2025-2026 Catalog

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Table of Contents

Calendars ... 4

- Campus Holiday and Break Schedule ... 4
- Start Dates ... 4

Introduction and Overview ... 6

- History and Ownership ... 6
- Consumer Information ... 6
- Accreditation, Licenses, And Approvals ... 7
- Mission And Purposes ... 7
- Critical Strengths Of St. Paul's School Of Nursing ... 8
- Program And Policy Changes ... 8
- Facilities And Equipment ... 8
- Accommodations For Students With Disabilities ... 9
- Notice Of Non-Discrimination ... 9

Admissions Information ... 10

- Admissions Requirements And Procedures ... 10
- General Admission Requirements ... 10
- Additional Admissions Requirements For The Nursing Programs ... 11
- Nursing Programs Entrance Exam Retakes And Timelines ... 12
- Technology Requirements for Students ... 12
- Availability Of GED Testing ... 13
- Readmission ... 13
- Orientation ... 14
- Transfer Of Credit ... 15
- Articulation Agreements ... 16
- Student Physical Location ... 16

Health, Clinical and Program Continuation Requirements ... 18

- Health, Externship And Program Continuation Requirements For The Medical Assisting Program ... 18
- Immunizations – Medical Assisting Program ... 18
- Health, Clinical And Program Continuation Requirements For The Nursing Program ... 20
- Immunizations – Nursing Program ... 21

Academic Policies ... 23

- Academic Achievement/Grading ... 23
- Academic Honors ... 24
- Corequisite Course Requirements ... 24
- Clinical Evaluation ... 25
- Incomplete Grade Policy ... 25
- Course Repeat Policy ... 25
- Course Audit ... 26
- Course Refresher ... 26
- Transcript Of Grades ... 26
- Graduation Requirements ... 26
- Licensure, Certification, And Registration ... 27
- Student Handbooks ... 27
- Counseling/Advisement ... 27
- Tutoring ... 27
- Academic Appeals ... 27
- Attendance ... 29
- Make-Up Work ... 29
- Tardiness/Early Departure ... 29
- Academic Leave Of Absence ... 29
- Brief Periods Of Non-Enrollment Or Standard Period Of Non-Enrollment (SPN) ... 30
- Withdrawal ... 30
- Educational Delivery Systems ... 32
- Clock Hour Of Instruction ... 32
- Clock To Credit Hour Conversion Formula ... 32
- Out-Of-Class Work ... 32
- Maximum Class Size ... 33
- Course Programming ... 33
- Emergency Preparedness Plan ... 33
- School Closures ... 34
- Course Add/Drop ... 34
- Clinicals And Externships ... 34
- Academic Improvement Plans ... 36
- Faculty Evaluations ... 36
- Learning Resource Center ... 36
- Career Services ... 37

Tuition and Fees ... 38

- Tuition And Fees ... 38
- Refund And Cancellation Policies ... 38
- Tuition Refund Policy ... 38
- Books And Equipment Return Policy ... 39
- Right To Cancel ... 39
- Refund Determination Policy ... 39
- Cancellation/Rejection Policy ... 39
- Other Charges ... 40
- Collections Policy ... 40

Financial Assistance Programs ... 41

- Federal Pell Grant ... 41
- Federal Supplemental Educational Opportunity Grant (FSEOG) ... 41
- Federal Direct Loan Program (FDLP) ... 41
- Federal Direct Parent Loan For Undergraduate Students (Plus) Loan Program ... 41

Federal Work-Study Program (FWSP) . . . 41
Veterans' Benefits . . . 42
School, Private, State, And Local Financial Resources . . . 42
Verification . . . 42
Return Of Title IV Funds Policy . . . 43
Additional Information Regarding Financial Assistance Programs . . . 44
Satisfactory Academic Progress . . . 44
Bureau Of Indian Affairs Aid To Native Americans' Higher Education Assistance Program . . . 47
Individuals With Disabilities . . . 47
Other New York State Awards . . . 47
Tuition Assistance Program (TAP) . . . 48
Nursing Bridge Merit Scholarship (NBMS) . . . 50

Student Policies . . . 53

Student Rights . . . 53
Behavior And Student Accountability . . . 53
Anti-Hazing Policy . . . 54
Copyright Protection Policy . . . 55
Video-Recording Or Audio-Recording Policy . . . 55
Internet Usage . . . 55
Social Media . . . 56
Cyberbullying . . . 57
Dress Code . . . 57
Drug And Alcohol Policy . . . 58
Non-Smoking/Non-Tobacco Policy . . . 58
Disciplinary Action . . . 59
Termination Or Expulsion Policy . . . 59
Student Appeal Process . . . 59
Crime Awareness And Campus Security Act . . . 60
Title IX And Violence Against Women Act (VAWA) . . . 60
Title VI Civil Rights Act Of 1964/Age Discrimination Act Of 1975 . . . 60
Personal Property . . . 62
Visitor Policy . . . 62
Family Educational Rights And Privacy Act (FERPA) . . . 62
Professional Liability And Student Accident Insurance . . . 63
HIPAA Requirement . . . 63
Student Activities . . . 63
Field Trips . . . 64
Housing Assistance . . . 64
Significant Medical Conditions . . . 64

Grievance And Grade Appeal Policy . . . 65

Staff and Faculty . . . 67

Administrative Staff . . . 67
Admissions . . . 67
Career Services . . . 68
Financial Aid . . . 68
Library . . . 68
Academic Leadership . . . 68
Faculty . . . 69

Programs . . . 78

Medical Assisting (For Students Enrolled On Or After September 1, 2025) . . . 78
Medical Assisting (For Students Enrolled Prior To September 1, 2025) . . . 80
Nursing . . . 82

Courses . . . 85

AHP - Allied Health Professions . . . 85
BIO - Biology . . . 87
COM - Communications . . . 88
CMP - Computer . . . 88
ENG - English . . . 89
ENV - Environmental Science . . . 89
MAT - Mathematics . . . 90
MAS - Medical Assisting . . . 90
MOA - Medical Office Administration . . . 93
NUR - Nursing . . . 95
NUT - Nutritional Therapy . . . 98
PDC - Professional Development . . . 98
PSY - Psychology . . . 98
SOC - Sociology . . . 99

Calendars

Campus Holiday and Break Schedule

(No classes scheduled on the following days)

2025

Date	Holiday/Break
1.1.2025	New Year's Day
1.20.2025	Martin Luther King Day
5.26.2025	Memorial Day
6.19.2025	Juneteenth
6.28.2025 – 7.6.2025	Summer Break
9.1.2025	Labor Day
11.27.2025 -11.30.2025	Thanksgiving Holiday
12.24.2025 – 12.26.2025	Christmas Holiday
12.20.2025 -12.28.2025	Medical Assistant Winter Break

2026

Date	Holiday/Break
01.01.2026	New Year's Day Holiday
01.19.2026	Martin Luther King Holiday
05.25.2026	Memorial Day
06.19.2026	Juneteenth
7.3.2026 - 7.5.2026	Summer Break
09.07.2026	Labor Day Holiday
11.26.2026 -11.29.2026	Thanksgiving Holiday
12.24.2026 - 12.27.2026	Winter Break

Start Dates

Allied Health Programs

2025	2026
01.27.2025	01.12.2026
03.10.2025	02.23.2026
04.21.2025	04.06.2026
06.02.2025	05.18.2026
07.21.2025	06.29.2026
09.01.2025	08.10.2026
10.13.2025	09.21.2026
11.24.2025	11.02.2026
	12.14.2026

Nursing Programs

2025	2026
01.06.2025	01.05.2026
05.05.2025	05.04.2026
09.08.2025	09.07.2026

Introduction and Overview

History and Ownership

St. Paul's School of Nursing in Queens, New York is owned and operated by Education Affiliates, Inc. Education Affiliates, Inc. is located at 5026-D Campbell Boulevard, Baltimore, Maryland 21236, phone: 410-633-2929 and fax: 410-633-1844 and is a privately held corporation providing career education through a variety of certificate, diploma, and degree programs. Dan Finuf is the President/Chief Executive Officer, and Laurence (Larry) Hinz is the Chief Financial Officer of Education Affiliates, Inc.

In 1889, the Diocese of Brooklyn, a leader in the health care field, founded its first of five diploma schools of nursing to support the thirteen health care facilities within the diocese. In 1967, the Diocese of Brooklyn consolidated its health care facilities into the Catholic Medical Center of Brooklyn and Queens, Inc. In 1969, the Catholic Medical Center School of Nursing was established and became a registered academic three-year diploma program. In February of 1983, the Catholic Medical Center School of Nursing was approved to award an Associate in Applied Science Degree by the Regents of New York State. In August 2000, Catholic Medical Centers of Brooklyn and Queens merged with Sisters of Charity Medical Center and Saint Vincent Hospital and Medical Center. The new entity was called Saint Vincent Catholic Medical Centers of New York. In 2001, the School of Nursing was approved to award an Associate in Science Degree.

In 2007, Saint Vincent Catholic Medical Centers and Education Affiliates entered into an administrative agreement whereby Education Affiliates became the new sponsor for the school of nursing under the auspices of Saint Vincent Catholic Medical Centers. In April 2009, the transfer of ownership from Saint Vincent Catholic Medical Centers to Education Affiliates, Inc., was completed. The name of the school was changed to St. Paul's School of Nursing.

Consumer Information

This catalog is published in order to inform students and others of St. Paul's School of Nursing's academic programs, policies, calendar, tuition, fees, administration, and faculty. This catalog is published for informational purposes only and is not intended as a contractual agreement between St. Paul's School of Nursing and any individuals. The information provided is current and accurate as of the date of publication.

St. Paul's School of Nursing reserves the right to make changes within the terms of this catalog, which may affect any of the information published, and to make such changes, if necessary, without prior notice to individual students. As such changes may occur, these will be published in a catalog addendum, which is intended as, and is to be regarded as, an integral part of this catalog.

St. Paul's School of Nursing expects its students to read and understand the information published in this catalog and in any catalog addendum identified as belonging to this catalog. Failure to read and understand this catalog will not excuse any student from the application of any requirement or policy published herein. Furthermore, it is the responsibility of each student to remain apprised of current graduation requirements of his or her program.

St. Paul's School of Nursing affirms a policy of equal employment opportunity, equal educational opportunity, nondiscrimination in the provision of educational services to the public, and administering all educational programs and related supporting services and benefits in a manner that does not discriminate because of a student's race, color, creed or religion, sex or sexual orientation, national origin, age, physical or mental disadvantage, or other factors, which cannot be lawfully the basis for an employment decision.

St. Paul's School of Nursing is obligated by and adheres to the provisions of:

- Section 493A, Title IV, Higher Education Act of 1965 as amended
- Title 38, United States Code, Veterans Benefits
- Title IX, Education Amendments of 1972
- Section 504, Rehabilitation Act of 1973
- Family Educational Rights and Privacy Act of 1974 as amended
- Drug Free Schools and Communities Act Amendments of 1989

Inquiries concerning the application of these laws and their implementing regulations may be referred to the Campus President, 97-77 Queens Boulevard, Rego Park, NY 11374.

Please see the Consumer Disclosures tab found on the school's website for information regarding student achievement data and other important information.

Consumer Disclosures

- The Retention Rates disclosure is located at St_Paul_Queens_Retention_Rate.pdf.
- The Student Right to Know Graduation and Completion Rate disclosure is located at St_Paul_Queens_Completion_Rate.pdf.
- The Licensure Exam Rates disclosure is located at St_Paul_Queens_Island_NY_Disclosure.pdf.
- The Job Placement Rates disclosure is located at St_Paul_Queens_Placement_Rate.pdf.

Accreditation, Licenses, And Approvals

Institutional and program assessments are conducted periodically by qualified examiners and members of the School's accrediting body and/or by accrediting teams. The purpose of these assessments is to examine and evaluate compliance of the School's programs, staff, and faculty with accrediting standards and state and federal regulations.

Licensure indicates only that minimum standards have been met; it is not an endorsement or guarantee of quality. Licensure is not equivalent to or synonymous with an accreditation by an accrediting agency recognized by the U. S. Department of Education.

- St, Paul's School of Nursing (institution ID: I-260) is institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES), 6116 Executive Boulevard, Suite 730, North Bethesda, MD, 20852, 301-291-7550. www.abhes.org. ABHES is recognized by the U.S. Secretary of Education.
- St. Paul's School of Nursing satisfies the regulatory criteria for provisional authority to award the Associate in Science (A.S.) degree and the Associate in Occupational Studies (A.O.S.) degree by the New York State Board of Regents, New York State Education Department, 89 Washington Avenue, Room110 EB, Albany, NY, 12234, 518- 474-5889. www.regents.nysed.gov.
- St. Paul's School of Nursing (institution ID: 51031007) is registered by the New York State Education Department, 89 Washington Avenue, Albany, NY, 12234, 518-474-3852. www.nysed.gov.
- St Paul's School of Nursing is exempt from the requirement to seek licensure from New Jersey Department of Education Licensure Commission approval per N.J. Admin. Code § 9A:1-7.5.
- As a fully residential school that does not operate in the Commonwealth of Pennsylvania, St Paul's School of Nursing is exempt from Pennsylvania Department of Education Registration per Private Licensed Schools Memorandum #78.
- Saint Paul's School of Nursing, Queens, NY is exempt from Connecticut Authorization due to no physical presence in the State of Connecticut and not offering distance education programs per the below Connecticut Office of Higher Education's URL Web Address: https://ohe.ct.gov/POSA/OutOfState.shtml.

St. Paul's School of Nursing's accreditation, approvals, and membership certificates are displayed on campus. Students may receive a copy of the school's accreditation, licensure, or other approvals by submitting a written request to the Campus President. Any questions regarding accreditation, licensure, or approvals should be directed to the Campus President. Students may also contact the agencies listed above for information regarding the school's accreditation, licensure, and approvals.

Mission And Purposes

St. Paul's School of Nursing provides postsecondary career education to both traditional and non-traditional students through a variety of degree programs that assist adult students in enhancing their career opportunities and improving problem-solving abilities. St. Paul's School of Nursing strives to develop within its students the desire for lifelong and continued education. The staff at St. Paul's School of Nursing believe that they make an important contribution to the economic growth and social well-being of the area. St. Paul's School of Nursing educates its students to help meet the economic needs of their community in entry-level positions. The educational process is a change-oriented approach to education that provides the community with graduates who possess the skills and knowledge needed to succeed in existing and emerging career occupations.

The following goals are integral to the mission of St. Paul's School of Nursing:

- To develop each student's individual and professional growth, including written and interpersonal communication, critical thinking, and problem-solving competencies.
- To develop each student's professional attitude and an awareness of contemporary career practices through exposure to pragmatic course content.

- To promote self-discipline and motivation so that students may enjoy success in their career and in society.
- To attract and retain effective and qualified instructors who are familiar with current medical and/or technical practices, and who motivate and develop students.
- To offer sound associate in science and associate in occupational studies degree programs..
- To maintain a dynamic organization that is responsible and responsive to its constituencies.
- To minimize economic disadvantages as a barrier to postsecondary education by providing financial aid services and by accepting students without regard to age, sex, religion, race, physical challenges, or economic or social background.
- To assist graduates in finding positions for which they are trained.

Critical Strengths Of St. Paul's School Of Nursing

Career-oriented programs: The School's programs have been developed and are periodically reviewed in conjunction with industry advisory boards to ensure that they continue to prepare graduates according to current needs and expectations of the community of employers served by St. Paul's School of Nursing.

Qualified, caring faculty: In their academic credentials and professional experience, faculty members are qualified to teach the courses assigned to them, and all are committed to providing the extra assistance students may need to achieve their career goals.

Graduate employment assistance: Students approaching graduation receive, at no additional charge, career and employment assistance in finding entry-level positions in their preferred careers. While the primary responsibility for securing such employment rests with the student, the Career Services Department is available for information, contacts, and guidance.

Small classes and personal attention: A small student-to-faculty ratio helps students obtain the most from their educational investment by ensuring easy access to instructional equipment and to attentive and helpful faculty.

The following campus administrators should be consulted to obtain the information listed:

Campus President: policies pertaining to grievances, disability accommodations, non-discrimination, and privacy of student records; information that pertains to School accreditation and licensure, the campus academic improvement plan, and disciplinary actions and appeals.

Dean of Education, Dean of Nursing and/or Program Directors: descriptions of academic programs, faculty information, data on student enrollment and graduation, academic policies and procedures, and credit transfer

Director of Admissions: policies pertaining to admissions requirements, enrollment, and copies of consumer information disclosures

Business Office Manager: tuition charges, payments, adjustments, and refunds

Director of Financial Aid: descriptions of financial aid programs, rights, and responsibilities of financial aid recipients, means and frequency of payments of financial aid recipients, means and frequency of payments of financial aid awards, student loan repayment, and employment provided as financial aid.

Director of Career Services: information pertaining to placement rates and employment opportunities for graduates.

Program And Policy Changes

St. Paul's School of Nursing reserves the right to make changes in organizational structure, policies and procedures, equipment, and materials, and modify the curriculum as circumstances dictate. When size and curriculum permit, classes may be combined to provide meaningful instruction and training that contribute to the level of interaction among students. Students are expected to be familiar with the information presented in this Catalog and applicable Student Handbooks.

Facilities And Equipment

St. Paul's School of Nursing occupies a 40,390 square-foot facility comprised of ten classrooms, two science labs, a Skills lab, a Simulation lab, and an administrative office space. The school is located at 97-77 Queens Boulevard, Rego Park, NY 11374. The school is located in a two-story facility and does not share this facility with other tenants. All school facilities, including offices and classrooms, are provided in this building. Access between floors in the building is gained either via stairs or one of two available elevators. Additional staircases are available in case of an emergency. A learning resource center is available with internet access, computer stations, web-based resources, health reference books, and periodicals. Medical labs are equipped with medical

exam tables, computers, microscopes, stethoscopes, blood pressure cuffs, EKG machines, hospital beds, mannequins, training models, simulation equipment and other medical training equipment as applicable. Computer labs include student computer stations with internet access and word processing, presentation, spreadsheet, database, and medical software applications. Lecture rooms have internet connectivity, media cabinets, and digital projectors. There is a student lounge with vending machines and microwaves. Library resources and library information services are available to students and faculty. Administrative offices include academics, student and career services, financial aid, registrar, admissions, and business offices. There is a faculty workroom and faculty offices. Clinical and externship sites are in area doctor's offices, hospitals, and other professional medical facilities. The facility is open 8:00 a.m. to 11:00 p.m. Monday through Friday, and 9:00 a.m. to 3:00 p.m. occasionally on Saturday. The facility is accessible to handicapped students.

Accommodations For Students With Disabilities

St. Paul's School of Nursing is an Equal Opportunity Educational institution and does not discriminate in the recruitment and admission of students with respect to race, color, creed, sex, age, handicap, disability, national origin, or any other legally protected characteristics. Applicants, prospective, or current students with disabilities who require academic adjustments and/or auxiliary aids in connection with the admissions process, the admissions test and/or their program of study, should contact the Director of Student Services. The Director of Student Services, in accordance with the Applicants and Students with Disabilities Policy, will work with the applicant and/or prospective student to collect the required documentation and request forms and identify reasonable accommodations and necessary to enable him or her to fully participate in the admissions and educational processes. Questions about this process may be directed to the Campus President.

If a student wishes to file a complaint regarding any disability discrimination, the student should notify the Campus President. A student is not required to make an informal resolution attempt. A hearing will be scheduled within five business days of the notification. However, at the discretion of the Institution, the complaint process may be delayed or extended for good cause. Good cause includes, but is not limited to, the unavailability of witnesses or the need for language assistance. At the hearing, the student has the right to present additional relevant evidence and bring witnesses, if desired, to support his or her position.

If the School determines that discrimination based on disability may have occurred, the School will take steps proactively designed to promptly and effectively end the discrimination, prevent its recurrence, address its effects, and provide supportive measures. The full ADA Policy can be found here: Accommodations_Policies_and_Procedures.pdf.

Notice Of Non-Discrimination

St. Paul's School of Nursing does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admissions and employment.

If you are pregnant and have questions or concerns about modifications you may need, contact the Title IX Coordinator.

Inquiries about Title IX may be referred to the Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The Title IX Coordinator is:

Title IX Coordinator
Attention: Suzanne Peters
5026D Campbell Blvd
Baltimore, MD 21236
Telephone: 330-805-2819
Email Address: speters@edaff.com

The St. Paul's School of Nursing nondiscrimination policy and grievance procedures can be located at

https://www.stpaulsschoolofnursing.edu/consumer-information/title-ix.html.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the Title IX Coordinator. You may also use the reporting tool at

https://www.edaff.com/title-ix-contact-us.php.

Admissions Information

Admissions Requirements And Procedures

Each applicant for admission is assigned to an admissions advisor who directs the applicant through the steps of the admissions process, provides information on curriculum, policies, procedures, and services, and assists the applicant in setting necessary appointments and interviews.

Admission decisions are based on the applicant's fulfillment of these requirements, a review of the applicant's previous educational records, and a review of the applicant's career interests. It is the responsibility of the applicant to ensure that St. Paul's School of Nursing receives all required documentation. All records received become the property of St. Paul's School of Nursing.

General Admission Requirements

1. All applicants to St. Paul's School of Nursing in Queens must be a United States citizen or possess a Permanent Resident Card (Green Card).
2. The applicant must be a high school graduate or possess the recognized equivalent of a high school diploma. The applicant must provide documentation of graduation from high school or college in the form of a valid high school diploma or an earned college degree higher than a diploma that is completed. Acceptable documentation includes a transcript or other documentation which confirms that the applicant meets or exceeds the academic achievement equivalent to a high school diploma in the USA. All documents from foreign countries must also be translated into English and evaluated to be equivalent or higher than a USA high school diploma by a credential evaluation service, which is a member agency of the National Association of Credential Evaluation Services (NACES), subject to the approval of the School.
3. Applicants for Medical Assisting must be seventeen years of age or older at the time he or she starts his or her program of study.
4. The applicant must complete an applicant information form.
5. The applicant must interview with an admission advisor and/or other administrative staff.
6. Applicants, who otherwise meet the requirements to pursue a selected program of study, will be given the opportunity to take the Wonderlic Scholastic Level Exam (SLE). Applicants to the School who do not achieve a passing score are eligible to immediately retake another version of the SLE. (See below for the SLE minimum score requirement for each program of study.) In the event that the applicant for the Medical Assistant program fails to achieve a passing score on the second administration of the SLE, the applicant is eligible to take the SLE a third time using another version; however, a minimum of seven days must elapse after the second testing date before the third SLE may be administered. In the event an applicant for the Nursing program fails to achieve a passing score on the second administration of the SLE that applicant is ineligible to apply for the Nursing program. The applicant must wait for a period of 6 months before reapplying to the Nursing program. In addition, this administration requires approval by the Campus President. Once a passing score is earned, the SLE score is valid for three years from the date of administration. Applicants for readmission must achieve the passing score on the SLE required of current applicants for admission to the selected program of study. If the applicant for readmission had previously achieved a passing score on the SLE, that score may be used for readmission, provided the SLE test was administered and passed within three years (36 months) of the date of readmission and still meets the current minimum acceptable SLE score for the applicable program.

   The SLE minimum entrance requirements by program are as follows:

   Associate Degree Programs
   Medical Assisting 11
   Nursing 22

   ***Note**:* In the event an applicant desires special accommodations for the SLE, the applicant must follow the policies in this catalog to request those accommodations. Campus staff members are not authorized to approve accommodations for admissions testing.

7. Applicants must meet all financial obligations.
8. Applicants must complete all tuition payment requirements.
9. Accepted applicants must agree to and sign the St. Paul's School of Nursing Enrollment Agreement.

Additional Admissions Requirements For The Nursing Programs

Applicants to the nursing program will be informed of all the required documentation, and the timeframes for submitting the required documentation, for application to the program. When all nursing program application requirements have been completed and submitted by the applicant, and the applicant has signed the enrollment agreement, the completed application file will be submitted to the Nursing Program Admissions Committee for consideration. The Nursing Program Admissions Committee reviews each completed application file and makes a final determination on admission to the Nursing Program. A candidate for admission may be required to interview with a member of the Nursing Program Admission Committee, or another school official. Once the Nursing Program Admissions Committee makes its final determination in regards to an applicant, the applicant will be notified.

In addition to the General Admissions Requirements, the following are additional admissions requirements for the Nursing programs. Note that meeting admissions requirements does not in itself guarantee admission to the Nursing program.

1. All applicants to St. Paul's School of Nursing in Queens must be a United States citizen or possess a Permanent Resident Card (Green Card).

2. All applicants to the nursing program must have earned a minimum of 12 college credits at an accredited post-secondary institution. While 12 college credits is the minimum requirement for consideration, it does not guarantee acceptance into the program.
3. Applicants must have earned a minimum of a 2.75 Grade Point Average (GPA). While a GPA of 2.75 is the minimum requirement for consideration, it does not guarantee acceptance into the program.
4. Applicants must submit to and pass a criminal background check administered by the school prior to starting the program, or prior to being readmitted and the results of the CBC must be in the student file prior to starting the program. The conviction for certain criminal offenses may bar an applicant from participating in certain externship/clinical training experiences, eligibility to acquire professional certification/licensure required to function in professional career fields and obtaining employment. Adverse results, to include but not limited to, any felony or misdemeanor identified on an applicant’s background report that may prevent the applicant’s completion of the program, acceptance to externship/clinical training facilities, achievement of professional certification/licensure, and attainment of employment in a particular field.

   Any candidate who has an adverse result on his/her background report is encouraged to seek approval from the certifying bodies of any applicable program to establish eligibility for certification/licensure and employment in that specific field. If an applicant with an adverse occurrence on his/her background chooses to participate in a program that requires a clear background for admission to externship/clinical sites, eligibility to acquire professional certification/licensure required for employment in specific career fields and obtaining employment, he/she will be required to sign a disclosure document accepting full responsibility for any and all costs associated with attending the career program, and does not hold the institution and its associates liable for being denied program completion, entrance to any and all externship/clinical training facilities necessary for the completion of the program, ability to achieve certification/licensure, or gain employment in the field of study.

   Applicants to the Nursing program should note that a history of criminal convictions may prevent the student from attending or completing the clinical requirements of the program or may prevent his or her licensure by the State Board. If there are any questions regarding this process, the applicant should make an appointment with the Dean of Nursing.

   Students must report to the Dean of Nursing in writing, any change in their criminal background or current status within 24 hours of occurrence (includes new citations and/or charges regardless of the pending or final adjudication). Students who fail to report any new citation or charge may be dismissed from the program.

5. The applicant must submit to and pass a drug screen and must be in the student file prior to starting the program. Inconclusive test results, to include a dilute and/or insufficient sample, will require the applicant to be retested within 24 hours at his/her expense at a School designated collection center. A second inconclusive test result, to include a dilute and/or insufficient sample will be considered a positive drug screen. Students will not be granted admission to the nursing program with a positive, insufficient, dilute, or inconclusive test result. Random drug and alcohol testing may be done throughout the program. Failure to comply or the inability to provide a sample within one hour of the requested random drug/alcohol test may result in program dismissal. A dilute or insufficient sample result on a random drug screen will be considered a positive result. The student may be dropped from the program as per the Alcohol, Tobacco, Drug Abuse, and Testing Policy.
6. Maintain Unencumbered Practical Nursing License (ADN program only)

   Students in the Associate Degree in Nursing (ADN) program who have a license in Practical Nursing (LPN) must maintain the unencumbered license throughout the duration of the ADN program. Students must report to the Director of Nursing, in writing, any change in status of their practical nurse license within 24 hours of the occurrence. Failure to maintain an unencumbered license may result in dismissal from the program.

7. The applicant must submit a signed Allied Health and Nursing Program waiver. Please note that some clinical sites may require that students have health insurance. The School does not provide health insurance.
8. The applicant for a nursing program must be eighteen years of age or older to be accepted into the program. The applicant must submit a valid form of government-issued identification. For example, a current driver's license or U.S Passport.
9. The minimum Wonderlic Scholastic Level Exam (SLE) score for nursing is 22. Applicants who score a 22 or higher on their second attempt on the Wonderlic Scholastic Exam will be given the opportunity to take the Evolve Reach Admission Assessment Exam (HESI/A2) exam. Applicants who score a 22 or higher on their first attempt of the Wonderlic Scholastic Level Exam are exempt from the HESI/A2 exam. The applicant will be informed to select a date and time (maximum time for A2 Exam: 4 hours) when they will not have external time pressures for arrival or departure, be well rested, and not be accompanied by children or other persons who need supervision. The proctored examination must be monitored at a computer terminal in a quiet area by a staff person who does not report within the Admissions Department. The student may not bring paper, books, cell phone, or other electronics into the testing environment. Calculators are to be provided by the school, distributed prior to the exam, and collected at the end of the examination. Applicants may be admitted to the nursing program with an A2 score of 80 or higher on (1) English Language Composite Score comprised of reading, grammar, vocabulary, and (2) math. Prior to taking the A2 examination the applicants will be provided an opportunity to purchase the study guide and prepare for the examination. Applicants are strongly discouraged from taking the assessment without completing the workbook and/or review class.

Nursing Programs Entrance Exam Retakes And Timelines

- An applicant failing the first attempt of the A2 may be permitted to retake the exam one more time within 90 days of the first attempt. The timing of the second attempt will be determined by the school based on progress made during the prep course.
- After two (2) unsuccessful attempts, an applicant may only re-apply to the School after six months from the second attempt and will be required to submit evidence of having completed additional academic coursework that would demonstrate additional preparation for success (e.g. completed course work in science courses, certification or documentation of having completed professional education or skills development from a community college adult education course/s or formal tutoring).
- If the third attempt to pass the HESI A2 is unsuccessful the applicant will no longer be eligible to apply for the nursing program.

Admissions testing from another location

Applicants that have official documentation of having completed the HESI A2 at another accredited academic institution within 12 months from expected enrollment at St. Paul's School of Nursing and achieved a score that meets or exceeds that required by St. Paul's School of Nursing will be considered for admission and not be required to repeat the HESI A2.

Technology Requirements for Students

A laptop and laptop technical support is included with the program's fees; however, students are responsible for ensuring that they have a working internet connection. If students choose to provide their own laptop instead of purchasing a laptop through St. Paul's School of Nursing, they are responsible for signing the laptop acknowledgement form confirming their laptop meets minimum technical specifications. Students providing their own hardware will be responsible for maintaining their computer.

Review these requirements carefully. Laptop hardware, software, and reliable Internet connection are the primary means of participating in Canvas and thus are critical to students' academic success both in class and out of class. Smartphones, Notebooks, Chromebooks, Apple iPads are not acceptable replacements for a laptop.

Laptop Hardware Minimum Requirements

Degree Programs *(2 Year Programs)*

- 2.8 GHz CPU or greater
- 16 GB RAM or greater
- 512 GB SSD or greater
- 1920 x 1080 display or higher

· Integrated webcam and microphone

· Built-in speakers

Software Requirements

- Windows Operating System: Windows ® 11
- Browser – Mozilla Firefox Web Browser or Google Chrome Web Browser (most recent version)
- Microsoft Office 365
- Plugins (most recent versions)
    - Adobe Acrobat Reader

Internet Access is required for a student's own personal laptop, or a laptop purchased from the school. The student acknowledges they will have access to a reliable internet connection to participate in the degree or diploma program selected. Reliable internet connections are widely available at the school, coffee shops, libraries, and many public locations at no charge to you.

Availability Of GED Testing

Unless otherwise noted, all applicants for admission must be high school graduates or GED recipients. The General Educational Development (GED) test cannot be taken online**.** The GED tests can only be taken at an official testing center. There are more than 3,400 testing centers worldwide. For more information, please go to https://www.ged.com/ and select GED Testing Services or contact the local Board of Education or the School's Admissions Office.

Readmission

A former student who withdrew in good standing may make an application for readmission to his or her program of study. Students who dropped or were withdrawn from a program and wish to return to the same program can do so within three years (36 months) of their last date of attendance (LDA). Generally, a student will not be considered for readmission more than twice unless there are exceptional extenuating circumstances, such as military deployment, major emergency medical issues, or an unexpected disaster that temporarily prevents the student from continuing in the program. Any exception must be approved by the National Director of Restart Programs. The applicant for readmission must satisfactorily demonstrate that the barriers that prevented the student from successfully completing his or her program during the previous enrollment have been resolved, and that there is a reasonable probability he or she can complete the program of study. Former students approved for readmission must meet all current program admissions requirements.

A former student who wishes to be considered for admission to a different program of study should contact the Admissions office. The Admissions Director should consult with the Dean of Education or the Program Director to determine the appropriate transfer of credits, Satisfactory Academic Progress status, and course scheduling prior to enrolling the student.

Any students who have been dismissed for conduct violations, including violations of academic integrity, are not permitted to re-enter any of the Education Affiliates' programs, which includes Fortis, St. Paul's School of Nursing, All-State Career Schools, or Denver College of Nursing.

A former student seeking readmission to the same program must apply for readmission by submitting a Readmission Application to the Student Success Coordinator or the staff person designated to coordinate readmissions. The applicant must meet with the Student Success Coordinator, or the staff person designated to coordinate readmissions to discuss and document the circumstances that led to the prior withdrawal and what the applicant has done to ensure that these or other issues will not interrupt the completion of the program of study if the applicant is approved for readmission.

Applications for re-admission are reviewed by a committee comprised of the Campus President, Dean of Education, and/or the Dean of Nursing, the Business Office Manager, and Director of Financial Aid, or their designees. The applicant must meet all current admissions and readmission requirements for the program of study. Applicants approved for readmission are required to meet with the Business Office Manager and the Director of Financial Aid (or their designees) and complete all necessary applications and documents to ensure that his or her past and future tuition and fees obligations will be satisfied in a timely manner. Applicants approved for readmission will have their transcripts reviewed by the Dean of Nursing/Dean of Education who will determine which course credit(s) previously earned will be counted toward program completion and the course(s) which need to be repeated. Approval of an applicant for readmission is subject to space availability.

A student dismissed for failure to meet Satisfactory Academic Progress (SAP) requirements may apply for readmission if there is reasonable probability that he or she can achieve the grades necessary to raise the Cumulative Grade Point Average (CGPA) and can increase his or her credits earned to credits attempted ratio to comply with the institution's SAP policy. If approved for readmission, the student will reenter in a status of Academic Probation. A student may remain in a status of Academic Probation for only one quarter/semester. A student who fails to meet SAP after the first quarter/semester will be dismissed.

In addition, an applicant applying to be readmitted who failed to meet SAP for two consecutive terms must complete an SAP appeal and apply to be readmitted in a status of Academic Probation. If the student can demonstrate in his or her written appeal that mitigating circumstances were the contributing factors to the student's failure to achieve satisfactory academic progress. Mitigating circumstances would include the death of a relative of the student, injury, disability, or illness of the student, or other special circumstances. The SAP appeal must be filed at the same time the applicant initiates the readmission process. The appeals must be submitted in writing to the Dean of Education or Dean of Nursing. The student's letter of appeal must explain and document, to the satisfaction of the Financial Aid Committee, the mitigating circumstance(s) which caused the student not to achieve SAP after the Academic/Financial Aid Warning Period and what circumstances have changed that will allow the student to achieve SAP at the next evaluation period. The Financial Aid Committee consists of the Campus President, Dean of Education, and the Director of Financial Aid, or their designees. The Financial Aid Committee may grant one additional term as a Financial Aid Probationary period, approve an "Academic Improvement Plan," which may require the student to fulfill specific terms and conditions, or deny the appeal.

If a readmitted student does not qualify for financial aid, he or she is responsible for the payment of all new tuition and fees from his or her own resources until such time as the student may prequalify for student financial assistance.

A readmitted student is required to sign a new enrollment agreement which lists the current tuition and fees, the revised graduation date, and acknowledges receipt of any other required disclosures. The student must be current with any unpaid balance from his or her prior enrollment unless payment arrangements have been established by the Campus President/Director. With assistance from the Registrar, the Dean of Nursing or Dean of Education will establish a course schedule for program completion.

Nursing Appeal for Re-Entry after Program Dismissal

Former students in any of the nursing programs who have been dismissed for academic failure are only eligible to be considered for readmission if they have submitted an appeal and the appeal has been granted. Any students who have been dismissed for conduct violations, including violations of academic integrity, are not permitted to re-enter any of the Education Affiliates' programs, which includes Fortis, St. Paul's School of Nursing, All-State Career Schools, or Denver College of Nursing. All nursing students approved for readmission must have current CPR certification, immunizations and must submit a new drug test and background check.

This section outlines the process for a nursing student to appeal for re-entry after dismissal from the nursing program. Re-Entry after dismissal can only be appealed if there are significant extenuating circumstances beyond the student's control, such as severe illness, injury, hospitalization, military duty, death of a family member, or incidents related to natural disasters. The student must apply using the appeal form and submit it to the campus.

The campus will form a committee to review the appeal, and their recommendation will be reviewed by the Appeals Oversight Committee. The Appeals Oversight Committee consists of various positions within Education Affiliates Inc, the ultimate owner of the School. All appeal materials must be submitted to the Appeals Oversight Committee four weeks before the term starts. Appeals submitted less than four weeks prior will not be reviewed for the upcoming term. The final decision regarding the appeal will be made by the Appeals Oversight Committee.

To appeal to re-enter after dismissal, the student must submit an appeal form, letter of appeal, supporting documentation, current grade transcript, and an academic success plan four weeks before returning. The appeal should include a description of the academic decision being appealed, along with as much supporting documentation as possible to explain and substantiate the reason for the appeal.

If a student is appealing termination due to a third failure in a nursing course, their letter of appeal must demonstrate, to the satisfaction of the Appeals Oversight Committee, that significant extenuating circumstances prevented them from passing the failed courses. Qualifying significant extenuating circumstances are rare and typically include severe illness, injury, hospitalization, military duty, death of a family member, or incidents related to natural disasters. The student must also explain the steps taken to ensure these events will no longer impact their progress and provide a plan to successfully meet their academic goals.

If re-entry is permitted, the campus will review an academic success plan with conditions that the student must agree to and meet. If another failing grade in a nursing course is received, the student will be permanently dismissed from the program, and no additional appeals will be considered. This policy applies to all nursing programs in the Education Affiliates system. Permanently dismissed students cannot transfer to another Education Affiliates school.

Orientation

St. Paul's School of Nursing provides an orientation program to help students adjust to the school environment.

Orientation is held by the school prior to the start of each program start. School policies, student responsibilities, and any questions are addressed at the orientation.

Transfer Of Credit

Transfer of credit is always the decision of the individual college or university and is controlled by the receiving institution. Accreditation does not guarantee transfer of credits. Students interested in transferring credits earned at St. Paul's School of Nursing should check with the receiving institution directly to determine to what extent, if any, credits can be transferred.

The request to transfer credit must be initiated by the applicant or student. Requests for transfer credit should be submitted prior to enrollment, and only under extenuating circumstances may an exception be made with the approval of the Campus President, in which case all necessary documents must be received no later than 14 calendar days after the start date or re-entry date of the student's program.

To apply for consideration of credits previously earned, students must request official transcripts be sent directly to the School to the attention of the Registrar. Students may be required to provide a relevant catalog and/or other relevant documents regarding the course(s) to be considered. Foreign transcripts must be translated into English and be evaluated by a member agency of the National Association of Credential Evaluation Services (NACES).

Criteria

In order to be considered, the institution where the credit was previously earned must be accredited by an agency recognized by the United States Department of Education or the Council for Higher Education Accreditation (CHEA) at the time the student earned the credits. If students earned educational credits at a post-secondary institution outside the United States and not accredited by an agency recognized by the United States Department of Education at the time the student earned the credits, then that postsecondary institution must have equivalent accreditation standing with the central accrediting body in its country of residence at the time the student earned the credits.

Courses for which applicants would like to request transfer credit must meet the applicable criteria listed below:

- Courses in general taken at an institution outside of Education Affiliates must have been completed within the previous five years (60 months). Individuals holding an earned associate or higher degree are exempt from the time limit in this paragraph, except as noted below.
- Prerequisite science courses in Nursing programs must have been completed within the past three years (36 months).
- Prerequisite science courses in Nursing programs must have a grade of "B" or higher on the transcript from the awarding institution.
- All other courses must have a grade of "C" or higher on the transcript from the awarding institution.
- Learning objectives or competencies of courses submitted for transfer credit must be comparable to the courses at St. Paul's School of Nursing in order for transfer credit to be awarded.
- The maximum allowable transfer credit that can be awarded is 50% of the total program credits unless specified otherwise in a particular program.
    - The Campus will accept credit earned in a similarly titled program from another EA school for up to a maximum of 75% of the credit hours in the program unless specified otherwise in a particular program.
- When a warranted need for exception to the time limit as stipulated in the preceding paragraphs arises, it must be carefully evaluated at the campus level and presented with justification to the Chief Transformation Officer at Education Affiliates for approval.

Credit may also be awarded for successful completion of Advanced Placement (AP), College Level Examination Program (CLEP), and DANTES Subject Standardized Test (DSST) examinations in subject areas equivalent to courses within the student's program. The student must provide official documentation in order to be considered for possible award of course credit. Minimum scores required in order to receive transfer credit are as follows:

- The AP tests are scored on a scale 1 to 5, with 1 being the lowest and 5 the highest. The Campus recognizes AP scores 4 and 5 as passing, and awards credit for students who pass their AP test with a 4 or 5.
- The typical passing score on CLEP exams for general education purposes is 50. Once the raw score is calculated and converted to a scaled score, the lowest scaled score is 20 and the highest is 80. A score of 60 or higher is considered passing for awarding transfer credit.
- For DANTES tests, only scores from exams taken after 2008 will be considered. The equivalent score for a "B" grade is 434.

The School does not award credit for life or work experience.

Additional Requirements for Specific Programs

- Nursing courses completed at another postsecondary institution are not eligible for transfer credit (i.e., a course with an "NUR" or "PNR" prefix). The only exceptions are nursing courses completed at Fortis-affiliated nursing programs. Acceptance of these nursing credits is subject to approval by the Dean of Nursing. Evidence of skill competency may be required.

- In the Nursing program, students entering with an unencumbered LPN license and proof of completing an approved practical nursing program are awarded Block Credits in Anatomy and Physiology I (AHP216), Fundamentals of Human Nutrition (SCI115), Human Growth and Development (PSY278), and Foundations of Nursing (NUR104). Further credit may also be granted for Introduction to Informatics (CMP105) if there is proof of taking a similarly titled course on the official practical nursing transcripts.
    - Students must request official transcripts for their practical nursing program as proof of completion.
    - There is no evaluation of the official transcripts needed in order to award the Block Credits. They are simply needed for the file.
    - Transcripts can be used further to process additional transfer credits if necessary.
    - Courses that earn Block Credits are awarded a CR grade.

Veterans

A Veterans Administration (VA) funded student enrolling in any of the Campus programs with prior credit from another school or military education or skills training will be evaluated according to the Transfer Credit Policy for all students. All veterans and other students eligible for VA funding should apply for credit for previously completed training. The Campus will evaluate and grant credit, if appropriate. Training time will be adjusted, and tuition reduced proportionately if credit is granted for previous training. The VA and the student will be notified. The Campus must receive and evaluate official transcripts from all postsecondary schools previously attended by a Veteran and the Veteran's military transcripts before enrollment can be certified. It is the Veteran's responsibility to request all transcripts and pay any fees assessed by the previously attended school(s).

Appeal Process

1. Students who wish to appeal a decision must appeal in writing to the Campus President/Director.
    a. The student must write a letter, stating very clearly why they should receive credit.
    b. The student must supply additional documentation to support the appeal. If no additional documentation is received, the appeal will be automatically denied.
2. All appeals should be requested within 14 days of the decision to deny credit.
3. Decisions related to appeals will be returned to students within 14 days of their receipt.

Returning or Transferring Students

If students wish to transfer between programs at the same school, students should seek guidance from the Dean of Education and the Registrar. The Dean of Education will work with students seeking to transfer to a different program to determine if any of the courses or learning from the current or prior program of study is applicable and can be transferred into the proposed new program with credit granted accordingly.

1. Students transferring from one Education Affiliates campus to another must have all previous credits evaluated for transfer credits.
    a. Students that have passed a class at another Education Affiliates campus with the same course code as the program they are enrolling into will receive transfer credits for grades of D or higher if a D is passing for that program.
    b. Courses that are not a part of the enrolled program will be evaluated for transfer credits as per normal policy.
    c. This is applicable for campus-to-campus transfers within the same program, and campus to campus transfers into new programs that share course codes.
2. Students who are re-enrolling into the same Campus or re-entering into a new program or program version will have all applicable courses Associated to the new program. Any courses that cannot be Associated may be evaluated for transfer credit.
    a. Associated courses are evaluated and documented like transfer credits, using the same forms and procedure.
    b. Applicable courses are those course codes that are the same between programs.
    c. All courses are Associated, whether passed, failed, or withdrawn, and should be included in all future SAP calculations for the program.
    d. Shared courses with a D or higher will not need to be retaken, unless that is considered a failing grade in the new program.

Articulation Agreements

St. Paul's School of Nursing does not have an articulation agreement with another institution.

Student Physical Location

Saint Paul's School of Nursing reviews admissions applications and may enroll students who are residents of New York, Connecticut, New Jersey, and Pennsylvania only. The student's address of residency as reflected on government issued identification, mail reflecting the student's address, student attestation, lease agreement, or other verified documentation of physical location will be utilized to determine state of residency. Documentation must be provided at the time of enrollment. This policy is applicable to all students enrolled at Saint Paul's School of Nursing, Staten Island.

Should the student change their address while enrolled at Saint Paul's School of Nursing, the student is required to notify the School's Registrar to make an update to their physical location as needed. Should the student move out of one of the above listed states while enrolled at Saint Paul's School of Nursing, the School may be required to withdraw the student from the program prior to completion. Students must notify the campus of a change in physical location within 30 days and provide proof of location change via approved documentation as noted above.

Health, Clinical and Program Continuation Requirements

Health, Externship And Program Continuation Requirements For The Medical Assisting Program

As a part of contractual agreements with externship agencies, students may be required to fulfill the following requirements. Failure to submit all requirements may result in dismissal from the program. All requirements must remain current throughout the program or prior to starting the externship based on specific program requirements. It is important to note that the contracted externship agency agreements are not negotiable in their requirements. Subject to externship site requirements, students who do not have documentation that evidences acceptable criminal background history, negative drug screen, immunization, and health clearance may not be accepted at the externship site.

Students are responsible for all costs of program immunizations and medical clearance required for admission and continuation within the program. In addition, students are responsible for all costs that may be associated with injury or illness while on campus, in the learning laboratories, at an externship experience, or while performing other campus/program related activities during enrollment in the program.

Current BLS CPR Card

Basic Life Support (BLS) for Healthcare Providers certification by the American Heart Association must remain current while the student is enrolled in the program. The School must maintain a current signed copy of the student's CPR card within the student file. Students will be provided BLS for Healthcare Providers training prior to the completion of the initial 18 weeks of the program, prior to any externship or clinical activities. Upon successful completion of BLS for Healthcare Providers training, students are required to always have their physical CPR card on them during class, laboratory, and externship activities. If the CPR card expires during the program, the student may not participate in any externship activities until the CPR certification is renewed, and the student may be dropped from the program until it is renewed.

Student Health Requirements

It is essential that students be able to perform a number of physical and cognitive activities in the classroom, externship and learning laboratory portions of the program. Students are not to enter any externship facility with contagious conditions or injuries. A student must consult with the externship instructor if an illness, medical condition, or injury is present prior to entering the externship facility. The School or externship agency reserves the right to request a medical release from a health care provider if an identified condition, illness, and/or injury may cause a potential safety risk to the student, patient, or others. Additional health care clearance documentation may be required. Any additional requirements will be at the student's expense. Examples of medical issues include, but are not limited to: limitations required after surgery or accident, immuno-suppression, pregnancy, back injury, behavioral health, etc.

Students may not enter or practice within an externship area under the influence of a controlled substance or any medication which may impair judgment, alertness, or physical agility regardless of if prescribed by a healthcare provider. The externship instructor and program director will be the final deciding authority as to their perception if the student may practice safely within the externship environment. The externship agency may be consulted as well.

NOTE: Any changes in physical or mental health must be reported immediately to the program director within 24 hours or before entering an externship area (whichever comes first).

Students must submit the approved physical and health clearance forms to the School prior to the designated deadline.

NOTE: Students with medical and/or mental health conditions which may place the student or patient's safety at risk may not be eligible for admission or continuation in the program. Risk assessment is at the discretion of the Dean of Education in consultation with the Regional Dean of Education.

Immunizations – Medical Assisting Program

Students will be provided with information about the local resources for obtaining immunizations if they have not had the required immunizations or do not have acceptable immunization documentation.

Where the campus has an affiliation with a healthcare center for immunizations, the expectation is the student will use the center. Students may choose to obtain immunizations from another healthcare provider. However, immunization documentation must include specific information about the type of healthcare provider and the immunizations administered and/or verified.

No student shall be permitted to attend classes in excess of 30 days without submitting acceptable evidence of compliance with PHL Sections 2165 and 2167. By law, an institution is required to exclude students who are noncompliant. PHL Section 2165 provides for the grace period of 30 days, to be extended to 45 days when a student is from out-of-state or out-of-the-country or can show a good faith effort to comply with the requirements. PHL Section 2167 provides that the 30-day grace period may be extended to a total of 60 days if the student can show a good faith effort to comply with the requirement.

In cases where an externship agency requires additional immunizations, proof of immunizations is required and will be verified as complete prior to the student being permitted to enter any externship site (whether for the assigned course activities or for orientation at the externship site prior to the course start). Students unable to participate in scheduled externship sessions will be recorded as absent and may potentially risk failure of the entire course.

Students are not permitted to participate in any externship experience if their immunizations do not meet the standards outlined in this document or those required by specific externship agencies.

Vaccination/ Screening	Requirements in Brief
MMR	Serologic evidence of immunity or laboratory confirmation of disease is required. If no evidence of immunity or equivocal serology results are reported, two doses of MMR at least 28 days apart are required.
Meningitis	Provide proof of at least 1 dose of meningococcal ACWY vaccine or a complete 2- or 3-dose series of MenB within the last 5 years **OR** Sign a waiver form refusing meningococcal vaccine
HEP B/HBV** (Hepatitis B)	1. Proof of a 3-dose series - doses at 0-, 1-, and 6-months **OR** 2. Proof of the HEPLISAV-B vaccine 2 dose series, 4 weeks apart **OR** 3. Serologic proof of immunity **OR** 4. Proof of a booster if the titer is "negative," “indeterminate,” or “equivocal” **OR** 5. Documentation as a non-responder **OR** 6. Documentation that the series is underway and on track as described above **OR** 7. Waiver provided by the school with medical documentation attached from a healthcare provider describing why the individual cannot complete the series
Tuberculosis Testing (PPD TST (Purified Protein Derivative Tuberculin Skin Test), IGRA blood tests, & X-rays)**	1. If there is no history of previous annual TB testing, an initial two-step PPD skin test **OR** 2. If previous annual tests **AND** current testing documentation can be provided, only a one-step within the last 90 days is required for new students **OR** 3. Annual PPD skin test for all previously enrolled students **OR** 4. An annual, negative QuantiFERON-TB Gold test (QFT-G), T-SPOT TB Test or other Food and Drug Administration (FDA) approved TB blood test (IGRA) ***For students with a positive TB skin test or IGRA test:*** 5. A "negative" chest x-ray **AND** a "negative" TB screening report from a healthcare provider if it is a "new" positive TST or IGRA **OR** 6. A "negative" chest x-ray within the past 5 years for those with a history of a BCG vaccination, or a positive TST or IGRA

* No student shall be permitted to attend classes in excess of 30 days without submitting acceptable evidence of compliance with PHL Sections 2165 and 2167. By law, an institution is required to exclude students who are noncompliant. PHL Section 2165 provides for the grace period of 30 days, to be extended to 45 days when a student is from out-of-state or out-of-the-country or can show a good faith effort to comply with the requirements. PHL Section 2167 provides that the 30-day grace period may be extended to a total of 60 days if the student can show a good faith effort to comply with the requirement.

** Students are not permitted to participate in any externship experience if their immunizations do not meet the standards outlined in this document or those required by specific externship agencies.

Health, Clinical And Program Continuation Requirements For The Nursing Program

As a part of contractual agreements with clinical agencies, all nursing students must provide evidence of an acceptable criminal background history, a negative drug screen, immunizations, and health clearances. Students who do not have the required documentation may not be accepted at the clinical site, resulting in failure and potential dismissal from the program. All requirements must remain current throughout the program. It is important to note that the contracted clinical agency agreements are not negotiable in their requirements.

Students are required to provide documentation and be cleared for placement no later than 21 days prior to the start of the term in which the clinical rotations occur. No student will be permitted to enter a clinical site without having satisfied the requirement for immunization and health clearance documentation. The inability to complete program requirements may result in failure or dismissal. All students are required to sign the *Medical Clearance Acknowledgement Form* regarding health and immunization requirements. The acknowledgement will become part of the permanent record and stored in the student file.

Admissions staff will provide all new nursing students with information regarding the immunization requirements for participating in the nursing program. Students may choose to obtain immunizations from any healthcare provider.

Students are responsible for all costs of program immunizations and medical clearances required for admission and continuation within the nursing program as well as costs that may be associated with injury or illness while on campus, in the learning laboratories, at a clinical experience, or while performing other campus/program related activities during enrollment in the nursing program.

A summary of the requirements follows, however students may be asked to provide additional documentation required by the clinical site at any time. The full Clinical Requirements Policy can be found in the Student Handbook.

1. Maintain Unencumbered Practical Nursing License (ADN program only)
   Students in the Associate Degree in Nursing (ADN) program who have a license in Practical Nursing (LPN) must maintain the unencumbered license throughout the duration of the ADN program. Students must report to the Director of Nursing, in writing, any change in status of their practical nurse license within 24 hours of the occurrence. Failure to maintain an unencumbered license may result in dismissal from the program.

2. Cleared Background Check
   The applicant must pass a criminal background check upon enrollment consisting of federal, state and specialty agencies per school policy, State Board of Nursing rules and regulations, various accrediting body requirements and the terms of the clinical affiliation agreements. Students must maintain a clear criminal background while enrolled in the nursing program.

3. Negative Drug Screen
   The applicant must pass a drug screen upon enrollment. There may be additional needs throughout the program based on clinical requirements.

4. Current BLS CPR Card
   Basic Life Support (BLS) for Healthcare Providers certification by the American Heart Association must remain current while the student is enrolled in the nursing program.

5. Student Health Requirements
   It is essential that nursing students be able to perform a number of physical and cognitive activities in the classroom, clinical, and laboratory portions of the program.

   Students are not to enter any clinical facility with certain injuries or contagious conditions. A student must consult with the clinical instructor if an illness, medical condition, or injury is present prior to entering the clinical facility. The School or clinical agency reserves the right to request a medical release from a health care provider if a medical condition, illness, or injury may cause a potential safety risk to the student, patient, or others. Additional health care clearance documentation may be required. Any additional requirements will be at the student’s expense.

Examples of medical issues include, but are not limited to: limitations required after surgery or accident, immuno-suppression, pregnancy, back injury, behavioral health, etc.

Students may not enter or practice within a clinical area under the influence of a controlled substance or any medication which may impair judgment, alertness, or physical agility regardless of if prescribed by a healthcare provider. The clinical instructor and nursing program director will be the final deciding authority as to their perception if the student may practice safely within the clinical environment. The clinical agency may be consulted as well.

Any changes in physical or mental health or any medication changes that may alter a student's cognition must be reported immediately to the clinical instructor and Dean of Nursing. All notifications must come at least 24 hours before entering the clinical area.

Students must submit the approved physical and health clearance forms to the School prior to the designated deadline.

NOTE: Students with medical and/or mental health conditions which may place the student or patients' safety at risk may not be eligible for admission or continuation in the nursing program. Risk assessment is at the discretion of the Dean of Nursing in consultation with the Vice President of Nursing.

6. Health Insurance
   Many clinical sites require students to have health insurance in order to participate in clinical experiences. It is strongly recommended that students always maintain a health insurance policy to help cover the immunization and health costs required for the nursing program and to cover any injury or illness during the program. Choosing to not maintain a policy could exclude students from clinical, resulting in course failure and potential dismissal.

7. Physical Examination
   Nursing students must be able to perform a number of physical and cognitive activities in the classroom, clinicals, simulation and lab. All applicants must submit a current physical exam, less than 365 days old at the time of enrollment, signed by a valid healthcare practitioner demonstrating that they are free from any communicable disease or health impairment that could be a potential risk to patients or impede their ability to perform regular clinical duties. All exams must be performed in person. Tele-health exams are not accepted.

8. Immunizations
   Immunization requirements are generally based on the current recommendations from the Centers for Disease Control (CDC) for health-care workers and the Advisory Committee on Immunization Practices (ACIP). Clinical agencies may have additional health clearance and immunization requirements beyond the current recommendations outlined by the CDC, ACIP, or school policy. The standardized immunization policy reserves the right to require additional healthcare clearance assessments, documentation, immunization, and serology testing at any point throughout enrollment of the nursing program. In addition, immunizations and health requirements may change without notice and students may be required to provide verifiable proof of their ability to meet new requirements. Failure to meet this requirement may result in failure to progress in the nursing program. Students are responsible for the cost of any additional requirements.

   Students are required to submit documentation of complete immunization or serological evidence of immunity (titers) for the following infectious diseases. Full details may be found in the Clinical Requirements Policy published in the Student Handbook.

Immunizations – Nursing Program

Vaccination/Screening/ Document	Requirement Summaries
Hep B/HBV (Hepatitis B)	1. Proof of a 3-dose series - doses at 0, 1, and 6 months **OR** 2. Proof of the HEPLISAV-B vaccine 2 dose series, 4 weeks apart **OR** 3. Serologic proof of immunity **OR** 4. Proof of a booster if the titer is "negative," "indeterminate," or "equivocal" **OR** 5. Documentation as a non-responder **OR** 6. Documentation that the series is underway and on track as described above **OR**

Vaccination/Screening/ Document	Requirement Summaries
	7. Waiver provided by the school with medical documentation attached from a healthcare provider describing why the individual cannot complete the series
MMR (Measles, Mumps, Rubella)	1. Proof of 2 doses given at least 28 days apart **OR** 2. Serologic proof of immunity **OR** 3. Proof of a booster if the titer is "negative," “indeterminate,” or “equivocal” **OR** 4. Waiver provided by the school with medical documentation attached from a healthcare provider describing why the individual cannot complete the series
Varicella (Chickenpox)	1. Serologic proof of immunity **OR** 2. Laboratory confirmation of disease **OR** 3. Documentation of a diagnosis or verified history of varicella from a healthcare provider **OR** 4. Proof of 2 doses of Varicella vaccine at least 28 days apart **OR** 5. Proof of a booster if the titer is "negative," “indeterminate,” or “equivocal” **OR** 6. Waiver provided by the school with medical documentation attached from a healthcare provider describing why the individual cannot complete the series
Tdap (Tetanus, Diphtheria, Pertussis)	1. Tdap within the last 10 years **OR** 2. Waiver provided by the school with medical documentation attached from a healthcare provider describing why the individual cannot complete the series
Flu (Influenza)	1. Seasonal vaccine required annually during the September-March flu season **OR** 2. Waiver provided by the school with medical documentation attached from a healthcare provider describing why the individual cannot complete the series
Tuberculosis Testing (PPD TST (Purified Protein Derivative Tuberculin Skin Test), IGRA blood tests, & X-rays)	1. If no history of previous annual TB testing, an initial two-step PPD skin test **OR** 2. If previous annual tests **AND** current testing documentation can be provided, only a one-step within the last 90 days is required for new students **OR** 3. Annual PPD skin test for all previously enrolled students **OR** 4. An annual, negative QuantiFERON-TB Gold test (QFT-G), T-SPOT TB Test or other Food and Drug Administration (FDA) approved TB blood test (IGRA) ***For students with a positive TB skin test or IGRA test:*** 5. A "negative" chest x-ray AND a "negative" TB screening report from a healthcare provider if it is a "new" positive TST or IGRA **OR** 6. A "negative" chest x-ray within the past 5 years for those with a history of a BCG vaccination, or a positive TST or IGRA
CPR	1. Valid AHA BLS CPR card (American Heart Association Basic Life Support CPR)
Physical	1. Performed by a healthcare provider stating the student is fit for practice that is less than 1 year old
Background	1. cleared check performed at enrollment - must remain clear through the program
Drug Screen	1. clear screening performed at enrollment and randomly throughout the program

Academic Policies

Academic Achievement/Grading

The progress and quality of students' work is measured by a system of letter grades and grade percentages. Grades are based on the quality of work as shown by written tests, laboratory work, clinical rotations or externships, term papers, projects and other assignments as indicated on the course syllabus. As defined in the attendance policy, poor attendance may result in an "F" grade.

The grading scale, with equivalent percentages, is as follows:

Grade	Percentages	Quality Points
A	95 to 100	4.0
A-	90 to 94	3.7
B+	87 to 89	3.3
B	83 to 86	3.0
B-	80 to 82	2.7
C+	78* to 79	2.3
C	73 to 77	2.0
C-	70 to 72	1.7
D+	67 to 69	1.3
D	60 to 66	1.0
F	59 and below	0.0
P	Proficient in the course	N/A

Other letter grades used by the School include:

Grade	Description	Affects Credits Attempted	Affects GPA
AU	Audit	No	No
I	Incomplete	No	No
W	Withdrawn	Yes	No
WF	Withdrawn Failing	Yes	Yes
AW	Administrative Withdrawal	Yes	No
TR	Transfer Credit	Yes	No
CR	Block Credit award to LPN students entering ADN program	Yes	No
H	Hold	Yes	No

Often, for graduating students to be eligible to sit for state licensing or national examinations, some programs, or some courses within programs, may have specified course requirements that will apply to achieve a passing grade for the course and/or the designated minimum passing grade may be higher. Students who do not successfully complete the specified course requirements or who do not achieve the specified minimum passing grade for that course will have to retake and successfully pass that course. Please refer to the program and course syllabus for specific details.

Records of a student's progress are maintained by the Institute. Course grades are issued to students at the end of each grading period. Students may check on their cumulative academic progress by logging into the student portal. When no portal is available, students may get a copy from the Registrar. A student receives a copy of a final grade transcript when all graduation requirements have been completed.

The cumulative grade point average (CGPA) is computed by multiplying the number of credits in each course by the grade points achieved in each and then dividing by the number of credit hours for all courses attempted. If a student repeats a failed course, the grade used in the CGPA calculation will be the highest grade earned in that course.

Some courses may have skills tests or clinical performance evaluations where a specific standard of performance is defined in the syllabus.

For the purposes of satisfactory academic progress and CGPA calculation:

- A course in which a student receives an “F” grade will be counted in credits attempted and it will be counted in the CGPA calculation.
- A course in which a student receives an “W” grade will be counted in credits attempted; it will not be counted in the CGPA calculation.
- A course in which a student receives a WF grade will be counted in credits attempted and it will be counted in the CGPA calculation.
- A course in which a student receives a “TR” grade will be counted in credits attempted and credits earned; it will NOT be counted in the CGPA calculation.

Nursing Students

For successful completion of nursing courses, a minimum test composite score of 78% (total average of key graded assessments) and clinical, simulation, and laboratory performance grades of Pass (“P”) are required for the science courses. The minimum overall course grade of C+ (78%) is also required for Mathematics (MAT 101). The minimum grade of “C-“(70%) is required to pass all other courses (non-nursing and non-required courses) in the program curriculum.

Academic Honors

St. Paul's School of Nursing recognizes students who have achieved a better than average scholastic record.

Dean’s List

Students who earn a grade point average between 3.70 and 3.99 for an academic term will be placed on the Dean’s List.

Students acquiring Dean’s List status will receive a certificate designating their status. Students who achieved Dean’s List in the most recent term will be recognized during a ceremony or reception and displayed prominently throughout the campus.

President’s List

Students who earn a 4.0 grade point average for an academic term will be placed on the President’s List.

Students acquiring President’s List status will receive a certificate designating their status. Students who achieved President’s List in the most recent term will be recognized during a ceremony or reception and displayed prominently throughout the campus.

Valedictorian

The valedictorian represents both academic and personal achievement. The valedictorian will be selected from the group of students having a GPA of 3.70 or higher, the group who have earned High or Highest Honors. The School's Campus President will select a student from this group to be the valedictorian for the graduation ceremony based on additional input from faculty and staff about public speaking skills, personal achievements, and rapport with the class. The valedictorian’s responsibilities may include representing and addressing the graduating class at the graduation ceremony.

Corequisite Course Requirements

Students are required to simultaneously enroll in and complete the theory and experiential courses. If a student withdraws from a nursing course with a co-requisite course, they will be administratively withdrawn from the corresponding course. Administrative withdrawals do not apply to dismissal guidelines.

Passing both components is mandatory to successfully progress within the program. Failure or withdraw in either the theory or experiential component necessitates retaking and passing the failed component in the next term. Progression to subsequent courses is contingent upon successful completion of both components. A temporary grade of “H” (hold) will be assigned to the passed component, indicating that advancement in the program is paused until the student successfully completes both components.

Students who fail the experiential course but pass the theory course will complete a review of course concepts while repeating the clinical component before progressing to the next term.

Students repeating the theory component, having passed the clinical component, must complete a skills review corresponding to the experiential demands of the repeated course.

An academic hold will be placed on the student's record, preventing progression to the next term, until both components are successfully completed with any required activities and assignments to uphold proficiency in nursing skills and clinical decision-making.

Clinical Evaluation

Clinical and laboratory activities will be graded as Pass/Fail using approved grading rubrics that identify critical elements that must be judged satisfactory for passage. Any Pass/Fail element in the syllabus grading rubric will be considered necessary to achieve a passing grade in the course. Failure of clinical or lab will result in failure of the entire course. All elements of a course must be repeated when a course is repeated.

The instructor will provide feedback to the student regarding his or her progress in lab, simulation and clinical. In addition, a formative clinical evaluation will be completed at mid-term, and a comprehensive clinical evaluation will be completed at the end of each clinical rotation.

Nursing Students

Clinical and laboratory activities will be evaluated using grading rubrics that identify critical elements that must be judged satisfactory, to assign a letter grade. The instructor will provide feedback to the student regarding his or her progress in lab, simulation and clinical. In addition, a formative clinical evaluation will be completed at mid-term, and a comprehensive clinical evaluation will be completed at the end of each clinical rotation.

Incomplete Grade Policy

It is the student's responsibility to complete all coursework within the prescribed time frames. Students may request a grade of Incomplete (“I”) at the end of a grading period if they are passing the course at that time and if the circumstances which are causing the student to request the Incomplete grade are beyond the student's control and prevent him/her from completing the required coursework by the last scheduled day of class. Students must request an Incomplete grade by submitting a completed Incomplete Grade Request Form to the course instructor. The student's instructor will co-sign the form with the student and is responsible for obtaining approval signature from the Program Dean of Education before turning the form into the Registrar for recording.

All incomplete work must be completed and turned in for grading no later than 14 calendar days from the last day of the completed academic term. At that time, a grade of 0 (zero) will be given for all work still missing and the course grade will be determined in accordance with the criteria published in the course syllabus.

Credits associated with courses in which an Incomplete grade is received will not count as either credits attempted or Minimum Cumulative Credits Completed at the School. They bear no quality points and are not included in the calculation of CGPA.

Nursing Students

All incomplete coursework must be completed and submitted for grading within one calendar week from the last day of the completed academic term. Any coursework not completed in this timeframe will receive a grade of 0 (zero) and the course grade will be determined in accordance with the criteria published in the course syllabus. In no case may a nursing student progress to the next term with a grade of “Incomplete.”

Each student in the Nursing program is required to successfully complete a capstone course (PNR 207 or NUR 210) that includes a comprehensive competency exam. The capstone course is taken in the final term of the program.

Successful completion of the capstone course requires the student to achieve no less than the minimum required score on the comprehensive exam. The specific information about the comprehensive examination and required minimum score is in the course syllabus.

Course Repeat Policy

If a student fails a course, they must repeat it and earn a passing grade. All repeated courses must fulfill prerequisite requirements, and all courses must be passed for graduation. If a student withdraws from a course, they must successfully complete it according to prerequisite requirements. If a higher grade is achieved in the repeated course, it will be used to calculate the Cumulative Grade Point Average (CGPA). Repeated courses count towards credit hours earned/attempted for satisfactory progress. Repeated courses are marked with two asterisks on the official transcript.

Students who need to repeat a course (due to failure or withdrawal) must meet with the Program Director, Dean of Education or Dean of Nursing to discuss their course plan before scheduling the retake. Students are also responsible for meeting with a financial aid officer to arrange payment for repeat courses, including any additional fees.

A student who fails a course must repeat it at the next available opportunity, subject to space limitations. A student who withdraws from a course must retake it as soon as possible. Failing or withdrawing from a course and the subsequent required repeat may interrupt enrollment, delay expected graduation, affect financial aid eligibility, and impact satisfactory academic progress.

Nursing Students

A nursing student will be dismissed from the program after earning a third failing grade in a nursing course, or in a science or Nutrition course (refer to the syllabus for the definition of failing grade). Nursing courses are those with an NUR course code prefix. A Nursing student will also be dismissed from the program if they fail the same nursing, science, or nutrition course twice. If a nursing student withdraws from a nursing, science, or nutrition course, then fails that course on a subsequent attempt, he/she will be dismissed from the program.

Course Audit

Any current student may audit a lecture class without charge, provided that seating space is available in the course of choice and that auditing a class does not interfere with the student's required course schedule. Arrangements to audit a class must be made with the Dean of Education. Due to space limitations, students may not be permitted to audit laboratory or clinical/externship activities or experiences.

A course audit status is also available when it is determined by the institution that a student on clinicals or externship requires an evaluation and improvement of skills. If it is necessary to remove a student from a clinical/externship site for auditing of a class, the student will not be charged tuition.

During an audit class, the student is expected to participate in all typical learning activities except examinations or quizzes. Audit courses do not count toward credit attempted or credit earned and will be assigned a grade of "AU;" neither do they count as part of a student's full or part-time schedule for purposes of financial aid. A course audit cannot last more than one term (12 weeks) or one semester (15 weeks). Auditing a class may lengthen the time it takes for a student to complete the program.

Course Refresher

To refresh their knowledge and skills, graduates of St. Paul's School of Nursing may enroll in up to two classes that were a part of their curriculum at the time of graduation with no tuition charge. Graduates seeking to take a refresher course must contact the Dean of Education to determine availability of course(s). Because of space limitations, graduates may not be permitted to take laboratory or clinical/externship activities or experiences. Refresher courses are not graded, and no credit is earned. Graduates taking refresher courses must abide by current school rules and regulations, particularly in attendance and punctuality. Graduates will need to purchase the appropriate textbook(s) associated with the class.

Transcript Of Grades

Students will be provided one official transcript of their grades upon completion of their program of study. Each additional transcript will cost $10.00. All requests for student transcripts must be made in writing to the Registrar's Office.

Graduation Requirements

Upon successful completion of all requirements of their chosen program of study, students will be awarded the diploma or degree that they have earned.

To be eligible for graduation, students must have:

1. Accumulated, with passing grades, the required number of credit hours within the student's program of study by the last day of the graduating term or within the timeframe prescribed in the incomplete grade policy.
2. Achieved a Cumulative Grade Point Average (CGPA) of at least 2.0.
3. Completed the program within 1.5 times the program's credits as published in the Standards of Satisfactory Academic Progress policy in this catalog.
4. Verified satisfactory completion of all program criteria for graduation with the Program Director, Dean of Education, Registrar, Financial Aid, and Career Services
5. Returned any school property, including books and equipment

6. The student has made satisfactory arrangements with the Business Office to meet all financial obligations to the School.

Licensure, Certification, And Registration

Graduation does not guarantee eligibility to sit for licensure, certification, or registry exams.

As part of the licensure, certification, and registration application process, arrest, and court records of final adjudication for any offense other than a minor traffic violation may be submitted to credentialing agency for review. Applicants who have been convicted of a felony and whose civil rights have not been restored may be considered to be incomplete by the School until documentation of restoration of civil rights is received.

Students should consult with the credentialing agency for more specific information.

Student Handbooks

Additional program policies and procedures are published in student handbooks, specific to each program, and are to be regarded as an integral part of this Catalog.

Counseling/Advisement

Academic advising is available throughout the student's enrollment at the School to assist students with the identification and resolution of academic problems. Individual advisement sessions are scheduled by appointment and may be outside of regular class time. In addition, faculty members are available throughout the term to meet with students as needed.

The School does not offer counseling services. Students requesting guidance, encouragement, or assistance in their chosen career fields are encouraged to discuss any problem with an instructor or a member of the School management team as needed. Students who encounter problems that interfere with their ability to succeed in their program are also encouraged to seek help. While the School does not provide counseling services, it maintains a community resource list and/or student assistance program, for personal, family, and financial counseling-related needs. Students who need assistance in these areas should request the community resources list.

If a student has a problem that cannot be addressed by the St. Paul's School of Nursing team members, that student is referred to the student assistance program. The student assistance program is a professional, confidential service provided by St. Paul's School of Nursing to give students immediate access to a comprehensive network of experts and information that can help you to handle life's challenges while you are in school. This 24-hour service is prepaid for by the School and there is no cost to the student. All members of the campus have 24/7 access to the licensed student assistance program counselors at (866) 200-7350.

Tutoring

Tutoring is available for all students. Students should understand that tutoring is not a substitute for regular attendance for the full length of the class day throughout the program. All tutoring is at no additional cost to students. Students who experience difficulty understanding and learning the material contained within the training programs should contact the instructor, program director, or Dean of Education to schedule tutoring with an instructor. Additional laboratory time may be provided for those students needing to complete assigned lab projects or requiring extra help with laboratory activities. These sessions may be scheduled outside of normal classroom instruction hours. Students should make arrangements with the instructor or Dean of Education.

Students with unacceptable academic performance may be required to accept special help or attend scheduled assistance sessions as a condition of their continuation in the program. These sessions may be scheduled outside of normal classroom hours.

Academic Appeals

Final Course Grade Appeals

A student has the right to appeal a final course grade if one or more of the following reasons can be substantiated:

- A grading decision was made on some basis other than the student's classroom performance.
- A grading decision was based on significantly different standards from those applied to other students in the same course in the same term with the same instructor.

- A grading decision was based on a significant and unannounced departure from the course syllabus.
- The student experienced a significant extenuating circumstance within the last 7 days of the course term that prevented the student from participating in class or submitting coursework.

Before initiating a grade appeal, the student is strongly encouraged to work directly with the course instructor to resolve the concern. Per the Grade Appeal Policy, if the student still chooses to appeal their final grade the student must complete, sign, and submit the school's Grade Appeal Form by the 3rd day following the end of the term. The form must be accompanied by any relevant documentation to support the student's reason for the appeal. The burden of proving the reason for the appeal rests solely with the student. An appeal cannot be made solely based on a disagreement with the instructor's decisions. Students can obtain the Grade Appeal Form from their Dean of Education or Registrar.

Dismissal Appeals

The Student Academic Appeal policy provides students a way to appeal dismissal from their academic program. Students who wish to appeal academic status/eligibility due to failure to maintain Satisfactory Academic Progress should see the *SAP Appeals & Financial Aid Probation* section of the *Satisfactory Academic Progress* policy within this Catalog.

An academic appeal must be received within 14 calendar days of the student being notified of the decision that he or she wishes to appeal. Appeals must be submitted in writing to the Dean of Education or the Dean of Nursing (for students enrolled in nursing courses). The appeal must include a description of the academic decision the student is requesting be reviewed and the relevant facts explaining the reason for a review of the decision.

The Dean of Education will convene a meeting of the Academic Review Board, consisting of the one program director who was not the instructor for the course and the Dean and Campus President. This meeting will be held within seven calendar days of the Dean receiving the student's written appeal. The student will be notified in writing (via mail and/or email) of the Academic Review Board's decision. The notification will be sent no later than the end of the 3rd business day after the Academic Review Board meeting.

If the student is appealing termination due to violation of the attendance policy the student will remain withdrawn from the school until the appeal is successful.

Nursing Academic Appeals

If a nursing student wishes to appeal a dismissal from the program due to a third failure in a NUR course, the student's appeal letter must describe the significant extenuating circumstances that directly affected the student's ability to successfully pass the courses. The appeal letter must also state the changes that have occurred in the student's circumstances that will support the student being able to successfully pass the course/s if the appeal is granted. Qualifying significant extenuating circumstances are typically limited to temporary yet severe illness or injury, hospitalization, military duty, death of a family member, and incidents related to natural disasters. The Academic Review Board will make the determination of whether the person will be allowed to re-enter the program and define the requirements for re-entry. After the campus has made their recommendations, their decision will be reviewed by the Appeals Oversight Committee. The Appeals Oversight Committee consists of various positions within Education Affiliates Inc, the ultimate owner of the School. All appeal materials must be submitted to the Appeals Oversight Committee four weeks before the term starts. Appeals submitted less than four weeks prior will not be reviewed for the upcoming term. The final decision regarding the appeal will be made by the Appeals Oversight Committee.

To appeal to re-enter after dismissal, the student must submit an appeal form, letter of appeal, supporting documentation, current grade transcript, and an academic success plan four weeks before returning. The appeal should include a description of the academic decision being appealed, along with as much supporting documentation as possible to explain and substantiate the reason for the appeal.

If a student is appealing termination due to a third failure in a nursing course, their letter of appeal must demonstrate, to the satisfaction of the Academic Review Board, that significant extenuating circumstances prevented them from passing the failed courses. Qualifying significant extenuating circumstances are rare and typically include severe illness, injury, hospitalization, military duty, death of a family member, or incidents related to natural disasters. The student must also explain the steps taken to ensure these events will no longer impact their progress and provide a plan to successfully meet their academic goals.

If re-entry is permitted, the campus will review an academic success plan with conditions that the student must agree to and meet. If another failing grade in a nursing course is received, the student will be permanently dismissed from the program, and no additional appeals will be considered. This policy applies to all nursing programs in the Education Affiliates system. Permanently dismissed students cannot transfer to another Education Affiliates school.

If the person who has been dismissed or a student believes that he or she did not receive the appropriate due process, the person may submit a grievance by following the procedure described in the grievance policy section of this Catalog.

Attendance

Regular class attendance is required of all students. Promptness and dependability are qualities that are very important in all occupations. Students should begin to develop these qualities the day they begin their training.

Attendance is taken daily in class by the instructor and turned over to the Registrar before the end of the class day. Early departures, tardies, and class cuts will be recorded in quarter-hour increments. A period of less than 15 minutes will be counted as a quarter-hour of absence. Attendance records are maintained by the Registrar as part of the student's permanent academic record.

Students with chronic absenteeism in excess of 20% of the scheduled hours for a course may receive a failing or reduced grade for the course.

A student attending the School will be withdrawn from any course he or she does not attend within a 14-day calendar period (excluding school holidays and breaks). The student will be withdrawn from his or her program immediately if he or she does not attend any course(s) within a 14-calendar day period (excluding school holidays and breaks). All students must complete 100% of the scheduled clinical or externship hours within the assigned grading period.

Students are responsible for making up assignments and work missed as a result of absence at the discretion of the instructor. The instructor may assign additional outside make-up work to be completed for each absence.

Attendance is reviewed by instructors, program directors, and the Dean of Education on a weekly basis with a focus on those who have been absent for 15% of the scheduled course. Students will be notified by phone, e-mail, or online in the student portal if their attendance is in danger of violating attendance requirements.

Students may appeal the School's actions related to the attendance policy if the absence was due to extenuating or mitigating circumstances, for example, illness, military duty, death of a family member, court appearance, or jury duty. Appeals should follow the standard grievances/appeals escalation process. That is, the student should first discuss the issue with his or her instructor.

Additional Program Attendance Policies

Some programs of study may have specific attendance policies. Students should refer to the student handbooks for those programs for more details.

A fee up to $200 may be charged for an unexcused absence in a clinical experience. A fee of $25 per hour may be assessed for an unexcused absence in lab or simulation.

Make-Up Work

Arrangements to make-up assignments, projects, tests, and homework missed as a result of absence must be made with the approval of the instructor. See the *Incomplete Grade Policy*.

Tardiness/Early Departure

Students are required to be on time and stay for the entire duration of class. Students assume the responsibility for making arrangements with individual instructors for any and all make-up work missed as a result of being late for classes or leaving early. Time missed in class due to students' tardiness or leaving early is recorded as time absent from class.

Academic Leave Of Absence

Students enrolled in term-based credit hour programs who need to interrupt their program of study for military service requirements, jury duty, or a Family Medical Leave Act (FMLA) affecting the student or a member of the student's immediate family (spouse and/or children), are not able to resume training at the same point where the training was interrupted and therefore would not qualify for a Leave of Absence, but would qualify for the Academic Leave of Absence (ALOA) provision. To qualify for this provision, the ALOA must meet all eligibility criteria below, the request must be made prior to the first scheduled class day of a term or module and the student may only return at the beginning of a subsequent term or module. Students enrolled in term-based programs that are approved for an ALOA will begin their grace period on any Federal Student Loan(s) as of their last date of attendance. Furthermore, the Return to Title IV policy and Tuition Refund policy as listed in the catalog will be applied.

The following are the criteria for making application and approving an Academic Leave of Absence:

1. The request and reason(s) for the Leave of Absence must be made by the student in writing on a Leave of Absence Request Form in advance of the ALOA. If unforeseen circumstances inhibit a student from making the ALOA request in advance, the School may grant an ALOA on behalf of a student without prior written request as long as the School can document the reason for its decision and collect the request from the student at a later date. This would apply in such instances where the student sustained an injury due to an accident, became suddenly ill, or had an immediate family member become suddenly ill that was in need of immediate care.
2. In certaindocumented, unforeseen and extenuating circumstances, a student who cannot continue attending the course(s), may find it essential to request an ALOA after a term or module has started. The institution is not required to approve this type of LOA request; however, if the institution grants this type of mid-term LOA request, the student will receive a grade of W or WF for each course attempted in the term. The W or WF grade will be determined in accordance with the normal grading policy and will have the same impact as usual. ***SAP will need to be calculated for the student before a decision on the LOA is determined.*** If a student would be SAP Not Met after the W/WF grades for the current term are awarded, then the LOA is denied. The Return to Title IV policy and Tuition Refund policy as listed in the catalog will be applied, based upon the percentage of the term or module the applicant has attended.
3. The applicant for the ALOA must have successfully completed at least one grading period, have a minimum cumulative GPA of 2.0, be making Satisfactory Academic Progress, be current in his or her tuition and fees obligation, and have satisfactorily completed all student financial assistance requirements.
4. The initial leave period requested must be no more than 90 days; however, in certain semester-based programs, the initial ALOA request may be extended to 120 days. If the student requires an extension of the original leave period, the student must apply for an extension and provide new documentation. The request for extension will follow the same approval process as the original request, which requires the written approval from the School. The School cannot extend the period of leave originally requested without a written request from the student (or family member if the student is incapacitated) that includes third-party supporting documentation. All ALOA extension paperwork and documentation must be turned into the School prior to the student's initial ALOA return date. In any 12-month period, the cumulative leave period(s) may be no longer than 180 calendar days.

The applicant for an ALOA will be notified by the Registrar or the Campus President if his or her application for an Academic Leave of Absence has been approved or denied. If the leave is approved, the student will also be notified of the scheduled return date and any other conditions required of the student. All students that are approved for an ALOA must meet with the Financial Aid Department prior to returning to school.

Brief Periods Of Non-Enrollment Or Standard Period Of Non-Enrollment (SPN)

SPN's will not exceed a 6-week period plus scheduled holiday breaks and must be non-consecutive. An SPN is used on the rare occasion that outside factors beyond the control of the institution occur, such as weather events or other outside factors that could prevent normal scheduled classes. The SPN status may also be employed to support a student's progression and is applied when a student has a course that is not available. The SPN status is not to be used in conjunction with externship courses or included in the Satisfactory Academic Progress calculation.

There are five required steps that must be completed prior to the approval of the SPN enrollment status:

1. The student must be currently enrolled and actively attending a program of study that delivers instruction in modules.
2. The student must have successfully completed at least one grading period, have a minimum cumulative GPA of 2.0, be making Satisfactory Academic Progress, be current in his or her tuition and fees obligation, and have satisfactorily completed all student financial assistance requirements.
3. The student must be able to return to the same payment period, or term for which the SPN is granted. For standard term programs a SPN can only be granted in the first child module of the parent term.
4. The Campus President and Financial Aid Director **must** approve the SPN request.
5. Any SPN means that the School will not charge the tuition, books, or fees for the module of instruction for which the student is not in attendance.

Withdrawal

In order to remain in "Active" status at the School, students must be enrolled in and actively attending at least one course. If students withdraw from all of their classes, or cease to actively attend, they will be withdrawn from the School in accordance with the Attendance Policy.

A student who withdraws voluntarily or involuntarily from enrollment in a course is also withdrawn from the institution if the student is only enrolled in one course. However, a student enrolled in multiple courses who withdraws voluntarily or involuntarily from one or more courses may remain actively enrolled. Students who wish to withdraw from all of their courses, and therefore from the School, must submit the request in writing to the School. The withdrawal request is to be submitted to the program director/dean.

If a student is considering withdrawing from a course or from the School, the student should contact and meet with the Dean of Education or the Dean of Nursing (for students enrolled in nursing courses), or the Campus President in order to receive information about the possible options and to be fully aware of the implications of withdrawal from a course. Students may not be aware of the range of resources available to support their ability to continue in their academic program or may not be fully aware of the impact withdrawal may have on their academic standing, financial obligations, or ability to complete the program. If a student decides to proceed with withdrawal, the student is required to notify the Campus President and the Registrar in writing and meet with the Director of Financial Aid to review and complete an acknowledgement of the Student Responsibility (see below).

Students who withdraw from a course or from the School will receive a grade of “W” if they withdraw before or at the time of attending 50% of the scheduled class days for the course. If students withdraw after attending 50% of the scheduled days of the course, they will receive a “WF” grade. The grade will be recorded on their transcript.

Nursing Students

Students enrolled in nursing courses and required courses (anatomy and physiology, microbiology, nutrition, general biology, and mathematics who withdraw from a course or from the College will receive a grade of “W” if they withdraw before the end of the 11th week of a semester-based course. If students withdraw in week 12 (for semester programs) and thereafter, they will receive a “WF” grade for the course. The grade will be recorded on their transcript.

A “WF” grade is regarded the same as an “F” grade in determining academic persistence and Satisfactory Academic Progress.

Nursing students are allowed only two course withdrawals (including both “W” and “WF”) from nursing courses and required courses during the entire program, whether such withdrawals were from the same course or different ones. Withdrawing a third time, regardless of the week in which the withdrawal takes place, will result in academic dismissal from the nursing program.

Effective Date of Withdrawal

If students provide notification of withdrawal, the effective date of the withdrawal will be the earliest of the following: the date on the written notification, the date it was received if there is no date on the notification, or the student’s last day of attendance.

If students withdraw without written or verbal notice, or if students fail to return from a Leave of Absence, termination shall take effect on their last day of attendance.

Dismissal from the Program and the School

Students who have been dismissed from the School may not be eligible for re-instatement, unless the dismissal was due to failure to meet the School standards of satisfactory academic progress, in which case the appeal process is to be followed.

Student Responsibility

Whenever their schedules change, whenever a course is added, dropped, or when students withdraw from a course, students must meet with the Financial Aid Department in order to understand the impact of the change on their financial aid and financial obligations and must meet with the Registrar in order to review the impact of the change on their graduation date.

NOTE: Students who are contemplating withdrawing from a term should be cautioned that:

- The entire scheduled length of the term they are currently enrolled in is counted in their maximum program completion time.
- They must repeat all courses from which they elected to withdraw.
- There may not be space available in the class upon their return.
- They may have to wait for the appropriate course in the term to be offered again.
- Their graduation date may change.
- Their financial aid and/or tuition costs may be affected.

Educational Delivery Systems

Courses are taught employing a combination of didactic, laboratory, and experiential or practical learning. The lecture, laboratory, and externship/clinical hours for a course are identified on the syllabus. Lab hours may be scheduled differently from classroom hours and may vary throughout the program.

Lecture classes are delivered by qualified instructors in a traditional residential classroom with appropriate learning resources such as textbooks and/or multimedia materials through internet access and computer projection devices.

Lab classes typically constitute hands-on learning activities either led, guided, or supervised by an instructor, or performed by students in groups or individually. Such lab activities may take place in a dedicated laboratory or a regular classroom with the appropriate learning resources and/or equipment and tools.

Clinical and/or externship courses typically take place at a qualified clinical/externship site, and students perform tasks under the guidance of a site supervisor and/or a clinical instructor.

There is no online or distance education instruction at St. Paul's School of Nursing.

Clock Hour Of Instruction

Clock hours of instruction consist of 50 minutes of instruction in a 60-minute period.

Clock To Credit Hour Conversion Formula

Definition of a Credit Hour

St. Paul's School of Nursing uses the following clock hour to semester/quarter credit hour conversions:

One quarter credit hour is defined as:

- 10 hours of classroom or direct faculty instruction, plus out-of-class student work
- 20 clock hours of laboratory activities
- 30 clock hours of clinical/externship

One semester credit hour is defined as:

- 15 hours of classroom or direct faculty instruction, plus out-of-class student work
- 30 clock hours of laboratory activities
- 45 clock hours of clinical/externship

For all courses, except clinical/externship, one clock hour is defined as 50 minutes of class and 10 minutes of break time.

Out-Of-Class Work

Out-of-class work or homework refers to learning tasks assigned to students to be completed outside of classroom or faculty instruction hours. An essential part of every program of study, out-of-class work enables students to master course objectives and leads toward the achievement of overall program objective. Students are expected to complete approximately two hours of out-of-class work for each classroom or faculty instruction hour per week.

Types of Out-of-Class Work

Common out-of-class work includes but is not limited to reading and writing assignments, mathematical problems, projects and case studies, worksheets, research work, journal entries, review of key concepts and principles, and other learning activities aimed at building and/or enhancing specific skills in a particular subject field. Out-of-class assignments are designed for various purposes such as reinforcing what students have already learned, preparing them for upcoming lessons, applying concepts and principles to new situations, or exercising their critical thinking and problem-solving skills in theoretical or practical cases.

Assignment of Out-of-Class Work

Out-of-class work is assessed in varied ways. Overall, out-of-class work accounts for no more than 20% of the final course grade. Typically specified in the outline portion of the course syllabus, out-of-class work is to be completed by the students on their own time outside of their scheduled class hours according to instructions by the faculty of the course.

Maximum Class Size

Course Component	Medical Assisting	Nursing (AS)
Lecture	40:1	40:1
Lab	20:1	20:1
Simulation**	N/A	10:1
Clinical/Externship Rotation	1:1	10:1

**Broken into two subgroups of 5 students each

Course Programming

St. Paul's School of Nursing reserves the right to determine when each course is offered, to decide the number of credits a student may carry, and to make changes in programs or classes to better fit changing career requirements or student goals, objectives, and needs. Class size may vary depending upon the course.

Classes may be scheduled between 8:00 a.m. to 11:00 p.m. Monday through Friday; and 9:00 a.m. to 3:00 p.m. occasionally on Saturday.

Some courses require clinical hours at hospitals and skilled nursing facilities which operate 24-hours each day, seven days a week. The scheduling of clinical hours for some classes may be at times other than normal School hours, including late evenings, early mornings, and weekends. The assignment of externship and clinical hours is non-negotiable by students

Emergency Preparedness Plan

Purpose

The purpose of the Emergency Preparedness Plan (EPP) is to ensure the safety of students, faculty, staff, and visitors to St. Paul’s School of Nursing in the event of an emergency.

The plan describes emergency communication, response, and evacuation procedures.

The goals are to:

- Protect lives.
- Prevent injury.
- Protect property.
- Preserve the sustainability of the organization throughout the emergency.
- Prepare for dealing with emergencies and mitigate their negative consequences.
- Continuity of instruction.

Copies of the Emergency Preparedness Plan are maintained with the Campus President and administrative personnel.

Distribution of Plan and Training

- A copy of the Emergency Preparedness Plan is distributed to all faculty and staff during the new hire on-boarding process.
- Faculty and staff receive the Emergency Preparedness Plan at regular in-service training and updates.
- Students are trained on the Emergency Preparedness Plan during the New Student Orientation.
- A copy of the Emergency Preparedness Plan is posted on the St. Paul’s School of Nursing Consumer Information page available online at https://www.stpaulsschoolofnursing.edu/.

School Closures

The School reserves the right to close the School during weather or other emergencies. Notice of closures may be broadcast on the radio or TV station, posted on the Student Bulletin Board and/or portal, or a recorded phone announcement of closure or delayed opening will be available to students by calling the School's telephone number.

In the event that the School must cancel classes due to emergencies, the School will determine the date and time of any required make-up for courses and inform the students as soon as possible. Make-up days will be posted on the student portal and/or Student Board.

Course Add/Drop

Students may not drop or add a course, except in certain circumstances. A student enrolled in multiple courses may have the ability to drop a course, but the student must be aware that dropping a course may affect the student's enrollment in multiple ways, including his or her financial aid eligibility, satisfactory academic progress, and graduation date.

Clinicals And Externships

1. Nature of policies in this section of the Catalog
    a. The policies in this section pertain to all programs and to all students enrolled in those programs where the program requirements include a clinical rotation or externship. In this policy where the term "externship" is used, it is used as the generic term and is intended to cover all three of these types of academic experiences.
2. Nature of Clinical and Externship - educational purpose, status of students
    a. Most programs at this School are intended to prepare students for a specific career or profession. Therefore, the externship component of those courses is integral to academic requirements for preparation for the chosen career or profession. The externship closely reflects the student's future working responsibilities. Therefore, a student is required to demonstrate dependability, punctuality, and accountability, which are essential and measurable professional qualities. While at the externship site, the student's status is that of student at the institution. The student is not an employee at the site. Students receiving education at clinical/externship sites may not be permitted to be paid for their time onsite.
3. Requirements that must be met prior to release to externship
    a. The student must complete the required didactic and lab components of their program as specified in the course requirements and syllabus for that program. This includes having demonstrated competency in, and having passed, skills tests with grades as specified in the syllabus or course requirements.
    b. Students must have a CGPA of at least 2.0 in order to be eligible to be assigned to an externship site, be meeting the terms for satisfactory academic progress, and assuming successful completion of the externship, be able to complete the program within the maximum time frame specified by the SAP policy.
    c. There are a wide range of program and site-specific requirements including, in some programs, mandatory vaccinations, immunizations, background checks, and health insurance. These requirements are disclosed to the student during the enrollment process and the student is required to sign an acknowledgement of the information disclosure.
4. Agreements
    a. The School maintains current agreements with all entities and locations where the student may be assigned for purposes of meeting the externship component of the program requirements. The standard agreement calls out the responsibilities of the site, the responsibilities of the institution, and the responsibilities of the student.
5. Site availability, assignment to a site
    a. Students will meet with the externship coordinator or externship instructor during the course preceding any course with an externship component. This meeting will normally take place within 30 days from the day the student is scheduled to start the externship course. The externship instructor will review available sites with the student and select the venue that will best meet educational requirements. Student considerations for distance to travel and availability of transportation will be taken into account where possible. Generally, students are not required to find their own sites, rather they will be assigned to a site with whom the School has an existing relationship. Should the student want to introduce a new site to the School, the School will need to inspect and evaluate the appropriateness of the site and its ability to meet the educational objectives of the externship course module, and to complete an agreement with that site before the student can attend there.
    b. The student will be assigned to a specific venue and will be assigned specific regular hours of attendance that will enable the student to complete the externship within the timeframe specified in the program requirements if the student attends as specified.

   c. Students must be prepared to travel to their externship assignments. The school will attempt to assign sites that are convenient for the student; however, this may not always be possible. Students will be informed by the externship coordinator or instructor if there is state-specific regulation or guidance as to the distance the student is expected to travel. Additional information can be found in the Externship Handbook.
6. Scheduling
   a. A student must be scheduled to begin externship within 14 calendar days of the end of the student's didactic training (excluding holidays and regularly scheduled breaks). If a student does not begin externship training as scheduled, the student is considered to be absent. If a student does not begin externship training within 10 scheduled externship days of the scheduled start dates, he or she must be terminated (dropped) from the program.
   b. Hours of externships availability
      i. For most programs, students are expected to make themselves available for externship duties between the hours of 8:00 am to 6:00 pm Mondays through Fridays or normal business hours for the site. For most programs, the level of supervision required is not available on nights and weekends so students enrolled in night and weekend classes must plan accordingly. Night and weekend students sign a disclosure that they were made aware of this at the time of enrollment.
      ii. Students will be advised if their program requires an exception to this weekday, daytime scheduling of externship hours during the enrollment process and during their study.
   c. Length of day, maximum length of day
      i. In the interests of safety and of effectiveness of the learning experience, a student will normally be expected to be on site at the externship location for between four and eight hours per day, five days a week or according to the site's schedule of business hours.
7. Attendance, reporting of attendance, notification of intention to be absent, or unexpected absence.
   a. The student must complete 100% of the hours specified in the program outline for externship.
   b. The student must report site attendance to the externship instructor daily. The Registrar will record attendance. A student who does not report attendance risks being in violation of the attendance policy. Violation of the attendance policy could cause the student to be dismissed from the school.
   c. Students are discouraged from being absent during the externship. Students must request prior approval from the site and the externship instructor for anticipated absences. Approval will be given only for extraordinary circumstance such as a death in the family, jury duty, military duty, or similar.
   d. Students must not be late or tardy to their site. Lateness will be counted for attendance purposes at externship sites the same way that lateness to class is accounted for under the School 's attendance policy. A student who is likely to be late must inform the site supervisor as soon as it is safe and feasible to do so.
   e. If more than 20% of the scheduled externship hours are missed, in accordance with the attendance and grading policy, the student will be considered to have failed the course and will be required to retake it when a suitable site becomes available. There may be a charge involved.
   f. In addition, in some programs, the student is required to attend meetings at the School to discuss the progress, the experience, the program, and extern site instructors. Attendance will be taken at these meetings, but it will not count towards hours of attendance for the course or module.
   g. Make-up hours for lateness or absences are difficult to schedule. Make-up hours must be arranged with the site supervisor and externship instructor. Students should understand that make-up hours may not be contiguous to their scheduled end date.
8. Supervision on site
   a. Supervision
      i. Students will be supervised on site either by a member of the School's staff or by a member of the site's staff. The student will be advised of the supervisor's name and contact information when the site assignment is given.
      ii. If the student's supervisor is a member of the site's staff, a member of the School's staff will visit that site at least once during the time the student is assigned there to observe the student firsthand and to obtain feedback from both the student and the on-site supervisor.
   b. Sign-off on attendance
      i. The student's supervisor must sign off on time and reported back to the School. It is the student's responsibility to get the supervisor's signature on his or her timecard.
9. Safety, confidentiality, professionalism
   a. Students are expected to observe and comply with all site and institutional requirements for safety and preservation of confidentiality. Students are expected to demonstrate professionalism in their interaction with all members of staff and members of the public at the site where they are assigned. Such professionalism includes appropriateness of communications. Allied health students may be required to sign a statement acknowledging confidentiality of patient records and the applicability of HIPAA laws.
10. Dress code, behavior, conduct, and rights and responsibilities
   a. At all times, the School's policies and code of conduct including all student responsibilities are in force. These policies include the dress code policy, the drugs and alcohol policy, visitor policy, the anti-smoking policy, video and audio recording policy, and termination/expulsion policy.

   b. In addition, each site will advise the student during his or her site orientation of site-specific policies that the student is also required to observe. Violations of the site's policies are considered to be a violation of the School's policies and discipline will be administered accordingly, up to and including dismissal from the program.
11. Grading, student performance evaluation
   a. Academic
      i. In order to receive a grade for the course, the site must turn in an evaluation of the student's performance during the time of assignment to the site.
      ii. The grade cannot be turned in until all the required hours have been completed.
      iii. The site will not assign a grade. The School's externship instructor will assign the grade based on first-hand observation and input from the site.
      iv. The student is required to fill out a survey evaluating the extern site and experience.
   b. If the student has not performed sufficient hours to complete the externship by the scheduled end date, the student's grade for the module will automatically be turned to "Incomplete" and the student will be notified. The Incomplete grade policy will then be invoked. See the Incomplete grade policy.
12. Program Specific Requirements
   a. There is a wide and extensive array of program specific conditions that a student must meet both in order to be eligible to attend education at an externship site and during the education experience itself. These conditions are often mandated by state regulators or accreditors. The School also specifies conditions in order to maintain uniformity of high standards such that the institution's credentials will be valued in the workplace. These may include vaccinations, immunizations, background checks, drug tests, and other kinds of requirements. Students are informed of these requirements at the time of enrollment. Evidence of compliance is typically requested and must be presented when requested. The program director and externship instructor will meet with students to remind them of such requirements.
   b. In some states and for some programs, the School is required to conduct a federal and/or state background check on the student. As part of that background check, the School will request records about any prior criminal or drug related offenses. For some programs, the student's driving record may also be checked. See program specific requirements.
   c. There are a wide array of site-specific requirements, the most common of which is finger printing or conducting a background check.
13. Additional sources of information
   a. All students whose programs of study include an externship component are required to attend mandatory orientation held at the institution at least a week prior to their first day on an externship site.
   b. Additional information can also be obtained from the program director or the program's externship instructor.
   c. Any program specific requirements are stated in the program section of this Catalog.

Academic Improvement Plans

The campus maintains an academic improvement plan, which includes plans for new programs, changes to existing programs, facility improvements, and changes to academic policies. Students may contact the Campus President for copies of the School's Academic Improvement Plan.

Faculty Evaluations

Course and Faculty Evaluations are conducted at the end of every grading period. Students are asked to critique various aspects of their training. Student comments on course content and instructor effectiveness assist the School in making changes and modifications to improve the quality of programs, instruction, and student services.

Learning Resource Center

Mission Statement

The mission of the Learning Resource Center (LRC) is to support and enhance the educational process at the School, and to support the professional development and research needs of faculty and students. Accessibility of current, relevant resources for users is the guiding mission in establishing all policies and procedures, in budgeting, and in decision-making.

Objectives

The Learning Resource Center (LRC) seeks to enrich the educational experience of all users by providing users accessibility to a wide range of current and relevant materials and information services that promote education and cultivate life-long learning. The LRC seeks to fulfill the unique informational needs

of the library community by providing access to electronic databases, web-based resources, print journals, media titles, and reference books. The LRC seeks to enrich faculty instructional strategy and delivery by providing access to internet technology and virtual access to databases and web-based resources in classrooms, laboratories, offices, and other learning spaces.

Definition

The Learning Resource Center (LRC) is a library serving a number of academic programs. The Center is located in a defined learning space within the School. The LRC houses the print collection of reference books, print journals, and media titles. It is the central location for access and distribution of a broad range of databases and web-based resources that are accessible on computers in the LRC or at any location in the School. The LRC provides a quiet environment for study or research and is staffed by knowledgeable and trained professionals.

Career Services

Career Services continuously promotes professional relationships with employers to provide qualified career-oriented graduates to match their employment needs. The Career Services Department is the liaison between students and employers, serving the students by promoting the School to prospective employers. Through career development, including professionalism, motivation, and the maintenance of ethical standards, graduates are empowered with the skills necessary to foster a successful and on-going career.

All current and prospective students are entitled to review the School's completion rate and job placement rates. Statistics pertaining to these are updated and published annually. Copies are available from the Admissions Office or from the Registrar.

The Career Services staff aid graduates in finding employment by assisting with resume preparation, helping with development of interviewing skills, and identifying job leads appropriate for the graduates. They may set up job interviews for graduates.

Recent graduates and students approaching graduation receive first priority for job search assistance services.

Graduate candidates meet with the Director of Career Services or a member of the Career Services staff during their last term to discuss services available in their individual job search. Interviews with a member of the Career Services staff will normally be scheduled before a student is released to externship.

Obtaining employment is ultimately the graduate's responsibility. While the Career Services department will assist all graduates in good standing, graduates should independently pursue employment opportunities and not rely entirely on the efforts of the department.

Recent graduates who have not yet obtained employment in the field of their program should notify the School’s Career Services Director of pending job interviews or any placement or change in status (continuing education, further education, job change, etc.). Graduates who have not yet obtained employment in the field of their program should contact the school frequently to inquire about job openings.

Prospective employers may request training-related information about students they could consider hiring. The student's academic and attendance patterns, as well as observable professional behavior, are factors that may be considered by prospective employers.

Students and graduates should also be aware that potential employers may conduct a criminal and/or personal background check. Students with criminal records that include misdemeanors or felonies (including those that are drug-related) or personal background issues such as bankruptcy might not be accepted by these employers. Some agencies, institutions, and employers may require candidates for employment to submit to a drug test.

To comply with reporting requirements the School reserves the right to contact a graduate's employer using various methods to verify information regarding the graduate's employment. In some instances, the School may disclose personal information to the employer for the sole purpose of employment verification.

While graduate employment assistance will be provided, the School cannot promise or guarantee employment or a specific salary.

Tuition and Fees

Tuition And Fees

Degree Programs

Program	Tuition	Admin.& Tech Fee	Textbooks/E-Books	Kit/Laptop	Drug Test	Instructional Materials	Testing Fee/ Test Prep	Grad Fee	Total Cost
Nursing	$53,002	$350	$51/$1,804	$112/$1,098	$275	$605	$735/$1,040	$300	$59,372
Medical Assistant	$33,372	$250	$314/$1,091	$85/$1,098	$0	$0	$404	$250	$36,864

Certain deliverable items are billed throughout the length of the program, upon a student's withdrawal, the balance of the remaining cost of all items already received by the student, will be charged to the student ledger.

The enrollment agreement obligates the student and the school by the academic quarter or semester for the program of instruction selected by the student. Students' financial obligations will be calculated in accordance with the refund policy in the contract and this school catalog. The content and schedule for the programs and academic terms are described in this catalog. All tuition and fees are charged each quarter or semester. A returned payment fee of $25.00 may be charged for each returned check or rejected payment.

Refund And Cancellation Policies

If an applicant/student cancels, withdraws, or is terminated by the school for any reason, refunds will be made according to the School's Tuition Refund Policy. If a refund is due to the student, it will be paid within 30 days of the date that the student either officially withdraws, or the school determines that the student has withdrawn. All refunds will be calculated using the student's last day of class attendance. The last day of class attendance is defined as the last day the student had academically related activity, which may include projects, clinical experiences, or examinations, as evidenced by posted attendance. If a student withdraws without written or verbal notice after classes have started, termination shall be effective on the student's last date of attendance as determined by the institution. The date of withdrawal determination is no later than 14 calendar days after the student's last date of attendance as determined by the School. Upon receipt of the refund, the student agrees that its receipt constitutes a full and complete release of St. Paul's School of Nursing from any and all liabilities. All government and agency refunds will be made within the required time limits of the funding agency. For students receiving VA Education Benefits: The VA will be notified of your termination or withdrawal within 30 days, resulting in your VA payments being suspended based upon the last date of attendance.

Tuition Refund Policy

A student wishing to officially withdraw should inform St. Paul's School of Nursing at least five calendar days, but no more than thirty calendar days, in advance of withdrawal, and is encouraged to do so in writing to the Business Office or Financial Aid Office. A student who returns to St. Paul's School of Nursing after withdrawing must sign a new Enrollment Agreement and will be subject to the then-current price of tuition and fees. A student's last date of attendance as documented by the St. Paul's School of Nursing as the last A student's last date of attendance as documented by St. Paul's School of Nursing as the last day a student had academically related activity, which may include projects, clinical experiences, or examinations, as evidenced by posted attendance, will be used to calculate any money the student owes and to calculate any refund the student is due. The date of withdrawal determination is 14 calendar days after the student's last date of attendance as determined by the School. All other fees are non-refundable when the applicable item or service is provided to the student.

Student refunds are based on the formula below:

Proportion of First Quarter/Semester Taught	Tuition Due
First Week	0%
Second Week	20%
Third Week	35%
Fourth Week	50%

Proportion of First Quarter/Semester Taught	Tuition Due
Fifth Week	70%
After Fifth Week	100% / No Tuition Refund

Proportion of Any Quarter/Semester After The First Quarter/Semester Taught	Tuition Due
First Week	25%
Second Week	35%
Third Week	50%
Fourth Week	70%
After Fourth Week	100% / No Tuition Refund

In the event that a student withdraws or is dismissed from the School, all efforts will be made to refund pre-paid amounts for books, fees and supplies except for those items that have been consumed. If a refund is due, it will be made within 30 days of the withdrawal date.

Books And Equipment Return Policy

The school does not participate in a buy-back program for textbooks, laptops, or other required course materials. Books and Equipment being returned must be returned in the original packaging, in original condition, within 14 days of receipt. E-Books will be considered in their original condition if the content has not been accessed or printed. Books and Equipment missing original packaging or having signs of use would prevent the sale of the item to other students and therefore will not be acceptable to be returned.

Right To Cancel

An applicant to the school may cancel his or her enrollment to the school and receive a full refund of monies paid. Written notice of cancellation is encouraged and should be mailed to St. Paul's School of Nursing, postmarked no later than midnight on the third (3rd) business day, excluding weekends and holidays, after the date the applicant‘s Enrollment Agreement with the School was signed by the student and a representative of the School. The applicant may use a copy of his or her Enrollment Agreement as a cancellation notice by writing "I hereby cancel" at the bottom of the Enrollment Agreement, adding his or her name, address, and signature, and delivering or mailing it to St. Paul’s School of Nursing, 97-77 Queens Boulevard, Rego Park, NY 11374 Attention Campus President. If the applicant for admission cancels his or her enrollment as noted above more than three (3) business days, excluding weekends and holidays, after signing the Enrollment Agreement, and making an initial payment, but prior to the start of classes, the applicant is entitled to a refund of all payments for tuition and fees, to be paid within 30 days.

Refund Determination Policy

If an applicant/student cancels, withdraws, or is terminated by the School for any reason, refunds will be made according to the School's Refund Policy. If a refund is due to the student, it will be paid within 30 days of the date that the student either officially withdraws or the School determines that the student has withdrawn, using the student’s last day of class attendance. The last day of class attendance is defined as the last day the student had academically related activity, which may include projects, clinical experiences, or examinations, as evidenced by posted attendance. If a student withdraws without written or verbal notice after classes have started, termination shall be effective on the date on which there has been 14 days of non-attendance. Upon receipt of the refund, the student agrees that its receipt constitutes a full and complete release of the School from any and all liabilities. All government and agency refunds will be made within the required time limits of the funding source. The last day a student had academically related activity will be used to calculate any money the Student owes and to calculate any refund the Student is due. The date of withdrawal determination is 14 calendar days after the student’s last date of attendance as determined by the School. All other fees are non-refundable when the applicable item or service is provided to the Student.

Cancellation/Rejection Policy

The school will refund within 30 days all monies paid by an applicant who is rejected for enrollment by School or who enrolls in a program that School cancels, or who cancels within three business days, excluding weekends and holidays, of signing the Enrollment Agreement.

Other Charges

Students may be required by an externship site to have an additional background check and/or drug test. If additional background checks and/or drug screening is required, this amount WILL be charged to the student.

A fee of $200 per day may be charged to students in the Associate Degree in Nursing program for an unexcused make-up clinical day. A fee of $25 per hour may be assessed for an unexcused make-up lab or simulation experience.

There is a $300 Graduation Fee for Nursing students and a $200 fee for Medical Assistant students.

Collections Policy

All students that have an in-school payment responsibility will be given a Retail Installment Contract outlining the specific amounts and dates due. Monthly statements delivered by the 25th and emailed past-due notices by the 30th, and progressive interventions: at 30 days past due a meeting is requested (student may still attend class), at 60 days a meeting is required (student barred from class until cleared by the Business Office), and at 90 days possible dismissal based on factors such as meeting with the Campus President, student circumstances, communication, and amount owed; revised payment plans must avoid balloon payments and not extend past graduation. While class access may be restricted for failure to meet with the Business Office, no student may be denied supplies, equipment, or services—those who refuse resolution may be dismissed.

Financial Assistance Programs

St. Paul's School of Nursing maintains a staff of financial aid professionals to assist students in obtaining the financial assistance they require to meet their educational expenses. Available resources include the federal grant and state aid programs, student loans from private lenders, and federal work-study opportunities, both on and off campus. Federal assistance programs are administered through the U.S. Department of Education. Any U.S. citizen, national, or person in the United States for other than temporary reasons who is enrolled or accepted for enrollment may apply for these programs. Most forms of financial assistance are available for each July 1 – June 30 award period. Every student considering application for financial aid should request a copy of the current guide, *Do you need money for college or trade/career school?*, published by the U.S. Department of Education. This important document may be obtained from the School's Financial Aid Office or online at https://studentaid.gov/ and will assist persons in understanding eligibility requirements, the application process, deadlines, and the various forms of grants and loans available. In addition, the School's *Consumer Information Guide* contains more detailed information about financial assistance programs. The *Consumer Information Guide* is available online at http://www.stpaulsnursing.edu/.

Federal Pell Grant

The Federal Pell Grant is an important source of aid for students. The Free Application for Federal Student Aid (FAFSA) is available online at www.FAFSA.ed.gov, or in paper form from high school counselors, at public libraries and the School's Financial Aid Office. The amount of the award depends upon the determination of the student's eligibility, his or her enrollment status, cost of attendance, and a payment schedule issued by the U.S. Department of Education, Office of Student Financial Assistance. Applications are available from the School's Financial Aid Office.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Each year St. Paul's School of Nursing makes a limited number of awards to students through the Federal Supplemental Educational Opportunity Grant (FSEOG) program. These funds are reserved for students who qualify based upon exceptional financial need. The financial aid officer determines who will receive a FSEOG and the amount awarded, based on need, not to exceed the program maximum. Consult the School's Financial Aid Officer for the school-specific FSEOG policy.

Federal Direct Loan Program (FDLP)

The Federal Direct Loan Program (FDLP) has both subsidized and unsubsidized loans. A subsidized loan is awarded on the basis of financial need (need is the budgeted Cost of Attendance less estimated financial aid). The federal government pays interest on the subsidized loan until repayment begins and during authorized periods of deferment. An unsubsidized loan is not awarded on the basis of need. The borrower is charged interest from the time the loan is disbursed until it is paid in full. In addition, until repayment begins and during authorized periods of deferment, the unsubsidized loan borrower has the option to pay the interest or allow the interest to accumulate. Accumulated interest will be added to the principal amount of the loan and will increase the amount the borrower must repay. To apply, students should contact the School's Financial Aid Office.

Federal Direct Parent Loan For Undergraduate Students (Plus) Loan Program

Federal Direct Parent Loan for Undergraduate Students (PLUS) loans are for parents with good credit histories who want to borrow to help pay for their children's education. Loans are made available to the parents of a dependent student by the US Department of Education. For additional information, students should contact the School's Financial Aid Office.

Federal Work-Study Program (FWSP)

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

An FWSP request form is completed by interested students. Interested students must have completed a FAFSA and must have financial need remaining after other aid is awarded. If a position is available, a qualified student is notified of their acceptance into the FWS program. If a position is not available, a qualified student is advised to apply again at a later date once a position opens. If an applicant for FWSP does not qualify for the FWS program, he or she is notified by letter.

Veterans' Benefits

St. Paul's School of Nursing is approved to participate in a variety of education and training benefit programs administered by the U.S. Department of Veterans Affairs (VA). Students interested in using VA education benefits should contact the Financial Aid Office for information regarding eligibility requirements, the application process, and required documentation.

In accordance with 38 U.S.C. § 3679(e), the institution will not impose any penalty, including the assessment of late fees, denial of access to classes, libraries, laboratories, learning management systems, or other institutional facilities, or require a covered individual to secure alternative or additional funding because of a delay in payment from the U.S. Department of Veterans Affairs (VA). A covered individual who is eligible for educational assistance under Chapter 31, Chapter 33, Chapter 35 of Title 38, United States Code, or Chapter 1606 of Title 10, United States Code, will be permitted to attend or participate in the approved course of education while payment from the VA is pending. This protection applies from the date the student provides a valid Certificate of Eligibility, a Statement of Benefits obtained from the VA website, or other documentation authorized by the VA, and continues until the earlier of the date the VA provides payment to the institution or 90 days after the institution has certified the student's tuition and fees following receipt of the required documentation. To qualify for these protections, students must submit all documentation required to certify their enrollment and use of VA educational benefits in a timely manner.

Student Complaint Process for VA Educational Benefits

Students receiving Veterans Administration (VA) educational benefits who wish to file a complaint regarding the institution are encouraged to first follow the school's internal grievance procedures. If the concern is not resolved or if the student prefers to submit the complaint directly to the VA, complaints may be submitted through the VA GI Bill® Feedback System at https://www.benefits.va.gov/GIBILL/Feedback.asp. The VA will review the complaint and coordinate with the appropriate parties, including the institution and the applicable State Approving Agency, as necessary, to investigate the matter and work toward a satisfactory resolution.

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

School, Private, State, And Local Financial Resources

Sources (where applicable) of state, local, and other private aid include state grants, scholarships, and agency funding, which are available from organizations such as those listed below. Note that these sources are separate from federal student financial aid sources and private lending sources. Please consult the Financial Aid Office or funding grantor for additional information.

The state's higher education webpage may be visited for more information on specific state grant options.

Students interested in scholarships are encouraged to search using FinAid!, a leading scholarship search provider for students. Their free service matches scholarships to the student's specific qualifications and can be accessed online at www.FinAid.org.

Verification

A student's Free Application for Federal Student Aid (FAFSA) may be selected by the U.S. Department of Education for a process called "verification" to verify the information on the application. Students are reminded to provide truthful and accurate information. Students who are selected for verification will be contacted by the Financial Aid Office and given a verification worksheet that includes specific requirements, deadlines, and consequences of non-compliance.

To complete the verification and remain eligible for Financial Aid, the student must submit the verification worksheet as well as tax/income information as directed by the Financial Aid Office.

St. Paul's School of Nursing has developed policies and procedures regarding the verification of information provided by the FAFSA under the Title IV Programs. For more information regarding the policies and procedures for verification, please consult the School's Consumer Information Guide or contact the Financial Aid Office.

Return Of Title IV Funds Policy

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

Credit Hour Programs:

$$\frac{\text{No. of Days Completed in the Payment Period through Withdraw Date}}{\text{Total Number of Days in the Payment Period}}$$

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

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

Title IV FSA funds that require refund are credited in the following order:

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

Return of Unearned FSA Funds

The school must return the lesser of the following:

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

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

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

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

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

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

Additional Information Regarding Financial Assistance Programs

For additional information on the following topics, students should consult the School's *Consumer Information Guide*, which is available online at http://www.stpaulsschoolofnursing.edu/.

- *Loan Repayment and Counseling*
- *Terms and Conditions for Federal Loan Deferments*
- *Student Lending Code of Conduct*
- *Private Education Loans*
- *EA Institutional Loans*
- *Preferred Private Education Loan Lender List*

Satisfactory Academic Progress

The School's Satisfactory Academic Progress (SAP) standards measure each student's quantitative (credit completion) and qualitative (cumulative grade point average) progress toward the completion of the student's program of study. The SAP standards are used primarily to determine a student's eligibility to receive federal financial aid under Title IV of the Higher Education Act; however, the SAP standards are applied to all students and represent a minimum standard of academic achievement required by the school for continued enrollment.

SAP Evaluation Periods

The School's SAP standards measure a student's satisfactory academic progress at the end of each Semester/Quarter. The school will provide an academic grade report to each student at the end of each Quarter, and/or Semester which will include the student's grades earned in each course attempted. The grade report will also provide cumulative information for all credits attempted and completed and a cumulative grade point average at the end of each grading period.

Maximum Time Frame

The maximum time frame in which a student may complete his or her program of study is the period of time in which it takes the student to attempt 150% of the academic credits contained in his or her educational program.

Quantitative Requirement - Credit Completion

Each student must complete a minimum number of credits by the end of each SAP evaluation period. Only satisfactorily completed course credits are counted as credits completed. Satisfactorily completed course credits include those for which a student receives a grade other than a "W," "WF," or "F." All courses for which a student receives a grade, whether passing or failing, a withdrawn ("W"), a withdrawn failing ("WF"), or a repeated course are counted in determining credits attempted. Transfer credits accepted for the student's program, as well as "CR" credits, will be counted as credits attempted and credits completed. A student's SAP standing will be calculated based on the student's entire history of enrollment in a specific program of study, except as noted below. (See Credit Completion requirements at each Evaluation Level in the charts below.)

Qualitative Requirement – Cumulative Grade Point Average (CGPA)

The school measures qualitative progress on the basis of a 4.0 scale. All courses for which a student receives a grade will be included when calculating the student's CGPA, except that of a withdrawal ("W") or incomplete ("I") will not be included in determining a student's cumulative CGPA, and if a student repeats a course, only the highest grade for that course will be included when calculating the student's GPA. (See CGPA requirements at each Evaluation Level in the charts below.)

Academic/Financial Aid Warning

Students who do not meet the minimum standards for credits completed or cumulative grade point average in accordance with the requirements at the appropriate "Evaluation Level" will receive written notification from the Dean of Education or his/her designee stating that he or she is being placed on an Academic/Financial Aid Warning. A student in Academic/Financial Aid Warning status will have one additional Quarter, and/or Semester to correct the deficiency and meet the minimum requirements at the end of his or her next, Quarter, and/or Semester. The Academic/Financial Aid Warning period shall be

one Quarter, and/or Semester. The student will remain eligible for federal financial aid while on Academic/Financial Aid Warning. If the student does not achieve the minimum quantitative and qualitative requirements by the end of the Academic/Financial Aid Warning period, the student will no longer be eligible for any form of federal student assistance under Title IV of the Higher Education Act and will be dismissed from the School unless the student submits an Appeal (see description below) and is granted a “Probationary” period by the Financial Aid Committee (“Committee”). A student whose enrollment is terminated because he or she failed to achieve SAP and who does not successfully appeal such termination may make application for re-admission.

SAP Tables

The following charts provide the minimum quantitative and qualitative requirements for each evaluation level.

Medical Assistant

Evaluation Levels	Cumulative Credits Attempted (including transfer credits)	Minimum Percentage of Cumulative CreditsCompleted (including transfer credits)	Minimum CGPA
1	1 to 16	50%	1.75
2	16.5 to 32	50%	2.00
3	32.5 to 48	66.67%	2.00
4	48.5 & Higher	66.67%	2.00

Nursing

Evaluation Levels	Cumulative Credits Attempted (including transfer credits)	Minimum Percentage of Cumulative Credits Completed (including transfer credits)	Minimum CGPA
1	1 to 12	50%	1.75
2	12.5 to 24	50%	2.00
3	24.5 to 36	66.67%	2.00
4	36.5 & Higher	66.67%	2.00

In addition, for those programs that are more than two academic years in length, a student must have a “C” average at the end of the second academic year in order to maintain satisfactory academic progress.

SAP Appeals And Financial Aid Probation

Students who fail to meet satisfactory academic progress requirements after an Academic/Financial Aid Warning period are permitted to appeal the termination of their federal financial aid eligibility and termination from the school if the student can demonstrate in his or her written appeal that mitigating circumstances were the contributing factors to the student’s failure to achieve satisfactory academic progress. Mitigating circumstances would include the death of a relative of the student, injury, disability, or illness of the student, or other special circumstances. An SAP appeal must be filed within 30 days of receiving notice of the failure to achieve SAP after an Academic/Financial Aid Warning period. All appeals must be submitted in writing to the Director of Financial Aid. The student’s letter of appeal must explain and document, to the satisfaction of the Financial Aid Committee, the mitigating circumstance(s) which caused the student not to achieve SAP after the Academic/Financial Aid Warning Period and what circumstances have changed that will allow the student to achieve SAP at the next evaluation period. The Financial Aid Committee consists of the Campus President, Dean of Education, and Financial Aid Director, or their designees.

The Financial Aid Committee may grant one additional Quarter, and/or Semester as a Financial Aid Probationary period, approve an “Academic Improvement Plan,” which may require the student to fulfill specific terms and conditions, or deny the appeal. By approving an Additional, Quarter, and/or Semester as a Financial Aid Probation Period, the Committee determined that the student should be able to meet the school’s satisfactory academic progress standards by the end of that Quarter, and/or Semester. The Committee, in conjunction with the student, may also develop and approve an individual Academic Improvement Plan if the Committee determines that the student’s circumstance warrants. The Academic Improvement Plan will

measure incremental improvement, and if the student does not meet the incremental improvement requirements, the student would no longer be eligible for federal financial aid assistance and would be terminated from the school. The Academic Improvement Plan must also ensure that the student is able to meet SAP standards by a specific point in time.

If the appeal is approved by the Committee, the student will be eligible for federal student assistance (Grants, Loans, & FWS) during a Financial Aid Probationary Quarter, and/or Semester or the period of an Academic Improvement Plan. If a student submits a timely and complete written appeal to the Financial Aid Director, the School may permit the student to continue his or her enrollment while the appeal is pending; however, the student would be responsible for the full payment of his or her tuition and fees if his or her appeal is not successful. The SAP appeal decision of the Financial Aid Committee is final, and the Committee's decision will be provided to the student in writing within 30 days of the appeal filing.

If a student successfully appeals his or her loss of federal financial aid eligibility, the student's financial aid eligibility will be re-established. In most cases, the Committee will place the student on an SAP Financial Aid Probationary status for one additional term or establish a time frame for meeting the minimum requirements under an Academic Improvement Plan.

Cancellation of Aid

If a student's financial assistance is cancelled for failure to meet satisfactory academic progress standards after either a SAP Academic/Financial Aid Warning period or a SAP Financial Aid Probationary period, the student will be notified in writing informing him or her of the cancellation of federal financial aid and termination from the School as well as the requirements for the submission of an appeal and the requirements for re-admission to the School.

Re-Establishment of Satisfactory Academic Progress at the College and Reinstatement of Financial Aid

Students who have been terminated from the school for failure to achieve satisfactory academic progress may qualify for readmission to the school for the purpose of reestablishing their satisfactory academic progress. However, during this period, students will not be eligible to receive any form of federal financial aid.

Students may regain federal financial aid eligible by achieving the minimum qualitative and quantitative standards. Students can accomplish this by raising their cumulative GPA and/or completing an appropriate number of courses to raise the number of credits successfully completed versus attempted. This can be achieved by successfully completing the necessary course(s) at the school at the students' own expense or through transferring credits into the School.

When a student who has lost his or her eligibility to receive federal student assistance meets the required cumulative GPA and/or the appropriate minimum percentage of cumulative credits completed, their financial aid eligibility may be reinstated. Students are responsible for notifying the Financial Aid Director and Dean of Education in writing when they believe they have corrected their satisfactory academic progress deficiencies.

Transfer and Readmitted Students/Students Changing Majors

If a student transfers to the school from another postsecondary institution, the transfer credits that were accepted by the school will count as credits attempted and credits completed for purposes of calculating the student's quantitative progress. The corresponding grades will not count toward the student's qualitative progress.

If a student is re-admitted into the School, changes program of study, or seeks to earn an additional credential, the credits that are applicable to the student's current program of study will be included in determining the student's satisfactory academic progress standing and the appropriate evaluation level for the student in terms of establishing the total number of credits attempted and completed at each of the student's evaluation periods.

Students receiving federal financial aid may repeat a course in accordance with the school's academic policy. Credits from both course attempts will be counted in total credits attempted and in minimum cumulative credits completed at the school, but only the highest grade earned will be included in the calculation of minimum cumulative GPA. Credits from both course attempts will also count towards the Maximum Time Frame for Completion. Students may receive financial aid for each repeated course provided that a student may not repeat a passed course more than once.

Remedial Courses

Credits associated with remedial courses will not count as either credits attempted or Minimum Cumulative Credits Completed at the School.

Termination

The School reserves the right to terminate a student's enrollment if, during the student's program of study, the School determines that the student has failed to maintain the minimum standards of satisfactory academic progress, or has reached the maximum timeframe (150% of the program credits/hours) without successfully completing the program; failed to comply with the School's rules and regulations as published in the School's Catalog; or has failed to meet his or her financial obligations. Any refund due to the student or other agencies will be calculated and refunded according to the Tuition Refund Policy.

A student who has been dismissed from the school for failure to maintain SAP may reapply for admission; however, until SAP status is re-established, the student will not be eligible for any form of federal financial aid. A student making an application for re-admission must first satisfy all current requirements for admission. In addition, if a student's enrollment was terminated for failure to maintain SAP, the applicant's academic records will be evaluated to determine if it is possible for a satisfactory cumulative grade point average to be achieved and if the program can be completed within the maximum time frame.

Bureau Of Indian Affairs Aid To Native Americans' Higher Education Assistance Program

To be eligible, the applicant must:

- Be an enrolled member of an American Indian, Eskimo or Aleut tribe, band or group recognized by the Bureau of Indian Affairs
- Be enrolled in or accepted for enrollment as an undergraduate in an approved degree-granting institution
- Be pursuing at least a two-year degree
- Demonstrate financial need.

Depending on availability of funds, grants may also be made to summer semester students. Priority is given to applicants in the following order:

- Continuing awards
- Applicants enrolled on reservations
- Applicants already enrolled.

Application forms may be obtained from and submitted to the Bureau of Indian Affairs, Federal Building, Room 523, 100 South Clinton Street, Syracuse, NY 13026-0043. An application is necessary for each year of study. The strictly observed application deadlines are as follows:

- Fall semester, July 1
- Spring semester, October 15
- Summer semester, May 15.

An official need analysis from the Financial Aid Office is also required each year. Moreover, each first-time applicant must obtain tribal enrollment certification from the enrollment clerk who records enrollment for the tribe. Awards are contingent upon available funds and are based on financial need. Award amounts are equal to the difference between total student expenses and financial assistance from all other sources, as indicated by financial aid administrators.

Individuals With Disabilities

Students who are medically diagnosed with a physical, developmental, or emotional disability may be eligible for a grant that would help cover tuition, fees, and the cost of books. Please contact the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) for more information or visit their website at www.vesid.nysed.gov.

Other New York State Awards

New York State residents may also be eligible for the following scholarships and grants:

- Regents Awards for Children of Deceased or Disabled Veterans.
- Regents Awards for Children of Deceased State Corrections.
- Memorial Scholarships for Children and Spouses of Deceased Police Officers and Firefighters.
- Flight 3407 Memorial Scholarship
- Flight 587 Memorial Scholarship
- NYS Scholarships for Academic Excellence
- Military Service Recognition Scholarship
- World Trade Center Memorial Scholarship

Tuition Assistance Program (TAP)

Grant eligibility requirements:

TAP, the New York State Grant program is an entitlement program. Each applicant for TAP must meet the following eligibility requirements:

1. Be a New York State resident for a minimum of 12 months and U.S. citizen, permanent resident alien, a paroled refugee, or a conditional entrant to the United States.
2. Be enrolled full-time and matriculated in an approved New York State postsecondary institution.
3. Not be in default on a government student loan
4. Be charged tuition of at least $200 per year.
5. Have a cumulative “C” average after receipt of two annual payments.
6. Have a high School diploma or GED.
7. Have a valid social security number; and meet income eligibility requirements
8. Complete the Free Application for Federal Student Aid (FAFSA). The Higher Education Services Corporation (HESC) will then send the student an Express TAP Application (ETA), which the student will complete and return to HESC. The Higher Education Services Corporation determines each applicant’s eligibility and mails an award certificate directly to the applicant indicating the amount of the grant. The amount of the TAP award is scaled according to type of School, level of study, tuition charge, and net taxable income.

Academic Eligibility Requirements

New York State Education Department regulations require that students applying for the Tuition Assistance Program (TAP) must meet both the School’s Standards of Satisfactory Academic Progress and the TAP Pursuit of Program requirements to maintain eligibility for the program. Students who are not in compliance with these standards will have their awards suspended and may re-establish eligibility only after providing acceptable evidence of their ability to successfully complete the program.

TAP Pursuit of Program Requirements

Students must complete courses (achieve a passing or failing grade) in the following percentages of a full-time program (at least 12 credits per quarter/semester) in each quarter/semester in which TAP is received to continue eligibility for TAP payments: 50% of the full-time program in each quarter/semester in the first year; 75% of the full-time program in each quarter/semester in their second year and 100% of their full-time program in each quarter/semester in their third and fourth years.

Failure To Maintain Satisfactory Academic Progress

A student who exceeds the maximum number of hours allowed for degree completion will be suspended from future financial aid until the reason for the excessive hours can be adequately documented.

A student who either fails to achieve the required cumulative Graduation/Retention GPA, or to complete at least 75% of the total hours attempted, will be placed on financial aid probation for the following semester of enrollment at SPSON. Student may receive financial aid while on probation.

At the end of the probationary period, if a student is meeting the Satisfactory Academic Progress requirements, they will regain unconditional eligibility for federal financial aid programs. If a student has not met the requirements, they will have eligibility for federal financial aid suspended. Please see below.

Financial Aid Suspension

A student denied assistance based on the Satisfactory Academic Progress Policy may submit a written appeal to the Appeals Committee. An appeal form is included in the suspension notification letter. The appeal and supporting documentation must be received in the SPSON Registrar’s Office by the deadline reflected in the suspension notification letter. The appeal should speak in detail to mitigating or extenuating circumstances that affected the student’s academic performance, i.e., severe physical injury or mental trauma.

A student suspended for exceeding the maximum hours allowed for degree completion should also have the Registrar complete the “Remaining Hours Required for Degree Completion” form if extenuating circumstances require the student to exceed the maximum hours limit. The form is included in the suspension notification letter.

Action taken on a financial aid appeal is final and is transmitted to the student in writing by the Appeals Committee. Depending upon the timeliness of the appeal, it is possible for a student to have an appeal denied and also not be entitled to a refund of charges if the student chooses to withdraw from classes. A student who enrolls and attends a class whose appeal is subsequently denied will be eligible for a refund of charges based solely on the refund policy in the SPSON Catalog.

A student suspended for reasons other than exceeding the maximum number of hours for degree completion who does not appeal, or whose appeal is denied, may be reinstated on a probationary basis by meeting both of the following criteria:

1. Achieve the required cumulative Graduation/Retention GPA or the required Semester GPA (Undergraduate = 2.00); and,
2. Successfully complete 75% of the total cumulative hours attempted or 75% of the hours attempted for that semester/quarter.

A student may regain eligibility by attending SPSON for the academic year without the benefit of federal financial aid and meeting the SAP eligibility criteria. A student may also regain eligibility by transferring work into SPSON from an accredited institution. Transfer work must be reflected on the SPSON transcript to be considered for purposes of federal financial aid eligibility.

TAP Satisfactory Academic Progress – Probationary Semester

Students who do not meet these State standards may seek a one-time waiver from the Financial Aid Committee (Camus President, Financial Aid Director & Dean of Education). Those students placed on probation due to unsatisfactory grade point average may be limited to a maximum of 13 credits in the following quarter/semester.

Effective for the 2010-11 academic year and thereafter, New York State Education Law requires a non-remedial student, whose first award year is in 2010-11 and thereafter, must meet new standards of satisfactory academic progress (SAP).

Non-remedial students whose first year is 2007-08 through 2009-10 must meet the SAP requirements enacted in 2006.

Standard Of Satisfactory Academic Progress for The Purpose Of Determining Eligibility For State Student Aid

Effective 2010-11 for non-remedial students receiving first NYS award payment in 2010-11 and thereafter.

Programs: Associate Program						
Calendar: Semester 2010-11 and thereafter (non-remedial students)						
Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th
A Student Must Have Accrued At Least This Many Credits	0	6	15	27	39	51
With at Least This Grade Point Average	0	1.3	1.5	1.8	2.0	2.0

Program: Associate Program									
Calendar: Trimester 2010-11 and thereafter (non-remedial students) - C average must be met by 7th payment									
Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th

Program: Associate Program									
Calendar: Trimester 2010-11 and thereafter (non-remedial students) - C average must be met by 7th payment									
A Student Must Have Accrued At Least This Many Credits	0	2	6	14	22	30	38	46	54
With At Least This Grade Point Average		1.0	1.3	1.5	1.5	1.8	2.0	2.0	2.0

The 2010-11 enacted NYS budget mandates the following standards of progress, enacted in 2006-07, shall be used for non- remedial students who first receive State aid in 2007-08 through 2009-10.

Second Degree

According to New York State Education Law, an eligible student is entitled to up to four years of Tuition Assistance Program (TAP) awards: five years at the undergraduate level if the student is enrolled in an approved five-year program. Effective with the 2010-11 academic year and thereafter, New York State law does not provide TAP funding for graduate students.

TAP is available for students with remaining eligibility who enroll for a second degree at the undergraduate level. However, the law limits a student to three years of TAP if enrolled in a certificate program or an associate level degree program.

Beneficial Placement

Beneficial placement is a policy that applies when a recipient of State student aid in good standing transfers to another institution or, within the same institution, changes academic programs.

Beneficial placement applies only with respect to satisfactory academic progress and means that a student can be re- positioned on the progress chart based either on the number of credits accrued (earned) or aid payments received, whichever is more beneficial to the student.

In the case of student transferring/changing programs within an institution, the same beneficial policy would apply, providing the student is in good academic standing at the time of the change of program. A student who has failed to maintain good academic standing cannot regain eligibility by changing programs in the same institution.

Beneficial placement does not have a bearing on the pursuit of program requirement. For example, if a student has received four or more State award payments, the student is at the 100 percent pursuit level and must complete/get a grade in the minimum full-time or part-time course load to satisfy this requirement.

Although the student's total entitlement of four years of undergraduate TAP is not affected by beneficial placement; this policy does permit a student in situations similar to the examples above time to adjust to a new institution or new program by having to meet credit accrual requirements at a more gradual rate than might otherwise be the case.

TAP Calendars

TAP Calendar for A Semester Program: Associate Degrees

Before Being Certified for this Payment	1st	2nd	3rd	4th	5th	6th
A Student Must Have Accrued At Least This Many Semester Credits	0	6	15	27	39	51
With at Least this Grade Point Average	0	1.3	1.5	1.8	2.0	2.0

TAP Calendar for A Quarter Program: Associate Degrees

Before Being Certified for this Payment	1st	2nd	3rd	4th	5th	6th
A Student Must Have Accrued At Least This Many Quarter Credits	0	2	6	14	22	30
With at Least this Grade Point Average	0	1.0	1.3	1.5	1.5	1.8

Before Being Certified for this Payment	7th	8th	9th
A Student Must Have Accrued At Least This Many Quarter Credits	38	46	54
With at Least this Grade Point Average	2.0	2.0	2.0

Nursing Bridge Merit Scholarship (NBMS)

Description

The College seeks to enroll and retain high-potential students who meet initial Scholastic Level Exam (SLE) benchmarks but face barriers to immediate nursing program entry. The Nursing Bridge Merit Scholarship Program is designed to provide structured financial support and a guaranteed matriculation bridge to the nursing program at St. Paul's School of Nursing -- Queens.

Program Objectives

The primary objectives of this initiative are twofold:

1. Enrollment Access: To assist a specific demographic of prospective students who have demonstrated academic aptitude via the SLE-Q but remain ineligible for direct admission to the College's nursing program.

2. Strategic Retention: To offer a robust academic and financial framework that incentivizes students to complete the Medical Assistant curriculum as a foundational precursor to their nursing education.

Scholarship Structure and Funding Limits

Qualified candidates will be eligible for a merit-based scholarship of $1,000 per 12 week term. This award is applicable upon the completion of each of the six terms comprising the Medical Assisting program, culminating in a maximum aggregate value of $6,000.

This scholarship has no cash value and is non-refundable. It cannot be used to generate a credit balance check for the student.

Institutional Funding Caps

To ensure fiscal sustainability, the program adheres to the following limits:

- Annual Award Limit: Total scholarship disbursements shall not exceed $85,000 per fiscal year.
- Term Capacity: A maximum of three (3) new scholarship awards will be granted per academic term.

Eligibility and Maintenance Requirements

To ensure academic rigor and program integrity, NBMS recipients must adhere to the following criteria:

- Initial Assessment: Applicants must achieve a minimum score of 19 on the Wonderlic SLE-Q (maximum of two attempts).
- Program Continuity: Recipients must maintain continuous enrollment and a cumulative grade point average of 3.0. If the student's cumulative GPA falls below 3.0 for two consecutive terms, the student will forfeit the scholarship and bridge eligibility. Any interruption of the program must be substantiated by documented extenuating circumstances and approved by the Dean of Academic Affairs.
- Attendance**:** Recipients must maintain a minimum of 80% attendance of the scheduled course hours for every course in which they enroll. Chronic absenteeism could lead to forfeiture of scholarship and bridge eligibility.
- Professional Conduct: Any violation of the College's Code of Conduct will result in immediate forfeiture of the scholarship and bridge eligibility.
- Graduation Benchmarks: Eligibility for the nursing bridge is contingent upon graduating with a minimum 3.0 GPA and achieving certification via the Certified Clinical Medical Assisting (CCMA) Exam. The student must attempt the CCMA exam within 30 days of graduation.

Selection and Nursing Pathway

- Committee Review: All applications will undergo a formal review by the NBMS Committee. Selection is competitive and based on the applicant's demonstrated potential for success in the nursing field and their alignment with the program's mission and scholarship program's stated objectives.

Furthermore, the program establishes a defined matriculation pathway. Students who successfully fulfill all NBMS and MA program requirements will be granted direct admission into the Nursing program, bypassing traditional competitive barriers.

Matriculation Pathway

The program establishes a defined matriculation pathway. Graduates meeting these benchmarks are exempt from SLE-Q and HESI re-testing provided they commence nursing studies within two semesters of MA graduation and satisfy standard college and clinical requirements.

Those who fail to meet these benchmarks must satisfy the admissions criteria for the nursing program in place at the time of application.

Administrative and Enrollment Procedures

The enrollment process is standardized to ensure compliance and transparency:

- Documentation: Submission of a comprehensive MA enrollment packet, including official transcripts, valid identification and personal statement.
- Contractual Agreement: Execution of a formal scholarship agreement outlining performance expectations and the terms of provisional nursing acceptance.
- Financial Planning: A mandatory consultation with a member of the Financial Aid Department to integrate the scholarship into a formal FAFSA-based financial plan.
- Committee Review: Upon completion of the NBMS Application and its required documentation, the NBMS Committee will determine scholarship eligibility.

Transfer Credit & Curriculum Integration

The College acknowledges that specific coursework completed during the Medical Assisting program may be eligible for transfer credit into the Nursing curriculum.

- An official audit of transferable credits will be conducted upon MA graduation.
- Transfer credits are subject to the grade requirements of the Nursing Department (typically a grade of "C+" or higher).

Through this proactive recruitment model, the College will provide a viable alternative for students, allowing them to gain clinical experience and financial support while securing their future standing in the nursing profession.

Student Policies

Student Rights

Students accepted into an academic program of study at the School have certain rights and responsibilities. These rights and the associated responsibilities shall establish a student code of professional conduct. Primary to this code is access to an environment free from interference in the learning process.

- Students have the right to an impartial, objective evaluation of their academic performance. Students shall receive in writing, at the beginning of each course, information outlining the method of evaluating student progress toward, and achievement of, course goals and objectives, including the method by which the final grade is determined.
- Students will be treated in a manner conducive to maintaining their worth and dignity. Students shall be free from acts or threats of intimidation, harassment, mockery, insult, or physical aggression.
- Students will be free from the imposition of disciplinary sanctions without proper regard for due process. Formal procedures have been instituted to ensure all students subjected to the disciplinary process are adequately notified.
- When confronted with perceived injustices, students may seek redress through grievance procedures outlined in this Catalog. Such procedures will be available to those students who make their grievances known in a timely manner.
- Students may take reasoned exception to the data or views offered in any course of study and may form their own judgment, but they are responsible for learning the academic content of any course for which they are enrolled.
- Students will be given full disclosure and an explanation by the School of all fees and financial obligations.
- Students have the right and responsibility to participate in course and instructor evaluations and give constructive criticism of the services provided by the School.
- Students have the right to quality education. This right includes quality programs; appropriate instructional methodologies and content; instructors who have sufficient educational qualifications and practical expertise in the areas of instruction; the availability of adequate materials, resources, and facilities to promote the practice and application of theory; and an environment that stimulates creativity in learning as well as personal and professional growth.
- Students have the right and responsibility to develop personally through opportunities such as formal education, work and volunteer experiences, extracurricular activities, and involvement with others.
- Students have the right to a safe and pleasant atmosphere in the classroom. There is no food or drink allowed in the laboratory areas. Cell phones are not allowed to be used in the classroom. Only for purposes of receiving an emergency call may cell phones be kept on vibrate during class time.

Behavior And Student Accountability

Student Responsibilities and Standards of Professional Conduct

The following are student responsibilities:

- Attend classes regularly.
- Make the most out of his or her educational experience.
- Maintain satisfactory grades.
- Know and observe the School’s rules and regulations governing conduct.
- Become informed and express his or her opinion.
- Not to discriminate against any other person because of race, age, sex, sexual orientation national origin, or handicap.
- Discuss grievances informally with the persons involved before invoking formal grievance action. Formal grievance action is outlined in the Catalog.
- Respect persons and the property of others.

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

Standards Of Student Professional Conduct – Academic Integrity

All incidences of academic dishonesty and violations of academic integrity will be disciplined. Such acts cannot be listed exhaustively but examples include:

- Cheating
- Plagiarism - Submission of the work of another person for credit, or failure to properly cite references for any work which is not original to the student, copying the work of others, allowing another student to copy from the student.
- Unauthorized use of notes or materials in exams, including talking to other students
- Forging or altering assignments
- Un-permitted collaboration, giving or receiving aid on a take home exam, or other academic assignment under circumstances in which a reasonable person should have known that such aid was not permitted.
- Allowing others to copy or use work that is not his or her own.
- Providing answers from graded assignments to others

Standards Of Student Professional Conduct – General Conduct

As students interact with their fellow students, staff and faculty, and the business community, they are expected to act in a professional, respectful manner that is complimentary to the learning process and the academic environment associated with their education and training.

A list of forms of misconduct can only be used as a reference- it is not all-inclusive. Examples of conduct that may lead to disciplinary action up to and including dismissal, include:

- Knowingly furnishing false information to the School
- Theft of the School's property; theft, damage, forgery, alteration, misuse or mutilation of the School documents, records, identification, educational materials, or property.
- Interfering with the right of others to an education; violation of safety and security rules, bringing animals or children into class
- Hazing, on or off School property (Also see Anti-Hazing policy)
- Discourteous, disruptive, or disrespectful to fellow students, faculty, and staff on or off campus
- Physical or verbal abuse of any person or engaging in conduct, which threatens or endangers the health or safety of others.
- Unauthorized entry or use of facilities
- Intentional or unauthorized interference with a right of access to School facilities or freedom of movement or speech of any person on the premises.
- Unlawful possession, use, or distribution of illicit drugs and alcohol on campus or during any student activities. If a student appears to be under the influence of drugs or alcohol in a clinical, class, or laboratory experience, that student will be removed from the learning experience. A student thought to be under the influence of drugs or alcohol will be mandated to have a Rapid Drug Screen and/or a Breath Alcohol level performed within 45 minutes of being removed from the learning experience; these tests will be at the School's expense.
- Use or possession of firearms, ammunition, or other dangerous weapons or substances prohibited by law.
- Disorderly, lewd, indecent, obscene, or sexually harassing conduct or expression
- Violation of federal, state, or local ordinances including, but not limited to, those covering alcoholic beverages, narcotics, gambling, sex offenses or arson, of which violation occurs on School property or at a School function (Please refer to the Drug Free Policy established by the School for further information.)
- Unauthorized solicitation of students, staff, or faculty on-campus or online for any product or service
- Misuse of electronic equipment, copiers, faxes, e-mail accounts, or internet services, including viewing any material or sending any message that is obscene, harassing, or threatening to any individual.
- Aiding, abetting, encouraging, or participating in a riot.
- Failure to comply with the verbal or written directions of any School official acting within the scope of his or her authority or resisting a security officer performing his or her duty.
- Aiding and abetting or inciting others to commit any act of misconduct.
- Violating the dress code policy. (Please refer to the Dress Code Policy established by the School for further information.)

Anti-Hazing Policy

St. Paul's School of Nursing defines hazing as any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student, for the purpose of initiation or admission into an affiliation with any student organization. A student organization is defined as a club, society or association in which two or more of the members are students enrolled at the Institution, whether or not the organization is established or recognized by the institution.

Hazing includes, without limitation, the following: any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, or exposure to the elements; forced consumption of any food, liquor, drug, or other substance; forced physical activity which could adversely affect the physical health or

safety of a student; any activity which would subject a student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment; or any forced activity which could adversely affect the mental health or dignity of a student and would place another person in reasonable fear of bodily harm through the use of threatening words or conduct.

Hazing is a violation of the Institution's Code of Conduct and of the law. Failure to comply with this policy will result in disciplinary action including, potentially, dismissal from the Institution and/or criminal charges.

If you or anyone you know experiences hazing, you should report the incident to the campus president or the director of education/director of nursing. You can also report the incident to law enforcement or to the Title IX Coordinator.

Suzanne Peters, Esq. M Ed.
Title IX Coordinator
speters@edaff.com
330-805-2819

All reports of hazing will be investigated by the Title IX Coordinator.

Prevention Program

For Students:
St. Paul's School of Nursing provides new students with information on hazing prevention, intervention, and the Institution's anti-hazing policy.

For Employees:
St. Paul's School of Nursing provides new employees with information on hazing prevention, awareness, intervention, and the Institution's anti-hazing policy.

State Law

For information on anti- hazing laws in your state, click on the Consumer Information Tab at your school's website.

Copyright Protection Policy

Students will be held accountable for failure to comply with Federal copyright and criminal laws forbidding the copying or alteration of copyright-protected materials such as computer programs, music, movies, photographs, or written materials and are expected to report violations if they become aware of them.

Additional information is included in the School's *Consumer Information Guide*, available online at

https://www.stpaulsschoolofnursing.edu/.

Video-Recording Or Audio-Recording Policy

In the interests of an appropriate academic atmosphere in the classroom and encouragement of class participation, video- or audio- recording is not permitted without prior approval of the Dean of Education.

Internet Usage

Internet access to global electronic information resources on the World Wide Web is used by the campus to assist students in obtaining education-related data and technology. The following guidelines have been established to help ensure responsible and productive Internet usage.

All Internet data that is composed, transmitted, or received via the campus computer communications systems is considered to be part of the official records of the school and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, students should always ensure that the information contained in the Internet email messages and other transmissions is accurate, appropriate, ethical, and lawful.

The equipment, services, and technology provided via the Internet are the property of the School. As such, the School reserves the right to monitor Internet traffic, and retrieve and read any data composed, sent, or received through its online connections and stored in its computer systems. Data that is

composed, transmitted, accessed, or received via the Internet must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religious or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law.

The unauthorized use, installation, copying, or distribution of copyrighted, trademarked, or patented material on the Internet is expressly prohibited. As a general rule, if a student did not create the material, does not own the rights to it, or has not secured authorization for its use, it should not be put on the Internet. Likewise, copyrighted and/or trademarked information should not be downloaded from the Internet to the school's networks or devices without obtaining prior permission in writing or having possession of a legal bill of sale or license from the owner to use such material.

Abuse of the Internet access provided by the School in violation of law or school policies will result in disciplinary action, up to and including dismissal. Students may also be held personally liable for any violations of this policy. The following behaviors are examples of previously stated or additional actions and activities that are prohibited and can result in disciplinary action:

- Sending, printing, or posting discriminatory, harassing, or threatening messages or images
- Stealing, using, or disclosing someone else's code or password without authorization
- Copying, pirating, or downloading software and electronic files without permission
- Violating copyright law
- Failing to observe licensing agreements.
- Engaging in unauthorized transactions that may incur a cost to the organization or initiate unwanted Internet services and transmission.
- Sending or posting messages or material that could damage the organization's image or reputation; including the use of the School's full name, titles and positions in any publication that may be perceived as offensive.
- Participating in the viewing or exchange of pornography or obscene materials
- Sending or posting messages that defame or slander other individuals.
- Posting on behalf of the School, without explicit permission from the Campus President of the School.
- Posting or discussing confidential patient/client information related to externship and clinical experiences, or any information or photographs concerning patients/clients or their families.
- Posting work-related pictures of School employees, students, or anyone associated with the School, without that person's permission.
- Attempting to break into the computer system of another organization or person.
- Performing operations against another organization's computers or networks intended to identify security vulnerabilities or disrupt service.
- Refusing to cooperate with security investigation.
- Sending or posting chain letters, solicitations, or advertisements not related to education purposes or activities.
- Using the Internet for political causes or activities, religious activities, or any sort of gambling
- Jeopardizing the security of the organization's electronic communications systems
- Sending or posting messages that disparage another organization's products or services or the passing of personal views as representing those of the organization.
- Sending anonymous e-mail messages
- Engaging in any other inappropriate or illegal activities

Social Media

Social media are media designed to be disseminated through social interaction on the Internet, created using highly accessible and scalable publishing techniques, and published in blogs, social networking sites, online chat rooms and forums, video sites, and other platforms and venues. The School values the use of social media, such as Facebook, LinkedIn, Twitter, YouTube, texting, blogs, and online discussion groups (among many other forms), to promote positive social interaction. However, the School also recognizes the potential danger for misuse, inappropriate behavior, and abuse. Therefore, students presently enrolled at the school must know that they are liable and responsible for anything they post to social media sites.

- Students are prohibited from posting confidential or proprietary information about the school, its students, faculty, or staff members on a social media site.
- Students are prohibited from sharing, disseminating, or transmitting electronic information that reveals any private or confidential information they may have learned about others (including patients) during their tenure at the school or externship sites. Applicable federal and state requirements, such as FERPA and HIPAA, are to be followed at all times.

- When participating in any form of social media, students are encouraged not to misrepresent themselves, and to make postings that are both meaningful and respectful without any kind of slanderous or offensive language that may be aimed at any member or group of the School community.
- The use of any social media sites to harass, intimidate or bully a fellow student, faculty, member of the School and/or affiliate is strictly prohibited and will not be tolerated. (See Policy on Cyberbullying.)
- When posting on social media sites, students must be mindful of all copyright and intellectual property rights, especially those reserved by the school.
- The use of the school logo, image, or iconography on personal social media sites to endorse a particular political party or candidate or to promote a product, cause, or event is strictly prohibited.
- Students are expected to obey the Terms of Service of any social media site.

Students who violate this policy may face disciplinary actions, up to and including dismissal from school.

Cyberbullying

The School is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The School encourages the promotion of positive interpersonal relations among members of the school community. The use of any electronic communication device or venue to harass, intimidate or bully a student, faculty, or staff member, whether by other students, faculty, staff, or third parties, is strictly prohibited and will not be tolerated. This prohibition includes any act that substantially interferes or presents a perception of interference with a student's educational experience, opportunities, or performance. Any threats, verbal and/or psychological abuse electronically transmitted or posted, or actions which cause or threaten to cause bodily harm, or personal degradation will not be tolerated. Students who violate the policy against cyberbullying may face disciplinary actions, up to and including dismissal from school. Students, faculty, staff, and other parties, who feel like they have been a victim of cyberbullying, should contact the Dean of Education or his/her designee immediately. Students enrolled in nursing programs and nursing faculty and staff should contact the Dean of Nursing.

Dress Code

Each program of study at St. Paul's School of Nursing has a dress code. Students must comply with the School's dress code while attending classes, including any externship or clinical course. Compliance with the School's dress code is an essential part of preparing students for employment in their professions. In addition, potential employers are frequently at the School therefore, it is important that each student always present themselves in a professional manner.

On certain designated days or times, the standard dress code may be modified or waived. Notice will be given to the students by either instructors or the Campus President. The following clothing items may never be worn by students on campus or while attending campus-related activities:

- Any clothing showing obscenities.
- Clothing in ill repair (e.g., ripped or torn, extremely dirty, etc.)
- Cut off shorts above mid-thigh length.
- Facial or tongue jewelry
- Low cut blouses or shirts
- Tank tops or other sleeveless tops
- Visible undergarments

Personal Hygiene

Although individual program dress code standards may vary, the following personal hygiene standards apply for all programs:

- Students must take daily preventive measures to maintain cleanliness.
- Hair must always be clean and conservatively styled. For laboratory and clinical classes, long hair must be pulled off the collar.
- Nails must be manicured to sport length or shorter. For laboratory classes in nursing and allied health programs, artificial nails or overlays are not permitted. Nails must be clean and free of polish or other decorations.
- Perfume or cologne should not be worn in a medical environment as they could be offensive to patients with allergies.
- Moustaches and beards must be trimmed to an appropriate length. Only complimentary conservative makeup should be worn. Unacceptable: Heavy makeup, including long false eyelashes or bright eye shadow.

Accessories

The following accessories are not allowed while attending classes or clinical/externship:

- Cell phones, earphones, and headsets may not be visible and must be turned off or silenced during all classes. Students anticipating an emergency call must inform their instructor so arrangements can be made. All phones and electronic equipment will be kept in a purse, bag, or vehicle.
- Excessive jewelry. Jewelry should be limited to wedding rings or one small ring on the left or right hand and one pair of stud type earrings. Hoops larger than a nickel or dangling earrings are a hazard and are not permitted in any lab.
- No facial piercing, tongue rings, or ear stretchers are to be worn while attending classes.
- Scarves, hats, or baggy fitting clothing.
- Tattoos must be covered while attending classes, labs, or the clinical/externship portion of program.
- Religious head covers must be the solid color of the student‘s particular uniform or white.

St. Paul’s School of Nursing students are expected to wear their St. Paul’s School of Nursing picture identification badge while on campus or on externship/clinical sites at all times.

Students are issued a minimum of two uniform scrub sets for allied health and the nursing program.

The following standards apply to allied health programs:

- A clean, wrinkle-free, and well-fitting uniform top and bottom with warm-up jacket. T-shirts, sweatpants, jeans, or jean-like materials are unacceptable (please see specific program for further details).
- Tops may be worn tucked inside or outside of the uniform pants.
- Appropriate undergarments must be worn and should not be visible through the uniforms.
- A full-length uniform slip must be worn under a skirted uniform. All dresses and skirts must be hemmed and cover the legs to the knees when in a seated (operator) position.
- Appropriate sweaters or warm-ups may be worn over the uniform if they are flat knit and free of ornamentation. No bulky sweaters or coats will be worn during any class or at the externship or clinic site.
- Appropriate business casual will be worn on days deemed by program curriculum. Example: interview(s), professional development, and select field trips.

Students dressed inappropriately or who do not follow the dress code, including standards above for personal hygiene and accessories, may be prohibited from attending classes. Those who disregard the dress code will be warned. If the problem persists, the student may be dismissed from St. Paul’s School of Nursing. Questions should be addressed to the specific program director.

Drug And Alcohol Policy

The School is a drug-free environment. The use, possession, or distribution of alcoholic beverages or illegal chemical substances on campus is prohibited. Upon enrollment, the student signs a statement indicating understanding of and intent to abide by the School s Drug Free Program.

A student who violates this policy will be dismissed from the School without recourse and reported to local law enforcement.

In regards to the Drug Free School Policy and Program, the School reserves the right to administer random drug testing and/or reasonable suspicion testing of its students. Students in violation of the Drug Free School Policy will be dismissed and will not be eligible for readmission.

Additional information is included in the School’s *Consumer Information Guide*, available online at https://www.stpaulsschoolofnursing.edu/.

Non-Smoking/Non-Tobacco Policy

The School is a non-smoking, non-tobacco facility. Smoking is only allowed in designated outdoor areas of the School's premises. Use of tobacco of any kind is not permitted inside the School's buildings. Smoking in non-designated areas is a violation of the School's Standards of Conduct.

Disciplinary Action

Any student who observes a violation of School policies on Anti-Hazing, Drugs and Alcohol, Student Professional Conduct and Academic Integrity, or Smoking should report the incident immediately to the Campus President who will review all disciplinary matters. Student violations of these policies may result in sanctions ranging from warning, lowering of grades, failure of class or placement on probation, to suspension and/or immediate dismissal.

Suspension is a period of time to be determined by the Campus President during which the student is removed from classes until the terms of the suspension are met. If the terms of the suspension are not met, the student will be dismissed from the program. A student may be placed on suspension at any time during the program.

Probation is a trial period of attendance during which the student must improve attendance, grades, or conduct. If the student does not improve as required, the student will be dismissed from the program.

Dismissal means that the student has been permanently withdrawn (expelled) from the School. The student will be notified by the Dean or Program Director by e-mail using the official School e-mail and the dismissal notice will also be mailed to the student (with return-receipt requested) within three business days of the dismissal decision. The dismissal information will identify the reason for the dismissal, and information as to the individual's right to appeal the decision, if applicable. If the dismissal is due to the failure of three nursing courses please refer to the Student Appeal Policy.

Termination Or Expulsion Policy

All students are expected to conduct themselves as responsible adults, to attend their scheduled course sessions, and to maintain a satisfactory level of academic achievement.

Any behavior that threatens the health and safety of campus employees, other students, or visitors may result in immediate dismissal from the School. Students dismissed for conduct violations will not be eligible for appeal.

The School reserves the right to suspend or dismiss any student who:

- Exhibits conduct found by the administration to be detrimental to fellow students, other individuals, the community, or the School, as addressed in the "Conduct" section of this Catalog.
- Fails to maintain satisfactory academic progress.
- Fails to meet attendance standards.
- Fails to meet financial obligations to the School

Time on suspension will be counted as an absence from the School and in the event the time on suspension exceeds the allowable absences stated in the attendance policy, the student will be dismissed.

Please refer to the Standards of Student Professional Conduct section.

Student Appeal Process

Students who are dismissed by the School have the right to appeal that decision, unless otherwise prohibited. Students must initiate the appeal process by submitting, in writing (e-mail), the reason why they should be re-admitted to the School to the Campus President within 14 calendar days of the notification of dismissal. The Campus President will respond to the appeal, in writing, within 10 calendar days of receipt of the request.

Nursing Students

Nursing students who are dismissed and are eligible to submit an Appeal will be required to submit the appeal in writing (e-mail) to the Dean of Nursing within 14 calendar days from the date of dismissal from the program. The Dean of Nursing will respond to the appeal in writing within 10 calendar days of receipt of the request.

Satisfactory Academic Progress

Certain decisions may not be appealed. If a student is terminated for failing to meet standards of Satisfactory Academic Progress (SAP), including exceeding the maximum timeframe to complete the program, he or she is not entitled to appeal unless there is documented proof of mitigating circumstance such as a medical or disability condition that impacted his or her ability to study or participate in the program. The specific requirements for SAP appeals process are contained in the School's SAP policy.

Crime Awareness And Campus Security Act

The School provides the following information to all of its employees and students as part of the institution's commitment to safety and security pursuant to the requirements of the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

- The Campus Security Statistics Report is distributed to all enrolled students and employees and is available upon request to prospective students. Students receive a direct URL/link to the Campus Crime Statistics Report prior to enrollment via the Student Acknowledgement Form. It should be noted that this report is updated annually and distributed via email by October 1 of each year.
- Information on Crime Statistics is also available on the National Center for Education Statistic's School Navigator website. The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations. NCES is located within the U.S. Department of Education and the Institute of Education Sciences.

Appendix A of the Consumer Information Guide at https://www.stpaulsschoolofnursing.edu/ contains school-specific links for the College Navigator website. Information as it appears on the College Navigator website is based on Integrated Postsecondary Education Data System (IPEDS) data that are deemed final and closed, based on prior year statistical submissions.

For more up-to-date information, please contact an Admission's Advisor.

Title IX And Violence Against Women Act (VAWA)

St. Paul's School of Nursing is committed to maintaining a healthy and safe learning environment that promotes responsibility and respect in matters of sexual conduct. Since Title IX/VAWA offenses are a violation of trust and respect they are prohibited and will not be tolerated. This policy applies to academic, educational, co-curricular, and off-campus conduct. Title IX/VAWA offenses include sexual harassment, rape and sexual assault, domestic violence, dating violence and stalking. St. Paul's School of Nursing will support and assist victims of sexual violence by directing them to community resources for medical care, counseling and to local law enforcement. St. Paul's School of Nursing will investigate student complaints, and a student who has committed a Title IX offense will be subject to the school's Disciplinary Action Policy which could result in dismissal from school. The Disciplinary Action Policy and Termination or Expulsion Policy can be found in this Catalog. St. Paul's School of Nursing will provide students with educational materials on Title IX/VAWA to promote prevention and awareness. Ongoing prevention and awareness campaigns will occur during the year.

If a student is a victim of a Title IX/VAWA offense, the student is urged to seek immediate medical assistance as necessary, and to report the incident to the police. A written notification in the form of the Victim's Bill of Rights will be provided concerning his or her rights and options. Prompt collection of physical evidence is essential should a person later decide to pursue criminal prosecution and/or a civil action. A student who is a victim of sexual violence involving a student at St. Paul's School of Nursing or an employee is urged to make a complaint to the Title IX Coordinator. Victim support and community resources are available even if the victim does not report to the police or make a complaint. If a student has knowledge of an incident of sexual violence involving a fellow student, he/she should report the facts to the Title IX Coordinator or the local police. Retaliation against an individual who reports a crime, brings a complaint, pursues legal action, participates in an investigation, or is a witness in any proceeding is prohibited and will not be tolerated by St. Paul's School of Nursing. Should a victim of sexual violence request confidentiality, St. Paul's School of Nursing will honor the request to the extent possible and allowed by law. St. Paul's School of Nursing will not disclose the name of the victim of sexual violence unless required by law or with permission of the victim. Pregnant students who have questions or concerns about possible modifications may contact the Title IX Coordinator. The school's Lactation Policy can be obtained from the Campus President.

Title IX Coordinator

Attention: Title IX Coordinator
Suzanne Peters Esq., M.Ed.
Senior Corporate Attorney

Address: 5026D Campbell Blvd. Baltimore, Maryland 21236
Telephone: 330-805-2819
E-Mail Address: speters@edaff.com

Title VI Civil Rights Act Of 1964/Age Discrimination Act Of 1975

St. Paul's School of Nursing is committed to maintaining a healthy and safe learning environment where no person shall be discriminated against or excluded from, participating in, or deprived of benefits in the Institution's education program or activity because of race, color, national origin, or age. If a

student, employee, or other third party believes his/her rights have been violated the student may submit a complaint to the Title VI/Age Discrimination Coordinator. The student may also submit a complaint to the Campus President and the Campus President will forward it to the Title VI/Age Discrimination Coordinator.

A complainant is not required to file a complaint within any specified timeframe following the alleged incident. A complainant is not required to make an informal resolution attempt with the other party.

Once a complaint has been received by the Title VI/Age Discrimination Coordinator, an investigation will be conducted thoroughly and promptly. The complainant may provide evidence and any other information, including the names of witnesses. Once the investigation is complete, the Title VI/Age Discrimination Coordinator will provide a report of findings and recommendations to the Chief Transformation Officer at the completion of the investigation.

The Chief Transformation Officer will make a final determination of whether the Institution's Title VI Policy or the Age Discrimination Policy were violated, will notify all parties, and describe any disciplinary sanctions or remedies. If the School determines that discrimination based on race, color, national origin, or age may have occurred, the Institution will take steps proactively designed to promptly and effectively end the offending behavior or the threat of the offending behavior, prevent its recurrence, and address its effects.

Supportive measures, among other things, may include:

1. academic support services and accommodations, including the ability to reschedule exams and assignments, transfer course sections, or withdraw from courses or programs without penalty;
2. assistance in connecting to community-based counseling services;
3. assistance in connecting to community-based medical services;
4. assistance with obtaining personal protective orders;
5. mutual restrictions on communication or contact; or
6. a combination of any of these measures.

Appeal Process:

Either party may appeal from a determination regarding responsibility, or from Institution's dismissal of a formal complaint or any allegations, on the following bases:

- Procedural irregularity that affected the outcome of the matter;
- Newly discovered evidence that was not reasonably available prior to the determination of responsibility that could affect the outcome of the matter; or
- One or more of Institution's Title VI personnel had a conflict of interest or bias that affected the outcome of the matter.

A notice of appeal must be in writing and must be filed with the Title VI Coordinator within 10 calendar days after the delivery of the decision to be appealed. The notice of appeal must include the name of the complainant, the name of the respondent, the decision or action being appealed, and an explanation of the grounds for appeal.

Upon receiving a notice of appeal, the Institution will provide formal notice to the parties of the appeal. Each party will be given a minimum of ten calendar days to provide a written statement supporting or challenging the appealed action.

The Title VI Coordinator will designate an Appeal Officer to hear and make a decision with regard to the appeal. The Appeal Officer must be free from bias or conflict of interest and must not be the Title VI Coordinator, the Investigator, or the Decision-maker(s).

As soon as is reasonably practicable, and generally, within 14 calendar days after receipt of the parties' written statements, the Appeal Officer will issue a written decision regarding the appeal simultaneously to both parties. The decision will describe the result of the appeal and the rationale for the decision. The decision of the Appeal Officer is final.

If you are a faculty or staff member and you believe that you have been subject to unlawful discrimination based on race, color, national origin, or age, please contact Dondi.Kuennen@edaff.com, Vice President of Human Resources. A Title VI complaint by an employee not involving a student will result in a report of findings and recommendations to the Vice President of Human Resources responsible for the Institution.

All students, employees, and other third parties are expected to fully comply with the Institution's Title VI and the Age Discrimination Act Policy and take appropriate measures to create an atmosphere free of discrimination. Ms. Suzanne Peters has been designated to coordinate the school's compliance with the Institution's Title VI Policy and the Age Discrimination Act Policy. Any inquiries regarding this policy or to file a complaint please contact the Title VI/Age Discrimination Coordinator at the information provided below.

Title VI Coordinator

Attention: Title VI/Age Discrimination Coordinator
Suzanne Peters Esq., M.Ed.
Senior Corporate Attorney

Address: 5026D Campbell Blvd., Baltimore, Maryland 21236

Telephone: Phone: 330-805-2819
E-Mail Address: speters@edaff.com

Personal Property

All personal property is the sole responsibility of the student. The School does not assume liability for any loss or damage. It is recommended that clothing and other small items should be marked clearly with the student's name and address. Vehicles should always be locked to avoid theft.

Visitor Policy

Visitors, including family members, may be permitted in the classrooms and other teaching areas only with prior authorization by the Dean of Education or designee. Visitors are required to adhere to the same standards of conduct as students.

Family Educational Rights And Privacy Act (FERPA)

An education record is defined as files, materials or documents that contain information directly related to a student. The School maintains education records. Education records are supervised by the Campus President and access is afforded to School officials for purposes of recording grades, attendance, and advising as well as determining financial aid eligibility.

All students attending this post-secondary School shall have the right to inspect, review and challenge their academic records; including grades, attendance, advising and any additional information contained in their education record. Students may request a review of their records by writing the Campus President at the address in this Catalog. Requests for review will be granted within 45 days. The review will be allowed during regular School hours under appropriate supervision. Students may also obtain copies of their records for a nominal charge.

Students may challenge the record for the purpose of correcting or deleting any of the contents. The challenge must be made in writing with the reason for the requested change stated fully. Attendance, grades, and course evaluations can be challenged only on the grounds that they are improperly recorded. If, after the hearing, the School decides not to amend the record, the student has the right to place on file a statement setting forth his or her view of the contested information.

Generally, the School must have on file written permission in order to release any information from the student's educational record, other than directory information as defined in the next paragraph. As a post-secondary educational institution, parental access to students' records will not be allowed without prior consent. The School may disclose educational records without consent to any of the following:

- Parents of a student who is a dependent for tax purposes.
- School officials with legitimate educational interest
- Other schools to which a student is transferring.
- Specified officials for the purposes of audit or evaluation.
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the School's accrediting organizations.
- To comply with a judicial order or lawfully issued subpoena.
- Appropriate officials in the case of health and safety emergencies
- State and local authorities within the juvenile justice system, pursuant to state-specific law

Directory information includes the student's name, address, email address, telephone number, birth date, program undertaken, degrees conferred and dates of conferral, honors and awards, and dates of attendance. This directory information may be disclosed without the consent of the student unless the student specifically requests that the information not be released. The School requires students to present such a request in writing. Written consent is required before education records may be disclosed to third parties with the exception of the accrediting commissions and government agencies so authorized by law.

To make a request to suppress directory information, please complete the Request to Suppress Directory Information form and submit it to the Registrar's Office. Directory information will be suppressed until the student signs a revocation of the request.

Professional Liability And Student Accident Insurance

The School maintains Professional Liability insurance on all students and instructors while at externship or clinical sites. Professional Liability insurance is malpractice insurance that is intended to pay claims made against a student or an instructor by a third party, such as a patient in the student's care, for injury the third party incurred while being cared for by the student.

All students on clinical sites or externship sites are supervised by approved faculty or clinical on-site personnel. Each student is covered only while supervised at a clinical or externship site. Coverage ceases upon termination of the student's enrollment, either by graduation, withdrawal, or dismissal.

Professional Liability Insurance does not cover medical bills that a student may incur if the student gets hurt while performing tasks that are a part of the program curriculum. The School maintains Student Accident Insurance which provides limited insurance for accidental injuries that students incur while participating in school-sponsored activities related to the curriculum. Coverage is limited to activities that are part of, and a requirement of, the student's curriculum and which are school sponsored. The School recommends all students maintain personal health care insurance. Personal healthcare insurance provides primary coverage of medical bills in the case of an accidental injury while participating in School sponsored activities.

In many instances, externship and clinical sites require that students maintain personal health care insurance. Failure to provide proof of personal healthcare insurance at the time of externship or clinical site assignment may prohibit a student from certain sites, and this may delay the completion of the program. The School recommends all allied health students maintain personal healthcare insurance to minimize any conflicts with potential clinical sites.

It is the student's responsibility to immediately notify their instructor, or externship/clinical supervisor and the Dean of Education faculty about any accident or injury to themselves, to another student or to a patient under their care that might cause liability to the student, externship, or clinical site, or the School. A written report must also be completed.

HIPAA Requirement

All those in healthcare must comply with the federal regulations of The Administration Simplification Subtitle of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). This Act requires that individually identifiable patient information be disclosed on a need-to-know basis only. Care must be taken to minimize incidental disclosures and must disclose only minimal amounts of information necessary to accomplish the task. The minimum disclosure standard, however, does not apply to requests for information by a healthcare provider for treatment purposes. For example, if someone must administer a medication, he or she will have full access to the medical record. This is covered by the patient's consent for treatment.

In order to protect patient/client privacy, all personally identifying information must be removed from student papers, such as care plans and case studies. Information to be removed includes the individual's name, initials, address, phone number, fax number, and social security number. Student papers may not be copied for careless circulation and handling. These written documents containing private health information must be either carefully stored or shredded to prevent the circulation of confidential patient information. Confidentiality and privacy also extend to oral communications which extend beyond the need to know for treatment and/or educational purposes.

Clinical agencies are also mandated to follow HIPAA regulations. Students will therefore be required to meet any and all of the clinical agency's requirements as part of the clinical affiliation.

HIPAA is a federal law. Penalties for wrongful disclosure range from fines and/or imprisonment.

Student Activities

Throughout the school year, activities that encourage school spirit and develop student leadership may be offered. The School believes that participation in these activities is an important part of the educational process and student involvement is encouraged.

Field Trips

When appropriate, the school may recommend or approve field trips to industrial or professional locations.

Housing Assistance

Although the school does not maintain dormitory facilities, students who are relocating and must arrange their own housing may contact the student services department to request a list of community resources.

Significant Medical Conditions

St. Paul's School of Nursing encourages students to promptly report significant medical conditions to the respective program director to prevent danger to the student's health. St. Paul's School of Nursing encourages students to obtain written clearance from their physician, specifically citing any no restrictions on activity or weightlifting, and to report such restrictions immediately to the student's program director and instructor.

Grievance And Grade Appeal Policy

Grade Appeals and Student Complaint & Grievance Policy

Final Course Grade Appeals

A student has the right to appeal a final course grade if one or more of the following reasons can be substantiated:

- A grading decision was made on some basis other than the student's classroom performance.
- A grading decision was based on significantly different standards from those applied to other students in the same course in the same term with the same instructor.
- A grading decision was based on a significant and unannounced departure from the course syllabus.
- The student experienced a well-documented significant extenuating circumstance within the last 7 days of the course term that prevented the student from participating in class or submitting coursework.

Before initiating a grade appeal, the student is strongly encouraged to work directly with the course instructor to resolve the concern. Per the Grade Appeal Policy, if the student still chooses to appeal their final grade the student must complete, sign, and submit the school's Grade Appeal Form by the 3rd day following the end of the term. The form must be accompanied by any relevant documentation to support the student's reason for the appeal. The burden of proving the reason for the appeal rests solely with the student. An appeal cannot be made solely based on a disagreement with the instructor's decisions. Students can obtain the Grade Appeal Form from their Registrar. Students enrolled in online courses should obtain the form from, and direct their appeal to, the Dean/Director of Education or Nursing.

Student Complaint & Grievance Policy

Students are encouraged, at all times, to communicate their concerns to members of the faculty and administration. If a situation arises in which a student has a complaint or grievance the student must follow the following procedure, unless they are grieving a Final Course Grade Appeal (above), and then the student skips immediately to Step 3; if the Dean denies the appeal, the matter then proceeds to the Campus President under Step 4:

1. Within 2 business days: Discuss the matter with his or her instructor, if applicable. If not resolved,
2. Within the following 2 business days: Discuss the matter with the Program Director, if applicable. If not resolved,
3. Within the following 2 business days: Discuss the matter with the Dean/Director of Education or Nursing. For nursing students enrolled in online courses, this step is directed to the Dean of Online Nursing. If not resolved,
4. Within the following 2 business days: Discuss the matter with the Campus President/Director.

If a student is still unable to resolve the issue, a written grievance statement along with supporting documentation may be submitted to the Director of Student Services. The written statement should include the details of the student's issue, a summary of the conversations the student had with individuals while following the above procedure, and an explanation as to why the student believes the issue remains unresolved.

Director of Student Services will schedule a grievance committee meeting within two (2) business days of receipt of the written grievance. Students are required to appear before the grievance committee. The Director of Student Services will inform the student of the time and place to appear before the committee. The grievance committee has the responsibility of reaching a decision that is in balance with the best interests of both the student and the college. Students will be notified in writing within three business days of the committee's decision. Legal representation is not permitted because a grievance committee meeting is not considered a legal proceeding.

Further, students have the right to report any apparent inconsistencies with the application of the Student Complaint & Grievance Policy outlined in the school catalog. The request must be completed in writing and submitted to the college/institute Ombudsperson at: **ombudsperson@edaff.com.** The request must include a summary of the student's grievance and any details and supporting documentation of the student's conversation with campus staff regarding the grievance, and it must describe how the campus' management of the grievance procedure was inconsistent with the school catalog. The Ombudsperson will research the student's report as deemed appropriate, including requesting additional information from the student as needed, and render a final decision that is binding. The student will be notified in writing of the decision. If the resolution is unsatisfactory, the student may choose to address his or her concerns to the state licensing authority, the institutional accreditor, the programmatic accreditor, or other approving agencies, including the following:

The title and address of the state licensing authority is:
New York State Education Department
89 Washington Avenue
Albany, New York, 12234
518-474-3852
www.nysed.gov.

National Accreditor Complaint Procedure:
Accrediting Bureau of Health Education Schools (ABHES)
ABHES' online complaint system: https://complaintsabhes.com

The title and address of the agency that approves and registers the nursing program is:
Office of the Professions, New York State Education Department
89 Washington Avenue
Albany, NY 12234
518-474-3852
www.op.nysed.gov.

If the student has been dismissed, the student will remain dismissed until the matter is resolved. If the matter is resolved in the student's favor the student will be reinstated at the next available course start date.

If the student's eligibility for Financial Aid has been suspended, the student may remain in school during the Appeals process.

Grievance Policy For New Jersey Residents

For all types of complaints concerning colleges and universities in New Jersey, the first course of action must be to try to resolve the complaint directly with the administration of the college or university involved. New Jersey residents may file a complaint by following the instructions at

http://www.state.nj.us/highereducation/OSHEComplaintInstructions.shtml

Grievance Policy For Pennsylvania Residents

To file a formal complaint against a postsecondary institution, students will have to fill in a complaint form provided by the department according to the type of institution they are in. The complaint form can be accessed on their website by completing the contact us form at https://paggdc.powerappsportals.us/pdecontactus/.

Grievance Policy For Connecticut Residents

If students believe that a school has not fulfilled its promises, they may file a complaint with the Office of Higher Education. Before contacting the Office of Higher Education, students must first exhaust the school's internal grievance or complaint procedures. To file a complaint with the Office of Higher Education, complete and send in an Initial Review Form that can be found on their website at https://www.ctohe.org/studentcomplaints.shtml. The Office of Higher Education can only act to assure that schools comply with state statutes and policies that it administers. Complaints regarding other issues should be directed to the entity which specializes in those issues.

Staff and Faculty

Administrative Staff

Title	Name
Campus President	Paul Ferrise
Director of Finance/Financial Aid	Irena Hoxha
Director of Student Services	Brandy Haughton
Assistant Director of Financial Aid	Lisa Hsia
Bursar	Jayasree Ramrattan
Senior Registrar	Claudia Menjivar
Assistant Registrar	Nicole Saucedo
Business Office Administrator	Brandon Gjoni
Human Resources Administrator	Tiffany Mordan
Administrative Assistant	Derick Clark
Administrative Assistant	Danny Lazarre
Administrative Assistant (Nursing)	Melinda Cruz
Administrative Assistant (Nursing)	Ritu Soni
Faculty Trainer (Nursing)	Shameeza Khan
Faculty Trainer (Nursing)	Thea Batan
Advisor	Martha Tucker & Kenny Feliciano
Clinical Administrator (Nursing)	Charlene Aragoncillo
Clinical Administrator	Denzel Subryan
Nursing Tutor	Sharon Bottu
Nursing Tutor	Maria Constantinou
Nursing Tutor	Michelle Sciremammano
Test Proctor	Yvette Kenna
Test Proctor	Alicia Maharaj
Test Proctor	Kynan Thistlethwaite
Laboratory Assistant (Day) & Admin Assistant	Laboratory Assistant (Eve)
IT Specialist (full-time)	Michael Abril
IT Specialist (Part-time)	Kelby Escotto

Admissions

Title	Name
Director of Admissions	Jafet Bremer-Lopez
Admissions Advisor	Rosemery Chamorro
Admissions Advisor	Geneve Castro
Admissions Advisor	Rachel Ramphal
Admissions Advisor	Sharron Willis
Admissions Advisor	Hailey Hernandez

Title	Name
Admissions Advisor	Tatyana Ocasio
Admissions Coordinator	Gloria Renaud

Career Services

Title	Name
Director of Career Services	Michelle Morales
Career Services Advisor	Stephany Peralta

Financial Aid

Title	Name
Director of Financial Aid	Irena Hoxha
Assistant Director of Financial Aid	Lisa Hsia
Financial Aid Advisor	Tamara Malinovskaya
Financial Aid Advisor	Anna Studzinskaya

Library

Title	Name
Library Manager	Astrid Emel
Evening Learning Resource Center Technician (Eve)	Kerline Piedra

Academic Leadership

Dean Of Education

Tanya Wallace, EDD (Full-Time)
Doctorate in Education, Capella University, MN
Master of Art, English Concentration, St. John's University, NY
Bachelor of Art, John Jay College, NY

Medical Assisting Program Director

Anthony Green (Full-Time)
Master of Science in Healthcare Administration, Metropolitan Collage of New York
Bachelor of Arts in Healthcare System Management, Mildred Elley School, NY
Associate of Occupational Science., Medical Assisting, The New York School for Medical and Dental Assisting

Anatomy & Physiology And Medical Assistant Lab Coordinator

Carolina Shaw-Dondero (Full-Time)
Doctor of Medicine, Universitas Kristen Maranatha Indonesia

Dean Of Nursing

Sheila Tolentino, RN (Full-Time)
Doctorate in Education, Grand Canyon University, AZ
Master of Science in Nursing and HealthCare Management, Long Island University, NY
Bachelor of Science in Nursing, De La Salle University, Philippines

Assistant Dean Of Nursing

Jayne Kier, RN (Full-Time)
Master of Science in Nursing/Nursing Education, St. Joseph's College, NY
Bachelor of Science in Nursing, St. Joseph's College, NY
Associate of Science in Nursing, SUNY Farmingdale, NY

Clinical Coordinator (Nursing)

Jonathan Orea, RN (Full-Time)
Master of Arts in Nursing, Universidad De Santa Isabel, Philippines
Bachelor of Science in Nursing, Universidad De Santa Isabel, Philippines

Simulation Lab Coordinator (Nursing)

Iris Mae Margarico, RN (Full-Time)
Master of Science in Nursing, St. Paul University Iloilo
Bachelor of Science in Nursing, St. Paul University Iloilo

Skills Lab Coordinator (Nursing)

Mary Porras, RN (Full – Time)
Master of Arts in Nursing, St. Paul University Iloilo
Bachelor of Science in Nursing, St. Paul University Iloilo

Faculty

Allied Health Program

Ramona Santiago, MD (Full-Time*)*
Instructor
Doctor of Medicine – UTESA, Santiago, Dominican Republic

Carolina Shaw-Dondero (Full-Time)
Instructor
Doctor of Medicine, Universitas Kristen Maranatha Indonesia

Kiranjeet Kaur (Full-Time)
Instructor
M.P.H - AT Still University
Bachelor of Science in Health Science – DePaul University
Associate of Science in Biotechnology – Ivy Tech Community College

Senia Hardwick (Full-Time)
Instructor
MFA in Poetry – Queens College
Bachelor of Science in Psychology – Bard College

Tyniera Hogan (Full-Time)
Instructor
Master of Arts in Industrial and Organizational Psychology – Touro University
Bachelor of Science in Psychology Life Coaching – Liberty University
Associate of Science in Business Administration – Briarcliffe College

Jack Lin (Part-Time)
Master of Arts in Geological and Earth Sciences- Brooklyn College, New York, New York
Bachelor of Arts in Religion – Hope College

Cristian Simoni (Part-Time)
Master of Science in Computer Science- Manhattan University, New York City, New York
Bachelor of Science in Computer Engineering Cybersecurity Concentration, Manhattan University, New York City, New York

Riftah Nishu (Part-Time)
Doctor of Medicine-MAHSA University, Malaysia
Master of Science in Human Anatomy and Physiology Instruction
Bachelor of Science in Medicine and Surgery- MAHSA University, Malaysia

Haroon Iqbal (Part-Time)
Doctor of Medicine- St. George's University
M.P.H-St. George's University, Grenada
Bachelor of Science in Chemistry and Biology – Brooklyn College, Brooklyn New York

Harrindra Seepersaud (Part-Time)
Doctor of Medical Health Sciences-Touro University, New York
Doctor of Epidemiology and Health Policy – Walden University,
Master of Science in Healthcare Delivery – Arizona State University, Arizona
Master of Science in Emergency Management and Homeland Security – Arizona State University, Arizona
M.P.H- New York Medical College, New York
Bachelor of Science in Biological Sciences – SUNY College Old Westbury, New York
Associate of Science in Nassau Community College, New York

Sumita Das (Part-Time)
PhD Doctor of Engineering-Nagoya University, Nagoya, Japan
Master of Science in Mathematics-University of Chittagong, Chittagong, Bangladesh
Bachelor of Science in Mathematics- University of Chittagong, Chittagong, Bangladesh

Terry Harrigan (Part-Time)
Master of Arts in Administration in Master of Public Administration – Empire State College
Bachelor of Science in Social Sciences-University of the Virgin Islands

Rashmi Gaonkar (Part-Time)
M.H.A. Informatics – University of Phoenix
Master of Science in Chemistry and Polymer Science – Karnatak University, India
Bachelor of Science in Health Information Management – CUNY School of Professional Studies

Joshaya Trotman (Full-Time)
Instructor
Master of Science in Biotechnology – Brown University, Rhode Island
Bachelor of Science in Cellular Molecular Biology - Brown University, Rhode Island

Nursing Program

Zeinab Abdelsalam RN (Part Time)
PhD in Psychiatric Health Nursing, Cairo University - Faculty of Nursing Cairo, Egypt
Master of Science in Psychiatry Nursing, Cairo University - Faculty of Nursing Cairo, Egypt
Bachelor of Science in Nursing, Cairo University Cairo, Egypt

Francoise Apollon-Dutreuil, RN (Full-Time)
Assistant Professor
Master of Science, Nursing Education – Molloy University, NY
Bachelor of Science in Nursing, Molloy University, NY

Michael Arenella, RN (Part-Time)
Master of Science in Nursing, Sacred Heart University, CT
Bachelor of Arts, Queens College
Associate in Applied Science Nursing, Queensborough Community College

Alicia Barton, RN (Part – Time)
Master of Science in Nursing (in Progress), Capella University
Bachelor of Science in Nursing, Western Governors University

Atia Balta, RN (Part – Time)
Master of Science in Nursing (in Progress), Grand Canyon University
Bachelor of Science in Nursing, ASA College, NY
Associate of Applied Science in Nursing, ASA College, NY

Sonia Burton-Thomas, RN (Full-Time)
Assistant Professor
Advanced Certificate Post Masters, College of Staten Island
Master of Science in Nursing, St. Joseph's College
Bachelor of Science in Nursing, St. Joseph's College

Melissa Butler-Haughton, RN (Part-Time)
Master of Science in Nursing, St. Joseph's College, NY

Chyong-Yunn Chang, RN (Part-Time)
Master of Science, Nursing Informatics, CUNY School of Professional Studies
Bachelor of Science in Nursing, CUNY Hunter College
Associate in Applied Science, Nursing, CUNY Queensborough Community College

Lecia Codrington, RN (Part-Time)
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, Grand Canyon University

Tenisha Cole- Singh, RN (Part – Time)
Master of Science in Nursing, Chamberlain College of Nursing
Bachelor of Science in Nursing, Chamberlain College of Nursing
Associates of Science in Nursing, St Paul's School of Nursing
Bachelor of Science in Human Services, Touro College

Eulanda Corales RN (Part Time)
Doctor of Nursing Practice, Chamberlain University

Andrea Daley Augustin, RN (Part-Time)
Master of Science in Nursing, Long Island University
Bachelor of Science in Nursing, Long Island University

Venus Dowling, RN (Part-Time)
Master of Science in Nursing Informatics, Chamberlain University

Teresa, Fordham, RN (Full-Time)
Instructor
Master of Science in Nursing, College of Mount Saint Vincent, NY
Bachelor of Science in Nursing, College of Mount Saint Vincent, NY

Fabiola Tony, RN (Full-Time)
Instructor
Master of Science in Nursing, College of the City University of New York, NY
Bachelor of Science in Nursing, Long Island University School of Nursing, NY

Tracey Frankin, RN (Part-Time)
Master of Science in Nursing, Molloy College, NY
Bachelor of Science in Nursing, York College, NY
Associate of Applied Science in Nursing, Borough of Manhattan Community College, NY

Delissa Jones, RN (Part-Time)
Master of Science in Family Nursing Practitioner, Long Island University – Brooklyn, NY
Bachelor of Science in Nursing, Farmingdale State College, NY
Associate of Applied Science in Nursing, Long Island College Hospital School of Nursing, NY

Toana Gordon, RN (Part – Time)
Master of Science in Nursing, College of New Rochelle
Bachelor of Science in Nursing, SUNY Downstate
Associate in Applied Science, Nursing, CUNY Borough of Manhattan Community College

Beverley Grant-Ewen, RN (Part-Time)
Master of Science in Nursing, University of Phoenix
Bachelor of Science in Nursing, York College(CUNY)

Thelma Green, RN (Full-Time)
Assistant Professor
Master of Science in Nursing Administration, Adelphi University, NY
Bachelor of Science in Nursing, Adelphi University, NY
Associate of Applied Science in Nursing, Queensborough Community College

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Master of Science in Nursing Education, Malloy University
Bachelor of Science in Nursing, Malloy University
Associate of Science in Nursing, St. Paul's School of Nursing

Muzzamil Haque, RN (Part – Time)
Master of Science in Nursing, Capella University
Bachelor of Science in Nursing, Chamberlain University
Associates of Science in Nursing, St Paul's School of Nursing

Cheryl Harmon, RN (Full – Time)
Instructor
Master of Science in Nursing Practitioner, Lehman College
Bachelor of Science in Nursing, Adelphi University

Henriettha Harrison, RN, (Full-Time)
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Master of Science in Nursing Education, St. Joseph's College, NY
Bachelor of Science in Nursing, St. Joseph's College, NY

Alana Herard, RN (Part – Time)
Advanced Certificate Post-Masters, Family Nurse Practitioner, Long Island University
Master of Science in Nursing Informatics, Excelsior University, NY
Bachelor of Science in Nursing, Post University

Adiana Hercules, RN (Part – Time)
Master of Science in Nursing, University of Phoenix
Bachelor of Science in Nursing , New York City College of Technology
Associate in Applied Science, Nursing, Kingsborough Community College, NY

Tchaiko Hicks, RN (Full - Time)
Instructor
Doctor of Nursing Practice, Nursing, Walden University
Master of Science in Nursing, Nursing, Adelphi University

Sharan Hundal, RN (Part – Time)
Master of Science in Nursing (in Progress), Chamberlain University
Bachelor of Science in Nursing, Chamberlain University

Mahaly Jones, RN (Part – Time)
Master of Science in Nursing Gerontology , Adelphi University, NY

Yolette Leger RN (Part Time)
Master of Science in Nursing Education, SUNY Polytechnic Institute, NY
Bachelor of Science, Nursing, City College of New York

Marie Estelle Lejarde, RN (Part – Time)
Master of Science in Nursing Leadership & Healthcare Systems, and in Business Administration, Grand Canyon University
Bachelor of Science in Nursing, Colegio De Sta Isabel Philippines

Abner Loriaga, RN (Part – Time)
Master of Science in Nursing, Walden University

Marie Louis Charles, RN (Part-Time)
Master of Science in Family Health Nurse Practice, SUNY, NY
Bachelor of Science in Nursing, SUNY NY

Karen Maharaj, RN (Part-Time)
Master of Science, Nursing Education – Walden University, Minneapolis Minnesota

Iris Margarico RN (Full-Time)
Instructor
Master of Science in Nursing, St. Paul University Iloilo Nursing, Iloilo City Western Visayas
Bachelor of Science in Nursing, St. Paul University Iloilo Nursing, Iloilo City Western Visayas

Lovely Matthews, RN (Part-Time)
Master of Science, Executive Program for Nursing, Long Island University

Ramel McEachin, RN (Part – Time)
Master of Science in Nursing (in Progress), Capella University
Bachelor of Science in Nursing, Capella University

Tedgardo Mercene, RN PhD (Part-Time)
Doctorate of Nursing Practice, Walden University, NY
Master of Science in Nursing, Walden University, NY
Bachelor of Nursing, St. Rita College of Nursing and Midwifery, Philippines

Natalie Mohammed, RN (Part-Time)
Master of Arts in Nursing, New York University
Bachelor of Science in Nursing, New York University

Rosa Narvaez, RN (Part-Time)
Advanced Certificate Post Masters, Family Nurse Practitioner, Lehman College, NY
Master of Science in Nursing, University of Phoenix
Bachelor of Science in Nursing, University of Phoenix

Yvette Navarro, RN (Part – Time)
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, University of Pangasinan, Philippines

Chinwe Obi, RN (Full-Time)
Instructor
Doctor of Nursing Practice, Grand Canyon University
Master of Science in Nursing, Adelphi University
Bachelor of Science in Nursing, Adelphi

Cynthia Oronsaye-Ogbovoh, RN (Part-Time)
Doctor of Nursing Practice, Grand Canyon University
Master of Science in Nursing, Excelsior College, NY

Purnima Persaud, RN (Part-Time)
Doctor of Nursing Practice, Educational Leadership, Post University, CT
Master of Science in Nursing, SUNY Downstate Medical Center College
Bachelor of Science in Nursing, St. Francis College, NY
Associate of Applied Science, Borough of Manhattan Community College

Toby Persaud, RN (Part-Time)
Doctor of Nursing Practice, Grand Canyon University
Master of Science, Nursing Leadership in Healthcare Systems, Grand Canyon University
Bachelor of Science in Nursing, Grand Canyon University

Shirley Petion, RN (Part – Time)
Master of Science in Nursing, Capella University
Bachelor of Science in Nursing, Capella University

Asha Pillai RN (Part Time)
Master of Science, Nursing Education, Grand Canyon University, Phoenix, AZ
BSN, JK College of Nursing - MGR University, India

Mary Porras, RN (Full – Time)
Assistant Professor
Master of Arts in Nursing, St. Paul University Iloilo
Bachelor of Science in Nursing, St. Paul University Iloilo

Dropattie Ramsammy, RN (Part – Time)
Doctor of Nursing Practice, Chamberlain College of Nursing/ DeVry University
Master of Science in Nursing, Chamberlain College of Nursing/ DeVry University

Joseph Randall, RN (Part-Time)
Master of Science in Nursing (in Progress), Western Governors University
Bachelor of Science in Nursing, Western Governors University
Associate Degree in Nursing, Swedish Institute College of Healthcare Sciences, NY

Faydine Richards RN (Part-Time)
Master of Science in Nursing Education, Chamberlain University-North Brunswick Township, NJ
Bachelor of Science in Nursing, State University of New York at Buffalo-Buffalo, NY

Noreen Rosselli, RN (Part – Time)
Master of Science in Nursing, College of Mount Saint Vincent, NY
Bachelor of Science in Nursing, College of Mount Saint Vincent, NY

Mira Rucando, Mira RN (Part Time)
Master of Science, Child Health Nursing, SUNY Stony Brook School of Nursing
Bachelor of Science, Nursing, Adelphi University, NY

Maria Scaramuzzino, RN (Part – Time)
Master of Science in Nursing, Adelphi University, NY

Ruth Shariff, RN (Full-Time)
Instructor
Master of Science in Nursing, Long Island University, NY
Bachelor of Science in Nursing, York College, NY
Associate of Applied Science in Nursing, Queensborough Community College, NY

Sandra Spencer-Kingston, RN (Part-Time)
PhD, Nursing Education, Capella University
Master of Science in Adult Health Nursing, Lehman College, NY
Bachelor of Science, Long Island University, NY

Rosy St. Fort (Part – Time)
Doctor of Nursing Practice, Chamberlain College

Joma Thomas, RN (Part – Time)
Master of Science in Nursing, Capella University
Bachelor of Science in Nursing, Punjab University

Anu Varghese RN (Part Time)
Master of Science, Nursing in HealthCare Informatics, Grand Canyon University, Phoenix, AZ
Bachelor of Science, Nursing, Father Muller's College of Nursing, Mangalore, India

Allison Waldo RN (Part Time)
Master of Science in Nursing Education (in Progress) Western Governors University
Bachelor of Science in Nursing Long Island University Brooklyn

Latoyya Wilson, RN (Part Time)
MSN, Nursing-SUNY Downstate School of Nursing, Brooklyn, NY
BSN, Nursing- Molloy College, Rockville Centre, NY

General Education

Julian Banuelos (Full-Time)
Instructor
M.F.A in Creative Writing-Iowa University
Bachelor of Arts in English and Creative Writing – Texas Tech University
Associate of Arts - South Plains College, Texas

Carolina Shaw-Dondero (Full-Time)
Instructor
Doctor of Medicine, Universitas Kristen Maranatha Indonesia

Thea Doxerie (Full-Time)
Instructor
M.H.A-Capella University, Minnesota
Bachelor of Arts General Biology-Medgar Evers College, New York

Tyniera Hogan (Full-Time)
Instructor
Master of Arts in Industrial and Organizational Psychology – Touro University
Bachelor of Science in Psychology Life Coaching – Liberty University
Associate of Science in Business Administration – Briarcliffe College

Kiranjeet Kaur (Full-Time)
Instructor
M.P.H - AT Still University
Bachelor of Science in Health Science – DePaul University
Associate of Science in Biotechnology – Ivy Tech Community College

Maria Rokicki (Full-Time)
Instructor
Master of Arts in Biology and Bioinformatics – City University, Staten Island
Bachelor of Arts in Biology – City University, Staten Island

Joshaya Trotman (Full-Time)
Instructor
Master of Science in Biotechnology – Brown University, Rhode Island
Bachelor of Science in Cellular Molecular Biology - Brown University, Rhode Island

Erick Diaz (Part-Time)
Doctor of Psychology-St. John's University
Master of Science in School Psychology-St. John's University
Bachelor of Arts in Psychology, Spanish, and Latin American Studies- College of the Holy Cross, Worcester MA

Henry Gomez (Part-Time)
Doctor of Medical Surgery-Universidad Del Norte, Columbia

Mary Guarneri (Part-Time)
M.S.N.-Lehman College, New York
B.S. Psychology of Nursing-C.W. Post University, New York

Riftah Nishu (Part-Time)
Doctor of Medicine-MAHSA University, Malaysia
Master of Science in Human Anatomy and Physiology Instruction
Bachelor of Science in Medicine and Surgery- MAHSA University, Malaysia

Azam Rahman (Part-Time)
Doctor of Medicine - University of Pakistan, Pakistan

Luz Villa Ramirez (Part-Time)
Masters of Administration-Universidad EAFIT, Columbia
B.S.N.-University of Caldas, Columbia

Harrindra Seepersaud (Part-Time)
Doctor of Medical Health Sciences-Touro University, New York
Doctor of Epidemiology and Health Policy – Walden University,
Master of Science in Healthcare Delivery – Arizona State University, Arizona

Master of Science in Emergency Management and Homeland Security – Arizona State University, Arizona
M.P.H- New York Medical College, New York
Bachelor of Science in Biological Sciences – SUNY College Old Westbury, New York
Associate of Science in Nassau Community College, New York

Christine Ohenewah (Part-Time)
Juris Doctorate-Cornell Law School, New York City, New York
Master of Arts Columbia University, New York City, New York
Master of Arts in International Relations Social- Sciences, Chicago, Illinois
Bachelor of Arts in Political Science and American Studies- Saint Paul, Minnesota

Programs

Medical Assisting (For Students Enrolled On Or After September 1, 2025)

Credential Awarded	**Associate of Occupational Studies**
HEGIS	**5214.00**
Contact Hours	**1380**
Program Quarter Credits	**94**
Instructional Weeks	**72, or six 12-week academic terms**
Total Clock Hours	**including Out-of-Class Work Hours: 1380**
Mode of Delivery	**Residential**

Objective

Medical Assistants play an integral part in performing administrative and clinical tasks that support the work of physicians and other healthcare professionals. With changes in the healthcare industry, the need for well-trained Medical Assistants has grown significantly. The objective of the Medical Assisting program is to provide training for those who wish to work in the clinical and administrative areas of health care and enable students to gain knowledge and skills necessary for entry-level employment in a healthcare setting.

Description

The Medical Assisting program includes administrative and clinical competencies expected for entry-level positions in a health care setting. Students develop skills in front office administration with an introduction to health insurance and basic billing practices. The back-office portion focuses on direct patient contact and typical clinical and laboratory skills, such as minor clinical procedures, EKG, phlebotomy, injections, and lab screenings. Students also learn to observe Universal Precautions, OSHA regulations, HIPAA requirements, confidentiality, and the legal aspects applicable to any allied health environment.

Duties of medical assistants vary from office to office depending on office location, size, and specialty. In small practices, medical assistants are usually "generalists," handling both administrative and clinical duties. They report directly to an office manager, physician, or other health practitioner. Those in large practices tend to specialize in a particular area under the supervision of a department administrator/practice manager.

Externship

An externship course is included in this program to provide students with the opportunity to apply their knowledge and skills to real-life situations in a healthcare setting. Students are required to complete the required externship hours and other related learning activities prior to graduation. Students are not paid for work performed at the externship site.

Credentialing Exams

Students in their final quarter are eligible to take the National Healthcareer Association’s (NHA) Certified Clinical Medical Assistant (CCMA) exam.

Career Opportunities

Upon satisfactory completion of the training, students are prepared to seek entry-level positions as medical assistants performing the medical procedures, lab techniques, and front office duties described above.

Student Learning Outcomes

- Apply a working knowledge of medical terminology and anatomy and physiology.
- Demonstrate competency in a variety of medical office procedures such as proper phone techniques, computer applications, accurate filing, record keeping including electronic medical records, and office management procedures as well as HIPAA, confidentiality, and legal aspects.
- Demonstrate competency in clinical procedures with Standard Precautions, OSHA, HIV/AIDS, and lab techniques such as minor surgeries, EKG, phlebotomy, lab screenings, injections, and microbiology.
- Support patient-centered services for all patients regardless of age, gender, disability, special needs, ethnicity, or culture.
- Demonstrate competency through observation and participation in laboratory and externship activities.
- Complete the medical assisting national certification exam.
- Demonstrate proficiency in administrative and clinical medical assisting skills within ambulatory care settings
- Apply appropriate medical terminology, anatomy, and physiology knowledge in clinical practice and patient communication
- Perform venipuncture and capillary puncture procedures following established safety and infection control guidelines
- Accurately record, maintain, and manage patient health records and insurance documentation in compliance with healthcare regulations Interpret basic EKG readings and assist in cardiovascular testing and monitoring procedures
- Demonstrate competency in pharmacology concepts, including medication preparation, administration, and patient education regarding drug therapies
- Apply ethical standards, legal principles, and regulatory compliance in all healthcare delivery and patient care aspects
- Communicate effectively with patients, families, and healthcare team members using verbal and written communication skills
- Utilize electronic health records (EHR) systems proficiently to document patient care and manage medical information
- Exhibit professionalism, critical thinking, and problem-solving skills necessary for employment and career advancement in medical assisting

Plan of Study (For students enrolled on or after September 1, 2025)

Course Code	Name	Clock Hours	Semester Credits	Quarter Credits
AHP101	INTRODUCTION TO HEALTH PROFESSIONS	60	0	4
AHP105	MEDICAL TERMINOLOGY	60	0	4
AHP106	MEDICAL ANATOMY AND PHYSIOLOGY	60	0	4
AHP200	COMMUNICATIONS FOR HEALTH PROFESSIONALS	60	0	4
AHP210	ETHICS AND REGULATORY COMPLIANCE FOR ALLIED HEALTH	60	0	4
COM205	EFFECTIVE COMMUNICATION	40	0	4
ENG101	ENGLISH COMPOSITION	40	0	4
MAS110	CLINICAL PROCEDURES AND TECHNIQUES	60	0	4
MAS115	LABORATORY PROCEDURES AND TECHNIQUES	60	0	4
MAS120	HUMAN DISEASES AND PHARMACOLOGY	60	0	4
MAS126	INVASIVE CLINICAL PROCEDURES	60	0	4
MAS130	CLINICAL SPECIALTIES	60	0	4
MAS135	CERTIFICATION REVIEW AND CAREER DEVELOPMENT	60	0	4
MAS200	EXTERNSHIP	180	0	6
MAT101	COLLEGE MATHEMATICS	40	0	4
MOA110	MEDICAL OFFICE PROCEDURES	60	0	4
MOA115	MEDICAL RECORDS AND INSURANCE	60	0	4
MOA120	ELECTRONIC HEALTH RECORDS	60	0	4
MOA125	MEDICAL INSURANCE AND BILLING	60	0	4

MOA130	BOOKKEEPING IN THE MEDICAL OFFICE	60	0	4
PSY101	GENERAL PSYCHOLOGY	40	0	4
SCI210	ENVIRONMENTAL SCIENCE	40	0	4
SOC101	SOCIOLOGY	60	0	4

COM205, ENG101, MAT101, PSY101, SCI210, SOC101: General Education course.

Schedule

Morning: 9:00 a.m. – 2:30 p.m. Monday through Thursday
Evening: 5:30 p.m. – 11:00 p.m. Monday through Thursday
Required externship hours may be scheduled outside of typical class sessions.
Externship hours will be available during typical office hours.
Hours are subject to change.

Medical Assisting (For Students Enrolled Prior To September 1, 2025)

Credential Awarded	**Associate of Occupational Studies**
HEGIS	**5214.00**
Contact Hours	**1564**
Program Quarter Credits	**97**
Instructional Weeks	**72, or six 12-week academic terms**
Total Clock Hours	**including Out-of-Class Work Hours: 1564.00**
Mode of Delivery	**Residential**

Objective

Medical Assistants play an integral part in performing administrative and clinical tasks that support the work of physicians and other healthcare professionals. With changes in the healthcare industry, the need for well-trained Medical Assistants has grown significantly. The objective of the Medical Assisting program is to provide training for those who wish to work in the clinical and administrative areas of health care and enable students to gain knowledge and skills necessary for entry-level employment in a healthcare setting.

Description

The Medical Assisting program includes administrative and clinical competencies expected for entry-level positions in a health care setting. Students develop skills in front office administration with an introduction to health insurance and basic billing practices. The back-office portion focuses on direct patient contact and typical clinical and laboratory skills, such as minor clinical procedures, EKG, phlebotomy, injections, and lab screenings. Students also learn to observe Universal Precautions, OSHA regulations, HIPAA requirements, confidentiality, and the legal aspects applicable to any allied health environment.

Duties of medical assistants vary from office to office depending on office location, size, and specialty. In small practices, medical assistants are usually "generalists," handling both administrative and clinical duties. They report directly to an office manager, physician, or other health practitioner. Those in large practices tend to specialize in a particular area under the supervision of a department administrator/practice manager.

Externship

An externship course is included in this program to provide students with the opportunity to apply their knowledge and skills to real-life situations in a healthcare setting. Students are required to complete the required externship hours and other related learning activities prior to graduation. Students are not paid for work performed at the externship site.

Credentialing Exams

Students in their final quarter are eligible to take the National Healthcareer Association's (NHA) Certified Clinical Medical Assistant (CCMA) exam.

Career Opportunities

Upon satisfactory completion of the training, students are prepared to seek entry-level positions as medical assistants performing the medical procedures, lab techniques, and front office duties described above.

Student Learning Outcomes

- Apply a working knowledge of medical terminology and anatomy and physiology.
- Demonstrate competency in a variety of medical office procedures such as proper phone techniques, computer applications, accurate filing, record keeping including electronic medical records, and office management procedures as well as HIPAA, confidentiality, and legal aspects.
- Demonstrate competency in clinical procedures with Standard Precautions, OSHA, HIV/AIDS, and lab techniques such as minor surgeries, EKG, phlebotomy, lab screenings, injections, and microbiology.
- Support patient-centered services for all patients regardless of age, gender, disability, special needs, ethnicity, or culture.
- Demonstrate competency through observation and participation in laboratory and externship activities.
- Complete the medical assisting national certification exam.
- Demonstrate proficiency in administrative and clinical medical assisting skills within ambulatory care settings
- Apply appropriate medical terminology, anatomy, and physiology knowledge in clinical practice and patient communication
- Perform venipuncture and capillary puncture procedures following established safety and infection control guidelines
- Accurately record, maintain, and manage patient health records and insurance documentation in compliance with healthcare regulations Interpret basic EKG readings and assist in cardiovascular testing and monitoring procedures
- Demonstrate competency in pharmacology concepts, including medication preparation, administration, and patient education regarding drug therapies
- Apply ethical standards, legal principles, and regulatory compliance in all healthcare delivery and patient care aspects
- Communicate effectively with patients, families, and healthcare team members using verbal and written communication skills
- Utilize electronic health records (EHR) systems proficiently to document patient care and manage medical information
- Exhibit professionalism, critical thinking, and problem-solving skills necessary for employment and career advancement in medical assisting

Plan of Study (For students enrolled prior to September 1, 2025)

Course Code	Name	Clock Hours	Semester Credits	Quarter Credits
AHP104	BASIC LIFE SUPPORT FOR ALLIED HEALTH	60	0	4
AHP105	MEDICAL TERMINOLOGY	60	0	5
AHP106	MEDICAL ANATOMY AND PHYSIOLOGY	60	0	4
AHP114	HEMATOLOGY AND PHLEBOTOMY	60	0	4
AHP201	CARDIOVASCULAR AND EKG	60	0	4
AHP203	PATHOPHYSIOLOGY AND PHARMACOLOGY	60	0	4
AHP210	ETHICS AND REGULATORY COMPLIANCE FOR ALLIED HEALTH	60	0	4
CMP101	ALLIED HEALTH COMPUTER APPLICATIONS	60	0	4
CMP102	ALLIED HEALTH COMPUTER APPLICATIONS II	60	0	4
COM101	COMMUNICATIONS	60	0	3
ENG101	ENGLISH COMPOSITION	40	0	4
ENV101	ENVIRONMENTAL SCIENCE	60	0	4

MAS113	MEDICAL SPECIALTIES I	60	0	4
MAS114	MEDICAL SPECIALTIES II	60	0	4
MAS115	LABORATORY PROCEDURES AND TECHNIQUES	60	0	4
MAS117	MEDICAL RECORDS AND INSURANCE	60	0	3
MAS126	INVASIVE CLINICAL PROCEDURES	60	0	4
MAS214	MA SKILLS CERTIFICATION REVIEW / PATIENT EDUCATION	60	0	4
MAS241	EXTERNSHIP	160	0	5
MAT101	COLLEGE MATHEMATICS	40	0	4
MOA109	ELECTRONIC HEALTH RECORDS	60	0	4
PSY101	GENERAL PSYCHOLOGY	60	0	4
SOC101	SOCIOLOGY	60	0	4
PDC100	COLLEGE SUCCESS FOR ALLIED HEALTH PROFESSIONAL	24	0	1
PDC200	CAREER DEVELOPMENT FOR ALLIED HEALTH PROFESSIONAL	60	0	3

MAT101, PSY101, SOC101: General Education course.

Schedule

Morning: 9:00 a.m. – 2:30 p.m. Monday through Thursday
Evening: 5:30 p.m. – 11:00 p.m. Monday through Thursday
Required externship hours may be scheduled outside of typical class sessions.
Externship hours will be available during typical office hours.
Hours are subject to change.

Nursing

Credential Awarded	**Associate in Science**
HEGIS	**5208.00**
Contact Hours	**1440**
Program Quarter Credits	**69**
Instructional Weeks	**75**
Total Clock Hours	**including Recognized Homework Hours: 1440**
Mode of Delivery	**Residential**

Clinical times are scheduled based on the availability of the clinical sites and may occur during daytime hours, evenings, nights, weekends, and holidays as assigned.

Nursing Mission, Goals, And Student Learning Objective

Mission

It is the mission of St. Paul's School of Nursing's nursing programs to serve the needs of society by offering excellent nursing programs that exemplify the highest standards and educational outcomes. The nursing programs are based upon contemporary, educationally sound, conceptual frameworks, which

include supporting concepts of critical thinking, nursing process, therapeutic interventions, therapeutic communication, and leadership to help students develop and expand their nursing roles. These programs emphasize the values of caring and advocacy, professional accountability, and professional ethics. Both faculty and students reflect these attributes when serving the needs of society in their respective roles.

Philosophy

The Nursing Department aligns the programs' philosophy, outcomes, and curricula with the mission and philosophy of Education Affiliates. Nursing combines art, science, and human connection for healing, while health involves unity of mind, body, and spirit, including health within illness. St. Paul's School of Nursing's nursing programs are deeply rooted in a set of guiding philosophies aligned with our mission, vision, and trajectory. These principles form the core of our commitment to delivering exceptional education in healthcare.

Our approach is grounded in clinical competency, ensuring that learners possess the skills and knowledge needed for effective patient care. Communication and interpersonal skills are emphasized to create empathetic caregivers who excel in understanding and connecting with patients.

Holistic patient care underscores our dedication to treating patients comprehensively, addressing both their physical and emotional well-being. Collaboration and teamwork are central, recognizing the importance of harmonious interprofessional relationships in modern healthcare.

Ethical and professional practice are non-negotiable, instilling in our students the highest standards of integrity. Additionally, we equip learners with technological competence, recognizing the role of innovation in shaping contemporary healthcare.

These philosophies collectively define how we design programs, engage learners, and interact with stakeholders. With these principles, St. Paul's School of Nursing prepare healthcare professionals to make a meaningful impact, aligning our educational efforts with our greater mission.

Student Learning Outcomes

- Demonstrate a sound theory base incorporating nursing, liberal arts, and sciences.
- Exhibit the critical thinking skills necessary to promote self-care abilities.
- Utilize communication, teaching, and research concepts to provide quality health care to individuals and families.
- Utilize the nursing process to identify patient requisites/deficits to enhance self-care ability.
- Integrate the three practice roles (Nursing, Liberal Arts & Sciences) of the Associate of Science Degree in Nursing within the interdisciplinary health care system.
- Practice nursing within established ethical and legal standards of the profession.
- Accept personal and professional responsibility for developing self-actualization of social, educational, professional, and community pursuits by emulating the mission statement.

Upon graduation, the graduate is eligible to apply to take the National Council Licensure Examination NCLEX-RN. passage of which is required to obtain a license to practice nursing in the state of Florida.

Graduation from the Associate of Science in Nursing program does not guarantee eligibility to sit for state licensure examination in this or any other state.

Plan of Study

Course Code	Name	Clock Hours	Semester Credits	Quarter Credits
ENG104	ENGLISH COMPOSITION	45	3	0
PSY103	GENERAL PSYCHOLOGY	45	3	0
BIO105	ANATOMY AND PHYSIOLOGY I	90	4	0
NUR100	FOUNDATIONS OF NURSING CONCEPTS	45	3	0
BIO106	ANATOMY AND PHYSIOLOGY II	90	4	0
NUT100	NUTRITIONAL THERAPY	15	1	0
NUR101	MEDICAL SURGICAL NURSING 1 - FUNDAMENTALS	120	5	0
NUR102	THERAPEUTIC COMMUNICATION	30	2	0
NUR103	MATH FOR MEDS	15	1	0

PSY203	HUMAN GROWTH AND DEVELOPMENT	45	3	0
BIO301	PHARMACOLOGY	45	3	0
NUR105	MEDICAL SURGICAL NURSING 2	135	5	0
NUR106	PEDIATRIC NURSING	75	3	0
ENG204	LITERATURE	45	3	0
BIO300	MICROBIOLOGY FOR HEALTH-RELATED SCIENCES	90	4	0
NUR201	MEDICAL SURGICAL NURSING 3	135	5	0
NUR203	OBSTETRIC AND NEONATAL NURSING	75	3	0
SOC107	PRINCIPLES OF SOCIOLOGY	45	3	0
NUR202	PSYCHIATRIC – MENTAL HEALTH NURSING	75	3	0
NUR205	MEDICAL SURGICAL NURSING 4	135	5	0
NUR206	PROFESSIONAL TRENDS IN NURSING	45	3	0
NUR207	NCLEX PREPARATION SEMINAR	0	0	0

ENG104, PSY103, BIO105, BIO106, NUT100, PSY203, BIO301, ENG204, SOC107: General education/other related courses

Courses

AHP - Allied Health Professions

AHP101: INTRODUCTION TO HEALTH PROFESSIONS

In this course students will gain an overview of health professions and learn the basics of medical terminology, life support, and infection control. Students will also learn directives and guidelines set forth by government agencies for healthcare facilities and professionals. To help students transition successfully into college environment, this course also explores learning strategies such as reading and critical thinking, test-taking, and using computer technology for resources and class assignments.

Quarter Credits	**4**
Clock Hours	**60**
Prerequisites	**None**

AHP104: BASIC LIFE SUPPORT FOR ALLIED HEALTH

Upon completion of this course, students will be eligible for certification in American Heart Association CPR for the Healthcare Provider. Students will become proficient in First Aid, assisting in emergency responses, and taking vital signs: pulse, respiration, temperature, and height and weight measurements. Additional topics include background information on patients with HIV/AIDS and Alzheimer's disease, recognizing and managing medical issues associated with domestic violence, and recognizing and preventing medical errors.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**None**

AHP105: MEDICAL TERMINOLOGY

This course will introduce students to the terminology associated with medical language. The structure of medical language, including prefixes, suffixes, and root words associated with the medical profession will be discussed. The following body systems are included: gastrointestinal, respiratory, cardiovascular, hematology and immunology, integumentary, skeletal, muscular, nervous, special senses, urinary system, male genitourinary system, female reproductive system, endocrine system, ophthalmology, otolaryngology, and medical abbreviations. In addition to studying medical terminology, the course briefly covers disease processes and treatment modalities such as psychiatry, oncology, radiology, and nuclear medicine.

4 credits for students enrolled on or after September 1, 2025.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**40**
Lab Hours	**20**
Prerequisites	**None**

AHP105: MEDICAL TERMINOLOGY

This course will introduce students to the terminology associated with medical language. The structure of medical language, including prefixes, suffixes, and root words associated with the medical profession will be discussed. The following body systems are included: gastrointestinal, respiratory, cardiovascular, hematology and immunology, integumentary, skeletal, muscular, nervous, special senses, urinary system, male genitourinary system, female reproductive system, endocrine system, ophthalmology, otolaryngology, and medical abbreviations. In addition to studying medical terminology, the course briefly covers disease processes and treatment modalities such as psychiatry, oncology, radiology, and nuclear medicine.

5 credits for students enrolled prior to September 1, 2025.

Quarter Credits	**5**
Clock Hours	**60**
Lecture Hours	**40**
Lab Hours	**20**
Prerequisites	**None**

AHP106: MEDICAL ANATOMY AND PHYSIOLOGY

Students are introduced to anatomical structures and the physiological function of the human body. This course defines the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary, lymphatic, and reproductive systems. Practical laboratory experiences included in the course provide a survey of basic anatomy and physiology which is the foundation for a career in health professions.

Credits	**4**
Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**None**

AHP114: HEMATOLOGY AND PHLEBOTOMY

This course introduces the roles, responsibility, and professionalism of phlebotomists. Safety and infection control, HIPAA, and ethics as they pertain to phlebotomy are discussed.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**None**

AHP200: COMMUNICATIONS FOR HEALTH PROFESSIONALS

This course introduces students to the basic skills of counseling and communication, which are the foundation for all professional interactions. Further, students will understand basic psychological defense mechanisms, which show up throughout therapeutic interactions; they will know how to deal with patients who are facing incredible losses; and they will comprehend the significance of human development throughout the lifespan. They will recognize the need to serve special populations and to apply their skills to disease prevention. Additionally, they will learn to work and communicate well within an interdisciplinary team; apply the highest ethical standards of their chosen professions; recognize and respond appropriately to all forms of abuse and discrimination; and address and prevent legal issues. All the above are placed within a multicultural context allowing the health professional to better reach all patients.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**None**

AHP201: CARDIOVASCULAR AND EKG

This course is designed to provide students with an understanding at the anatomy and physiology of the circulatory system, as well as disorders and abnormalities, diagnostic procedures, and pharmacology associated with it. Students will be taught how to safely and correctly perform electrocardiograms (EKG).

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**None**

AHP203: PATHOPHYSIOLOGY AND PHARMACOLOGY

This course is designed to introduce students to the essentials of human disease and pathophysiology.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**None**

AHP210: ETHICS AND REGULATORY COMPLIANCE FOR ALLIED HEALTH

This course focuses on managing the moral, legal and administrative challenges encountered in clinical and non-clinical settings. Principles and standards of practice are presented as well as ethical issues and challenges associated with a professional health care career. The ethical values presented provide a basis for an appropriate decision-making model.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**None**

BIO - Biology

BIO105: ANATOMY AND PHYSIOLOGY I

This course examines the human body in terms of its anatomical structures and physiological functions. Topics include the cell, tissues, integumentary, musculoskeletal and nervous system. Lecture topics correlate with laboratory sessions.

Semester Credits	**4**
Clock Hours	**90**
Lecture Hours	**45**
Lab Hours	**45**
Prerequisites	**None**

BIO106: ANATOMY AND PHYSIOLOGY II

This course examines the human body in terms of its anatomical structures and physiological functions. Topics include the endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. Lecture topics correlate with laboratory sessions.

Semester Credits	**4**
Clock Hours	**90**
Lecture Hours	**45**
Lab Hours	**45**
Prerequisites	**BIO105**

BIO300: MICROBIOLOGY FOR HEALTH-RELATED SCIENCES

Study of bacteria, molds, yeasts, and viruses, with emphasis on microorganisms associated with infectious diseases. Laboratory includes basic microbiological techniques, and procedures for sterilization and disinfecting.

Semester Credits	**4**
Clock Hours	**90**
Lecture Hours	**45**
Lab Hours	**45**
Prerequisites	**BIO105, BIO106**

BIO301: PHARMACOLOGY

This course is designed to establish a strong foundation in basic pharmacologic principles. Such a foundation will enhance student understanding of drug therapies utilized for a variety of disease processes. Relevant physiology and pathophysiology for all major drug families are reviewed. Emphasis is placed on the clinical applications of varied drug families. Further, specific nursing implications demonstrating the application of pharmacology to nursing practice are stressed.

Semester Credits	**3**
Clock Hours	**45**
Lecture Hours	**45**
Prerequisites	**BIO105, BIO106, NUR101**

COM - Communications

COM101: COMMUNICATIONS

This course will introduce the students to communication with the goal of helping the student become more effective in verbal and non- verbal communication, and to be able to manage interpersonal as well as group communication. The course focuses on learning and applying practical principles to one's daily life, both in formal and informal settings. The course takes a look at the psychological, social, cultural, and linguistic factors that influence person-to-person interaction. This course is designed to give students strategies for improving their communication behavior. Some of the topics addressed include human perceptions, interpersonal dynamics, and patterns of influence, listening and visual symbols.

Quarter Credits	**3**
Clock Hours	**60**
Lecture Hours	**5**
Lab Hours	**55**
Prerequisites	**None**

COM205: EFFECTIVE COMMUNICATION

This course introduces the students to communication with the goal of helping them become more effective in verbal and nonverbal communication and managing interpersonal and group communication. The course focuses on applying practical principles to one's daily life, in both formal and informal settings. Through the analysis of psychological, social, cultural, and linguistic factors that influence person-to-person interactions, students receive feedback and learn strategies for improving their own communication.

Quarter Credits	**4**
Clock Hours	**40**
Prerequisites	**None**

CMP - Computer

CMP101: ALLIED HEALTH COMPUTER APPLICATIONS

This course is designed to review keyboarding skills and then introduce students to desktop office software applications, including electronic calendar systems, word processing, and presentation applications.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**None**

CMP102: ALLIED HEALTH COMPUTER APPLICATIONS II

This course begins with an introduction to database software applications. . Familiarity with this software is gained through assignments and projects. Students will also be provided an introduction to integration, Windows Live, Web applications, and Medical Coding and Billing. At the end of this course students will be familiar with the professional applications of software and its uses in the workplace.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**None**

ENG - English

ENG101: ENGLISH COMPOSITION

Writing skills are essential to professional success. In this course students learn the major aspects of writing, beginning with components of the essay, and ending with full essays of different modes of composition. Students go through the various writing stages and strategies and learn to adapt them to their own writing and learning preferences. They also acquire skills for generating ideas, preliminary outlining, topic selection, and drafting while learning to revise, rewrite, and polish structure and style for effective communication.

Quarter Credits	**4**
Clock Hours	**40**
Prerequisites	**None**

ENG104: ENGLISH COMPOSITION

This course focuses on developing the critical thinking and reasoning skills necessary for writing comprehension and analysis of college reading material. Writing skills will include emphasis on utilizing the writing process, essay format, reference materials, research notes, and other sources necessary to create grammatically correct, well-organized, literate essay.

Semester Credits	**3**
Clock Hours	**45**
Lecture Hours	**45**
Prerequisites	**None**

ENG204: LITERATURE

This course in Genre of Literature provides the study of techniques and conventions of various literary genres, such as poetry, novels, short stories, biographies, journals, and essay. The course explores the relationship between form and meaning, specifically how genre shapes our literary understanding and experience.

Semester Credits	**3**
Clock Hours	**45**
Lecture Hours	**45**
Prerequisites	**ENG104**

ENV - Environmental Science

ENV101: ENVIRONMENTAL SCIENCE

This Course will discuss sustainability and its links with natural capital, natural capital degradation, solutions, trade-offs, and how individuals can make a positive impact in solving environmental problems and sustaining the earth's natural capital.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**None**

SCI210: ENVIRONMENTAL SCIENCE

Applying the scientific principles of biology, chemistry, and physics, students of environmental science focus on the study of our natural resources and the impact of human activities on the environment. They learn to discuss sustainability and its links to ecosystems and natural resources, their capital, and the degradation of the environment. Issues of human population dynamics, pollution, energy resources, food resources, and environmental toxins will be considered. Solutions to global as well as local environmental issues are explored, including how to make a personal positive impact on the environment.

Quarter Credits	**4**
Clock Hours	**40**
Prerequisites	**None**

MAT - Mathematics

MAT101: COLLEGE MATHEMATICS

This is an introductory college mathematics course with the goal of teaching students to think mathematically and solve real-world problems by applying mathematical concepts and principles. Emphasis will be placed on numeration, whole numbers, fractions, mixed numbers, and decimals. Also included are the concepts of variables, algebraic techniques, ratios, proportions, solving simple equations in one variable, percent, basic geometry, solving applied problems, and operations with integers.

Quarter Credits	**4**
Clock Hours	**40**
Prerequisites	**None**

MAS - Medical Assisting

MAS110: CLINICAL PROCEDURES AND TECHNIQUES

This course is an introduction to clinical procedures performed in the medical office. Students practice obtaining vital signs and medical histories, maintaining exam rooms, preparing for, and assisting with routine and specialty exams, and performing diagnostic testing, including eye and respiratory testing. OSHA standards, communication techniques, cultural diversity, charting, patient education, therapeutic modalities, assistive devices, and nutritional and wellness concepts are also covered.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**None**

MAS113: MEDICAL SPECIALTIES I

This course is designed to provide the student with an understanding of the normal structure and function, disorders and abnormalities, diagnostic procedures, and pharmacology associated with cardiology, pediatrics, geriatrics, urology, and the immune system. Infection control, aseptic techniques, OSHA standards for healthcare settings, and disease transmission will be introduced and discussed. Upon completion of this course, students will demonstrate competency in the following areas: patient assessment, vital signs, chemical testing, macroscopic and microscopic examination of urine, and bacteriological testing. Students will learn the required procedures and steps for preparing the patient for a general physical examination and the proper clinical lab procedures, in addition to learning proper aseptic techniques, surgical asepsis, and surgical supplies and instruments.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**None**

MAS114: MEDICAL SPECIALTIES II

This course is designed to provide the student with an understanding of the normal structure and function, disorders and abnormalities, diagnostic procedures, and pharmacology associated with ophthalmology, otolaryngology, dermatology, gastroenterology, urology, male reproduction, obstetrics & gynecology, orthopedic medicine, neurology & mental health, endocrinology and pulmonary medicine. Upon successful completion of this course, students will be able to describe the methodology used to educate patients and will demonstrate comprehension and competency in performing basic neurological assessment, blood/glucose testing, labeling the skin and understanding different type of burn treatments, diagnostic imaging, and performing spirometry testing. Students will demonstrate the proper techniques to teach patients how to use ambulatory devices.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**None**

MAS115: LABORATORY PROCEDURES AND TECHNIQUES

This course introduces basic medical laboratory techniques, diagnostic imaging tests, and cardiac diagnostic tests performed in the medical office. Laboratory terminology and the medical assistant's responsibility in specimen collection and processing, including urine, blood, microbiology and immunology testing, and phlebotomy, are discussed. Safety, infection control, and OSHA guidelines are reinforced. Quality assurance, laboratory mathematics, and federal and state regulations regarding clinical laboratories are also addressed.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**MAS110**

MAS117: MEDICAL RECORDS AND INSURANCE

This course explores computers and their function in the medical office. The fundamentals of medical record management, fee determination, credit policies, billing methodology, and collection processes are reviewed. Financial management of the medical office and various medical insurance plans are also discussed. The principles and applications of coding are identified. Computerized medical billing software and its functions are taught. In addition, students will learn about privacy in the physician's office (HIPAA), medical practice management and human resources, as well as medical practice marketing and customer service. Students will also complete lessons using Virtual Medical Office Simulation Software.

Quarter Credits	**3**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**None**

MAS120: HUMAN DISEASES AND PHARMACOLOGY

This course will introduce the students to the common diseases that affect the body systems. A review of body systems along with the causes, signs, symptoms, and treatments of the diseases will be discussed. Students will learn about the medications used as treatments. An emphasis on drug action, classification, patient education, and common side effects of these medications will be provided.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**None**

MAS126: INVASIVE CLINICAL PROCEDURES

Students learn terminology and skills related to medication and assisting with minor surgery. Pharmacology principles and math, elements of prescriptions, TB and allergy testing, phlebotomy, and surgical supplies and instruments are discussed, along with the medical assistant's role in assisting with surgical procedures. Emergency preparedness concepts and the medical assistant's role in medical emergencies are reinforced. Safety, infection control, and state and federal regulations regarding medications and surgical procedures are addressed.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**MAS110**

MAS130: CLINICAL SPECIALTIES

This course is designed to provide students with the skills and knowledge needed to perform clinical diagnostic testing and treatments. Specimens collect techniques, assistive devices, TB testing, respiratory tests and EKGs will be reviewed. Students will learn how to assist with specialty exams, including ophthalmic, audiometric, pediatric, prenatal, and neurological exams. The medical assistant's role in treatments will also be discussed. An emphasis on working with special populations, providing patient education, and documenting will be provided.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**MAS110**

MAS135: CERTIFICATION REVIEW AND CAREER DEVELOPMENT

This course provides a review of all skills acquired during prior Medical Assisting classes, including injections and phlebotomy. Through a comprehensive review, the student will prepare to sit for a national certification examination. Career development and employment seeking related topics will be discussed, including cover letters, resumes, applications, and professionalism during interviews, answering interview questions, appropriate follow-up after the interviews, and continuing education. Life skills and professional behavior will also be addressed.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**MAS110**

MAS200: EXTERNSHIP

This course allows the student to apply what they have learned in the program curriculum to practical use in a healthcare facility under the direct supervision of a preceptor on the site. Through the externship experience, the student gains first-hand knowledge of the workplace and perform the assigned duties to meet the expectations in a professional setting. Students are expected to adapt to the work environment and reflect regularly on their learning and observations. The externship work performed is not to be paid.

Quarter Credits	**6**
Clock Hours	**180**
Prerequisites	**Successful Completion of All Coursework**

MAS212: INVASIVE MEDICAL PROCEDURES

This course introduces students to the medical assistant's role with minor surgical procedures, injections, phlebotomy, the analysis of blood, and the principles of IV therapy. Pharmacology, pharmacological math, and Drug Enforcement Administration (DEA) regulations are introduced and reviewed. This course also explores the important topics of aseptic technique, infection control, and proper procedure for hand washing. The medical assistant's roles and responsibilities during medical emergencies is defined and explained. General rules for emergencies, common equipment used during emergencies, and common office emergencies are explored. The role and responsibilities of the medical assistant who assists in the clinical laboratory is defined. Clinical laboratory measurement and mathematics are introduced. Clinical laboratory equipment are identified and reviewed.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**None**

MAS214: MA SKILLS CERTIFICATION REVIEW / PATIENT EDUCATION

This course provides a comprehensive review of the administrative and clinical skills learned during prior Medical Assisting classes. The review prepares students to sit for the national Certified Medical Assistant (CMA) examination or the Registered Medical Assistant (RMA) examination. Students are introduced to the teaching methodology and strategies used for holistic patient education. Nutrition and health promotion are reviewed and discussed.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**All allied health, all medical assistant, and all medical office assistant course work (except for MAS241 Externship) in the MA Program.**

MAS241: EXTERNSHIP

This course allows the student to apply what they have learned in the program curriculum to practical use in a healthcare facility under the direct supervision of a preceptor on the site. Through the externship experience, students gain first-hand knowledge of the workplace and perform the assigned duties to meet the expectations in a professional setting. Students are expected to adapt to the work environment and reflect regularly on their learning and observations. The externship work performed is not to be paid.

Quarter Credits	**5**
Clock Hours	**160**
Externship Hours	**160**
Prerequisites	**All allied health, all medical assistant, and all medical office assistant courses (with the exception of MAS241 Externship) in the MA Program**

MOA - Medical Office Administration

MOA109: ELECTRONIC HEALTH RECORDS

This course focuses on the various aspects of electronic health records and practice management systems including standards, setup, administration, patient charts, office visits, clinical tools, templates, and administrative financial functions. Other topics covered include tests, procedures, and diagnosis codes, and administrative utilities. Students will gain invaluable real-world experience through the use of EHR/PM software. Taken as a whole, this course is designed to provide each student with the necessary tools needed to be successful in the rapidly growing field of electronic health records and practice management.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**None**

MOA110: MEDICAL OFFICE PROCEDURES

Students gain a working knowledge of reception procedures and office management skills utilized in the medical environment. Knowledge and skills related to scheduling appointments, written and oral communication including telephone techniques, reception duties, and emergency procedures are introduced. Basic psychological concepts that relate to patient care are discussed. Students will learn how computers impact the medical office environment. In addition, administrative terminology, legal, ethical, and safety concepts related to the medical office will be addressed.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**None**

MOA115: MEDICAL RECORDS AND INSURANCE

Students explore the fundamentals of paper and electronic medical record management, fee determination, billing methodology, and collection processes. Students perform basic bookkeeping, coding, and third-party billing procedures. Financial management of the medical office and various medical insurance plans are discussed along with related terminology and legal regulations.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**None**

MOA120: ELECTRONIC HEALTH RECORDS

Students will obtain working knowledge of the fundamentals of an electronic health record (EHR) and practice management system, which can be applied to the different systems utilized in health care. Students will perform administrative and clinical tasks using the EHR, including communication, managing schedules, health history and medication documentation, and order entry. By performing these tasks, students will gain an understanding of the functionality of the EHR and the practice management system and their use by health care professionals. In addition, federal legislation, basic billing, and coding principles along with encoder activities will be discussed.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**None**

MOA125: MEDICAL INSURANCE AND BILLING

This course builds on the foundational insurance and billing information. Students will learn in-depth concepts regarding health insurance, including the types and sources of health insurance, Medicaid, Medicare, and other carriers. To help understand the billing aspects, students will learn more about the CMS-1500, universal claims form. Legal regulations and ethical issues relating to insurance and claims will be examined.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**MOA115**

MOA130: BOOKKEEPING IN THE MEDICAL OFFICE

Building on the prior coding, billing, and collection information, this course introduces students to medical practice finance and practice management. Terminology and concepts related to accounting, banking, financial records, and payroll records will be discussed. Diagnostic and procedural coding procedures are reviewed, and customer service concepts are addressed. Related legal and ethics issues will be examined.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**MOA115**

NUR - Nursing

NUR100: FOUNDATIONS OF NURSING CONCEPTS

This introductory course focuses on central concepts essential to the student's evolving knowledge base. The concepts involved in this course include, but are not limited to, historical perspectives of nursing, legal and ethical boundaries, critical thinking, cultural and spiritual influences, psychosocial nursing interventions, and fundamentals of scientific inquiry. It also introduces the student to the basic pharmacology concepts.

Semester Credits	**3**
Clock Hours	**45**
Lecture Hours	**45**
Prerequisites	**None**

NUR101: MEDICAL SURGICAL NURSING 1 - FUNDAMENTALS

This course focuses on the integration of cognitive and psychomotor domains of nursing practice. It introduces the students to the use of the nursing process as central to all nursing actions. Classroom, laboratory, and clinical experiences are provided to enable the student to acquire basic skills that focus on the self-care requisites of the adult.

Semester Credits	**5**
Clock Hours	**120**
Lecture Hours	**45**
Lab Hours	**30**
Clinical Hours	**45**
Prerequisites	**BIO105, NUR100**

NUR102: THERAPEUTIC COMMUNICATION

This course focuses on the interactional process and components of communication. Factors facilitating therapeutic communication, as well as challenges, special client needs and barriers to effective communication, are examined. A practice component focuses on the use of therapeutic skills, attending skills and responding skills essential in establishing and maintaining effective nurse-client relationships while implementing the nursing process. Students will continue focusing on the psychosocial, physiological, and socio-cultural needs of clients.

Semester Credits	**2**
Clock Hours	**30**
Lecture Hours	**30**
Prerequisites	**None**

NUR103: MATH FOR MEDS

This course provides the student with the opportunity to develop skills in the conversion of metric, apothecary and household dosages, and the mathematical skills necessary to compute medication dosages, calculate intravenous therapy flow rates, and to calculate advanced IV medication dosages for safe client care. A practice component focuses on supervised medication dosage calculations for adults and children, IV therapy flow rate calculations, and calculation of advanced IV medication dosages in compliance with client rights.

Semester Credits	**1**
Clock Hours	**15**
Lecture Hours	**15**
Prerequisites	**None**

NUR105: MEDICAL SURGICAL NURSING 2

This course is designed to expand the basic knowledge and skills the student has mastered in Fundamentals/MS 1, with emphasis on selected psychosocial, physiological, and sociocultural needs and deficits of the client. Emotional and behavioral responses during the process of maturation (throughout the life cycle) are examined. Aspects of Adult Health experiences are studied and analyzed. The nursing process approach is further developed in the classroom and clinical settings, as well as the nursing interventions and skills specific to these states.

Semester Credits	**5**
Clock Hours	**135**
Lecture Hours	**45**
Clinical Hours	**90**
Prerequisites	**BIO105, BIO106, NUR101, NUR103, Successful completion of Dosage Calculation Exam**

NUR106: PEDIATRIC NURSING

This course is designed to expand the basic knowledge and skills the student has mastered in Fundamentals/MS 1, with emphasis on selected psychosocial, physiological, and sociocultural needs and deficits of the client. Emotional and behavioral responses during the process of maturation (throughout the life cycle) are examined. Aspects of Pediatric Health experiences are studied and analyzed. The nursing process approach is further developed in the classroom and clinical settings, as well as the nursing interventions and skills specific to these states.

Semester Credits	**3**
Clock Hours	**75**
Lecture Hours	**30**
Clinical Hours	**45**
Prerequisites	**BIO105, BIO106, NUR101, NUR103, Successful completion of Dosage Calculation Exam**

NUR201: MEDICAL SURGICAL NURSING 3

This course provides a greater depth of theoretical knowledge with emphasis on those health deficits which interfere with the patients' ability to manage and negotiate increasingly complex self- care needs. Adult health experiences are studied and analyzed. Students will be involved in active learning during the theoretical component of this course. The nursing process is used as a framework for identification and intervention in selected patient situations. Correlated clinical experience includes opportunities for the student to continue focusing on psychosocial, physiological, and sociocultural needs of patients.

Semester Credits	**5**
Clock Hours	**135**
Lecture Hours	**45**
Clinical Hours	**90**
Prerequisites	**BIO105, BIO106, BIO301, NUR103, NUR105, Successful completion of Dosage Calculation Exam**

NUR202: PSYCHIATRIC – MENTAL HEALTH NURSING

This course focuses on concepts basic to psychiatric-mental health nursing including neurobiology, therapeutic communication, cultural diversity, spirituality, family dynamics, loss and grieving, stress and coping, crisis intervention, violence, abuse, psychiatric disorders, and community resources. Mental health issues across the lifespan are explored. The course introduces specialized assessment and communication skills necessary for the care of the individual experiencing situational and maturational stressors as well as mental illness. Clinical experiences provide the student with the opportunity to develop assessment skills, communication skills, cultural awareness, nursing process, critical thinking skills, teaching skills, and collaborative skills in acute in-patient, chemical dependency, outpatient, and adolescent units.

Semester Credits	**3**
Clock Hours	**75**
Lecture Hours	**30**
Clinical Hours	**45**
Prerequisites	**BIO301, NUR105, Successful completion of Dosage Calculation Exam**

NUR203: OBSTETRIC AND NEONATAL NURSING

This course focuses on nursing actions to meet adult and child human responses within a family-centered setting. The student is introduced to the needs of family while emphasis is placed on the developmental stages of the newborn and the health needs of newborns and childbearing females. This course prepares the student to assume the role of provider of care for childbearing females and neonates. The clinical experience includes participation and observation in a variety of maternal/child settings, including antepartum, labor and delivery, postpartum and newborn nursery units.

Semester Credits	**3**
Clock Hours	**75**
Lecture Hours	**30**
Clinical Hours	**45**
Prerequisites	**BIO301, NUR105, Successful completion of Dosage Calculation Exam**

NUR205: MEDICAL SURGICAL NURSING 4

This course is structured to assist the student to synthesize theoretical concepts in the formulation of inclusive nursing care plans for patients with multidimensional interdisciplinary self-care deficits. Emphasis is placed on advanced nursing interventions for selected groups of patients with complex medical-surgical health deficits. Correlated clinical experience includes opportunities for the student to continue focusing on psychosocial, physiological, and sociocultural needs of patients.

Semester Credits	**5**
Clock Hours	**135**
Lecture Hours	**45**
Clinical Hours	**90**
Prerequisites	**BIO300, NUR105, BIO301, NUR201, Successful completion of Dosage Calculation Exam**

NUR206: PROFESSIONAL TRENDS IN NURSING

This comprehensive course addresses the current nursing trends and issues that define the practice of nursing. A broad variety of contemporary issues are explored, including legal and ethical values, research and evidence-based practice, work-related aspects of nursing such as unions and collective bargaining, as well as economic and political issues affecting health care today. The role of the nurse as provider of care, manager of care, and member within the discipline of nursing is further defined and studied. The student will develop a sense of accountability, develop critical thinking skills, and learn to formulate a basic legal-ethical framework for responsible decision-making in nursing practice.

Semester Credits	**3**
Clock Hours	**45**
Lecture Hours	**45**
Prerequisites	**BIO300, NUR105, BIO301, NUR201, Successful completion of Dosage Calculation Exam**

NUR207: NCLEX PREPARATION SEMINAR

NCLEX Preparation Seminar is a seminar course designed to assist students in assimilating and applying core nursing content, while preparing to pass the NCLEX-RN Licensing Exam, first testing, and enter into practice. Students will actively engage in self-assessment, critical thinking, application of nursing content, and test taking skills development. The NCLEX-RN Test Plan, Kaplan and Evolve learning resources, and specialty exam performance/remediation data will be used to assist students in reviewing core nursing content and in developing an individualized study plan to pass the NCLEX-RN Licensing Exam. Students will meet their assigned mentors from the NCLEX-RN Licensure Exam Preparation Engagement Program to discuss best practices to pass the Licensing Exam, first testing.

Prerequisites	**NUR100, NUR101, NUR102, NUR103, NUR105, NUR106, NUR20,1NUR203.**
Corequisites	**NUR205 & NUR206.**

NUT - Nutritional Therapy

NUT100: NUTRITIONAL THERAPY

This course introduces the student to the basic principles of Diet Therapy as it affects human responses of adults on a wellness to illness continuum. Classroom learning experiences will assist the student in learning the dietary modifications needed when health is compromised. The student will be able to apply theoretical knowledge to clinical nursing practice.

Semester Credits	**1**
Clock Hours	**15**
Lecture Hours	**15**
Prerequisites	**None**

PDC - Professional Development

PDC100: COLLEGE SUCCESS FOR ALLIED HEALTH PROFESSIONAL

This course is designed to introduce students to the realm of a college atmosphere. Students will establish skills that will aid in their success throughout college and their careers.

Quarter Credits	**1**
Clock Hours	**24**
Lecture Hours	**4**
Lab Hours	**20**
Prerequisites	**None**

PDC200: CAREER DEVELOPMENT FOR ALLIED HEALTH PROFESSIONAL

This course is designed to provide the graduate with necessary marketable job search techniques and skills. It will encompass all phases of professional development relative to employment.

Quarter Credits	**3**
Clock Hours	**60**
Lecture Hours	**5**
Lab Hours	**55**
Prerequisites	**None**

PSY - Psychology

PSY101: GENERAL PSYCHOLOGY

This course provides a general overview of the field of psychology. It begins by discussing psychological research methods used to gather psychological data to provide students with a foundation for critically analyzing information. The course then discusses basic psychological concepts from the perspective and with the goal of improving the quality of life for self and others. Topics include the brain and human development, learning and memory, intelligence and creativity, motivation and emotion, personality, and the impact of stress on health. The course then discusses selected psychological disorders and associated common therapies.

60 clock hours for students enrolled prior to September 1, 2025.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**None**

PSY101: GENERAL PSYCHOLOGY

This course provides a general overview of the field of psychology. It begins by discussing psychological research methods used to gather psychological data to provide students with a foundation for critically analyzing information. The course then discusses basic psychological concepts from the perspective and with the goal of improving the quality of life for self and others. Topics include the brain and human development, learning and memory, intelligence and creativity, motivation and emotion, personality, and the impact of stress on health. The course then discusses selected psychological disorders and associated common therapies.

40 clock hours for students enrolled on or after September 1, 2025

Quarter Credits	**4**
Clock Hours	**40**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**None**

PSY103: GENERAL PSYCHOLOGY

This course provides a general overview of human psychology with special emphasis given to emotion. It begins with laying a foundation of psychology intertwined with critical thinking. Areas of study include the brain and human development, learning and memory, motivation and emotion, personality, psychological disorders and associated common therapies. This course discusses basic psychological concepts focusing on improving the quality of life thereby strengthening the ability to perceive, control and evaluate emotions of self and others.

Semester Credits	**3**
Clock Hours	**45**
Lecture Hours	**45**
Prerequisites	**None**

PSY203: HUMAN GROWTH AND DEVELOPMENT

This course focuses on the study of development and the aging process from birth to death, including methods of research, theoretical perspectives, as well as biological, social, and psychological changes.

Semester Credits	**3**
Clock Hours	**45**
Lecture Hours	**45**
Prerequisites	**PSY103**

SOC - Sociology

SOC101: SOCIOLOGY

This course introduces students to the principles, methods, and major theoretical orientations of sociology. This course covers the theoretical underpinnings of the field of sociology, provides an introduction to central sociological concepts such as social structure, socialization, social interaction, deviance and social control, groups, and organizations. In addition, it looks at inequality in society, starting with social stratification and class systems, locally and globally. The course provides explanations for differences in social institutions as well as the behaviors of individuals in society, including gender relations, marriage, and family. Social institutions are examined and their impact on society, including health, life expectancy, education, and the economy are explored. Further current topics and controversies are explored and discussed.

Quarter Credits	**4**
Clock Hours	**60**
Lecture Hours	**20**
Lab Hours	**40**
Prerequisites	**None**

SOC107: PRINCIPLES OF SOCIOLOGY

This course introduces students to the principles, methods, and major theoretical orientations of sociology. Students will examine cultural concepts, social structures, the function and influence of groups and social institutions, mechanisms for social control, and systemic inequality. Students will learn to discuss health from a sociological perspective and explore the processes of social change and effects of changing demographics.

Semester Credits	**3**
Clock Hours	**45**
Lecture Hours	**45**
Prerequisites	**None**