week during lab. Please plan accordingly to complete your remediation. Lab hours are posted on the LMS and classroom doors. Failure to complete the 1-hour remediation will result in course failure.

Referenced from Rules Promulgated from the Law Regulating the Practice of Nursing, Chapter 4723-5-12-C of the Ohio Administrative Code (Effective February 1, 2022)

*Student conduct that incorporates the standards for safe nursing care which includes, but is not limited to the following requirements: 4723-5-12 (C)*

(C) In addition to the policies required in paragraph (A) of this rule, the program administrator and faculty shall implement policies related to student conduct that incorporate the standards for safe nursing care set forth in Chapter 4723. of the Revised Code and the rules adopted under that chapter, including, but not limited to the following:

(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; or

(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) For purposes of paragraphs (C)(5), (C)(6), (C)(9), (C)(10), (C)(11) and (C)(12) of this rule, 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.

*Last updated February 1, 2022*

*Note: Any proven, documented breach of these rules is reason for immediate dismissal for the nursing program. These rules of conduct are also part of the Student Responsibility Form which all students read and sign prior to participation in a clinical rotation.*

*The above-mentioned behaviors, along with the student conduct for Unprofessional/Conduct Behavior and Unacceptable/Conduct Behavior found in the current Academic Catalog, will govern the student conduct for the nursing programs.*

## Sanctions/Penalties

The Student Code of Conduct helps ensure that the learning process and learning environment are safe and supportive for students. In the event a violation of the Student Code of Conduct occurs, the school will impose fair and progressive sanctions. However, if a violation is severe, the school may impose the strictest sanctions on a student up to and including expulsion. The sanctions are described below. **Students may be sent home from a class session for a day by an instructor while the Campus President reviews for additional disciplinary sanctions.**

If the student is found to be in violation of unprofessional conduct/behavior, the instructor or staff member will communicate and identify the problem to the student, in writing, using the Code of Conduct Violation Form. The form will be reviewed by the Campus President for further disciplinary review.

**Warning:** A warning is an official conversation between the student and either the Program Director and/or the Campus President. The conversation will be documented in the Student Information System but does not become a part of the student's permanent record. Further misconduct may result in more severe disciplinary sanctions.

> Students who are found to be cheating or plagiarizing will first meet with the Instructor and/or Program Director. Students found in violation will receive a zero (0) for the impacted activity involved in the infraction.

**Written Reprimand:** A reprimand is the official written notification of unacceptable behavior and becomes a part of the student's permanent record. The student must sign the document. Further misconduct may result in more severe disciplinary sanctions.

**Suspension:** A suspension is the official loss of campus privileges for a specific period not to exceed 14 calendar days. During this time, the student is not allowed on campus, at campus functions, or on externship/clinical and will be marked as absent for any missed class sessions. Suspended students will not be allowed to attend any make-up labs, tests, exams, or competencies missed. Further misconduct may result in more severe disciplinary sanctions.

**Expulsion:** An expulsion is the official, permanent loss of campus privileges and results in the student being withdrawn from the institution and unable to complete the program of study. Students who are expelled receive a grade of W (withdrawal) for any courses in which they are currently enrolled.

*Violent, sexual, or drug-related incidents may be handled at the strictest sanction, expulsion, at the discretion of campus leadership.

## Appeals

Students have the right to appeal sanctions/penalties given per the Student Code of Conduct policy. Students wishing to appeal should do so in writing and within five (5) days of the decision. The Campus President and Appeal Committee (often comprised of the Campus President and may include faculty and Program Director) will review all documentation and make a final decision of the written appeal turned in by the student.

If the appeal is not resolved, the student may review the Student Grievance Policy.

## Arbitration/No Class Action

1) The Student and the Institute agree that all controversies, disputes, or claims arising out of or relating to this Agreement and any other disputes or claims of any kind or nature that in any way arise out of or relate to enrollment and/or attendance at the Institute, that are not first resolved through the Institute's internal student

complaint process, shall be resolved by means of binding arbitration administered by the American Arbitration Association in accordance with its then existing Commercial Arbitration Rules.

(a) We agree that neither we nor anyone else will use this agreement to stop you from bringing a lawsuit concerning our acts or omissions regarding the making of the Federal Direct Loan or the provision by us of educational services for which the Federal Direct Loan was obtained. You may file a lawsuit for such a claim, or you may be a member of a class action lawsuit for such a claim even if you do not file it. This provision does not apply to lawsuits concerning other claims. We agree that only the court is to decide whether a claim asserted in the lawsuit is a claim regarding the making of the Federal Direct Loan or the provision of educational services for which the loan was obtained.

2) Claims shall be heard by a panel of three arbitrators who shall be a practicing attorney or retired judge with at least 15 total years of working experience as such.

3) Each arbitration shall involve only a single student, unless otherwise agreed to by the parties. There shall be no class actions or any other type of claim asserted on behalf of more than a single student.

(a) We agree that this agreement cannot be used to stop you from being part of a class action lawsuit in court. You may file a class action lawsuit in court, or you may be a member of a class action lawsuit even if you do not file it. This provision applies only to class action claims concerning our acts or omissions regarding the making of the Direct Loan or our provision of educational services for which the Direct Loan was obtained. We agree that the court has exclusive jurisdiction to decide whether a claim asserted in the lawsuit is a claim regarding the making of the Federal Direct Loan or the provision of educational services for which the loan was obtained..

4) The arbitration shall be held in Maumee, Ohio, unless otherwise agreed to by the parties. The arbitration shall be governed by the laws of the State of Ohio, to the extent that the Federal Arbitration Act does not apply and control.

5) Each party shall pay its own attorney's fees, costs, and expenses and an equal share of the arbitrators' and administrative fees of arbitration, unless otherwise ordered by a court of law or by an arbitrator.

6) A party may apply to the arbitrator seeking injunctive relief until an arbitration award is rendered or the dispute is otherwise resolved. A party also may, without waiving any other remedy, seek from any court having jurisdiction any interim or provisional relief that is necessary to protect the rights of that party pending the arbitrator's appointment or decision on the merits of the dispute.

7) No demand for arbitration may be made after the date when the institution of legal or equitable proceedings based on such claim or dispute would be barred by the applicable statute of limitations.

8) Judgment upon the arbitrator's award may be entered in any court having jurisdiction. The arbitrator is not authorized to award punitive or other damages not measured by the prevailing party's actual damages.

9) The arbitration proceedings and arbitrator's award shall be maintained by the parties as strictly confidential, except as is otherwise required by court order or for disclosure in confidence to the parties' respective attorneys, tax advisors, and senior management and to family members of a party who is an individual.

## Copyright Policy

Copyright infringement is a violation of federal law and subject to severe penalties and sanctions. It can also be a violation of federal criminal law. Under Federal Copyright Law, Copyrighted works may not be copied, published, disseminated, displayed, performed or played without the permission of the copyright holder.

**Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws**

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

**School Policies for Violating Copyright**

Employees and students thought to be in violation of copyright law through illegal downloading or copying peer-to-peer file sharing while using the school network may be subject to disciplinary action under the employee or student code of conduct.

# Satisfactory Academic Progress (SAP)

The School's Satisfactory Academic Progress (SAP) standards measure each student's progress toward the completion of the student's program of study. SAP standards determine a student's eligibility to receive federal financial aid under Title IV of the Higher Education Act; however, SAP standards are applied to all students and represent a minimum standard of academic achievement required by the School for continued enrollment in addition to eligibility for federal financial aid programs. Satisfactory Academic Progress (SAP) is required for all programs and all students, regardless of financial aid or full-time enrollment statuses. *Veteran Benefits will be terminated if the VA student does not meet the stated SAP policy.*

**SAP Standards**

*Evaluation Points:* All financial aid evaluations occur at the end of each 12-week quarter; evaluations are cumulative and based on both quantitative (pace) and qualitative (cumulative grade point average) measures. Students who return after a period of non-attendance will have the SAP status reviewed for the most recently completed quarter. All credits count in evaluation points regardless of whether the student receives federal financial aid or is on probation. At the end of any evaluation period, if a student's pace or CGPA falls below the thresholds below, the student's academic progress is considered unsatisfactory.

*Thresholds:* SAP is measured in both pace (credit hours earned/credit hours attempted) and cumulative grade point average (CGPA).

- Pace: Students must have a **66.67% cumulative completion pace** by graduation.
    - Credit hours earned are those credits for which the student receives a passing grade at the end of the quarter.

    - Credit hours attempted are those credits for which the student is enrolled regardless of whether the student passes or fails the course.
- CGPA: Students must earn a **CGPA of 2.00** by graduation.
- The following graduated table is used to review SAP quarterly:

| Credit Hours Attempted | CGPA | Pace |
|---|---|---|
| 0 – 36 credits | 1.60 | 50% |
| 37+ credits | 2.00 | 66.67% |

Maximum Timeframe: In addition to the pace and CGPA requirements, students must complete the program within **150% maximum timeframe** of the published length and/or the quantitative measure (total number of credits required for completion of the educational program) for financial aid purposes.

- PSI does not offer non-credit remedial courses, nor does PSI have graduate programs.
- This standard applies to diploma and degree programs.
- Approved transfer credits count towards maximum timeframe calculations.

Maximum Timeframe is not to exceed 150% of the normal length of a program. To calculate maximum timeframe, take the published number of credit hours required to graduate and multiply by 1.5. If, at any time, the student is determined to be mathematically impossible to complete the program of study within the maximum timeframe, the student will be ineligible for additional Title IV funding and dismissed from the program.

| Examples by Program | Current Program Total Credits | Maximum Allowable Attempted Credits |
|---|---|---|
| BSHS | 90 | 135 |
| BSN | 90 | 135 |
| LPN to RN Bridge | 61 | 91.5 |
| PTA | 97 | 145.5 |
| PN | 65 | 97.5 |
| PN (July 2026 enrollments) | 70.5 | 105.75 |

**Other Factors Impacting SAP**

**Transfer and Proficiency Credits:** Both transfer and proficiency credits count as both hours attempted and earned for pace but do not count in the CGPA.

**Program Changes:** Students changing programs will have all applicable coursework from the previous program transferred into the new program version including both passing and failing attempts. These credit hours count as attempted and earned for pace and the grades count toward the CGPA.

**Repeated Courses:** Failing (grade of F) or withdrawn (grade of W) courses require repeating and are counted as credits attempted but not earned. Withdrawn grades do not count toward CGPA, but failing grades do count toward CGPA until repeated. Once a course is repeated, the CGPA will use the highest grade. When retaking courses, both originally failed and retaken course credit hours are calculated as attempted hours for maximum timeframe. *The VA will only pay for a repeat due to a failing grade and will not pay for attempting to improve a "D" or higher grade.*

**Incompletes:** Incomplete grades (I) not completed within the first two (2) weeks of the immediately following quarter will be changed to failing grades (F). The course should be repeated the next time offered. If extenuating circumstances exist, exceptions *may* be made for externship courses only (at the discretion of and by appealing to the Campus President) where the two (2) weeks may be extended for up to six (6) weeks.

**Situations Leading to Loss of and Regaining Federal Financial Aid Eligibility**

**Unsatisfactory Academic Progress:** At the end of any evaluation period, if a student's pace or CGPA fall below the thresholds above, the student's academic progress is considered unsatisfactory.

**Financial Aid Warning:** The first quarter a student has unsatisfactory academic progress, the student will be placed on Financial Aid Warning (FAW) status. Students are sent a letter to notify them of FAW status. Students may continue to receive federal financial aid while on this status. Students who meet both pace and CGPA standards at the end of the next quarter of attendance will return to a satisfactory academic progress status and the FAW status will be removed.

**Financial Aid Probation:** Students who do not meet both pace and CGPA standards at the end of a Financial Aid Warning quarter are no longer eligible to receive federal financial aid and are dismissed. Students may appeal dismissal, as defined in the next section, and upon approval of an appeal, the student will be placed on Financial Aid Probation (FAP) and are eligible to continue receiving federal financial aid while on this status. Students who meet both pace and CGPA while on Financial Aid Probation will return to satisfactory academic progress status and the FAP status will be removed. Students may persist on Financial Aid Probation status for multiple quarters if sufficient progress is being made toward an Academic Plan, as defined in the next section. Progress will be reviewed at the end of each quarter to determine progress and federal financial aid eligibility.

**SAP Appeals:** Students who wish to appeal dismissal for Financial Aid Probation must submit a SAP Appeal Form to the Campus President. Once a SAP Appeal has been received, the appeal committee (Campus President, and Program Director), will convene to review the appeal. Any supporting documentation should be submitted with the appeal for review (i.e. medical records, court records, death in the family, etc.). If an appeal is denied, the student will be dismissed and ineligible to received federal financial aid.

- If an appeal is approved, the student will be placed on Financial Aid Probation.
- If an appeal is approved, a representative from the appeal committee will create an Academic Plan for the student, and the student will be considered eligible to receive federal financial aid. The academic plan will include a target GPA to reestablish SAP within a reasonable timeframe. The student's performance will be reviewed against this plan at the end of each subsequent quarter. If the student's progress is consistent with the terms of the academic plan, the student will remain eligible to receive federal financial aid. If the student's progress is not consistent with the academic plan, the student will be dismissed.

**SAP Progression:** Students may meet requirements to go back through the SAP progression (FAW, FAP, etc.) if the student returns to meeting satisfactory academic progress but later has terms of unsatisfactory progress. In these instances, students may have more than one (1) appeal on file.

# Career Services

## Employment Assistance

PSI's goal is to have each graduate obtain employment in a career field related to his or her field of study**. PSI does not, however, promise or guarantee students a job upon enrollment or graduation.** The Career Services Department advises students on resume and letter writing, interviewing techniques, and personal development. A conscientious effort is made to match each student's capabilities and desires with the most appropriate jobs familiar to the department.

PSI offers individualized attention to students who are seeking career direction. Thorough assistance is provided for students who want to clarify career direction or determine occupations of interest by appointment with a Career Services Associate at the Career Services Office. Additionally, career assessments are available after an initial meeting. Career Services Associates are available to assist students with career planning and job/internship search strategies. Career Services will review the content and presentation of resumes and cover letters. We offer a wide range of assistance in preparing for interviews, including mock interviews. Students may drop in the Career Services office with quick questions or to have resumes reviewed by Career Services Associates. More in-depth appointments with a Career Services Associate are typically available the next business day.

PSI supports all students in the pursuit of entry-level jobs in their new professions. The Career Services Department will assist each student in learning and applying step-by-step, specific strategies for a successful job search, including:

- Helping to prepare, review, and update resumes and other job search correspondence including cover letters and letters of recommendation;
- Role playing possible interviewing situations;
- Providing opportunities for on-campus interviewing and interview preparation;
- Conducting mock interviews and interview seminars;
- Locating, identifying, and posting employment opportunities; and
- Distributing student resumes to potential employers.

Students are responsible for working with the Career Services Department during their job search. Students can ensure success while working with their Career Services Associate by making their resume and cover letter unique, proactively using the job search techniques taught in class, and/or being open to moving for work or driving further to work. The greatest tool available to students for employment success is constant communication with the Career Services office. Students who keep in contact with their Career Services Associate, return phone calls, and keep appointments are the most successful during the job search.

## Employment Disclosure

PSI cannot promise or guarantee employment of a specific salary to any student or graduate.

## Employment Opportunities

The ***School of Physical Therapist Assisting*** (PTA) graduates qualify to work in facilities including but not limited to: hospital physical therapy departments, private physical therapy facilities, nursing homes, home health care agencies or other health related centers under the direct supervision of a Physical Therapist (PT). PTs and PTAs carry out rehabilitation for people suffering from a degenerative musculoskeletal disease or injury, brain/spinal injury or stroke, a birth defect, like spina bifida; an acute trauma, like a sports injury or amputation; a neurological disease, like multiple sclerosis; generalized debility following an illness or be a part of a fitness/prevention program.

The ***School of Practical Nursing*** (PN) and **LPN to RN Bridge** program employment opportunities for LPNs and RNs are in a variety of facilities. Some of these settings consist of, but are not limited to: long-term care facilities, skilled care facilities, hospitals and medical centers, outpatient clinics, occupational health care centers, community mental health centers, rehabilitation centers, hospices, doctors' offices, and private duty nursing.

The school does not guarantee any employment or minimum starting salary. To find the most current employment trends for all programs, go to the following websites: www.bls.gov and www.onetonline.org.

## Workshops and Events

Programs and workshops to assist with career planning, developing job search skills, and networking are offered on a regular basis. Additional, larger events and programs include alumni/student networking lunches and guest speakers. PSI continually sponsors events and programs to help students make good career decisions and prepare for life after school. Workshop topics include resume and cover letter writing, interview techniques, and researching the industry, among other topics. For individual assistance, students may schedule an appointment with Student Affairs at any time during their educational experience with PSI.

## Student Services

PSI offers a Student Services team to support students throughout their program of study to ensure they may achieve their educational goals. In addition to monitoring students' attendance and participation, the Student Services team guides students in crisis situations as how to contact providers of childcare, emergency shelter and crisis intervention assistance, or other services when appropriate.

# Programs of Study –

## Bachelor of Science in Health Sciences

Hybrid Program

**Length:** 1020 Contact Hours; 72 weeks
**90 Credit Hours**
**Credential Awarded:** Bachelor of Science degree
Prior to October 5, 2026

**Program Description**

The Bachelor of Science in Health Sciences Program will equip current health care clinicians to meet society's needs in a rapidly changing health care environment through advancement of academic preparation and the requisite coursework to be eligible for pursuing graduate programs in health care.

***Estimated Outside Work is approximately 24.0 hours per week.***

| Course Code | Course Name | Academic Credits | Course Clock Hours |
|---|---|---|---|
| BIO3130 | Biology | 5 | 60 |
| BIO3320 | Adv Anatomy/virtual cadaver lab | 6 | 70 |
| CHM3210 | Chemistry I with Lab | 6 | 70 |
| CHM3310 | Chemistry II with Lab | 6 | 70 |
| HSC3230 | Health Promotion & Wellness | 5 | 50 |
| BIO1110 | Medical Terminology | 2 | 20 |
| HSC3430 | Exercise Physiology | 5 | 50 |
| HSC4520 | Clinical Reasoning | 5 | 50 |
| HSC4530 | Ethics & Professional Issues | 5 | 50 |
| HSC4610 | Applying Research to Clinical Practice | 5 | 50 |
| HSC4620 | Community Health Ind Study | 8 | 140 |
| HUM3100 | Culture and Diversity | 5 | 50 |
| MTH3110 | Elementary Statistics | 5 | 50 |
| MTH3220 | Precalculus | 5 | 50 |
| PHY3410 | Physics I with Lab | 6 | 70 |
| PHY4510 | Physics II with Lab | 6 | 70 |
| PSY3420 | Abnormal Psychology | 5 | 50 |
| | ***BSHS Degree Completion Program Credits*** | ***90*** | **1020** |
| | ***Associate of Applied Science Degree Credits*** | ***90*** | |
| | ***Total Bachelor Degree Credits*** | ***180*** | |

**Program Objectives**

PSI program goals and objectives for the Bachelor of Sciences in Health Science program:
Graduates of the Bachelor of Science in Health Sciences degree will demonstrate:

- Foundational knowledge in the biological sciences and social sciences with application to clinical practice.
- Basic research and statistical knowledge to apply clinical reasoning and evidence-based practice
- Advocacy for culturally-relevant health promotion, wellness, and health care for all members of society.

# BS Health Sciences Curriculum Sequence

| Quarter 1 | Course Name | Course Credit | Total Quarter |
|---|---|---|---|
| BIO3130 | Biology | 5 | 15 Credits |
| MTH3110 | Elementary Statistics | 5 | |
| HUM3100 | Culture and Diversity | 5 | |
| **Quarter 2** | **Course Name** | **Course Credit** | **Total Quarter** |
| CHM3210 | Chemistry I with Lab | 6.0 | 16 Credits |
| MTH3220 | Precalculus | 5.0 | |
| HSC3230 | Health Promotion & Wellness | 5.0 | |
| **Quarter 3** | **Course Name** | **Course Credit** | **Total Quarter** |
| BIO3320 | Adv Anatomy/virtual cadaver lab | 6 | 14 Credits |
| CHM3310 | Chemistry II with Lab | 6 | |
| BIO1110 | Medical Terminology | 2 | |
| **Quarter 4** | **Course Name** | **Course Credit** | **Total Quarter** |
| HSC3430 | Exercise Physiology | 5.0 | 16 Credits |
| PHY3410 | Physics I with Lab | 6.0 | |
| PSY3420 | Abnormal Psychology | 5.0 | |
| **Quarter 5** | **Course Name** | **Course Credit** | **Total Quarter** |
| PHY4510 | Physics II with Lab | 6.0 | 16 Credits |
| HSC4520 | Clinical Reasoning | 5.0 | |
| HSC4610 | Applying Research to Clinical Practice | 5.0 | |
| **Quarter 6** | **Course Name** | **Course Credit** | **Total Quarter** |
| HSC4530 | Ethics & Professional Issues | 5.0 | 13 Credits |
| HSC4620 | Community Health Ind Study | 8.0 | |
| | ***BSHS Degree Completion Program Credits*** | ***90*** | |
| | ***Associate of Applied Science Degree Credits*** | ***90*** | |
| | ***Total Bachelor Degree Credits*** | ***180*** | |

**Bachelor of Science in Health Sciences**

**Hybrid Program**
**Length:** 960 Contact Hours; 72 weeks
**90 Credit Hours**
**Credential Awarded:** Bachelor of Science degree
Effective October 5, 2026

**Program Description**
The Bachelor of Science in Health Sciences Program will equip current health care clinicians to meet society's needs in a rapidly changing health care environment through advancement of academic preparation and the requisite coursework to be eligible for pursuing graduate programs in health care.
*Estimated Outside Work is approximately 24.0 hours per week.*

| Course Code | Course Name | Academic Credits | Course Clock Hours |
|---|---|---|---|
| BIO3130 | Biology | 5 | 60 |
| BIO3320 | Adv Anatomy/virtual cadaver lab | 6 | 70 |
| CHM3210 | Chemistry I with Lab | 6 | 70 |
| CHM3310 | Chemistry II with Lab | 6 | 70 |
| HSC3230 | Health Promotion & Wellness | 5 | 50 |
| BIO1110 | Medical Terminology | 2 | 20 |
| HSC3430 | Exercise Physiology | 5 | 50 |
| HSC4520 | Clinical Reasoning | 5 | 50 |
| HSC4530 | Ethics & Professional Issues | 5 | 50 |
| HSC4610 | Applying Research to Clinical Practice | 5 | 50 |
| HSC4630 | Nutrition for Health Professionals | 5 | 50 |
| HSC4640 | Capstone for Health Sciences | 3 | 30 |
| HUM3100 | Culture and Diversity | 5 | 50 |
| MTH3110 | Elementary Statistics | 5 | 50 |
| MTH3220 | Precalculus | 5 | 50 |
| PHY3410 | Physics I with Lab | 6 | 70 |
| PHY4510 | Physics II with Lab | 6 | 70 |
| PSY3420 | Abnormal Psychology | 5 | 50 |
| | ***BSHS Degree Completion Program Credits*** | ***90*** | **960** |
| | ***Associate of Applied Science Degree Credits*** | ***90*** | |
| | ***Total Bachelor Degree Credits*** | ***180*** | |

**Program Objectives**
PSI program goals and objectives for the Bachelor of Sciences in Health Science program:
Graduates of the Bachelor of Science in Health Sciences degree will demonstrate:

- Foundational knowledge in the biological sciences and social sciences with application to clinical practice.
- Basic research and statistical knowledge to apply clinical reasoning and evidence-based practice
- Advocacy for culturally-relevant health promotion, wellness, and health care for all members of society.

**BS Health Sciences Curriculum Sequence**

| **Quarter 1** | **Course Name** | **Course Credit** | **Total Quarter** |
|---|---|---|---|
| BIO3130 | Biology | 5 | 15 Credits |
| MTH3110 | Elementary Statistics | 5 | |
| HUM3100 | Culture and Diversity | 5 | |
| Quarter 2 | Course Name | Course Credit | Total Quarter |
| CHM3210 | Chemistry I with Lab | 6 | 16 Credits |
| MTH3220 | Precalculus | 5 | |
| HSC3230 | Health Promotion & Wellness | 5 | |
| Quarter 3 | Course Name | Course Credit | Total Quarter |
| BIO3320 | Adv Anatomy/virtual cadaver lab | 6 | 14 Credits |
| CHM3310 | Chemistry II with Lab | 6 | |
| BIO1110 | Medical Terminology | 2 | |
| Quarter 4 | Course Name | Course Credit | Total Quarter |
| HSC3430 | Exercise Physiology | 5 | 16 Credits |
| PHY3410 | Physics I with Lab | 6 | |
| PSY3420 | Abnormal Psychology | 5 | |
| **Quarter 5** | **Course Name** | **Course Credit** | **Total Quarter** |
| PHY4510 | Physics II with Lab | 6 | 16 Credits |
| HSC4520 | Clinical Reasoning | 5 | |
| HSC4610 | Applying Research to Clinical Practice | 5 | |
| **Quarter 6** | **Course Name** | **Course Credit** | **Total Quarter** |
| HSC4530 | Ethics & Professional Issues | 5 | 13 Credits |
| HSC4630 | Nutrition for Health Professionals | 5 | |
| HSC4640 | Capstone for Health Sciences | 3 | |
| | ***BSHS Degree Completion Program Credits*** | ***90*** | |
| | ***Associate of Applied Science Degree Credits*** | ***90*** | |
| | ***Total Bachelor Degree Credits*** | ***180*** | |

## RN to BSN Degree Completion Program

**Program Delivery Method**: Full Distance Education (Online)
**Length:** 1010 Contact Hours; 72 weeks
**180 Quarter Credit Hours**
(90 quarter credit Hours plus 90 quarter credit hours transfer block from previous AAS in Nursing/ADN)
**Credential Awarded:** Bachelor of Science degree

**Program Description**

The RN to BSN Degree Completion Program at Professional Skills Institute will equip current Registered Nurses to meet society's needs in a rapidly changing healthcare environment through the advancement of academic preparation. The requisite coursework, based on principles of constructivism and adult learning theory, will prepare students to function as professional nurses and members of the healthcare team in a variety of settings.

***Estimated Outside Work is approximately 24.0 hours per week.***

| Course Code | Course Name | Academic Credits | Course Clock Hours |
|---|---|---|---|
| BIO3130 | Biology | 5 | 60 |
| CHM3210 | Chemistry I with Lab | 6 | 70 |
| CHM3310 | Chemistry II with Lab | 6 | 70 |
| ENG3220 | Professional Writing for Health Sciences | 5 | 50 |
| HSC3230 | Health Promotion and Wellness | 5 | 50 |
| HSC4530 | Ethics & Professional Issues | 5 | 50 |
| HSC4610 | Applying Research to Clinical Practice | 5 | 50 |
| HST3330 | Contemporary US History | 5 | 50 |
| HUM3100 | Culture and Diversity in Society | 5 | 50 |
| MTH3110 | Elementary Statistics | 5 | 50 |
| NUR3320 | Informatics Management | 5 | 50 |
| NUR3410 | Leadership and Professional Values | 5 | 70 |
| NUR3430 | Healthcare Policy, Finance and Regulatory Environments | 5 | 50 |
| NUR4510 | Interprofessional Communication and Collaboration | 5 | 50 |
| NUR4520 | Nursing Clinical Reasoning and Evidence-Based Practice | 5 | 50 |
| NUR4620 | Community Health Nursing | 8 | 140 |
| PSY3420 | Abnormal Psychology | 5 | 50 |
| | ***RN to BSN Degree Completion Program Credits*** | ***90*** | **1010** |
| | ***Associate Degree in Nursing Credits*** | ***90*** | |
| | ***Total Bachelor Degree Credits*** | ***180*** | |

**Program Objectives**
PSI program goals and objectives for the RN to BSN Degree Completion program:

Graduates of the RN to BSN Degree Completion will demonstrate:

1. Integrate knowledge gained through liberal education to contemporary, professional nursing practice in the context of a diverse society.
2. Provide patient-centered, compassionate, and safe nursing care based on research evidence, clinical expertise, and patient/family values.
3. Assess the role of the nurse leader in quality improvement, facilitation of teamwork and collaboration; and creation of a healthy work environment, to maximize safe and high-quality healthcare.
4. Evaluate information technologies, information management tools, and communication technologies to support clinical decision-making, care coordination, and error prevention.
5. Examine the influence of health care policy, finance, and regulatory environments on quality healthcare.
6. Integrate leadership skills and professional nursing values, including legal and ethical implications, clinical reasoning, evidence-based practice, and commitment to continuous professional development to promote quality health outcomes.

# RN to BSN Degree Completion Curriculum Sequence

**Students enrolled from April 2025-January 2026*

| Quarter 1 | Course Name | Course Credit | Total Quarter |
|---|---|---|---|
| BIO3130 | Biology | 5.0 | 15 Credits |
| NUR3320 | Informatics Management | 5.0 | |
| MTH3110 | Elementary Statistics | 5.0 | |
| **Quarter 2** | **Course Name** | **Course Credit** | **Total Quarter** |
| CHM3210 | Chemistry I with Lab | 6.0 | 16 Credits |
| ENG3220 | Professional Writing for Health Sciences | 5.0 | |
| NUR3430 | Healthcare Policy, Finance and Regulatory Environment | 5.0 | |
| **Quarter 3** | **Course Name** | **Course Credit** | **Total Quarter** |
| CHM3310 | Chemistry II with Lab | 6.0 | 16 Credits |
| HUM3100 | Culture and Diversity | 5.0 | |
| NUR4510 | Interprofessional Communication and Collaboration | 5.0 | |
| **Quarter 4** | **Course Name** | **Course Credit** | **Total Quarter** |
| NUR3410 | Leadership and Professional Values | 5.0 | 15 Credits |
| HSC4610 | Applying Research to Clinical Practice | 5.0 | |
| NUR4520 | Nursing Clinical Reasoning and Evidence-based Practice | 5.0 | |
| **Quarter 5** | **Course Name** | **Course Credit** | **Total Quarter** |
| HSC4530 | Ethics and Professional Issues | 5.0 | 18 Credits |
| HSC3230 | Health Promotion and Wellness | 5.0 | |
| NUR4620 | Community Health Nursing | 8.0 | |
| **Quarter 6** | **Course Name** | **Course Credit** | **Total Quarter** |
| PSY3420 | Abnormal Psychology | 5.0 | 10 Credits |
| HST3330 | Contemporary US History | 5.0 | |
| | ***RN to BSN Degree Completion Program Credits*** | ***90*** | |
| | ***Associate Degree in Nursing Credits*** | ***90*** | |
| | ***Total Bachelor Degree Credits*** | ***180*** | |

*Suggested course order. Courses may be taken out of sequence as long as prerequisites are me

*Students enrolling as of April 2026

| Quarter 1 | Course Name | Course Credit | Total Quarter |
|---|---|---|---|
| ENG3220 | Professional Writing for Health Sciences | 5.0 | 15 Credits |
| NUR3320 | Informatics Management | 5.0 | |
| NUR4510 | Interprofessional Communication and Collaboration | 5.0 | |
| **Quarter 2** | **Course Name** | **Course Credit** | **Total Quarter** |
| HSC3230 | Health Promotion & Wellness | 5.0 | 15 Credits |
| HSC4530 | Ethics & Professional Issues | 5.0 | |
| NUR3430 | Healthcare Policy, Finance, and Regulatory Environments | 5.0 | |
| **Quarter 3** | **Course Name** | **Course Credit** | **Total Quarter** |
| HSC4610 | Applying Research to Clinical Practice | 5.0 | 15 Credits |
| NUR3410 | Leadership and Professional Values | 5.0 | |
| NUR4520 | Nursing Clinical Reasoning and Evidence-Based Practice | 5.0 | |
| **Quarter 4** | **Course Name** | **Course Credit** | **Total Quarter** |
| BIO3130 | Biology | 5.0 | 13 Credits |
| NUR4620 | Community Health Nursing | 8.0 | |
| **Quarter 5** | **Course Name** | **Course Credit** | **Total Quarter** |
| CHM3210 | Chemistry I with Lab | 6.0 | 16 Credits |
| HST3330 | Contemporary US History | 5.0 | |
| PSY3420 | Abnormal Psychology | 5.0 | |
| **Quarter 6** | **Course Name** | **Course Credit** | **Total Quarter** |
| CHM3310 | Chemistry II with Lab | 6.0 | 16 Credits |
| HUM3100 | Culture and Diversity | 5.0 | |
| MTH3110 | Elementary Statistics | 5.0 | |
| | ***RN to BSN Degree Completion Program Credits*** | ***90*** | |
| | ***Associate Degree in Nursing Credits*** | ***90*** | |
| | ***Total Bachelor Degree Credits*** | ***180*** | |

*Suggested course order. Courses may be taken out of sequence as long as prerequisites are met.

## Physical Therapist Assistant

Hybrid Program

**Length:** 1480 Contact Hours; 72 weeks – 6 Quarters
**97.00 Credit Hours**
**Credential Awarded:** Associate of Applied Science

**Program Description**

Upon successful completion of the PTA program, providing all requirements for graduation are met, the graduate will be eligible to sit for the appropriate state licensure or approval examination for Physical Therapist Assistants. To practice physical therapist assisting in the State of Ohio, graduates of PSI's PTA program must successfully pass the NPTE for PTA licensing examination owned by the Federation of State Boards of Physical Therapy and must pass the Ohio Jurisprudence exam. The license is issued by Ohio Occupational Therapy, Physical Therapy and Athletic Trainers Board. The graduate will then be qualified to practice as a Licensed Physical Therapist Assistant (PTA). The PTA may be eligible to work in other states, but before relocating must communicate with that state for its regulations on practice and licensure. Ohio licensure does not guarantee licensure in other states. The school will assist the graduate in every way possible in finding employment.

| Course Code | Course Name | Academic Credits | Course Clock Hours |
|---|---|---|---|
| BIO1110 | Medical Terminology | 2 | 20 |
| BIO1122 | Structural Anatomy and Physiology | 5 | 50 |
| BIO2222 | Clinical Anatomy and Physiology | 5 | 50 |
| BIO2311 | Growth and Development | 3 | 30 |
| BIO2322 | Fundamentals of Disease | 4 | 40 |
| ENG1110 | English Composition | 4.5 | 45 |
| KIN2322 | Structural Kinesiology | 5 | 50 |
| KIN2323 | Clinical Kinesiology | 3 | 60 |
| MTH1110 | College Algebra | 4.5 | 45 |
| PSY1110 | Introduction to Psychology | 4.5 | 45 |
| PTA1112 | Introduction to Physical Therapy | 2 | 20 |
| PTA1211 | Rehabilitation Therapy | 5 | 70 |
| PTA2412 | Therapeutic Exercise | 7.5 | 75 |
| PTA2422 | Musculoskeletal Rehabilitation | 2.5 | 50 |
| PTA2430 | Clinical Practicum I | 4 | 140 |
| PTA2511 | PTA Techniques | 5 | 70 |
| PTA2610 | Administrative Procedures | 4 | 40 |
| PTA2630 | Clinical Practicum II | 12.5 | 400 |
| PTA2710 | Neurologic Rehabilitation | 6 | 80 |
| PTA2720 | PTA Special Topics | 6 | 80 |
| PTA2810 | PTA Capstone | 2 | 20 |
| | | **97** | **1480** |

**Goals and Objectives for the PTA Program**

Upon graduation, students from the PTA program will possess and demonstrate capabilities that are a result of the process of becoming a physical therapist assistant.
*Graduates of the PTA program will be able to:*

1. Adhere to legal practice standards, both federal and state, and perform duties in a manner consistent with the Guide for Conduct of the PTA and with the Value Based Behaviors for the PTA.
2. Communicate effectively, both expressively and receptively, with respect for differences in values, cultures, and needs with patients/clients, family members, caregivers, interdisciplinary team members, consumers, payers, and policymakers.
3. Use critical thinking, problem solving and evidence-based judgement in the protection of the patient, co-workers, and themselves, in the usage of any equipment in performance of the job, to determine whether the prescribed procedure should be completed, and to determine whether direction by the Physical Therapist should be sought.
4. Practice sound PTA clinical skills as specified in the Physical Therapy Plan of Care, demonstrating technical competency.
5. Advocate for the health and wellness needs of society, including participation in professional and community service organizations and activities, and demonstrate a commitment to lifelong learning.

## Physical Therapist Assistant Curriculum Sequence

| Quarter 1 | Course Name | Course Credit | Total Quarter |
|---|---|---|---|
| BIO1122 | Structural Anatomy and Physiology | 5.0 | 18 Credits |
| PTA1112 | Introduction to Physical Therapy | 2.0 | |
| ENG1110 | English Composition | 4.5 | |
| BIO1110 | Medical Terminology | 2.0 | |
| MTH1110 | College Algebra | 4.5 | |
| **Quarter 2** | **Course Name** | **Course Credit** | **Total Quarter** |
| BIO2222 | Clinical Anatomy and Physiology | 5.0 | 17.5 Credits |
| BIO2311 | Growth and Development | 3.0 | |
| PTA1211 | Rehabilitation Therapy | 5.0 | |
| PSY1110 | Introduction to Psychology | 4.5 | |
| **Quarter 3** | **Course Name** | **Course Credit** | **Total Quarter** |
| BIO2322 | Fundamentals of Disease | 4.0 | 17 Credits |
| PTA2511 | PTA Techniques | 5.0 | |
| KIN2322 | Structural Kinesiology | 5.0 | |
| KIN2323 | Clinical Kinesiology | 3.0 | |
| **Quarter 4** | **Course Name** | **Course Credit** | **Total Quarter** |
| PTA2412 | Therapeutic Exercise | 7.5 | 18 Credits |
| PTA2422 | Musculoskeletal Rehabilitation | 2.5 | |
| PTA2610 | Administrative Procedures | 4.0 | |
| PTA2430 | Clinical Practicum I | 4.0 | |
| **Quarter 5** | **Course Name** | **Course Credit** | **Total Quarter** |
| PTA2710 | Neurologic Rehabilitation | 6.0 | 12 Credits |
| PTA2720 | PTA Special Topics | 6.0 | |
| **Quarter 6** | **Course Name** | **Course Credit** | **Total Quarter** |
| PTA2630 | Clinical Practicum II | 12.5 | 14.5 Credits |
| PTA2810 | PTA Capstone | 2.0 | |
| | ***Total Required PTA Program Credits*** | ***97*** | |

Students in the PTA program may take general education courses (ENG, MTH, PSY only) out of the above prescribed sequence based on course availability, transfer credit, and other factors.

In addition to students needing to meet prerequisite requirements to progress in the program, students who fail courses may not be able to progress based on available seats in courses. In these instances, students may take available general education courses until seats become available or students may be withdrawn until seats become available.

## LPN to RN Bridge

Hybrid Program

**Length:** 850 Contact Hours; 48 weeks – 4 Quarters Day/Evening
**61.00 Credit Hours**
**Credential Awarded:** Associate of Applied Science

**Program Description**

The Registered Nurse works under the direction of the physician to give direct patient care, assist with patient education, manage team nursing patient care delivery, and supervise Licensed Practical Nurses and unlicensed assistive personnel. The program is a blended curriculum, on campus and online, to assist students in developing advanced clinical skills, professionalism, and leadership using evidence-based practice.

The LPN to RN Bridge program is meant for Licensed Practical Nurses who have completed a practical nursing program and have already earned a diploma with at least 36 quarter credit hours, or the equivalent in semester hours. Upon successful completion of the LPN to RN Bridge program, providing all requirements for graduation are met, the graduate will receive an Associate of Applied Science and will be eligible to sit for National Council Licensure Examination for Registered Nurses (NCLEX-RN®) developed by The National Council of State Boards of Nursing, Inc., to become a Licensed Registered Nurse (RN).

***Estimated Outside Work is approximately 22.0 hours per week.***

| Course Code | Course Name | Academic Credits | Course Clock Hours |
|---|---|---|---|
| BIO2526 | Advanced Anatomy, Physiology and Pathology | 5 | 60 |
| ENG1110 | English Composition | 4.5 | 45 |
| MTH2101 | Applied College Math | 4.5 | 45 |
| NUR2510 | Transition to Registered Nursing | 6 | 100 |
| NUR2610 | RN Medical-Surgical Nursing | 9 | 165 |
| NUR2711 | Mental Health Principles | 4 | 40 |
| NUR2721 | RN Maternal Nursing | 3 | 40 |
| NUR2730 | RN Pediatric Nursing | 3 | 40 |
| NUR2810 | RN Advanced Medical-Surgical | 7 | 130 |
| NUR2820 | RN Transitions to Practice | 3 | 50 |
| NUR2831 | RN Capstone | 3 | 30 |
| PSY1110 | Introduction to Psychology | 4.5 | 45 |
| SCI1110 | Introduction to Microbiology | 4.5 | 60 |
| | LPN to RN Bridge Program Credits | **61** | **850** |
| | Practical Nursing Diploma Credits | **36** | |
| | Total Associate Degree Credits | **97** | |

***All courses have a distance education component as they are either blended or online courses.***

**Goals for the Registered Nurse Program**

- Provide a graduate who is prepared to safely perform the functions of an entry-level registered nurse.
- Provide a concept-based curriculum based on sciences, humanities, critical thinking, and higher- level nursing concepts which allows the student to make safe, appropriate and logical decisions in the clinical area, while developing high-level clinical reasoning skills.
- Provide a positive and interactive learning environment which fosters students' growth and expected performance to function as a registered nurse.
- Encourage students to continue their education, if desired, and provide information in this area.

**Terminal Objectives for Graduates of the Registered Nursing Program (End of Program Outcomes)**

1. Integrates knowledge of nursing concepts based on physical and behavioral sciences to provide rationale for nursing practice.
2. Provide safe, quality, evidenced-based, and patient-centered care to patients in a variety of health care settings to diverse patient populations across the lifespan.
3. Demonstrates accountability and responsibility for adhering to the high standards set forth for nursing practice by the Ohio Nurse Practice Act in entry-level registered nurse practice.
4. Participates in collaboration and teamwork with members of the interdisciplinary team, the patient, and support persons, while utilizing professional values and ethical standards of nursing practice.
5. Applies the nursing process while delivering care to patients and families in assisting to meet self-care requisites.
6. Uses the concepts of Orem's Self-care Deficit Theory of Nursing to formulate plans of care for patients across the lifespan.
7. Demonstrates professional, ethical, and legal standards of registered nursing practice.
8. Demonstrate the performance of safe, effective nursing skills in entry-level registered nurse practice.

# LPN to RN Bridge Curriculum Sequence

| Quarter 1 | Course Name | Course Credit | Total Quarter |
|---|---|---|---|
| BIO2526 | Advanced Anatomy, Physiology and Pathology | 5.0 | 15.5 Credits |
| MTH2101 | Applied College Math | 4.5 | |
| NUR2510 | Transition to Registered Nursing | 6.0 | |
| **Quarter 2** | **Course Name** | **Course Credit** | **Total Quarter** |
| ENG1110 | English Composition | 4.5 | 18 Credits |
| SCI1110 | Introduction to Microbiology | 4.5 | |
| NUR2610 | RN Medical-Surgical Nursing | 9.0 | |
| **Quarter 3** | **Course Name** | **Course Credit** | **Total Quarter** |
| NUR2711 | Mental Health Principles | 4.0 | 14.5 Credits |
| NUR2721 | RN Maternal Nursing | 3.0 | |
| NUR2730 | RN Pediatric Nursing | 3.0 | |
| PSY1110 | Introduction to Psychology | 4.5 | |
| **Quarter 4** | **Course Name** | **Course Credit** | **Total Quarter** |
| NUR2810 | RN Advanced Medical-Surgical | 7.0 | 13 Credits |
| NUR2820 | RN Transitions to Practice | 3.0 | |
| NUR2831 | RN Capstone | 3.0 | |
| | ***LPN to RN Bridge Program Credits*** | ***61*** | |
| | Practical Nursing Diploma Credits | **36** | |
| | Total Associate Degree Credits | **97** | |

## Practical Nurse

Hybrid Program

**Length:** 910 Contact Hours; 48 weeks – 4 Quarters Day/Evening
**65.00 Credit Hours**
**Credential Awarded:** Diploma
***Students enrolled April 2026 and prior**

**Program Description**

The Practical Nurse works under the direction of the physician or Registered Nurse to give direct patient care, assist with patient education, manage team nursing patient care delivery, and supervise unlicensed assistive personnel.

Upon successful completion of the PN program, providing all requirements for graduation are met, the graduate will receive a diploma and will be eligible to sit for National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®) developed by The National Council of State Boards of Nursing, Inc., to become a Licensed Practical Nurse (LPN).

***Estimated Outside Work is approximately 7.0 hours per week.***

| Course Code | Course Name | Academic Credits | Course Clock Hours |
|---|---|---|---|
| BIO1125 | Anatomy and Physiology Foundations | 3.0 | 30 |
| BIO2225 | Anatomy, Physiology and Pharmacology | 5.0 | 50 |
| MTH1101 | Basic Math and Dosage Calculations | 3.0 | 30 |
| NUR1110 | Introduction to the Nursing Profession | 5.0 | 50 |
| NUR1120 | Basic Nursing Skills | 6.0 | 80 |
| NUR2211 | Fundamentals of Nursing | 8.5 | 145 |
| NUR2221 | Mental Health Nursing | 4.5 | 45 |
| NUR2311 | Medical-Surgical Nursing | 8.0 | 160 |
| NUR2321 | Pediatric Nursing | 3.0 | 40 |
| NUR2331 | Maternal Nursing | 3.0 | 40 |
| NUR2410 | Advanced Medical-Surgical Nursing | 7.0 | 130 |
| NUR2420 | PN Transitions to Practice | 3.0 | 50 |
| NUR2430 | PN Capstone | 6.0 | 60 |
| | | **65** | **910** |

**Goals for the Practical Nurse Program**

- Provide a practical nurse program from which graduates are prepared to perform the functions of a beginning practical nurse.
- Provide a curriculum based on sciences, humanities, and nursing which allows the student to make safe, appropriate and logical decisions in the clinical area.
- Provide a positive learning environment, which fosters students' growth and expected performance.
- Provide information on how graduates can advance their professional education to obtain an associate degree, or higher, for registered nursing through an accredited institution, if desired.

**Terminal Objectives for Graduates of the Practical Nurse Program (End of Program Outcomes)**

1. Demonstrates knowledge of nursing concepts based on physical and behavioral sciences.
2. Provide safe, quality, evidenced-based, and patient-centered care to patients in a variety of health care settings to diverse patient populations across the lifespan.
3. Demonstrates accountability and responsibility for adhering to the high standards set forth for nursing practice by the Ohio Nurse Practice Act.
4. Participates in collaboration and teamwork with members of the interdisciplinary team, the patient, and support persons, while utilizing professional values and ethical standards of nursing practice.
5. Applies Orem's Self-care Deficit theory while delivering patient care that leads to engagement of critical thinking and patient-centered care decisions.
6. Applies the nursing process while delivering care to patients and families.
7. Demonstrates professionalism while conducting nursing care.

## Practical Nurse Curriculum Sequence

| Quarter 1 | Course Name | Course Credit | Total Quarter |
|---|---|---|---|
| BIO1125 | Anatomy and Physiology Foundations | 3.0 | 17 Credits |
| MTH1101 | Basic Math and Dosage Calculations | 3.0 | |
| NUR1110 | Introduction to the Nursing Profession | 5.0 | |
| NUR1120 | Basic Nursing Skills | 6.0 | |
| **Quarter 2** | **Course Name** | **Course Credit** | **Total Quarter** |
| BIO2225 | Anatomy, Physiology and Pharmacology | 5.0 | 18 Credits |
| NUR2211 | Fundamentals of Nursing | 8.5 | |
| NUR2221 | Mental Health Nursing | 4.5 | |
| **Quarter 3** | **Course Name** | **Course Credit** | **Total Quarter** |
| NUR2311 | Medical-Surgical Nursing | 8.0 | 14 Credits |
| NUR2321 | Pediatric Nursing | 3.0 | |
| NUR2331 | Maternal Nursing | 3.0 | |
| **Quarter 4** | **Course Name** | **Course Credit** | **Total Quarter** |
| NUR2410 | Advanced Medical-Surgical Nursing | 7.0 | 16 Credits |
| NUR2420 | PN Transitions to Practice | 3.0 | |
| NUR2430 | PN Capstone | 6.0 | |
| | ***Total Required PN Program Credits*** | ***65.0*** | |

## Practical Nurse

**Delivery Method:** Hybrid Program
**Length:** 960 Contact Hours; 48 weeks – 4 Quarters Day/Evening
**70.5 Credit Hours**
**Credential Awarded:** Diploma
***Students enrolling July 2026**

**Program Description**

The Practical Nurse works under the direction of the physician or Registered Nurse to give direct patient care, assist with patient education, manage team nursing patient care delivery, and supervise unlicensed assistive personnel.
Upon successful completion of the PN program, providing all requirements for graduation are met, the graduate will receive a diploma and will be eligible to sit for National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®) developed by The National Council of State Boards of Nursing, Inc., to become a Licensed Practical Nurse (LPN).

***Estimated Outside Work is approximately 7.0 hours per week.***

| Course Code | Course Name | Academic Credits | Course Clock Hours |
|---|---|---|---|
| BIO1126 | Anatomy and Physiology | 5.0 | 50 |
| BIO2235 | Pharmacology | 5.0 | 50 |
| MTH1102 | Basic Math and Dosage Calculations | 4.0 | 40 |
| NUR1110 | Introduction to the Nursing Profession | 5.0 | 50 |
| NUR1120 | Basic Nursing Skills | 6.0 | 80 |
| NUR2211 | Fundamentals of Nursing | 8.5 | 145 |
| NUR2221 | Mental Health Nursing | 4.5 | 45 |
| NUR2312 | Medical-Surgical Nursing | 8.5 | 160 |
| NUR2322 | Pediatric Nursing | 4.0 | 50 |
| NUR2332 | Maternal Nursing | 4.0 | 50 |
| NUR2411 | Advanced Medical-Surgical Nursing | 9.0 | 170 |
| NUR2431 | PN Capstone | 7.0 | 70 |
| | | **70.5** | **960** |

**Goals for the Practical Nurse Program**

- Provide a practical nurse program from which graduates are prepared to perform the functions of a beginning practical nurse.
- Provide a curriculum based on sciences, humanities, and nursing which allows the student to make safe, appropriate and logical decisions in the clinical area.
- Provide a positive learning environment, which fosters students' growth and expected performance.
- Provide information on how graduates can advance their professional education to obtain an associate degree, or higher, for registered nursing through an accredited institution, if desired.

**Terminal Objectives for Graduates of the Practical Nurse Program (End of Program Outcomes)**

1. Demonstrates knowledge of nursing concepts based on physical and behavioral sciences.
2. Provide safe, quality, evidenced-based, and patient-centered care to patients in a variety of health care settings to diverse patient populations across the lifespan.
3. Demonstrates accountability and responsibility for adhering to the high standards set forth for nursing practice by the Ohio Nurse Practice Act.
4. Participates in collaboration and teamwork with members of the interdisciplinary team, the patient, and support persons, while utilizing professional values and ethical standards of nursing practice.
5. Applies Orem's Self-care Deficit theory while delivering patient care that leads to engagement of critical thinking and patient-centered care decisions.
6. Applies the nursing process while delivering care to patients and families.
7. Demonstrates professionalism while conducting nursing care.

**Practical Nurse Curriculum Sequence**

| Quarter 1 | Course Name | Course Credit | Total Quarter |
|---|---|---|---|
| BIO1126 | Anatomy and Physiology | 5.0 | 20 Credits |
| MTH1102 | Basic Math and Dosage Calculations | 4.0 | |
| NUR1110 | Introduction to the Nursing Profession | 5.0 | |
| NUR1120 | Basic Nursing Skills | 6.0 | |
| **Quarter 2** | **Course Name** | **Course Credit** | **Total Quarter** |
| BIO2235 | Pharmacology | 5.0 | 18 Credits |
| NUR2211 | Fundamentals of Nursing | 8.5 | |
| NUR2221 | Mental Health Nursing | 4.5 | |
| **Quarter 3** | **Course Name** | **Course Credit** | **Total Quarter** |
| NUR2312 | Medical-Surgical Nursing | 8.5 | 16.5 Credits |
| NUR2322 | Pediatric Nursing | 4.0 | |
| NUR2332 | Maternal Nursing | 4.0 | |
| **Quarter 4** | **Course Name** | **Course Credit** | **Total Quarter** |
| NUR2411 | Advanced Medical-Surgical Nursing | 9.0 | 16 Credits |
| NUR2431 | PN Capstone | 7.0 | |
| | ***Total Required PN Program Credits*** | ***70.5*** | |

# Course Descriptions

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| BIO1110 | Medical Terminology | 2 | 20 | 0 | 0 | 40 | None |

This course presents the basic medical concepts, terms, and structures concentrating on building a foundation and framework of the language of medicine. Through memorization and practice in spelling and pronunciation of medical root words and the prefixes and suffixes presented, students analyze numerous medical terms. Students start a base on which to build a larger vocabulary, spell medical terms correctly, recognize terms in dictation, and understand the context in which words will be applied. **Online*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| BIO1122 | Structural Anatomy and Physiology | 5 | 50 | 0 | 0 | 100 | None |

This course presents the study of the structure and function of the systems of the human body. Focus is on different types of cells, tissues, organs, and systems. Students study the musculoskeletal system in detail, emphasizing origins, insertions, bony landmarks, innervations, and actions of the muscles. The course includes reading, explanation, demonstration of bones and muscles, analysis of motion, model exploration, palpation, and planned redundancy. Further, the course presents gross anatomy covering bones, bony landmarks and muscles of the shoulder, elbow, forearm, wrist, hand, trunk, and neck. **Blended*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| BIO1125 | Anatomy and Physiology Foundations | 3 | 30 | 0 | 0 | 15 | None |

This course introduces the basic structures and functions of the human body. Topics include: examination of the body, cell structure and function, body tissues and membranes, and basic chemistry principles. Instruction focuses on anatomy systems including integumentary, skeletal, and muscular. The composition and functions of the blood are also included. **Blended*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| BIO1126 | Anatomy and Physiology | 5 | 50 | 0 | 0 | 25 | None |

This course provides an introduction to the structure and function of the human body. Students will explore fundamental concepts of anatomy and physiology, including body organization, homeostasis, and the major organ systems. Emphasis is placed on understanding how body systems work together to maintain health and support normal function. The course is designed for students entering healthcare and related fields and includes basic terminology, applied examples, and foundational scientific principles to support future clinical learning. *Blended.*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| BIO2222 | Clinical Anatomy and Physiology | 5 | 50 | 0 | 0 | 100 | BIO1122 |

This course continues the study of the musculoskeletal system by completing the anatomy of the gluteal region, thigh, lower leg, and foot. Other body systems studied include the structure and function of the human nervous system, cardiovascular, and respiratory systems. Included in the course is a specialized section on basic applied neuroanatomy. Students will use critical thinking to analyze how the body systems work together to create function or dysfunction and will complete palpation demonstrations of the lower extremity. **Blended*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite (s) |
|---|---|---|---|---|---|---|---|
| BIO2225 | Anatomy, Physiology and Pharmacology | 5 | 50 | 0 | 0 | 25 | BIO1125; MTH1101; NUR1110; NUR1120 |
| This course includes detailed study of the structure and function of the human body. Principles from the first Anatomy and Physiology are built upon using a body systems approach. In addition to the body systems, medication principles and drug classes will be discussed with corresponding systems. **Blended* | | | | | | | |

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| BIO2235 | Pharmacology | 5 | 50 | 0 | 0 | 25 | BIO1126, MTH11012, NUR1110, NUR1120 |
| This course introduces the fundamental principles of pharmacology, emphasizing the safe and effective use of medications in nursing practice. Students will explore drug classifications, mechanisms of action, therapeutic effects, side effects, and nursing considerations across major body systems. The course integrates pharmaco-kinetics, pharmacodynamics, and patient-centered approaches to medication administration, fostering critical thinking in monitoring, evaluating, and teaching patients about drug therapy. Emphasis is placed on legal, ethical, and cultural considerations, as well as strategies to minimize medication errors and enhance patient safety. **Blended.* | | | | | | | |

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| BIO2311 | Growth and Development | 3 | 30 | 0 | 0 | 60 | BIO1122 |
| This course presents the relationship of structure and function to the development of movement skills across the entire life span. Topics include functional independence, theories affecting development, motor control and learning, movement skills, and functional assessment skills used in physical therapy. Normal development of the individual is presented from the time of conception through old age. This course will increase the awareness of wellness issues and provide a model for comparison for the physical therapist assistant. Presented is a skeletal system change from neonatal to geriatrics which include muscle development and function, cardiopulmonary, nervous changes, vital functions, development of posture and locomotion, prehension, and health and fitness. Movement disorders common to older adults are also presented. **Blended* | | | | | | | |

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| BIO2322 | Fundamentals of Disease | 4 | 40 | 0 | 0 | 80 | Successful completion of quarter 2 of the PTA program |
| This course presents foundational information about common medical conditions. Diseases of the cardiovascular, respiratory, nervous, endocrine, integumentary, musculoskeletal and digestive systems are presented. Emphasis is placed on those conditions potentially affecting the mobility of the client or outcome of the physical therapy treatment. Following an overview of the disease processes, infectious diseases, neoplasms, congenital diseases, and characteristics of pain are covered. Consideration is given to what the disease is, how it is diagnosed and treated, and the likely sequela of the disease. Following the presentation of a study of specific diseases, the student | | | | | | | |

will become familiar with doing research, reading professional literature and using critical thinking skills in relation to how disease would cause functional limitations in patients and affect physical therapy plans of care and treatment. **Online*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| BIO2526 | Advanced Anatomy, Physiology and Pathology | 5 | 40 | 20 | 0 | 100 | None |

This course is a detailed study of the structure of the human body through the examination of both normal and pathophysiological processes and diseases of the various body systems. The course builds on prior nursing coursework regarding fundamentals of human anatomy and physiology and includes major body systems such as: the nervous system, sense organs, endocrine, musculoskeletal, joints, integumentary, bones and bone tissue, heart and vascular, urinary, fluid and electrolytes, lymph and immune, blood, digestive, nutrition, metabolism, and respiratory systems. Discussion of cellular biology and chemistry augments physiology content and builds the foundation for cellular phenomena which extends to common pathologies in the major organ systems. **Online*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| ENG1110 | English Composition | 4.5 | 45 | 0 | 0 | 90 | None |

This course is designed as an introduction to academic writing, the type of writing based on careful, deliberate reading and the clear, critical thinking demand of students throughout their college careers. Students are exposed to various citation formats to develop scientific writing skills. Students are guided through the principles of writing with emphasis on rhetoric, content, purpose, and audience. **Online*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| KIN2322 | Structural Kinesiology | 5 | 50 | 0 | 0 | 100 | BIO2222 |

This course lays a foundation for the study of Kinesiology, the study of movement. The course focuses on describing joint motion and muscle action. Common prime movers are explained using terminology accepted within the discipline of physical therapy. A regional anatomy approach is used to cover specific joints and muscles, and builds upon foundational terms learned in the anatomy and physiology courses. In addition, students discuss human posture, normal, and abnormal gait. This course integrates with and provides a foundation for Therapeutic Exercise. **Blended*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| KIN2323 | Clinical Kinesiology | 3 | 0 | 60 | 0 | 60 | BIO2222 |

This lab course presents continued study of human movement by describing joint motion and muscle action, including manual muscle testing and joint goniometry. In addition, students apply the principles of human posture, normal, and abnormal gait. Principles are demonstrated with opportunity for lab palpation, lab activities, and lab practice. Anatomical models of joints and muscles are used to aid in understanding anatomy and movement. This course integrates with and provides a foundation for Musculoskeletal Rehabilitation. **Blended*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| MTH1101 | Basic Math and Dosage Calculations | 3 | 30 | 0 | 0 | 15 | None |

This course presents a review of basic mathematic calculations, drug measurements, using the metric system, apothecary and household measurements, reading medication labels and syringe calibrations, dosage calculations, medication administration systems, dosage calculation from body weight (adult and pediatric), and pediatric medication conversion and calculations. **Blended*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| MTH1102 | Basic Math and Dosage Calculations | 4 | 40 | 0 | 0 | 20 | None |
| This course presents a review of basic mathematic calculations, drug measurements, using the metric system, apothecary and household measurements, reading medication labels and syringe calibrations, dosage calculations, medication administration systems, dosage calculation from body weight (adult and pediatric), and pediatric medication conversion and calculations. **Blended.* | | | | | | | |

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| MTH1110 | College Algebra | 4.5 | 45 | 0 | 0 | 90 | None |
| College Algebra includes mathematical methods adequate to solve basic application-oriented problems, where solutions to problems in real-world situations are formulated, validated, and analyzed using mental, paper-and pencil, algebraic and technology-based mathematical notations. Students learn algebraic problem-solving skills that will be useful in more advanced mathematics and science courses. **Online* | | | | | | | |

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| MTH2101 | Applied College Mathematics | 4.5 | 45 | 0 | 0 | 90 | None |
| This course is intended to increase knowledge of mathematics processes which are useful in both the professional and personal life of the health care worker. **Online* | | | | | | | |

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| NUR1110 | Introduction to the Nursing Profession | 5 | 50 | 0 | 0 | 25 | None |
| The nursing process, Orem's Self-care Deficit theory, and communication skills are introduced. The history of practical nursing and nursing trends are discussed as well as the role of the practical nurse as a member of the health care team. Professional, cultural, moral, ethical, and legal issues are explored. An introduction to pharmacology principles is introduced in this course. Medical terminology is embedded throughout the course. **Blended* | | | | | | | |

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| NUR1120 | Basic Nursing Skills | 6 | 40 | 40 | 0 | 30 | None |
| This course assists the student in gaining knowledge concerning the holistic care of adults using the nursing process and Dorothea Orem's Self-care Deficit theory. Emphasis is placed upon fundamental nursing care principles, performing safe nursing interventions, developing basic procedural skills, and documentation. Basic microbiology is explained as it relates to infection control. The nursing process, Orem's Self-care Deficit theory, and communication skills are introduced. Nursing trends are discussed as well as the role of the practical nurse as a member of the health care team. The student will spend time in the lab setting learning basic nursing skills and competencies. **Blended* | | | | | | | |

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| NUR2211 | Fundamentals of Nursing | 8.5 | 45 | 40 | 60 | 42.5 | NUR1110, NUR1120, BIO1125, MTH1101 |

This course builds on the information gained from the Introduction to Nursing Profession and Basic Nursing Skills Courses, and focuses on fundamental and Medical-Surgical nursing care principles necessary for safe, patient-centered nursing care for a diverse patient population with consideration of the legal and ethical responsibilities of the Practical Nurse. Emphasis is placed on learning holistic care of adults using the nursing process and Dorothea Orem's Self-care deficit theory. The student will spend time in the lab setting learning basic diabetes management, nasogastric tube insertion and management, foley insertion and management, and safe medication techniques. The student will apply learned skills in the clinical setting. **Blended*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| NUR2221 | Mental Health Nursing | 4.5 | 45 | 0 | 0 | 22.5 | BIO1125, NUR1110, NUR1120, MTH1101 |

This course assists the student in acquiring knowledge regarding the holistic care of patients experiencing mental health and psychological problems in childhood through late adulthood. An emphasis Orem's Self-Care Deficit Theory is employed. The nursing process is utilized to assist patients with health alteration in cognition, perception, and role relationships. Self-awareness and empathy are emphasized when caring for patients with altered/impaired communication. Skills will be adapted in working with patients experiencing deficits in cognition, perception, and role relationships. The role of advocate will be explored relating to professional issues involving legal, moral, and ethical concerns. **Blended*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| NUR2311 | Medical-Surgical Nursing | 8 | 30 | 40 | 90 | 40 | BIO2225, NUR2211, NUR2221 |

In this course, students learn how to care for patients. The content builds upon fundamental concepts in previous nursing courses. The principles of intravenous (IV) therapy for the practical nurse are explored in this course with a lab portion enhancing learning. Successful completion of the IV curriculum will result in the student being authorized by The Ohio Board of Nursing to provide limited intravenous therapy after passing the NCLEX-PN and obtaining their license. The lab and clinical portion reinforces skills of a practical nurse, which use Orem's Self-care Deficit theory. Simulations are utilized in the lab for a better synthesis of content. **Blended*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| NUR2312 | Medical-Surgical Nursing | 8.5 | 40 | 30 | 90 | 42.5 | BIO2235, NUR2211, NUR2221 |

This course expands on foundational nursing concepts to prepare students for caring for patients with medical-surgical needs. Students learn principles of intravenous (IV) therapy for the practical nurse, supported by hands-on laboratory activities that strengthen skill development and confidence. Successful completion of the IV curriculum enables graduates, upon licensure, to perform limited IV therapy as authorized by the Ohio Board of Nursing. Laboratory, clinical, and simulation experiences reinforce essential practical nursing skills while promoting the development of critical thinking and clinical judgment needed for safe and effective patient care. These learning experiences help students recognize cues, make informed decisions, and apply classroom knowledge in real patient care environments. **Blended.*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| NUR2321 | Pediatric Nursing | 3 | 25 | 0 | 15 | 15 | BIO2225, NUR2211, NUR2221 |
| This course focuses on the health care needs of the newborn infant through adolescent years, and their families. Students recognize normal and abnormal growth and development, and the signs and symptoms of pediatric specific diseases and conditions. The student utilizes Dorothea Orem's Self-Care theory to promote patient care, health and well-being. **Blended* | | | | | | | |

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| NUR2322 | Pediatric Nursing | 4 | 35 | 0 | 15 | 20 | BIO2235, NUR2211, NUR2221 |
| This course addresses the health care needs of infants, children, and adolescents, along with the families who support them. Students will examine normal and abnormal patterns of growth and development and identify the signs and symptoms of common pediatric diseases and conditions. Learning experiences integrate classroom instruction, dedicated clinical hours, and high-fidelity simulation activities to strengthen students' critical thinking and clinical judgment. By applying evidence-based concepts in real or simulated care environments, students develop the skills necessary to provide safe, developmentally appropriate nursing care to pediatric patients across a variety of settings. **Blended.* | | | | | | | |

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| NUR2331 | Maternal Nursing | 3 | 25 | 0 | 15 | 15 | BIO2225, NUR2211, NUR2221 |
| This course focuses on the health care needs of women during childbearing years with an emphasis on pregnancy, labor, and birth, as well as the health care needs of the newborn infant through adolescent years, and their families. Student focus areas include identifying their role while caring for women during pregnancy, labor, birth and care of the neonate. The student utilizes Dorothea Orem's Self-Care theory to promote patient care, health and well-being. Students spend time in the simulation lab as well as the clinical setting. **Blended* | | | | | | | |

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| NUR2332 | Maternal Nursing | 4 | 35 | 0 | 15 | 20 | BIO2235, NUR2211, NUR2221 |
| This course introduces the health care needs of women during the childbearing years, with emphasis on pregnancy, labor, and birth, as well as the health needs of newborns through adolescence and their families. Practical nursing students will focus on understanding their role in providing safe, supportive, and evidence-based care to women during pregnancy, labor, delivery, postpartum, and the early neonatal period. The course fosters development of **critical thinking** and **clinical judgment** as students participate in assessment, recognize changes in patient conditions, and contribute to appropriate nursing interventions within the practical nursing scope of practice. Learning experiences include classroom instruction, simulation-based activities, and supervised clinical practice. **Blended.* | | | | | | | |

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| NUR2410 | Advanced Medical-Surgical Nursing | 7 | 40 | 0 | 90 | 35 | NUR2311; NUR2321 and NUR2331 |
| This course prepares the student for an understanding of advanced medical-surgical principles for the practical nurse. Emphasis is placed upon complex principles of nursing care while performing safe and effective patient care. Students are prepared for graduation as a practical nurse for employment in a variety of health care settings. This course includes a clinical portion in which the student synthesizes learned content to develop entry-level clinical reasoning skills using Orem's Self-care Deficit Theory. **Blended* | | | | | | | |

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| NUR2411 | Advanced Medical-Surgical Nursing | 9 | 40 | 40 | 90 | 45 | NUR2312, NUR2322, NUR2332 |
| This course equips students with advanced medical–surgical concepts essential for practical nursing practice. Through a structured laboratory component, learners engage in hands-on skills training and simulation activities designed to strengthen clinical abilities, enhance critical thinking, and promote safe, effective patient care. Additionally, a clinical practicum provides opportunities to apply classroom knowledge in real healthcare settings, allowing students to develop foundational clinical reasoning and judgment skills necessary for entry-level nursing practice. **Blended.* | | | | | | | |

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| NUR2420 | PN Transitions to Practice | 3 | 10 | 40 | 0 | 15 | NUR2311; NUR2321 and NUR2331 |
| This course prepares the student for practice by further developing critical thinking skills at a higher level through weekly simulations in the lab. The course content and lab are combined to provide a deeper understanding of issues, trends, and leadership concepts. The simulations provided in this course align with content taught in the advanced medical-surgical course to reinforce understanding. This course incorporates the legal and ethical responsibilities of the Practical Nurse in the care of patients with a variety of health concerns. **Blended* | | | | | | | |

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| NUR2430 | PN Capstone | 6 | 60 | 0 | 0 | 30 | NUR2311; NUR2321 and NUR2331 |
| This course prepares the student for both job readiness post-graduation, as well as reinforces concepts for NCLEX success. Students practice job seeking skills including cover letters, resumes, employment applications, and job interview skills. The students also explore a variety of health care settings where LPNs are employed. Students focus on learning strategies to prepare them for certification exams through practice tests and utilization of ATI modules. Students will recognize the practical nurse's role in the nursing process to help identify appropriate nursing care. **Blended* | | | | | | | |

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| NUR2431 | PN Capstone | 7 | 70 | 0 | 0 | 35 | NUR2321, NUR2322, NUR2332 |
| This course prepares students for job readiness after graduation while reinforcing the essential knowledge and concepts required for NCLEX success. Students develop résumé-building and job-interview skills. The course also emphasizes foundational leadership concepts, including delegation, prioritization, communication, teamwork, and accountability as they relate to the practical nurse role. In addition, students explore strategies to manage stress, build resilience, and apply effective self-care practices that support academic performance and future workplace readiness. Learners use a variety of evidence-based review materials and practice assessments to strengthen their testing strategies while recognizing the practical nurse's role in the nursing process and applying it to identify appropriate nursing care. **Blended.* | | | | | | | |

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| NUR2510 | Transition to Registered Nursing | 6 | 30 | 40 | 30 | 100 | None |
| This course focuses on the differences between a practical nurse and the practice of a registered nurse. The students learn to differentiate the scope of practice from a practical nurse to that of a registered nurse. Concepts include the nursing process, Orem's Self-care Deficit Theory and development of care plans, management of care, delegation, legal aspects, and the common differences in practice between a practical nurse and a registered nurse. Students will focus on a refresher of skills and be introduced to new skills in the scope of practice for a registered nurse. The student will reinforce these concepts in the clinical setting, so they are able to apply concepts to patients in a variety of health care settings. **Blended* | | | | | | | |

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| NUR2610 | RN Medical-Surgical Nursing | 9 | 45 | 30 | 90 | 120 | BIO2526; NUR2510 |
| This course prepares the student for an understanding of the medical surgical content for the registered nurse. The content builds on medical-surgical content the student received as an LPN, going into more detail at a higher level of functioning as a registered nurse. Students receive the foundation in this course to prepare them for pediatric and obstetric content and the advanced medical-surgical content at the end of the program. The course includes a lab and clinical portion in which the student learns the higher-level skills of an RN and these skills and content are then reinforced in the clinical setting using Orem's Self-care Deficit Theory. Simulations are utilized in the lab for a better synthesis of content. **Blended* | | | | | | | |

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| NUR2711 | Mental Health Principles | 4 | 40 | 0 | 0 | 80 | NUR2610 |
| Students learn concepts of nursing practice for the application of mental health nursing theory, communication, collaboration, and clinical judgment necessary for safe, patient-centered nursing care of diverse patient populations. This course incorporates the legal and ethical responsibilities of the Registered Nurse in mental health nursing and focuses on therapeutic nursing interventions using Orem's Self-care Deficit theory. **Blended* | | | | | | | |

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| NUR2721 | RN Maternal Nursing | 3 | 25 | 0 | 15 | 50 | NUR2610 |
| This course focuses on the health care needs of women during childbearing years with an emphasis on pregnancy, labor, and birth, as well as the health care needs of the newborn infant. Focus areas also include facilitating the care of women during pregnancy, labor, birth and care of the neonate. The student will utilize Dorothea Orem's Self-care which is the practice of activities that an individual initiated and performs on his or her own behalf to maintain life, health and well-being. Students will spend time in the simulation lab as well as the clinical setting. **Blended* | | | | | | | |
| **Code** | **Course Name** | **Academic Credits** | **Lecture Hours** | **Lab Hours** | **Extern/ Clinical** | **Outside Hours** | **Pre – requisite(s)** |
| NUR2730 | RN Pediatric Nursing | 3 | 25 | 0 | 15 | 50 | NUR2610 |
| This course focuses on the health care needs of the newborn infant through adolescent years, and their families. The RN student will refine their assessment and clinical skills while caring for the more acute pediatric patient. The student will utilize Dorothea Orem's Self-care which is the practice of activities that an individual initiated and performs on his or her own behalf to maintain life, health and well-being. **Blended* | | | | | | | |
| **Code** | **Course Name** | **Academic Credits** | **Lecture Hours** | **Lab Hours** | **Extern/ Clinical** | **Outside Hours** | **Pre – requisite(s)** |
| NUR2810 | RN Advanced Medical-Surgical Nursing | 7 | 40 | 0 | 90 | 80 | NUR2711; NUR2721 NUR2730 |
| This course prepares the student for an understanding of advanced medical-surgical principles for the registered nurse. The content builds on medical-surgical content the student received earlier in the curriculum, going into more detail at a higher level of functioning and thinking as a registered nurse. Students are prepared for graduation as a registered nurse for employment in acute care settings. The course includes a clinical portion in which the student synthesizes learned content to develop entry-level clinical reasoning skills using Orem's Self-care Deficit Theory. **Blended* | | | | | | | |
| **Code** | **Course Name** | **Academic Credits** | **Lecture Hours** | **Lab Hours** | **Extern/ Clinical** | **Outside Hours** | **Pre – requisite(s)** |
| NUR2820 | RN Transitions to Practice | 3 | 10 | 40 | 0 | 60 | NUR2711; NUR2721; NUR2730 |
| This course prepares students for practice as a registered nurse by further developing critical thinking and clinical reasoning skills using weekly simulations in the lab. The course and laboratory content are combined to provide a deeper understanding of issues, trends, and leadership concepts. The simulations provided in this course align with content taught in the advanced medical-surgical course to reinforce clinical reasoning. This course incorporates legal and ethical responsibilities of the registered nurse in the care of patients with a variety of health concerns. **Blended* | | | | | | | |
| **Code** | **Course Name** | **Academic Credits** | **Lecture Hours** | **Lab Hours** | **Extern/ Clinical** | **Outside Hours** | **Pre – requisite(s)** |
| NUR2831 | RN Capstone | 3 | 30 | 0 | 0 | 60 | NUR2711; NUR2721; NUR2730 |
| This course is designed to prepare students for NCLEX-RN success. The students will also explore a variety of health care settings where RNs are employed. A focus is placed on learning strategies to prepare them for | | | | | | | |

certification exams through practice tests and utilization of ATI modules. Students will recognize the registered nurse's role in the nursing process to help develop and revise appropriate nursing care. **Blended*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| PTA1112 | Introduction to Physical Therapy | 2.0 | 20 | 0 | 0 | 40 | None |

As an introduction to the profession of physical therapy, this course familiarizes the student with the history, development, and organization of the profession, while instilling an appreciation for the diversity within the profession and the role of the PTA. Ethical and legal considerations are presented, including the state practice act, scope of practice, the PT/PTA team concept, ethical standards set forth by the American Physical Therapy Association, and the process of ethical decision making. Students are introduced to the formal process of documentation and review of scholarly research to support an evidenced-based clinical practice. **Blended*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre– requisite(s) |
|---|---|---|---|---|---|---|---|
| PTA1211 | Rehabilitation Therapy | 5 | 30 | 40 | 0 | 100 | BIO1121 or BIO1122 |

Rehabilitation Therapy presents foundational patient care skills as the first course with a hands-on clinical lab component. These topics include principles and practices of infection control, measuring and monitoring vital signs, patient mobility and transfer techniques, basic exercises, use of ambulation aids, and special care equipment. The consideration of cultural diversity is a common thread throughout all clinical courses, and students will complete a disability simulation experience for the opportunity to gain empathy of individuals with a handicap. **Blended*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| PTA2412 | Therapeutic Exercise | 7.5 | 75 | 0 | 0 | 150 | Successful completion of quarter 3 of the PTA program |

This course presents the theoretical foundation for the application of therapeutic exercise and physiological responses of therapeutic exercise protocols as they relate to orthopedic conditions of the spine, trunk, and extremities. This course builds upon Structural and Clinical Kinesiology, and serves as a foundation for Neurologic Rehabilitation and Special Topics. **Blended*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| PTA2422 | Musculoskeletal Rehabilitation | 2.5 | 0 | 50 | 0 | 50 | Successful completion of quarter 3 of the PTA program |

This lab course is the clinical application of the indications for exercise, as well as the basic principles and physiological responses of therapeutic exercise protocols as they relate to orthopedic conditions of the spine, trunk, and extremities. Exercise interventions will address deficits in range of motion, strength, mobility, aerobic capacity, balance, and physical function for extremities, trunk, and spine. Students will develop knowledge and skills in designing and implementing exercise programs that facilitate movement and function. Students continue to become proficient in all areas of treatment techniques and apply technical skills with appropriate consideration

for the communication, documentation, cultural, and psychosocial needs of the patient. This course marks the last clinical procedures course for the students prior to the first clinical practicum. **Blended*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| PTA2430 | Clinical Practicum I | 4 | 0 | 0 | 140 | 20 | Successful completion of quarter 3 of the PTA program |

This course is the first formal clinical exposure students have within the PTA curriculum where there is delivery of PT interventions to consumers under the direct supervision of a Physical Therapist (PT) or Physical Therapist Assistant (PTA) within the scope of a PT plan of care designed by a PT in a clinical setting. This course is a practical/hands-on experience, incorporating knowledge and clinical skills learned in the previous three (3) quarters. Students spend 5 days a week for 4 weeks in a physical therapy setting. Students are supervised by a PT or a PTA who will be known as the Clinical Instructor (CI). This course places emphasis on self-directed learning of students' own strengths, growth needs, and ability to identify and seek out sources of advanced education while learning and appreciating the roles and teamwork of the PT and PTA. Students also develop a practical understanding of ethical and profession behavior in the clinical environment. This first clinical experience focuses on students achieving level 3 (Intermediate Performance)– level 4 (Advanced Intermediate) competency for all 11 elements on the Clinical Performance Instrument (CPI).

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| PTA2511 | PTA Techniques | 5 | 30 | 40 | 0 | 100 | Quarter 2 of the PTA program |

This course presents the basic principles and physiological responses of physical agents, representing contemporary PT practice. The pain and inflammatory responses to injury are covered, with hands-on practice of thermal agents, ultrasound, massage, intermittent pelvic and cervical traction, intermittent compression, biofeedback, and various applications of electrical stimulation. Additional physical agents are introduced including ultraviolet, infrared heat, phonophoresis, light therapy, and hydrotherapy. Students gain knowledge in evidence-based treatment with review of current research. **Blended*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| PTA2610 | Administrative Procedures | 4 | 40 | 0 | 0 | 80 | Quarters 1-3 of the PTA program |

Integrated with clinical practicum experiences, Administrative Procedures covers a wide variety of workplace principles such as resume writing, interviewing, performance evaluations, and employee relations. Legal issues, medical insurance, PT billing and reimbursement practices, regulatory agencies, and general laws and rules governing the scope of practice of physical therapy in the state of Ohio are addressed. Early preparation for the national PTA licensing exam, the National Physical Therapy Examination (NPTE) for PTAs is initiated. **Online*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| PTA2630 | Clinical Practicum II | 12.5 | 0 | 0 | 400 | 50 | Successful completion of quarter 5 of the PTA program |

This course is the final clinical exposure the student has within the PTA curriculum, where delivery of PT interventions to consumers is under the direct supervision of a Physical Therapist (PT) or Physical Therapist Assistant (PTA). This is within the scope of a PT plan of care designed by a PT in a clinical setting. This course is a practical/hands-on experience, incorporating knowledge and clinical skills learned in the previous five (5) quarters. Students spend five (5) days a week for ten (10) weeks in a physical therapy setting. Students are supervised by a PT or PTA who will be known as the Clinical Instructor (CI). This course places emphasis on self-directed learning of the student's growth needs and the ability to identify and seek out sources of advanced education while learning and appreciating the roles and teamwork of the PT and PTA. Students also develop a practical understanding of ethical and professional behavior in the clinical environment. The course focuses on students achieving level 5 (Entry-Level) Performance in clinical competency for all 11 elements, as supported by written comments by the CI on the CPI.

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| PTA2710 | Neurologic Rehabilitation | 6 | 40 | 40 | 0 | 120 | Quarters 1-4 of the PTA program |

As the primary clinical neuroscience lab course for students, this course presents a detailed look at the field of physical therapy, focusing primarily on the adult neurologic patient. Foundational material provides an overview of neurological assessment and treatment, then covers common clinical syndromes related to motor learning, postural, and motor control deficits. Psychosocial, cultural, communication, and ethical considerations are presented in context. Diagnoses include: cerebrovascular accident, traumatic brain injury, spinal cord injury, Parkinson's Disease, Amyotrophic Lateral Sclerosis, Alzheimer's Disease, Post-Polio Syndrome, Guillain Barre Syndrome, Muscular Dystrophy, and developmental disabilities such as spina bifida, cerebral palsy, and Down syndrome. **Blended*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| PTA2720 | PTA Special Topics | 6 | 40 | 40 | 0 | 120 | Quarters 1-4 of the PTA program |

Specific patient populations and diagnoses seen in physical therapy are covered, including peripheral vascular disease, burns, wounds, amputation/prosthetic, orthotics, cardiopulmonary disease, obstetric considerations, chronic pain, and oncology. This course provides a foundation of appropriate exercise principles and techniques based upon contemporary rationale in an evidence based context. This course allows students to implement and modify therapeutic exercise treatment techniques as indicated in the plan of care designed by a physical therapist. This course builds upon concepts introduced in Therapeutic Exercise and further enables students to treat patients of varying complexity with co-morbidities along the health care spectrum. Psychosocial adjustment to disability and cultural considerations relating to end of life needs are explored. **Blended*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| PTA2810 | PTA Capstone | 2 | 20 | 0 | 0 | 40 | Quarters 1-5 of the PTA program |

This course provides students a review of all curriculum content in preparation for taking the National Physical Therapy Examination (NPTE) for Physical Therapist Assistants. This review includes basic sciences as well as PT theory and practice. Practice tests and competencies are administered to facilitate students identifying content areas that need remediated. Students are expected to complete several practice exams outside of class time and develop a timeline for preparation for the NPTE. A discussion of the final practicum experience continues throughout the course, with emphasis on relating clinical experience to didactic areas of training. Students complete a final self-assessment on the development of Value-Based Behaviors, as published by the American Physical Therapy Association. **Blended*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| PSY1110 | Introduction to Psychology | 4.5 | 45 | 0 | 0 | 90 | None |

This course presents information to help students understand themselves and others. Psychology is relevant in almost every aspect of life as it teaches about the roots of aggression and the influence of groups on individual behavior. Students discuss research on stress, coping, and health, which can help people to live fuller, happier personal and professional lives, regardless of their circumstances. The latest research findings are presented to stress the scientific nature of the discipline. **Online*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| SCI1110 | Introduction to Microbiology | 4.5 | 30 | 30 | 0 | 90 | BIO2526 |

This course is a survey of representative types of microorganisms in terms of their structure, function, cultivation, identification, and methods employed for their control. Emphasis is placed on those causing human disease and the role of the immune system. Lab: In this laboratory course, students will observe, cultivate, characterize and identify microorganisms and practice techniques that control, kill, and prevent the spread of them. **Online*

## Bachelor Degree Courses

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| BIO1110 | Medical Terminology | 2 | 20 | 0 | 0 | 40 | None |
| This course presents the basic medical concepts, terms, and structures concentrating on building a foundation and framework of the language of medicine. Through memorization and practice in spelling and pronunciation of medical root words and the prefixes and suffixes presented, students analyze numerous medical terms. Students start a base on which to build a larger vocabulary, spell medical terms correctly, recognize terms in dictation, and understand the context in which words will be applied.**Online* | | | | | | | |
| **Code** | **Course Name** | **Academic Credits** | **Lecture Hours** | **Lab Hours** | **Extern/ Clinical** | **Outside Hours** | **Pre – requisite(s)** |
| BIO3130 | Biology with Lab | 5.0 | 40 | 20 | 0 | 100 | None |
| This course discusses and explores major concepts related to biology such as the cell, homeostasis, cell functions, the gene, heredity, modern genetics, evolution, and ecology.**Online* | | | | | | | |
| **Code** | **Course Name** | **Academic Credits** | **Lecture Hours** | **Lab Hours** | **Extern/ Clinical** | **Outside Hours** | **Pre – requisite(s)** |
| BIO3320 | Advanced Anatomy with Virtual Cadaver Lab | 6.0 | 50 | 20 | 0 | 120 | BIO3130 |
| This course advances concepts in anatomy and physiology for the health care clinician. Virtual cadaver lab and gross anatomical models complement the lecture content for a systems-based approach. Students correlate clinical knowledge to advanced anatomical study and explore the relationship between form and function.**Online* | | | | | | | |
| **Code** | **Course Name** | **Academic Credits** | **Lecture Hours** | **Lab Hours** | **Extern/ Clinical** | **Outside Hours** | **Pre – requisite(s)** |
| CHM3210 | Chemistry I with Lab | 6 | 50 | 20 | 0 | 120 | MTH3110 |
| This course covers general principles of chemistry including atomic structure, stoichiometry, aqueous reactions, thermochemistry, electron configuration, chemical bonding, quantum theory, gases, intermolecular forces, and physical properties of liquids and solids.**Online* | | | | | | | |
| **Code** | **Course Name** | **Academic Credits** | **Lecture Hours** | **Lab Hours** | **Extern/ Clinical** | **Outside Hours** | **Pre – requisite(s)** |
| CHM3310 | Chemistry II with Lab | 6 | 50 | 20 | 0 | 120 | CHM3210 |
| This course covers basic concepts of chemistry, building on knowledge formed in Chemistry I. Concepts include intermolecular forces and physical properties of liquids and solids, chemistry of modern materials, physical properties of solutions, chemical kinetics, equilibrium, acids and bases, and electrochemistry. **Online* | | | | | | | |
| **Code** | **Course Name** | **Academic Credits** | **Lecture Hours** | **Lab Hours** | **Extern/ Clinical** | **Outside Hours** | **Pre – requisite(s)** |
| ENG3220 | Professional Writing for Health Sciences | 5 | 50 | 0 | 0 | 100 | None |
| This course builds on the student's composition skills to further develop effective technical writing to conform to the standards of professional work. **Online* | | | | | | | |
| **Code** | **Course Name** | **Academic Credits** | **Lecture Hours** | **Lab Hours** | **Extern/ Clinical** | **Outside Hours** | **Pre – requisite(s)** |
| HST3330 | Contemporary US History | 5 | 50 | 0 | 0 | 100 | None |
| This course presents a study of the growth of the United States from the reconstruction of the nation following the Civil War to present day, highlighting changes in American society, politics, and culture. Students will have the | | | | | | | |

opportunity to apply the major themes and events of the past to critically think about current events and the future. **Online*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| HSC3230 | Health Promotion and Wellness | 5 | 50 | 0 | 0 | 100 | None |

This course guides the student in the knowledge and skills to improve their exercise, eating, and stress management habits and make meaningful and lasting behavioral changes. These skills equip the health care clinician in promoting health and wellness for clients. **Online*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| HSC3430 | Exercise Physiology | 5 | 50 | 0 | 0 | 100 | None |

A basic course emphasizing theory and principles of exercise physiology related to health, physical fitness, and athletic performance in mostly healthy populations. Exercise or sport physiology is the study of how the human body functions during exercise or physical effort. This course provides a basis for understanding how human performance is accomplished related to neuromuscular overload, metabolism, hormonal influence, cardiopulmonary control and regulation, bodily adaptations to physical training, environmental influences, age and sex considerations in sport, and physical activity for health and fitness. **Online*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| HSC4520 | Clinical Reasoning in Contemporary Health Care | 5 | 50 | 0 | 0 | 100 | None |

This course introduces clinical reasoning within the context of a multidisciplinary and multicultural health care system. Clinical thinking, client expectations, and patient-centered care are central themes upon which the clinician can build. Collaborative and transdisciplinary reasoning are addressed to further develop clinical decision-making. **Online*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| HSC4530 | Ethics & Professional Issues | 5 | 50 | 0 | 0 | 100 | None |

This course provides the basic framework of theories and principles for students to navigate the numerous legal and ethical issues health care professionals face every day. Topics are based upon real-world scenarios and dilemmas from a variety of health care practitioners**Online*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| HSC4610 | Applying Research to Clinical Practice | 5 | 50 | 0 | 0 | 100 | None |

This course is designed to provide detailed guidance for augmenting successful completion of research and the implementation of evidence-based practice within healthcare. Mastery of the course content is achieved through engaging assignments, discussion, collaboration, and a variety of hands-on activities. **Online*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| HSC4620 | Community Health Independent Study | 8.0 | 50 | 0 | 90 | 100 | None |

This course is the platform for the current health care clinician to address society's needs for health promotion, wellness, and access to health care in a rapidly changing health care environment. Students will be guided in self-

reflection for personal and professional growth and career development, the development of an independent service project addresses a specific need in society, and the implementation and evaluation of the service activity. **Blended*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| HSC4630 | Nutrition for Health Professionals | 5 | 50 | 0 | 0 | 100 | None |

This course provides an evidence-based introduction to the principles of human nutrition and their application to health across the lifespan. Students examine nutrient functions, digestion, metabolism, healthy dietary patterns, weight management, fitness nutrition, food safety, and global nutrition issues. Emphasis is placed on evaluating nutrition information and applying nutritional principles to support health promotion, disease prevention, and clinical decision-making. *Full Distance Education*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| HSC4640 | Capstone for Health Sciences | 3 | 30 | 0 | 0 | 60 | HSC4610 |

This capstone course enables Health Sciences students to synthesize and apply knowledge and skills acquired throughout their program of study. The course focuses on professional development, career planning, and lifelong learning. Students complete a capstone project that demonstrates achievement of program outcomes and readiness for professional practice or continued education in the health sciences field. *Full Distance Education*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| HUM3100 | Culture & Diversity in Society | 5 | 50 | 0 | 0 | 100 | None |

This course utilizes a collection of readings to reflect current and continuing issues within American society and beyond. Students will take a critical look at stereotypes and social schemas to define some of the most pertinent issues in our society. Topics will include social media influences, immigration issues, violence, dangerous trends and addictions, social and cultural issues in daily life, and LGBTQ concerns. Critical thinking challenges will expand the student's applied understanding of the themes and issues within each article. **Online*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| MTH3110 | Elementary Statistics | 5 | 50 | 0 | 0 | 100 | None |

This course introduces statistics in a non-theoretical approach using basic algebra. Topics include probability, frequency distributions, data description, normal distribution, confidence intervals, hypothesis testing, and select analyses of variance. Students perform statistical calculations to apply concepts. **Online*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| MTH3220 | Pre-Calculus | 5 | 50 | 0 | 0 | 100 | MTH3110 |

This course presents fundamental concepts in mathematics that will serve as a foundation for developing logical thinking and problem-solving skills. Major concepts are functions and relations, including polynomial, rational, exponential, logarithmic, and trigonometric functions. **Online*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| NUR3320 | Informatics Management | 5 | 50 | 0 | 0 | 100 | None |

This course covers informatics as it relates to nursing practice. The course will incorporate different methods for analyzing the use and efficacy of electronic health records and communication systems in nursing. It will acquaint practicing nurses with the effective utilization of technology and its applications throughout all aspects of nursing care. **Online*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| NUR3410 | Leadership and Professional Values | 5 | 40 | 0 | 30 | 80 | None |

This course places emphasis on the nurse as a leader/manager in the healthcare system. The coordinating role of the professional nurse is examined. Focus is placed on the nurse's need for the crucial skills of leading, managing, and following. The concepts of communication, collaboration, teambuilding, and other interpersonal skills are explored. The principles of delegation, problem-solving, staffing, budgeting, and conflict resolution will be incorporated throughout the course. Through classroom learning and clinical application, this course will develop the knowledge, skills, and attitudes necessary to lead and manage in the healthcare system.
**Online*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| NUR3430 | Healthcare Policy, Finance, and Regulatory Environments | 5 | 50 | 0 | 0 | 100 | None |

This course addresses important considerations in professional nursing practice regarding healthcare policies, finance, and regulation. Consideration is given to those policies that influence the healthcare system and impact quality and safety in the practice environment. A context for the nurse's role in effecting change in healthcare in the United States is discussed. **Online*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| NUR4510 | Interprofessional Communication and Collaboration | 5 | 50 | 0 | 0 | 100 | None |

This course focuses on the importance of communication and collaboration in nursing practice. It will cover the role that communication plays in delivering the complex care required by today's patients. The course will outline how communication is crucial to positive health outcomes. Emphasis will be placed on developing professional relationships with other members of the healthcare team, patients, and families. Topics will include emotional intelligence, conflict management, self-understanding, cultural awareness, verbal/non-verbal communication, and ethical/legal issues involving communication. **Online*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| NUR4520 | Nursing Clinical Reasoning and Evidence-Based Practice | 5 | 50 | 0 | 0 | 100 | None |

This course will cover the principles of clinical reasoning and evidence-based practice. The importance of the use of global thinking and research as the scientific basis for practice will be explored. The principles that influence clinical decision-making will be examined. The course will explore conceptual frameworks and models as they relate to nursing practice, the evidence-based practice process, and clinical reasoning across clinical environments.. **Online*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| NUR4620 | Community Health Nursing | 8 | 50 | 0 | 90 | 100 | None |

This course builds on the Registered Nurse students' professional experiences to prepare them for population-focused clinical practice in community/public health nursing and is based on the synthesis of nursing theory and public health science. Emphasis is on community assessment, health promotion, health maintenance and disease prevention among populations. The course assists students to utilize the nursing process to recognize and analyze the interrelationships between individual, families, population groups, and communities in determining the health status of each and to guide therapeutic nursing interventions. The impact of political, economic, social, environmental, and cultural concerns on the health of populations is examined. Students will enhance critical thinking and clinical reasoning skills by planning a community service-learning project. Clinical experiences will consist of direct and indirect patient care activities in the community setting.**Online*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| PHY3410 | Physics I with lab | 6.0 | 50 | 20 | 0 | 120 | MTH3220 |

This course presents the basic concepts of physics within an algebra-based format with an integrated approach to forces and kinematics. The course is a study of forces, acceleration, motion, momentum, conservation of energy, waves, and energy transport. Concepts are strengthened through problem-solving exercises, real-life examples of physical principles, and select biomedical applications. **Online*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| PHY4510 | Physics II with Lab | 6 | 50 | 20 | 0 | 120 | PHY3410 |

As a continuation, this course is a study of thermodynamics, electricity, electromagnetism, electromagnetic waves, and optics. Concepts are strengthened through problem-solving exercises, real-life examples of physical principles, and select biomedical applications. **Online*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| PSY3420 | Abnormal Psychology | 5.0 | 50 | 0 | 0 | 100 | None |

This course enables the student to understand abnormal psychological functioning, outlining the anatomical areas involved in the pathology, and describing contemporary courses of treatment. Video programming and interactive case studies allow the student to gain insight to the nature of psychologically related diagnoses and their manifestations while enhancing their understanding of practical application in the context of health care delivery. **Online*

| Code | Course Name | Academic Credits | Lecture Hours | Lab Hours | Extern/ Clinical | Outside Hours | Pre – requisite(s) |
|---|---|---|---|---|---|---|---|
| NUR4520 | Nursing Clinical Reasoning and Evidence-Based Practice | 5 | 50 | 0 | 0 | 100 | None |

This course will cover the principles of clinical reasoning and evidence-based practice. The importance of the use of global thinking and research as the scientific basis for practice will be explored. The principles that influence clinical decision-making will be examined. The course will explore conceptual frameworks and models as they relate to nursing practice, the evidence-based practice process, and clinical reasoning across clinical environments.. **Online*