

**HARMONY HEALTH CARE
INSTITUTE**

2016
CATALOG

Established and Operated by Practicing Nurses
“Nurses Know What Aspiring Nurses Need to Succeed”



Licensed by the NH Division of Higher Education-Higher Education Commission

Approved by NH Board of Nursing

Accredited by the Accrediting Commission of Career Schools and Colleges

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HARMONY HEALTH CARE INSTITUTE MISSION STATEMENT & PHILOSOPHY

HHCI Mission:

To provide sound academic and technical career education in healthcare to adult students of diverse backgrounds that is aimed at preparing them for safe, ethical and effective entry level practice in healthcare.

Philosophy:

Harmony Health Care Institute (HHCI) believes that every individual has an innate ability to learn and that this ability is only evident when the learning environment is appropriate. HHCI believes that an appropriate educational environment must integrate values and principles that include at a minimum the following:

- Education is a lifelong process and should be accessible to the public irrespective of background.
- Education is a partnership endeavor between the students and their teachers in which both parties share in the responsibility of the teaching and learning process.
- Students must be provided with an educational environment that is culturally congruent, conducive for learning and supportive of the teaching and learning process. Such an environment is created and nurtured through the acceptance of students from diverse cultural and ethnic backgrounds, sound educational planning, an effective student support program and positive role modeling.
- Students' learning experiences must be grounded in basic skills, evidence-based knowledge, and positive attitudes that are necessary for effective entry level practice and lifelong learning.
- Educational experiences that are grounded in basic skills, evidence-based knowledge and positive attitudes will produce graduates with a sound knowledge base, requisite clinical competencies, strong work ethic and lifelong learning skills that are necessary for safe, ethical and effective entry level practice.

SCHOOL OWNERSHIP

Harmony Health Care Institute (HHCI) is a privately owned and operated postsecondary educational institution. The school was established as an S Corporation in March 2006 by a team of healthcare professionals with varied backgrounds in healthcare to provide health career educational opportunities to adult students who desire a career in healthcare. The ownership of HHCI has remained the same since its inception.

SCHOOL GOVERNANCE

The oversight of the HHCI is fulfilled both at the corporate and campus levels as follows:

- a) Corporate Oversight: Oversight at the corporate level is fulfilled by a Board of Directors that currently include the following members:
 1. Mr. John C. Dike, MSN, RN
 2. Ms. Phyllis Gunda, LPN
 3. Mr. Joseph Muiruri, BSN
 4. Mrs. Gloria Adigwe, MSN, RN
- b) Campus Oversight: Oversight at the campus level is fulfilled by the following school officials:
 1. School President/CEO: Mr. John C. Dike, MSN, RN
 2. Director of Nursing Education: Mrs. Eileen Duggan, MSN, RN

The input of the various stakeholders (internal and external) are regularly sought and accounted for in the management and administration of the various aspects of the school operations through the fulfillment of the roles and responsibilities of the established *Institutional Administrative Council (IAC)* with its sub-committees and other constituted bodies that include as follows:

1. Standing Committees
 - A. Admissions, Progression, and Retention Committee
 - B. Academic and Curricular Affairs Committee
 - C. Customer Feedback and Conflict Resolution Committee
 - D. Educational Program Outcomes Committee
 - E. Safety, Health and Risk Management Committee
2. Non-standing Committees
 - A. Ethics Committee
 - B. Accreditation Affairs Committee
 - C. Evidence-based Practice Committee
3. Faculty Assembly
4. Administrative Staff Assembly
5. Program Advisory Board

The input obtained through the fulfillment of the roles and responsibilities of the Standing Committees, Non-standing Committees, Faculty Assembly, Administrative Staff Assembly, and the Program Advisory Board are forwarded to the IAC. The IAC reviews all of the input it receives from the various bodies identified above and based on its findings, the IAC advises the school officials. The above summarizes how HHCI is managed and administered both at the corporate and campus levels.

SCHOOL FACULTY

- John Dike, MSN, RN
- Gloria Adigwe, MSN, RN
- Eileen Duggan, MSN, RN
- Diane Chase, MSN, RN
- Stephanie LaChapelle, BSN, RN
- Bernadine Steines, BSN, RN
- Abdul Sesay, MSN, RN
- Anne Slatkiewicz, BSN, RN
- Catherine Durocher, MSN, RN
- Kimberly Burns, BSN, RN

PROGRAMS OFFERED

- LICENSED PRACTICAL NURSE PROGRAM

LICENSED PRACTICAL NURSE SCOPE OF PRACTICE

1. An LPN shall, with or without compensation or personal profit, practice under the supervision of a RN, APRN, licensed physician, or dentist. Such practice is guided by nursing standards established by the National Council of State Boards of Nursing and approved by the board, and shall be limited to:
 - a) Collecting data and conducting focused nursing assessments of the health status of clients.
 - b) Planning nursing care for clients with stable conditions.
 - c) Participating in the development and modification of the comprehensive plan of care for all types of clients.
 - d) Implementing appropriate aspects of the strategy of care within the LPN scope of practice.
 - e) Participating in nursing care management through delegating, assigning, and directing nursing interventions that may be performed by others, including other LPNs, which do not conflict with this chapter.
 - f) Maintaining safe and effective nursing care rendered directly or indirectly.
 - g) Promoting a safe and therapeutic environment.
 - h) Participating in health teaching and counseling to promote, attain, and maintain the optimum health level of clients.
 - i) Serving as an advocate for the client by communicating and collaborating with other health service personnel.
 - j) Participating in the evaluation of client responses to interventions.
 - k) Communicating and collaborating with other health care professionals.
 - l) Providing input into the development of policies and procedures.
 - m) Other nursing services that require education and training prescribed by the board and in conformance with national nursing standards. Additional nursing services shall be commensurate with the LPNs experience, continuing education, and demonstrated LPN competencies.
2. Each nurse is accountable to clients, the nursing profession, and the board for complying with the requirements of this chapter and the quality of nursing care rendered and for recognizing limits of knowledge and experience and planning for management of situations beyond the nurse's expertise.
3. LPNs who have successfully completed the curriculum of a board-approved LPN intravenous therapy course may administer intravenous solutions under the direction of a physician, dentist, APRN or as delegated by a RN.

Source: *New Hampshire Board of Nursing. Retrieved from http://www.nh.gov/nursing/faq/LPN_scope.htm*

LICENSURE ELIGIBILITY

In order to qualify for licensure through examination, as a Licensed Practical Nurse in the State of New Hampshire, a Practical Nurse Program graduate must submit the following to the State Board of Nursing:

1. A completed application form for Practical Nurse License by Examination.
2. An official transcript from HHCI confirming successful completion of all the required courses for graduation in the Practical Nursing Program.

LPN GRADUATE EMPLOYMENT OPPORTUNITIES

Generally job opportunities for Licensed Practical Nurses exist in the following practice settings: hospitals, long-term care facilities, physician's offices, community health care centers, home care, dental offices, mental health institutions, private homes, community health clinics, and public health departments. LPN's may also create job opportunities for themselves by offering their services to clients on an independent basis.

In 2013, LPNs/LVNs earned a median annual salary of \$42,910. The highest 10 percent made more than \$58,020 while the lowest 10 percent made less than \$31,300. The health care setting employing the greatest number of LPNs/LVNs is Nursing Care Facilities, followed by General Medical and Surgical Hospitals. The highest paying positions were with Home Health Care Services.

(U.S. Dept. of Labor, Bureau of Labor Statistics, May 2013 – Occupational Employment and Wages, May 2013. [Online] Available at: <http://www.bls.gov/oes> .

STUDENT ACHIEVEMENT OUTCOMES DATA

On-Time Program Completion Rate - The program on-time completion rate (within 150% of program length) is an annual rate that is determined by subtracting the number of on-time graduates from the total number of starts in the time period being reported.

Report Period	On-Time Program Completion Rate
September 1, 2012 to August 31, 2013	68%

Note: Out of a total number of 34 students enrolled in the LPN program between September 1, 2012 and August 31, 2013, 23 graduated within 150% of the program length.

On-Time Program Employment Rate - The program on-time employment rate (within 175% of program length) is an annual rate that is determined by subtracting the number of on-time employed graduates from the total number of graduates in the cohorts being reported.

Report Period	On-time Program Employment Rate
September 1, 2012 to August 31, 2013	74%

Note: Out of a total number of 19 students that graduated in the cohorts enrolled between September 1, 2012 and August 31, 2013, 17 graduates got employed within 175% of program length.

DESCRIPTION OF AVAILABLE SCHOOL SPACE, FACILITIES & EQUIPMENT

School Building:

The school is housed in a red brick, two-story building of approximately 7,000 square feet of space. The school space includes 2 large classrooms with 50 seat capacity, 1 large Nursing Skills Laboratory, 1 reference library, 1 computer laboratory, faculty and administrative offices, conference room, student break room/lounge, kitchenette, and storage rooms. The school is equipped with facilities to support the educational programs offered as follows:

Classrooms:

Each of the 2 classrooms is fitted with 50 classroom chairs, instruction podium, projector/projection screen, and network-linked laptop with high speed internet access, DVD/VCR player; full size human skeleton; sequential human anatomy figure charts with stand; and a wall mounted dry/erase board.

Computer Facilities:

There are about 41 computers available for student use. These computer systems are fully equipped with the following: high speed internet access; computer based nursing education programs (network accessed -126 nursing skills videos); and a comprehensive-Microsoft Office Program (Microsoft Word, Excel, Outlook, and PowerPoint). The computers in the library and labs are fitted with headphones for use with the network based nursing skills videos.

Copying/Printing Facilities:

There are about 4 copying machines throughout the school. Printers are located in the library, computer lab, and lobby. Students are encouraged to acquire a portable memory device to facilitate saving and printing class-related materials.

School Library:

The school library seats 19 students and is equipped with 19 internet-ready computer work-stations and every work-station is networked to a printer; print and electronic nursing magazines/journals; and over one hundred and fifty (150) reference nursing/non-nursing textbooks and manuals. See student resource binder for available resources.

Computer Laboratory:

The computer laboratory has 22 internet-ready computer work-stations and every work-station is networked to a printer.

Nursing Laboratory:

The Nursing Skills Laboratory is equipped with: 6 work stations (fitted with – 6 hospital beds, over-bed tables, night-stands, sharp containers, glove-holders, privacy curtains, etc.), and 4 nursing skills manikins; 1 nurse training baby, 1 blood pressure training system, 1 kangaroo enteral feeding pump, 1 high performance suction pump, 1 portable stadiometer, 1 physicians scale standard, 2 mobile aneroids; 2 wall mounted aneroids, 6 standard teaching stethoscopes, 2 electronic thermometers (SureTemp Plus and Tympanic Thermometer), 1 Glucoscan, 1 pulse oximeter, 1 wheelchair, 1 injection trainer(intradermal); 1 wound care model, 2 medication administration carts, 1 treatment cart, 1 isolation cart; 2 folding adjustable walker, 1 aluminum adjustable cane, 1 aluminum crutch complete; 1 hip abductor pillow, 1 drop foot boot complete, 1 gait belt, 1 bedside commode, 1 portable oxygen unit; 1 Hoyer Lift/Polydura Sling, 1 Surgical Sally, personal hygiene training accessories, wound care training accessories, medication administration training accessories (oral, topical, parenteral), complete precaution accessories, urinary catheterization training accessories, tracheotomy care training accessories, infant care accessories, etc. In addition to the above listed equipment, the Nursing Skills Laboratory is outfitted with a projector/projection screen, DVD/VCR player, and maternity/pediatric nursing DVDs.

CLASS SIZE

The maximum number of students in a typical classroom instruction is 40 and clinical is 8 (per clinical group). Harmony Health Care Institute (HHCI) reserves the right to cancel a previously scheduled class due to low enrollment. However, in such instances, student(s) will be notified at least 24 hours prior to the scheduled class start time. Students shall always be encouraged to enroll early for classes to avoid unnecessary class cancellations. The decision to cancel a previously scheduled class will always be the last option.

MATRICULATION POLICY

Matriculation is the process that brings the school and a student who enrolls for credit into an agreement for the purpose of developing and realizing the student's educational objectives and goals. The agreement acknowledges the responsibilities of both parties to enable students to attain their objectives efficiently through the school's established programs, policies and requirements. Any student enrolled in an educational program is expected to complete the components of matriculation. The school provides matriculation services organized in several interrelated components as follows:

1. **Admission Entrance and Placement Testing**

The Admissions Department administers entrance and placement testing designed to measure a student's abilities in English, reading, mathematics, science, writing, and to assess his/her interests and values as relates to the educational program of interest. In addition to helping the Admissions Department in selecting qualified candidates for enrollment, the entrance and placement testing results are used for referral to specialized support services. See specific program admission entrance testing and placement requirements for additional information.

2. **Student Admissions**

The Admissions Department collects and analyzes information on each applicant, identifies students needing special services, and assists students to enroll in a program of courses to attain their educational goals. See specific program admission requirements for additional information

3. **Student Orientation**

The student orientation program is used to acquaint new students with the school facilities, learning resources, rules and regulations, student support services and academic expectations and procedures.

4. **Student Advisement**

The student advising program allows a student to meet with his/her faculty advisor to develop an individual Student Educational Plan (SEP), choose specific courses, and update his/her plans periodically.

5. **Student Follow-up**

Through student follow-up, the school ensures that the academic progress of each student is regularly monitored, with special efforts made to assist students who have not determined an educational goal, who are enrolled in program preparatory courses, and/or who have been placed on academic probation.

Harmony Health Care Institute strongly encourages each student to follow the recommendations of his/her assigned faculty advisor in developing an individual Student Educational Plan (SEP) and/or updating his/her plans periodically. Faculty advisor's recommendations will be based on all information available to the faculty advisor, which includes, but is not limited to the following: assessment results, previous coursework, and employment experience.

LICENSED PRACTICAL NURSE PROGRAM CURRICULUM PLAN

PROGRAM MISSION

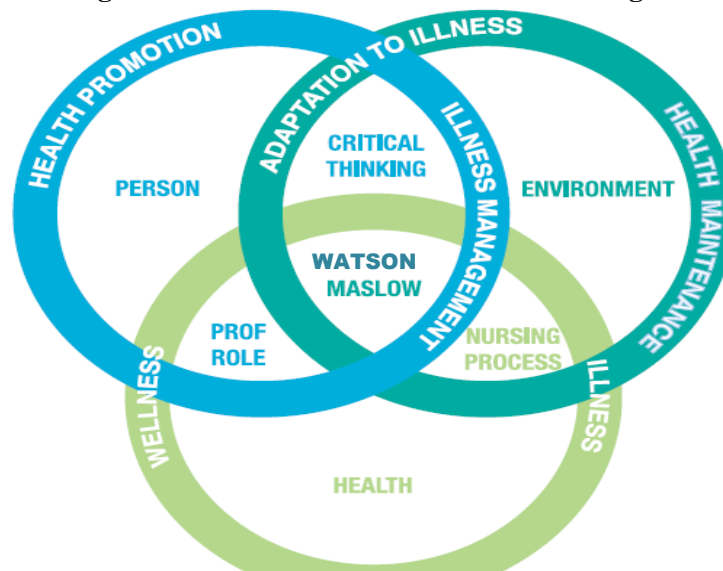
The mission of the Licensed Practical Nurse Program at HHCI is to provide practical nursing students with the knowledge and skills necessary for practice as entry-level practical nurses. To provide the students with lifelong learning skills and strengthen the students' ability to analyze and solve problems creatively and apply critical thinking skills in the delivery of safe and effective nursing care to meet the basic human needs of their clients. To graduate students with leadership skills who are culturally sensitive and demonstrate a positive attitude and a strong work ethic.

PROGRAM GOALS

The graduates of the Licensed Practical Nurse Program at HHCI will:

- Acquire scientific knowledge and basic nursing skills to assume responsibility for providing basic nursing care to clients with varied healthcare needs.
- Demonstrate critical thinking skills in prioritizing and applying nursing care to clients with varied health care needs.
- Participate collaboratively in the nursing process providing safe and effective care to clients with varied healthcare needs.
- Demonstrate competency to fulfill the entry level role of the practical nurse.
- Demonstrate leadership skills, cultural sensitivity, positive attitude and a strong work ethic.

Organizational Structure & Curriculum Design



The organizational structure of the practical nursing curriculum is reflective of the philosophy of HHCI. Three interlocking circles create a strong link between the person, health and the environment. The circles have no beginning and no ending, representing a dynamic and ever-changing bond linking the person, health and the environment. Human needs are identified in the center of the links from which holistic care is provided to individuals, groups and communities. Maslow's *Hierarchy of Human Needs* is used to help guide the student in identifying and prioritizing needs of the client. Critical thinking, the professional role and the nursing process are linked with Maslow to provide the foundation on which the student will develop into a practical nurse. Health Promotion and Illness Management surround the person forming a dynamic and ongoing process. A continuum of Wellness/Illness surrounds health. The Wellness/Illness continuum is a dynamic and ever changing process that is made up of two components: Health Promotion/Illness Management and Health Maintenance/Adaptation. It is for this reason that health is linked to both the person and the environment. Health Maintenance and Adaptation to Illness surround the environment. The environment is comprised of both internal and external influences that can affect health and the person and the ability to maintain health and adapt to illness.

HHCI philosophy *that every individual has the ability to learn* is woven throughout the curriculum and reflects the belief that every individual has the ability to learn given the appropriate environment. Learning theories are used in the program as the basis for the design and implementation of the practical nursing program. Nursing theorist, Dr. Jean Watson, developed a theory of Transpersonal Caring. Concepts derived from the theory are expressed in the core areas: individual, environment, health, nursing and education. An individual is a complex entity that Watson describes as being sensitive to one's self and others. The individual is a holistically diverse and sophisticated being that is capable and constantly interacting and adapting to the dynamic nature of both an internal and external environment. In the course of that interaction, the individual develops helping, trusting human relationships. As students progress through the curriculum, skills and knowledge are acquired in a logical and systematic approach, from simple to complex to attain the curriculum objectives and program outcomes. The curriculum is designed to strengthen the ability of the student to analyze, solve problems creatively and apply critical thinking skills within a complex society. Critical thinking, problem solving and decision-making skills are developed. Education is a continuous dynamic process of acquiring and sharing knowledge with a shared responsibility by teacher and learner. The program equips graduates with the foundation necessary to work independently and collaboratively with healthcare team members while remaining open to lifelong learning.

The program faculty believes that nursing is an art and a science. Nursing is a dynamic process in which nursing care is provided to individuals, groups and communities on a continuum of wellness/illness to promote, maintain and restore health. The core concepts: person, health, environment, nursing and education are integrated throughout the curriculum, as are unifying concepts. The unifying concepts are: adaptation, critical thinking, nursing process, professional role and therapeutic nursing interventions. These concepts, together with the organizational concepts of wellness/illness and basic client needs make up the conceptual framework of the Practical Nursing program.

The LPN Program Defines the Organizational Concepts as the following:

- ***Wellness/Illness Continuum*** is a dynamic, ever changing process identifying the health of a person, group or community. It consists of two components, Health Promotion/Illness Management and Health Maintenance/Adaptation. The wellness/illness continuum is in constant interaction with and is influenced by both the internal and external environments.
- ***Client Needs Categories*** are derived from the NCLEX-PN test plan. These categories are woven throughout the program and are reflected in the course outlines. They provide a logical and systematic approach to learning. The learning resource products used in the program matches the content to the NCLEX test plan. These categories are:
 - Safe and Effective Care Environment
 - Coordinate Care
 - Safety and Infection Control
 - Health Promotion and Maintenance
 - Psychosocial Integrity
 - Physiological Integrity
 - Basic Care and Comfort
 - Pharmacological Therapies
 - Reduction of Risk Potential
 - Physiological Adaptation

LPN Program defines the core concepts of the practical nursing program as follows:

- ***Person*** is a complex individual, group or community that is sensitive to one's self and others. The person is seen as a holistically diverse and sophisticated being that is capable and constantly interacting and adapting to the dynamic nature of both internal and external environment.
- ***Health*** is viewed as a continuum of wellness and illness. It is a dynamic state that is linked to the person and the environment and is influenced by the person and the environment. Health includes biological, emotional, social and spiritual elements.
- ***Environment*** is a dynamic, evolving entity that is constantly interacting with and affected or influenced by its internal and external components.
- ***Nursing*** is an art and a science. It is the dynamic application of a systematic problem solving process in the delivery of client care to promote and maintain health and to manage and adapt to illness.
- ***Education*** and knowledge are achieved through an interpersonal teaching and learning process in a well-structured environment that progresses from simple to complex. Education is a continuously dynamic process of acquiring and sharing knowledge with a shared responsibility by teacher and learner. The teacher's role is to provide support, guidance, stimulate critical thinking, facilitate learning and serve as a professional role model. The learner's role is actively using the guidance, support and educational resources provided to enhance acquisition of both general/specific knowledge and personal growth.

The LPN program defines additional concepts as follows:

- ***Adaptation*** is the dynamic response of the person to internal or external influences/stressors. This results in harmony between the person and the environment.

- **Critical Thinking** is the systematic use of creative problem solving skills which guides the nurse in decision making.
- **Nursing Process** is a systematic process of decision making. It is the conscious, rational and scientifically based utilization of problem solving skills. These skills are assessment, analysis, planning, implementation and evaluation. The nursing process guides the practical nurse in the implementation of therapeutic interventions to provide safe and effective care.
- **Professional Role** is the scope of the practical nurse practice as defined by the Nurse Practice Act of New Hampshire, RSA 326:B13.
- **Therapeutic Nursing Interventions** are actions planned for and administered by the practical nurse. Therapeutic nursing interventions are derived from scientific knowledge and artfully applied to promote, maintain and restore health.

PROGRAM OBJECTIVES

The graduate of the LPN Program at HHCI can be expected to demonstrate the following competencies based on the professional role, the nursing process and the student role.

A. Professional Role

- Demonstrate professionalism, a positive attitude and work ethic and cultural sensitivity as it relates to the professional role.
- Identify and practice within the Scope of Practice as defined by the Nurse Practice Act of New Hampshire, RSA 326:B13.
- Differentiate between managerial tasks and leadership qualities.
- Differentiate between own needs and client needs.
- Demonstrate accountability for nursing care provided.
- Demonstrate accountability for nursing care delegated to assistive personnel.
- Demonstrate knowledge of the legal and ethical role of the practical nurse.
- Demonstrate safe and effective decision making based on scientific knowledge.

B. Assessment

- Participate in the ongoing assessments of clients across the lifespan with various health care needs.
- Demonstrate therapeutic communication techniques in all interactions with clients, families, peers and members of the healthcare team.
- Gather subjective and objective data through a systematic head to toe assessment and document and report findings to appropriate team members.
- Collaborate with the healthcare team in the collection of client data.
- Collect data from care card, client chart, medical records and computer records.
- Differentiate between normal and abnormal assessment findings.
- Participate in the analysis of data collected and identify client needs based on assessment findings.
- Identify physical, emotional, social, cultural, spiritual and learning needs of clients across the lifespan.
- Seek appropriate resources to meet the human needs of clients across the lifespan.
- Identify basic pathophysiology of various health problems of clients across the lifespan.

C. Planning

- Participate in the development of a nursing plan of care for clients across the lifespan with various health care needs.
- Demonstrate critical thinking and prioritizing in planning nursing care.
- Identify scientific rationales as the basis for the development of a nursing plan of care.
- Identify realistic, attainable and measurable outcomes for clients across the lifespan with various health care needs.
- Develop nursing care plans that are aimed at promoting & maintaining health and wellness and managing & adapting to illness for clients across the lifespan with various health care needs.

D. Implementation

- Provide safe and effective nursing care to clients across the lifespan with various health care needs.
- Demonstrate organization in the delivery of nursing care to clients across the lifespan with various health care needs.
- Demonstrate critical thinking and prioritization in the delivery of nursing care to clients across the lifespan with various health care needs.
- Assume responsibility for performing treatments and administering medications to clients across the lifespan with various health care needs.
- Provide care to clients that meet their physical, emotional, social, cultural, spiritual and learning needs.
- Identify basic scientific principles and rationales for nursing interventions.
- Report and document all interventions as indicated by the situation.
- Respect rights of client and demonstrate cultural sensitivity to clients across the lifespan with various health care problems.

E. Evaluation

- Participate in evaluating the care provided to clients across the lifespan with various health care needs.
- Self identify areas of weakness and seek out assistance in meeting learning needs and clinical objectives.

F. Student

- Arrive to clinical prepared and on time to care for clients.
- Maintain proper hygiene, is well groomed and follows established dress code.
- Demonstrate accountability for own actions.
- Seek assistance from instructor as indicated by the situation.
- Identify learning needs and seek out and take advantage of learning opportunities.
- Communicate learning needs to instructors.

- Maintain client confidentiality.
- Demonstrate ethical and culturally sensitive decision making.
- Complete all assignments on time.
- Demonstrate positive attitude in response to constructive criticism.
- Work collaboratively with peers when indicated by the situation.

PROGRAM TECHNICAL STANDARDS

Technical standards are basic physical, cognitive, and psychosocial skills and abilities that are required for nursing practice. The following standards were developed to guide students to make an informed decision regarding nursing as a career. In order to complete the nursing curriculum and enter practice as a licensed practical nurse, all students must possess abilities and skills in the areas of sensation, communication, motor function and behavioral proficiency. The following skills are required:

Auditory -A student must possess auditory ability to monitor and assess health needs. This includes (but is not limited to) the ability to:

- Hear and interpret information a patient is communicating verbally
- Hear auscultatory sounds using a stethoscope
- Hear auditory signals from technical equipment
- Hear cries for help
- Communicate over the telephone.

Visual Acuity-A student must possess visual ability sufficient for observation and assessment necessary to provide nursing care. This includes (but is not limited to) the ability to:

- See drainage on dressings and drainage of body fluids
- Note fluid levels, for example, in collection devices, syringes, and infusion devices
- Read gauges (such as a sphygmomanometer) that monitors a patient progress
- See to administer oxygen
- Observe changes in patient skin color
- Assess movements of patients
- Observe patient behavior, which is necessary in a rehabilitation or psychiatric setting

Tactile-A student must possess tactile ability sufficient to perform a physical assessment of a patient and to perform procedures necessary for nursing care. This includes (but is not limited to) the ability to:

- Perform palpation and other functions necessary for a physical examination.
- Assess texture, shape, size, temperature and vibration.
- Perform therapeutic functions such as inserting a urinary catheter or I.V., changing dressings, and giving medications.
- Collect specimens necessary for assessment of the patient.

Sense of Smell-It is desirable that a student possess a sense of smell acute enough to detect strong odors that may indicate a change in a patient's condition. Examples include (but are not limited to) the ability to smell:

- A purulent wound
- Ketones on a patient's breathe
- Body fluids that have a strong odor
- Smoke or other olfactory indicator of environmental danger

Communication-A student must be able to communicate in English effectively and sensitively with clients, family members, and other members of the health care team. This includes expressive and receptive modes of verbal, nonverbal and written communication. Examples include (but are not limited to) the ability to:

- Explain treatment procedures.
- Initiate health teaching.
- Document nursing assessment, nursing action, and client/family responses.
- Read patient documentation and important medical literature.
- Give an accurate report of patient information to other health care professionals and members of the client's health care team.

Motor Function-A student must have sufficient motor function, neuromuscular strength and coordination to effectively perform the activities required of a nurse. Examples include (but are not limited to) the ability to:

- Transfer clients from wheelchair to bed and from bed to stretcher.
- Elicit information from clients by:
 - Palpation
 - Auscultation
 - Percussion
- Manipulate diagnostic instruments to adequately perform all aspects of a physical assessment.
- Perform CPR.
- Administer intravenous, intramuscular, subcutaneous, and oral medications.
- Manipulate life support devices.
- Apply pressure to stop bleeding.

Gross and Fine Motor Coordination-A student must have sufficient gross and fine motor coordination to:

- Move about in patient care environments.
- Perform treatments and procedures.

- Calibrate and use equipment.
- Navigate stairs or other non-handicapped accessible client settings.

Stamina-A student must have sufficient stamina to sit, stand and move within the classroom, skills lab, acute care nursing units, operating rooms and community settings for periods of time as long as eight hours at a time.

Behavioral-A student must possess the ability to establish and maintain appropriate professional relationships. Factors included in this requirement are the ability to:

- Act ethically.
- Exercise sound clinical judgment.
- Be compassionate.
- Develop mature, sensitive, and effective relationships with clients.
- Complete all responsibilities attendant to the care of clients.

Emotional Health-A student must possess the emotional health required for full utilization of his or her intellectual abilities including the ability to:

- Prioritize competing demands.
- Function in stressful circumstances.
- Tolerate physically taxing workloads.
- Adjust to changing circumstances.

LICENSED PRACTICAL NURSE PROGRAM ADMISSIONS POLICY

The LPN Program does not discriminate on the basis of race, color, sex, age, religion or creed, marital status, disability, national or ethnic origin, socioeconomic status, sexual orientation, or other legally protected status. Admission decision is based on a careful review of each applicant's academic background, professional experience, and other indicators of the applicant's ability to benefit from the LPN program. Each applicant for admission to the LPN program must meet the following admission requirements:

Admission Requirements:

- Must be at least 18 years old
- Passing grades on entrance testing
- Proof of High School Diploma or its equivalent (i.e. GED, HiSet) - official transcripts are required
- Resume/Work History
- Personal Statement
- 3 References (2 professional and 1 personal)

Each applicant must provide official transcript(s) of his/her academic record validating that the applicant actually holds the academic qualification as listed in the admissions requirement. If an applicant's transcript is from a non-United States institution and/or from a foreign institution, the applicant must have the transcript evaluated by a recognized United States academic credential evaluation agency. In order to accurately and fairly assess a prospective applicant's qualification to the LPN program, the applicant will be required to sit for and successfully complete the following entrance testing:

- Test of Essential Academic Skills [TEAS] – Minimum required passing level “Basic”
- Short English Essay Writing – Minimum required passing score = 70%

Prospective applicants to the Practical Nursing program must successfully complete all of the above entrance testing requirements as a precondition for submitting enrollment application for consideration. Prospective applicants, who were unable to successfully complete all of the entrance testing, may be considered for admission only after completing applicable remedial courses. Applicants that met the above requirements may submit to the Admissions Department their completed application along with the required supporting documentation and pay a non-refundable application processing fee (see fee schedule).

The Admissions Department shall process all submitted applications for admission to the LPN program. The President/CEO and/or the Director of the LPN program shall make the final decision to either admit or not to admit an applicant based on the program's admission requirements. Applicants approved for admission must formally accept the offer of admission by paying the required seat reservation fee (see fee schedule) and/or signing the enrollment agreement within 10 business days of the admission offer. Any seat reservation fee paid will be applied towards the total LPN program tuition and is covered by the tuition and fees refund policy. An approved applicant for enrollment in a particular program class may lose his/her seat in that program class for failing to meet the required deadline for acceptance of admission offer. If there are more qualified candidates eligible for admission to LPN program than the training capacity of the program, applicants will be selected based on first-come-first-serve principle. The remaining qualified applicants will be placed on a prioritized waiting list, pending the next admission cycle. Such applicants will be informed in writing of their status and shall be contacted as admission openings occur in the program. The President/CEO and/or the Director of the LPN program shall supervise and manage the student enrollment process.

Procedure: The student admission process shall be as follows:

The student admission process shall be as follows:

1. The admissions department personnel shall obtain all required documentation to support an applicant's qualification for the program including:
 - a. Verification that applicant is at least 18 years of age.
 - b. Achieved the minimum passing grade on the entrance testing.
 - c. Verification that applicant has a proof of high school diploma or its equivalent (GED), and that foreign academic transcripts are translated to English language and certified to be equivalent to U.S. High School Diploma [i.e. official academic transcripts, foreign transcript translation/evaluation].
 - d. Documentation of applicant's resume/work history

- e. Documentation of applicant's personal statement
- f. Documentation of three (3) references (2 professional and 1 personal references)
2. Conduct a face-to-face admission personal interview of the applicant for admission to obtain additional information necessary for making admission decision and to validate that the applicant is fully informed about the program expectations and requirements;
3. Review the application documents and the data obtained through personal interview of each applicant to determine his/her qualification for admission;
4. Forward all admission applications to the President/CEO and/or the Director of the LPN program for review and final admission decision.
5. Notify approved and denied applicants of the program/school's decision in writing.
6. Securely maintain (against damage or loss) each applicant's admission documents, including approved and denied applicants for a period of five years.

LPN-ADMISSION ENTRANCE TESTING POLICY

The Licensed Practical Nurse (LPN) Program shall use admission entrance testing as one of the tools for assessing the qualification of applicants for admission to the program. Any school/program personnel whose primary duties include student recruitment activities shall be prohibited from proctoring and grading of admission entrance testing or participating in any aspect of the student admission decision making process. Admission entrance testing shall include the following tests:

Test of Essential Academic Skills [TEAS]:

The TEAS test is standardized test developed by the Assessment Technologies Institute [ATI]. The TEAS measures aptitude in the following areas: Reading, Mathematics, Science and English.

English Essay

In addition to the TEAS test, each applicant to the LPN Program is required to complete a written English Essay Test [Minimum length of 200 words] (Essay topic is selected from a group of topics approved by the Admissions, Progression and Retention Committee [APRC])

The minimum required passing grade for the admission entrance tests are as follows:

- a. TEAS test – Basic level competency
- b. Written English Essay –70%

Test grades are valid for one year.

Any candidate that wants to take any of the above tests shall adhere to the following guidelines:

- a. Make an appointment with the Admissions Department to take the test on one of the designated testing days;
- b. Submit the test registration form and pay the applicable fee (see the fee schedule);
- c. Prepare for the test and arrive on time with a #2 pencil and a government issued photo ID card for the testing as scheduled;
- d. A candidate will be allowed to take the entrance tests no more than four times in a given year.

The President/CEO of the school and/or Director of the LPN program shall supervise and coordinate the proctoring and grading of all admission entrance testing requirements.

PRACTICUM/EXTERNSHIP REQUIREMENT POLICY & PROCEDURE

Health Status Verification and Immunization Records

Students must submit to the school all required documentation establishing health and physical status. The following are the documents that must be provided every session (term) prior to the commencement of any clinical rotation as mandated by State Law and contractual agreements with our clinical agencies:

1. Health Care Provider verified current (Within the past 12 months) Health History and Physical Examination report.
2. Healthcare Provider verified record of required immunization as follows:
 - a. Mantoux / PPD (Purified Protein Derivative) test (TB) within the last 12 months. If a mantoux/PPD test was done more that 12 to 24 months ago, a new test is required. If no mantoux/PPD test was done more than 24 months prior, a two step mantoux/PPD test is required. The two step test must be done a minimum of two weeks apart. The mantoux/PPD test record must show dates and result of reading. A new mantoux/PPD new test is required annually.
 - b. Positive Mantoux / PPD test requires evidence of negative chest x-ray within 5 years and a recent physical exam with provider's statement confirming absence of active TB and/or documented evidence of latent TB treatment. A new TB screening is required annually.
 - c. Two doses (1st MMR and 2nd MMR) of Measles, Mumps and Rubella (MMR) vaccine given after (not on) first birthday and given after December 31, 1956. Titers indicating immunity to Rubeola (Measles), Rubella and Mumps are acceptable. Blood tests to determine immunity to specific diseases are NOT IMMUNIZATIONS. All titers are required unless two doses of MMR are received as stated above. If a titer shows non-immunity in any of the following diseases, you must receive a booster immunization: Rubella, Rubeola and Mumps.
 - d. One dose of Tetanus/Diphtheria (TD) or Tetanus/Diphtheria/Pertussis (Tdap) within the last 10 years. It is highly recommended that students who need to update their Tetanus Diphtheria receive the Tetanus Diphtheria & Pertussis booster (TDAP).
 - e. Hepatitis B vaccine (3 doses or lab titer) required. Hepatitis B vaccine is given in a series of three injections, followed by a titer. In the event of a negative titer, the series must be repeated. The titer is done 1 month following completion of the series. Any student who completed the three Hepatitis B vaccine series more than one year ago will not require a titer. Any student who fails to provide Healthcare Provider verified evidence of Hepatitis B vaccination or immunity to Hepatitis must submit a signed objection /waiver form.
 - f. 1st Varicella and 2nd Varicella (Chicken Pox) vaccine. Titer indicating immunity to Varicella is acceptable.
 - g. Annual influenza vaccine (when applicable – notification will be issued in advance) may be required during influenza season.
3. Satisfactory Criminal Background Check Report (see Criminal Background Check policy).

4. Satisfactory OIG/GSA [Office of the Inspector General/General Services Administration- www.exclusions.oig.hhs.gov] Background Check Report.
5. Proof of current certification in Cardiopulmonary Resuscitation (CPR). Acceptable CPR certification is the American Heart Association Certification, which must state "Health Care Provider CPR" or the card must specify that the certification covers Adult, Pediatric and Infant CPR and AED.
6. The items listed in #1 through #5 are required for participation in the practicum/externship component of the LPN program. The currency of these documents shall be verified prior to the beginning of each practicum/externship rotation as follows:
 - a. **Session I of the LPN program:** Newly enrolled students must submit all required practicum/externship documentation to the school and receive clearance from the Admissions Department within twelve (12) days of program start date.
 - b. **Session II of the LPN Program:** enrolled students progressing to Session II of the LPN program must submit all required practicum/externship documentation to the school and receive clearance from the Admissions Department no later than seven (7) days prior to the start date of the practicum/externship rotation.
 - c. **Session III of the LPN Program:** enrolled students progressing to Session III of the LPN program must submit all required practicum/externship documentation to the school and receive clearance from the Admissions Department no later than seven (7) days prior to the start date of the practicum/externship rotation.
7. Failure to meet any of the practicum/externship requirements as document in items #1 through #6 may result in any of the following:
 - a. Removal from participation in practicum/externship component of the LPN program;
 - b. Suspension from the LPN program;
 - c. Termination from the LPN program.

CPR Certification

Certification must be valid prior to the beginning of nursing courses and maintained throughout the nursing program. Students are responsible for securing and maintaining initial and re-certification. A copy of the student's CPR certification card documenting valid, current certification must be received by the nursing department. Students will not be allowed to attend clinical courses unless this validation has been received. Courses are offered through many local community agencies. It is the student's responsibility to locate a certification course. CPR certification courses are not continuously available, therefore students are encouraged to plan ahead to meet this requirement.

Criminal Background Check

Affiliated practicum/externship agencies may require that students placed at their facility for clinical training undergo another Criminal Background Check prior to the commencement of the clinical training. In this instance, the affiliated practicum/externship agency will make the determination as to what is an acceptable record based on their policy. Affiliated practicum/externship agencies are under no obligation to accept any student with certain criminal record that in their judgment is in conflict with their facility policy. In either case, each student may be responsible for the cost of completing the Criminal Background Check. An applicant or student may not refuse to provide appropriate consent for the completion of the Criminal Background Check. Any student who refuses to provide consent for the criminal background check will be removed from nursing courses and/or terminated from the nursing program.

Dress Code & Uniform

The Licensed Practical Nurse (LPN) program dress code and uniform is: a unisex light blue top with HHCI embroidered insignia on the top left chest and white pants/skirts (skirts must be below the knee), white lab coat embroidered as described above, all white low-heeled comfortable (non-porous material) walking shoes, and HHCI student photo ID. The above described dress code/uniform should be worn with any of the following: above ankle white socks, neutral or white hose. Tennis shoes or sneakers are acceptable but must be white and not have any bold designs or visible company insignias. All LPN Students are expected to convey dignity and respect through their dress and behavior at all times. Therefore, the above described dress code must be adhered to during scheduled in-school laboratory instruction and/or clinical instruction. HHCI's dress code/uniform complies with clinical agencies' dress code policy. Additionally, all LPN Students must be in compliance with the following dress code requirements:

1. Full LPN program uniform must be worn at all times when participating in both laboratory and clinical instruction, unless otherwise stated. Students may dress professionally with HHCI laboratory coat and student photo identity card during any unscheduled laboratory and/or clinical site visit.
2. LPN program uniform must be laundered and pressed at all times.
3. Sweaters may not be worn with the program uniform. A white turtleneck may be worn under the top for warmth.
4. No jewelry is allowed except a flat wedding band, wristwatch with a second hand, & one pair of stud earrings.
5. Tattoos need to be covered. Body art and body piercing jewelry other than earrings may not be visible. Tongue bars, brow, or nose jewelry may not be worn during clinical experiences.
6. No fragrance except deodorant is allowed. Deodorant is encouraged.
7. Hair must be secured in a ponytail or braid with a non-decorative hair clip. Hair cannot dangle in the student's face or fall onto the client.
8. Beards and/or moustaches must be neat and trimmed.
9. Nails should be trimmed; clear and unchipped nail polish is acceptable. Artificial nails of any height or length are not allowed during practicum experiences for safety reasons.
10. Plain underwear (briefs/boxers) must be worn with the uniform. Patterned, designer or party underwear is not permitted.
11. Student photo identification must be worn at all times during laboratory and/or clinical experiences.
12. The HHCI Licensed Practical Nurse Program student uniform is meant to be worn for laboratory and clinical experiences in school and at designated clinical settings. Therefore, the HHCI uniform is NOT to be worn when students work as paid employees of any agency or institution.

In all clinical settings, the clinical instructor will make the final decision about each student's professional appearance. If a student is not properly dressed the student may be removed from the clinical site, with or without an option for a clinical make-up.

Equipment

LPN Students are required to have a stethoscope, blood pressure cuff and gait belt for their laboratory and clinical experiences. Each student must have a watch with a second hand for clinical experience.

Liability Insurance

HHCI provides malpractice coverage to the amount required. Coverage is per occurrence for each individual student and covers student practice that is an assigned course-related activity. It will NOT cover students outside course experiences (e.g. as an aide, a volunteer, or a summer extern). Students may purchase additional insurance coverage beyond what is provided in this policy. There are several carriers, two of which are Nurses Service Organization (www.nso.com) and Nurses Protection Group (www.npg.com).

Medical Insurance

It is the responsibility of the student to secure health insurance coverage. HHCI does not provide health insurance coverage to its students. Only emergency first aid assistance will be given to students in case of a medical emergency. Any student requiring more medical care than emergency first aid will be assisted in obtaining medical care. However, the student will be responsible for the cost of any medical care incurred. Note that some affiliated clinical sites may insist on having only students with health insurance coverage in their facility.

Transportation

All nursing clinical courses involve experiences in hospitals, long term care facilities and other health care agencies in diverse settings. Most of these settings are located within 30 miles of the school location. There may be occasional experiences in more distant locations. Students are responsible for all arrangements and expenses for travel to clinical sites and other educational experiences. A student is required to have a reliable means of transportation at all times. Carpooling is encouraged when possible, but cannot be relied upon for all required school/classroom/lab/clinical experiences. Some experiences require travel in the morning before sunrise or late evening after sundown, therefore reliable transportation is definitely needed. Even in the best circumstances, there are dangers inherent in travel. Students are expected to know who to call and what steps to take in the event of a vehicle breakdown or other travel emergencies. Students may carpool to clinical sites. However, students are encouraged to check with their vehicle insurance agent for clarity about their coverage for such situations. It is the policy of HHCI that students must NOT use their personal vehicle to transport clients/patients, under any circumstance. It is important to note that most clinical agencies may have similar policies regarding patient transportation.

Employment

If employed by a health care agency while a student is in the Licensed Practical Nurse program, students are expected to perform only those functions defined in the job descriptions for positions they are filling. Such employment is independent of your status as an HHCI practical nursing student.

Responsibilities to Practicum Sites

HHCI contracts with agencies for clinical courses and both students and faculty are guests in these agencies. Many agencies require that the school provide them with documentation relative to CPR certification, criminal record checks, professional liability insurance, results of TB testing and immunizations, etc. The information provided to HHCI may be shared with clinical agencies. In addition to other policies relative to clinical experiences, the following expectations relate specifically to practicum sites and personnel:

1. Students are expected to act in a responsible, respectful manner in all interactions with clients and staff.
2. Nursing students are expected to comply with all written policies and procedures governing nursing practice in the clinical agency or institution, including policies and procedures regarding hazardous material, standard precautions and health requirements. Immunizations must be documented and kept current.
3. HIPAA - Health Insurance Portability and Accountability Act: "The Department of Health and Human Services and all other health care agencies must insure their customers (ex: patients, insured individuals, providers and health plans) that the integrity, confidentiality, and availability of electronic protected health information they collect, maintain, use, or transmit is protected." APA ref (Federal Register, 2003, p1). During PN 100 Issues and Trends in Practical Nursing, students will receive the Health Insurance Portability and Accountability Act (HIPAA) training and will be required to demonstrate knowledge and establish legal accountability for compliance with HIPAA regulations. Individual clinical sites may require students to attend their own HIPAA training sessions in addition to HHCI HIPAA training.
4. Students are responsible to notify the clinical site, clinical instructor, and the school if they will be absent from an assigned experience due to illness, weather or other reasons.
5. All patient data collected during clinical experiences must be treated confidentially.
6. Nursing students are expected to dress in accordance with HHCI dress code and uniform policy and as acceptable to the practicum agency.
7. If a student is injured at the clinical site, the designated agency procedure is to be followed.
8. Students must arrive to clinical prepared to care for their patients.
9. Cell phones and pagers are not allowed at the clinical site.

Performing Nursing Skills at the Clinical Site:

In order for a nursing skill to be considered demonstrated in a satisfactory manner and to meet an optimal competency level, specified criteria for that individual skill must be met. Students will demonstrate competency of a skill in the nursing skills lab prior to performing the skill in the clinical setting. ***If a student has not successfully demonstrated a skill in the nursing skills lab, the student is not allowed to independently perform the skill in the clinical setting.*** Failure to adhere to this policy may result in immediate dismissal from the program.

Potential for Injury

Persons under stress from physical or emotional ill health often direct feelings on persons in the environment. Students are in settings (community agencies, institutions and homes) where agitation, hostility, anger, sexually inappropriate and other unpredictable behavior can occur and students must learn strategies for dealing with problem behavior.

Students should be aware of locations that call for special alertness. They should note lighting, open spaces, shrubs or other structures that might impair vision. It is important to be sure someone knows when and where you are going. Do not take risks. Students may go in pairs as a

safety measure. If a student is uncomfortable with what is happening with a client he/she is responsible to inform the clinical instructor and/or agency personnel so a resolution can be found.

Clinical Preparation

Practical nursing students provide services including direct care to individuals, groups and communities during clinical experiences and are liable for all actions taken. Students are expected to provide safe, appropriate, knowledge-based care to patients/clients that meet all professional, ethical and legal standards. The well-being of clients is a priority responsibility and students are expected to adequately prepare for all clinical experiences as directed by the faculty in accordance with program/course policies and objectives. Clinical preparation may require that the student review assigned patient charts and research any new or unfamiliar information found, prior to attending any clinical rotation. Depending on the session a student is in, the clinical instructor may hold a student accountable for all available assigned patient information, up to the time of pre-clinical conference. In order to ensure client/patient safety, the student must be fully prepared prior to providing direct client/patient care. If, in the instructor's opinion, the lack of preparation on the part of the student, would compromise client/patient care, the student may be removed from the clinical site. This incident may be counted as a clinical absence against the student and if so determined, will require a make-up. This action will be documented on the Clinical Evaluation Tool and in a clinical warning.

CRIMINAL BACKGROUND CHECK POLICY AND PROCEDURE

Every newly enrolled student to the nursing program will be required to undergo a Criminal Background Check through the New Hampshire Department of Safety and show a satisfactory CORI report within (12) twelve days of enrollment in the nursing program. Additionally, the student background shall be checked through the Office of the Inspector General/General Services Administration [OIG/GSA] (www.exclusions.oig.hhs.gov). An unsatisfactory report from any of the above mentioned sources may result in the removal from participation in the practicum/externship component of the nursing program, suspension or termination from the nursing program. The decision to remove a student from participating in the practicum/externship component of the program will be based on the New Hampshire Board of Nursing's established criteria for licensure as a nurse in the State of New Hampshire. The exclusion criteria shall include felonies as follows: (1) Murder or manslaughter; (2) Robbery; (3) Felonious theft; (4) Felonious assault; (5) Sexual Crimes Involving Children; (6) Kidnapping; (7) Endangering the welfare of a child or incompetent person; (8) Committing or engaging in any course of conduct involving intentional deception, whether in the course of employment or as private conduct, that indicates the applicant cannot be entrusted with the care of patients. (Reference sources: http://www.gencourt.state.nh.us/rules/state_agencies/nur110-800.html).

Affiliated practicum/externship agencies may require that students placed at their facility for clinical training undergo another criminal background check, be drug tested or finger printed prior to the commencement of the clinical training. In this instance, the affiliated practicum/externship agency will make the determination as to what is an acceptable record based on their policy. Affiliated practicum/externship agencies are under no obligation to accept any student with a certain criminal record that in their judgment is in conflict with their facility policy. In either case, the student may be responsible for the cost of completing the criminal background check. An applicant or student may not refuse to provide appropriate consent for the completion of the criminal background check. Any student who refuses to provide consent for the criminal background check shall be denied participation in the practicum/externship component of nursing program, suspended or terminated from the nursing program.

Procedure: The following procedure shall guide the implementation of this policy: The criminal background check requirement of the nursing education program shall be communicated to potential and actual students through the school catalog. The Admissions Department shall be responsible for obtaining and maintaining the criminal background check report. The Admissions Department shall inform applicants of the criminal background check requirement and obtain the criminal background check and OIG/GSA exclusion check reports during the admission process. The Admissions Department shall verify and communicate to the Director of Nursing Education that every student scheduled to participate in the practicum/externship component of the nursing program has satisfied the criminal background check requirement at least 7 days prior to the start of practicum/externship. Students returning to the nursing program after an extended leave from the program will be required to undergo a criminal background check and be checked against the OIG/GSA website and both reports must show a satisfactory report prior to participating in the practicum/externship component of the nursing program. Any student that fails to meet the criminal background check requirement of the nursing program by the first day of practicum/externship shall be denied participation in the practicum/externship learning experience of the program, suspended or terminated from the program. Director of Nursing Education or designee will inform student of additional student screening requirements as determined by affiliated clinical agencies and require that affected students comply with such additional requirements prior to participating in the practicum learning experience. The Admission, Progression, and Retention Committee shall regularly review the school's Criminal Background Check Policy and Procedure.

TRANSFER OF PREVIOUSLY EARNED CREDIT(S)

The LPN program will allow the transfer of previously earned credits (in non-core program required courses) from appropriately licensed and accredited educational institutions.

To qualify for transfer to the LPN program, a previously earned credit shall meet the following criteria:

- a. The course(s) must be in the category of non-program core courses; program core courses completed outside of HHCI are not transferable;
- b. The course(s) must be from an institution that is duly licensed by applicable regulatory agencies and accredited by an agency that is recognized by the United States Department of Education;
- c. The course(s) must have been completed within five years of the date of transfer application;
- d. The student must have achieved a minimum passing grade of C and/or a grade point average (GPA) of 2.0;
- e. The course(s) being requested for transfer must be no more than 25% of the total credits required for program completion;
- f. The course(s) competencies and/or objectives must reasonably align with the coursework and the educational program into which the credit is to be transferred;
- g. To validate the authenticity of the course(s) completion, an official transcript of the student's academic record along with appropriate supporting documentation (i.e., course outline(s) or course syllabi, etc.) must be provided;

- h. Successful completion of required course validation tests with a minimum passing grade of C and/or a GPA of 2.0.
- i. Any student seeking approval to transfer shall: complete and submit a previously earned credit transfer form along with appropriate supporting documents (i.e., official transcript(s) of the student's academic records, course outline(s) or course syllabi, etc.) to the Admissions Department for review.

The President/CEO and/or the Director of the LPN program shall oversee the process for student transfer of previously earned credit to the LPN program.

PROGRAM COURSES AND CLOCK HOURS

The LPN Program Curriculum provides for 570 hours of classroom (didactic) instruction, 160.5 hours of faculty-supervised skills laboratory instruction, 382.5 hours of faculty-supervised practicum, and 60 hours of externship for a total of 1173 clock hours of training. The training is provided through classroom lecture presentation, hands-on nursing skills laboratory and practicum/externship learning experiences. The LPN program is currently offered as a thirteen month (13) full-time program. The placement of courses along with applicable course clock hours is presented in the table below:

Info Session: 2 Weeks

Course No.	Course Name	Didactic Clock Hours	Faculty-Supervised Skills Lab Clock Hours	Faculty-Supervised Practicum Clock Hours	Total Hours
PN 100	Issues & Trends in Practical Nursing	30	N/A	N/A	30

Total Session Clock Hours 30

Session I: 15 Weeks

Course No.	Course Name	Didactic Clock Hours	Faculty-Supervised Skills Lab Clock Hours	Faculty-Supervised Practicum Clock Hours	Total Hours
PN 101	Fundamentals of Practical Nursing	90	108	75	273
BI 100	Essentials of Anatomy & Physiology	45	N/A	N/A	45
HL 100	Basic Nutrition	30	N/A	N/A	30
PN 110	Introduction to Pharmacology I	15	N/A	N/A	15

Total Session Clock Hours 363

Session II: 15 Weeks

Course No.	Course Name	Didactic Clock Hours	Faculty-Supervised Skills Lab Clock Hours	Faculty-Supervised Practicum Clock Hours	Total Hours
PN 201	Care of the Adult	120	15	180	315
PS 101	Human Lifespan	45	N/A	N/A	45
BI 200	Introduction to Microbiology	30	N/A	N/A	30
PN 120	Introduction to Pharmacology II	15	N/A	N/A	15

Total Session Clock Hours 405

Intersession: 1 Week

Course No.	Course Name	Didactic Clock Hours	Faculty-Supervised Skills Lab Clock Hours	Faculty-Supervised Practicum Clock Hours	Total Hours
PN 300	Leadership in Practical Nursing	15	N/A	N/A	15

Total Session Clock Hours 15

Session III: 15 Weeks

Course No.	Course Name	Didactic Clock Hours	Faculty-Supervised Skills Lab Clock Hours	Externship Clock Hours	Total Hours
PN 301	Care of the Family	45	30	60	135
Course No.	Course Name	Didactic Clock Hours	Faculty-Supervised Skills Lab Clock Hours	Faculty-Supervised Practicum Clock Hours	Total Hours
PN 302	Care of the Elderly	45	7.5	127.5	180
PS 201	Introduction to Psychology	45	N/A	N/A	45

Total Session Clock Hours 360

Program Clock Hours

Total Didactic (Lecture) Clock Hours:	570.0
Total Faculty-Supervised Skills Lab Clock Hours:	160.5
Total Faculty-Supervised Practicum Clock Hours:	382.5
Total Externship Clock Hours:	60.0

Total LPN Program Clock Hours: 1173 Clock Hours

LICENSED PRACTICAL NURSE PROGRAM DESCRIPTION OF COURSES

Scope of the Practical Nursing Program: HHCI's Licensed Practical Nurse Program seeks to provide the practical nursing student with the knowledge and skills necessary for practice as an entry-level Practical Nurse. Upon graduation from the Licensed Practical Nurse Program the student is eligible to sit for the NCLEX PN exam which qualifies the student for state licensure as a practical nurse.

Course Descriptions:**PN 100 Issues & Trends in Practical Nursing**

Total Clock Hours: 30 (didactic: 30) Pre-requisites: None. Co-requisites: None.

This course provides an overview of the history of nursing and the role of the practical nurse in health care. Legal and ethical responsibilities, including the Health Insurance Portability and Accountability Act will be discussed. Students will be introduced to the concepts of Maslow's theory of "Hierarchy of Human Needs" and Dr. Jean Watson's theory of "Transpersonal Caring". This course will focus on the learning process, study skills, critical thinking, therapeutic communication and the nursing process. Students will explore basic human needs as they relate to culture and spiritual needs of the client. During this course, students will be introduced to nursing informatics and given an opportunity to obtain hands on practice in simulated electronic documentation.

PN 101 Fundamentals of Practical Nursing

Total Clock Hours: 273 (didactic: 90; supervised skills laboratory: 108; supervised practicum: 75)

Pre-requisites: None. Co-requisites: PN100, BI 100, HL 100 and PN 110

This course will help students learn basic nursing care and acquire skills that are necessary for the practical nurse to assess normal body function and plan and provide basic nursing care to clients with common health problems while assisting the client to maintain and promote health and/or to manage and adapt to illness. The content will focus on the basic human needs of safety/infection control, sensory, nutrition/hydration, oxygenation, mobility, comfort/rest and self concept/ self esteem needs. The theories and concepts presented will assist the student in developing the knowledge and competencies needed to assist clients whose ability to meet their own basic needs have been compromised. The nursing process will be used to guide students in decision making and in the implementation of therapeutic interventions that provide safe and effective care.

The concurrent laboratory and clinical experiences will foster the knowledge and competencies needed in nursing practice. New nursing skills will be introduced to students prior to their application in clinical practice. Further role exploration and development is emphasized through weekly self reflection and faculty's clinical evaluation of student's clinical progress.

BI 100 Essentials of Anatomy & Physiology

Total Clock Hours: 45 (didactic: 45) Pre-requisite: None. Co-requisite: None.

This is an introduction to the essentials of anatomy and physiology as a theory basis for structures and processes related to health and disease. Utilizing a body systems approach, basic levels of organization within the human body are introduced followed by a focus on the interaction of systems to produce a homeostatic state. Laboratory experiences are not included in this course.

HL 100 Basic Nutrition

Total Clock Hours: 30 (didactic: 30) Pre-requisite: None. Co-requisite: None

This course introduces students to the basic principles of nutrition, nutrition in health promotion, and the role of nutrition in growth and development and health maintenance across the lifespan. Nutrients are explored in terms of their function, food sources, digestion, body needs and dietary requirements. Clinical nutrition is introduced utilizing a therapeutic process for assessing and meeting the nutritional needs of clients with common health problems.

PN 110 Introduction to Pharmacology I

Total Clock Hours: 15 (didactic: 15) Pre-requisite: None. Co-requisite: PN 101.

This course focuses on the basics of pharmacology and the role of the LPN in administering medications. Students are introduced to principles of pharmacodynamics and pharmacokinetics as well as procedures for safe administration of medications. Review of basic math and computations are included. Systems of measurement and drug & dosage formulas are introduced.

PN 201 Care of the Adult

Total Clock Hours: 315 (didactic: 120; supervised skills laboratory: 15; supervised practicum: 180)

Pre-requisites: PN 100, PN 101, BI 100, HL 100 and PN 110. Co-requisites: PN 120, BI 200 and PS 101

This nursing course builds on the knowledge obtained in PN 101- Fundamentals of Practical Nursing and emphasizes the knowledge and skills essential for the practical nursing management of adult medical and surgical individuals and their families as they strive to maintain health and adapt to illness. The focus will be placed on health promotion and health restoration related to surgery and alteration in cells/tissues function, skin integrity, oxygenation, tissue perfusion, endocrine, neurologic, immune system, mobility, gastrointestinal, genitourinary, sensory function, mobility, and acid base balance. This course will explore the role of the practical nurse, critical thinking, ethical-legal issues, and communication in assisting patients and families to maintain wellness and adapt to illness. Students will build on the skills and knowledge acquired in PN 101- Fundamentals of Practical Nursing and use the nursing process as a guide to provide basic health care that is culturally sensitive. The concurrent clinical experiences of selected adult individuals in healthcare settings are provided to allow the student to have the opportunity to apply the theoretical knowledge to evidence based practice of nursing and to foster growth in skills and competencies. New

nursing skills will be introduced to students prior to their application in clinical practice. Further role exploration and development is emphasized through weekly self reflection and faculty's clinical evaluation of student's clinical progress.

PS 101 Human Lifespan

Total Clock Hours: 45 (didactic: 45) Pre-requisite: None. Co-requisite: None.

This course introduces practical nursing students to growth and development throughout the lifespan. Both normal and abnormal development is addressed. Students will be introduced to the developmental tasks of each stage of life along with health risks and the role of the practical nurse in maintaining health. A systematic approach is used where students are exposed to human growth and development as a continuum across the lifespan integrating concepts related to changes that normally occur in each stage of the lifespan.

BI 200 Introduction to Microbiology

Total Clock Hours: 30 (didactic: 30) Pre-requisite: None. Co-requisite: None.

This introductory course explores the basic fundamental aspects of microorganisms including taxonomy, structure, development and function. The interaction between human beings and microorganisms as it relates to infection, including viral, bacterial, fungal and parasitic diseases as well as prevention and treatments are explored. Other important aspects of this course that are introduced are: epidemiology and public health, hospital-acquired infections, infection control, how microorganisms cause disease, how the body protects human beings from pathogens and infectious diseases. Laboratory experiences are not included in this course.

PN 120 Introduction to Pharmacology II

Total Clock Hours: 15 (didactic: 15) Pre-requisite: PN 110, PN 101. Co-requisite: PN 201.

This course builds on the content presented in PN 110- Introduction to Pharmacology I. A body systems approach is used to introduce classifications of drugs for common health problems in relation to health promotion and illness management across the lifespan. Students will be introduced to the drug classification system. Major drug classifications will be explored in relation to mechanism of action, dosage, route, desired effects, adverse effects and nursing considerations. Emphasis will be placed on safe medication administration.

PN 300 Leadership in Practical Nursing

Total Clock Hours: 15 (didactic: 15) Pre-requisites: PN 100, PN 101, PN 201. Co-requisites: None.

This course is designed to help students understand the role of the practical nurse in the healthcare system. Students will examine leadership, management, communication, and delegation of tasks. The Nurse Practice Act and the Scope of Nursing Practice as defined by the NH Board of Nursing will be introduced. Students will build on communication, critical thinking, Maslow's Hierarchy of Human Needs and the nursing process that were introduced in PN 100 Issues and Trends in Practical Nursing.

PN 301 Care of the Family

Total Clock Hours: 135 (didactic: 45; supervised skills laboratory: 30 supervised practicum: 60) Pre-requisites: BI 100, HL 100, PS 101, BI 200, PN 100, PN 101, PN 110, PN 201 and PN 120. Co-requisites: None. PS 201, PN 302 and PN 300.

This nursing course focuses on developing the role of the practical nurse in providing nursing care to women, children, and their families. This course builds on the knowledge acquired in PS101 Human Lifespan and PN101 Fundamentals of Practical Nursing and PN 201 Care of the Adult. Emphasis is placed on family-centered care, growth and development, health promotion, illness prevention, health restoration, anticipatory guidance, and adaptation to illness. The common health needs of women of childbearing age, children, and families are examined throughout this course. Communication and critical thinking skills are exercised using the nursing process. Culturally competent therapeutic nursing interventions are developed to promote adaptation for children and childbearing families. Leadership and management principles are reinforced. The concurrent skills lab/externship experiences in healthcare settings are provided to afford student the opportunity to apply the theoretical knowledge to evidence based practice of nursing. Further role exploration and development is emphasized through weekly self reflection and faculty clinical evaluation of students' clinical progress.

PN 302 Care of the Elderly

Total Clock Hours: 180 (didactic: 45; supervised skills laboratory: 7.5; supervised practicum:127.5) Pre-requisites: BI 100, HL 100, PS 101, BI 200, PN 100, PN 101, PN 110, PN 201 and PN 120. Co-requisites: PS 201, PN 302 and PN 300.

This course builds on the knowledge obtained in PN 101 fundamentals of Practical Nursing, PN 201 Care of the Adult, and PN 300 Leadership in Practical Nursing. The course emphasizes the basic knowledge and essential nursing skills for the practical nursing management of the elderly and their families as they adapt to various changes common to the elderly. Emphasis will be placed on health promotion and restoration in relation to the various systems of the human body. This course will seek to explore the role of a Licensed Practical Nurse in the long term care and community settings. Leadership and management principles are reinforced. It is expected that this course will give the student nurse a balanced perspective on the realities of aging and to broaden his/her viewpoint regarding aging so that the nursing care needs of older adults can be met in a compassionate, caring, culturally congruent and appropriate manner. Theories and concepts of aging, ethical-legal issues affecting older adults, physiologic and psychosocial changes will be examined critically. The nursing process will be used in development of culturally competent nursing interventions. The concurrent clinical experiences of selected elderly individuals in healthcare settings are provided to afford students the opportunity to apply the theoretical knowledge to evidence based practice of nursing and to promote growth in essential clinical skills and competencies. Further role exploration and development is emphasized through weekly self reflection and faculty clinical evaluation of student's clinical progress.

PS 201 Introduction to Psychology

Total Clock Hours: 45 (didactic: 45) Pre-requisite: None Co-requisite: None.

This is an introductory course that explores how human beings develop, behave, and function. Students will be introduced to the basic facts, concepts, and generally accepted principles in relation to memory, learning, perception, lifespan changes, normality/abnormality, social interactions, and group influences on behavior. Behavioral, cognitive and psychosocial theories will be discussed. Select psychosocial disorders and psychotherapies will be reviewed.

ATTENDANCE AND PUNCTUALITY POLICY & PROCEDURE

The LPN program will record and monitor student attendance and punctuality to scheduled learning activities throughout the program. The LPN program takes student attendance and punctuality to scheduled learning activities very seriously. Therefore to encourage students to take attendance and punctuality to scheduled learning activities seriously, a system of carrot and sticks will be deployed. Students will be rewarded for maintaining good attendance and punctuality or penalized for poor attendance and punctuality in accordance with the individual course attendance and punctuality requirements. Student attendance and punctuality will be monitored and documented in every course, including didactic instruction, skilled laboratory instruction and practicum instruction as follows:

Didactic (Theory) Instruction:

Students are expected to be punctual, attend and remain present throughout the duration of every scheduled didactic (theory) instruction in each course. Five percent (5%) of the total course grade will be reserved for attendance and punctuality. Students will earn or lose points for attendance and punctuality in each individual course as specified in the course syllabus. To earn the full five percent (5%) a student must attend, be punctual and remain in the class throughout the scheduled duration. Excessive tardiness and/or absence to scheduled didactic instruction may result in failure of the course. (Please see individual course syllabus for specific course attendance and punctuality grading rubric). Absence, tardiness or leaving before the end of the scheduled class time by any student shall constitute poor attendance and may result in the possible loss of the attendance grade, course failure, being placed on probation or termination from the program. Students with poor attendance and punctuality record or in danger of failing a course due to poor attendance and punctuality record will receive a warning from the instructor to draw their attention to the problem. Please see individual course syllabus for specific course attendance and punctuality grading rubric. In general, penalty for poor attendance and punctuality record will be applied as follows:

Course(s) totaling 15 or less total clock hours:

- a. 1st Occurrence - Written warning from course instructor and loss of a portion of the attendance grade as stipulated in the course syllabus;
- b. 2nd Occurrence - Course failure and/or termination from the course.

Course(s) totaling 30 clock hours:

- a. 1st Occurrence - Verbal warning from course instructor and loss of a portion of the attendance grade as stipulated in the course syllabus;
- b. 2nd Occurrence – Written warning from course instructor and loss of the entire course attendance and punctuality grade;
- c. 3rd Occurrence – Course failure and/or termination from the course.

Course(s) totaling 45 or more clock hours:

- a. 1st Occurrence - Verbal warning from course instructor and loss of a portion of the attendance grade as stipulated in the course syllabus;
- b. 2nd Occurrence – 1st written warning from course instructor and loss of a portion of the attendance grade as stipulated in the course syllabus;
- c. 3rd Occurrence – 2nd written warning from course instructor and loss of the entire course attendance and punctuality grade;
- d. 4th Occurrence – Course Failure and/or Termination from the course.

Disruption of didactic instruction by students who are tardy will not be tolerated. Once the class is in session, the door will be closed and tardy students will not be allowed to enter the class until the course instructor offers a break to the class. Students who are tardy may study quietly in the library or computer laboratory while waiting for the break opportunity to enter the class. To avoid being marked absent when a student is tardy, it is the responsibility of the tardy student to inform the instructor of their attendance prior to the conclusion of the scheduled instruction. Students who attend scheduled instruction but leave before the scheduled end time will be considered tardy, irrespective of whether or not the affected students were on-time to the scheduled instruction. When a student is unable, for any reason, to attend a class he or she must notify the course instructor prior to the scheduled time of instruction. All warning notifications to the student will be signed by both the instructor and the student. A copy of the signed warning notice will be provided to the student and a copy filed in the student's academic records folder. The course instructor will notify the Director of Nursing Education or designee of any student that received any type of warning and document the warning on the student's electronic records in the HeadMaster software.

Nursing Skills Laboratory/Practicum Instruction:

Students are expected to attend, be punctual and remain present throughout the duration of every scheduled nursing skills laboratory/practicum instruction in every course that has nursing skills laboratory/practicum instruction components. Nursing skills laboratory/practicum instruction is graded as pass or fail. Therefore, student attendance and punctuality do not have percentage grades attached to them. However, student attendance and punctuality in scheduled nursing skills laboratory/practicum instruction is monitored and documented. Students are expected to arrive on time (at least five minutes before start time) at the facility for scheduled nursing skills laboratory/practicum instruction.

Students arriving late at the facility for scheduled nursing skills laboratory/practicum instruction for any reason must notify the course instructor as soon as possible. Students that arrive late at the facility for scheduled nursing skills laboratory/practicum instruction may be sent home. If a student is sent home for tardiness to scheduled nursing skills laboratory/practicum instruction, the student will be recorded as being absent.

If a student is unable to attend a scheduled nursing skills laboratory/practicum instruction for any reason, the student must notify the nursing skills laboratory/practicum instructor prior to the scheduled nursing skills laboratory/practicum instruction. If the reason for a student's absence is medical in nature, the student shall provide the instructor and the Director of Nursing Education with a medical provider documentation approving the return of the student to scheduled nursing skills laboratory/practicum instruction. Any restrictions must be included in the medical provider issued documentation. Prior to approving the students return to scheduled nursing skills laboratory/practicum instruction, the course instructor and/or the Director of Nursing Education shall review the documentation issued by the medical provider to assure compliance with any restrictions.

Students will be evaluated for preparedness for the scheduled activity assigned by the nursing skills laboratory/practicum instructor at the beginning of each scheduled nursing skills laboratory/practicum instruction. In the event that the instructor determines that the student is unprepared for the assigned nursing skills laboratory/practicum activity or that the student poses a safety risk to the patient, facility staff, instructor, fellow students or self, the instructor reserves the right to dismiss the student from the scheduled activity (facility). A student who is dismissed from a scheduled activity will be marked absent for the scheduled activity.

Students will be allowed a maximum of two absences per session in scheduled skilled laboratory and/or practicum instruction. Students are required to make-up all absences in scheduled nursing skills laboratory/practicum instruction. There will be no fee assessed for the make-up of the first absence in scheduled nursing skills laboratory/practicum instruction. However, the second absence will attract a make-up fee (see fee schedule), irrespective of the reason for absence.

Any student who is marked absent in more than two scheduled nursing skills laboratory/practicum instruction dates will receive a failing grade in the entire course (didactic, nursing skills laboratory and practicum). Any student with poor attendance and punctuality record or in danger of failing a course due to poor attendance and punctuality record will receive a warning from the nursing skills laboratory/practicum instructor to draw the student's attention to the problem. In general, application of penalty and notification to the student for poor attendance and punctuality to scheduled nursing skills laboratory/practicum instruction will occur as follows:

- a. 1st Occurrence (1st nursing skills laboratory/practicum absence) - Verbal warning from the nursing skills laboratory/practicum Instructor;
- b. 2nd Occurrence (2nd nursing skills laboratory/practicum absence) - Written warning from the nursing skills laboratory/practicum Instructor indicating danger of possible course failure;
- c. 3rd Occurrence (3rd nursing skills laboratory/practicum absence) - Failing grade and/or termination from the course.

All warning notifications to the student will be signed by both the instructor and the student. A copy of the signed warning notice will be provided to the student and a copy filed in the student's academic records folder. The nursing skills laboratory/practicum instructor will notify the Director of Nursing Education or designee of any student that received any type of warning and document the warning on the student's electronic records in the HeadMaster software.

The Director of Nursing Education (or designee) is the responsible official for enforcing the attendance and punctuality policy and procedure in the LPN program. Therefore, the Director of Nursing Education (or designee) reserve the right to review individual student's attendance and punctuality record. Any student identified through this review process as having a history of poor attendance in more than one course will be placed on probation for at least one session and informed of his/her status in writing. Poor attendance in a didactic course is interpreted as losing all the points allotted to attendance and punctuality. Poor attendance in a course with didactic, skills laboratory and practicum/externship components is interpreted as losing all the points allotted to attendance and punctuality in the didactic component and missing two days of scheduled nursing skills and/or practicum/externship learning experiences. In the event that the student placed on probation fails to achieve and maintain good attendance and punctuality record at the end of the probation period, the student will be terminated in accordance with the terms and conditions as stipulated in the probation notice issued to the student.

STUDENT ILLNESS POLICY

Student Incapacitation Due to Illness

A student may be considered incapacitated due to illness or injury when any of the following is present: student is hospitalized, under medical care for a short-term or long-term condition, or otherwise sufficiently debilitated as to be unable to perform basic academic tasks.

Routine conditions such as colds, headaches, or other such mild complaints that may result in one feeling less than 100% may not be considered incapacitating illness, and therefore shall not qualify for missed class activity make-up considerations.

Incapacitating student illness is categorized into two as follows: Routine/Short-Term Illness and Significant/Long-Term Illness.

Routine/Short-Term Illness

A routine/short-term illness would be a minor illness or injury lasting less than three days. Examples of routine/short-term illness may include: colds, and flu-like or self-limited gastrointestinal illnesses.

Each student is responsible for all class-related work missed for reasons of unavoidable absence. It is the responsibility of the student to communicate directly with his/her instructor in a situation of routine/short-term illness related absences, ideally before missing a scheduled class activity (i.e., didactic instruction, skills laboratory instruction, clinical/practicum/externship, exam, other evaluative activity).

Initial notification of the school/instructor of a possible or actual absence for reasons of a routine/short-term illness is simply an indication that a student might miss or has missed class and/or cannot complete an assignment on time due to an incapacitating illness or injury. Therefore, it remains the responsibility of the student to meet with or otherwise communicate with the instructor of the course in which activities were missed within 48 hours of the missed class activity to discuss the student's missed class activity, any opportunity for make-up that may be available, and when that opportunity (if any) will be provided. In the event that the student fails to contact the instructor regarding possible make-up opportunities within 48 hours of missed class activity, the instructor shall reserve the right not to accommodate the student's illness and to treat the student's missed class activity as unexcused. Exceptions to the 48-hour deadline may be granted by the program director in cases of extraordinary circumstances.

Significant/Long-Term Illness

A significant/long-term illness or injury is defined as a major illness lasting at least one week. The program director shall make determinations as to the type of accommodation the school/program can make for a student with proper medical documentation in cases of significant/long-term illness. Approval of any accommodations shall be consistent with related school policies (i.e., student progression or continuity, and program completion policies, etc.).

Documentation of Medical Illness/Treatment

Any student being absent due to routine, significant/long term or other absence may be required to provide medical documentation of illness/treatment from a certified healthcare provider. In cases, where such documentation is required, the healthcare provider shall verify dates of treatment and indicate the time frame that the student is determined to be unable to meet academic/practicum responsibilities and/or return to class/clinical with restrictions.

Quarantine

HHCI has an obligation to enforce applicable public health mandates as required by federal and state laws and regulations. Additionally, HHCI will follow non-mandated recommendations when it is determined that such recommendations are to be in the best interest of the HHCI community and the public. As a result, students in campus facilities may be required to relocate so that appropriate isolation and/or quarantine can be accomplished.

Student Make-up of Missed Scheduled Class Activities

Student make up of missed class-related activity is at the discretion of the instructor and in accordance with related school/program policy. Instructors are expected to provide, within reason, opportunities for students to make up missed class activities that occur as a result legitimate and unavoidable reasons. Legitimate and unavoidable reasons may include: illness, injury, or family emergency. Irrespective of the circumstance, it is the responsibility of the student to communicate to the instructor/school as soon as the unavoidable absence is known and to discuss any possible make-up opportunities. Additionally, students are responsible for using only legitimate, unavoidable reasons for requesting a make-up in the event of a missed class activity.

Requesting a make-up opportunity for missing class activity based on false claims shall be considered violations of HHCI's Academic Integrity Policy.

Resolution of Issues Related to Student Requests For Accommodations

In the event that a student believes that he/she has been wrongly denied a medically necessitated excused absence or the opportunity to make up missed work, the student should first strive to resolve the issue with the course instructor. If a resolution is not achieved with the instructor, the student may contact the program director in an effort to resolve the issue. In the event that the student is still not satisfied with the resolution, such a student shall have the option to file a formal appeal of the decision with the Customer Feedback and Conflict Resolution Committee.

MAKE-UP POLICY & PROCEDURE

The LPN program will permit the make-up of missed scheduled/required course activity in accordance with established criteria as follows:

Didactic (Classroom) Instruction/Activity:

Students are required to advise the course instructor before any planned absence. Any student that missed a scheduled didactic instruction, irrespective of the reason for absence will be responsible for any instructional materials provided or content covered. In the event that an assignment is scheduled to be submitted or an exam is scheduled to be held during that period, the course instructor will make accommodations only for the student who obtained permission from the instructor prior to the scheduled activity. For a student who did not receive prior permission from the course instructor, but missed the scheduled activity for reasons of medical emergency, sudden military call to duty, or sudden call to jury duty, the course instructor will make appropriate accommodations, however, verifiable proof of the student's claim will be required prior to any accommodations.

Any student who fails to request for and receive permission (unexcused absence) from the course instructor to be absent prior to a scheduled activity will receive no accommodations for assignments and/or exams that were missed.

The course instructor will schedule a time for any student with approved (excused) absence during a scheduled activity to submit an assignment that was due or to sit for a make-up exam and communicate such schedule to the student in a timely manner. In the event that a student fails to keep the new schedule, no further accommodations will be made and the instructor will reserve the right to issue 0% on the assignment or exam.

Nursing Skills Laboratory/Practicum:

Students are required to advise the nursing skills laboratory/practicum instructor before any planned absence. Any student that missed a scheduled nursing skills laboratory/practicum instruction, irrespective of the reason for absence will be required to pay any applicable make-up fee (see fee schedule) and participate in a make-up nursing skills laboratory/practicum activity. A student may be allowed no more than two absences in scheduled nursing skills laboratory/practicum instruction. The 1st absence in scheduled nursing skills laboratory/practicum activities will not be assessed a make-up fee. However, any student who missed 2nd scheduled nursing skills laboratory/practicum activity will be assessed a make-up fee (see fee schedule). Proof of payment for the make-up of a 2nd absence in scheduled nursing skills laboratory/practicum activity must be provided to the Director of Nursing Education or designee prior to participation in the scheduled make-up activity. Nursing skills laboratory/practicum instruction make-up activities may be scheduled to be held at a time and location to be determined by the Director of Nursing Education or designee. Clinical make-up must be completed no later than the last scheduled clinical day of the course or a failing grade will be issued in the course.

Documentation

Documentation of student absences to scheduled activities will be in accordance with established attendance and punctuality policy and procedure. However, any accommodations made or not made will be documented on the student's electronic records in the HeadMaster software and communicated to the Director of Nursing Education or designee in a timely manner. All warning notifications to the student will be signed by both the instructor and the student. A copy of the signed warning notice will be provided to the student and a copy filed in the student's academic records folder. The course instructor/nursing skills laboratory/practicum instructor will notify the Director of Nursing Education or designee of any student that received any type of warning and document the warning on the student's electronic records in the HeadMaster software.

NURSING SKILLS LABORATORY POLICY AND PROCEDURE

Nursing Skills Lab Use - The nursing skills laboratory is available for student use during scheduled and open laboratory hours. Students are encouraged to take advantage of the open laboratory hours to practice learned skills. To ensure student safety and proper use of the nursing skills laboratory and equipment, students are required to observe the following policies and procedures:

1. No invasive procedures (i.e., injections, catheterizations, etc.) should be performed on students.
2. All needles should be used once and deposited **IMMEDIATELY** in the red sharps container. Recapping contaminated needles and bending or breaking needles is prohibited.
3. Broken glass from an ampule should be deposited **IMMEDIATELY** in the red sharps container.
4. Medications are teaching placebos and are for **practice use only**.
5. Any safety hazard should be reported to the lab instructor and/or lead clinical/lab instructor **IMMEDIATELY**.
6. Accidents should be reported **IMMEDIATELY** to the lab instructor and/or the lead clinical/lab instructor.
7. Standard precautions and correct body mechanics should be used at all times.
8. No student will walk barefoot or without shoes when in the lab.

Lab Use Protocol

1. The storage cabinets will be kept locked at all times and their use monitored by lab instructors.
2. Nurse packs will be used for practice unless the skill warrants additional equipment. Bring them to the lab.
3. Tables and chairs should always be returned to where they belong.
4. Straighten the beds and replace equipment and mannequins where they belong when you are done using them.
5. Put dirty linens in the hampers. No other items are to be placed in the hampers.
6. Fold unused bed sheets, towels, etc. and set them aside.
7. Use water wisely.
8. Inform the administrative office staff/and or faculty member when you are leaving.
9. Sign in and out of the lab indicating the date and time of arrival and departure.
10. Conserve energy - turn the lights off.
11. Take only your items with you when leaving.
12. Food, drinks and gum are not allowed in the lab
13. Deposit food items in the large trashcan at the kitchen area, **NOT IN THE LAB.**

NURSING SKILLS LABORATORY OPEN HOURS

Harmony Health Care Institute shall make adequate provision for students in the LPN program to be able to use the nursing skills laboratory facilities and resources for supervised and unsupervised practice. To this end, the nursing skills laboratory facilities and resources use will be carefully scheduled to accommodate both scheduled activities and unscheduled open laboratory hours. The following open nursing skills laboratory hours shall be reserved for the LPN program students to use for unsupervised skills practice:

Session I students:	Session II students:	Session III students:
Monday 3:00 pm to 5:00 pm	Monday 3:00 pm to 5:00 pm	Monday 3:00 to 5:00 pm
Tuesday 3:00 pm to 5:00 pm	Tuesday 3:00 pm to 5:00 pm	Tuesday 3:00 to 5:00 pm
Wednesday 8:00 am to 5:00 pm	Wednesday 3:00 pm to 5:00 pm	Wednesday 3:00 to 5:00 pm
Thursday 3:00 pm to 5:00 pm	Thursday 3:00 pm to 5:00 pm	Thursday 3:00 to 5:00 pm
Friday 3:00 pm to 5:00 pm	Friday 8:00 am to 5:00 pm	Friday 3:00 to 5:00 pm

Students shall be expected to adhere to the established open nursing skills laboratory schedule for their unsupervised nursing skills practice. This schedule may be subject to change at the discretion of the administration/faculty. Any changes to the schedule will be prominently posted on the bulletin board. The Program Activity Coordinator shall be the official responsible for ensuring the availability and appropriate use of open nursing skills laboratory hours.

MANDATORY NURSING SKILLS LABORATORY REFERRAL POLICY

Harmony Health Care Institute is committed to providing students with the opportunity and support that they need to be successful in the LPN program. To this end, a nursing skills laboratory referral system shall be in place for practicum instructors to be able to direct students with skills deficiencies to seek and receive support from nursing skills instructors.

Any student who has not successfully demonstrated a skill in the clinical setting will be given a *Mandatory Laboratory Referral* and will be required to make an appointment with a nursing skills lab instructor to remediate the nursing skill. The nursing skills lab instructor will retrain the student, give the student opportunity to practice and then perform a one-time check-off on the student. No student referred back to the lab for a previously checked-off nursing skill, will be given more than one check-off opportunity. Unless the student is satisfactorily checked-off at remediation opportunity, a failing grade will be awarded on the lab/clinical component of the course. In the event that the student was successfully checked-off, the student must return a copy of the completed referral form back to the clinical instructor within seven days. Documentation of the remediation must be filed in the student's academic record.

STUDENT DISCIPLINARY CODES POLICIES

Student Code of Conduct

Students enrolled in Harmony Health Care Institute (HHCI) are expected to conduct themselves as responsible citizens and in a manner compatible with the school function as an educational institution. Students are also subject to civil authority and to the specific regulations established by each educational program offered by HHCI. Violators shall be subject to disciplinary action, including possible cancellation of

registration, and may be denied future admission to any educational programs offered by HHCI. The following actions are prohibited and may lead to appropriate disciplinary action:

1. Repeated or ongoing disruptive behavior, repeated or ongoing willful disobedience, habitual profanity or vulgarity, the open and persistent defiance of authority of, or persistent abuse of, HHCI personnel.
2. Assault, battery or any threat of force or violence upon a student or school personnel.
3. Physical abuse or verbal abuse or any conduct which threatens the health or safety of any person (either on campus or at any event sponsored or supervised by HHCI).
4. Theft or damage to property (including HHCI property or the property of any person while he/she is on the HHCI campus).
5. Interference with the normal operations of HHCI (i.e. obstruction or disruption of teaching, administration, disciplinary procedures, pedestrian or vehicular traffic, or other school activities on HHCI premises).
6. Unauthorized entry into, or use of, HHCI facilities.
7. Forgery, alteration or misuse of school documents, records or identification.
8. Dishonesty (such as cheating, plagiarism, or knowingly furnishing false information to HHCI and its officials).
9. Assisting, actively or passively, another student to commit an act of academic dishonesty.
10. Disorderly conduct or lewd, indecent or obscene conduct or expression on any HHCI-owned or controlled property or at any HHCI-sponsored or supervised function.
11. Extortion or breach of the peace on HHCI property or at any HHCI sponsored or supervised event.
12. The use, possession, sale or distribution of narcotics or other dangerous or illegal drugs, as defined in the State of New Hampshire statutes, on HHCI property or at any function sponsored by HHCI.
13. Possession or use of alcoholic beverages on HHCI property or at HHCI sponsored event.
14. Illegal possession or use of firearms, explosives, dangerous chemicals or other weapons on HHCI property or at HHCI sponsored activities.
15. Use of personal amplified sound device that disturbs the privacy of an individual or an instructional program.
16. Failure to satisfy financial obligations to the school.
17. Failure to comply with directions of HHCI officials, faculty, staff or other contracted personnel who are acting in performance of their duties to the school.
18. Failure to identify oneself when on school property or at a school sponsored event, upon request of a school official acting in the performance of his/her duties.
19. Gambling on HHCI property or at affiliated practicum agencies.
20. Violation of other applicable federal and state statutes or school/program rules and regulations.
21. Sexual harassment or unlawful discrimination.
22. Smoking in classrooms or other unauthorized campus areas.
23. Bringing food or drinks into prohibited areas.
24. Using cell phones or pagers in prohibited areas.
25. Violation of any school regulations and policies (in addition to those regulations and policies covered by items 1-24 above).

Types of Disciplinary Action

Decisions regarding the following types of disciplinary action are the responsibility of the campus Director of Nursing Education or designee. Unless the immediate application of disciplinary action is essential, such action will not be taken until the established appeal procedures found in the student complaints/grievance process have been completed.

1. **Warning** - A faculty or administrative staff member may give notice (verbal or written) to a student that continuation or repetition of specified conduct may be cause for further disciplinary action.
2. **Temporary Exclusion** - A faculty or administrative staff member may remove a student who is in violation of the guidelines for student conduct for the duration of the class period or activity during which the violation took place and, if deemed necessary, for the day following. The instructor shall immediately report such removal to the Director of Nursing Education or designee for appropriate action.
3. **Censure** - The Director of Nursing Education or designee may verbally reprimand a student or may place on record a written warning that details how a student's conduct violates a school/program policy or regulation. The student receiving such a verbal or written warning shall be notified that such continued conduct or further violation of school/program policies or regulations may result in further disciplinary action.
4. **Cancellation of Registration** - The Admissions Coordinator or a designee may cancel a student's registration if education records, financial records or other related documents are falsified, or for failure to meet financial obligations to the school.
5. **Disciplinary Probation** - The Director of Nursing Education or designee may place a student on disciplinary probation for a period not to exceed one semester. Repetition of the same action or other violations of school/program policies and regulations during the probationary period may be cause for suspension or termination.
6. **Restitution** - The Director of Nursing Education or designee may require a student to reimburse the school, program, or individual for damage to or misappropriation of property. Restitution may take the form of appropriate service to repair or otherwise compensate for damages.

Disciplinary action(s) as indicated above shall not of itself jeopardize a student's grades; however, the record of any such action shall be maintained as part of the student's record. A student subject to disciplinary action has a right to appeal the decision in accordance with the complaints/grievance policy and procedure.

Suspension

1. **Suspension** - The termination of student status for a definite period of time. A suspended student may not be present on campus and is denied school privileges including class attendance and all other student or HHCI granted privileges.

2. **Summary Suspension** - Limited to that period of time necessary to insure that the school is protected from the immediate possibility of violence, disorder or threat to the safety of persons or property. Summary suspension is not necessarily considered a disciplinary action against the student.
3. **Disciplinary Suspension** - A temporary termination of student status, including exclusion from classes, privileges or activities for a specified period of time as stipulated in the written notice of suspension.

The president of the school or his/her designee may suspend a student, as deemed appropriate, for any of the following time periods:

1. From one or more classes for a period of up to ten days.
2. From one or more classes for the remainder of the school semester or session.
3. From all classes and activities of the school, for one or more semesters or sessions.

In cases involving disciplinary suspension:

1. The student shall be informed of the nature of the violations and/or actions, which constitute the basis for the suspension.
2. The student shall have the opportunity to examine any materials upon which the charges are based.
3. The student shall be allowed to present his/her evidence refuting the charges to the president or his/her designee.
4. A letter explaining the terms and conditions of the suspension shall be sent to the student's address of record.
5. The student's instructors and/or assigned faculty advisor shall be informed in writing of the suspension.
6. The president of the school shall report all suspensions of students to the Board of Directors.
7. A student under suspension at any program may not enroll in any other program offered by HHCI during the period of suspension.
8. At the end of the period of suspension, the student must meet with the Director of Nursing Education or designee before returning to classes.

Expulsion of students

Expulsion of a student is a permanent termination of student status and all attending rights and privileges. Expulsion of a student is accomplished by action of the president of the school on the recommendation of Institutional Administrative Council (IAC). Any student expelled from the school/program shall not be allowed to register in any subsequent semester without the approval of the President of the School.

1. The Director of Nursing Education shall forward to the Customer Feedback and Conflict Resolution Committee (CFCRC) a letter of recommendation for expulsion, which includes a brief statement of charges and a confidential statement of background and evidence relating to the charge(s).
2. The CFCRC shall set a date for a closed executive session to consider the expulsion charges and communicates to appropriate school officials.
3. The Director of Nursing Education shall forward a letter to the student by certified mail advising him/her of the charges and of the intention of the CFCRC to hold a closed executive session to consider the charges of his/her expulsion as well as the date, time and venue of the hearing.
4. The student is entitled to be present during presentation of the case and may be accompanied by a representative. The student has the right to examine any materials upon which charges against him/her are based, and shall be given the opportunity to present his/her evidence refuting the charges to the CFCRC. The student or his/her representative may cross examine any witness. The school bears the burden of proof.
5. Upon hearing and reviewing the expulsion case and materials, the CFCRC shall prepare its recommendations and forward them to the IAC for their review and approval.
6. The IAC reviews the expulsion recommendations and forwards its recommendations to the president of the school for final approval.
7. Upon receipt of the expulsion recommendation, the president of the school or designee then verifies as necessary with the school attorney that all legal requirements have been met. Once all verifications are completed, the president of the school shall then prepare an expulsion letter and forward the same to the student by certified mail advising him/her of the school's decision to expel him/her from the school.
8. Records of all student expulsions shall be confidentially maintained as part of the student's records.

WARNING SYSTEM POLICY AND PROCEDURE

Each student in the LPN program is expected to meet all required academic, nursing skills, practicum/externship, professional and ethical standards. These standards have been carefully woven into the school and/or the LPN program objectives, policies and procedures. It is expected that each student will not only review and understand these objectives, policies and procedures, but also will strive to meet the objectives and comply with the established policies and procedures upon enrollment and throughout the program duration. Any student found to be in violation of any of the school and/or the LPN program policies may face penalties that may include but are not limited to the following:

1. Verbal and/or written warning;
2. Course failure;
3. Probation;
4. Suspension;
5. Termination from the program.

In order to facilitate students' meeting of program objectives and compliance with established policies and procedures throughout the program duration, a warning system that is designed to alert a student in a timely manner of observed deficiencies relative to program objectives and/or policy violations will be deployed. Through this warning system, at-risk students will be identified and provided with appropriate support in a timely manner. Each student will be informed and supported through various types of warning strategies designed to elicit positive action on the part of the student that could enhance the student's chances for successful completion of the program.

The warning system is divided into four categories, including, Academic Deficiency Warning, Nursing Skills Laboratory Deficiency Warning, Practicum/Externship Deficiency Warning, and Policy Violation/Unprofessional Conduct Warning.

Academic Deficiency Warning:

A course instructor may issue an academic warning to any student who is failing to achieve and maintain the minimum required passing grade in the course. The following procedure will apply unless the circumstances warrant an immediate termination of a student from the course/program:

1. A course instructor may issue a verbal warning, correction and/or counseling to a student for performing poorly on a quiz/test or assignment.
2. A course instructor may issue a written warning to a student if at mid-term, the student fails to achieve and maintain the minimum required average course passing grade of “C”.
3. As soon as a written warning is issued, the course instructor and the student must meet to review (conference) the violation and co-create a specific, written plan of action for remediation, including appropriate remedial activities and resources.
4. The issued written warning along with any review/conference documentation and/or corrective action plan must be signed, dated by both the issuing course instructor and the student receiving the warning.
5. The student receives the original copy of the written warning and a copy is placed in the student’s academic file.
6. The Director of Nursing Education, the Program Activity Coordinator and the student’s faculty advisor must be notified by the course instructor as soon as a written warning is issued to a student.
7. At the end of the course, the course instructor completes a written evaluation of the student’s progress relative to the written warning received as well as the student’s overall performance in the course, and subsequently notifies the Director of Nursing Education, the Program Activity Coordinator and/or the student’s faculty advisor of the outcome of the evaluation.
8. If the final evaluation of the student determines that the student still did not meet the minimum required passing grade in the course, then the student will receive a failing grade in the course.
9. Any student placed on “Academic Hold” will not be informed of his/her grade in any courses enrolled, irrespective of whether or not the student is passing or failing. In the event that a student placed on “Academic Hold” failed to achieve at mid-term the minimum required passing grade average of “C” in a course, the course instructor will neither issue an academic warning nor hold a conference with the student regarding poor academic performance.

Nursing Skills Laboratory Deficiency Warning

A nursing skills laboratory instructor or coordinator may issue warning to any student who is not meeting any of the required nursing skills competencies in the course. The following procedure will apply unless the circumstances warrant an immediate termination of a student from the course/program:

1. A nursing skills laboratory instructor or coordinator may issue a verbal warning, correction and/or counseling to a student for failing to successfully complete a nursing skills check-off at his/her first attempt or failing to achieve the minimum required passing grade of 80% on the Medication Dosage Calculation Exam at his/her first attempt in PN 101 Fundamentals of Practical Nursing or PN 201 Care of the Adult.
2. A nursing skills laboratory instructor or coordinator may issue a written warning to a student as follows:
 - a. If the student fails to successfully complete a nursing skills check-off at his/her second attempt.
 - b. If the student fails to achieve the minimum required passing grade of 80% on the Medication Dosage Calculation Exam at his/her **second attempt** in PN 101 Fundamentals of Practical Nursing or PN 201 Care of the Adult, or his/her **first attempt** in PN 302 Care of the Elderly.
3. As soon as a written warning is issued, the nursing skills laboratory instructor or coordinator and the student must meet to review (conference) the identified areas of nursing skills deficiency and co-create a specific, written plan of action for remediation and correction, including appropriate remedial activities, expected improvement benchmarks and time lines for meeting the specified goals.
4. The issued written warning along with the documented conference and plan of action must be signed, dated by both the issuing practicum/externship instructor or coordinator and the student receiving the warning.
5. The student receives the original copy of the written warning along with the developed plan of action and a copy of the documents (warning, conference and plan or action) is placed in the student’s academic file.
6. The nursing skills laboratory instructor or coordinator must verify that the student completed the assigned remediation prior to a third and final nursing skills check-off opportunity or using the final Medication Dosage Calculation Exam retake opportunity in PN 101 Fundamentals of Practical Nursing (third opportunity), PN 201 Care of the Adult (third opportunity), or PN 302 Care of the Elderly (second opportunity).
7. Any student who fails to successfully complete any of the required nursing skills check-off or fails to achieve the minimum required passing grade of 80% in the Medication Dosage Calculation Exam at his/her final attempt will receive a failing grade in the nursing skills component of the course and therefore will be deemed to have failed the entire course.
8. The Director of Nursing Education, the Program Activity Coordinator and the student’s faculty advisor must be notified by the nursing skills laboratory instructor/ coordinator as soon as a written warning is issued to a student.
9. At the end of the nursing skills laboratory learning experience, the nursing skills laboratory instructor/coordinator completes a written evaluation of the student’s progress relative to the written warning issued as well as the student’s overall performance in the nursing skills laboratory learning experience, and subsequently notifies the Director of Nursing Education, the Program Activity Coordinator and/or the student’s faculty advisor of the outcome of the evaluation.
10. The nursing skills laboratory instructor/coordinator will review the evaluation report with the student, and a copy of the report is maintained in the student’s academic file.
11. Any student placed on “Academic Hold” will not be informed of his/her nursing skills laboratory learning experience evaluation report in any of the courses enrolled, irrespective of whether or not the student is passing or failing. In the event that a student placed on “Academic Hold” failed to successfully complete a nursing skills check-off at his/her first and second attempt or fails to achieve the minimum required passing grade of 80% on the Medication Dosage Calculation Exam at his/her initial attempt(s), the nursing

skills laboratory instructor/ coordinator will neither issue a warning (verbal/written) nor hold a conference with the student regarding identified deficiencies.

Practicum/Externship Deficiency Warning

A practicum/externship instructor or coordinator may issue a warning to any student who is not meeting any of the required practicum/externship competencies in the course. The following procedure will apply unless the circumstances warrant an immediate termination of a student from the course/program:

1. A practicum/externship instructor or coordinator may issue a verbal warning, correction and or counseling to a student for a minor practicum/externship deficiency.
2. A practicum/externship instructor or coordinator may issue a written warning to a student as follows:
 - a. If the same practicum/externship deficiency for which a verbal warning was given is repeated.
 - b. If at mid-term or mid- practicum/externship rotation, the student a student is still failing to achieve and maintain the minimum required practicum/externship competencies.
3. As soon as a written warning is issued, the practicum/externship instructor or coordinator and the student must meet to review (conference) the identified areas of practicum/externship deficiency and co-create a specific written plan of action for remediation and correction, including appropriate remedial activities, expected improvement benchmarks and time lines for meeting the specified goals.
4. The issued written warning along with the documented conference and plan of action must be signed, dated by both the issuing practicum/externship instructor or coordinator and the student receiving the warning.
5. The student receives the original copy of the written warning along with the developed plan of action and a copy of the documents (warning, conference and plan or action) is placed in the student's academic file.
6. The Director of Nursing Education, the Program Activity Coordinator and the student's faculty advisor must be notified by the practicum/externship instructor or coordinator as soon as a written warning is issued to a student.
7. At the end of the practicum/externship rotation, the practicum/externship instructor or coordinator completes a written evaluation of the student's progress relative to the written warning issued as well as the student's overall performance in the practicum/externship rotation, and subsequently notifies the Director of Nursing Education, the Program Activity Coordinator and/or the student's faculty advisor of the outcome of the evaluation.
8. If the final evaluation of the student by the practicum/externship instructor or coordinator determines that the student still did not meet the minimum required practicum/externship competencies in the course, then the student will receive a failing grade in the course.
9. The practicum/externship instructor or coordinator will review the evaluation report with the student, and a copy of the report will be maintained in the student's academic file.
10. Any student placed on "Academic Hold" will not be informed of his/her practicum/externship evaluation reports in any courses enrolled, irrespective of whether or not the student is passing or failing. In the event that a student placed on "Academic Hold" failed to achieve at mid-term or mid-practicum/externship rotation, the minimum required competencies, the practicum/externship instructor or coordinator will neither issue a written warning nor hold a conference with the student regarding identified deficiencies.

Policy Violation/Unprofessional Conduct Warning

A course instructor or practicum/externship instructor/coordinator may issue warning to any student who is found to be in violation of any of the school/program policies or for unprofessional conduct. The following procedure will apply unless the circumstances warrant an immediate termination of a student from the course/program:

1. A course instructor or practicum/externship instructor/coordinator may issue a verbal warning, correction and or counseling to a student for an initial minor violation of a school/program policy.
2. A course instructor or practicum/externship instructor/coordinator may issue a written warning to a student as follows:
 - a. If the same behavior for which verbal warning was given is repeated, the student will receive the first written warning;
 - b. If the same behavior for which an initial written warning was given is repeated, the student will receive a second and final written warning and will be automatically placed on probation; or
 - c. If at mid-term or mid- practicum/externship rotation, the student is still failing to comply with established school/program policies or continuing to behave in an unprofessional manner, the student will receive a second and final written warning and will be automatically placed on probation.
3. Once a student is issued a second and final written warning for school/program policy violation or unprofessional behavior, the Director of Nursing Education or designee will prepare and issue a probation notice to the student.
4. In the event that the student fails to comply with terms of the probation and/or continues to violate school/program policies or engage in unprofessional conduct after being placed on probation, the student will be suspended or terminated depending on the severity of the violation.
5. As soon as the first written warning is issued, the course instructor or practicum/externship instructor/coordinator and the student must meet to review (conference) the violation and co-create a specific, written plan of action for remediation and correction, including appropriate remedial activities, benchmarks for expected changes in student behavior, and time lines for meeting them.
6. The issued written warning along with any review/conference documentation must be signed, dated by both the issuing course instructor or practicum/externship instructor/coordinator and the student receiving the warning.
7. The student receives the original of the written warning and a copy is placed in the student's academic file.
8. The Director of Nursing Education, the Program Activity Coordinator and/or the student's faculty advisor must be notified by the course instructor or practicum/externship instructor/coordinator as soon as a written warning is issued to a student.
9. At the end of the course or practicum/externship rotation, the course instructor or practicum/externship instructor/coordinator completes a written evaluation of the student's progress relative to the written warning received as well as the student's overall performance in the course, and subsequently notifies the Director of Nursing Education, the Program Activity Coordinator and/or the student's faculty advisor of the outcome of the evaluation.

TERMINATION FROM SCHOOL/PROGRAM

A student may be terminated from the school/program for any of the following reasons:

1. Failure to comply with published school/program policies, rules, regulations;
2. Failure to achieve and maintain the minimum required cumulative grade point average of 2.0 on a scale of 4.0;
3. Failure of more than one course during the initial program enrollment period; failure of any course during a 2nd enrollment period (readmission)
4. Non-payment of tuition and/or fees; violence or threat of violence;
5. Academic dishonesty;
6. Failure to return as approved for student leave of absence;
7. Poor attendance and punctuality record
8. Unsatisfactory CORI report.

In all instances a student who has been subject to an academic or administrative sanction has the right to appeal the decision of the instructor or administrator in accordance with the due process procedures established by the school. Please refer to Disciplinary Codes and Student Compliant/Grievances Policy for further information.

CANCELLATION OF ENROLLMENT AGREEMENT

A student may cancel this enrollment agreement by providing a written notice of cancellation/withdrawal to the school within 3 business days, excluding weekends and holidays, of executing the agreement and be entitled to a full tuition refund of all monies paid specific to the enrollment agreement within 30 days of receipt of the withdrawal/termination notice pursuant to RSA 361-B.

Except in a situation where the school has discontinued the program of instruction, the student is financially obligated to the school for cancellations/withdrawals that occur after the first three business days, excluding weekends and holidays, of executing the agreement. Refunds in this instance shall be as specified in the tuition and fees refund policy.

Cancellation or withdrawal notice must be written, signed and dated by the student in order to be acceptable. All cancellation/withdrawal notices shall be addressed to Harmony Health Care Institute and forwarded to the following address: Admissions Department, 10 Al Paul Lane, Suite 204, Merrimack, NH 03054

MILITARY WITHDRAWAL

Any student who is member of active or reserve United States military service may submit a request to withdraw from course/program upon receipt of orders to report for duty. Upon verification of such orders, a military withdrawal symbol (MW) will be assigned for each course. Military withdrawals are not counted in progress probation and termination calculations. Any student granted military withdrawal may request refund of any unused enrollment tuition and fees. Tuition and fees refund calculation will be done in accordance with established policy. (Please see Tuition and Fees Refund policy).

LEAVE OF ABSENCE FROM SCHOOL/PROGRAM

Temporary Student Leave of Absence

Any student who has a need to be absent from scheduled instruction for more than one week should formally notify his/her course(s) instructor and/or the director of the educational program.

Extended Student Leave of Absence

HHCI policy permits the granting of a leave of absence to students who find it necessary to withdraw from all of their courses/program for reasons involving extenuating circumstances. For the purpose of this policy, only cases of verified accident, illness or other extraordinary circumstances, beyond the control of the student, will be considered. A maximum Student Leave of Absence of 90 days may be granted within a twelve (12) month period. The student must complete and submit a Student Leave of Absence request form that must include as follows:

1. Start date of requested the leave of absence;
2. Date of return from leave of absence;
3. Reason for leave of absence.

A petition for an Official Student Leave of Absence may be filed at any time during the semester at the Admissions Department; circumstances warranting the leave must be verified and/or documented, where applicable. After completing 75% of the course/semester, all petitions for an Official Student Leave of Absence, along with all supporting documentation, must be reviewed by the Admissions, Progression and Retention Committee (APRC) to determine eligibility.

Any student who has completed a short course or completed units in a variable unit course prior to the effective date of the leave of absence will be issued those units and will be liable for any applicable fees. Courses for which a student receives a "W" as a result of receiving an approval for Official Student Leave of Absence will not be included in the computation of academic progress. Petitions for a late withdrawal are not granted automatically and must be filed with the Admissions Department, along with all supporting documentation, to avoid the possibility of receiving penalty grades.

Students will be notified within seven (7) calendar days of the committee's decision. Request for leave of absence must be approved prior to start of leave. Failure to return within the approved time frame may result in termination school/program.

COURSE REPETITION POLICY

Repeat for Credit

The Harmony Health Care Institute has adopted a policy which permits a student to repeat certain courses for credit a maximum of three times (total four class enrollments). These courses require increasing levels of student performance or provide significantly different course content each subsequent semester. Such courses will be designated as "May Be Repeated for Credit" in the course description. Courses, which are not so designated, may not be repeated under this policy. Further information on this policy, please contact the Admissions Department.

The LPN program will provide opportunity for failing students to repeat no more than one course during an enrollment period. Approval of course repeats will be based on availability of seat in the course. The Admissions Coordinator is the official responsible for processing all requests for repeating a course. The following will guide the course repeat process in the LPN program:

Initial Enrollment

A student's intention to repeat a course must be submitted in writing to the Admissions Department for review and approval. If a student's request is granted, the student must complete the course successfully in order to continue in the program during an enrollment period. The two grades (1st and 2nd attempt) will remain in the student's final transcript of academic records; however, only the 2nd grade will be used for the computation of GPA. Any student that fails twice in one course or two different courses at any time during an enrollment period in the LPN program will be terminated due to academic failure.

2nd Enrollment

Re-admitted students who were not successful in achieving the minimum required passing grade of "C" or a 2.0 grade point average on a 4.0 scale in any of the required course validation testing will be allowed to repeat the course(s) based on seat availability. However, in order to progress in the program, the re-admitted student must achieve and maintain a cumulative grade point average (GPA) of 2.0 at the end of his/her probation period. In the event that a re-admitted student fails achieve and maintain a cumulative grade point average (GPA) of 2.0 at the end of his/her probation period or fails any course during the 2nd enrollment period in the LPN program, the student will be terminated for reasons of academic failure. A re-admitted student who is terminated for any reason will not be given another opportunity for re-admission.

Repeat Tuition & Fees

Course repeat tuition is determined by multiplying the number of total clock hours per course with tuition rate per clock hour. In addition to the tuition cost, other costs that may be incurred include: registration fee, printing/copying fee, technology/resource fee, text book fee, facilities fees, and ATI Assessment & Review fee (if applicable).

LPN PROGRAM RE-ADMISSION POLICY

This policy is designed to encourage the re-admission of previously enrolled students in the LPN program who may have withdrawn for personal reasons or been terminated due to academic failure or for failing to return within the timeframe approved for student leave of absence. To qualify for re-admission to the LPN program, each applicant must demonstrate that he/she is qualified to benefit from the program if given the second chance.

Previously enrolled students who were terminated for reasons other than academic failure (e.g., academic dishonesty, violence or threat of violence, etc.) may not be considered for re-admission. Each applicant for re-admission to the LPN program must adhere to the following criteria to be considered for re-admission:

1. Submit an application for re-admission with all required documentation and pay applicable application processing and validation testing fees (see fee schedule).
2. In addition to meeting all of the LPN program requirements, each applicant for re-admission must submit the following documents:
3. Personal Statement as follows:
 - a. For a student who voluntarily withdrew from the program, provide a written statement that explains the rationale for the withdrawal decision and any plans for successful completion if re-admitted; or
 - b. For a student who was terminated from the program due to academic failure, provide proof of remediation completed and/or a written statement that explains plans for successful completion if re-admitted;
 - c. For students who were terminated for poor attendance record, provide a written statement that explains plans for successful completion if re-admitted;
 - d. For students who were terminated for not returning within the timeframe approved after a leave of absence, provide a written statement that explains plans for successful completion if re-admitted;
4. Three professional references, one of which must come from an HHCI faculty member that must have had the student in scheduled classroom instruction, skills laboratory instruction, or clinical instruction;
5. Validation testing result of previously completed classes. Students that failed to achieve the minimum required passing grade of "C" (2.0 GPA on a 4.0 scale) in a previously completed course(s) will be required to repeat the course(s) if re-admitted in the program.

Validation testing on previously completed courses will be used to determine applicant's placement in the program if readmitted.

Any applicant approved for re-admission will be placed on probation. To progress in the program, the re-admitted student must achieve and maintain a minimum cumulative grade point average (GPA) of 2.0 on a scale of 4.0. In the event that the re-admitted student fails to achieve the minimum required GPA or fails any course during the 2nd enrollment period in the LPN program, the student will be terminated. Each previously enrolled student will have only one opportunity for re-admission. Any previously enrolled student that was re-admitted, but failed to successfully complete the program at the second attempt, will not be given another opportunity for re-admission.

The President/CEO of the school and/or the Director of Nursing Education shall be the responsible officials for overseeing student re-admission.

GRADING SYSTEM

There are three systems of grading at Harmony Health Care Institute as follows:

Letter Grades

Grades from a grading scale shall be averaged on the basis of the point equivalencies to determine a student's grade point average. The highest grade shall receive four points, and the lowest grade shall receive zero points, using only the following evaluative symbols:

Symbol Definition Grade Point

Qualitative Letter Grade	% Equivalent & Points
A	94 - 100 = 4.0
A-	90 - 93 = 3.67
B+	87 - 89 = 3.33
B	83 - 86 = 3.00
B-	80 - 82 = 2.67
C+	77 - 79 = 2.33
C	75 - 76 = 2.00
F	74 and below = Failing = No Credit Earned

W Withdrew P Pass
I Incomplete F Failure

A student withdrawal prior to completing 50% of the course will receive a “W” grade on the course. However, a student withdrawal after completing 50% of the course will receive an “F” grade on the course. The skills laboratory and/or practicum components of a course/program will receive a “P” or “F” grade. An “I” grade will be used only as a temporary grade for students that completed most of the required course work, but were unable to sit for the final examination or complete all of the course required assignments as scheduled due to circumstances beyond the student's control (i.e. medical emergency, emergency call to military service, jury duty, etc.). Documented evidence to support the student's claim for not completing the course as scheduled must be proved to the instructor and/or the director of the program for review and approval prior to completing the required course work for a full evaluation in the course. In the event that an extension is granted, the course instructor will schedule a date (within two weeks of course end date) for the student to complete the required course work and the student must comply with the schedule. Any student who fails to keep the schedule (without good cause) will receive a final grade based on the work he/she had already completed. Any Official Transcript of student's academic records issued while a course(s) is still in incomplete status, will be shown with “I” grade.

Non-Evaluative Symbols

W - Withdrawal

The “W” symbol is used in a case where a student withdrew before completing 50% of the course. However, a student withdrawal after completing 50% of the course will receive an “F” grade on the course.

I - Incomplete

The “I” symbol is used in the following circumstances:

1. *Unforeseen, emergency, and justifiable reasons:* The “I” symbol is used in case of incomplete academic work for unforeseeable, emergency, and justifiable reasons. Conditions for the removal of the "Incomplete" shall be set forth by the instructor and/or the director of the educational program in a written record that also indicates the grade to be assigned in lieu of removal. The student will receive a copy of this record and a copy will be filed in student's academic records. The instructor will assign a final grade when the stipulated work has been completed and evaluated. In the event that the work is not completed within the prescribed time period, the grade previously determined by the professor will be entered in the student's permanent record. An “Incomplete” may be made up no later than 90 days following the end of the term in which it was assigned. Established school procedures may be utilized to request a time extension in cases involving unusual circumstances. Students who have received an “Incomplete” must not register in the same course during the time period in which the “Incomplete” is in effect. The “I” shall not be used in the computation of grade point average.
2. *Course work is still in progress:* The “I” symbol is used in the student's permanent record to confirm enrollment and indicates that work is "in progress" and that the assignment of unit credit or grade will be given when the course is completed. The "I" grade shall not be used in the computation of grade point average.

P - Pass

The “P” symbol is used to indicate a student's successful completion of a skills laboratory and/or practicum component of a course/program.

F - Fail

The “F” symbol is used to indicate a student's failure to successfully complete a skills laboratory, practicum/internship component of a course/program or fails to achieve the minimum required passing grade in a course.

Grade Point Average

Grade Point Average (GPA) is determined by dividing the total number of grade points earned by the total number of letter graded (GPA) units attempted (See Academic Standards Policy).

Scholastic Honors

To incentivize students to pursue academic excellence and good professional conduct while a student at HHCI, student achievements will be recognized as follows:

Dean/President's List

A Dean/President's List of students who have achieved academic honors is published at the end of each session. The list contains all the names of students who have completed 330 clock hours or more of letter-graded course work at Harmony Health Care Institute with a 3.33 grade point average or above.

Student of the Session

At the conclusion of each session, one student is selected from each program cohort and awarded "Student of the Session". The selected student's academic performance and professional conduct must meet a certain criteria (e.g., achieved a GPA of 3.33 [B+] or higher with sound professional conduct in the classroom, laboratory and clinical setting) established by faculty in order to be considered for the "Student of the Session" award.

Graduation Awards

At graduation, HHCI will recognize student achievement by issuing the following awards to deserving students selected by members of faculty:

1. Outstanding Student Award
2. Professional Growth Award
3. Leadership Award
4. Clinical Excellence Award

See "*Student Achievement Recognition and Awards*" policies for additional information.

Grade Point Average Acknowledgement

1. Honors - 3.33
2. High Honors - 3.67
3. Highest Honors - 4.00

Final Grade Reports

Each student is held responsible for his/her own academic progress. Final grades are available online at: <https://secure.headmasteronline.com>. Dates of final grade availability for specific semesters are published in the current Schedule of Classes. All tuition and fees due must be paid in order to access grades.

Change of Grades

An earned grade of A, A-, B+, B, B-, C+, C, C-, D+, D, P, F, W, I, may be changed by the course instructor within 90 days only if an error has occurred. Grades cannot be changed on the basis of a student completing course work subsequent to the assignment of the final grade.

Transcripts

An official transcript summarizing a student's complete academic records of course work taken at Harmony Health Care Institute will be provided to the student or sent directly to colleges, employers, and other agencies upon written request by the student. Transcripts from high schools and other colleges will not be forwarded. There is a fee for each copy of an official transcript issued. Please see fee schedule for applicable fees.

STUDENT ASSESSMENT AND GRADING POLICY & PROCEDURE

The faculty and administration of the LPN program believe that assessment/evaluation of student learning should be fair, equitable and consistent. Therefore, to assure that the above principles are upheld at all times, the following policy will guide the assessment/evaluation of student learning in the classroom (didactic), skills laboratory and clinical. In order for a student enrolled in a course with all three components (didactic, skills laboratory, and clinical) to receive a passing grade at the course completion, the student shall successfully complete every one of the components simultaneously. Failure in any one of the components of the course shall automatically result in the failure of the entire course.

A. Didactic Course or Component:

Formative and summative assessment strategies shall be used by faculty when assessing/evaluating student learning in a didactic course. Formative assessment strategies shall facilitate faculty identification of gaps in student learning while summative assessment instruments shall serve the purpose of making definitive decisions about student performance in the course.

Grading criteria for all summative assessments shall be published in the course syllabus provided to the students at the beginning of each course. Faculty shall assess student's learning based on the grading criteria as specified in the course syllabus. Faculty may choose from a variety of assessment/evaluation instruments for assessing student learning. These instruments may include but are not limited to: multiple choice questions, fill-in-the-blank items, essay questions, discussion questions, written paper, et cetera. Faculty may use these assessment instruments in a variety of ways to assess student's learning, including, pre-class testing, post-class testing, impromptu testing, scheduled in-class quizzes, scheduled in-class examinations, take-home assignments, et cetera.

All summative assessment grades shall be reviewed to determine the cohort pass rate in the assessment and approved by faculty prior to publication or release to students. Summative assessment grades shall be published or released to students within five business days of the testing date. Depending on the cohort's pass rate, faculty may either remove specific quiz or test items from the assessment or cancel the assessment and administer an alternate assessment based upon established criteria.

The following criteria shall guide faculty decision-making process when reviewing a graded assessment prior to publication or release to students:

a) *Assessment Item Removal*

Any assessment item that 35% or less of the students who participated in the assessment answered correctly shall be removed from the assessment and shall not count towards students' grades on the assessment. All assessment items removed from an assessment may be reused in the future as long as the following criteria are met:

- a. The psychometric property (reliability and validity) of each assessment item is analyzed to validate that the item is an accurate measure of the construct that it is supposed to measure;
- b. Any problem identified relative to the psychometric properties of each assessment item is resolved;
- c. The content area from which the assessment item was created shall be reviewed with the students to assure that any possible gaps in

learning are addressed. For purposes of this review, actual assessment items may be used (albeit with caution) during the review to help the students relearn the correct answers and the rationales behind them;

d. Document and report incident as appropriate.

b) Assessment Cancellation

If the review of the assessment after removal of questions answered correctly by 35% or less of students participating in the assessment indicate that 50% or more of the students still failed to achieve the minimum required passing grade, the assessment shall be automatically cancelled and an alternate assessment administered to the students. Once a decision is made to cancel an assessment, the faculty shall adhere to the following guidelines:

- a. Schedule an alternate assessment to be completed within 10 business days of the cancellation;
- b. Communicate to the students involved regarding the cancellation decision and the schedule for an alternate assessment within twenty-four hours of the cancellation decision;
- c. Provide opportunities for review of selected content areas based on identified student learning needs;
- d. Administer the alternate assessment on the scheduled date.
- e. Review the alternate assessment and remove any assessment item that 35% or less of the students who participated in the assessment answered correctly.
- f. Use only the alternate assessment grades in place of the initial assessment grades to determine students' performance. The alternate assessment grades will be deemed final and no other retest opportunity shall be provided.
- g. Review the assessment items removed as listed in the "Assessment Item Removal" criteria listed above.
- h. Review the content material with the students.
- i. Document and report incident as appropriate.

c) Take-Home Assignment

Faculty may choose to assess student learning using a take home assessment (e.g. exam or written paper). In such cases, faculty shall publish in the syllabus the grading rubric and due dates for submission. To receive full grade, students shall complete the assignment in accordance with the grading rubric and due date provided. Take-home assignment grades shall be published or released to students as follows: Exams will be published within 5 business days and written papers within 10 business days.

Any student who fails to adhere to the grading rubric and due date shall be penalized. Penalty for lack of adherence to assessment grading rubric and due date shall include: deduction of points from the total assessment grade or issuance of a grade of 0%. Non-submission of an assignment shall result in an automatic 0% grade on the assessment.

d) Maintenance of Students Didactic Assessment/Evaluation Documentation

Each faculty member assigned to teach a didactic course is responsible for the assessment/evaluation of student learning relative to the course objectives as well as the provision of all records of student assessment/evaluation to the Director of Nursing Education or designee for filing and secure maintenance against damage or loss.

B. Faculty-Supervised Skills Laboratory Component:

Formative and summative assessment strategies shall be used by faculty when assessing/evaluating student learning in the skills laboratory component of a course. Formative assessment strategies shall facilitate faculty identification of gaps in student learning while summative assessment instruments shall serve the purpose of making definitive decisions about student performance in the skills laboratory component of the course. Assessment/evaluation of students learning in the skills laboratory component of a course is based on a consistent pattern of achievement of course and level (program curriculum) objectives.

The skills laboratory faculty shall use a "Skills Check-Off Tool" for the summative assessment/evaluation of a student's skills development in specific areas. A "Satisfactory" grade shall be awarded to a student in each skills area that he or she completed successfully while an "Unsatisfactory" grade shall be awarded in the skills area where the student failed to successfully demonstrate the required competencies. Students shall have a maximum of three (3) opportunities (attempts) within the allotted time frame to successfully complete the check-off in each skills area. Faculty shall provide sufficient opportunity (open skills laboratory hours) for students to practice learned skills prior to participation in the skills check-off. Faculty shall verify (using the skills practice sign-in and sign-out records) that a student practiced learned skills prior to participation in the initial skills check-off attempt. A student may be sent home for coming late to scheduled skills laboratory activity, failing to practice learned skill prior to a scheduled skills check-off, or coming to scheduled skills activity unprepared. Students who have not practiced the skill shall not be allowed to attempt sign-off on the skill and shall forfeit the first check-off attempt. In the event that a student is sent home, it will count as a clinical absence and loss of one skills check-off opportunity.

A skills laboratory faculty may not conduct more than two check-offs with a student; in a situation where a student requires a third check-off opportunity, a different faculty member shall conduct the skills check-off. All skills check-off attempts shall be completed within the allotted time frame and/or by the end of the course. A student shall receive an "F" grade in the course (irrespective of the student's grade in the didactic and/or clinical components of the course) if he or she fails to achieve a "satisfactory" grade in area of the skills check-off after exhausting all three attempts.

C. Medication Dosage Calculation

Math skills for medication dosage calculation are important skills relative to the safe preparation and administration of medication to clients. Licensed Practical Nurses are expected to be proficient at performing medication dosage calculations. To assure that students in the Licensed Practical Nurse program develop and maintain the requisite math skills for safe preparation and administration of medications to their clients, they shall participate in a mandatory "Medication Dosage Calculation Examination" during each semester of the Licensed Practical Nurse program. Students are expected to demonstrate a progressive improvement from semester to semester. The following guidelines shall guide faculty in the administration of the "Medication Dosage Calculation Examination":

- a. In session I of the Licensed Practical Nurse Program, the "Medication Dosage Calculation Examination" is a component of PN101

Fundamentals of Practical Nursing. In this session, every student is allowed a maximum of three (3) attempts to successfully complete the assessment with a minimum passing grade of 90%. A student who fails to achieve a minimum passing grade of 90% after exhausting all three (3) attempts shall be deemed to have failed PN101 Fundamentals of Practical Nursing;

- b. In session II of the Licensed Practical Nurse Program, the “Medication Dosage Calculation Examination” is a component of PN201 Care of the Adult. In this session, every student is allowed a maximum of three (3) attempts to successfully complete the assessment with a minimum passing grade of 90%. A student who fails to achieve a minimum passing grade of 90% after exhausting all three (3) attempts shall be deemed to have failed PN201 Care of the Adult;
- c. In session III of the Licensed Practical Nurse Program, the “Medication Dosage Calculation Examination” is a component of PN302 Care of the Elderly. In this session, every student is allowed a maximum of two (2) attempts to successfully complete the assessment with a minimum passing grade of 90%. A student who fails to achieve a minimum passing grade of 90% after exhausting the two (2) attempts shall be deemed to have failed PN302 Care of the Elderly;
- d. No student shall be permitted to administer medications to a client in any clinical environment unless he or she has successfully completed the “Medication Dosage Calculation Examination” with the minimum required passing grade 90% or better.

D. Faculty-Supervised Practicum Component

Formative and summative assessment strategies shall be used by faculty when assessing/evaluating student learning in the practicum component of a course. Formative assessment strategies facilitate faculty identification of gaps in student learning while a summative assessment instrument shall serve the purpose of making definitive decisions about student performance in the practicum component of the course. The manner in which the above two assessment/evaluation strategies shall be implemented is as follows:

- a) **Formative Assessment** – The faculty member, in fulfilling his/her role of direct supervision of students during practicum rotation, shall assess students’ learning through observation, questioning of students in relation to the learning objectives, making adjustments to the learning opportunities and providing timely feedback to students. Additionally, students’ learning shall be assessed formatively using assignments in the SimChart learning resource (Electronic Health Records). Faculty shall use a grading rubric to assess students’ performance in the SimChart assignments for each course. The grading rubric for each course shall be as presented below:

Students’ assignments in SimChart shall be evaluated using the following grading rubric in the course titled PN101 Fundamentals of Practical Nursing:

SimChart Component	Directions	Possible Points
Clinical set up	Complete page one of SimChart	10/10%
Pre-clinical manager	Include one medical diagnoses	25/25%
Pre-clinical manager	Include seven medications per week	15/15%
Care Planning	Complete one care plan per week	25/25%
Charting details	Provide accurate documentation	25/25%

Students’ assignments in SimChart shall be evaluated using the following grading rubric in the course titled PN201 Care of the Adult:

SimChart Component	Directions	Possible Points
Clinical set up	Complete page one of SimChart	10/10%
Pre-clinical manager	Include one medical diagnoses	25/25%
Pre-clinical manager	Include all patient medications per week	15/15%
Care Planning	Complete one care plan per week	25/25%
Charting details	Provide accurate documentation	25/25%

Students’ assignments in SimChart shall be evaluated using the following grading rubric in the course titled PN302 Care of the Elderly:

SimChart Component	Directions	Possible Points
Clinical set up	Complete page one of SimChart	10/10%
Pre-clinical manager	Include one medical diagnoses	25/25%
Pre-clinical manager	Include all medications per week	15/15%
Care Planning	Complete one care plan per week	25/25%
Charting details	Provide accurate documentation	25/25%

- b) **Summative Assessment** - Summative assessment/evaluation of students’ learning in the practicum component of a course shall be based on a consistent pattern of achievement of course and/or level (program curriculum) objectives. The clinical faculty shall use a “Practicum Evaluation Tool” to evaluate students’ performance at mid-practicum rotation and at the end of the practicum rotation. At the completion of the practicum experience, each student shall be awarded a “Pass” or “Fail” grade based on how he or she performed based on the “Practicum Evaluation Tool”. Failing the practicum component of a course shall automatically result in failure of the entire course (irrespective of the student’s grade in the didactic component of the course).
- c) **Maintenance of Students Practicum Assessment/Evaluation Documentation** - The practicum faculty shall be responsible for the assessment/evaluation of student learning relative to the practicum objectives as well as the provision of all records of student assessment/evaluation to the Director of Nursing Education or designee for filing and secure maintenance against damage or loss.

E. Externship Component

Assessment/evaluation of student learning shall be conducted through the collaborative work of the designated school faculty for the coordination of externship learning experience and the externship on-site supervisor. Formative assessment strategies shall facilitate faculty identification of gaps in student learning while summative assessment instrument shall serve the purpose of making definitive decisions about student performance in the externship component of the course. The manner in which the above two assessment/evaluation strategies shall be as follows:

- a) **Formative Assessment** – The externship on-site supervisor, in fulfilling his/her role of direct supervision of students during the externship rotation, shall assess students’ learning through observation, questioning of students in relation to the learning objectives, making adjustments to the learning opportunities and providing feedback to students.
- b) **Summative Assessment** - Summative assessment/evaluation of students’ learning in the externship component of the course shall be based on a consistent pattern of achievement of course and/or level (program curriculum) objectives. The designated school faculty for the coordination of externship learning experience, in collaboration with the externship on-site supervisor shall use a “Practicum Evaluation Tool” to evaluate students’ performance at the end of the practicum rotation. At the completion of the practicum experience, each student is awarded a “Pass” or “Fail” grade based on how he or she performed on the “Practicum Evaluation Tool”. Failing the externship component of the course shall automatically result in failure of the entire course (irrespective of the student’s grade in the didactic component of the course).
- c) **Maintenance of Students Externship Assessment/Evaluation Documentation-** The designated school faculty for the coordination of externship learning experience shall be responsible for the assessment/evaluation of student learning relative to the practicum objectives as well as the provision of all records of student assessment/evaluation to the Director of Nursing Education or designee for filing and secure maintenance against damage or loss.

ATI COMPREHENSIVE ASSESSMENT AND REVIEW PROGRAM POLICY & PROCEDURE

Student is required to participate in the Assessment Technologies Inc. (ATI) Comprehensive Assessment and Review Program (CARP) throughout the duration of the Licensed Practical Nurse Program. ATI-CARP is both a learning and assessment tool designed to help prepare the student for NCLEX-PN examination upon graduation. The following policy describes the use of ATI-CARP as a component of admission, progression, and graduation in the practical nursing program at Harmony Health Care Institute. The goal is to assist all students in their preparation for the NCLEX-PN licensure examination and to facilitate the assessment of at-risk students and establish a review and remediation process to enhance all students’ success in the program and on NCLEX-PN after graduation. Successful completion of ATI proctored assessments and remediation in accordance with the requirements stipulated in each course syllabus is a condition for participation in the final exam. As a condition of graduation, students are required to successfully complete the PN Comprehensive Predictor assessment.

1. Admission: The ATI Test of Essential Academic Skills (TEAS) is used as a component of the admission process. Students will be rank ordered against other applicants based off of the composite score of the following content areas – Reading, Math, Science, and English. Please visit www.atitesting.com for further information.
2. Students in the Licensed Practical Nurse Program are required to take an ATI exam as part of each required course. Scores on the ATI Proctored Examination/Remediation Assessments in selected course(s) comprise a component of the course grade.
3. Students can obtain up to 5 points towards their final grade, depending on the proficiency level achieved and the successful completion of assigned Practice Assessments/Remediation (see ATI examination point grid).
4. Students must complete the ATI Critical Thinking Entrance Exam and the Self-Assessment Inventory in the beginning of session I (PN 101 Fundamentals of Practical Nursing), by the assigned dates in order to progress to session II of the Licensed Practical Nurse Program. Students who do not meet these requirements will be given a remediation opportunity as may be prescribed.
5. The ATI review and remediation Content Mastery Series is used as a component of measurement and progression throughout the program. Each content area will follow the following format:

Assessment Flow:

1. First Online Practice Assessment will be made available on the course syllabus. Students must complete the assessment prior to the proctored assessment. Failure to complete this assessment prior to the scheduled proctored assessment will make the student ineligible to sit for the proctored assessment.
2. The proctored assessment along with the required remediation must be completed prior to the final exam with the exception of PN 300 Leadership in Practical Nursing and PN 120 Introduction to Pharmacology II. All students will have the opportunity to remediate and increase their ATI grade. This remediation is a critical part of success in the program and on the NCLEX-PN examination. It is mandatory that every student remediate. Please see grid for point association to final grade.
3. Students must achieve a proficiency level 2 on the selected ATI Proctored Examination(s) or a minimum individual score of 80% (at no more than the allotted number of attempts) on the Remediation Practice Examination(s) (NO rationales). Students who fail to achieve this requirement will not be allowed to sit for the final course examination with the exception of the ATI Mental Health assessments in PN 302 Care of the Elderly, PN 300 Leadership in Practical Nursing and PN 120 Introduction to Pharmacology II.
4. Grade points will apply for successful remediation. (See definition of successful remediation).

ATI Assessments Point Grid

Achievement on Proctored ATI Test	Points Awarded for Level of Achievement	Points Awarded for Successful Remediation	Total Points Awarded
≥ Proficiency Level 3	3	2	5
≥ Proficiency Level 2	2	2	4
≥ Proficiency Level 1	1	2	3
< Proficiency Level 1	0	2	2

5. 5% of the total grade in each course will be based on the Proficiency Levels achieved on the proctored test and successful completion of the required remediation as indicated above.
6. All students who scored below Proficiency Level 1 will be required to participate and successfully complete the remediation program as prescribed by the faculty/course instructor.

Definition of Successful Remediation:

Successful remediation is defined as completing a focused review and achieving a minimum grade of 80% or better on the assigned Online Practice Assessment, completed no later than the assigned date (before the course final exam with the exception of PN 120 Introduction to Pharmacology II and PN 300 Leadership in Practical Nursing). Students will have remediation opportunities to achieve the required minimum score of 80% as follows:

- PN 101 Fundamentals in Practical Nursing/ATI Fundamentals – three attempts
- PN 201 Care of the Adult/ATI Adult Medical Surgical – three attempts
- PN 120 Introduction to Pharmacology II/ATI Pharmacology – three attempts
- PN 300 Leadership in Practical Nursing/ATI Management – 2 attempts
- PN 301 Care of the Family/ATI Nursing Care of Children and Maternal Newborn – 2 attempts
- PN 302 Care of the Elderly/ATI Mental Health – 2 attempts

Students, who do not meet this successful remediation requirement, will not earn any grade points for remediation.

The remediation may include, but is not limited to:

1. Meeting with course instructor, course coordinator, the Program Activity Coordinator, or the Director of Nursing Education to set up a plan.
2. Review of ATI materials including the on-line focused review, on-line and/or hard copy review modules, and practice tests.
3. Meeting with course instructor for additional guidance.

In the last session of the Licensed Practical Nurse Program, every student will be required to:

Achieve the required individual minimum score (commensurate with a 95% probability of passing NCLEX-PN at the first attempt, as determined by ATI) on the Licensed Practical Nursing Comprehensive Predictor Examination (at no more than two attempts).

Achieving the minimum required passing score within the maximum attempts permitted is precondition for taking the Care of the Elderly final examination. Students who fail to achieve the required minimum score in the LPN Comprehensive Predictor examination after the second attempt will not be qualified to sit for the Care of Elderly final examination.

Students with questions about this policy should forward their questions or concerns to the applicable course faculty, course coordinator, the Program Activity Coordinator or Director of Nursing Education.

STUDENT SATISFACTORY PROGRESS POLICY AND PROCEDURE

Cumulative Grade Point Average

Throughout the LPN program, each student's academic progress will be assessed at specified intervals and each student will be informed his/her academic progress. At a minimum, each student's academic progress will be evaluated at midterm and at the end of each course and/or semester. At midterm, each student will be expected to achieve and maintain an average minimum passing grade of "C" (2.0 GPA on a scale of 4.0). Any student identified to be performing below the required minimum passing grade will be issued an "Academic Warning". At the end of each course/semester, each student will be required to achieve and maintain a cumulative grade point average (GPA) of 2.0 on a scale of 4.0 in order to progress to the next course/semester or level in the LPN program.

At the end of each session, each student's academic record will be reviewed to determine the likelihood that the student will be able to attain the minimum cumulative grade point average required for graduation. A student may be allowed to repeat only one course during the initial enrollment period in the LPN program. Failure in more than one course during the initial enrollment period will result in termination from the LPN program due to academic failure.

Any student who was previously terminated due to academic failure and later re-admitted in the LPN program will be placed on academic probation. To progress in the program, the re-admitted student must achieve and maintain a cumulative grade point average (GPA) of 2.0 on a 4.0 scale. Any re-admitted student who fails to achieve and maintain a cumulative grade point average (GPA) of 2.0 on a 4.0 scale or fails any course during the 2nd enrollment period in the LPN Program will be terminated.

To become eligible for graduation, a student will at a minimum, attain a cumulative grade point average (GPA) of 2.0 on a 4.0 scale at the completion of the LPN program. The Director of Nursing Education is the official responsible for monitoring and enforcing the cumulative grade point average policy and procedure. The Admissions, Progression and Retention Committee (APRC) and the Academic and Curricular Affairs Committee (ACAC) will be responsible for the review of the cumulative grade point average practices and procedure annually.

SUCCESSFUL COMPLETION REQUIREMENTS

Successful completion of the practical nursing program requires the following:

- Completion of the program curriculum with a minimum cumulative GPA of 2.0.
- Successful completion of all program requirements within 150 % of program duration (18 months).
- Successful completion of the ATI Comprehensive Review and Assessment Program.

- Achievement of the required individual minimum score (commensurate with a 95% probability of passing NCLEX-PN on first attempt, as determined by ATI) on the Practical Nursing Comprehensive Predictor Examination (at no more than two attempts). Students who fail to achieve the required score in the PN predictor examination after the second attempt will not be allowed to sit for the Care of the Elderly final examination.
- Participation in a mandatory end of program NCLEX-PN review.
- Completion of the Program Exit Evaluation.
- Fulfillment of financial obligations.

A diploma signifying satisfactory completion will be issued to the student upon successful completion of all program requirements for graduation and when all tuition/fees are paid in full.

Failure to meet any of the above requirements may result in denial of graduation and/or termination from the program.

TUITION AND FEES

Students are required to pay tuition and fees as follows:

Pre-Admission Testing and Application processing Fees:

Entrance Testing (non-refundable)	\$ 150.00
Application Fee (non-refundable)	\$ 350.00

Post-admission Program Tuition and Fees:

Base Tuition	\$ 17,970.00
Supplies and Fees	\$ 4,025.00
Total Tuition and Fees	\$ 21,995.00

OTHER COSTS:

Textbooks (See HHCI adopted textbook list)

Uniforms (HHCI uniforms are purchased through McGill's during orientation)

Clinical Supplies (Supplies may be purchased through McGill's or other supplier)

INCIDENTAL FEES: (These may be assessed as applicable.)

Transcript/Document Fee	\$ 10.00
Expedited Processing Fee	\$ 5.00
Certificate Reprint Fee	\$ 50.00
Validation Testing Fee	\$ 100.00
Clinical Make-up Fee	\$ 265.00
Late Payment Fee	\$ 50.00
NCLEX-PN Review	\$ 315.00 (fee subject to change)
Cap and Gown Fee	\$ 55.00
Returned Check Fee	\$ 50.00
Interest on Unpaid Balance	18% per annum

Repeat Tuition and Fees-

- Repeat Course Tuition Based on Total Clock Hours per course (See Financial Coordinator)
- Session Fees \$150.00 per course (excluding textbooks)

Additional repeat fees may include:

- Technology & Learning Resources – Up to \$180.00 (depending on the course or session being repeated).
- Content Mastery Program (i.e., ATI) – Up to \$185.00 (depending on the course or session being repeated).
- Facilities Fee – Up to \$100.00 per session

(The following fees are charged to the student who requests a replacement or additional item.)

Photo ID Badge	\$ 40.00
Photo ID Badge Clip	\$ 2.00
ATI – TEAS Study Guide	\$ 60.00 (for mailing add additional 10.00 for a total of \$70.00)

TUITION AND FEES POLICY

Harmony Health Care Institute (HHCI) will charge applicable tuition and fees for its educational programs, services and products necessary for the purpose of fulfilling the educational mission of the school. The following criteria shall guide how tuition and fees for educational services and products are charged:

- Tuition costs and charges, tuition discounts, and all costs incidental the educational program, service or product shall be published in the school catalog and accessible to prospective students prior to enrollment.
- Tuition costs and charges, tuition discounts, and all costs incidental to training are disclosed to the prospective student before enrollment.

- Tuition costs and charges, and all incidental costs for the educational program, service or product shall be clearly stated on the enrollment agreement prior to the execution of the said agreement. Once an enrollment agreement has been executed, no tuition costs, charges, and incidental costs shall be increased during the term of the contract.
- Any tuition discounts offered to prospective students shall be bona fide (i.e., represent actual reductions in the tuition that would otherwise be charged) and shall be fairly applied.
- Any scholarships offered to students shall be based on a clearly defined purpose and specified criteria that students must meet in order to be eligible for and receive the scholarship.
- Tuition costs and charges, and all incidental costs will be charged in full upon enrollment and full payment will be due immediately.
- A payment plan option will be made available to all enrolled students for use in the event that there are students who are not able to pay for the tuition and charges, and all incidental costs in full upon enrollment.
- Students opting to enter into a payment agreement will be required to make a minimum down payment and sign a promissory note that specifies the terms of the loan agreement.
- All payment plan agreements with the school will be subject to an interest rate of 18% annual percentage rate.
- Interest charges will be assessed on the first day of a new month for the previous month. Payments will be applied to accrued interest first and then the principal.
- Payment plan agreements may be extended up to 75% of program length.
- Each student on payment plan will be issued statement of his/her account at the end of every month until all scheduled payments are completely paid in full.
- Defaults in payment of tuition and charges, and all incidental costs as agreed to in the promissory note will attract penalties including: default fee (i.e., late payment fee, insufficient fund fee, etc.) and “Academic Hold”, temporary removal from scheduled class/program activities or termination from the school (see Non-Tuition Fees Payment Policy).
- Each payment default (i.e., missed payment and insufficient fund) will attract a \$50.00 fee.
- Promissory notes or contracts for tuition and fees may be sold or discounted to third parties, however, in the event of such transaction, either the student signing such note, or the financial sponsor who signed the note, shall sign a statement authorizing such sales.
- All methods used in requesting or demanding payment from student shall adhere to sound and ethical business practices.
- All tuition and fees refunds will be made in accordance with the established tuition and fees refund policy (see Tuition and Fees Refund Policy).
- The Financial Coordinator is the responsible official for tuition and fees.
- The Institutional Administrative Council shall review the tuition and fees practices and procedures annually.

TUITION AND FEES REFUND POLICY

Full Refund: Harmony Health Care Institute (HHCI) shall provide a student with a full refund, of all monies paid specific to the enrollment agreement within 30 days of receipt of a student’s withdrawal/termination notice if:

- a) The school procured the student's enrollment as the result of any false representations in the written materials used by the school or in oral representations made by or on behalf of the school; or
- b) The student withdraws from the program or course within three business days, excluding weekends and holidays, of executing the agreement, and/or before the first day of instruction. Full tuition refund in this instance may be less an administrative fee, not to exceed \$150.

Other Refunds: HHCI shall provide a student with a partial refund of monies paid within 30 days of receipt of a student’s withdrawal/termination notice if:

- a) A student who withdraws or is dismissed after the commencement of classes and before completion of 50% of the contracted instruction program, the student shall be charged according to the published class schedule. The student shall be entitled to a pro rata refund of the tuition, less an administrative fee, not to exceed \$350, when the amount paid exceeds the charges owed to the school.
- b) In addition to the pro-rated tuition, the school may retain the registration fee, book and supply fees, and other legitimate charges owed by the student. The school shall make all reasonable efforts to refund prepaid amounts for books, supplies and other charges unless the student has consumed or used those items and they can no longer be used or sold to new students, or returned by the school to the supplier.
- c) A student who withdraws or is dismissed after more than 50% of the instruction period, shall be obligated for the tuition charged for the entire program or course and shall not be entitled to any refund.

The written notification requirement of the school’s program or course cancellation/withdrawal policy shall not be used by the school as a pre-condition for issuing applicable tuition refunds, but rather as means of securing written evidence of a student’s decision to withdraw. Under no circumstance shall written notification of withdrawal from the student be required for tuition refund payment and in no instance shall the school make required refunds in excess of 30 days from the student’s withdrawal or termination date.

NON-PAYMENT OF TUITION AND FEES

Students in default of their scheduled tuition and fees payment as agreed will be subject to penalties that include but are not limited to: placement on “Academic Hold”; temporary removal from scheduled class/program activities or termination from the school/program. The level of penalty applied is determined by the severity of the delinquency. Any student placed on “Academic Hold” status or terminated from the school/program will be advised of his/her status in writing once the determination is made. “Academic Hold” status may trigger any or all of the following actions: withholding of test grades; removal from didactic and/or clinical instruction; withholding of academic performance notices at midterm (i.e., Midterm Warning and Advising); withholding of academic support services; withholding of statement of results, transcripts, and/or diploma.

FINES

Harmony Health Care Institute (HHCI) will assess appropriate penalties and fines in the event that a student fails to comply with applicable school regulations when using school facilities and resources. Any student caught vandalizing or carelessly or unnecessarily causing damage to school property will be required to pay for the replacement cost.

Any student who is delinquent in his/her financial obligations to the school may be placed on "Academic Hold" until such delinquencies have been adjusted to the satisfaction of the school authorities.

Any student placed on "Academic Hold" may be denied future admission/registration until his/her delinquencies are resolved to the satisfaction of the school.

DOCUMENT REQUEST POLICY

Any current or former student may submit a document request. Document fee(s) will apply.

All document requests will be processed within fourteen (14) days of receipt of request and payment.

Those requesting expedited processing (i.e. anything less than fourteen [14] days) shall be charged an additional fee. Expedited processing may include faxing, emailing or personal pickup. In the event express mailing is requested an additional fee, in addition to the expediting fee, may be charged. See fee schedule.

STUDENT SUPPORT SERVICES POLICY AND PROCEDURE

HHCI shall attend to the needs of its students and provide adequate support to both matriculated and non-matriculated students through a comprehensive student support program. Student support services shall be made available to matriculated and non-matriculated students in the following manner:

MATRICULATED STUDENT SUPPORT SERVICES – The following student support services shall be available to matriculated students in nursing and related occupational programs:

A. Student Advising Program – The student advising program shall be used to address student needs that fall within the following areas: academic matters, coping skills, and general education development. Members of faculty teaching in the occupational program shall be assigned to fulfill the role of faculty advisors to students in that program. A major function of the student advising program is to enhance student retention through early identification of student needs and marrying identified needs with available student support resources or services internally or externally. The student advising program shall be provided in the following manner:

- a) Upon enrollment in an occupational program, each student (matriculated) shall be assigned a faculty advisor that will be responsible for guiding and supporting the student throughout the duration of each student's program of study.
- b) Each student will be provided with at least one opportunity every semester to meet with his/her assigned faculty advisor to discuss any issues (academic, coping needs or general education development needs) with potential impact on the student's education that the student might have.
- c) During each student advising meeting, the faculty advisor shall work collaboratively with the student to identify strategies that can be effective in addressing the identified needs of the student. In the event that the identified student need is such that the faculty advisor is not adequately equipped to address it, the faculty advisor shall then refer the student to appropriate support resource or service that may be available internally or externally.
- d) Faculty advisors will meet with each student assigned to them for advising within two weeks of completing 50% of the semester.
- e) Each faculty advisor shall announce to students or visibly publish his/her availability for advising in a timely manner to allow students the time to sign-up and prepare for the advising meeting. It is the responsibility of each student to sign-up for advising and keep the appointment;
- f) A faculty advisor may also schedule follow-up advising meetings with each student to ensure that any action plan developed to address identified student need is working as intended.
- g) Each student may also schedule additional advising meetings with his/her faculty advisor when necessary to discuss and find resolutions to any additional issues the student might have during the semester.
- h) Faculty advisors shall document all advising sessions with students (physically on paper or electronically in the school adopted student electronic records management system, aka, HeadMaster) by date and place of advising.
- i) In the event that a student failed to participate in the student advising program, faculty advisors are required to maintain physical or electronic documented evidence that student advising opportunity was offered but rejected by a student (i.e., a letter remind the student of missed advising deadline).
- j) A student may be reassigned to a different faculty advisor at any time during the program of study.

B. Academic Advising Service – In addition to academic advising service available to students through the Student Advising Program, academic advising service is also provided to students in each individual course offered. The academic advising service provided in each individual course offering is designed to identify academic needs of the students in the course and provide the necessary academic support to the students in a timely manner. The academic advising service shall be provided in the following manner:

- a) Each faculty member assigned to teach a course, either alone or as member of team, shall serve as an academic advisor for that course. This means that the faculty member, alone or as a member of team, shall be responsible for working collaboratively with each individual student in that course to address any academic needs with potential impact on the student's education that he/she might have while the course is in session.
- b) During an academic advising meeting, the faculty member shall work collaboratively with the student to identify strategies that can be effective in addressing the academic needs of the student in that course. In the event that the identified student academic need is such that the faculty member is not adequately equipped to address it, the faculty member shall then refer the student to appropriate support resource or service that may be available internally or externally.

- c) The availability of academic advising service shall be clearly stated in each course syllabus.
- d) The availability of each faculty member assigned to teach a course, alone or as a member of a team, shall be announced to students, visibly published and/or clearly stated in the course syllabus. The announcement or publication of faculty availability for academic advising shall include at a minimum, the following: academic advising schedule (i.e., date and time) and contact information.
- e) Academic advising service availability in each course shall be announced or visibly published in a timely manner to allow students the time to sign-up and prepare for the advising meeting.
- f) It is the responsibility of each student to sign-up for advising and keep the appointment.
- g) A faculty member may also schedule follow-up academic advising meetings with each student to ensure that any action plan developed to address identified academic need is working as intended.
- h) Each student may also schedule additional advising meetings with his/her course instructor when necessary to discuss and find resolutions to any additional academic issues the student might have during the course.
- i) Each faculty member assigned to teach a course, alone or as a member of a team, shall document all academic advising sessions with students (physically on paper or electronically in the school adopted student electronic records management system, aka, HeadMaster) by date and place of advising.

C. Testing and Tutoring Services – Testing and tutoring services shall be made available to students in each course or occupational program. Testing service shall include as follows: developing student assessment strategies (i.e., multiple-choice test items), scheduling and proctoring quizzes and tests (i.e., program enrollment entrance testing, course quizzes and tests, standardized content mastery tests, etc.), grading completed quizzes and tests, providing students with their quiz or test results, communicating quiz or test results to appropriate school departments or personnel with need to know and securely maintaining students’ quiz or test results as part of their academic records, against damage or loss.

Tutoring service on the other hand shall include as follows: working collaboratively with students identified to have specific tutoring needs (i.e., study skills development, course content review, test item review, etc.) to address such needs in a timely manner.

The testing and tutoring services shall be provided in the following manner:

- a) Every faculty member assigned to teach a course, either alone or as a member of a team, shall participate in the provision of testing and tutoring services.
- b) The testing department or designated testing personnel shall work collaboratively with members of faculty to ensure that the testing and tutoring needs of the students are adequately met in a timely manner.
- c) Enrolled students shall be provided with their test grades at a minimum: halfway into the course and at the end of the course.
- d) Testing and tutoring services may be provided to students, either on one-to-one basis or as a group.
- e) The availability of testing and tutoring services shall be announced or published in advance to allow time for students to sign-up and take advantage of the available services.
- f) The announcement or publication of the testing and tutoring services availability shall include at a minimum, the following: testing and tutoring schedule (i.e., date and time) and contact information of the staff or faculty member providing the service.
- g) It is the responsibility of each student to sign-up for tutoring and keep the appointment.
- h) Each faculty member providing tutoring service to students, either on one-to-one basis or as a group, shall document (physically on paper or electronically in the school adopted student electronic records management system, aka, HeadMaster) the nature and extent of the tutoring service provided by date and place.

D. Attendance Monitoring – Student attendance shall be monitored and documented in each course offered and throughout the duration of the program. Student attendance monitoring and documentation shall be conducted in accordance with the established attendance policy in each program. However, in general, the attendance monitoring service shall be provided in the following manner:

- a) A faculty member assigned to teach a course, either alone or as a member of a team, shall be responsible for recording student attendance in any scheduled instructional activity that he/she is conducting, coordinating or supervising.
- b) Student attendance requirements for each individual course shall be clearly stated in the course syllabus.
- c) Student attendance may be recorded and maintained, either physically on paper or electronically in the school adopted student electronic records management system, aka, HeadMaster.
- d) Faculty members shall issue warnings to students found to have a poor attendance record as defined by the school/program attendance policy. A copy of any warning issued to a student for poor attendance shall be maintained as part of that student’s educational records.
- e) Any student identified to have a consistent pattern of poor attendance as defined by the school/program policy shall be placed on probation.
- f) Probationary status shall be communicated to the affected student in writing and documented evidence of such communication securely maintained.
- g) Students on probation found to be in violation of the terms of the probation shall be terminated.
- h) The Director of Nursing Education shall regularly review student attendance for purposes of ensuring consistent enforcement of the nursing and related occupational program attendance policy.

E. Leave of Absence Monitoring – Students enrolled in an occupational program are allowed to take leave of absence in accordance with established school/program leave of absence policy and procedure. Students’ leaves of absence are monitored and document throughout the program duration. The Admissions Department personnel, working in consultation with the Director of Nursing Education reviews and monitors students’ leaves of absence in the nursing and related occupational program. In general, students’ leaves of absence service shall be provided in the following manner:

- a) It is the responsibility of each student in need of leave of absence to submit a request to the school/program prior to the commencement of the leave.
- b) The Admissions Department personnel working in consultation with the Director of Nursing Education reviews and approves or denies the request based on the criteria contained in the student leave of absence policy.
- c) Students approved for leave of absence are required to return by the end of the approved leave of absence or be terminated from the program.
- d) The Admissions Department personnel communicate decisions on students' leave of absence applications to students and appropriate staff and faculty, monitor and maintain all documentation/records relative to students' leave of absence.

F. Learning Resource System Use Support Service – Students shall be provided with training and ongoing support in the use of the school's learning resource system. In general, learning resource system use support service shall be provided in the following manner:

- a) The Program Activity Coordinator working in consultation with the Director of Nursing Education and members of faculty shall supervise and manage the school's learning resource system.
- b) Learning resource system use training and support shall be offered internally by school staff/faculty and externally by companies that produced the learning resource. In either case, the Program Activity Coordinator ensures that appropriate learning resource training and support are available to students as needed.
- c) Upon enrollment in the Licensed Practical Nurse Program, newly matriculated students shall be provided with the opportunity during orientation to learn about the school's learning resource system and how to use the available resources, including: Ovid Online Nursing Journals, ATI Comprehensive Assessment and Review program, Elsevier's SimChart – Electronic Health Records (EHR)/Electronic Medical Records (EMR), Mosby's Nursing Skills Videos, Elsevier's Virtual Clinical Excursions, textbooks, study guides and other occupation-specific reference learning resources.
- d) In the course titled PN100 Issues & Trends in Practical Nursing, students enrolled in Licensed Practical Nurse program shall be provided with additional training opportunity on using occupation-specific learning resources, including: Ovid Online Nursing Journals, ATI Comprehensive Assessment and Review program, Elsevier's SimChart – Electronic Health Records (EHR)/Electronic Medical Records (EMR), Mosby's Nursing Skills Videos, Elsevier's Virtual Clinical Excursions among others.

G. Disability Support Service – In compliance with federal law (i.e., Americans with Disabilities Act of 1990) and state law and regulation that require educational institutions to establish programmatic as well as physical access to their educational programs. HHCI offers broad access to our career programs and provides a seamless experience for our students with disabilities. HHCI shall fulfill this obligation through the provision of disability support service to its students. In general, disability support service shall be provided in the following manner:

- a) The Program Activity Coordinator, working in consultation with the Director of Nursing Education and members of faculty shall supervise and manage the school's disability support services.
- b) Upon enrollment, students with verified disabilities shall be informed of their right to receive reasonable academic adjustments in order to have equal access to instruction.
- c) Only reasonable modifications to academic requirements and practices that do not fundamentally alter acceptable academic standards and/or occupational program standards shall be considered.
- d) Each individual student with verifiable disabilities shall be responsible for notifying appropriate school officials of his/her disability and requesting for reasonable accommodations.
- e) All requests for disability accommodations must be submitted to the Program Activity Coordinator and/or the Director of Nursing Education no later than the first week of the course for which accommodation is being requested for review.
- f) All requests for disability support service must be supported by legally documented and verifiable evidence of disability prior to the school making any disability accommodations.
- g) Disability accommodations shall go into effect only after the school has approved it.
- h) Any student approved to receive disability accommodations shall be notified in writing and a copy of the approval notice shall be maintained as part of the student's educational records.

H. Student Records Support Service – Matriculated students enrolled in nursing and related occupational programs shall be provided with student records support service. Student records support service shall be provided in the following manner:

- a) All student records shall be handled in accordance with FERPA law and regulation.
- b) All physical educational records of all currently enrolled students including all admissions, academic, and financial records and information upon which a student's enrollment is based shall be maintained permanently against damage or loss through timely filing of student records in fireproof file cabinets.
- c) All electronic educational records of all currently enrolled students including all admissions, academic, and financial records and information upon which a student's enrollment is based shall be maintained permanently against damage or loss through timely uploading and off-site backup of student records.
- d) All physical financial records shall be retained and protected against damage or loss for at least five years, through timely filing in the fireproof file cabinet of all physical financial records.
- e) All electronic financial records shall be retained and protected against damage or loss for at least five years, through timely uploading and off-site backup of electronic financial records.
- f) Official Transcripts for all formerly enrolled students (e.g., graduates, and terminated or withdrawn students) shall be produced, retained permanently and protected against damage or loss.
- g) Each student shall have the right to review his/her educational records and have any erroneous information corrected.
- h) It shall be the responsibility of each student in reviewing his/her educational records to submit such a request to appropriate school staff or faculty in a timely manner.

- i) Any current or former student shall have the right to obtain a copy of his/her official academic transcript or any other permanently maintained educational records (document fee may apply).
- j) The Program Activity Coordinator shall work collaboratively with the Director of Nursing Education, members of faculty, Admissions Department and Finance Department personnel to supervise and manage students records support services.

I. Student Complaints Service – To ensure that students enrolled in the nursing program are able to bring forth any complaints that they might have, HHCI shall have in place a clearly defined process for student complaints/grievances to be addressed. In general, student complaint/grievance service shall be provided in the following manner:

- a) Students are encouraged use their discretion and attempt resolving disputes by discussing the issue with the individual(s) directly involved in the dispute when appropriate. In the event that the student feels that the complaint/grievance cannot be resolved at the individual level, the student shall then follow the school’s compliant/grievance process as documented in the school catalog and student handbook to have the complaint/grievance addressed.
- b) The Program Activity Coordinator shall work in consultation with the school President/CEO, Director of Nursing Education, members of staff and faculty to supervise and manage the handling of student complaint/grievance.
- c) The Customer Feedback and Conflict Resolution (CFCRC) shall regularly review the school’s practices relative to student complaint/grievance.

J. NCLEX Preparatory Support Service – To ensure that students enrolled in the nursing program are adequately prepared for the State Boards licensure examination upon graduation, students shall be provided with preparatory support service relative to the National Council Licensure Examination (NCLEX). The NCLEX preparatory support services shall be divided in three categories and provided as follows:

- a) **Assessment Technology Institute (ATI) Comprehensive Assessment and Review Program-** The ATI Comprehensive Assessment and Review Program is a content mastery program that is designed to support students enrolled in the nursing program in their preparation for the licensure examination (NCLEX) upon graduation. It contains standardized assessments and review resources that are based on the licensure examination test plan and are carefully aligned and integrated throughout the nursing program curriculum. Upon enrollment in the nursing program, students are provided with access to both physical and web-based assessments and resources of the program. While using this learning resource, students are provided with the requisite support internally (faculty and staff) and externally (ATI Technical Support Personnel).
- b) **NCLEX Preparatory Seminars** - The NCLEX Preparatory Seminar is a series of seminars offered to students in the last session of the nursing program. The purpose of this support service is to address any learning gaps that students in the last session of the nursing program might have relative to the NCLEX test plan. Nursing content and test-taking skills are reviewed in this program. The nursing content topics covered in these series of seminars are determined by learning gaps identified through students’ performance in the ATI Comprehensive Assessment and Review Program and the nursing program’s internal assessments. The NCLEX preparatory seminar is offered in the last session of the nursing program.
- c) **End of Program NCLEX Preparatory Review Course** – The End of Program NCLEX Preparatory Review Course is a program designed to afford students the opportunity of receiving additional NCLEX preparatory support through external resources (i.e., live or web-based reviews and assessments).

K. Employment Assistance Support Service – To ensure that students enrolled in the nursing program are adequately prepared for securing initial employment in the field within a reasonable timeframe after graduation, students shall be provided with employment assistance through the school’s Employment Assistance Support Service. The Employment Assistance Support Service shall be divided in two categories and provided as follows:

- a) **Career Preparatory Seminar** – Career Preparatory Seminar is a series of seminars offered in the last semester of the nursing program. The purpose of this support service is to equip students with effective job search skills prior to graduation from the program. The employment related skills covered in this series of seminars include but are not limited to:
 - i. Information on available web-based job-search resources;
 - ii. Effective job search skills;
 - iii. Effective resume and cover letter development;
 - iv. Effective job interview strategies.
- b) **Graduate Employment Assistance** – Upon graduation from the nursing program, HHCI shall continue to provide employment assistance to graduates. The employment support service available to graduates shall provided as follows:
 - i. Provision of access to web-based job search resources;
 - ii. Provision of job-related information and referral to available employment opportunities in the community - via email communication, phone calls and regular mails;
 - iii. Posting of job-related information or employment opportunities on the school’s “Employment Opportunity Board” (maintained at the school location);
 - iv. Provision of employment-related references as needed

HHCI shall not promise or guarantee employment or level of income or wage rate to its graduates.

L. Community Resources Referral Support Service – Students shall have ready access to information regarding resources that are available in the community to meet student needs. This support service shall be provided in the following manner:

- a) HHCI shall develop and maintain a community resources information binder that shall at a minimum include available community resource information in the following areas:

- i. Housing Information;
 - ii. Transportation Information;
 - iii. Child Care Information
- b) Each staff and faculty member at HHCI shall be in-serviced upon employment on how to access the community resource binder and use it in making student referrals as needed.
 - c) It shall be the responsibility of each student in need of information regarding available community resources to communicate such need to a school staff or faculty as needed.
 - d) The resource binder shall be used for purposes of student referrals only; HHCI may not enter into any contractual relationship with any of the entities in the community offering any of the service it refers students to.

M. Professional Organization Membership – Students enrolled in the nursing program shall be enrolled to the membership of a professional association. The purpose of this service is to ensure that students have access to up-to-date professional information and resources that will contribute to their professional development while in the nursing program. This support service shall be provided in the following manner:

- a) Upon enrollment in the nursing program, students in the LPN Program shall be enrolled in the National Federation of Licensed Practical Nurses (NFLPN) organization (<http://www.nflpn.org>).
- b) Students shall be oriented on the resources that are available through the professional organization and the benefits of continued membership even after graduation during the new student orientation session.
- c) It shall be the responsibility of each student in the nursing program to access and use the professional resources that are available to him or her through their membership in the professional organization.

N. Other Support Services – Other support services that shall be available to students may include but are not limited to: Technical Support services, Printing services and Copying services. These support services shall be provided in the following manner:

- a) **Technical Support Services** – Students in the nursing program shall have access to technical support services that are provided internally (staff and faculty) and externally (technical support personnel of companies that produced learning resources acquired by HHCI to support the education of its students). Technical support service may include but is not limited to the following:
 - i. Assistance in accessing and using computer-based learning resources;
 - ii. Assistance in accessing and using web-based learning resources.

Technical support shall be available to students as follows:

- i. Technical support service provided internally by school staff and faculty shall be available during school hours only (Monday through Friday - 8:00 am- 5:00 pm).
 - ii. Technical support service provided externally by the technical support personnel of companies that produced acquired learning resources may be available during and after school hours.
- b) **Printing and Copying:** Students in the nursing program shall have access to printing and copying services to support them in the completion of their school-related assignments as needed. Technical support shall be available to students as follows:
 - i. Computer-network accessible printers shall be dedicated for student printing and copying of education-related materials only.
 - ii. Students shall be assisted as needed in the use of the school's printing and copying resources.
 - iii. It shall be the responsibility of each student in need of printing and copying services to communicate such need to appropriate staff and faculty as needed.

All records of support services provided to each matriculated student shall be maintained as part of the student's educational records.

NON-MATRICULATED STUDENT SUPPORT SERVICES - The following student support services shall be available to non-matriculated students enrolled in continuing education and avocational courses:

A. Student Advising Program – The student advising program shall be used to address student needs that fall within the following areas: academic matters, coping skills, and general education development. Members of faculty teaching general education, continuing education and avocational courses shall be assigned to fulfill the role of faculty advisors to students enrolled in those courses. A major function of the student advising program is to enhance student retention through early identification of student needs and marrying identified needs with available student support resources or services internally and/or externally. The student advising program shall be provided in the following manner:

- a) Upon enrollment in a general education, continuing education and avocational courses, each student (non-matriculated) shall be assigned a faculty advisor that will be responsible for guiding and supporting the student throughout the duration of the student's course of study.
- b) Each student will be provided with at least one opportunity every semester to meet with his/her assigned faculty advisor to discuss any issues (academic, coping needs or general education development needs) with potential impact on the student's education that the student might have.
- c) During each student advising meeting, the faculty advisor shall work collaboratively with the student to identify strategies that can be effective in addressing the identified needs of the student. In the event that the identified student need is such that the faculty advisor is not adequately equipped to address it, the faculty advisor shall then refer the student to the appropriate support resource or service that may be available internally or externally.
- d) Faculty advisors will meet with each student assigned to them for advising within two weeks of completing 50% of the semester.
- e) Each faculty advisor shall announce to students or visibly publish his/her availability for advising in a timely manner to allow students the time to sign-up and prepare for the advising meeting. It is the responsibility of each student to sign-up for advising and keep the appointment;
- f) A faculty advisor may also schedule follow-up advising meetings with each student to ensure that any action plan developed to address identified student need is working as intended.

- g) Each student may also schedule additional advising meetings with his/her faculty advisor when necessary to discuss and find resolutions to any additional issues the student might have during the semester.
- h) Faculty advisors shall document all advising sessions with students (physically on paper or electronically in the school adopted student electronic records management system, aka, HeadMaster) by date and place of advising.
- i) In the event that a student failed to participate in the student advising program, faculty advisors are required to maintain physical or electronic documented evidence that student advising opportunity was offered but rejected by a student (i.e., a letter remind the student of missed advising deadline).
- j) A student may be reassigned to a different faculty advisor at any time during the course of study.

B. Academic Advising Service – In addition to academic advising service available to students through the Student Advising Program, academic advising service is also provided to students in each individual course offered. The academic advising service provided in each individual course offering is designed to identify academic needs of the students in the course and provide the necessary academic support to the students in a timely manner. The academic advising service shall be provided in the following manner:

- a) Each faculty member assigned to teach a course, either alone or as member of team, shall serve as an academic advisor for that course. This means that the faculty member, alone or as a member of team, shall be responsible for working collaboratively with each individual student in that course to address any academic needs with potential impact on the student’s education that he/she might have while the course is in session.
- b) During an academic advising meeting, the faculty member shall work collaboratively with the student to identify strategies that can be effective in addressing the academic needs of the student in that course. In the event that the identified student academic need is such that the faculty member is not adequately equipped to address it, the faculty member shall then refer the student to the appropriate support resource or service that may be available internally or externally.
- c) The availability of academic advising service shall be clearly stated in each course syllabus.
- d) The availability of each faculty member assigned to teach a course, alone or as a member of a team, shall be announced to students, visibly published and/or clearly stated in the course syllabus. The announcement or publication of faculty availability for academic advising shall include at a minimum, the following: academic advising schedule (i.e., date and time) and contact information.
- e) Academic advising service availability in each course shall be announced or visibly published in a timely manner to allow students the time to sign-up and prepare for the advising meeting.
- f) It is the responsibility of each student to sign-up for advising and keep the appointment.
- g) A faculty member may also schedule follow-up academic advising meetings with each student to ensure that any action plan developed to address identified academic need is working as intended.
- h) Each student may also schedule additional advising meetings with his/her course instructor when necessary to discuss and find resolutions to any additional academic issues the student might have during the course.
- i) Each faculty member assigned to teach a course, alone or as a member of a team, shall document all academic advising sessions with students (physically on paper or electronically in the school adopted student electronic records management system, aka, HeadMaster) by date and place of advising.

C. Testing and Tutoring Services – Testing and tutoring services shall be made available to students in each course offered. Testing service shall including as follows: developing student assessment strategies (i.e., multiple-choice test items), scheduling and proctoring quizzes and tests (i.e., program enrollment entrance testing, course quizzes and tests, standardized content mastery tests, etc.), grading completed quizzes and tests, providing students with their quiz or test results, communicating quiz or test results to appropriate school departments or personnel with need to know and securely maintaining students quiz or test results as part of their academic records, against damage or loss.

Tutoring service on the other hand shall include as follows: working collaboratively with students identified to have specific tutoring needs (i.e., study skills development, course content review, test item review, etc.) to address such needs in a timely manner.

The testing and tutoring services shall be provided in the following manner:

- a) Every faculty member assigned to teach a course, either alone or as a member of a team, shall participate in the provision of testing and tutoring services.
- b) The testing department or designated testing personnel shall work collaboratively with members of faculty to ensure that the testing and tutoring needs of the students are adequately met in a timely manner.
- c) Enrolled students shall be provided with their test grades at a minimum: halfway into the course and at the end of the course.
- d) Testing and tutoring services may be provided to students, either on one-to-one basis or as a group.
- e) The availability of testing and tutoring services shall be announced or published in advance to allow time for students sign-up and take advantage of the available services.
- f) The announcement or publication of the testing and tutoring services availability shall include at a minimum, the following: testing and tutoring schedule (i.e., date and time) and contact information of the staff or faculty member providing the service.
- g) It is the responsibility of each student to sign-up for tutoring and keep the appointment.
- h) Each faculty member providing tutoring service to students, either on one-to-one basis or as a group, shall document (physically on paper or electronically in the school adopted student electronic records management system, aka, HeadMaster) the nature and extent of the tutoring service provided by date and place.

D. Attendance Monitoring – Student attendance shall be monitored and documented in each course offered and throughout the duration of the program. Student attendance monitoring and documentation shall be conducted in accordance with the established attendance policy. However, in general, the attendance monitoring service shall be provided in the following manner:

- a) A faculty member assigned to teach a course, either alone or as a member of a team, shall be responsible for recording student attendance in any scheduled instructional activity that he/she is conducting, coordinating or supervising.
- b) Student attendance requirements for each individual course shall be clearly stated in the course syllabus.
- c) Student attendance may be recorded and maintained, either physically on paper or electronically in the school adopted student electronic records management system, aka, HeadMaster.
- d) Faculty members shall issue warnings to students found to have poor attendance record as defined by the school/program attendance policy. A copy of any warning issued to a student for poor attendance shall be maintained as part of that student's educational records.
- e) Any student identified to have a consistent pattern of poor attendance as defined by the school/program policy shall be placed on probation.
- f) Probationary status shall be communicated to the affected student in writing and documented evidence of such communication securely maintained.
- g) Students on probation found to be in violation of the terms of the probation shall be terminated.

E. Learning Resource System Use Support Service – Non-matriculated students enrolled in continuing education and avocational courses shall be provided with training and ongoing support as needed in the use of the school's learning resource system. In general, learning resource system use support service shall be provided to non-matriculated students in the following manner:

- a) The Program Activity Coordinator working in consultation with the Director of Nursing Education and members of faculty shall supervise and manage the school's learning resource system.
- b) Learning resource system use training and support shall be offered internally by school staff/faculty and externally by companies that produced the learning resource. In either case, the Program Activity Coordinator ensures that appropriate learning resource training and support are available to students as needed.
- c) The specific learning resource system use support service provided to non-matriculated student shall be determined by the continuing education or avocational course a student is enrolled in. As such members of faculty teaching general education, continuing education and avocational courses shall have the responsibility of making the determination in each course, as to what learning resource system use support service needs the students might have in that course and ensuring that such services are provided in a timely manner.

F. Disability Support Service – In compliance with federal law (i.e., Americans with Disabilities Act of 1990) and state law and regulation that require educational institutions to establish programmatic as well as physical access to their educational programs. HHCI shall offer broad access to its continuing education and avocational course offerings and provide a seamless experience for our students with disabilities. HHCI shall fulfill this obligation through the provision disability of support service to its students. In general, disability support service shall be provided in the following manner:

- a) The Program Activity Coordinator, working in consultation with the Director of Nursing Education and members of faculty shall supervise and manage the school's disability support services.
- b) Upon enrollment, students with verified disabilities shall be informed of their right to receive reasonable academic adjustments in order to have equal access to instruction.
- c) Only reasonable modifications to academic requirements and practices that do not fundamentally alter acceptable academic standards shall be considered.
- d) Each individual student with verifiable disabilities shall be responsible for notifying appropriate school officials of his/her disability and requesting for reasonable accommodations.
- e) All requests for disability accommodations must be submitted to the Program Activity Coordinator and/or the Director of Nursing Education no later than the first week of the course for which accommodation is being requested for review.
- f) All requests for disability support service must be supported by legally documented and verifiable evidence of disability prior to the school making any disability accommodations.
- g) Disability accommodations shall go into effect only after the school has approved it.
- h) Any student approved to receive disability accommodations shall be notified in writing and a copy of the approval notice shall be maintained as part of the student's educational records.

G. Student Records Support Service – Non-matriculated students enrolled in continuing education and avocational courses offered shall be provided with student records support service. Student records support service shall be provided in the following manner:

- a) All student records shall be handled in accordance with FERPA law and regulation.
- b) All physical educational records of all currently enrolled students including all admissions, academic, and financial records and information upon which a student's enrollment is based shall be maintained permanently against damage or loss through timely filing of student records in the fireproof file cabinets.
- c) All electronic educational records of all currently enrolled students including all admissions, academic, and financial records and information upon which a student's enrollment is based shall be maintained permanently against damage or loss through timely uploading and off-site backup of student records.
- d) All physical financial records shall be retained and protected against damage or loss for at least five years, through timely filing in fireproof file cabinets of all physical financial records.
- e) All electronic financial records shall be retained and protected against damage or loss for at least five years, through timely uploading and off-site backup of electronic financial records.
- f) Official Transcripts for all formerly enrolled students (e.g., graduates, and terminated or withdrawn students) shall be produced, retained permanently and protected against damage or loss.
- g) Each student shall have the right to review his/her educational records and have any erroneous information corrected.

- h) It shall be the responsibility of each student in reviewing his/her educational records to submit such a request to appropriate school staff or faculty in a timely manner.
- i) Any current or former student shall have the right to obtain a copy of his/her official academic transcript or any other permanently maintained educational records (document fee may apply).
- j) The Program Activity Coordinator shall work collaboratively with the Director of Nursing Education, members of faculty, Admissions Department and Finance Department personnel to supervise and manage students records support services.

H. Student Complaints Service – To ensure that non-matriculated students enrolled in the continuing education courses are able to bring forth any complaints that they might have, HHCI shall have in place a clearly defined process for student complaints/grievances to be addressed. In general, student complaint/grievance service shall be provided in the following manner:

- a) Students are encouraged use their discretion and attempt resolving disputes by discussing the issue with the individual(s) directly involved in the dispute when appropriate. In the event that the student feels that the complaint/grievance cannot be resolved at the individual level, the student shall then follow the school’s compliant/grievance process as documented in the school catalog and student handbook to have the complaint/grievance addressed.
- b) The Program Activity Coordinator shall work in consultation with the school President/CEO, Director of Nursing Education, members of staff and faculty to supervise and manage the handling of student complaint/grievance.
- c) The Customer Feedback and Conflict Resolution (CFCRC) shall regularly review the school’s practices relative to student complaint/grievance.

I. Community Resources Referral Support Service – Students shall have ready access to information regarding resources that are available in the community to meet student needs. This support service shall be provided in the following manner:

- a) HHCI shall develop and maintain a community resources information binder that shall at a minimum include available community resource information in the following areas:
 - i. Housing Information;
 - ii. Transportation Information;
 - iii. Child Care Information
- b) Each staff and faculty member at HHCI shall be in-serviced upon employment on how to access the community resource binder and use it in making student referrals as needed.
- c) It shall be the responsibility of each student in need of information regarding available community resources to communicate such need to a school staff or faculty as needed.
- d) The resource binder shall be used for purposes of student referrals only; HHCI may not enter into any contractual relationship with any of the entities in the community offering any of the service it refers students.

J. Other Support Services – Other support services that shall be available to students may include but are not limited to: Technical Support services, Printing services and Copying services. These support services shall be provided in the following manner:

- a) **Technical Support Services** – Non-matriculated students shall have access to technical support services that are provided internally (staff and faculty) and externally (technical support personnel of companies that produced learning resources acquired by HHCI to support the education of its students). Technical support service may include but is not limited to the following:
 - i. Assistance in accessing and using computer-based learning resources;
 - ii. Assistance in accessing and using web-based learning resources.

Technical support shall be available to students as follows:

- i. Technical support service provided internally by school staff and faculty shall be available during school hours only (Monday through Friday - 8:00 am- 5:00 pm).
- ii. Technical support service provided externally by the technical support personnel of companies that produced acquired learning resources may be available during and after school hours.
- b) **Printing and Copying:** Non-matriculated students shall have access to printing and copying services to support them in the completion of their school-related assignments as needed. Technical support shall be available to students as follows:
 - i. Computer-network accessible printers shall be dedicated for student printing and copying of education-related materials only.
 - ii. Students shall be assisted as needed in the use of the school’s printing and copying resources.
 - iii. It shall be the responsibility of each student in need of printing and copying services to communicate such need to appropriate staff and faculty as needed.

All records of support services provided to each non-matriculated student shall be maintained as part of the student’s educational records.

SCHOOL CALENDAR

Harmony Health Care Institute offers classes in the spring, summer and fall sessions. Students are enrolled to begin classes in April, August, and December. This calendar may be altered in accordance with program needs; however, every effort will be made to minimize class schedule disruptions. Students are given their schedules on or before the first day of class or session.

Recognized Holidays

Harmony Health Care Institute is closed on the following legally recognized holidays:

1. New Year’s Day
2. Martin Luther King Day
3. President’s Day
4. Memorial Day

5. Independence Day
6. Labor Day
7. Thanksgiving Day
8. Christmas Day

2016 Calendar

Winter/Spring session classes	January 4, 2016 – April 15, 2016
Infosession /Intersession	April 18, 2016 – April 29, 2016
Break	April 25, 2016 – April 29, 2016
Summer session classes	May 2, 2016 – August 12, 2016
Infosession /Intersession	August 15-26, 2016
Break	August 22-26, 2016
Fall session classes	August 29, 2016 – December 9, 2016
Constitution Day Observance	September 16, 2016
Infosession/Intersession	December 12-23, 2016
Holiday Break	December 19, 2016 to January 1, 2017

**2017 classes begin on January 2, 2017

STUDENT COMPLAINT/GRIEVANCE POLICY

Harmony Health Care Institute (HHCI) is committed to the ideal that all students should have recourse from unfair and improper action on the part of any member of the school community. HHCI complies with federal regulations designed to provide equitable treatment of all students regardless of race, national origin, sex, age, sexual orientation, or disability see (Title IX of the Education Act of 1972, Section 504 of the Rehabilitation Act of 1973, and the American Disabilities Act of 1992). Any student may file a complaint/grievance or appeal if the student believes that:

1. She or he has been subject to unjust action;
2. Was denied his or her rights;
3. A decision or action taken in response to an alleged violation of the Student Code of Conduct or Academic Integrity Policy is harsh or unjust;
4. Disciplinary procedures were not followed in accordance with school/program policies and regulations.

Students filing grade compliant/grievances must be able to demonstrate the following:

1. A mistake occurred;
2. A fraud occurred;
3. Presence of bad faith;
4. Incompetence in the academic evaluation of their performance

In the absence of mistake, fraud, bad faith or incompetence, the grade determined by the instructor shall be final. Grade compliant/grievances must be filed within 90 days of issuance of the grade in dispute. Filing of all complaints/grievances and appeals must be done in accordance with the school/program policies and regulations

Complaints of sexual harassment, or discrimination should be directed to the Program Activity Coordinator. For more information about procedures for filing these complaints, please contact the office of the Program Activity Coordinator.

The designated school official responsible for administrative oversight of the school complaint/grievance policy and procedure is the Program Activity Coordinator. The Director of Nursing Education retains administrative responsibility for the resolution of student complaints/grievances at the educational program level. The Customer Feedback and Conflict Resolution Committee review the handling of all internal and external customer complaints/grievances as well as review of actual complaints/grievances that reach its desk and forward its recommendations to the Institutional Administrative Council for review and approval. The school president retains ultimate administrative responsibility for ensuring the full and comprehensive resolution of all complaints/grievances from both internal (students, staff, and faculty) and external customers against the school.

HHCI faculty endorses direct and honest dialogue in seeking resolution of any complaint/grievance, and is therefore committed to making opportunities available for students to have their complaints/grievances heard and addressed. However, students are expected to demonstrate a sense of responsibility, accountability, and professionalism when seeking resolution to complaints/grievances. The type of concern or grievance will determine the specific steps a student might take in seeking resolution to the issue. As such, students are encouraged to use good judgment in deciding the best approach to finding resolution to concerns and/or grievances. In general, students should adhere to the following guidelines in resolving complaints/grievances:

Informal Level

- **Level I:** Discussed the complaint/grievance first with the specific individual(s) (i.e., student, faculty, or school official) involved via one to one or face-to-face conversation. The rationale behind this initial approach is to allow opportunity for the parties involved to listen to each other and see if a resolution is possible before the escalation of the complaint/grievance to a higher level.

Formal Level:

- **Level II:** In the event that a satisfactory resolution of the complaint/grievance is not found on an informal level, the student may escalate the complaint to the next level. The initial grievance must be filed with the Program Activity Coordinator. In presenting a complaint/grievance, the student must submit a formal grievance form. Forms are available in the office of the Program Activity Coordinator and in the Admissions Department. The written description of the complaint/grievance should include the following information:

- Written factual statement of the complaint/grievance that describes the nature of the problem and the action which the student desires taken;
- A listing, if relevant, of the names of all persons involved in the matter at issue and the times, places, and events in which each person so named was involved;
- A description of the general and specific grounds on which the appeal is based;
- A statement of the steps initiated by the student to resolve the problem by informal means, as prescribed above;
- The grievance notice must be either sent via registered mail to the attention of the Program Activity Coordinator or hand delivered to him/her at the school location in Merrimack, NH.

The Program Activity Coordinator shall review and investigate the complaint/grievance. If a faculty or staff member is involved, the Program Activity Coordinator will apprise the individual of the alleged complaint/grievance. Upon receipt of the complaint/grievance notice, the *Program Activity Coordinator* shall arrange a face-to-face meeting with the parties involved to see if a resolution can be found at this level within 10 business days of receiving the complaint/grievance notice. A written notice of the decision shall be provided to the student normally within ten (10) business days of receipt of the student's grievance. In the event that the complaint/grievance is not resolved to the student's satisfaction, he or she may appeal the decision or action and will be advised in writing of the process to do so.

- **Level III:** In the event that the complaint/grievance is not satisfactorily resolved at *Level II*, the student shall have the option to bring the complaint/grievance to the attention of the *Director of Nursing Education*. Upon receipt of the complaint/grievance notice, the *Director of Nursing Education* shall arrange a face-to-face meeting with parties involved to see if a resolution can be found at this level within 10 business days of receiving the complaint. The *Program Activity Coordinator* shall prepare a report about actions already taken at *Level II* toward resolving the complaint/grievance and forward the same to the *Director of Nursing Education* prior to his/her scheduled meeting with the parties involved in the complaint/grievance. The *Program Activity Coordinator* shall also participate in this *Level III* meeting. In the event that a satisfactory resolution to the complaint is not found at this level, the student may escalate the complaint to the next level. Written documentation about the concern/grievance is maintained irrespective of whether or not the concern/grievance is satisfactorily resolved at this level.
- **Level IV:** In the event that the concern and/or grievance is not satisfactorily resolved at *Level III*, the student shall have the option to bring the concern/grievance to the attention of the *Customer Feedback and Conflict Resolution Committee*. Upon receipt of the complaint/grievance notice, the *Customer Feedback and Conflict Resolution Committee* shall arrange a face-to-face meeting with parties involved to see if a resolution can be found at this level within 10 business days of receiving the complaint. The *Program Activity Coordinator* shall summarize the reports about actions already taken at Levels' II and III towards resolving the complaint/grievance and forward the same to the chairman of the *Customer Feedback and Conflict Resolution Committee*, prior to the Committee's scheduled meeting with the parties involved in the complaint/grievance. The Committee may invite the *Program Activity Coordinator* and/or the *Director of Nursing Education* to participate in this meeting if it so chooses. At the conclusion of its review and deliberations on the complaint/grievance, the *Customer Feedback and Conflict Resolution Committee* shall then compile its findings, develop its recommendations and forward the same to the *Institutional Administrative Council* for its review and approval. Upon receipt of the *Customer Feedback and Conflict Resolution Committee* findings and recommendations on a complaint/grievance, the *Institutional Administrative Council* shall review the findings and recommendations and if necessary, request for additional information from the *Customer Feedback and Conflict Resolution Committee* prior to reaching a decision. All decisions by the *Institutional Administrative Council* are subject to final review and approval by the *School President*.

Final resolution of the complaint/grievance shall be properly documented and communicated to all parties involved. Complete records of all written student complaints/grievances are securely maintained for at least five years.

In the unlikely event that a student remains unsatisfied with resolution (or decision) reached by HHCI, the student may contact NH Department of Education – Higher Education Commission, Kim Kenneally, 101 Pleasant St., Concord, NH 03301-3494, 603-271-6443 and/or NH Board of Nursing, 21 South Fruit Street, Suite 16, Concord, NH 03301, 603-271-2323.

Schools accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling student complaints. If a student does not feel that 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 ACCSC 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 Commission of Career Schools & Colleges, 2101 Wilson Boulevard, Suite 302, Arlington, VA 22201, (703) 247-4212, www.accsc.org. A copy of the ACCSC Complaint Form is available at the school and may be obtained by contacting (Gloria Adigwe, Program Activity Coordinator) or online at www.accsc.org.

GOVERNANCE STRUCTURE AND PROCESS

HHCI strongly believes in the principles of shared governance. Shared governance is a management approach that calls for the participation of all the stakeholders in an organization. The stakeholders of HHCI include the students, faculty and the administrative staff. These stakeholders constitute the various constituent groups that have been established and charged to participate in the organizational decision making process. In this process, the stakeholders contribute to the institutional effort towards continuous assessment and improvement planning. To this end, the following constituent groups comprising of HHCI stakeholders are in place:

➤ *Institutional Administrative Council (IAC):*

The IAC is comprised of a select group of administrative staff, charged with overseeing the institutional effort relative to continuous assessment and improvement planning. All other constituent groups involved in the institutional assessment and improvement effort function under the supervision of the IAC. The IAC meets once every month and as needed. These constituent groups include standing and non-standing committees, faculty membership, administrative staff membership and the student body.

- *Standing Committees*

I. Admission, Progression & Retention Committee (APRC):

The APRC is charged with the responsibility of reviewing the school's practices and procedures relative to student recruitment, student admission, student progression and retention. The APRC membership is limited to a select group from the administrative staff membership. This committee meets three times annually (spring, summer and fall) and as needed.

II. Academic and Curricular Affairs Committee (ACAC):

The ACAC is charged with the responsibility of reviewing the school's practices and procedures relative to academic and curricular affairs (i.e., academic policies development, curriculum development, curriculum evaluation, etc.). The ACAC membership includes individuals selected from the faculty membership and the representatives of the student body (i.e., the LPN program student body is represented by the Class President of the LPN cohort in the last semester of the program). This committee meets three times annually (spring, summer and fall) and as needed.

III. Educational Program Outcomes Committee (EPOC):

The EPOC is charged with the responsibility of reviewing and reporting on the student achievement outcomes including retention rates, graduation rates, licensure pass rates, and employment rates. The EPOC membership includes individuals selected from the faculty and administrative staff membership. This committee meets three times annually (spring, summer and fall) and as needed.

IV. Safety, Health & Risk Management Committee (SHRMC):

The SHRMC is charged with the responsibility of reviewing the school's practices and procedures relative to safety, health and risk management. The SHRMC membership includes individuals selected from the faculty and administrative staff membership and the representatives of the student body (i.e., the LPN program student body is represented by the Class President of the LPN cohort in the last semester of the program). This committee meets three times annually (spring, summer and fall) and as needed.

V. Customer Feedback & Conflict Resolution Committee (CFCRC):

The CFCRC is charged with the responsibility of reviewing the school's practices and procedures relative to obtaining and using feedback from internal customers (i.e., students, faculty and administrative staff) and external customers (i.e., graduates, employers, and Program Advisory Committee) as well as conflict resolution. The CFCRC membership includes individuals selected from the faculty and administrative staff membership and the representatives of the student body (i.e., the LPN program student body is represented by the Class President of the LPN cohort in the last semester of the program). This committee meets three times annually (spring, summer and fall) and as needed.

• **Non-Standing Committees**

I. Accreditation Affairs Committee (AAC):

The AAC is charged with the responsibility of responding to and addressing issues that are related to accreditation. The AAC membership includes individuals selected from the faculty and administrative staff membership. This committee only meets as needed.

II. Ethics Committee (EC)

The EC is charged with the responsibility of responding to and addressing issues of ethical concern to the school. The EC membership includes individuals selected from the faculty and administrative staff membership. This committee only meets as needed.

III. Evidence-Based Practice Committee (EBPC)

The EBPC is charged with the responsibility of responding to and addressing evidence-based practice questions. The EBPC membership includes individuals selected from the faculty and administrative staff membership. This committee only meets as needed.

• **Faculty Membership Meeting**

The faculty membership meeting serves as a forum for educational administrative staff and members of faculty to jointly review and address issues arising from the implementation of the educational plan (i.e., faculty and student needs, policy and process-related issues, resource needs, practicum affiliated agency-related issues, general instruction and students assessment-related issues, etc.). This meeting is open to all faculty members, educational administrative staff and student representatives (i.e., each LPN program cohort is represented by the Class President). The faculty membership meeting is held three times annually (spring, summer, and fall) and as needed.

• **Administrative Staff Membership Meeting**

The administrative staff membership meeting serves as a forum for educational administrative staff and their support staff to jointly review and address issues arising from the implementation of the educational plan (i.e., administrative staff needs, policy and process-related issues, resource needs, etc.). This meeting is open to all educational administrative staff members and their support staff. The administrative staff membership meeting is held monthly and as needed.

• **Student Body Meeting**

The student body meeting serves as a forum for the students to discuss matters of concern to them with their representatives. Upon enrollment of each new program cohort, the school staff assists the new class to coordinate the election of the Class President and Vice Present. Once elected, these two individuals are then charged with the responsibility of representing the interests of their class through the development of professional relationships with the faculty membership and the administrative staff as well as taking advantage of the shared governance process. The representatives of each program cohort are encouraged not only to endeavor to organize regularly scheduled meetings with their class membership and use the forum as an opportunity to obtain information about issues of common concern to their class, but also to bring forth all legitimate concerns of their class to appropriate school officials and committees. The Class President of the program cohort in the last semester of each program serves as the representative of that program's entire student body. By virtue of that designation, the Class Present of the program cohort in the last semester of each program is invited to attend the following committee meetings in addition to the faculty meeting: ACAC, SHRMC, and CFCRC. To ensure that the interests of the entire student body are adequately represented, once a program cohort progresses to the last semester of the program, the school not only formally notifies the Class President of the expanded role of representing the entire program student

body in committee meetings, but also encourages him/her to hold regularly scheduled meetings with the Class Presidents of the other classes in attendance – the rationale being to have a forum where the representatives each class be able to share their concerns with the person charged with the responsibility of representing the entire student body. The faculty and administrative staff members are not involved in any way with the student body meetings.

PROGRAM COMMUNICATION CHAIN OF COMMAND

HHCI maintains an open door policy aimed at ensuring that all student needs and concerns are addressed appropriately and in a timely manner. However, students are encouraged to follow the proper chain of command when communicating their needs and concerns. The LPN program communication chain of command that students are required to adhere to is as follows:



Students should always endeavor to communicate their learning needs or concerns first to the specific instructor for the course. In the event that the instructor is unable to address the need or concern, then the student can report the need or concern to the Director of Nursing Education. If at this point the student need or concern is not addressed to his or her satisfaction, the student may then bring the concern or need to the attention of the school president. For major issues of student complaint/grievance, students are encouraged to adhere to the established student complaints/grievance process (please see student complaints/grievance policy and procedure).

AUTHORITY OF INSTRUCTORS POLICY

It is expected that each student will be prepared for the course(s) in which he/she is enrolled and able to demonstrate to the course instructor his/her level of preparation, if requested to do so. Each student is also expected to perform the assigned course work in a timely and systematic manner.

A course instructor reserves the right to determine the level of preparation and level of performance of any student enrolled in that course. In addition, a course instructor may seek to exclude from a course any student whose conduct is disruptive to the class. The instructor reserves the right to remove the student from his/her class from the time of an incident until the next class meeting. In the event that a student is removed from a scheduled instruction setting (classroom, skills laboratory, or practicum) by an instructor, the student must make an appointment and meet with the director of the education program before returning to the next scheduled instruction.

Any student who refuses to leave a scheduled instruction setting (classroom, skills laboratory or practicum) when requested to do so by the instructor or by an administrator of the school/program, is subject to disciplinary action in accordance with the school's disciplinary codes. (See the school's Disciplinary Codes and/or the Student Complaint/Grievance policy for further information).

ACADEMIC INTEGRITY POLICY AND PROCEDURE

Harmony Health Care Institute (HHCI) has the responsibility to make every reasonable effort to foster honest academic conduct in its educational programs. Academic dishonesty defrauds all those who depend upon the integrity of the school, its programs, courses and its diplomas and certificates. Academic dishonesty occurs when a student engages in an effort to show possession of a level of knowledge, skill or competence which he/she does not possess. Each student has a responsibility to know what constitutes academic dishonesty in HHCI. In the event that a student is unclear about a specific situation, he/she must speak to the instructor of the course or contact the director of the applicable educational program. A list of activities that may constitute academic dishonesty includes, but is not limited to the following:

1. **Cheating:**
 - a. Copying, in part or in whole, from someone else's test;
 - b. Submitting work presented previously in another course, if contrary to the rules of either course;
 - c. Altering or interfering with grading;
 - d. Using or consulting any sources or materials not authorized by the instructor during an examination;
 - e. Committing other acts, which defraud or misrepresent one's own academic work.
2. **Plagiarism:**
 - a. Incorporating the ideas, words, sentences, paragraphs, or parts of another person's writing, without giving appropriate credit, and representing the product as your own work;
 - b. Representing another's artistic/scholarly works (such as musical compositions, computer programs, photographs, paintings, drawings, or sculptures) as your own;
 - c. Submitting a paper purchased from a research or term paper service.
3. **Other Specific examples of Academic Dishonesty:**
 - a. Purposely allowing another student to copy from your paper during a test;
 - b. Giving your homework, term paper, or other academic work to another student to plagiarize;
 - c. Having another person submit any work in your name;
 - d. Lying to an instructor or school official to improve your grade;
 - e. Altering graded work after it has been returned, then submitting the work for re-grading without the instructor's permission;
 - f. Removing tests or examinations from the classroom without the approval of the instructor;
 - g. Stealing tests or examinations;
 - h. Having your work corrected for spelling or grammar, if contrary to the rules of the course;
 - i. Forging signatures or altering other school documents.

Consequences of Academic Dishonesty

HHCI will apply academic sanctions in cases of academic dishonesty. Depending upon the seriousness of the infraction, a student caught in the act may receive academic sanctions as follows:

1. Receive a failing grade on the test, paper, or examination;
2. Have his/her course grade lowered, or possibly fail the course;
3. Under the standards of Academic Sanctions, a student may be subject to:
 - a. A warning;
 - b. Temporary exclusion from an activity or class;
 - c. Censure;
 - d. Disciplinary Probation;
 - e. Suspension;
 - f. Termination or expulsion from the school/program.

The Admissions Coordinator and the director of each educational program maintains a record of students who have engaged in academic dishonesty. This record is maintained for the purpose of identifying and disciplining students who have been reported for academic dishonesty more than once.

ACADEMIC STANDARDS POLICY

The Academic Standards Policy of Harmony Health Care Institute is based on a cumulative grade point average of 2.0 ("C") on a 4.0 scale, the minimum standard required for graduation or transfer of previously earned credits. A grade point average (GPA) of less than 2.0 is considered deficient. GPA is determined by dividing the total number of grade points earned by the total number of letter graded (GPA) units. Academic standing, including determination of probation or termination status, is based upon all course work completed at HHCI. In addition to the following academic standards, special program eligibility requirements for financial aid, Veteran's Educational Benefits, etc., may differ. Students should consult with the Admissions Department and/or their specific program director for applicable program eligibility requirements.

Academic Probation

1. *Student Placement on Academic Probation*

A student will be placed on academic probation in accordance with the following criteria:

- a. *Academic probation based on grade point average:* A student enrolled in an educational program is placed on academic probation if at the completion of any semester, the student has failed to achieve the minimum required passing grade in one course or has earned below a cumulative 2.0 ("C") grade point average;
- b. *Academic probation based on failure to maintain satisfactory progress:* A student enrolled in an educational program is placed on academic probation when the number of withdrawals ("W" grades) or incomplete ("I" grades) in required courses could result in the student's inability to complete the educational program within 150% of the program length.
- c. *Poor attendance and punctuality records:* A student is placed on academic probation if at the completion of any semester, the student is determined to have a poor attendance and punctuality record in more than one course (see attendance and punctuality policy for what constitutes poor attendance);
- d. *Academic Dishonesty:* A student may be placed on academic probation if the student has engaged for the first time in an activity of academic dishonesty that is determined by the school to be minor;
- e. *Policy violation/unprofessional conduct:* A student may be placed on probation for repeated violations of school/program policies and/or a pattern of unprofessional conduct;
- f. *Re-admission:* Every re-admitted student will be placed on academic probation for at least one semester during which time a determination will be made as to the student's ability to achieve and maintain a minimum cumulative grade point average of 2.0 on a scale of 4.0 in all courses enrolled.

A student may be placed on probation in accordance with any of the above criteria. A student on probation may petition the Academic and Curricular Affairs Committee (ACAC), in accordance with School procedures, for removal from probation if that status has resulted from unusual circumstances beyond the student's control. Students on probation status are strongly encouraged to contact their faculty advisor and/or the Program Activity Coordinator (gadigwe@harmony-health.org or call 603-886-0822) to develop a plan for successful emergence from the probation status.

2. *Student Removal From Academic Probation*

A student placed on academic probation will be removed from such status in accordance with the following criteria:

- a. *Academic probation based on grade point average:* A student on academic probation on the basis of grade point average shall be removed from probation if at the end of the probation period, the student's cumulative grade point average improves to 2.0 ("C") or higher;
- b. *Academic probation based on failure to maintain satisfactory progress:* A student on academic probation on the basis of failure to maintain satisfactory progress shall be removed from probation when the number of withdrawals ("W" grades) or incomplete ("I" grades) in required courses is no longer a concern relative to the student's ability to complete the educational program within 150% of the program length;
- c. *Poor attendance and punctuality records:* A student on academic probation on the basis of poor attendance and punctuality record in more than one course shall be removed from probation if at the end of the probation period, the student's attendance and punctuality record in all courses enrolled meets the attendance and punctuality requirements;
- d. *Academic Dishonesty:* A student on academic probation on the basis of academic dishonesty shall be removed from probation if at the end of the probation period, the student is found to have refrained from engaging in academic dishonesty;

- e. *Policy violation/unprofessional conduct*: A student on probation for repeated violations of school/program policies and/or a pattern of unprofessional conduct shall be removed from probation if at the end of the probation period, the student is found to have complied with the terms and conditions of the probation;
- f. *Re-admission*: A re-admitted student on academic probation shall be removed from probation if at the end of the probation period; the student has achieved and maintained a minimum cumulative grade point average of 2.0 on a scale of 4.0 in all courses in which the student is enrolled.

Termination

A student on probationary status shall be subject to termination if at the end of the probationary period any of the following criteria are applicable:

1. *Termination for failing to achieve and maintain the minimum required grade point average*: If at the end of the probationary period, the student fails to comply with the terms and conditions of probation and/or the student's cumulative grade point average is less than 2.0 in all courses attempted;
2. *Termination for failing to maintain satisfactory progress*: If at the end of the probationary period, the student fails to comply with the terms and conditions probation and/or if it is determined that the student could not complete the educational program within 150% of the program length;
3. *Termination for poor attendance and punctuality records*: If at the end of the probationary period, the students fails to comply with the terms and conditions of probation;
4. *Termination for academic dishonesty*: If the student is caught during the probationary period and/or during the course of the educational program engaging in another activity of academic dishonesty, irrespective of the level of severity.
5. *Termination for policy violation/unprofessional conduct*: If at the end of the probationary period, the student fails to comply with the terms and conditions of probation;
6. *Re-admission*: If at the end of the probationary period, the student fails to comply with the terms and conditions of probation and/or fails to achieve and maintain a minimum cumulative grade point average of 2.0 on a scale of 4.0 in all courses in which the student is enrolled.

Re-admission

A student terminated on the bases of failure to meet the required grade point average, failure to maintain satisfactory progress, or poor attendance may be considered for re-admission. In order to be approved for re-admission, a student must meet all the requirements for re-admission in the applicable program. (See the school's re-admission policy and specific program requirements). For further information concerning student grievances or rights of appeal regarding the re-admission process, students should please contact the Admissions Coordinator at 603-886-0822.

CAMPUS SECURITY ACT

The **Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act** (the "Clery Act"), codified at 20 USC 1092 (f) as a part of the Higher Education Act of 1965, is a federal law that requires colleges and universities to disclose annual campus crime statistics and security policies. As an educational institution, Harmony Health Care Institute (HHCI) is required to disclose crime statistics and security policies related to the facilities it uses for its educational purpose.

Procedure: Annual Security Report

1. Availability of Security Report and Crime Statistics:

This Annual Security Report is required by federal law and contains policy statements and crime statistics for HHCI related to the facilities it uses for its educational purpose. This report shall be published annually and made available to prospective students, students, staff and faculty of HHCI through the school's website at <http://www.harmony-health.org>, the Admissions Department and/or the office of the Program Activity Coordinator. Prospective students, students, staff and faculty wishing to obtain a copy of the annual campus crime statistics may do so by printing it off the website or obtain a copy from the Admissions Department or through the office of the Program Activity Coordinator or call (603) 886-0822.

2. Statement Addressing Issuing Timely Warnings:

In the event that a situation arises at any of the facilities HHCI uses for its educational purpose, that, in the judgment of the school administrative staff or faculty member constitutes an ongoing or continuing threat, a "timely warning" will be issued. The warning will be issued through the school's online communication system (i.e., emails, Headmaster Online, etc.) or through established school/practicum groups call tree to students, faculty, and staff who are attending, receiving training or working in the affected facility. Anyone with information warranting a timely warning should report the circumstances to the school administrative staff and/or faculty immediately.

3. How to Report Criminal Offenses

To report criminal offenses or emergencies that occur at an HHCI learning facility, individuals should dial 9-1-1. HHCI encourages anyone who is the victim or witness to any crime to promptly report the incident to the police. Police reports are public records under state law and cannot be held in confidence. You may also report suspicious activity to a school administrative staff or faculty member.

All reports will be investigated. Violations of the law will be referred to law enforcement agencies and, when appropriate, to the school president for review. The school's safety officer is the responsible official for campus crime reporting. The Safety, Health & Risk Management Committee shall review the school's crime reporting practices and procedures annually.

STUDENTS PRIVACY RIGHTS

Students have certain rights outlined in the Family Rights and Privacy Act (FERPA) with respect to their education records. These rights include:

1. The right to inspect and review the student's educational records within 45 days of submitting a written request to the Program Activity Coordinator or the Admissions Department.
2. The right to request an amendment to the student's education records that the student believes is inaccurate and/or misleading.
3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosures without consent (listed below).
4. The right to file a complaint with the U. S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA.

The school may release certain types of "Directory Information" unless the student submits a request in writing to the Program Activity Coordinator or Admissions Department that certain or all such information not be released without his/her consent. The non-disclosure form is available at the Admissions Department. (Such restrictions will remain in effect until a written request from the student is submitted to the Program Activity Coordinator or Admissions Department to remove it.) "Directory Information" in Harmony Health Care Institute includes as follows:

1. Student's name and city of residence;
2. Participation in recognized activities and sports;
3. Dates of enrollment;
4. Diploma/Certificates and awards received;
5. The most recent previous educational agency or institution attended; and
6. Height and weight of members of athletic teams.

A copy of the school's policy, the Family Educational Rights and Privacy Act (Sec. 438, P.L. 93-380) and other pertinent information and forms are available in the Admissions Department during normal business hours. To review or obtain a copies of these documents, please contact the Admissions Department at 603-886-0822.

STUDENT PROFESSIONAL ORGANIZATION MEMBERSHIP POLICY & PROCEDURE

To promote student development with regards to the acquisition of lifelong learning skills, HHCI shall provide each student in the Licensed Practical Nurse Program with the opportunity to participate in professional organization membership activities through enrollment in the membership of the National Federation of Licensed Practical Nurses. The cost of this service is built into the program cost. Upon enrollment to the LPN program, each student will be enrolled in the membership of the National Federation of Licensed Practical Nurses. The Program Activity Coordinator shall be the official responsible for overseeing the process of enrolling new students in the adopted professional organization and orienting them to the organization's resources and how to access and use them effectively.

CHANGE OF PERSONAL INFORMATION POLICY & PROCEDURE

Harmony Health Care Institute (HHCI) recognizes that in the course of student's journey through the LPN program, a legitimate reason might give rise to a student needing to change his/her personal information (i.e., legal name, etc.). Therefore, to facilitate the process of changing a student's personal information in his/her educational records, the following guidelines shall apply:

1. Student will obtain, complete and submit a "Change of Personal Information" form to the Admissions Department;
2. Student will submit with the completed "Change of Personal Information" form appropriate official supporting documentation (i.e., marriage certificate, court affidavit, state issued photo ID card, etc.).
3. Any request for change of existing personal information without appropriate supporting documents will not be approved.
4. Upon approval, the change will be effected on the student's educational records and the student will be notified in writing of the approval.

The Admissions Coordinator is the responsible official for the processing of student requests for change of personal information.

STUDENTS PHOTOGRAPHS, VIDEO & AUDIO RECORDING POLICY & PROCEDURE

Harmony Health Care Institute (HHCI) shall use the pictures, video and audio recordings of current and former students for advertising and promotional purposes. Advertising and promotional materials may include, but are not limited to the following:

1. Mass media advertisements;
2. Flyers;
3. Brochures,
4. Catalog and Handbooks;
5. Websites;
6. You-Tube Videos;
7. Web-based videos,
8. Other types of promotional materials.

Other uses for student photographs, video and audio recordings include presentations (i.e., graduation presentation, classroom presentation, etc.). To this end, HHCI may obtain photographs of students/students during scheduled school activities (i.e., skills laboratory, classroom, practicum, library, computer lab environments, etc.). Any student that does not wish to have his/her photograph take or be video and audio recorded for use as indicated in this policy shall reserve the right to do so. However, such student must notify the school in writing of his/her decision to opt out. The Program Activity Coordinator shall oversee the process of managing student photographs, video and audio recordings.

SCHOOL DELAYS AND CANCELLATIONS

During inclement weather, when no cancellation or delays are announced, students are expected to report to class or to clinical as scheduled. However, in some cases, individual students may believe that they are unable to make it safely to school. In such cases, students who miss class will be responsible for missed work and will incur an absence for the class/clinical. The final decision to delay or cancel classes will be made by the President and/or the Director of Nursing Education no later than 6:00 A.M. The decision to cancel school will be announced via

broadcast on Channel 7 (NBC), Channel 5 (WCVB) and Channel 9 (WMUR). Students are responsible to access these broadcast media to view this information.

In an emergency situation (i.e. inclement weather, etc.) individual clinical instructors may make clinical cancellation decisions and communicate same to the Director of Nursing Education and to the clinical group leader, who will in turn notify members of that clinical group using their “call tree”. The decision to cancel clinical instruction may occur independently of the decision to cancel didactic classes at HHCI due to variations in circumstances (i.e. weather patterns in various locations, power outages, etc). In the event of scheduled cancellations, (i.e. Holidays) make-up dates will be announced in the course syllabus. Unscheduled cancellations (i.e. inclement weather) will be made up on the indicated make up day listed in each course syllabus unless the student is otherwise notified (i.e. a cancellation of a Tuesday class will be made-up on the Friday of that week). Students are responsible to contact the school to confirm make up dates should they have any questions. In the event of schedule disruption due to unforeseen circumstances, make-ups may need to be completed on Saturdays. Should a make-up be scheduled for a Saturday, students will be given one week notice for planning purposes.

STUDENT ACHIEVEMENT RECOGNITION AND AWARDS

To incentivize students to pursue academic excellence and good professional conduct while a student at HHCI, the following recognition and awards are adopted:

President/Dean’s List - For the purposes of incentivizing students to pursue academic excellence in their various programs of study, at the conclusion of each session, all students who achieved GPA of 3.33 [B+] or higher are recognized in the presence of their classmates and also their names are published in the President/Dean’s List and placed on a plaque that is conspicuously hung on the school’s reception area wall for at least one entire session.

Student of the Session - Students are incentivized while in the program to engage in good professional behavior and to vigorously pursue academic excellence in their program of study. At the conclusion of each session, one student is selected from each program cohort and awarded “Student of the Session”. The selected student’s academic performance and professional conduct must meet a certain criteria (e.g., achieved a GPA of 3.33 [B+] or higher with sound professional conduct in the classroom, laboratory and clinical setting) established by faculty in order to be considered for the “Student of the Session” award.

Graduation Awards - In addition to the awards presented to students while in their various programs of study, HHCI issues awards to its graduates during graduation ceremonies. Among the awards approved by faculty and administration for presentation to deserving graduates are: “*Outstanding Student Award*”; “*Professional Growth Award*”; “*Leadership Award*”; and “*Clinical Excellence Award*”. Here again, the selection of recipients is determined through a review process by faculty that accounts for the overall performance of each student in the classroom, laboratory and clinical setting. The description of individual graduation awards are as follows:

- **Professional Growth Award** - This award is given to the graduate who has progressed in his or her professional behavior and performance throughout the Licensed Practical Nurse Program. This student must have demonstrated and maintained a high level commitment to the profession of nursing.
- **Outstanding Student Award** - This award is given to the graduate with the best overall performance. This student must have achieved or demonstrated the following: excellent attendance record, outstanding professional conduct, class participation, above average academic achievement, and above average laboratory/clinical performance.
- **Leadership Award** - This award is given to the graduate who has demonstrated exceptional leadership qualities in leading his or her class.
- **Clinical Excellence Award** - This award is given to the graduate with the best clinical performance throughout the program. This student must have demonstrated excellent clinical skills and professional conduct during all clinical rotations.

STUDENT ORGANIZATIONS

Students are free to establish student organizations. However such organizations must conform to the mission and philosophy of Harmony Health Care Institute. All student organizations must be approved by appropriate school authorities in order to become operational. Any student organization whose mission is not in concert with the mission of the school will be prohibited. Students intending to establish a Student Organization shall adhere to the following process:

1. Submit a formal, written request to the office of the Program Activity Coordinator which includes the following items:
 - a. Name of the organization
 - b. Mission and purpose of the organization
 - c. Criteria for membership in the organization
2. Receive approval from HHCI for the establishment of the organization prior to its inaugural meeting/event.
3. Upon approval, the organization must function in accordance with the mission, policies and/or regulations of HHCI.

The Program Activity Coordinator is the responsible official for student organization application review, approval and records. The CFCRC shall review student organization practices and procedures annually.

DRUG-FREE CAMPUS POLICY

Harmony Health Care Institute (HHCI), in compliance with the Federal Drug-Free Schools and Communities Act Amendments of 1989, prohibits the use, possession, sale or distribution of alcohol, narcotics, dangerous or illegal drugs or other controlled substances, as defined in the New Hampshire statutes, on school property or at any function sponsored by the school.

Any student found to be in violation of the Drug-Free Campus policy by manufacturing, distributing, dispensing, possessing or using a controlled substance, as defined in New Hampshire statutes, on any school property will be subject to disciplinary measures up to and including possible termination from school/program.

SMOKING POLICY

Smoking and use of other tobacco products is prohibited in all indoor locations including:

1. Academic areas: such as classrooms, lecture halls, laboratories, libraries, and computing facilities.
2. Break areas, cafeteria, and kitchen area.
3. Work areas; offices, cubicles, lobbies and reception areas.
4. Conference rooms, auditoriums, exhibition areas, indoor athletic facilities, theatres, bookstores, and lounges.
5. Health and physical education facilities including physical fitness areas.
6. Other enclosed areas, including stairwells, elevators, escalators, lobbies, hallways, waiting rooms, patios, reception areas, restrooms, and customer service areas.
7. Any area in which a fire or safety hazard exists, such as stock and storage rooms.
8. Smoking is prohibited within a distance of 20 feet outside a public access doorway to a building.

SEXUAL HARASSMENT POLICY

The policy of Harmony Health Care Institute (HHCI) is to provide an educational and employment environment free from unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment. Employees, students, or other persons acting on behalf of the school who engage in sexual harassment as defined in this policy or by state or federal law shall be subject to discipline, up to and including discharge, expulsion, or termination of contract. In the event that a student is a victim of sexual harassment, the student should follow the established student complaint/grievance procedure to report the incident. If a staff/faculty is the victim, the staff/faculty should adhere to the established employee complaint/grievance procedure in reporting the incident.

Confidentiality

HHCI recognizes the sensitive nature of sexual harassment complaints. As such, each step in the complaint procedures must be conducted with discretion in order to maintain confidentiality. Information related to sexual harassment complaints will be disseminated only to those individuals who are required (or who need) to have the information in order to facilitate these procedures. HHCI is committed to ensuring that employees, students and applicants for employment are not adversely affected for having brought forward a complaint of sexual harassment. All participants in these procedures shall be protected from retaliatory acts by the school, employees or students. If retaliation or reprisal does occur, disciplinary action will be imposed. HHCI provides both an informal and a formal process for the resolution of sexual harassment complaints. Individuals who believe that they have been sexually harassed may elect to proceed under one or both of the procedures within 90 days of the date of the alleged harassment or the date on which the complainant knew or should have known of the facts underlying the complaint. The selection of complaint procedures is solely at the discretion of the complainant and may depend upon:

1. The comfort-level of the individual complainant;
2. The complainant's feelings about the appropriateness of such conversation; and,
3. The complainant's perception of the severity of the conduct.

Any complainant who would prefer not to participate in the informal procedure, may proceed directly to the formal procedure, and also has the right to file a complaint with the Office of Civil Rights of the U.S. Department of Education.

The Customer Feedback and Conflict Resolution Committee (CFCRC) shall be responsible for overseeing the investigation of complaints of sexual harassment. Any students wishing to file a complaint may pick up a complaint/grievance form and HHCI Policy & Procedures for Complaints/Grievance at the office of the Program Activity Coordinator or the admissions department or call (603) 886-0822. For additional information about the sexual harassment complaint process, please call the Program Activity Coordinator at (603) 886-0822.

UNLAWFUL DISCRIMINATION POLICY

The policy of Harmony Health Care Institute (HHCI) is to provide an educational and work environment in which no person shall be unlawfully denied access to the benefits of, or unlawfully subjected to discrimination on the basis of, ethnic group identification, national origin, religion, age, sex, sexual orientation, race, color, or physical or mental disability, in any program or activity that is funded directly by, or that receives any financial assistance from the State of New Hampshire or the federal government.

In so providing, HHCI hereby implements the provisions of Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d), Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794), the Americans with Disabilities Act of 1990 (42 U.S.C. § 12100 et seq.) and the Age Discrimination Act (42 U.S.C. § 6101).

HHCI provides both an informal and a formal process for the resolution of unlawful discrimination complaints. Students, staff/faculty or applicants who believe that they have suffered unlawful discrimination may elect to proceed under one or both of the procedures within 90 days of the incident, or within 90 days of learning of the incident. The selection of complaint procedure is solely at the discretion of the complainant and depends upon the following:

1. The comfort-level of the individual complainant;
2. The complainant's feeling about the appropriateness of such a conversation, and
3. The complainant's perception of the severity of the event or conduct.

Copies of the "Unlawful Discrimination and Sexual Harassment Policies and Complaint/Grievance Procedures" document are available at the office of the Program Activity Coordinator or the Admissions Department. The Customer Feedback and Conflict Resolution Committee oversee the investigation of complaints of unlawful discrimination and sexual harassment. Any student filing a complaint can pick up a

complaint form at the office of the Program Activity Coordinator or the Admissions Department. For additional information about the unlawful discrimination complaint process, please contact the Program Activity Coordinator at (603) 886-0822.

LIBRARY AND COMPUTER LABORATORY

Use of the HHCI Library / Computer Lab is a privilege extended to HHCI staff and students. All users of the Library / Computer Lab are responsible for compliance with the established policies. Violation of such policies may result in suspension of lab use privileges if a warning has been previously issued to the individual. To minimize disruption due to high demand for use of computer resources, the following procedure must be followed to maximize resource utilization and to maintain the availability and suitability of these resources for all users:

- Library use must be for academic purposes only. The library is open from 8:00 a.m. until 5:00 pm.
- Lab use must be for academic purposes only and in accordance with lab use schedule. Open lab hours will be scheduled for students to sign up.
- To enter the library or lab a valid HHCI Picture ID must be presented at the front desk prior to entering the library or lab. Please carry your HHCI ID card with you while using the library or lab. You may be asked to present it at any time, and if you don't have it with you, you may be asked to leave the room.
- Every student must sign-up for when they intend to use the library or lab during open hours.
- All library or lab users must adhere to HHCI policy statement on student use of HHCI computer systems and networks.
- Please do not leave your personal belongings unattended. HHCI staff is not responsible for lost, stolen, or moved items. It is your responsibility to keep your own property safe and secure.
- No food, drinks, smoking, or animals are permitted in the computer lab or the library.
- As a shared environment, library or lab users must respect the needs of others.
- The computer lab and the library are for students and faculty use only; therefore lab users are not allowed to bring visitors/guests into the lab with them. Visitors must wait in the lobby.
- Displaying of offending graphic images by way of Netscape, Internet Explorer or other software is not permitted by lab users. Displaying of such images is in violation of the HHCI policy on student use of HHCI computer systems and networks.
- The playing of computer or internet games is not allowed in the lab or library.
- The use of chat programs or chat rooms is not allowed in the lab or library.
- The installation of programs or software on the lab or library computers is not allowed. The programs or software installed on HHCI computers are copy protected. Anyone found tampering with the copy protection would be subject to termination proceedings that may lead to expulsion from the program.
- Copying of files on to a CD or memory stick is not allowed, except authorized or assigned schoolwork.
- Lab users can save their documents on their own portable memory device. HHCI is not responsible for the documents saved on the hard drive. Hard drives files are deleted periodically. HHCI assumes no responsibility for any damage or loss of data caused directly or indirectly by using the facilities or computers.
- If you have any computer problems, request assistance from an administrative assistant. Assistance provided is limited to the computer and software installed in the lab or library by the HHCI technical staff.
- Students may only print authorized school assignments. Printing of personal documents that are not related assigned schoolwork is prohibited.
- Headphones must be signed out prior to using in the lab or library and must also be signed back in after use with an administrative assistant.
- Although there is no dress code per se, shoes and shirts are required of all lab users.
- Use of the computer facilities should not hamper or interfere with the ability of other students to do academic work. Activities to be avoided include but are not limited to excessive computer volume, loud conversation or laughter, use of offensive language, viewing of offensive or explicit imagery, cell phone calls, and other disruptive behavior. Cell phone use is completely prohibited anywhere in the school.
- Absolutely no alcohol, tobacco or other drugs allowed in the lab or library. HHCI is an alcohol, tobacco and drug free facility.
- Keep our computer lab and library clean! No food or personal items are allowed in the library/lab. Please remove all papers when leaving the library/lab.
- Reference manuals or materials borrowed by lab or library users must be returned after use. It must be signed out and in. Under no circumstance should any borrowed reference manual or material leave the school premises.
- There is a 2-hour time limit for computer use; however, computers left unattended for more than 15 minutes will be automatically reassigned to someone else. (The assistants will remove all personal belongings and save that users work before giving the computer to another student).
- Files may not be saved to the computer's hard drive. Each student is encouraged to acquire a portable memory device to facilitate saving and printing class related materials.
- Groups may utilize computers as long as such use does not compromise the noise level and work environment of the individual users of the facility. Equipment and cables are to be moved by authorized personnel only.
- Lab or library users may not attach personal hardware (with the exception of personal flash drives for storage of information) to any HHCI computer without permission from an Administrative Assistant.
- No more than three (3) copies of a document may be printed by the student. Photocopiers in the Lobby may be used for additional copies as needed for class related materials.
- Any error messages on printers should be brought to the attention of the Administrative Assistant. Under no circumstances should a student attempt to correct paper jamming or other maintenance problems with a Library/Lab printer.
- Lab users are to clean up the area around the computer as they leave. This includes making sure CDs and portable memory devices are removed from the UPC and any unwanted paper is placed in the recycle bin.

Please observe closing time. There will be an announcement 20 minutes prior to the labs closing and all printers will be turned off 15 minutes before closing. No further announcement will be made. Lab users are required to be out of the facility at closing time so that HHCI employees can carry out closing procedures.

COMPUTING FACILITIES AND NETWORK

HHCI computing facilities and network are provided as a service to support the work of students, faculty, staff, and other members of the institution that are involved in the execution of its mission as an educational institution. HHCI strives to provide fair and distributed access to computing and network facilities for a large number of users. Proper use follows the same standards of common sense, courtesy, and restraint in the consumption of shared resources that govern the use of other school facilities. Improper use violates those standards by preventing others from accessing shared facilities.

Individual Responsibilities While Using HHCI Computing Facilities and Network:

The link/interplay between privileges and responsibilities within each individual situation and throughout the school engenders the trust and intellectual freedom that form the basis of academics. This trust and freedom depend upon each person developing the skills necessary to be an active and contributing member of the school. These skills include awareness and knowledge of information and the technology used to process, store, and transmit information. This policy applies to all computers connected to the HHCI computer network, including those in all HHCI buildings and facilities, and also those using remote access connections. Use of the computing facilities and network is a privilege, not a right. HHCI provides uncensored access to information on the Internet. Each individual is responsible for selecting, viewing, and utilizing appropriate resources and avoiding excessive use of the system that could interfere with the mission of the school. In addition, HHCI provides students with access to the networks and/or computers systems of other affiliated organizations. Everyone one of these networks and/or computer systems (i.e. ATI, Ovid, Elsevier, etc.) has its own set of policies and procedures. Therefore users of the networks and/or computer systems of affiliated organizations must abide by their networks and/or computer systems policies and procedures.

HHCI does not guarantee the confidentiality of any information entering or residing on any of its computer systems. It also reserves the right to access and examine any information on any of its computer systems. All users must respect the integrity of the physical computing facilities and controls, and respect all pertinent policies, laws, licenses, and contractual agreements. In accord with the HHCI standards of conduct, it is a violation of policy to:

1. Copy, rename, alter, examine, or delete the files or programs of another person or that of HHCI without permission.
2. Use a computer for any of the following prohibited actions:
 - a. Sending abusive, threatening, or harassing messages;
 - b. Sending messages that are likely to result in the loss of recipients' work or systems;
 - c. Sending 'chain letters' or 'broadcast messages' to lists or individuals;
 - d. Any other uses that would cause congestion of the networks or otherwise interfere with the work of others;
 - e. Inserting programs on another's computer without permission;
 - f. Create, disseminate, or run a self-replicating program (virus) whether destructive or not;
 - g. Tamper with the switch settings, move, reconfigure, or otherwise damage terminals, computers, printers or other equipment;
 - h. Collect, read, or destroy output other than your own work without the permission of the owner;
 - i. Use the computer account of another person with or without permission unless the account is designated for group work;
 - j. Forge or misrepresent one's identity in electronic communication for any purpose;
 - k. Copy any copyrighted software provided by HHCI. Users should be aware that it is a criminal offense to copy any software that is protected by copyright;
 - l. Use licensed software in a manner inconsistent with the licensing arrangement;
 - m. Access or attempt to access a host computer, either at HHCI or through a network, without the owner's permission, or through the use of log-in information belonging to another person;
 - n. Make use of the facility for commercial purposes or financial gain.

Enforcement of violations of Computing Facilities and Network Policies & procedure:

Alleged violations of policy shall be investigated under provisions of the appropriate student or employee or faculty handbooks or HHCI Standards of Conduct, as applicable. During an investigation, HHCI representatives, with due regard for the right of privacy of users and the confidentiality of their data, reserve the right to suspend or modify computer access privileges, monitor network access, examine files, passwords and account information, printouts, tapes, and any other material which may aid in an investigation of possible violation. Whenever possible, the cooperation and agreement of the user will be sought in advance. Users are expected to cooperate in such investigations. Violations of policy may result in disciplinary actions as prescribed by HHCI policies and procedures.

Computer Lab Reservation

1. All faculty members using the computer lab must take full responsibility to enforce the HHCI computing policies and regulations.
2. Computer Lab reservations must be submitted no less than one week in advance. An e-mail notification confirming the reservation will be sent within one week of your request.
3. All new software installation requests must be submitted at least three weeks in advance for compatibility testing purposes. Instructors must provide proof of software licenses for all software requests for each session that the software will be in use. We cannot change the settings of any equipment to accommodate new software.
4. Personal networking equipment is not allowed in the classrooms. All IP addresses in the computer lab are for lab use only.

Use of Library and Computer Laboratory Facilities after School Hours:

The library and computer laboratory facilities are open and available for use, between the hours of 8:00 am and 5:00 pm, Monday through Friday, when school is in session. Lab/Library facilities may also be available after 5:00pm on certain days of the week. Please check with Administrative Assistant for use of Lab/Library facilities, after 5:00pm hours. During these hours, the lab is open for use and an HHCI staff is always available to provide assistance. However, after normal hours of operation, the appropriate staff or faculty member who assumes responsibility for the lab and its resources must obtain permission. This staff or faculty member is responsible for obtaining the lab key from Administrative Assistant in order to gain access to the lab and returning the key to an administrative assistant after use.

DATA PRIVACY AND SECURITY

Information systems, within both computer and paper files, contain data necessary to conduct business of HHCI. This policy establishes data security practices for the privacy of HHCI employees, students, alumni, etc. Data are institutional resources and must be protected from unauthorized change, destruction, or disclosure, whether accidental or intentional. Staff who maintain data (electronic or paper) or handle computer-generated documents must:

1. Use data and data access only as required in the performance of their jobs.
2. Disclose confidential HHCI data to other staff only on a need-to-know basis.
3. Exercise due care to protect data from unauthorized use, disclosure, alteration, or destruction.
4. Follow established data processing practices when connected to the database, including the following:
 - a. Do not leave workstations unattended after logging-in.
 - b. Change the login password every 90 days; do not write down or display the password near the workstation.
 - c. Do not disclose a login account and password to anyone.

The Information Technology staff, current administrative staff and faculty with the authorization of the HHCI President and/or the Director of Nursing Education, is responsible for:

1. Maintaining a network and computer system that provides safeguards against unauthorized access of this data.
2. Providing a custodial environment for the maintenance of the database. Disseminate data to anyone on or off campus. Within the guidelines of this policy, that responsibility belongs to the head of the various departments that maintain the desired data.
3. Maintaining and identifying the following information classifications for all HHCI data:
 - a. **Unclassified** - Information or documents that are available to the public.
 - b. **Internal Use Only** - Information or documents restricted for use within HHCI campus, which is related to the institution's business. Computer generated reports listing students, staff, financial data and telephone directories are primarily for Internal Use Only. Documents and data of this kind need not be kept under lock and key although reasonable care should be made to keep it from public view. Precautions must be taken when this data is transferred to another individual or destroyed.
 - c. **Confidential** - Sensitive data that would breach reasonable privacy expectations or data that could be detrimental to students, staff members or HHCI if improperly disclosed. This data is made available only to those individuals whose job responsibilities require such data. This kind of data when printed on paper must be kept under lock and key and carefully safeguarded. Precautions must be taken when this data is transferred to another individual or destroyed.

Selling or transferring of e-mail addresses, mailing labels, or other serial data by anyone to outside agencies or vendors is prohibited unless approved by the HHCI President. The LPN program complies with applicable laws and regulations regarding the dissemination and protection of data that is confidential.

Enforcement of violations of Data Privacy and Security Policy and Procedure

Violations of any part of this policy may result in disciplinary action as prescribed by HHCI policies and procedures. Disciplinary action may include but is not limited to termination from the school/program.

HHCI Computing Facilities Disclaimer*The use and operation of HHCI computing facilities are subject to the following disclaimer: HHCI accepts no responsibility for any damage or loss of data arising directly or indirectly from the use of these facilities or for consequential loss or damage. HHCI makes no warranty that all data can or will be restored and accepts no responsibility for any damage or loss arising directly or indirectly from hardware or software failure or from human error. Our goals are primarily educational in nature, therefore computer facilities are generally open to perusal and intrusion by others, and security mechanisms may not provide adequate protection although every effort is made to maintain adequate security. HHCI will not accept responsibility for any loss of privacy, theft or loss of information, damage or loss of data, arising directly or indirectly from the absence or failure of security mechanisms. HHCI makes no warranty expressed or implied regarding the computing services or facilities offered or their fitness for any particular purpose.*

COPYRIGHT

It is the policy of HHCI to uphold the provisions of the Copyright Law (Title 17, United States Code, January, 1978). The intent of the law is to balance the rights of the copyright owner with society's free flow of ideas. The copyright owner has exclusive rights to reproduce the copyrighted work, to prepare derivative works, to distribute copies and to perform or display the work publicly.

Consequently, it is an infringement of copyright for any person other than the copyright owner to exercise any of the rights listed above unless properly authorized by the owner, or unless the use of the material constitutes "fair use" as provided in the law. Thus, whenever copyrighted materials are to be reproduced for educational or administrative use (whether in the form of copy from broadcast transmission, classroom projection of copied material, reference material copied for use by students, duplication of computer programs, etc.) it must be determined that the permission of the copyright owner is obtained or that the planned use of the material fits the fair use concept. Fair use, however is in the end, determined by the courts.

Since it is not feasible to designate one individual who determines when explicit permission of copyright owners should be sought for particular instructional uses of copyrighted material, every administrator, instructor and staff member who may be involved in the reproduction of copyrighted materials for classroom use, preparation of lectures and/or labs, or other campus organizational use has an important responsibility to assure that the rights of copyright owners are recognized and honored. If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

HHCI reserves the rights to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law. Employees who willfully disregard the copyright law are in violation of HHCI Policy and do so at their own risk and assume all liability.

Persons requesting HHCI services involving copyrighted material will be asked to certify, in writing, either that the copyright owner's permission has been obtained, or that for specific reasons, the proposed use is judged to be covered by the fair use provision. Fair use is not susceptible to exact definition. However, it allows copying without permission from, or payment to, the copyright owner where the use is reasonable and not harmful to the rights of the copyright owner. Four factors must be considered in determining whether or not a particular use of copyrighted material is fair:

1. The purpose and character of the use, whether such use is of a commercial nature or is for nonprofit educational purposes.
2. The amount and substantiality of the portion used in relation to the copyrighted work as a whole.
3. The nature of the copyrighted work.
4. The effect of the use upon the potential market for or value of the copyrighted work. (Other factors and criteria may also be considered by the courts)

CONTINUING EDUCATION STUDENTS

All students not enrolled in any certificate/diploma program may be allowed to take any of the applied and/or general education courses. Students in this category are classified as non-matriculated students. A non-matriculated student who wishes to transition into a certificate/diploma program in the future is encouraged to declare his or her intention early in order to receive advice on the appropriate classes to take as a non-matriculated student. To matriculate into a diploma program, the student must petition the Admissions Office for enrollment into such a program. A candidate in this category must meet all the admission requirements for the program. In order to transfer any course(s) taken while the candidate is a non-matriculating student into the program, this candidate must have achieved at least the minimum required passing grade on the course(s) and have taken the courses within 5 years of admission. All other program admission requirements and processes must be adhered to prior to enrollment. Non-matriculating students must abide by all school policies and procedures in order to maintain a student status in HHCI. Non-matriculating students are encouraged to meet with their instructor for any academic concerns.

APPLIED/GENERAL EDUCATION COURSES

A non-matriculating student may be allowed to take any of the following courses:

1. BI 100 - Essentials of Anatomy & Physiology
2. BI 200 – Introduction to Microbiology
3. HL 100 – Basic Nutrition
4. PS 101 - Human Lifespan
5. PS 201 – Introduction Psychology

PREPARATORY COURSES

Preparatory classes are designed to ensure that students admitted in the Licensed Practical Nurse Program have the basic knowledge and aptitude necessary for success in the program. The preparatory classes consist of two courses: BIO 99 Medical Terminology and MA 100 Basic Mathematics. Any student required to take the preparatory courses by the Admissions Department will be eligible for admission into the Licensed Practical Nurse Program after successfully completing any required preparatory courses (BIO 99 Medical Terminology and MA 100 Basic Mathematics) with a minimum passing grade of "C" as well as successfully completing all other entrance requirements (i.e. TEAS, English Essay, and other admissions requirements, etc.).

DESCRIPTION OF PREPARATORY COURSES

BIO 99 Medical Terminology

Total Clock Hours: 30 (didactic: 30) Pre-requisites: None. Co-requisites: None

This course is an introduction to medical terminology. It is designed as preparatory course for nursing and science courses. A body systems approach will be used to introduce students to medical terms. Medical vocabulary will be introduced and medical terms will be discussed using word parts: roots, combining forms, suffixes and prefixes.

MA 100 Basic Mathematics

Total Clock Hours: 30 (didactic: 30) Pre-requisites: None. Co-requisites: None

This course focuses on the basics of mathematics and the necessity of the proficiency in mathematics for the licensed practical nurse. Students are introduced to principles of basic mathematics in the area of addition, subtraction, multiplication, division, roman numerals, fractions, decimals, percentage, proportion and temperature. Review of basic math and computations is included. Systems of measurement are introduced.

Registering for Applied/General Education or Preparatory Course(s):

In order to be allowed to join a class, student must register for the course(s) as follows:

- Registering for a course with 15 total clock hours per course must be completed no later than the second class meeting. No student will be allowed to join such a class after the second class meeting.
- Registering for a course with 30 or more total clock hours per course must be completed no later than the third class meeting. No student will be allowed to join such a class after the third class meeting.



“HHCI’s Success depends on the Success of her Students”

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