



V C V D E W Y

CATALOG
January 2020 - December 2020

MAIN CAMPUS:

560 Saw Mill Road
West Haven, CT 06516
(203) 288-7474
Fax: (203) 288-8869

BRANCH CAMPUSES:

| | |
|---------------------|-------------------------|
| 101 Pierpont Road | 745 Burnside Avenue |
| Waterbury, CT 06705 | East Hartford, CT 06108 |
| (203) 756-5500 | (860) 569-0618 |
| Fax: (203) 596-1455 | Fax: (860) 569-0829 |

Toll-Free (800) 585-1315

Accredited by
Accrediting Bureau of Health Education Schools
and
Approved as a Private Occupational School by the
Connecticut Office of Higher Education

This catalog/publication is true and correct in content and policy.

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GENERAL INFORMATION

OVERVIEW

Stone Academy has provided students with a career-oriented education for more than a century. Its rich history dates back to 1864 when it was founded as the United States College of Business. Later the school became known as Stone School of Business. In 1988, as a result of a merger with The Academy for Business Careers, the school became Stone Academy. In 2002, following a merger with Goodwin Institute, Stone Academy opened a branch campus in Waterbury.

Stone Academy's main campus is located in our newest facility located at 560 Sawmill Road in West Haven, Connecticut. The main campus consists of approximately 28,000 square feet of naturally lit and generously sized classrooms, medical labs, a library, an extensive student lounge and administrative offices. The location of the main campus is enhanced by the cultural and business attributes of both the Greater New Haven and the Greater Bridgeport area.

Our Waterbury branch campus is located at 101 Pierpont Road in Waterbury, Connecticut. This site consists of 7,000 square feet of office, classroom and lounge space.

Our East Hartford branch campus is located at 745 Burnside Avenue in East Hartford, Connecticut. It contains classrooms, labs, a library, a student lounge and offices.

The Stone Academy campuses are handicapped accessible.

STATEMENT OF LEGAL CONTROL

Stone Academy is legally controlled by Career Training Specialists, LLC, which is incorporated under the laws of the State of Connecticut. Mark Scheinberg is the sole owner of the corporation.

HOURS OF OPERATION

Campus hours of operation are Monday through Thursday from 8:00 a.m. to 10:15 p.m. and Friday 8:00 a.m. to 5:00 p.m. The admissions and administrative offices are open from 9:00 a.m. to 8:00 p.m. Monday through Thursday, and 9:00 a.m. to 5:00 p.m. on Friday.

All campuses are open from 8:00 a.m. to 4:00 p.m. on most Saturdays.

Stone Academy – West Haven Campus

Direct Telephone: (203) 288-7474
Direct Fax: (203) 288-8869
Toll-Free Number: (800) 585-1315

Stone Academy – Waterbury Campus

Direct Telephone: (203) 756-5500
Direct Fax: (203) 596-1455
Toll-Free Number: (800) 585-1315

Stone Academy – East Hartford Campus

Direct Telephone: (860) 569-0618
Direct Fax: (860) 569-0783
Toll-Free Number: (800) 585-1315

SCHOOL CLOSING DUE TO INCLEMENT WEATHER

School closings due to inclement weather will be announced on the following stations later than 7:00 a.m. and/or after 3:00 p.m. Please make sure they specify the “West Haven” or “Waterbury” or “East Hartford” Campus. The cancellation of day classes does not mean that evening classes are cancelled. That is a separate decision that is normally not made until after 3:00 p.m. Students should not call the school prior to 3:00 p.m. to inquire of our decision.

West Haven and Waterbury Campus:

Channel 8 WTNH-TV
Channel 30 WVIT-TV
Channel 3 WFSB-TV

East Hartford Campus:

Channel 8 WTNH-TV
Channel 30 WVIT-TV
Channel 3 WFSB-TV
Channel 22 WWLP-TV

PN clinical instructors may make arrangements with their students to override school closures. Students should speak with their Clinical Instructor and/or the PN Site Administrator for details.

MISSION STATEMENT

Stone Academy’s mission is to provide an academic environment where motivated individuals can acquire the specific skills and attitudes necessary to make a significant contribution in the business and/or allied health fields. The dedication of the faculty and administration together with the motivation of each student affords the Stone Academy graduate the opportunity to put his or her mastery of marketable skills to use in the business and/or allied health fields.

GOALS

Stone Academy is authorized to offer both certificate and diploma programs beyond the high school level in order to qualify students for employment in various technical or medical fields. To this end, Stone Academy subscribes to the following five goals:

1. To provide excellent up-to-date training in the various areas of study.
2. To provide an education which blends hands-on skill acquisition with the creative thinking skills required by employers to ensure the employability of all of our graduates; to have our graduates recognized by employers as an organizational resource.
3. To continuously develop and refine methods to recruit and accept students who have the highest potential for success in our programs; to foster a high-quality/caring professional community that values a service-oriented teamwork approach toward the retention and personal achievement of every student.
4. To assist graduates who have successfully completed their programs of study in finding positions that are appropriate for the level of skills that they possess.
5. To provide a clean, attractive, and well-managed environment for students, faculty, and staff.

ACCREDITATION AND APPROVALS

ACCREDITATION STATEMENT



ABHES - Stone Academy is accredited by the Accrediting Bureau of Health Education Schools to award Diplomas and Certificates. The Accrediting Bureau of Health Education Schools is listed as a nationally recognized accrediting agency by the United States Department of Education and is recognized by the Council for Higher Education Accreditation. The address for ABHES is 7777 Leesburg Pike, Suite 314N, Falls Church, VA 22043, (703) 917-9503.

APPROVALS

State of Connecticut Office of Higher Education

Stone Academy is approved as a private occupational school by the Office of Higher Education, CT State Approving Agency, Academic Affairs, 450 Columbus Boulevard, Suite 510, Hartford, CT 06103-1841, (860) 947-1816.

State of Connecticut Board of Examiners of Nursing

Stone Academy's Practical Nursing program is approved by Connecticut's Board of Examiners of Nursing.

VETERANS

Stone Academy programs are approved under Section 3675, Title 38, United States Code. Stone Academy is approved to enroll qualified veteran beneficiaries to use their VA educational benefits at our school by the CT State Approving Agency.

Veteran's benefits may be discontinued if the student has more than five unexcused absences during an eight-week module.

STUDENT SERVICES AND ACTIVITIES

ACADEMIC ADVISING

Counseling and guidance begin with the admissions interview and continues throughout the time a student is at Stone Academy. The Campus Directors, Program Administrators/Managers, Admissions Representatives, and faculty serve as retention counselors to help identify individual student problems that may affect school attendance.

To supplement scheduled classroom instruction, students are encouraged to use the facilities and equipment whenever the school is open.

EMPLOYMENT PLACEMENT ASSISTANCE

A graduate's first position is extremely important in developing a successful career path. Great care is taken by the institution in helping to equate a student's interests and abilities with the most desirable job opportunities available upon graduation. To this end, Stone Academy takes great pride in offering Professional Development classes to its students. These classes include self-packaging, telephone usage, cover letters, and different styles of résumé writing, interview techniques, and employer/employee relations. The Career Services Manager reviews all résumés and assists the graduate in his or her job search. Continuous placement assistance is provided for all graduates in good standing of Stone Academy. Experience has proven that our graduates are well received in industry. Stone Academy reminds students that many potential employers conduct background checks. Students with drug and/or felony convictions may be prohibited from working at certain employers. **Stone Academy does not guarantee employment of our graduates.** Stone Academy maintains placement records that document our recent placement statistics. Contact the Career Services Manager for further information.

OTHER ACTIVITIES

Students, faculty, and administration plan special events throughout the year, which include student appreciation day, picnics, potluck lunches, and other activities designed to engage/enrich our student body.

CAMPUS SECURITY ACT INFORMATION

Under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the "Clery Act"), Stone Academy is required to compile and make available an annual security report. This report includes statistics for the previous three years concerning reported crimes that occurred on campus and on public property immediately adjacent to, and accessible from, the campus. The report also includes a description of the school's policies concerning campus security. The annual security report is available upon request from the Campus Director or by accessing our website.

SAFETY POLICIES

Firearms

In order to ensure the safety of students and staff at Stone Academy, firearms are not permitted on campus. While on the campus for classes or activities, students are prohibited from introducing, possessing, using, buying or selling weapons, firearms, ammunition, explosives, or items deemed by the school administration to be dangerous.

Exposure Control Plan

Healthcare personnel are at risk for occupational exposure to bloodborne pathogens and contaminated body fluids, including hepatitis B virus (HBV), hepatitis C virus (HCV), Tuberculosis (TB), and human immunodeficiency virus (HIV).

Exposures can occur through needle sticks or cuts from any sharp instruments contaminated with an infected patient's blood or through contact of the eye, nose, mouth, mucosal surface or skin with a patient's blood or body fluid. Most exposures do not result in infection. Following a specific type of exposure, the risk of infection may vary with factors such as:

- The pathogen involved
- The type of exposure
- The amount of blood involved in the exposure
- The amount of virus in the patient's blood at the time of exposure

Stone Academy is committed to providing a safe and healthful learning and work environment for our entire staff and student body. In pursuit of this endeavor, the following exposure control plan (ECP) is provided to eliminate or minimize occupational exposure to blood borne pathogen. Each exposure will be recorded, evaluated, and monitored for corrective action and appropriate follow-up care.

Purpose:

To delineate the follow-up protocol for employees and students exposed to needle-stick injuries and/or blood and body fluid exposure.

Procedure:

- A. Needle-stick injuries, cuts, splashes will be washed immediately with soap and water. Eyes should be washed out with clean water, saline, or sterile irritants. Flush slashes to the nose, mouth, or skin with water.
- B. All exposures should be reported immediately to the instructor at Stone Academy or the supervisor at the facility where the incident occurred as well as Stone Academy's Program Manager/Director.
- C. The instructor or Program Manager/Director should immediately fill out the Stone Academy Exposure Report form completely and accurately.
 1. List date of last Tetanus and Hepatitis B vaccine.
 2. Copies of the above should be faxed to the facility providing follow-up care and Stone Academy's Medical Program Manager/Director.
- D. If the source of exposure is available (patient), have the facility acquire consent for TB, HIV, HBV, and HCV testing according to their facility policy.
 1. A lab sheet for the patient should be completed by the facility, and the "patient exposure panel" should be requested. A separate consent form is needed for the HIV-1 testing.
 2. If the source patient refuses to allow the blood tests to be taken, the facility's supervisor should be notified and will follow facility protocol in this circumstance.
- E. The Supervisor will notify the facility that will be providing the follow-up care of the exposure and the need for follow-up testing and counseling. Post exposure prophylaxis for HIV should be initiated no later than three hours after exposure if treatment is desired.
- F. Exposed employees or students should immediately report to the designated facility in order to start prompt treatment.
- G. Once the employee or student arrives at the designated facility, the designated facility staff will assume responsibility for testing, counseling, and follow-up care per their institutional policy.

Hazardous Materials Policy

All hazardous materials are listed in the Laboratory Safety Manual of every laboratory. The guidelines regarding the proper handling, storage, transportation, and disposal of all hazardous materials are explicitly stated within the Laboratory Safety Manuals and meet OSHA regulations. Each Program Manager/Director is responsible for orienting students to the Laboratory Safety Manual and OSHA regulations surrounding the proper handling, storage, transportation, and disposal of hazardous materials.

ADMISSIONS

GENERAL ADMISSIONS POLICY

Stone Academy seeks qualified applicants who desire careers in a variety of medical related areas. Aptitude and academic background are important; however, motivation, attitude, past work experience and maturity are taken into consideration for acceptance.

ADMISSIONS REQUIREMENTS

Diploma and certificate programs require a personal interview with an Admissions Representative for all interested applicants. Acceptance into the diploma or certificate programs is based upon successful completion of the interview as well as the attainment of a high school diploma or a General Education Diploma. Applicants must produce a copy of their high school diploma/General Education Diploma or sign an attestation of having graduated from high school or having received their General Education Diploma.

Prospective students are encouraged to telephone the school any hour of the business day, Monday through Friday, to schedule an appointment with an Admissions Representative and visit the campus. The application for admission requires a \$25 registration fee, which is refundable if the student is not accepted to the school. All applicants will be apprised of their acceptance or rejection, usually within two weeks of application and will then have an additional 3 business days in which to cancel their acceptance for a full refund of their registration fee.

Students applying to Stone Academy for the first time should:

1. Interview with an Admissions Representative;
2. Complete an Enrollment Agreement;
3. Submit all necessary paperwork as requested by the Admissions Representative and;
4. Pay the \$25 registration fee.

Nursing applicants are required to attend an informational seminar and must have a high school diploma or GED. In addition, all Nursing applicants must take and pass all required sections of the Accuplacer Placement test (passing scores are 220 in Arithmetic, 232 in Reading, 232 in Writing, and 200 in Quantitative Reasoning, Algebra, and Statistics) and submit a completed Nursing application, which includes, but is not limited to, up to three letters of reference and a personal essay. Nursing applicants may also submit supplemental information as part of the application such as a high school transcript, and/or any post-secondary (college/trade school) transcripts, and/or a resume.

Each applicant's information is then reviewed, weighted, and scored based on their test results, letters of reference, essay, and the quality of their supplemental materials. The highest scoring applicants are accepted into the PN program based on the number of seats available. All other applicants will be placed on a wait list and will be accepted as seats become available.

Medical Assisting applicants must take and pass a Wonderlic exam with a score of 13 or higher. Patient Care Specialist applicants must pass the Wonderlic exam with a 10 or higher.

Nurse's Aide applicants are not required to take the Wonderlic exam.

Students applying to the Practical Nursing program must complete and pass a background check.

When applying for admission into another program, Stone Academy Medical Assisting graduates with a grade point average of 3.5 or higher may have the entrance test waived after meeting with a Practical Nursing Site Administrator and the Campus Director.

MEDICAL ASSISTING/PATIENT CARE SPECIALIST/ PRACTICAL NURSING/ NURSE'S AIDE PROGRAMS

Students must sign off on a Hepatitis B immunization form with admissions during the enrollment process. It is strongly recommended that the student obtain the inoculation due to the nature of health hazards in the healthcare field. Medical Assisting, Practical Nursing, and Patient Care Specialist students will be required to have a Physical Exam form on file by the end of the fourth week of the program.

Nurse's Aide students must have a Physical Exam form on file by the end of second week of the program.

If the exam is done prior to the start of school, the exam cannot be older than 90 days. If the Tuberculin test, which is part of the physical exam requirement, expires before externship or the clinical rotation, the student will be required to have another one performed and present documentation of this to the Medical Programs Manager or Practical Nursing Site Administrator; or the student will not be allowed to go on externship or clinical.

Medical Assisting students must also sign a form acknowledging that they understand the AAMA/ABHES testing eligibility requirements.

READMISSION

Former students who wish to continue their studies must first interview with and receive approval from the Medical Programs Manager or Practical Nursing Site Administrator, a Financial Aid Officer, and the Campus Director. Students who withdrew or were dismissed for unsatisfactory academic progress, disciplinary issues, or other concerns are not guaranteed readmission. A readmission decision will also consider available openings within a cohort and the availability of clinical resources.

Students seeking readmission into the Practical Nursing program must also start classes within 18 months of severance from the program. Students seeking readmission into the Medical Assisting and Patient Care Specialist programs must also start classes within 12 months of severance from the program. The re-enroll decision will be based on readmission interviews, faculty reviews and clinical evaluations. Evidence of a student's interim efforts to strengthen areas of academic weakness and circumstances, which interfered with an earlier attempt at completing a program of study, will be taken into consideration.

NON-MATRICULATED STUDENTS

Non-matriculated students may take single courses without meeting other entrance requirements upon approval of the Campus Director.

FINANCIAL AID

A private conference with an officer in the Financial Aid Department will be scheduled within seven days after the submission of the Application for Admissions. Applicants will be given information and assistance in filling out all necessary forms for receiving grant and loan awards. Unofficial financial aid awards will be explained at this time. Stone Academy offers our students financial support from various aid programs. Some of these funds originate from federal and state agencies, and some originate from local government and community based organizations. The Financial Aid Department is the designated department to disseminate consumer information to enrolled or prospective students. (Sec. 668.45)

FEDERAL AID SOURCES

Federal Pell Grants

Federal Pell Grants are awarded to students who need money to pay for their education or training after high school. A Pell Grant is not a loan, so it does not have to be repaid. To be eligible for a Pell Grant to attend Stone Academy, the applicant must show financial need and not possess a Bachelor's Degree.

Federal Supplemental Education Opportunity Grants

Federal Supplemental Education Opportunity Grants may be awarded to help pay education beyond high school. The grant is limited to undergraduate students with exceptional financial need (with priority given to Pell Grant recipients), and it does not have to be repaid.

Federal Work-Study

Federal Work-Study funds provide job opportunities for students to earn money while attending school. The amount of money awarded is based on need and the availability of funds.

Federal Direct Stafford Loan

This loan may be subsidized, unsubsidized, or a combination of both. With a subsidized loan, which is awarded based on financial need, the federal government pays interest that accrues while you are in school. The unsubsidized loan is not based on need; interest that accrues while in school must either be paid monthly or deferred and capitalized (added to the original loan balance). The Financial Aid Office determines financial need. Please refer to <https://studentaid.ed.gov> for interest rate and origination fee for both the subsidized and unsubsidized loans.

Loan funds are disbursed directly to Stone Academy in equal amounts over each term of enrollment for the academic year. There is a 6-month grace period prior to repayment following graduation, withdrawal, or attending below half-time status.

In order for first-time borrowers to receive a Direct Stafford Loan, an in-person Federal Entrance Interview and a Direct Stafford Loan Master Promissory Note (MPN) must be completed. The Direct Stafford Loan MPN can be completed at <http://www.studentloans.gov>.

Federal Direct PLUS Loan

The Direct PLUS loan is a low-interest student loan that a parent of dependent undergraduate student, who is attending at least half time may borrow. Please refer to <https://studentaid.ed.gov> for interest rate and origination fee for a PLUS Loan.

Loan funds are disbursed directly to Stone Academy in equal amounts over each term of enrollment for the academic year. The maximum loan amount that can be borrowed is the cost of education less any other forms of financial aid.

For more information on a Direct Plus Loans please refer to <http://www.studentloans.gov>.

OTHER FUNDING SOURCES

During the past few years, Stone Academy has received training funds from the following outside sources. These are limited resources and not available to all students.

Connecticut Bureau of Rehabilitation Services (BRS)/Workers Compensation Commission

This department has provided direct and support funds for disabled students attending Stone Academy. Funds from this department have been received through their offices in Hartford, East Hartford, Manchester, Enfield, Middletown, Meriden, New Britain, Bristol, Willimantic, Waterbury, and others.

Neighborhood Assistance Act

Stone Academy, in cooperation with a number of local nonprofit agencies, provides limited, need-based funding for certain students. These funds are used as a last resort (after all other grant funds are received) to cover the cost of tuition, books and/or fees for certain programs.

Regional Workforce Development Board

This entity provides funding under the Workforce Investment Act. They are designed to assist dislocated workers in funding their education through contracts and custom-made programs.

Division of Workers Rehabilitation Services

This state agency provides funds for retraining those individuals who were hurt on the job and cannot perform that job any more due to the accident/illness.

Connecticut Department of Labor

This entity provides funding for students under the Trade Adjustment Act (TAA).

Applicants who appear eligible for direct funding or other support from these sources are referred on an individual basis from the Financial Aid office.

STONE ACADEMY MATCHING SCHOLARSHIP PROGRAM

Whenever any full-time active student receives a scholarship from any non-profit agency, service club, or similar private organization, Stone Academy will match the amount up to a maximum of \$250. Stone Academy will award up to \$20,000 per year in aggregate for this program. To apply for this matching scholarship, students are required to provide proof of the outside scholarship award to the Financial Aid office. Students can apply for this at any time, but the application must be submitted 2 weeks prior to the start of a semester. Acceptance will be noted on the Financial Aid Award Notice.

SELECTIVE SERVICE REQUIREMENT

Any male born after January 1, 1960, must certify registration with the Selective Service before he can receive any Title IV funds. (This includes the Student Loan and Pell Grant). A signed statement to this effect will be acceptable.

ACADEMICS

DEFINITION OF UNIT OF ACADEMIC CREDIT

One academic credit is comprised of the following academic activities:

- 15 clock hours of lecture
- 30 clock hours of laboratory
- 45 clock hours of externship

A clock hour is equal to 50-60 minutes of lecture, laboratory, or externship. One semester credit hour is equal to 37.5 clock hours that includes in-class hours and out-of-class homework hours.

Out-of-Class hours are equal to a minimum of 7.5 hours per credit. Homework will be evaluated and graded by instructors and will count a minimum of 10 percent of the course grade. Each course syllabus will outline the specifics requirements for homework.

Out-of-Class work will enhance the learning objectives of the course by allowing students to review the concepts discussed in class. Evaluation of the homework will allow the instructor to determine any areas of weakness students may have and to further discuss the concepts to increase the achievement of the learning outcomes for students.

GRADING SYSTEM

Throughout the duration of a program, students will be continually apprised of progress in their subjects. Students' grades are provided at the end of each course. An official academic transcript is provided within 30 days of graduation. Requests for additional transcripts must be made in writing, accompanied by a \$5 clerical fee.

| <u>Grade</u> | <u>Quality Points</u> | <u>Explanation</u> | <u>Grades Not Used in the Calculation of Grade Point Average:</u> | |
|--------------|-----------------------|--------------------|---|--|
| A | 4.0 | Excellent | P | Pass |
| A- | 3.7 | Excellent | NP | When successfully repeating a failed course, the failed grade becomes a NP |
| B+ | 3.3 | Good | W | Withdrawal |
| B | 3.0 | Good | TR | Transfer Credit |
| B- | 2.7 | Good | INC | Incomplete |
| C+ | 2.3 | Satisfactory | AP | Credit awarded for prior learning |
| C | 2.0 | Satisfactory | AU | Audit |
| C- | 1.7 | Below Average | - | Class scheduled, not yet attended |
| D+ | 1.3 | Poor | | |
| D | 1.0 | Poor | | |
| D- | 0.7 | Poor | | |
| F | 0.0 | Fail | | |
| WF | 0.0 | Withdrawal/Fail | | |

TRANSFER CREDIT

Students entering Stone Academy with prior collegiate and/or non-collegiate learning may be eligible to receive credit for prior learning based upon a verification that the learning is equivalent in level and nature to the learning acquired in Stone Academy's approved programs and that they earned a "C" or better. Upon request, the Director of Compliance/Registrars has the authority to evaluate training and award credit. For students who have attended an accredited collegiate institution, the request must be accompanied by an official transcript and catalog from the previous institution. All decisions regarding the appropriateness of prior learning are made by the Director of Compliance/Registrars. These requests and assessments must be received and processed prior to the first day of school. Graduation requirements in terms of program credit hours remain the same. These courses will be listed on their transcripts as a "transfer" with a grade of TR. This will not count towards their final GPA.

Stone Academy students transferring internally from one program to another or former students who are returning to school will have their transcript reviewed. Applicable courses will then transfer into the new program. These course grades will be listed on the new transcript and will be used in the calculation of the grade point average.

PN applicants requesting a transfer from another nursing program are required to submit a transcript along with copies of all nursing course syllabi. Decisions on transfers are based on faculty review and individual course grades of 3.0 (B) or better. Accepted transfer students must submit all necessary applications and records as required. Please refer to the PN info session packet for more information. These courses will be listed on their transcripts as a "transfer" with a grade of TR. This will not count towards their final GPA.

No applications for transfer of credits will be accepted after a student has begun attending classes.

Stone Academy will review any request for incoming transfer credit but make no claims on behalf of any other institution. The transfer of credit whether from another institution to Stone Academy or from Stone Academy to another institution is at the sole discretion of the receiving institution.

Course Waiver and Substitution

Under special circumstances with permission from the Provost, students may receive a waiver for a specific course and substitute another course in its place.

EXTERNSHIP REQUIREMENT

Students enrolled in programs requiring an externship must have a minimum 2.0 cumulative average before entering the externship. Satisfactory completion of the externship experience is part of the graduation requirements. Externships are unpaid; and in some programs, students are responsible for obtaining their externship site. Stone Academy reminds students that many potential externship sites conduct background checks; and, therefore, individuals with drug and/or felony convictions may be prohibited from securing an externship site and thus meeting the graduation requirement. Students also have required attendance and professionalism expectations, and those who fail to meet such requirements are subject to dismissal. A student must also be current on their financial obligations to the school to attend their externship.

MAKE-UP WORK

Students who have been absent are required to consult with their instructors about work missed. All work must be made up within two days unless the instructor gives permission for a longer period of time.

SATISFACTORY ACADEMIC PROGRESS (SAP) STANDARDS

Standards

Federal regulations require that Stone Academy establish and apply reasonable standards of satisfactory academic progress (SAP) for students receiving financial assistance.

Definition

SAP is measured by both **quantitative and qualitative** standards and is an assessment of a student's cumulative academic record while in attendance at Stone.

Grades not used in calculating a student's GPA are: Pass (P); No Pass (NP), grade received for successfully repeating a failed course; Withdrawal (W); Transfer Credit (TR); Incomplete (INC); Credit awarded for prior learning (AP); Audit (AU); and (-) course scheduled, but not attended.

Grades received for Transfer Credits (TR) from non-Stone Academy institutions are not included in a student's cumulative grade point average (CGPA), but are counted as credit hours or clock hours attempted if the credit hours/clock hours are applied toward the student's current program.

For students who change programs, only those courses that are applied to graduation requirements will have those grades or credits/clock hours included in the SAP determination.

For students who are getting credit for prior work from a previous period of enrollment, the grades and credits/clock hours for those courses will be included in the SAP determination.

For students who are not getting credit for prior work (starting the program over), the academic progress will be reset; and no prior work is considered in the SAP determination.

The Standards

This policy is used to evaluate all students both full-time and part-time at the end of each payment period. Below is a description of the qualitative and quantitative requirements for Stone Academy's Satisfactory Academic Progress Standards.

Qualitative Standard (quality of academic performance)

A student must maintain a Cumulative Grade Point Average (CGPA) as outlined in the Academic Progress Table at the completion of his or her payment period. A student may be placed on Financial Aid Warning, Financial Aid Probation (if an appeal is successful) or Terminated for not meeting SAP standards in Stone Academy's Satisfactory Academic Progress Standards Table.

Quantitative Standard (completion rate)

All students must also progress at a satisfactory pace toward program completion as stated in the Cumulative Completion Percentage (CCP) standards in the Academic Progress Table. Students must meet the minimum CCP at the end of each evaluation period to meet SAP. This process will ensure the student will graduate within the maximum time frame allowed by federal regulations.

$$\text{CCP} = \frac{\text{cumulative number of credit completed hours}}{\text{cumulative number of credit hours attempted}} \quad \text{or} \quad \frac{\text{clock hours successfully completed}}{\text{clock hours attempted}}$$

Page 18 contains the Academic Progress Table for Credit Hour and Clock Hour programs.

Satisfactory Academic Progress Standards Table

| CLOCK HOUR PROGRAMS | | | | |
|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Payment Period #1 | Payment Period #2 | Payment Period #3 | Payment Period #4 |
| | 450 hours | 900 hours | 1350 hours | 1800 hours |
| GPA | 1.25 | 1.50 | 1.75 | 2.00 |
| CCP | 55% | 60% | 65% | 67% |

| CREDIT HOUR PROGRAMS | | | | | | |
|-----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Payment Period #1 | | Payment Period #2 | | Payment Period #3 | |
| | Semester 1 | | Semester 2 | | Semester 3 | |
| | Module #1 | Module #2 | Module #3 | Module #4 | Module #5 | Module #6 |
| | 8 weeks | 8 weeks | 8 weeks | 8 weeks | 8 weeks | 8 weeks |
| MA-D/E | | 1.25 GPA | | 1.50 GPA | | 2.00 GPA |
| 3 Semesters | | 55% CCP | | 60% CCP | | 67% CCP |
| | Payment Period #1 | Payment Period #2 | Payment Period #3 | Payment Period #4 | Payment Period #5 | |
| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | |
| PN-D | 1.25 GPA | 1.40 GPA | 1.50 GPA | 1.75 GPA | 2.00 GPA | |
| 5 Terms | 35% CCP | 50% CCP | 55% CCP | 60% CCP | 67% CCP | |
| | Payment Period #1 | Payment Period #2 | Payment Period #3 | Payment Period #4 | Payment Period #5 | Payment Period #6 |
| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| PN-E | 1.25 GPA | 1.40 GPA | 1.50 GPA | 1.60 GPA | 1.75 GPA | 2.00 GPA |
| 6 Terms | 30% CCP | 40% CCP | 50% CCP | 55% CCP | 60% CCP | 67% CCP |
| | Payment Period #1 | Payment Period #2 | | | | |
| | Semester #1 | Semester #2 | | | | |
| | 8 weeks | 8 weeks | | | | |
| PCS-D | 1.50 GPA | 2.0 GPA | | | | |
| 2 Semesters | 50% CCP | 67% CCP | | | | |
| | Semester #1 | Semester #2 | Semester #3 | | | |
| | 8 weeks | 8 weeks | 8 weeks | | | |
| PCS-E | 1.25 GPA | 1.50 GPA | 2.00 GPA | | | |
| 3 Semesters | 35% CCP | 50% CCP | 67% CCP | | | |

For all programs: A minimum of 67% Course Credit Completion (CCP) must be achieved at Maximum Time Frame (MTF) of one's program.

Maximum Time Frame (MTF) for Program Completion

Students are expected to complete all program requirements for graduation within a maximum time frame of 150% or 1.5 times the “normal” program length calculated in credit hours or clock hours, whichever is appropriate.

For example, a student that is enrolled in a 42 credit hour length program must complete all program requirements for graduation by the time they have attempted 63 semester hours (total program length of 42 credit hours x 1.5). If at any evaluation period it is determined that a student cannot meet the maximum time frame, the student becomes ineligible to receive federal financial aid.

Financial Aid Warning, Financial Aid Probation, SAP Appeal and Termination

Any student who does not meet the quantitative **or** qualitative aspects of the SAP policy when evaluated will be placed on a **Financial Aid Warning** status for one payment period.

During the Financial Aid Warning period, the student will be eligible for financial aid and will be monitored by the Assistant Programs Manager or Practical Nursing Site Administrator. If at the end of the Financial Aid Warning period it is determined that the student does not meet SAP, the student will be encouraged to submit a **SAP Appeal**. However, if student does not submit a SAP Appeal or the SAP Appeal is not approved, the student’s enrollment status will be terminated.

If the SAP Appeal is granted, the student will be placed on **Financial Aid Probation** and will work with the Assistant Programs Manager or Practical Nursing Site Administrator to create an Academic Progress Plan. Financial Aid Probation is a status assigned to a student who fails to meet the minimum standards of SAP and who has successfully appealed. Financial aid will be continued during the one payment period of Financial Aid Probation.

All students on Financial Aid Probation are expected to follow an Academic Progress Plan. If a student fails to meet the requirements as outlined in the Academic Progress Plan, his/her financial aid eligibility may be terminated. Students whose Title IV aid has been terminated will not have their account credited with Title IV funds. Students who meet the minimum SAP requirements at the conclusion of their probationary period will resume regular status.

If the student does not follow the Academic Progress Plan, the SAP Appeals Committee will determine if the student should be terminated from the program.

SAP Notification

All students not meeting the minimum standards of SAP at any evaluation point will be required to meet with the Program Manager to discuss their status.

SAP Appeal

The SAP appeal is a process by which a student who is not meeting satisfactory academic progress standards petitions to maintain Title IV eligibility while enrolled at Stone Academy.

Some examples of a basis for a petition are death of an immediate family member, serious illness or injury to student or immediate family member (parent, spouse, sibling or child) that required extended recovery time, and significant trauma in a student’s life that impaired the student’s emotional and/or physical health.

1. A student is required to complete and submit a SAP Appeal Form along with supporting documentation outlined below:
 - a. Provide a written explanation and attach supporting documentation on why the student failed to meet SAP.
 - b. Explain what has changed in the student’s life circumstance that will enable the student to meet SAP by the end of the next evaluation period.

- c. Sign and hand-deliver to the Campus Director within 2 business day of the student being notified of SAP Failure. The Campus Director will submit the appeal to the SAP Appeals Committee.

SAP Appeal Review Process

1. The completion of a SAP Appeal Form along with supporting documentation will be reviewed by the Academic Progress Appeals Committee consisting of the Provost, Director of Compliance/Registrars, Campus Director, Assistant Programs Manager or Practical Nursing Site Administrator, and a Financial Aid Representative.
2. All letters of appeal and supporting documentation will be provided to the Committee for review 2 business days from notification of SAP failure.
3. The Committee will review the appeal and issue a decision within three (3) business days of the meeting. The Campus Director will notify the student of the Committee's decision in writing.
4. A copy of all documents submitted by the student for the appeal will be retained as part of the student's education file.

If the student's appeal is approved, the student will be placed on **Financial Aid Probation** until the next evaluation period. The student will be required to work with the Program Manager to create an Academic Progress Plan.

After a student has completed one payment period and has successfully passed all classes attempted and has achieved the minimum CGPA or has reached the minimum pace requirements, she/he will be considered to be in good academic standing. Generally, at that time, student financial aid eligibility will also be reinstated.

Academic Plan

Once a SAP Appeal is approved and a student is placed on Financial Aid Probation, an Academic Progress Plan will be developed between the student and the Assistant Programs Manager or Practical Nursing Site Administrator. The Academic Progress Plan will outline the minimum standards needed to achieve SAP by the end of the next evaluation period and what measures must be taken by the student during this time. The Assistant Programs Manager or Practical Nursing Site Administrator will monitor the student during probation. The Academic Progress Plan must be approved by the Provost.

SAP Procedure

1. SAP will be checked at the end of each student's payment period.
2. A comparison is made by the Registrar of the student's CCP and CGPA against Stone Academy standards (as per Satisfactory Academic Progress Table) on page 18.
3. The Medical Programs Manager or Practical Nursing Site Administrator meets with students identified as not meeting SAP. These students will be first placed on Financial Aid Warning and advised of their status in writing.
4. Students on Financial Aid Warning will have their SAP checked by the Medical Programs Manager or Practical Nursing Site Administrator at the midpoint of the semester to determine the likelihood of the student meeting SAP standards at the end of that payment period. If it is determined the student:
 - (1) Will make SAP at end of payment period: no action required.
 - (2) Will **not** make SAP at end of payment period: the student has the option to begin the **SAP Appeals** process. If the student does not make a SAP Appeal or the SAP Appeal is **not** approved by the Academic Progress Appeals Committee, the student will have his/her financial aid eligibility terminated and will no longer be able to be in class.

Veteran Students

Veteran students using GI Bill® educational benefits must adhere to the school's Standards of Academic Progress (SAP) to remain eligible to receive VA payments. If a VA student is not meeting the requirements of the SAP at an evaluation period, the VA student will be placed on **Warning** for the subsequent evaluation period. If the VA student does not meet the requirements of the SAP at the next evaluation period, the student will be suspended from using his or her VA educational benefits until satisfactory standards of progress have been achieved.

The school may allow a VA student to continue while his or her VA benefits have been suspended, but he or she will not be certified for VA benefits for that enrollment period. The student has the option to begin the **SAP Appeal** process. A VA student cannot be certified to use his or her benefits during an appeal; but if successful in his or her appeal, the student can be certified retroactively to the VA for that enrollment period.

PRACTICAL NURSING PROGRAM REQUIREMENTS

Nursing courses are planned as a progression of increasing complexity, each one building upon previous nursing courses. Therefore, nursing courses must be taken in succession. A minimum grade of "C," 73 (2.0), is required for each course attempted.

FAILING GRADES

Students who receive the grade of F have completed the course but failed to achieve the course objectives. Nursing students who do not complete a course due to the 90% rule or the clinical attendance rule will be withdrawn from the course by the school and receive a grade of WF. A WF will count as the student's first attempt to complete the course.

Students who fail a course must repeat the course with a passing grade to satisfy the requirements for graduation. Students are allowed ONE attempt to successfully repeat any failed course. Stone Academy cannot guarantee if or when a course will be available for a student to repeat. Failing a course may in fact result in the student having to withdraw from the program, at which time the student may be subject to the readmission policy.

When a failed course is successfully repeated, the failed grade becomes an NP and is not used in determining the GPA. The new grade will then be used in the calculation of the GPA. The student must satisfactorily complete all requirements for graduation within 1.5 times the regular schedule required to complete the program of study.

COURSE REPEATS

As noted above, repeating a course can have an adverse impact on satisfactory academic progress. Students may be required to repeat a failed course or complete requirements in a course in order to meet the standards for graduation. If a student completes a program of study with a cumulative GPA of less than 2.0, the student, with the approval of the Campus Director, may repeat courses with a D grade in an effort to raise the GPA to 2.0 or higher to qualify for graduate status. Every course taken will count as credits attempted when tracking the maximum time frame evaluation points. Students enrolled in a Diploma program may be eligible to receive one repeated course at no additional charge per academic year. Under extenuating circumstances, the Provost may make an exception to this limitation.

In all instances, the time frame of the program must not exceed 1.5 times the standard program length normally required to complete the program of study. In the event a course is repeated, the grade used to calculate the cumulative GPA is the higher grade received.

COURSE INCOMPLETES

Satisfactory progress is computed for all courses taken for credit. Non-credit remedial course grades are not used to calculate a student's GPA. Course incompletes are counted as credits attempted. If a student receives an "incomplete," he or she has two (2) weeks to complete all course requirements and receive a grade for that course. If requirements are not met within two (2) weeks, the incomplete becomes an "F." The final grade will then be included in calculating the student's GPA. Students who do not officially withdraw from a course but who fail to participate in course activities through the end of the period will receive an "F," and the two-week rule is not applicable.

PROGRAM WITHDRAWALS AND RE-ENTRY

Conditions may arise requiring the student to withdraw from the school. While a student **is not required** to give written notification of withdrawal as a condition for making refunds, in order to expedite the withdrawal process, a student who wishes to withdraw from the school should:

1. Meet with the Campus Director.
2. Obtain the necessary withdrawal form from the Assistant Program Manager.
3. Meet with a Financial Aid Officer to determine all financial obligations.
4. Return the completed form to the Assistant Program Manager.

Students withdrawing from school will receive a WF for all classes attended but not completed and a W for classes scheduled but not yet attended. A WF will count as credits attempted and not earned. Students are not permitted to withdraw from individual courses.

The institution recognizes that the date a student officially notifies the Campus Director of their intent to withdraw will be considered the official **withdrawal** date for Title IV purposes. The date the withdrawal process is completed by the Registrar will be used as the date of determination.

If applicable, a revised tuition charge or refund will be calculated by the Accounting Office. A \$75 administrative fee will be charged to the student. If a student who withdraws has received financial aid, he or she may be subject to the loss of some or the entire financial aid award. This may also result in the student having personal responsibility for repayment of financial assistance. Refer to the Refund Policy on page 29.

A student who has withdrawn may apply to re-enter the school. The student may be considered for readmission only after an interview with the Medical Programs Manager or Practical Nursing Site Administrator, a Financial Aid Officer, and the Campus Director. Depending on the outcome of the interviews, a re-entry decision may be granted. Students who withdraw or are dismissed from Stone Academy are not guaranteed re-enrollment. Those who are granted re-enrollment cannot be assured of re-entering at a place in the scheduled curriculum that will provide a continuous sequence of classes for the completion of their program. Continuous sequences of classes are provided only to those students who complete their programs without interruption.

COURSE AND PROGRAM CHANGES

Stone Academy reserves the right to change curricula, faculty, schedules, pre-requisites and requirements for all courses and programs to increase the employability of the student provided this change does not affect the overall purpose of the program. Program and curricula changes must receive prior approval by the Connecticut Office of Higher Education and our accrediting agencies.

CONDUCT

All students are expected to conduct themselves as responsible adults, to attend classes regularly, and to maintain a satisfactory level of academic achievement. Stone Academy reserves the right to dismiss any student who:

- Exhibits conduct that is found by the administration to be detrimental to the individual, other students, the community, or to the school. In particular, the school maintains a policy that prohibits students from using or distributing controlled substances or alcohol on the school's property or as part of the school's activities. The drug and alcohol abuse policy is located on our website at: >www.stone.edu> student consumer information >drug and alcohol abuse prevention program.
- Fails to maintain minimum Satisfactory Academic Progress (SAP) as outlined in the policy stated in this catalog, or fails to maintain the professional comportment expectations as defined in a student's program handbook.
- Fails to adhere to any and all attendance requirements.

RESOURCE CENTER

A wide range of books and periodicals relative to the programs offered at Stone Academy are available for assigned projects and general enlightenment. Each student should make himself or herself familiar with the materials available. The Resource Center can be used in the evening when the school is open. A student, though, is required to sign in at the front desk if he or she is not part of an evening program.

If a student desires to take a book for use at home, he or she may sign the book out with the Administrative Assistant or with the student helper who is assigned to work during the evening hours. Books may be kept out for a period of four days only.

There is to be **NO EATING OR DRINKING** in the Resource Center.

GRADUATION REQUIREMENTS

Candidates must complete the required number of courses as prescribed in the various programs and in the Satisfactory Academic Progress policy with a minimum grade point average of 2.0 in order to graduate from a program and receive the appropriate credential. Students must also have fulfilled or be current with all financial obligations to the school.

Nursing students must have completed all coursework (including clinical and lab), attain a “score” of $\geq 90\%$ probability of passing the NCLEX on their exit exam, receive approval from the Practical Nursing Site Administrator and attain a final GPA of 2.0 or better. It is important to note that nursing students must be current in their financial obligations to the school in order to take their exit exam.

Federal Regulations and Stone Academy policy requires that any student who borrows loan funds complete an Exit Interview. Students who do not attend and complete the entire process may have their diploma and/or transcript withheld. In addition, they will not be allowed to attend any graduation/pinning ceremonies.

Students who are current with their financial obligations to the school may attend the graduation ceremony/pinning ceremony. Stone Academy issues diplomas/certificates once a year.

“REFRESHER” OPPORTUNITIES

The school offers its graduates continuing "refresher" privileges at no additional charge. Graduates can take this opportunity by attending scheduled day and/or evening classes on a regular basis. However, priority is given to full-time paid students; if seats remain, graduates may join the classes. However, all supplies and needed texts are at the expense of the graduate. Students can take only courses that they have previously taken. Students are not allowed to refresh in any course that requires an outside clinical rotation. There will be a charge for any new courses.

NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. “Education records” include records, files, documents, and other materials that contain information directly related to a student and are maintained by Stone Academy. FERPA provides certain exceptions to the definition of “education records.” The following are not considered to be “education records”: Notes and other records by Stone Academy faculty and other personnel that are not accessible or revealed to any other person, records maintained for law enforcement purposes, and medical and counseling records that are used solely for treatment.

Under FERPA, students have the following rights:

- (1) The right to inspect and review the student’s education records within 45 days of the day Stone Academy receives a written request for access. Although students have the right to inspect and review their education records, it is Stone Academy’s policy to not provide students with a copy of any education records.

Students who wish to inspect and review their education records should submit to the Campus Director a written request that identifies the record(s) they wish to inspect. The Campus Director will make arrangements for access and notify the student of the time and place where the records may be inspected, generally during business hours only. Students have a right to review only their own education records. If a record includes information about other students, that information will not be disclosed.

- (2) The right to request the amendment of information in the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights.

Students who wish to ask Stone Academy to amend a record should submit a written request to the Campus Director clearly identifying the part of the record they want changed and specifying why they believe it is inaccurate, misleading or otherwise in violation of the student's privacy rights.

If Stone Academy decides not to amend the record as requested by the student, the school will notify the student in writing of the decision and of the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when he or she is notified of the right to a hearing. If Stone Academy rejects the requested amendment to the student's records, the student may place a statement in his or her records explaining his or her disagreement with the information in the records.

Stone Academy is not required under FERPA to consider requests for amendment that:

- Seek to change a grade or disciplinary decision;
 - Seek to change the opinions or reflections of a school official or other person reflected in an education record.
- (3) The right to consent before Stone Academy discloses any personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA allows certain types of information to be disclosed without the student's consent, including information that is disclosed to other school officials who have a legitimate educational interest in the information, and "directory information."
- (a) **School officials with a legitimate educational interest.** FERPA permits disclosure of personally identifiable information from a student's education records, without the student's consent, to school officials who have a legitimate educational interest in the information. A school official is a person employed or retained by the school in an administrative, supervisory, academic, or support staff position (e.g., instructors); a person or company with whom the school has contracted (such as an attorney, auditor, or collection agent); or a student serving in an official capacity or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs the information in order to fulfill his or her professional responsibilities or duties. This may include action or interest related to the student's education, discipline, a service or benefit for the student, evaluation of a student's academic work, maintenance of campus safety and security, and any other action or interest relating to the administration of Stone Academy's academic, administrative or financial programs.
- (b) **Directory information.** The types of information listed below have been designated by Stone Academy as directory information, and as such, may be disclosed for any purpose at Stone Academy's discretion without a student's consent:
- Student's name;
 - Dates of attendance and class year;
 - Address and telephone number;
 - Email address;
 - Photograph;
 - Date and place of birth;
 - Major field of study degrees and awards received; and
 - Most recent previous educational institution attended.

Under FERPA, students have the right to refuse to let Stone Academy designate any or all of the above types of information about the student as "directory information" and thereby have the information withheld from public disclosure, by submitting a written request to the Campus Director within two weeks of their starting school. In the absence of receipt of such a request, it will be assumed that the above information may be disclosed without consent for the duration of their attendance. A new request for non-disclosure may be submitted at the commencement of each academic year.

FERPA regulations state that schools MAY, but are not required to, disclose education records to a student's parent without student consent, if the parent provides verification that the student is a dependent for income tax purposes. Stone Academy policy is to limit the student educational record information that may be released to parents without the student's consent to directory information.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Stone Academy to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

FERPA requires Stone Academy to afford students the rights noted above. FERPA does not require Stone Academy to:

- Create or maintain any particular education records or to re-create lost or destroyed education records;
- Provide students with school calendars, notices, or other documents that do not contain information that is directly related to individual students;
- Respond to questions about a student;
- Provide students access to parents' financial records or any information contained in such records.

RULES AND REGULATIONS

ATTENDANCE AND TARDINESS POLICY

Stone Academy believes that regular attendance in, and prompt arrival to, all classes optimizes each student's educational experience; therefore, students are encouraged to attend every class, to arrive on time, and to stay for the entire class period.

PN students have specific policies pertaining to attendance and tardiness and should refer to their Student Handbook for details.

DRESS CODE

Students are required to dress in professionally appropriate attire as defined in the Student Handbook.

STUDENT LOUNGE

A student lounge is provided for the use and comfort of all our students. Vending machines as well as microwaves are available. Students are asked to keep the microwaves clean of spills and splashed food. Students are not to shake, vandalize, or manipulate the machines in any way. Those found doing such actions will be dismissed from Stone Academy.

Food and beverages are to be consumed in the student lounge only. Students found eating or drinking in other areas will receive a warning. Eating meals or drinking beverages in classrooms is prohibited, with the exception of clear bottled water. Repeated offenses can result in dismissal from school.

TELEPHONE CALLS

School telephones cannot be used for personal calls unless an emergency exists. No incoming calls for students will be honored unless it is a case of extreme emergency.

Cell phones and other electronic devices must be turned off during classes. They cannot be used in any classroom. At no time in the building are cell phones allowed to be used in speaker mode.

EMERGENCY EXITS

The Emergency Exits are to be used only in case of an emergency and for no other reason. This is a strict fire law. Any student using the exits for other than an emergency will be warned that if he or she repeats this violation, termination from school may take place.

PERSONAL PROPERTY

Stone Academy is not responsible for any personal property. Students are encouraged not to bring any valuables to school. All items found in the school are turned in to the lost and found box at the front desk. The school will keep them for 30 days only. Then they will be discarded.

RESTROOMS

Students are expected to treat the restrooms with respect as with any other part of the school. Writing on walls or bathroom partitions will not be tolerated. **Smoking is not allowed**. Students are asked not to sit on sink counters, and female students are reminded to use proper receptacles for disposable items.

PARKING AREA

Parking is provided in specially designated areas adjacent to the school. If a vehicle is towed because of improper parking, the expense will be the responsibility of the student. In Waterbury, students must park in the paved lot. Students must not triple park or block the back entrance leading to the paved lot. Students

are not to park in visitor and/or faculty parking spots. In West Haven, parking is available in the designated areas in front of the building outlined in yellow with additional parking located at the St. Louis Church. In East Hartford students may use the church parking lot across Scotland Road. Parking permits may be required at these facilities so please see your student handbook.

CHILDREN

Children of students are not allowed to visit school during regular school hours.

STUDENT LOCKERS

On some campuses, short-term lockers are provided for storage of supplies, texts, and personal items. Students must supply their own locks, and the school is not responsible for any damage or theft. Lockers must be emptied daily, and the school has the right to open, inspect, and empty any locker at the conclusion of the day. A student may request the use of a locker for an extended period by first securing permission from the Campus Director.

VISITORS

Guests of students are welcome at the school during class hours if they are interested in attending Stone Academy. The Admissions Department encourages prospective students to be our guests for a day and sit in on classes. Visits may be arranged by contacting the Admissions Office. Friends of students who wish to sit in on classes for one or more periods are required to get permission from the Campus Director.

All visitors are required to sign in at the front desk. A visitor is not to ask to visit with a student unless it is an emergency. All visitors are requested to wait in the front lobby.

SEXUAL MISCONDUCT AND TITLE IX

Both the Department of Education and the United States Supreme Court have found that sexual harassment is a form of sexual discrimination prohibited by Title IX. Stone Academy recognizes that such behavior undermines the academic and professional excellence that Stone Academy provides to and expects from the members of its community. As set forth below, Stone Academy prohibits harassment and discrimination that unreasonably interferes with an individual's performance or that creates a hostile environment, whether such conduct happens on or off campus. To that end, and in accordance with federal and state law, Stone Academy has implemented the following policies. For more information on these policies, or to report any of the conduct prohibited below, please contact Stone Academy's Title IX Coordinator, Linda Dahlin, 860-569-0618, 745 Burnside Avenue, East Hartford, CT 06108.

NONDISCRIMINATION POLICY

Stone Academy is an affirmative action/equal opportunity educator and employer, fully committed to the goal of providing equal opportunity and full participation in its educational programs, activities, and employment without discrimination because of race, color, religious creed, sex, age, national origin, political affiliation, marital status, veteran status, sexual orientation, physical disability, learning disability or mental retardation, past or present history of mental disorder, or any other consideration not directly and substantively related to effective performance. This policy implements Federal and State laws, regulations, and executive orders.

All acts of discrimination, sexual violence, and harassment should be reported to Linda Dahlin, Title IX Coordinator, 560 Saw Mill Road, West Haven, CT 06516. All sexual harassment claims should be reported per our Sexual Harassment Policy on the following page.

Reports describing conduct that is inconsistent with our policies will be promptly and thoroughly investigated. Students have the right to file a criminal complaint while filing a complaint on any of the above acts. Complaints about violations of these policies will be handled discreetly, with facts made available to those who need to know to investigate and resolve the matter.

HARASSMENT/INTOLERANCE POLICY

The staff, faculty, student body, and administration of Stone Academy form a multicultural community of individuals from diverse race, ethnic, and class backgrounds, national origins, religious and political beliefs, physical abilities, and sexual orientations. We believe that activities, programs, and everyday interactions are enriched by acceptance of one another in an environment of positive engagement and mutual respect. Acts of racism or harassment directed against individuals or specific groups of individuals will not be tolerated.

Harassment is conduct that is physically threatening, harmful, or humiliating. It may be based upon an individual's race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, age, political ideas, marital or family status, pregnancy, physical or mental disability, genetic information, gender identity, gender expression, or sexual orientation.

Harassing conduct may take various forms, including, name-calling, bullying, cyberbullying, graphic or written statements (including the use of cell phones or the Internet), or other conduct. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying can take many forms: texting, intimidation and even cyber bullying just to name a few. Bullying can impact a person's self-esteem, self-worth and cause devastating emotional effects no matter what the age.

Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets, as well as communication tools including social media sites, texts, etc. Examples of cyberbullying include text messages or emails, rumors

sent by email or posted on social networking sites, and embarrassing pictures, videos, website, or fake profiles.

The Administration of Stone Academy is committed to provide educational opportunities to all who seek and can benefit from them. They recognize that an important part of providing opportunity is creating a welcoming environment in which all people are able to work and study together, regardless of their differences.

Stone Academy recognizes that it has an obligation to provide programs that promote pluralism and diversity and encourage the educational community to respect and appreciate the value and dignity of every person and his or her right to an atmosphere not only free of harassment, bullying, cyberbullying, hostility, and violence, but supportive of individual academic, personal, social, and professional growth.

If it is determined that inappropriate conduct has been committed by a student, Stone Academy will take such action as it deems appropriate under the circumstances. Such actions may range from counseling to termination to contacting local law enforcement. It may include other forms of disciplinary action as Stone Academy deems appropriate in its discretion under the circumstances.

SEXUAL HARASSMENT POLICY

It is the policy of Stone Academy that no member of the Stone Academy community—students, faculty, administrators, staff, vendors, contractors, or third parties—may sexually harass any other member of the community.

“Sexual harassment” is any unwelcome conduct of a sexual nature, which includes, but is not limited to, unwelcome sexual advances; sexual acts that are nonconsensual or perpetrated against a person who is incapacitated; the use or threatened use of sexual favors as a basis for academic or employment decisions; conduct that creates a hostile, intimidating, or offensive academic or working environment; conduct of a sexual nature that has the effect of unreasonably interfering with an individual’s work performance; and other verbal, nonverbal, or physical conduct of a sexual nature that is sufficiently severe, persistent, or pervasive to limit a person’s ability to participate in or benefit from an educational program or activity.

“**Incapacitation**” means the physical and/or mental inability to make informed, rational judgments. Where an intoxicant is involved, incapacitation is a state of intoxication where the intoxicant consumed impairs a person’s decision-making capacity, awareness of consequences, and ability to make fully informed judgments.

“**Consent**” means words or actions that show an active, knowing and voluntary agreement to engage in mutually agreed-upon sexual activity. Consent cannot be gained by force, by coercion, by ignoring or acting in spite of the objections of another, or by taking advantage of the incapacitation of another, where the actor knows or reasonably should have known of such incapacitation. Intoxication is not an excuse for failure to obtain consent. Consent is also lacking when the activity in question exceeds the scope of consent previously given.

Complaints of sexual harassment should be directed to Ms. Linda Dahlin, Provost, 745 Burnside Avenue, East Hartford, CT 06108.

SEXUAL VIOLENCE STATEMENT

Sexual violence is a prohibited form of sexual harassment. Sexual violence includes physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to use of drugs and/or alcohol or to an intellectual or other disability. Some examples of sexual violence may include rape, sexual assault, sexual battery, sexual coercion, dating violence, and domestic violence.

TITLE IX STATEMENT

It is the policy of Stone Academy to comply with Title IX of the Education Amendments of 1972, which prohibits discrimination (including sexual harassment and sexual violence) based on sex (gender) in our educational programs and activities. Title IX also prohibits retaliation for asserting or otherwise participating in claims of sex discrimination.

Any inquiries concerning Title IX should be directed in writing to Stone Academy's designated Title IX Coordinator, Linda Dahlin, 203-288-7474, 560 Saw Mill Road, West Haven, CT 06516.

Additional Title IX information and resources can be found on our website >www.stone.edu> student consumer information.

GRIEVANCE PROCEDURE FOR DISCRIMINATION, HARASSMENT, SEXUAL HARASSMENT AND TITLE IX

Investigation and Confidentiality

Stone Academy promptly and thoroughly investigates and resolves complaints alleging sex discrimination, sexual harassment, and sexual violence, including sexual assault, stalking, dating violence, and domestic violence.

Any student, faculty, or staff member with questions or concerns about the applicable policies or who believes that he or she has been the victim of sex discrimination, sexual harassment, or sexual violence is encouraged to contact Stone Academy's Title IX Coordinator.

Any person who believes that he or she is a victim of sexual harassment or violence is encouraged to make a report to both the police and the Title IX Coordinator for assistance and investigation. The police investigate criminal violations, while the Title IX coordinator will investigate violations of these policies. Reports describing conduct that is inconsistent with these policies will be promptly and thoroughly investigated, using a more-likely-than-not standard, within 60 days if possible.

Knowingly furnishing false information to the School is a violation of this policy. Anyone who knowingly files a false report, knowingly pursues a false complaint under this policy, or otherwise knowingly reports, complains, or assists with a false complaint of unlawful harassment, violates this policy and is subject to investigation and discipline. Note that the failure to adequately substantiate a good-faith claim is not the same as knowingly making a false accusation.

Stone Academy encourages victims of sexual violence to talk to somebody about what happened so victims can get the support they need, and so the School can respond appropriately. Complaints about violations of these policies will be handled discreetly. If a victim discloses an incident, but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, Stone Academy's Title IX Coordinator will weigh that request against the School's obligation to provide a safe, non-discriminatory environment for all students including the victim. A request for confidentiality may limit the School's ability to investigate a particular matter. In that instance, the School may take steps to limit the effects of the alleged conduct without initiating formal action against the alleged perpetrator.

Although rare, there are times when the School may not be able to honor a victim's request for confidentiality in order to provide a safe, non-discriminatory environment for all students. If the School determines that it cannot maintain a victim's confidentiality, the School will inform the victim prior to starting an investigation and will, to the extent possible, only share information with people responsible for handling the School's response. The Title IX Coordinator and/or designees will protect the privacy of all parties, including the complainant, consistent with the Academy's obligation to provide a safe environment for members of the community. Student-victims may request information about confidential support organizations or crisis hotlines from the Title IX Coordinator.

The Title IX Coordinator may also take interim administrative actions to alleviate any threat of imminent harm to persons or property and to provide support services to the complainant. Interim administrative action is not a sanction. Instead, it is an effort to protect the safety and well-being of the victim, the accused student, third parties, or property. Actions may include, but are not limited to, no contact instructions, limited access to campus, or interim suspension.

Retaliation

Stone Academy prohibits retaliation against anyone for registering a complaint pursuant to these policies, assisting another in making a complaint, or participating in an investigation under the policies. Anyone experiencing any conduct that he or she believes to be retaliatory should immediately report it in writing to the Title IX Coordinator.

Resolution

If a complaint of discrimination, harassment, or sexual harassment is found to be substantiated by preponderance of the evidence, appropriate corrective action will follow, up to and including separation of the offending party from Stone Academy. Both the victim and the accused will have equal rights to participate in the investigation and resolution process, and both parties will receive simultaneous written notice of the outcome of the complaint. At no point will the School employ informal mediation to resolve complaints of sexual harassment or violence. All adjudication procedures will be conducted by Ms. Linda Dahlin, Provost, 560 Saw Mill Road, West Haven, CT 06516, or her designate.

Reporting

All members of the Stone Academy community are responsible for creating a working, learning, and living environment that is free of discrimination and harassment, including sexual harassment.

To this end, Stone Academy strongly encourages teachers, staff, and students to report incidents of discrimination, harassment, and sexual misconduct to the Title IX Coordinator. Employees (except those empowered by law to maintain confidentiality) who receive information about or witness sexual violence must report incidents of sexual violence to either local law enforcement or the Title IX Coordinator. These offices will ensure that victims receive information about medical treatment and support services available to them, as well work to ensure the safety of the entire campus community.

Vendors, Contractors and Third Parties

Stone Academy's policies on discrimination, harassment, and sexual harassment apply to the conduct of vendors, contractors and third parties. If a member of the Stone Academy community believes that he or she has been subjected to conduct by a vendor, contractor or third party that violates these policies, the community member should contact the Title IX Coordinator. Stone Academy will respond as appropriate, given the nature of its relationship to the vendor, contractor or third party.

DRUG AND ALCOHOL POLICY

Stone Academy is dedicated to providing quality educational services to its students and a quality work environment for its employees. In keeping with this commitment, Stone Academy maintains a campus free from drug and alcohol abuse. The manufacture, possession, distribution or use of illegal drugs or alcohol is prohibited on campus. Any violation of this policy will warrant disciplinary actions up to and including dismissal and may result in local, state, and/or federal criminal charges. Stone Academy has implemented a program to prevent the use and abuse of illicit drugs and alcohol by students and employees as follows:

The Drug Free Schools and Communities Act Amendment of 1989 (Public Law 101-226) requires that all institutions of higher education implement a program that prevents the use of illicit drugs and the abuse of alcohol by students and employees. **Stone Academy's** program is as follows:

- A. Standards of Conduct: All students, faculty and staff members are prohibited from the unlawful possession, manufacture of, use or distribution of illicit drugs and alcohol on Stone Academy's campus, parking lots, or as part of any of the school's activities.
- B. Legal Sanctions: All drugs are controlled by Federal Law. (Most drug offenses are prosecuted under state law, which may be more severe.)

(1) Unlawful possession of all controlled drugs:

First offense: Up to one year imprisonment and/or fines up to \$5,000.

Second offense: Twice the imprisonment and fines for first offense.

(2) Unlawful distribution or possession with intent to distribute:

a. Narcotics (i.e. cocaine and opiates):

First offense: Up to 15 years imprisonment and/or fines up to \$25,000 plus three-year mandatory special parole.

Second offense: Up to twice that of first offense.

b. Amphetamines, barbiturates, hallucinogens (including marijuana):

First offense: Up to five years imprisonment and/or fines up to \$15,000 plus two-year mandatory special parole.

Second offense: Up to twice that of first offense.

(3) Unlawful distribution of all controlled drugs—by someone over 18 to someone under 21:

First offense: Up to twice the fine and imprisonment otherwise authorized.

Second offense: Up to three times fine and imprisonment otherwise authorized.

Any questions concerning the legal sanctions under state law for unlawful use or distribution of the illegal drugs or alcohol should be directed to the Chief State's Attorney, Kevin T. Kane, 300 Corporate Place, Rocky Hill, CT, 06067. The telephone number is (860) 258-5800.

- C. Health Risks: Materials describing the health risks associated with the use of illicit drugs and the abuse of alcohol are kept in the library in separate special files marked Drugs/Alcohol/AIDS Information.
- D. Counseling: Any student, faculty or staff member seeking drug or alcohol counseling, treatment, or rehabilitation should speak to the Campus Director. The Campus Director will refer them to the proper agency. Each state has a single agency for the various drug abuse prevention, treatment, and rehabilitation programs. In Connecticut, this is the *Connecticut Alcohol and Drug Council*, Department of Mental Health and Addiction Services, 410 Capitol Avenue, PO Box 341431, Hartford, CT, 06134 or 860-418-7000.
- E. Violation of the Standards of Conduct: Students and employees found using, possessing, manufacturing, or distributing illicit drugs and/or alcohol will be given a written warning for a first offense. If a student or employee further abuses the standards of conduct, he or she can be terminated/dismissed from Stone Academy for one year or permanently depending on a person's desire to obtain rehabilitation, etc.

If a student is convicted locally or within the state for the use, possession, manufacture, or distribution of illicit drugs or alcohol, he or she will be dismissed from Stone Academy and will be held liable for his or her financial obligations to the school.

If an employee is found guilty by a local or state enforcement agency, employment will be terminated until which time the employee has completed his or her penalties and has indicated his or her commitment to be rehabilitated.

PERSONS WITH DISABILITIES POLICY

Stone Academy is committed to the goal of achieving equal educational opportunity for individuals with disabilities and actively seeks to develop and maintain reasonable accommodations for all students. Persons with disabilities are encouraged to apply for admission. Stone Academy is able to provide special facilities and services to disabled students through the Bureau of Rehabilitation Services. These services are available upon request from the Campus Director. Questions, inquiries or complaints should be directed to the Campus Director.

PROCEDURE FOR SUGGESTIONS AND GRIEVANCES

We all experience times when questions or concerns arise that we must be able to discuss and have resolved. In any environment, whether school or business, it is important to know the person with whom we should speak and the procedure for obtaining resolution to our concerns.

Stone Academy treats our programs as a form of on-the-job training for our students. For that reason, we ask that any question, concern, or suggestion regarding a class first be discussed first with the instructor. Any remaining grievance or issue with the program should next be forwarded to the Medical Programs Manager or Practical Nursing Site Administrator. If there is still an active concern after meeting with the instructor and the program manager or site administrator, or if the concern is a campus issue, an appointment should be immediately scheduled to meet with the Campus Director to identify a resolution.

If after meeting with the Campus Director, any unresolved problems should then be addressed in writing to: Ms. Linda Dahlin, Provost, Stone Academy, 560 Saw Mill Road, West Haven, CT 06516. 203-288-7474. Outline the disagreement and the attempts to resolve the issue(s). If an Appeal to overrule a discussion, any documentation, evidence, or statement to be considered for accommodation should also be included. Upon review of the statement presented by the student and documentation submitted by the administration, a final decision will be rendered and forwarded in writing to the student's official mailing address. It is our policy not to allow any outside participants to join in any meeting between students and representatives of Stone Academy.

A student may also contact Office of Higher Education, CT State Approving Agency, Academic Affairs, 450 Columbus Boulevard, Suite 510, Hartford, CT 06103-1841, (860) 947-1816. A student can also direct their concerns in writing to the Accrediting Bureau of Health Education Schools, 7777 Leesburg Pike, Suite 314N, Falls Church, VA 22043, 703-917-9503.

REFUND/WITHDRAWAL POLICY

Institutional Refund Policy Prior to the Beginning of Instruction

Students not accepted by the institution will have their registration fee refunded. A student may cancel their intent to enroll by providing official notice, written or oral, to the Campus Director. Any cancellations made within three (3) business days of signing the Enrollment Agreement will receive a full refund of all monies paid. Refunds will be made within 30 days.

As allowed by regulation, refunds less than \$25 will not be made.

Institutional Refund Policy after Instruction Has Commenced for the Medical Assisting, Patient Care Specialist and Practical Nursing Programs

1. A registered student may withdraw from school by providing official notice, written or oral, to the Campus Director. The date that the Campus Director receives that notice is the student's official withdrawal date for Title IV purposes. The last date of verifiable attendance will serve as the student's official withdrawal date for the purposes of all other institutional refunds. The date the withdrawal process is completed will be used as the date of determination. Further information on withdrawals may be found under Program Withdrawals in the School Catalog.
2. If notice of withdrawal is received prior to the first day of classes, a refund of 100% of total tuition received for that payment period (excluding any fees and tuition deposit) will be granted for both full-time and part-time students.
3. Tuition will be prorated based on the period of course enrollment up to the 60% point in the course payment period. This is determined by dividing the number of completed days by the total number of days in the payment period or hours scheduled to complete by total hours in the payment period.
4. If notice of withdrawal is received beyond the 60% point of the payment period and through the end of the payment period, no refund of tuition will be granted for either full-time, three-quarter time or part-time students.

If a student participates in Title IV Financial Aid, the school will first calculate the Return to Title IV and then apply the Institutional Refund Policy outlined above. For those students not participating in Title IV Financial Aid, only the Institutional Refund Policy will apply. In counting calendar days, if a withdrawal notification falls on a Sunday, the following Monday shall be the effective date of the withdrawal. If the withdrawal falls on an institutional observed holiday, the next business day shall be the effective date of withdrawal.

Return of Title IV Funds

If you withdraw from Stone Academy prior to the 60% point in any payment period and you received federal financial aid in the form of grants or loan funds, federal law requires that Stone, and in some cases, you the student, return any unearned funds to the U. S. Department of Education. Students are considered to have earned 100% of federal funds in which they are eligible after the 60% point in the payment period. The calculation concerning federal financial aid is separate and distinct from the institutional refund policy, and may result in your owing additional funds to Stone Academy to cover tuition charges previously paid by federal aid prior to your withdrawal. In this case, students are notified by mail of any balance owed to Stone Academy due to Return of Title IV funds.

In compliance with the amended version of 34 CFR Section 668.22 of the Higher Education Amendment of 1998, the following student categories will have all charges recalculated under the Return of Title IV Funds calculation formula:

- Students who withdraw from classes;
- Students who stop attending; or
- Students who are terminated.

All aid will be prorated based on the period of course enrollment up to the 60% point in the course payment period. This is determined by dividing the number of completed days by the total number or hours scheduled to complete by total hours in the period.

Return of Title IV Funds – Credit Hour

All Title IV Aid will be prorated based on the period of course enrollment up to the 60% point in the course payment period. This is determined by dividing clock hours scheduled to complete by total clock hours schedule in the period.

Example: $\text{clock hours completed} / \text{Clock hours in the period} = \% \text{ Title IV Financial Aid Earned}$

Return of Title IV Funds – Credit Hour

All Title IV Aid will be prorated based on the period of course enrollment up to the 60% point in the course payment period. This is determined by dividing the number of completed days by the total number of days scheduled in the period.

Example: $\text{Number of days completed} / \text{Number of days in the period} = \% \text{ of Title IV Financial Aid Earned}$

Stone Academy must return the lesser of:

- The unearned amount of the Title IV assistance
- The institutional charges incurred for the period of enrollment, multiplied by the unearned percentage.

The student must return the difference, if any, between the amount of unearned aid and the amount the school must return. If a student is required to return grant funds, the U.S. Department of Education gives him/her special consideration and the grant amount that is due for return is reduced by half. In accordance with federal regulations, when financial aid is involved, refunds are returned in the following order:

- Unsubsidized Direct Stafford loans (other than PLUS loans).
- Subsidized Direct Stafford loans.
- Federal Perkins loans.

- Federal PLUS loans.
- Direct PLUS loans.
- Federal Pell Grants for which a return of funds is required.
- Federal Supplemental Educational Opportunity Grants (FSEOG) for which a return of funds is required.

Note: Federal Work-Study is excluded from the calculation.

This is a synopsis of the Return to Title IV calculation and not the entire policy. The student may see the entire policy along with worksheets and examples in the [Return of Title IV Policies and Procedures Manual](#).

Single Course/Workshop Enrollment

For all single courses and workshops, the school will retain all monies once the applicant has attended class.

STUDENT RIGHT TO KNOW

Section 485 (a) of the Higher Education Act requires schools that participate in any of the Title IV financial assistance programs to disclose information about completion rates to current and prospective students. This is made available through our website at

<http://www.stone.edu/welcome-to-stone-academy/consumerinfo/>

PRACTICAL NURSING PROGRAM OBJECTIVES

The Licensed Practical Nurse plays an important role in a client's plan of care. Though they are not allowed to develop the actual plan of care, they do make important contributions to it. The LPN's contributions to the plan of care consists of the collection of data, implementing therapeutic nursing measures, performing therapeutic nursing interventions, and using ethical decision making within the guidelines of the Nurse Practice Act to provide care.

This program will prepare and assist students in acquiring the basic knowledge and skills necessary to be hired into an entry-level position as a Licensed Practical Nurse. This program develops the student's knowledge base and skills by providing a theoretical foundation and by developing the student's ability to perform clinical procedures. Training is provided by a balance of lecture, lab, and clinical components.

All nursing theory courses provide a section to discuss a theoretical nursing care plan including data collection, probable short- and long-term goals, nursing diagnosis, and nursing interventions, along with rationales.

Students are exposed to the nursing process in their first clinical rotation where they start to become familiar with gathering data from the client's medical record. As they progress, they are encouraged to incorporate data into a workable care plan. Instructors may require the student to complete nursing care plan(s) in each clinical course. These nursing care plans will be evaluated, corrected and used as a learning tool. As the students' progress in their clinical rotation, they may make suggestions to the APRN or RN with the approval of their instructor. In collaboration with the APRN or RN, the student evaluates the effectiveness of nursing interventions; and they may recommend changes in the client's plan of care.

PN education prepares the nurse for an entry-level position in both acute and long-term care settings. The PN graduate functions as a contributing member of the health care system and utilizes the nursing process to provide care to individuals and to groups of clients within the framework of the Nurse Practice Act.

Graduates of this program are eligible to sit, upon graduation, for the Connecticut NCLEX-PN licensing examination and assume positions in the health care system as licensed practical nurses.

Practical Nursing students will be required to submit a medical examination reported by a licensed physician, APRN or PA who describes the student's physical and emotional health two weeks prior to the start of clinical. All required immunizations and titers must be completed two weeks before the start of clinical. Students are required to become certified in a Cardiopulmonary Resuscitation Healthcare Provider level course by either the American Heart Association (BLS for Healthcare Providers) or the American Red Cross (CPR/AED for Professional Rescuers and Healthcare Providers) prior to starting the clinical rotation.

Prospective students are advised that Section 19a-14 of the Connecticut General Statutes authorizes the Department of Public Health to deny licensure to applicants who may be addicted to drug or alcohol, who have been disciplined in other states, or have been convicted of a felony.

**PRACTICAL NURSING DIPLOMA PROGRAM – DAY AND EVENING*
WEST HAVEN AND EAST HARTFORD CAMPUSES**

| Course Code | Course Name | Course Contact Hours |
|--------------------|---|-----------------------------|
| ENG 103 | English Proficiency for the Health Care Professional | 60 |
| ENG 201 | Writing and Terminology for Health Care Professionals | 60 |
| MTH 101 | Practical Mathematics for Health Care Professionals | 60 |
| MTH 201 | Mathematical Calculations for Health Care Professionals | 60 |
| SEM 101 | Nursing Seminar I | 28 |
| NUR 101 | Nursing and Health | 27 |
| FUN 101 | Fundamentals of Nursing | 146 |
| WEL 101 | Wellness Promotion Across the Lifespan I | 36 |
| SCI 101 | Life Science I | 60 |
| PHA 101 | Pharmacology | 51 |
| CLN 101 | Clinical I – Geriatric | 115 |
| SCI 102 | Life Science II | 45 |
| WEL102 | Wellness Promotion Across the Lifespan II | 36 |
| SUR 101 | Medical Surgical Nursing Across the Lifespan I | 60 |
| CLN 102 | Clinical II – Subacute | 84.5 |
| MAT 101 | Maternal/Newborn Nursing | 24 |
| CLN 103 | Clinical III – Maternal Newborn | 32.5 |
| SUR 102 | Medical Surgical Nursing Across the Lifespan II | 71 |
| CLN 104 | Clinical IV – Acute | 156 |
| SUR 103 | Medical Surgical Nursing Across the Lifespan III | 103 |
| SUR 104 | Medical Surgical Nursing Across the Lifespan IV | 77 |
| CLN 105 | Clinical V – Acute II | 228 |
| SEM 102 | Nursing Seminar II | 45 |
| CON 101 | Nursing Concepts | 31 |
| CLN 106 | Clinical VI – Acute III | 104 |

1560-1800 Clock Hours, 21-25 Courses, 55-63 Weeks, 4 Semesters, 2 Academic Years, Days

1560-1800 Clock Hours, 21-25 Courses, 93-109 Weeks, 6 Semesters, 2 Academic Years, Evenings

*Each course is composed of both in-class hours and out-of-class homework hours. Out-of-class work may consist of reading assignments, writing assignments, and projects and is outlined in the syllabus for each course.

Program Schedule:

Day Schedule: Monday through Friday from 8:00 a.m. to 2:30 p.m. on theory days and 8:00 a.m. to 3:00 p.m. on clinical days.

Evening Schedule: Either Monday and Wednesday from 5:00 p.m. to 10:00 and Saturday from 8:00 a.m. to 3:30 p.m., or Tuesday and Thursday from 5:00 p.m. to 10:00 p.m. and Saturday from 8:00 a.m. to 3:30 p.m.

***This program has ceased to enroll as of July 2018. Stone Academy is currently enrolling in the Practical Nursing 2886 Hour, 106 Credit Program.**

**PRACTICAL NURSING DIPLOMA PROGRAM – DAY AND EVENING
ALL CAMPUSES**

| Course Code | Course Name | Credit Hours | Course Contact Hours |
|--------------------|--|---------------------|-----------------------------|
| MED 100 | Medical Terminology | 3 | 45 |
| COM 110 | Practical English Communication Skills | 3 | 45 |
| PHA 110 | Practical Mathematics for Healthcare Professionals | 3 | 45 |
| COM 111 | Communication Skills for Healthcare Professionals | 3 | 45 |
| PHA 111 | Pharmaceutical Calculations | 3 | 45 |
| SEM 110 | Seminar I | 3 | 45 |
| SCI 110 | Life Science | 6.5 | 100 |
| FUN 102 | Fundamentals of Nursing | 8 | 120 |
| LAB 101 | Clinical Skills Lab | 1 | 40 |
| WEL 110 | Wellness Promotion Across the Lifespan | 4 | 60 |
| CLN 111 | Clinical I: Primary Nursing Skills | 3 | 90 |
| SUR 111 | Medical Surgical Nursing Across the Lifespan I | 6 | 90 |
| PHA 112 | Pharmacology | 4 | 60 |
| CLN 112 | Clinical II: Basic Client Care | 3.5 | 110 |
| CLN 113 | Clinical III: Advanced Client Care | 4 | 120 |
| CLN 114 | Clinical IV: Medical Surgical Nursing | 4 | 120 |
| SUR 112 | Medical Surgical Nursing Across the Lifespan II | 6 | 90 |
| CLN 115 | Clinical V: Advanced Medical Surgical Nursing | 8 | 240 |
| SUR 113 | Medical Surgical Nursing Across the Lifespan III | 6 | 90 |
| SUR 114 | Medical Surgical Nursing Across the Lifespan IV | 6 | 90 |
| MAT 102 | Maternal – Child Nursing | 6 | 90 |
| CON 102 | Nursing Concepts | 2 | 30 |
| CLN 116 | Clinical VI: Transition to Practice | 6 | 180 |
| SEM 111 | Seminar II | 4 | 60 |

106 Credits, 2050 Contact Hours, 2886 Total Hours, 24 Courses, 64 Weeks, 5 Semesters, 2 Academic Years, Days

106 Credits, 2050 Contact Hours, 2886 Total Hours, 24 Courses, 90 Weeks, 6 Semesters, 3 Academic Years, Evenings

*Courses are composed of both in-class hours and out-of-class homework hours. Estimated Outside Work: Days, approximately 13 hours; Evenings, approximately 9 hours. Out-of-class work may consist of reading assignments, writing assignments, and projects and are outlined in the syllabi for applicable courses. **Total hours for the program including out-of-class work are 2886.**

Program Schedule:

Day Schedule: Monday through Friday from 8:00 a.m. to 3:00 p.m. on theory days and 7:00 a.m. to 2:00 p.m. on clinical days.

Evening Schedule:

Monday, Wednesday, and Thursday from 5:00 p.m. to 10:00 and Saturday from 8:00 a.m. to 4:00 p.m. for theory days and 7:00 a.m. to 3:00 p.m. on clinical days.

or

Tuesday, Wednesday, and Thursday from 5:00 p.m. to 10:00 p.m. and Saturday from 8:00 a.m. to 4:00 p.m. on theory days and 7:00 a.m. to 3:00 p.m. on clinical days.

MEDICAL ASSISTING PROGRAM OBJECTIVES

Medical Assistants are multi-skilled health professionals who perform a wide range of roles in physician's offices and other health care settings. Duties may vary, depending on location and size of practice and the physician's specialty; but Medical Assistants typically answer telephones, prepare patients for examination, update and file medical records, fill out insurance forms, handle patient billing and bookkeeping tasks, telephone prescriptions to a pharmacy, schedule appointments, arrange hospital admissions, and purchase supplies and equipment.

Medical Assistants may also take vital signs and medical histories, assist the physician or nurse during patient examinations, collect and prepare laboratory specimens or arrange for laboratory services, perform electrocardiograms, remove sutures, and change dressings.

Medical Assistants are primarily employed in private physician practices, but may also be employed by medical centers, medical specialty clinics, insurance billing agencies, medical transcription agencies, laboratories, and emergency rooms.

Stone Academy's Medical Assisting program fosters the personal and professional growth of each student and aims to develop clinically and administratively competent Medical Assistants to work in various health care settings in the community.

Medical Assisting students are required to submit a medical examination reported by a licensed physician by the end of the fourth week of the program.

Society has recognized the Medical Assistant as being an integral and unique component of the health care industry. With the change in time, society also has become increasingly knowledgeable with regard to quality health care. Stone Academy shares these beliefs and is committed to developing educationally sound and clinically competent Medical Assistant who can contribute to the delivery of quality health care in the community.

**MEDICAL ASSISTING DIPLOMA PROGRAM – DAY AND EVENING
ALL CAMPUSES**

| Course Code | Course Name | Credit Hours | Course Contact Hours |
|--------------------|---------------------------------------|---------------------|-----------------------------|
| MED 100 | Medical Terminology | 3 | 45 |
| OAD 102 | Microsoft Word | 2 | 45 |
| MED 120 | Clinical Procedures I | 2 | 45 |
| PSY 102 | Career Success | 3 | 45 |
| ENG 101 | English Fundamentals | 3 | 45 |
| MED 104 | Medical Office Practice I | 2 | 45 |
| MED 102 | Medical Law and Ethics | 3 | 45 |
| MED 210 | Pharmacology | 3 | 45 |
| BIO 110 | Anatomy and Physiology I | 3 | 45 |
| MED 121 | Clinical Procedures II | 2 | 45 |
| MED 106 | Medical Office Practice II | 2 | 45 |
| MED 110 | Medical Insurance, Billing and Coding | 2 | 45 |
| BIO 111 | Anatomy and Physiology II | 3 | 45 |
| MED 205 | Electronic Health Records | 2 | 45 |
| MED 122 | Clinical Procedures III | 2 | 45 |
| MED 215 | Medical Specialty I | 2 | 45 |
| BIO 112 | Anatomy and Physiology III | 3 | 45 |
| MED 123 | Clinical Procedures IV | 2 | 45 |
| MED 225 | Spanish for Healthcare Professionals | 3 | 45 |
| MED 216 | Medical Specialty II | 2 | 45 |
| MED 299 | Medical Assisting Externship | 5 | 240 |

54 Credits, 1140 Contact Hours, 1510 Total Hours, 21 Courses, 48 Weeks, 3 Semesters, Days

54 Credits, 21 Courses, 48 Weeks, 3 Semesters, Evenings

*Courses are composed of both in-class hours and out-of-class homework hours. Estimated Outside Work: approximately 8 hours. Out-of-class work may consist of reading assignments, writing assignments, and projects and are outlined in the syllabi for applicable courses. **Total hours for the program including out-of-class work are 1510.**

Program Schedule:

WEST HAVEN CAMPUS:

Day Schedule: Monday through Thursday from 8:15 a.m. to 2:40 p.m. During externship, students will be in class on Fridays from 8:15 a.m. to 1:15 p.m.

Evening Schedule: Monday, Tuesday, and Thursday from 5:00 p.m. to 10:00 p.m. and from Saturday 8:00 a.m. to 4:00 p.m. During Externship, students will be in class one night a week from 5:00 p.m. to 10:00 p.m.

WATERBURY CAMPUS:

Day Schedule: Monday through Thursday from 9:00 a.m. to 3:05 p.m. During externship, students will be in class on Fridays from 9:00 a.m. to 2:00 p.m.

Evening Schedule: Monday, Tuesday and Thursday from 5:00 p.m. to 10:00 p.m. and Saturday from 8:00 a.m. to 4:00 p.m. During Externship, students will be in class one night a week from 5:00 p.m. to 10:00 p.m.

EAST HARTFORD CAMPUS:

Day Schedule: Monday through Thursday from 8:15 a.m. to 2:40 p.m. During externship, students will be in class on Fridays from 8:15 a.m. to 1:15 p.m.

Evening Schedule: Monday, Tuesday, and Thursday from 5:00 p.m. to 10:00 p.m. and Saturday from 8:00 a.m. to 4:00 p.m. During Externship, students will be in class one night a week from 5:00 p.m. to 10:00 p.m.

PATIENT CARE SPECIALIST PROGRAM OBJECTIVES

The Patient Care Specialist program was developed with input from local hospital and long-term care supervisors as well as other area health care providers to prepare students to provide direct patient care in a wide range of medical environments. Students will learn the 22 nursing assistant skills as required to become a CNA. Students will also be introduced to specialized patient conditions they will experience throughout their careers which include end of life care, Alzheimer's disease, dementia, cancer, and rehabilitative care.

The curriculum will also prepare students to work in subacute and acute settings by familiarizing them with the practice of phlebotomy, the use of EKG technology, and emergency procedures. Students that complete the program will have the ability to seek additional certifications, which include Certified Nurse's Aide, Home Health Aide, CPR, and First Aid.

PATIENT CARE SPECIALIST DIPLOMA PROGRAM – DAY AND EVENING ALL CAMPUSES

| Course Code | Course Name | Credit Hours | Course Contact Hours |
|-------------|--------------------------|--------------|----------------------|
| MED 100 | Medical Terminology | 3 | 45 |
| PCS 102 | Home Care Techniques | 4 | 90 |
| PCS 103 | Advanced Patient Care | 2.5 | 45 |
| PCS 108 | Anatomy and Physiology | 3.5 | 75 |
| PCS 104 | Professional Development | 2 | 30 |
| PCS 107 | Quality of Life | 5 | 75 |
| PCS 110 | Nursing Assistant Skills | 8 | 180 |

28 Credits, 540 Contact Hours, 750 Total Hours, 7 courses, 2 8-Week Semesters, 16 weeks, Days
28 Credits, 7 courses, 3 8-Week Semesters, 24 Weeks, Evenings

*Courses are composed of both in-class hours and out-of-class homework hours. Estimated Outside Work: Days, approximately 13 hours; Evenings, approximately 9 hours. Out-of-class work may consist of reading assignments, writing assignments, and projects and are outlined in the syllabi for applicable courses. **Total hours for the program including out-of-class work are 750.**

Program Schedule:

West Haven CAMPUS:

Day Schedule: Monday through Friday between the hours of 8:00 a.m. and 3:30 p.m.

Evening Schedule: Monday through Thursday from 4:30 p.m. to 10:15 p.m.

WATERBURY CAMPUS:

Day Schedule: Monday through Friday between the hours of 8 a.m. and 3:30 p.m.

Evening Schedule: Monday through Thursday from 4:30 p.m. to 10:15 p.m.

EAST HARTFORD CAMPUS:

Day Schedule: Monday through Thursday between the hours of 8 a.m. and 3:30 p.m.

Evening Schedule: Monday through Thursday from 4:30 p.m. to 10:15 p.m.

NURSE'S AIDE PROGRAM OBJECTIVES

This program is designed to provide the students with the fundamental knowledge and skills, which are needed to function safely and competently as a nursing assistant under the supervision of a Registered Nurse in agencies and institutions providing care to the consumer.

NURSE'S AIDE PROGRAM – DAY, EVENING, OR WEEKEND WEST HAVEN CAMPUS ONLY

| Course Code | Course Name | Clock Hours | Course Contact Hours |
|-------------|-------------|-------------|----------------------|
|-------------|-------------|-------------|----------------------|

| | | | |
|---------|--------------------------|-----|-----|
| PCA 110 | Nursing Assistant Skills | 125 | 125 |
|---------|--------------------------|-----|-----|

125 Clock Hours, 4 Weeks (Day Program), 8 Weeks (Evening Program), 16 Weeks (Weekend Program)

WEST HAVEN CAMPUS:

Day Schedule: Monday through Friday from 8:00 a.m. – 2:30 p.m.

Evening Schedule: Monday through Thursday from 5:00 p.m. – 9:30 p.m.

Weekend Schedule: Saturdays 8:00 a.m. – 4:30 p.m.

TUITION AND FEES

| Diploma Programs | | Tuition | Fees |
|-------------------------|----------------|------------------------|---------|
| Practical Nursing | | \$30,600 | |
| | Texts and Fees | | \$4,625 |
| | | <u>Total: \$35,225</u> | |
| Medical Assisting | | \$17,600 | |
| | Texts and Fees | | \$2,175 |
| | | <u>Total: \$19,775</u> | |
| Patient Care Specialist | | \$7,400 | |
| | Texts and Fees | | \$150 |
| | | <u>Total: \$7,550</u> | |
| Certificate Programs | | Tuition | Fees |
| Nurse's Aide | | \$900 | |
| | | | \$25 |
| | | <u>Total \$925</u> | |

- Registration Fee: \$25 for all programs. This \$25 fee is refunded if the student is not accepted to Stone Academy.
- Stone Academy accepts the following forms of payment for tuition, books, fees, and other expenses: cash, credit card, money order, Title IV, and other loans.
- Tuition and fees listed are subject to change without notice. Please see an Admissions Representative for current tuition and fees. Effective date January 1, 2019.

COURSE DESCRIPTIONS

Method of Delivery: Residential

BIO 110 – Anatomy and Physiology I

3 credits

This course provides a general introduction to the basis of anatomy and physiology and body organization. In addition, the anatomy and physiology and the diseases, disorders and medications associated with the Integumentary System, the Musculoskeletal System and the Digestive System are covered. (Pre-requisite: MED 100)

BIO 111 – Anatomy and Physiology II

3 credits

This course provides a study of the Cardiovascular System, Body Fluids (blood and lymph), the Lymphatic System and Respiratory System. Included in the study is the anatomy and physiology of the appropriate body structures, diseases, disorders and medications associated with these systems. Study of the eye and ear including related diagnostic procedures as well as diseases and disorders associated with these structures is provided. (Pre-requisite: BIO 110)

BIO 112 – Anatomy and Physiology III

3 credits

This course provides a study of the Endocrine System, the Urinary System, the Male and Female Reproductive Systems and the Nervous System. Included in the study is the anatomy and physiology of the appropriate body structures, diseases, disorders, conditions and medications associated with these systems. (Pre-requisite: BIO 111)

CLN 101 – Clinical I/Geriatrics

115 clock hours

This course will provide the students with an introduction to the geriatric client in a clinical setting. An opportunity will be given to provide or observe basic nursing care under the direction of an instructor. Simple procedures such as bathing, feeding, communication, and transfers, learned in Fundamentals of Nursing, will be utilized in this clinical area. The students will be made aware of how critical thinking is incorporated into the written nursing care plan. Theory learned in Life Science I and Wellness I will be applied using communication techniques and by observations of psychological development and the physical changes, which take place in the elderly. (Pre-requisite: None)

CLN 102 – Clinical II/Subacute

84.5 clock hours

This course will provide the students with the opportunity to provide and build upon the basic care as learned in Clinical I. Students will demonstrate competency, under the direction of their instructor, in procedures such as vital signs, basic wound care and oxygen therapy, to a client in a subacute setting, as learned in Fundamentals of Nursing and Medical Surgical Nursing Across the Lifespan I. Students will be able to gather information from various client sources and will have the time to review the written Nursing Care Plan as provided and discuss the application of critical thinking. The students will start to organize and formulate their own plan of care under the direction of their instructor. (Pre-requisite: CLN 101)

CLN 103 – Clinical III/Maternity/Newborn

32.5 clock hours

This course will provide the students with a clinical experience in the concept of family centered care. This will include an observational experience and basic care in labor and delivery. Students may provide care and procedures in the newborn nursery and postpartum unit as needed, under the direction of their instructor. Theoretical applications learned in Maternal/Newborn nursing will be applied. (Pre-requisite: none)

CLN 104 – Clinical IV/Acute I

156 clock hours

Under the direction of their instructor, this course will provide the students the opportunity to provide more advanced procedures such as enema administration, wound care and specimen collection to clients in an acute setting. Students will be able to gather information from various client resources and will have the time to review the written Nursing Care Plan

as provided. Students will utilize critical thinking skills to correlate signs and symptoms, diagnosis, and medications with their theoretical medical-surgical base, as taught in Medical Surgical I and II. (Pre-requisite: CLN 102)

CLN 105 – Clinical V/Acute II

228 clock hours

This course will provide the students with the opportunity to provide basic care, more advanced procedures such as multiple client assignment, changing parenteral infusion bags, tracheostomy suctioning, and medication administration to a select group of clients, under the direction of their instructor, in a variety of care settings. Students will give their report directly to the nurse responsible for their client and will write nurses' notes in accordance with the institution, after review by their instructor. Students will integrate theoretical knowledge gained from Medical Surgical Nursing Across the Lifespan III and IV, in order to perform therapeutic nursing interventions. Students will further develop a theoretical nursing care plan using all learned methods of critical thinking. (Pre-requisite: CLN 104)

CLN 106 – Clinical VI/Acute III

104 clock hours

This course is a culmination of all prior theory and clinical classes. It will provide the students with the opportunity to provide basic care, more advanced procedures, and medication administration to a select group of clients. The students will experience the role of a leader with the realm of the LPN and under the direction of their instructor. Students will analyze the written nursing care plan and will then learn to establish and set priorities. They will gain increased independence in providing client care by integrating previous knowledge with critical thinking skills. Students will give their report directly to the nurse responsible for their client and will write notes in accordance with the institution, after review by their instructor. (Pre-requisite: CLN 105)

CLN 111 – Clinical I: Primary Nursing Skills

3 credits

The Primary Nursing Skills clinical rotation will provide students with the opportunity to apply knowledge of basic nursing principles and skills in the delivery of client care in the long term care setting. Theories learned in Life Science and Wellness will be applied by using communication techniques and observations of psychological development and physical changes that occur in the elderly. Simple procedures, such as obtaining vital signs, bathing, feeding and transferring clients, which are learned in Fundamentals of Nursing, will be performed. Student's clinical judgment will be developed using the Tanner Clinical Judgment Model and will be further supported with feedback from faculty via the Lasater Clinical Judgment Rubric. Upon completion of this course, students will be qualified to sit for the certification exam for Nursing Assistants. (Pre-requisite: FUN 102 and LAB 101)

CLN 112 – Clinical II: Basic Client Care

3.5 credits

The Basic Client Care clinical rotation will provide students the opportunity to build upon skills and professional nursing behaviors learned in Clinical I with clients that have common non-complicated disorders. Students will demonstrate competency in specific procedures including basic wound care, treatments, and oxygen therapy by applying knowledge learned from Fundamentals of Nursing, Life Science and Wellness. The student will assist the client and significant others during the normal expected stages of growth and development. Students will identify client problems, appropriate interventions and evaluate nursing care of clients in extended care facilities. Student's clinical judgment will be developed using the Tanner Clinical Judgment Model and will be further supported with feedback from faculty via the Lasater Clinical Judgment Rubric. Students will be expected to continue to master all skills set forth in all prior clinical rotations. (Pre-requisite: CLN 111)

CLN 113 – Clinical III: Advanced Client Care**4 credits**

The Advanced Client Care clinical rotation focuses on the utilization of the nursing process in caring for a dual client assignment. Students will have the opportunity to perform advanced procedures, such as enema administration, wound care, and specimen collection as learned in Advanced Fundamentals. Management of clients with infection, shock, pain, cancer, and mental illness as learned in Medical Surgical 1 theory will be the focus of student-client assignments. Student's clinical judgment will be developed using the Tanner Clinical Judgment Model and will be further supported with feedback from faculty via the Lasater Clinical Judgment Rubric. Students will be expected to continue to master all skills set forth in all prior clinical rotations. (Pre-requisite: CLN 112)

CLN 114 – Clinical IV: Medical Surgical Nursing**4 credits**

The Medical Surgical Nursing clinical rotation focuses on utilization of the nursing process for a multiple client assignment. Students will be provided the opportunity to perform more advanced procedures such as; changing parenteral infusion bags, tracheostomy suctioning, and medication administration as learned in Advanced Fundamentals and Pharmacology. Management of clients with disorders of the cardiac, respiratory, and integumentary systems will be the focus of student-client assignments. Students will integrate theoretical knowledge gained from Medical Surgical I and II, in order to prioritize, and perform therapeutic nursing interventions, all while utilizing their critical thinking skills, to contribute to the nursing care plan. Students will provide reports directly to the nurse responsible for their client and will write nursing notes in accordance with the facility policy. Student's clinical judgment will be developed using the Tanner Clinical Judgment Model and will be further supported with feedback from faculty via the Lasater Clinical Judgment Rubric. Students will be expected to continue to master all skills set forth in all prior clinical rotations. (Pre-requisite: CLN 113)

CLN 115 – Clinical V: Advanced Medical-Surgical Nursing and Nursing Leadership**8 credits**

The Advanced Medical Surgical Nursing and Nursing Leadership clinical rotation continues to utilize the nursing process in caring for a multiple client assignment. Students will integrate knowledge gained from Medical Surgical III and IV in the management of clients with disorders of the musculoskeletal, endocrine, hematologic, gastrointestinal, nervous, genitourinary, reproductive and sensory systems. Emphasis is placed on further developing the skills of prioritization, decision-making, time management, and critical thinking appropriate to the LPN's scope of practice. Leadership skills are enhanced as the student begins to function in the role of team leader. Student's clinical judgment will be developed using the Tanner Clinical Judgment Model and will be further supported with feedback from faculty via the Lasater Clinical Judgment Rubric. Students will be expected to continue to master all skills set forth in all prior clinical rotations. (Pre-requisite: CLN 114)

CLN 116 – Clinical VI: Transition to Practice**6 credits**

The transition to practice clinical rotation is a culmination of all prior theory and clinical experiences. Students will integrate the knowledge gained in Nursing Concepts and Nursing Seminar II to further their understanding of the responsibilities and challenges of the LPN within the healthcare system. An emphasis on the nursing concepts of advocacy, delegation, ethics, leadership, accountability, emergency preparedness and professionalism will be addressed within this rotation. Students will continue to care for a multiple client assignment, while focusing on plans of care that extend to the client's discharge. Student's clinical judgment will be developed using the Tanner Clinical Judgment Model and will be further supported with feedback from faculty via the Lasater Clinical Judgment Rubric. Students will be expected to continue to master all skills set forth in all prior clinical rotations. (Pre-requisite: CLN 115)

COM 110 – Practical English Communication Skills**3 credits**

This course presents the fundamentals of professional written communication through the instruction of basic principles of grammar including the eight parts of speech, plurals, possessives, and predicate agreement. The correct usage of punctuation is studied to prepare students for written communications. Proofreading and spelling skills are also stressed. Students will review the eight parts of speech as well as focus on skills including subject verb agreement, pronoun antecedent agreement, tense consistency, active and passive voice, and correct comparisons. This course provides students with instruction in reading comprehension and thinking skills necessary for college reading. It includes instruction in critical analysis, critical interpretation, and advanced instruction in vocabulary and literary comprehension. (Pre-requisite: None)

COM 111 - Communication Skills for Healthcare Professionals**3 credits**

This course is designed to prepare students to apply writing and grammar skills to a multitude of real world healthcare scenarios. Health care reform and regulatory change has begun to highlight the need for health care professionals to communicate themselves clearly through written communication as it relates to reports and patient history. In addition, students will be given an introduction to common medical terminology and health related vocabulary. Effective writing skills are essential for health care professionals to clearly express themselves to patients, their families, and other practitioners.
(Pre-requisite: COM 110)

CON 101 – Nursing Concepts**31 clock hour**

This advanced Level IV course identifies the legal and ethical issues involved in the maintenance and promotion of health and the implementation of restorative and therapeutic measures across the lifespan. Content includes employment issues, scope of practice, leadership skills, professional development and continuing education. The nursing process is utilized to assist the students to learn how to utilize advanced critical thinking skills to take action in legal and/or ethical issues that may be encountered while practicing as a Licensed Practical Nurse. A component of this course focuses on the role of the LPN in various health care delivery settings. It also includes discussion of a variety of leadership styles, the responsibilities and skills of the leader as they pertain to the Licensed Practical Nurse within the scope of practice as defined in the State of Connecticut Nurse Practice Act.
(Pre-requisite: Completion of Clinical I -V)

CON 102 – Nursing Concepts**2 credits**

This course identifies the legal and ethical issues involved in the maintenance and promotion of health and the implementation of restorative and therapeutic measures across the lifespan. Content includes employment issues, scope of practice, leadership, professional development, and continuing education. The Nursing Process is utilized to assist the students to learn how to utilize advanced critical thinking skills to take action in legal and/or ethical issues that may be encountered while practicing as a Licensed Practical Nurse. A component of this course focuses on the role of the LPN in various health care delivery settings. It also includes discussion of variety of leadership styles, the responsibilities and skills of the leader as they pertain to the Licensed Practical Nurse within the scope of the practice as defined in the State of Connecticut Nurse Practice Act.
(Pre-requisite: Completion of Clinical I -V)

ENG 101 – English Fundamentals**3 credits**

This course presents the fundamentals of business communications through the instruction of basic principles of grammar to include the parts of speech, plurals, possessives, and predicate agreement. The correct usage of punctuation is studied to prepare students for written communications. Proofreading and spelling skills are also stressed. (Pre-requisite: None)

ENG 103 – English Proficiency for the Health Care Professional**60 clock hours**

This course presents the fundamentals of professional written communication through the instruction of basic principles of grammar including the eight parts of speech, plurals, possessives, and predicate agreement. The correct usage of punctuation is studied to prepare students for written communications. Proofreading and spelling skills are also stressed. Students will review the eight parts of speech as well as focus on skills including subject verb agreement, pronoun antecedent agreement, tense consistency, active and passive voice, and correct comparisons. This course provides students with instruction in reading comprehension and thinking skills necessary for college reading. It includes instruction in critical analysis, critical interpretation, and advanced instruction in vocabulary and literary comprehension. (Pre-requisite: None)

ENG 201 – Writing and Terminology for Health Care Professionals**60 clock hours**

This course is designed to prepare students to apply writing and grammar skills to a multitude of real world healthcare scenarios. Health care reform and regulatory change has begun to highlight the need for health care professionals to communicate themselves clearly through written communication as it relates to reports and patient history. In addition, students will be given an introduction to common medical terminology including prefixes, suffixes, and health related vocabulary. Effective writing skills are essential for health care professionals to clearly express themselves to patients, their families, and other practitioners. (Pre-requisite: ENG 103)

FUN 101 – Fundamentals of Nursing**146 clock hours**

Basic nursing skills and how to apply them to a client's ever-changing needs are presented in this Level I course. Maslow's hierarchal needs are reviewed along with therapeutic measures that progress from basic to complex skills: client's environment, communication skills, infection control, tube feedings, etc. Skills will be practiced in a controlled laboratory setting. The students will have the information needed to understand the concept of maintaining and promoting wellness as well as restorative and therapeutic care on the wellness/illness continuum. Students will apply theoretical knowledge learned here in Clinical I, and all subsequent clinical courses. (Pre-requisite: None)

FUN 102 – Fundamentals of Nursing**8 credits**

This introductory nursing course covers basic nursing skills and the process of applying those skills to a client's ever changing need. Maslow's hierarchy of need and the Nursing Process are taught as the basis to prioritize client care and introduce basic nutrition. Therapeutic interventions and skills progress from basic to complex and address client environment, communication skills, infection control, client safety and comfort. Skills are practiced in a controlled laboratory setting. Students learn to understand the concepts of health promotion and wellness, cultural and spiritual diversity and therapeutic relationships focusing on communication techniques. Students will apply their theoretical knowledge in Clinical I and Clinical II and all subsequent clinical rotations. (Pre-requisite: None)

LAB 101 – Clinical Skills Lab**1 credit**

This course will provide students with an introduction to the care of a client in a clinical setting, laboratory or simulation setting. Under the direction of an instructor, students will have an opportunity to provide or observe basic nursing care. Procedures, such as vital signs, bathing, feeding, communication and transfers, learned in Fundamentals of Nursing, will be practiced in a controlled environment. As students demonstrate a mastery of skills related to basic nursing care they will begin learning more advanced procedures including urinary catheter insertion, intravenous line monitoring, tube feeding, tracheostomy care and wound care. (Co-requisite: FUN 102)

MAT 101 – Maternal/Newborn Nursing**24 clock hours**

The concept of family-centered approach to maternal-newborn nursing is used in this Level II course. The cultural diversity in the childbearing family is explored along with the basic

physical, social, emotional, and spiritual needs. Content includes care of the family unit throughout the normal cycle of conception, pregnancy, delivery, and puerperium. Possible complications in each of these areas are also reviewed. The nursing process is utilized to allow the students, who care for the family, under the direction of an RN or APRN, to collect data, which will allow the RN or APRN to assess, plan, implement, and evaluate their care. Nutrition, pharmacotherapy, client teaching, and ethical-legal issues are integrated throughout the course. Clinical experiences will be provided in Clinical III in acute and non-acute settings. (Pre-requisite: None)

MAT 102 – Maternal - Child Nursing

6 credits

The concept of family centered approach to maternal-child nursing is used in this course. The cultural diversity in the childbearing family is explored along with the basic physical, social, emotional, and spiritual needs. Content includes care of the family unit throughout the normal cycle of conception, pregnancy, delivery, and puerperium. Possible complications in each of these areas are also reviewed. Nutrition, pharmacotherapy, client teaching and ethico-legal issues are integrated throughout the course. (Pre-requisite: None)

MED 100 – Medical Terminology

3 credits

This course is designed to familiarize the students with the structure of medical language and provides effective strategies for building and learning medical terms using word parts. An introduction to word parts and human body structure is followed by learning medical terms associated with the individual body systems. The body systems that will be discussed include: skeletal, muscular, cardiovascular, lymphatic, respiratory, digestive, urinary, nervous, eye and ear, integumentary, male and female reproductive, and endocrine. (Pre-requisite: None)

MED 102 – Medical Law and Ethics

3 credits

This course introduces the student to law as it relates to the practice of medicine. The topics covered will include medical ethics, medical practice acts, legal responsibilities of the health care professional, professional liability, the civic duties of the health care professional and medical records. Emphasis is placed on actual cases illustrating legal and ethical principles. (Pre-requisite: None)

MED 104 – Medical Office Practice I

2 credits

This course uses a practical approach to train students in administrative medical office procedures. Students gain knowledge in patient scheduling, maintenance of medical records, telephone techniques, and filing. Emphasis is placed on developing administrative skills as well as judgment and independent action and coping with interruptions. (Pre-requisite: MED 100 and OAD 102)

MED 106 – Medical Office Practice II

2 credits

This course uses a practical approach to train students in administrative medical office procedures. Students gain knowledge in patient education, appointment scheduling, manual bookkeeping methods and payroll. Emphasis is placed on developing administrative skills as well as judgment, independent action and coping with interruptions. (Pre-requisite: MED 104)

MED 110 – Medical Insurance, Billing and Coding

2 credits

This course introduces the student to the different types of health care coverage, insurance terms, the national coding systems and all of the major health insurance carriers. Students learn to abstract information from patients' records, assign the proper ICD and CPT codes and complete claim forms with the accuracy needed for submissions and acceptance without rejection. In addition, the principles of managed care and its effect on a medical facility are discussed. (Pre-requisite: MED 100)

MED 120 – Clinical Procedures I **2 credits**

This course is designed to introduce the student to basic medical clinical procedures. During this course the student gains an understanding of the cycle of infection, medical asepsis, infection control, and the importance of Universal Precautions. The student will also learn how to accurately obtain and record vital signs, height, weight, and patient information. In addition, the student will learn how to establish and maintain an examination room and assist the physician during a physical examination. (Pre-requisite: None)

MED 121 – Clinical Procedures II **2 credits**

This course covers more complex procedures routinely performed in the physician's office such as use of the autoclave, minor office surgery, and assisting with specialty examinations such as gynecology, proctology, and pediatrics, including growth and development and childhood immunizations. (Pre-requisite: MED 120)

MED 122 – Clinical Procedures III **2 credits**

Clinical Procedures III introduces students to hematology. The student will learn to collect capillary blood and perform various tests such as hemoglobin, hematocrit and glucose. The student will learn how to collect a specimen for a white blood cell count. The course will also cover how to operate the electrocardiograph (ECG), and properly obtain an adequate ECG strip. In addition, the student will learn spirometry and pulse oximetry. (Pre-requisite: MED 121)

MED 123 – Clinical Procedures IV **2 credits**

Clinical Procedures IV introduces the student to venous blood collection methods (vacutainer and butterfly), blood groups and types, and analysis of blood components. The student will perform various tests such as serology tests (ABO and Rh blood typing), mononuclear/monospot, and erythrocyte sedimentation rates (ESR) using the *Westergren* method. The student will be introduced to basic principles of urinalysis and microbiology including instruction on how to obtain urine and throat cultures. The student will also be instructed how to use a microscope. Laboratory time is integrated to allow newly acquired skillsets to be practiced. (Pre-requisite: MED 122)

MED 205 – Electronic Health Records **2 credits**

This course will cover all aspects of an electronic medical record system, including patient registration, scheduling, messaging, order entry, reports, referrals, and the creation of form letters. The student will be able to accurately enter vital signs, medication lists, immunization status, and chief complaints in the electronic medical record. The student will further be able to navigate the patient record and locate specific information within the record. (Pre-requisite: MED 100)

MED 210 – Pharmacology **3 credits**

Pharmacology introduces the student to the world of medication therapy. The course covers the nature and properties of drugs such as their classifications, actions, indications, contraindications, precautions, interactions, and adverse reactions. The need for patient awareness and patient education concerning medication therapy is stressed throughout the course. Strong emphasis is also placed on dosage calculation and medication administration. (Pre-requisite: MED 100)

MED 215 – Medical Specialty I **2 credits**

This course provides two specialty components throughout the eight-week module; each component is split into four-week segments. The first segment is comprised of a general introduction to obstetrics and gynecology; the second segment is comprised of an introduction to pediatric care with a focus on patients with special needs and provides a basic understanding of psychology in relation to a patient's healthcare needs. (Co-requisite: MED 122 and BIO 111)

MED 216 – Medical Specialty II**2 credits**

This course provides two specialty components throughout the eight-week module; each component is split into four-week segments. The first segment is comprised of a general introduction to the basis of physical therapy, occupational therapy, chiropractic therapy and body mechanics; the second segment is comprised of an introduction to medical laboratory procedures. (Co-requisites: MED 123 and BIO 112)

MED 225 – Spanish for Healthcare Professionals**3 credits**

This course is designed to prepare students entering the health field with basic Spanish phrases as they will relate to their daily activities. Students will learn common dialogues related to the multiple tasks including the assessment of medical histories, communicating vital signs and negotiating dates for appointments. The course of instruction does not require a Spanish pre-requisite and serves the purpose of developing basic Spanish-speaking skills in a healthcare setting. (Pre-requisite: None)

MED 299 – Medical Assisting Externship**5 credits**

The 240-hour externship portion of the Medical Assisting (MA) Externship is an integral part of the curriculum. During this externship, students actively participate within a health care facility, working under supervision, in order to enhance their practical understanding of clinical, laboratory and administrative skills acquired throughout the program. 40 hours of the 240-hour MA Externship is comprised of a series of seminars which are conducted on campus. The seminar series is designed to develop career-planning skills, increase marketability and employability, and prepare students for the mission of seeking employment. Students will create an employment portfolio to include a résumé, letters of recommendation, and a list of references. Emphasis will be placed on acquiring online job-searching skills, preparing an active work history profile and understanding the necessity of keeping pertinent information current. Students will develop interpersonal techniques that are useful during an interview process to foster successful workplace interaction. This program involves an ongoing evaluation of the student's performance. Note: Students are required to pass a 6-hour Standard First Aid exam and a 4-hour professional Cardiopulmonary Resuscitation (CPR) exam prior to entering the MA Externship. (Pre-requisite: Student is current on all financial obligations to the school, has completed all courses, and has a cumulative GPA of 2.0.)

MTH 101 – Practical Mathematics for Health Care Professionals**60 clock hours**

This course provides a comprehensive review of general mathematics including arithmetic, algebra, problem solving, word problems, equations, fractions, graphs, charts, and conversions using real-life examples. Proficiency in the material in this course is required to prepare students for the application of mathematics in theory and in practice. This course will provide students with examples of mathematical problems that may be encountered in a practical setting. After completing this course, students will have a strong foundation in mathematics, terminology, and abbreviations used in health science careers. (Pre-requisite: None)

MTH 201 – Mathematical Calculations for Health Care Professionals**60 clock hours**

Medical professionals use mathematics and problem solving daily to provide care for their patients. This course is designed to equip students with the mathematical skills commonly applied by health care professionals in the field. Students will be given instruction designed to help them think logically and analytically. Subject matter covered in this course will provide students the foundations and instruction needed to convert units of measure, as well as calculate dosages to administer medication. (Pre-requisite: MTH 101)

NUR 101 – Nursing and Health**27 clock hours**

This beginning, Level I course looks at the concepts of the wellness/illness continuum throughout the lifespan. The implementation of holistic health care is explored by obtaining information about the evolution of nursing, legal and ethical issues and interpersonal skills. Discussion focuses on the Practical Nurse's role in a variety of health care delivery and nursing care delivery systems. The nursing process uses a problem-solving approach to

promote and maintain wellness in a multicultural society. The students will observe the nursing process being utilized when they attend Clinical I/ Geriatrics. (Pre-requisite: None)

OAD 102 – Microsoft Word

2 credits

This course develops touch keyboarding skills and efficiency using Microsoft Word software. In addition, it acquaints the students with the process of using word processing software to create, edit, format, save, retrieve, and print a variety of documents. Students will learn to use the following features effectively: help, tabs, headers, footers, find and replace, mail merge, and tables. Students then apply their knowledge of functions and commands by completing assignments. (Pre-requisite: None)

PCA 110 – Nursing Assistant Skills

125 clock hours

This course is designed to provide students with the fundamental knowledge and skills required to function safely and competently as a nursing assistant, providing care to patients and clients under the supervision and purview of an agency/facility-assigned Registered Nurse. (Pre-requisite: None)

PCS 102 – Home Care Techniques

4 credits

Students will acquire the skills and techniques necessary to care for clients who require in-home, professional health care. Students will learn how to be efficient and patient-centric members of a health care team, which includes nurses, doctors, and technicians; speech, physical, and occupational therapists; and dietary nutritionists. (Pre-requisite: None)

PCS 103 – Advanced Patient Care

2.5 credits

This course is designed to expose students to the advanced care functions administered by Recreational Therapy and Rehabilitative Therapy Aides. Both methods of therapy are vital components of residential and rehabilitative care environments and serve in treating patient's symptoms, thereby improving their physical and mental well-being. Students will learn the non-technical duties associated with physical therapy and the administrative skills necessary to schedule activities and observe/report a patient's progress throughout the course of their recreational therapy. (Pre-requisite: None)

PCS 104 – Professional Development

2 credits

This course is designed to help students improve their human relationship skills in order to be successful in their personal lives and their careers. Students will take an active role in examining how applying an appropriate level of self-awareness and critical-thinking strategies lends to clarifying and achieving personal and professional goals. Topics of discussion will include how personal values, interests, skills, self-esteem, motivation, confidence, the power of positive thinking, and relationships affect not only themselves but those around them. Students will also learn the fundamentals of time and money management, effective communication, positive relationship building and valuable job-seeking skills. (Pre-requisite: None)

PCS 107 – Quality of Life

5 credits

This course provides students with a general understanding of rehabilitation and restorative care and the role the home care aide or nursing assistant plays in helping a patient achieve the highest possible level of function. Best practices used to care for clients/patients with dementia, Alzheimer's disease, developmental disabilities, psychological diagnoses, cancer and HIV/AIDS will be covered. In addition, students will learn how to be of assistance to a patient and their family during the final stages of life, ensuring that the patient's comfort and dignity is revered. Discussions will also encompass the emotions that a patient and family may experience during the end-of-life period, and how best to offer access to available resources that may be helpful during an often sorrowful time. (Pre-requisite: None)

PCS 108 – Anatomy and Physiology**3.5 credits**

This course will provide the students with a general understanding of the human body. The body systems that will be studied include: skeletal, muscular, cardiovascular, lymphatic, respiratory, digestive, urinary, nervous, sensory, integumentary, male and female reproductive, and endocrine. Body structures and functions as well as diseases pertaining to the systems including diagnosis and treatment will be studied. (Pre-requisite: None)

PCS 110 – Nursing Assistant Skills**8 credits**

This course is designed to provide the students with the fundamental knowledge and skills that are needed to function safely and competently as a nursing assistant under the supervision of a Registered Nurse in agencies and institutions providing care to the consumer. During this course, the students will become certified in CPR and First Aid. (Pre-requisite: PCA 102)

PHA 101 – Pharmacology**51 clock hours**

This basic, Level I pharmacology course introduces the students to the basic knowledge of drugs and their implications for use in the therapeutic and restorative care of clients where there has been an alteration in the holistic balance of health. Basic concepts of pharmacology, dosages and medication administration techniques are integrated with the nursing process. This allows the students to safely participate in the maintenance and promotion of health on the wellness/illness continuum. (Pre-requisite: None)

PHA 110 – Practical Mathematics for Healthcare Professionals**4 credits**

This course provides a comprehensive review of general mathematics including arithmetic, algebra, problem solving, word problems, equations, fractions, charts, and mathematical conversions using real-life examples. Proficiency in the material in this course is required to prepare students for the application of mathematics in theory and in practice. This course will provide students with examples of mathematical problems that may be encountered in a practical setting. After completing this course, students will have a strong foundation in mathematics, terminology, and abbreviations used in health science careers. (Pre-requisite: None)

PHA 111 – Pharmaceutical Calculations**3 credits**

Medical professionals use mathematics and problem solving daily to provide care for their patients. This course is designed to equip students with the mathematical skills commonly applied by health care professionals in the field. Students will be given instruction designed to help them think logically and analytically. Subject matter covered in this course will provide students the foundations and instruction needed to convert units of measure as well as calculate dosages to administer medication. (Pre-requisite: PHA 110)

PHA 112 – Pharmacology**4 credits**

This course introduces students to the basic knowledge of medications, including their implications for use in therapeutic and restorative care of clients whose holistic balance of health has been altered. Basic concepts of pharmacology, medication classifications, dosages and medication administration techniques are integrated with the nursing process. This allows students to safely participate in the maintenance and promotion of health on the wellness/illness continuum. (Pre-requisite: PHA 111)

PSY 102 – Career Success**3 credits**

This course is designed to increase the student's success in his or her professional and personal life through the discussion of career and life planning skills, personal beliefs, and performance. Topics include values, interests, time management, stress management, goal setting, communication skills, self-esteem, image, motivation, and study skills. Emphasis is placed on helping the student achieve goals that are in harmony with his or her personal vision of success. (Pre-requisite: None)

SCI 101 – Life Science I**60 clock hours**

This Level I, basic anatomy and physiology course of various body systems will also provide a survey of chemistry and microbiology. Students will develop an understanding of basic concepts of medical terminology; including word parts, human body structures and medical terms associated with individual body systems. This basic knowledge will help the students understand the structure and function of the human body in wellness. It will provide an understanding of the mechanisms involved in illness and then restorative and therapeutic care. This is important so that the students will be able to participate in their role in the maintenance and promotion of health. The Nursing Process is incorporated throughout the presentation as well as how optimum health needs the balance of mind, body, and spirit. Students will apply theoretical knowledge learned here in Clinical I and in all subsequent clinical courses. (Pre-requisite: None)

SCI 102 – Life Sciences II**45 clock hours**

This Level II, basic anatomy and physiology course continues to expand upon the knowledge of structure and function of the human body in wellness. This is important for the students to be able to participate in their role in the maintenance and promotion of health. This course will provide an understanding of the mechanisms involved in illness and then restorative and therapeutic care. The nursing process is incorporated throughout the presentation, as well as how optimum health needs the balance of mind, body, and spirit. (Pre-requisite: SCI 101)

SCI 110 – Life Science**6.5 credits**

This basic anatomy and physiology course of various body systems will also provide a survey of chemistry and microbiology. Students will develop an understanding of basic concepts of medical terminology; including word parts, human body structures and medical terms associated with individual body systems. This basic knowledge will help the students understand the structure and function of the human body in wellness. It will provide an understanding of the mechanisms involved in illness and then restorative and therapeutic care. This is important so that the students will be able to participate in their role in the maintenance and promotion of health. Students will apply theoretical knowledge learned here in Clinical I and in all subsequent clinical rotations. (Pre-requisite: None)

SEM 101 – Nursing Seminar I**28 clock hours**

This introductory, Level I seminar course focuses on the students in the nursing program. Emphasis is on students as adult learners in the health care field. The goal of learners is to actualize their potential. They can reach this goal if they enhance their ability to learn, grow, and function effectively. This course will help provide the tools students need to reach their goal. (Pre-requisite: ENG 103/201; MTH 101/201 or passing scores in Accuplacer)

SEM 102 – Nursing Seminar II**45 clock hours**

This final, pass/fail, advanced Level IV seminar course focuses on the transition of the students to that of graduate practical nurses. Emphasis is on making the transition into the professional health care field successfully. The goal of the graduates is to successfully pass the NCLEX-PN exam and to be successful in their chosen position. (Pre-requisite: SEM 101)

SEM 110 – Seminar I**3 credits**

This course focuses on the students in the nursing program as adult learners in the health care field. The goal of learners is to actualize their potential. They can reach this goal if they enhance their ability to learn, grow, communicate and function effectively. This course will help provide the tools students need to reach their goal, and to begin the process of developing a professional awareness. This course is graded as a pass/fail. (Pre-requisite: None)

SEM 111 – Seminar II**4 credits**

This *pass/fail* seminar course focuses on the transition of the student to that of a graduate practical nurse and encapsulates the entirety of their clinical and theoretical experiences throughout the program. This course will provide a concentrated opportunity for students to review subjects and determine areas of strength or areas in which to increase their focus. This review will serve as an assessment of students' readiness to sit for the NCLEX-PN upon graduation. (Pre-requisites: SEM 110 and SUR 111 – 114)

SUR 101 – Medical Surgical Nursing Across the Lifespan I**60 clock hours**

This Level II course introduces the students to principles of the interaction of adults with their environment that produce alterations in health status related to basic physical and psychological function. Factors that influence the client's response to illness are explored. Emphasis is on care of clients across the lifespan with alterations in health status related to preoperative care, pain, infection, shock, mental illness, and oncological disorders. These areas are explored and integrated with the nursing process to enable students to assume their roles in the restorative and therapeutic care of the client in illness. Clinical experiences are provided in Clinical II in a subacute setting. (Pre-requisite: None)

SUR 102 – Medical Surgical Nursing Across the Lifespan II**71 clock hours**

This medical surgical nursing Level III course focuses on the therapeutic and restorative care of clients where there has been an alteration in the holistic balance of health. Emphasis is on care of clients across the lifespan with alterations in health status related to their integumentary, cardiovascular, and respiratory system. Each system will be explored in relation to anatomy and physiology, diet therapy, pharmacology and the disease process. Disease processes are included with a systems approach across the lifespan and are integrated with the nursing process. Communication and interactive techniques in health counseling of clients and families are explored. Clinical experiences will be provided in the nursing skills laboratory and Clinical IV in an acute setting. (Pre-requisite: SUR 101)

SUR 103 – Medical Surgical Nursing Across the Lifespan III**103 clock hours**

This medical surgical nursing Level IV course continues to focus and build on therapeutic and restorative care of clients where there has been an alteration in the holistic balance of health. Emphasis is on care of clients across the lifespan with alterations in health status related to their musculoskeletal, endocrine, gastrointestinal and/or hematological systems. Each system will be explored in relation to anatomy and physiology, diet therapy, pharmacology and the disease process. Disease processes are included with a systems approach across the lifespan and are integrated with the nursing process and further development of critical thinking skills. Communication and interactive techniques in health counseling of clients and families are explored. Clinical experiences are provided in the nursing skills laboratory and a variety of care settings in Clinical V/ Acute II. (Pre-requisite: SUR 102)

SUR 104 – Medical Surgical Nursing Across the Lifespan IV**77 clock hours**

This advanced, Level V course, continues to focus on therapeutic and restorative care of clients where there has been an alteration in the holistic balance of health. Emphasis is on care of clients across the lifespan with alterations in health status related to their Nervous, Genitourinary, Reproductive, and/or Sensory system. Each system will be explored in relation to anatomy and physiology, diet therapy, pharmacology, and the disease process. Disease processes are included with a systems approach across the lifespan and are integrated with the Nursing process. Communication and interactive techniques in health counseling of clients and families are explored. Clinical experiences will be provided in the nursing skills laboratory and Clinical IV, in an acute setting. (Pre-requisite: SUR 103)

SUR 111 – Medical-Surgical Nursing Across the Lifespan I**6 credits**

This initial Medical Surgical Nursing course addresses the way a client's health status for basic physical and psychological functions is affected by the interaction between adults and their environment. Students will explore factors that influence the client's responses to illness emphasizing the care of the adult and older adult client. A client's health status is affected by perioperative care, pain, infection, shock, mental illness, and oncological disorders. Students will utilize knowledge of the nursing process and medication administration to assume roles in the restorative and therapeutic care of the ill client. Clinical experiences are provided in Clinical III. (Pre-requisite: FUN 102)

SUR 112 - Medical-Surgical Nursing Across the Lifespan II**6 credits**

This course focuses on therapeutic and restorative care of a client's holistic balance of health. Students will study the care of the adult and older adult client with alterations in the integumentary, cardiovascular, and respiratory systems. Each system will be explored in relation to anatomy and physiology, diet therapy, pharmacology, disease process, and the nursing process with an added focus on the older adult, evidence-based practice (EBP) and quality initiatives. This course also explores communication and interactive techniques in the health education of clients and families. Clinical experiences will be provided in the nursing skills laboratory and Clinical IV. (Pre-requisite: SUR 111)

SUR 113 – Medical-Surgical Nursing Across the Lifespan III**6 credits**

This course focuses on therapeutic and restorative care of a client's holistic balance of health. Students will study the care of the adult and older client with alterations in the health status of the musculoskeletal, endocrine and gastrointestinal systems. Each system will be explored in relation to anatomy and physiology, diet therapy, pharmacology, disease process, and the nursing process. Clinical experiences will be provided in Clinical V and VI. (Pre-requisite: SUR 112)

SUR 114 – Medical-Surgical Nursing Across the Lifespan IV**6 credits**

This course focuses on therapeutic and restorative care of a client's holistic balance of health within the wellness continuum. Students will study the care of the adult and older client with alterations in the health status of the nervous, genitourinary, reproductive, immune and sensory systems. Each system will be explored in relation to anatomy and physiology, diet therapy, pharmacology, disease process, and the nursing process. This course also addresses disaster planning and the emergency response. Students will apply theoretical knowledge, which they learned in Clinical VI. (Pre-requisite: SUR 113)

WEL 101 – Wellness Promotion Across the Lifespan I**36 clock hours**

In this first semester Level I course, a survey of personality development theories is explored to provide the students with the basic knowledge of human growth and development. It focuses upon the concept that every person has biological, psychological, social and spiritual qualities and that they have inherent dignity and worth. These qualities create a culturally diverse population. Maslow's hierarchy is used as a framework for an introduction to understanding human needs. Basic nutritional components are introduced. The components include definitions, current trends, cultural implications and the nurse's role in helping to maintain and promote wellness. The nursing process is the framework in which the nurse will meet the ever-changing needs of individuals from multicultural backgrounds. Students will apply this theoretical knowledge in Clinical I and all subsequent clinicals. (Pre-requisite: None)

WEL 102 – Wellness Promotion Across the Lifespan II**36 clock hours**

The Level II, wellness promotion course expands upon the student's knowledge of human growth and development. It focuses on the concept that every person has biological, psychological, social, and spiritual qualities; and that they have inherent dignity and worth. These qualities create a culturally diverse population. It looks at a variety of age groups. A component of this course includes the principles of nutrition, the role of nutrients, and energy

requirements across the life span. The nursing process is the framework in which the nurse will meet the ever-changing needs of individuals from multicultural backgrounds.
(Pre-requisite: WEL 101)

WEL 110 – Wellness Promotion Across the Lifespan

4 credits

This course explores personality development theories, in order to provide students with the basic knowledge of human growth and development. It focuses upon the concept that every person has biological, psychological, social, and spiritual qualities; and they have inherent dignity and worth. These qualities create a culturally diverse population. This course uses Maslow's hierarchy of needs as a framework for an introduction to nutrition across the lifespan. It also explores therapeutic measures for health promotion and health maintenance, and the nurse's role in helping to maintain and promote wellness. Students will apply this theoretical knowledge in Clinical I and all subsequent clinical rotations.
(Pre-requisite: None)

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 BS, Post College
 ADRN, Goodwin College

Angela Simpson, RN..... Instructor in Patient Care Specialist Program
 MS, Rensselaer at Hartford
 BSN, ASN, Pace University

Lynn, Summers, RN..... Instructor in Practical Nursing Program
 BSN, University of New Hampshire

Jennifer Tarczali, RN..... Instructor in Practical Nursing Program
 MSN, University of Hartford
 ASN, Keene State University

Tamar J. Vasquez, RN..... Instructor in Practical Nursing Program
 BSN, Central Connecticut State University
 ASN, Gateway Community College

Susan White, RN..... Instructor in Practical Nursing Program
 MSN, Hunter College of New York
 BSN, Central Connecticut State University
 ASN, Capitol Community College

Nadine Williams, RN Instructor in Practical Nursing Program
 MSN, BSN, University of Hartford

Lynda Whitfield, RN..... Instructor in Practical Nursing Program
 MS, BNA, Central Connecticut State University

SEMESTER END DATES

| SEMESTER START DATES | Day Division Programs | | | | Evening Division Programs | | |
|----------------------------|-----------------------|---------------|--------------------------------------|---|-------------------------------------|--------------------------------------|--|
| | PCS-D | VOC-D | PN-E <small>(Credit Hour)</small> | PN-D <small>(last semester)</small> | PN-E <small>(Clock Hour)</small> | PN-E <small>(Credit Hour)</small> | PN-E <small>(last semester)</small> |
| January 6, 2020 | | | April 18, 2020 | | April 25, 2020 | April 18, 2020 | |
| February 3, 2020 | | | | Feb. 29, 2020 <small>(Cohort: 10/29/18)</small> | | May 16, 2020 | |
| February 17, 2020 | | | May 30, 2020 | | | May 30, 2020 | |
| February 24, 2020 | | | | | | June 6, 2020 | |
| March 2, 2020 | April 25, 2020 | June 20, 2020 | June 13, 2020 | | | June 13, 2020 | |
| March 30, 2020 | | | | April 24, 2020 <small>(Cohort: 1/7/2019)</small> | | July 11, 2020 | |
| April 6, 2020 | | | July 18, 2020 | | | July 18, 2020 | |
| April 13, 2020 | | | July 25, 2020 | | | | |
| April 20, 2020 | | | Aug. 1, 2020 | | | | |
| April 27, 2020 | June 20, 2020 | | Aug. 8, 2020 | | | Aug. 8, 2020 | July 25, 2020 <small>(Cohort: 4/30/2018)</small> |
| May 18, 2020 | | | | | | Aug. 29, 2020 | Sept. 12, 2020 <small>(Cohort: 10/29/18)</small> |
| June 1, 2020 | | | Sept. 26, 2020 | | | Sept. 26, 2020 | |
| June 8, 2020 | | | | | | Oct. 3, 2020 | |
| June 15, 2020 | | | | | | Oct. 10, 2020 | |
| July 13, 2020 | | | | | | | Nov. 7, 2020 <small>(Cohort: 1/7/2019)</small> |
| July 20, 2020 | | | | | | Nov. 14, 2020 | |
| June 22, 2020 | Aug. 15, 2020 | Oct. 24, 2020 | Oct. 17, 2020 | | | Oct. 17, 2020 | |
| July 27, 2020 | | | Nov. 21, 2020 | | | | |
| August 3, 2020 | | | Nov. 28, 2020 | | | | |
| August 10, 2020 | | | Dec. 5, 2020 | | | | |
| August 31, 2020 | Oct. 24, 2020 | Dec. 19, 2020 | Dec. 12, 2020 | | | Dec. 12, 2020 | |
| September 28, 2020 | | | | Oct. 24, 2020 <small>(Cohort: 6/24/2019)</small> | | Jan. 23, 2021 | |
| October 5, 2020 | | | | | | Jan. 30, 2021 | |
| October 12, 2020 | | | | | | Feb. 6, 2021 | |
| October 26, 2020 | Dec. 19, 2020 | Feb. 27, 2021 | Feb. 20, 2021 | | | Feb. 20, 2021 | |
| November 16, 2020 | | | | | | | March 13, 2021 <small>(Cohort: 4/29/2019)</small> |
| November 28, 2020 | | | | Dec. 19, 2020 <small>(Cohort: 9/3/2019)</small> | | | |
| November 30, 2020 | | | March 27, 2021 | | | | |
| December 7, 2020 | | | April 3, 2021 | | | | |

2020 HOLIDAY SCHEDULE

| | | | | | |
|--|------------------------|--------|--|------------------------|--------|
| Wednesday, January 1 | New Year's Day | CLOSED | Saturday, September 5, <i>thru</i> | Labor Day (weekend) | CLOSED |
| Monday, January 20 | Martin Luther King Day | CLOSED | Monday, September 7 | | |
| Monday, February 17 | Presidents' Day* | OPEN | Monday, October 12 | Columbus Day | OPEN |
| Friday, April 10 | Good Friday | OPEN | Wednesday, November 11 | Veterans' Day* | OPEN |
| Saturday, May 23 <i>thru</i> Monday, May 25 | Memorial Day (weekend) | CLOSED | Thursday, November 26 <i>thru</i> Saturday, November 28 | Thanksgiving (weekend) | CLOSED |
| Friday, July 3 <i>thru</i> Saturday, July 4 | Independence Day | CLOSED | Friday, December 25 | Christmas Day | CLOSED |

Sunday, August 16 *thru* Sunday, August 30 – SUMMER BREAK

Sunday, December 20 *thru* Sunday, January 3 – WINTER BREAK

**No classes scheduled for Vocational & PCS Students ONLY*

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