

HARMONY HEALTH CARE INSTITUTE

School Catalog & Consumer Disclosure Information Academic Year 2019-2020

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



*Licensed by the NH Department of Education, Division of Educator Support
and Higher Education*

Approved by NH Board of Nursing

Accredited by the Accrediting Commission of Career Schools and Colleges

*Licensed Practical Nurse Program accredited by
the Accrediting Commission for Education in Nursing*

“THIS DOCUMENT CONTAINS THE CURRENT ANNUAL SECURITY REPORT INCLUDING CURRENT CRIME STATISTICS REQUIRED UNDER THE JEANNE CLERY DISCLOSURE OF CAMPUS CRIME STATISTICS ACT (CLERY ACT) AS AMENDED BY THE VIOLENCE AGAINST WOMEN REAUTHORIZATION ACT OF 2013 (VAWA).”

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GENERAL CONSUMER INFORMATION TO ALL STUDENTS

Harmony Health Care Institute, Inc., hereinafter known as “HHCI,” will provide prospective students or prospective employees, with a copy of our Consumer Information by posting the information on our internet website, www.harmony-health.org, a paper copy will be provided upon request through our Admissions Office. For general HHCI information you may contact the Admissions Office, at 603-886-0822 or email at info@harmony-health.org.

HHCI will annually distribute to all enrolled students, a notice of the availability of the Consumer Information. It is known that the student is responsible for understanding all of the content in the Consumer Information document and how it directly relates to federal student aid.

MISREPRESENTATION POLICY OF TRUTH AND CANDOR

HHCI, its staff and faculty is committed to maintaining the highest standard of integrity in every aspect of its operations and to assuring complete transparency, candor and accuracy in all of its communications with students, accrediting agencies and the public. Further HHCI is using procedures and practices aimed at eliminating errors while communicating with students and the public.

STUDENT RIGHT TO KNOW (PRE-ENROLLMENT INFORMATION)

The most current pre-enrollment information is given upon enrollment. This will include the graduation, placement, and licensure rates for the most recent award year. This information may also be found on the website www.harmony-health.org under the Educational Programs tab as well as in this document.

NON DISCRIMINATION STATEMENT

HHCI in its admission, instruction and graduation policies does not discriminate on the basis of age, sex, race, ethnic origin, color, religion, financial status, or on the basis of handicap as required by Section 504, 34 Code of Federal Regulations. HHCI owner/administration is designated to coordinate HHCI’s compliance with the requirements of Section 504, as required by 34 Code of the C.F.R. § 104.7(a).

All service members of the armed services will not be denied admissions, based on reasons related to their service.

CONTACT PERSONNEL TO ASSIST WITH CONSUMER INFORMATION

Our Financial Aid Director and Admissions Representative is knowledgeable of the information contained within this document and are readily available to assist prospective/enrolled students and/or their parents during normal business hours. Our business hours: Monday through Friday, 8:00 am to 5:00 pm.

FINANCIAL AID

For financial aid information you may contact Financial Aid Department, at 603-886-0822 for additional questions or email at info@harmony-health.org.

GENERAL INFORMATION

For general HHCI information you may contact Admissions, at 603-886-0822 or email info@harmony-health.org.

HARMONY HEALTH CARE INSTITUTE MISSION STATEMENT & PHILOSOPHY

HHCI Mission:

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

Philosophy:

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

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

- Educational experiences that are grounded in basic skills, evidence-based knowledge and positive attitudes will produce graduates with a sound knowledge base, requisite clinical competencies, strong work ethic and lifelong learning skills that are necessary for safe, ethical and effective entry level practice.

SCHOOL OWNERSHIP

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

DESCRIPTION OF SCHOOL PHYSICAL FACILITY, EQUIPMENT AND MATERIALS RESOURCES

School Physical Facility

Harmony Health Care Institute (HHCI) currently occupies a 10,127 square feet of physical facility space in a red brick, two-story building located in Merrimack, New Hampshire. This facility provides for two 50-seat capacity Classrooms, one 41-seat capacity Science Laboratory, one Nursing Skills Laboratory with 6 Hospital-Bed-Work-Stations, one Nursing Skills Laboratory Annex with 2 Hospital-Bed-Work-Stations, one 21-seat capacity Reference Library, one 39-seat capacity Student Resource/Computer Learning Center, ten Faculty and Administrative Staff Offices, two Conference Rooms, one Records Storage Room, one Student Break Room/Lounge, Faculty/Staff Pantry, Student Pantry, and Male/Female Bathrooms.

School Equipment and Material Resources

HHCI provides adequate equipment and materials resources to support the educational programs it offers. The available equipment and materials resources are commensurate with the size and scope of the school. Among the equipment and materials resources available to faculty, staff, and students include, but not limited to the following:

Faculty and Administrative Offices

There are about 10 faculty and administrative offices located within the school's physical facility. Each of the 10 offices is equipped with office desks and chairs, telephone system, Internet-Ready computer work-stations with access to both network and web-based resources that support faculty and staff in their work. These offices provide the privacy needed for both faculty and staff to work and meet with students.

Conference Rooms

There are two conference rooms located within the school's physical facility. One conference room is equipped with an 8-seat conference table, a telephone, and internet access. The second conference room is equipped with a 10-seat conference table, a telephone, and internet access. Both conference rooms provide the faculty and staff with additional space for private meetings with students, staff, and guests.

Classrooms Equipment

There are two large classrooms available for didactic instruction in the school. Each of the two classrooms has about 50-seat capacity and is equipped with modern classroom equipment including as follows: Instructors' Podium with Chair, Internet-Ready Laptop, Audio/Visual System, Projection System, Time Clocks, Wall-Mounted Dry-Erase Boards and Stand-alone Dry-Erase Boards. In addition to the two classrooms dedicated to didactic instruction, the school has other learning centers that are available for student instruction, including the 39 seat capacity Student Resource/Computer Learning Center, 41 seat capacity Science Laboratory, 6 hospital bed capacity Main Nursing Skills Laboratory and a 2 hospital bed capacity Nursing Skills Laboratory Annex.

Science Laboratory

There is one Science Laboratory equipped with about 41-seat capacity, science experimentation cabinets/surface areas, laboratory hood, Instructors' Podiums and Chairs, Internet-Ready Laptops, Audio/Visual Technologies, Projection Systems, Time Clocks, Wall-Mounted Dry-Erase Boards, Stand-alone Dry-Erase Boards, and a Full Size Human Skeleton.

Nursing Skills Laboratory - Main

The Main Nursing Skills Laboratory is equipped with a wall mounted nursing skills equipment storage cabinets and 6 hospital bed work-stations (each workstation is fitted with one hospital bed, over-bed table, night-stand, sharp container, examination gloves holder, privacy curtains, personal hygiene accessories, etc.). Other equipment provided in the Main nursing skills laboratory are: Nursing Skills Practice Manikins, Nurse Training Baby, Blood Pressure Training System, Kangaroo Enteral Feeding Pump, High Performance Suction Pump, Nebulizer Treatment System, IV Pole with Accessories, Weight and height Measuring Equipment, Standard Teaching Stethoscopes, Electronic Thermometers (Oral, Tympanic, Temporal), Glucoscan, Pulse Oximeter, Wheelchair, Injection Trainer (intradermal), Wound Care Model, Medication Administration Carts, Treatment Cart, Isolation Cart; Aluminum Adjustable Walkers, Aluminum Adjustable Cane, Aluminum Adjustable Crutches, Hip Abductor Pillows, Drop Foot Boots, Gait Belts, Bedside Commode, Portable Oxygen Unit, Hoyer Lift with Polydura Sling, Surgical Sally, Personal Hygiene training Accessories, Wound Care Training Accessories, Medication Administration Training Accessories (oral, topical, parenteral), Complete Precaution Accessories, Urinary Catheterization Training Accessories, Tracheotomy Care Training Accessories, Infant Care Accessories, et cetera. In addition to the above listed equipment, the Main Nursing Skills Laboratory is outfitted with Internet-Ready Laptops, Audio/Visual System, Projection System, and Time Clock.

Nursing Skills Laboratory - Annex

The Nursing Skills Laboratory Annex is equipped with 2 work-stations (each workstation is fitted with one hospital bed, over-bed table, night-stand, personal hygiene accessories, etc.). Also provided in the Nursing Skills Laboratory Annex are: storage shelves among other equipment and materials.

Student Resource/Computer Learning Center

The Student Resource and Computer Learning Center is a 39-seat capacity room equipped with 39 Internet-Ready computer work-stations with access to the school's network and web-based learning resources (i.e., Elsevier Simchart Learning System, ATI Comprehensive Review and Assessment Program, Shadow-Health Clinical Simulation Learning System, Ovid Online Nursing Journals. etc.) and printing resources. The student computer work-stations are also equipped with noise cancellation headphones, Microsoft Office Suite (i.e., Word, Excel, Outlook, and PowerPoint), and network-based printing resources. Student using the center can also access and use the Elsevier Virtual Clinical Excursion Videos, Lippincott & Wilkins Maternity and Pediatric Nursing Videos. Other equipment available in the Student Resource and Computer Learning Center are: Instructors' Podium with Chair, Internet-Ready Laptops, Audio/Visual System, Projection System, Wall Mounted Dry-Erase Board, Stand-alone Dry-Erase Board, and Time Clock. A comprehensive list of all the resources available in the school's learning resource system can be found in School's Student Learning Resource Binder, which is available to students upon request.

School Reference Library:

The school reference library is a 21-seat capacity room equipped with 21 Internet-Ready computer work-stations with access to the school's network and web-based learning resources (i.e., ATI Comprehensive Review and Assessment Program, Elsevier Simchart Learning System, Shadow-Health Clinical Simulation Learning System, Ovid Online Nursing Journals, etc.) and printing resources. The student computer work-stations are also equipped with noise cancellation headphones, Microsoft Office Suite (i.e., Word, Excel, Outlook, and PowerPoint), and network-based printing resources. Student using the reference library can also access and use the Elsevier Virtual Clinical Excursion Videos, Lippincott & Wilkins Maternity and Pediatric Nursing Videos. A comprehensive list of all the resources available in the school's learning resource system can be found in School's Student Learning Resource Binder, which is available to students upon request.

Faculty and Staff Pantry

The faculty and staff pantry is equipped with storage cabinets, one refrigerator, one microwave, and pantry table.

Student Pantry

The student pantry is equipped with storage cabinets, one refrigerator, two microwaves, and pantry countertops.

Copying/Printing Equipment and Resource:

There are about 4 heavy-duty copying and printing equipment available to faculty, staff, and students at the school. Copying and printing equipment and resources are strategically placed in various locations within the school's physical facility as follows: the school Main Lobby, the school's Reference Library, and in the hallway near the Student Resource and Computer Learning Center.

Wireless Internet Access

The school's physical facility is also equipped with a high-speed secure wireless internet access for use as needed by faculty, staff, students, and guests within the school premises.

Clinical Sites

HHCI has clinical and externship affiliation agreements with the state New Hampshire licensed and approved health care facilities that are located within 30 mile radius of the school location. These facilities are equipped healthcare/nursing practice equipment and material resources that meet industry standards.

ADMINISTRATION AND FACILITY

HHCI's administration and faculty consists of the Board of Directors, President, Director of Nursing Education, Program Activity Coordinator, Admissions Coordinator, Financial Coordinator, Financial Aid Officer, Faculty, and a maximum of one educator per 25 students.

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

- a) Corporate Oversight: Oversight at the corporate level is fulfilled by a Board of Directors that currently include the following members:
 1. Mr. John C. Dike, MSN, RN
 2. Mr. Joseph Muiruri, BSN
 3. Mrs. Gloria Adigwe, MSN, RN
- b) Campus Oversight: Oversight at the campus level is fulfilled by the following school officials:
 1. School President/CEO: Mr. John C. Dike, MSN, RN
 2. Director of Nursing Education: Roberta Silva, DNP, RN
 3. Program Activity Coordinator: Mrs. Gloria Adigwe, MSN, RN
- c) Faculty
 1. John Dike, MSN, RN
 2. Gloria Adigwe, MSN, RN
 3. Anne Slatkiewicz, BSN, RN
 4. Catherine Durocher, MSN, RN
 5. Caelin Graber, BS, BSN, MS, RN
 6. Kim Cummings, MSN, RN
 7. Muthulakshimi Arumugam, MSN, RN
 8. Clelie St. Vil, MSN, RN
 9. Robyn Wilkie, MSN, RN
 10. Susan Guertin, MSN, RN

11. Jane Bell, BSN, MS, RN
12. Joanne Carbone, BSN, MEd, RN
13. Cheri Hayes, MSN, APRN, ANP
14. Arnaldo Cruz-Ayala, MSN, RN
15. Rhea Wyatt, BSN, RN
16. Cheryl Burnett, BSN, RN

d) Administrative Staff

1. Financial Operations Coordinator: Pamela-Rae Lindof, AS
2. Admissions Coordinator: Lisa Houck, BS
3. Customer Care Assistant: Stephanie Medina, BA
4. Faculty/Student Support Assistant: Cheryl Smith, AA
5. Financial Aid Coordinator: Kelly Chouinard, BS
6. Institutional Support Coordinator: Courtney Sanchez, BS, MBN

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

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

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

GOVERNANCE STRUCTURE AND PROCESS

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

➤ ***Institutional Administrative Council (IAC):***

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

- ***Standing Committees***

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

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

- II. ***Academic and Curricular Affairs Committee (ACAC):***

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

- III. ***Educational Program Outcomes Committee (EPOC):***

The EPOC is charged with the responsibility of reviewing and reporting on the student achievement outcomes including retention rates, graduation rates, licensure pass rates, and employment rates. The EPOC membership includes individuals selected from the

faculty and administrative staff membership. This committee meets three times annually (spring, summer and fall) and as needed.

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

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

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

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

VI. *Student Retention & Default Management Committee (SRDMC):*

The SRDMC is charged with the responsibility of reviewing the school's practices and procedures relative to student retention and loan default management affairs. In fulfilling this role, the SRDMC uses the school adopted "Student Loan Default Prevention and Management Plan" as a framework for committee activities. The SRDMC accounts for feedback obtained from both internal (i.e., students, faculty, and administrative staff) and external (i.e., withdrawn or dismissed students, graduates, third party contractors, program advisory committee, regulatory, and accrediting agencies) in its deliberations, actions and/or improvement recommendations. The SRDMC membership includes individuals selected from the HHCI faculty and the various school administrative departments. This committee meets three times annually (spring, summer and fall) and as needed.

- ***Non-Standing Committees***

I. *Accreditation Affairs Committee (AAC):*

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

II. *Ethics Committee (EC)*

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

III. *Evidence-Based Practice Committee (EBPC)*

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

- ***Faculty Membership Meeting***

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

- ***Administrative Staff Membership Meeting***

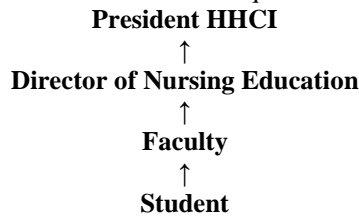
The administrative staff membership meeting serves as a forum for educational administrative staff and their support staff to jointly review and address issues arising from the implementation of the educational plan (i.e., administrative staff needs, policy and process-related issues, resource needs,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

- ***Student Body Meeting***

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

PROGRAM COMMUNICATION CHAIN OF COMMAND

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



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

LICENSURE/ACCREDITATION

HHCI is licensed by the NH Department of Education, Division of Educator Support and Higher Education. The contact information is as follows:

N.H. Department of Education
Division of Educator Support and Higher Education
Office of Career School Licensing
101 Pleasant Street
Concord, N.H. 03301
P: 603-271-6443; F: 603-271-1953; Web: www.education.nh.gov

HHCI is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). The contact information is as follows:

Accrediting Commission of Career Schools and Colleges (ACCSC)
2101 Wilson Boulevard, Suite 302
Arlington, Virginia 22201
P: 703.247.4212; F: 703.247.4533; Web: www.accsc.org

The LPN Program is approved by the NH Board of Nursing. The current approval status of the LPN Program is "Full Approval". Students enrolled in the LPN Program are eligible to sit for the Licensure Examination (National Council Licensure Examination for Licensed Practical Nurses-NCLEX-PN) upon graduation. The contact information is as follows:

New Hampshire Board of Nursing
121 South Fruit Street
Concord, NH 03301
Nursing (603) 271-2323 | Nursing Assistant (603) 271-6282 | Fax (603) 271-6605; Web: www.nh.gov/nursing

The Licensed Practical Nurse (LPN) program is accredited by the Accreditation Commission for Education in Nursing. Accreditation Commission for Education in Nursing (ACEN). The contact information is as follows:

3343 Peachtree Rd. NE, Suite 850
Atlanta, Georgia 30326
P: (404)975-5000; Web: <http://www.acenursing.us/accreditedprograms/programSearch.htm>

Note: All licensing/accrediting/approval certificates can be found posted at HHCI.

GRADUATION, LICENSURE, AND PLACEMENT RATES-Report Date of July 1, 2019

LPN Program First Time Licensure Pass Rate – The first-time pass rate on the National Council Licensure Examination for Practical Nurses (NCLEX-PN) for the report period of January 1, 2018 to December 31, 2018 is presented in the table below:

| Report Period | NCLEX-PN Pass Rate |
|--------------------------------------|--------------------|
| January 1, 2018 to December 31, 2018 | 95.35% |

LPN Program Completion Rate – The LPN program completion rate for the report period of September 1, 2016 to August 31, 2017 is presented in the table below:

| Report Period | On-Time Program Completion Rate |
|--------------------------------------|---------------------------------|
| September 1, 2016 to August 31, 2017 | 70% |

Note: 47 (70%) out of a total number of 67 students who enrolled in the LPN program between September 1, 2016 to August 31, 2017 graduated within 150% of the program length.

LPN Program Job Placement Rate – The LPN program job placement rate for the report period of September 1, 2016 to August 31, 2017 is presented in the table below:

| Report Period | On-time Program Employment Rate |
|--------------------------------------|---------------------------------|
| September 1, 2016 to August 31, 2017 | 88% |

Note: 42 (88%) out of a total number of 47 students who graduated from the LPN program in the cohorts enrolled between September 1, 2016 to August 31, 2017 got employed in the field within 175% of the program length.

SCHOOL CALENDAR

Harmony Health Care Institute offers classes in the spring, summer and fall sessions. Students are enrolled to begin classes in April, August, and December. In general, classes are offered Monday through Friday, 7:00 am to 3:00 pm. HHCI shall strive to keep a Monday through Friday, 7:00 am to 3:00 pm schedule; however HHCI reserves the right to modify the calendar/schedule, to include offering classes/clinical in the evenings and/or weekends. Also, HHCI may alter the calendar/schedule to meet specific school/program need, to accommodate inclement weather conditions or other unforeseen circumstances. In all circumstance, students will be notified in a timely manner of any change in the calendar/schedule. Students are given their schedules on or before the first day of class or session.

LPN PROGRAM CALENDAR AND SCHEDULE

The Licensed Practical Nurse (LPN) program offered at Harmony Health Care Institute (HHCI) may be offered as a full-time day program consistent with the New Hampshire Board of Nursing's approval. The school offers this program on a rolling admission basis. New programs begin each April, August, and December.

Full-Time Day Program Calendar/Schedule of Classes

The full-time Day LPN program shall be offered in three sessions (i.e., Session I, Session II, and Session III) of sixteen (16) week each, over a thirteen (13) month period. The didactic, nursing skills laboratory, and clinical components of the program curriculum shall be scheduled to occur between 7:00 am to 3:00 pm, Monday through Friday. The LPN program administrators and faculty shall develop, publish, and provide students enrolled in the program with the program's schedule of activities (i.e., didactic, nursing skills laboratory, and clinical instruction schedule) on or before the first day of class.

It is understood that there are circumstances that may result in changes to the normal program adopted schedule of 7:00 am to 3:00 pm, Monday through Friday. Examples of such circumstances may include but are not limited to: (a) lack of availability of appropriately approved local clinical sites, (b) inclement weather-related disruptions, et cetera. Given this reality, the program administrators and faculty shall have the authority to schedule or modify previously published program schedule to account for any unforeseen circumstances. The program administrators and faculty shall always strive to keep a 7:00 am to 3:00 pm, Monday through Friday schedule for the duration of the program. However, the program administrators and faculty may schedule or modify a previously published program schedule of activities (i.e., clinical instruction) as needed to account for unforeseen circumstances, including scheduling instructional activities (didactic, nursing skills laboratory, and clinical instructions) during the week-days and on weekends. In all circumstances, students shall be notified in a timely manner about didactic, nursing skills laboratory, and clinical instruction scheduling changes.

Recognized Holidays

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

1. New Year's Day
2. Martin Luther King Day
3. President's Day
4. Memorial Day
5. Independence Day
6. Labor Day
7. Thanksgiving Day
8. Christmas Day

PROGRAMS OFFERED

- LICENSED PRACTICAL NURSE PROGRAM

LICENSED PRACTICAL NURSE SCOPE OF PRACTICE

1. An LPN shall, with or without compensation or personal profit, practice under the supervision of a RN, APRN, licensed physician, or dentist. Such practice is guided by nursing standards established by the National Council of State Boards of Nursing and approved by the board, and shall be limited to:
 - a) Collecting data and conducting focused nursing assessments of the health status of clients.
 - b) Planning nursing care for clients with stable conditions.
 - c) Participating in the development and modification of the comprehensive plan of care for all types of clients.
 - d) Implementing appropriate aspects of the strategy of care within the LPN scope of practice.

- e) Participating in nursing care management through delegating, assigning, and directing nursing interventions that may be performed by others, including other LPNs, which do not conflict with this chapter.
 - f) Maintaining safe and effective nursing care rendered directly or indirectly.
 - g) Promoting a safe and therapeutic environment.
 - h) Participating in health teaching and counseling to promote, attain, and maintain the optimum health level of clients.
 - i) Serving as an advocate for the client by communicating and collaborating with other health service personnel.
 - j) Participating in the evaluation of client responses to interventions.
 - k) Communicating and collaborating with other health care professionals.
 - l) Providing input into the development of policies and procedures.
 - m) Other nursing services that require education and training prescribed by the board and in conformance with national nursing standards. Additional nursing services shall be commensurate with the LPNs experience, continuing education, and demonstrated LPN competencies.
2. Each nurse is accountable to clients, the nursing profession, and the board for complying with the requirements of this chapter and the quality of nursing care rendered and for recognizing limits of knowledge and experience and planning for management of situations beyond the nurse's expertise.
 3. LPNs who have successfully completed the curriculum of a board-approved LPN intravenous therapy course may administer intravenous solutions under the direction of a physician, dentist, APRN or as delegated by a RN.

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

LICENSURE REQUIREMENTS

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

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

LICENSED PRACTICAL NURSE PROGRAM CURRICULUM PLAN

MISSION

The mission of the Licensed Practical Nurse program is to prepare adult students of diverse backgrounds with the knowledge and skills necessary for safe, ethical, and effective practice. To equip the students with knowledge and skills in the areas of evidence-based practice, patient-centered care, safety and quality improvement, team collaboration, and healthcare informatics. To graduate students who are qualified with the requisite knowledge, skills, and attitudes for effective practice as entry-level licensed practical nurses and lifelong learners.

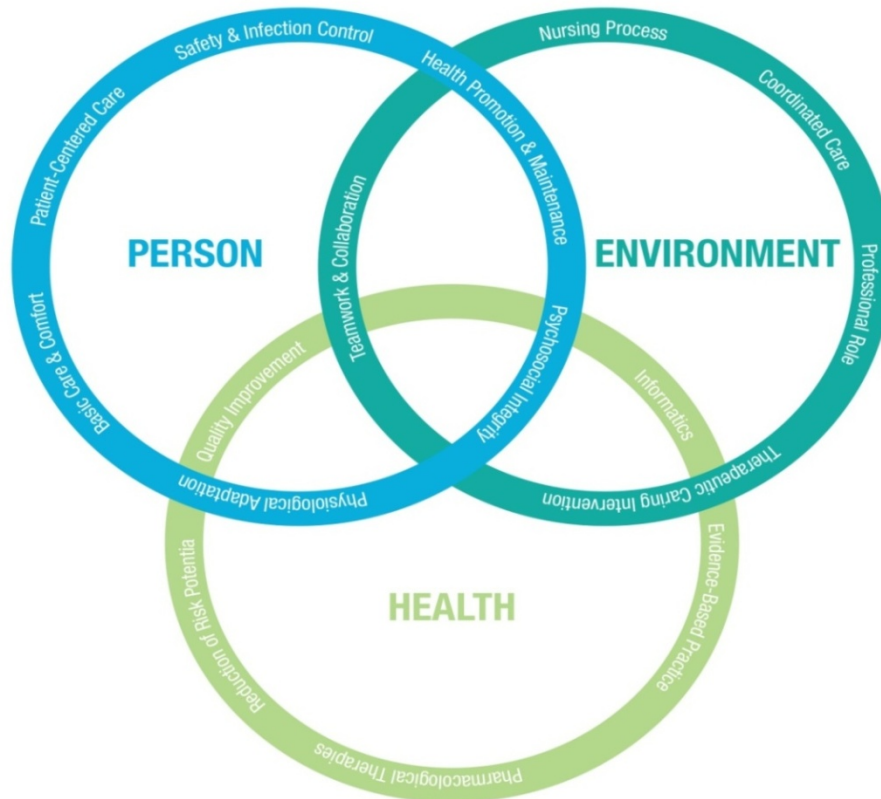
PROGRAM PHILOSOPHY

The Licensed Practical Nurse program believes that every individual has the innate ability to learn when provided with the right learning environment. The program and faculty believe that an appropriate learning environment is one where the students from diverse backgrounds are provided with opportunities to acquire basic skills, evidence-based knowledge, positive attitudes, and lifelong learning skills that support effective entry-level practice; to participate and share in the responsibility of the teaching and learning process; and to learn in a caring, supportive, and culturally congruent environment.

END OF PROGRAM STUDENT LEARNING OUTCOMES

1. Demonstrate competence in the safe use of equipment, nursing skills, and implementation of nursing care to meet clients' physical, physiological, and psychosocial needs, while promoting quality care.
2. Provide nursing care to clients in a manner that is caring and accounts for clients' cultural values, preferences, and healthcare needs consistent with the core values and ethics of the nursing profession.
3. Apply evidence based knowledge in analyzing clinical information, making nursing care decisions, and implementing nursing care plans to meet clients' physical, physiological, and psychosocial needs.
4. Use information technology applications to support information gathering, communication, clinical decision making, evidence-based practice, and life-long learning.
5. Collaborate with clients, significant others, and members of the interdisciplinary health care team, using effective communication skills to achieve continuity of care and positive client care outcomes.

ORGANIZATIONAL STRUCTURE & CURRICULUM DESIGN



The LPN program curriculum is designed in a manner that accounts for established professional nursing standards, guidelines, and competencies with clearly articulated end-of-program student learning outcomes (EPSLOs). Three interlocking circles create a link between the person, health, and the environment. The circles have no beginning and no ending representing the dynamic nature of the relationship between the patient, his or her environment, and his or her state of health. The environment is comprised of both internal and external influences that can affect a person's health and his or her ability to maintain health and adapt to illness. Therefore, a person, his or her health, and the environment are linked in a dynamic ever-changing relationship.

The concepts embedded within the three interlocking circles serve as the building blocks upon which the curriculum framework is built. The concepts are derived from established nursing professional standards, guidelines, and competencies as documented in the Quality and Safety Education for Nurses (QSEN), National Council Licensure Examination Council (NCLEX) Test Plan for practical nursing, and the Joint Commissions' National Patient Safety Goals. Through the integration of these concepts in the curriculum, faculty are able to drive student development throughout the LPN program in a manner consistent with contemporary nursing practice and the established professional nursing standards, guidelines, and competencies.

The program faculty members believe that every individual is endowed with the ability to learn and that the ability to learn only becomes fully expressed when the educational environment is conducive for learning. A conducive learning environment is one in which both faculty and students recognize individual and shared responsibilities in the learning process and the faculty not only support the students in meeting their learning needs, but also role model appropriate professional nursing practice behaviors. Additionally, the program faculty members believe that education is lifelong process for every professional nurse; therefore nursing students must be prepared with the requisite competencies to continue in their learning even after graduation. The development and implementation of the LPN program curriculum is informed by the above-mentioned beliefs and they are consistent with the Harmony Health Care Institute's philosophy.

The LPN program curriculum provides for five EPSLOs that are organized to target the six nursing competencies addressed in QSEN including: Safety & Quality Improvement, Patient-Centered Care, Evidence-Based Practice, Informatics, and Teamwork & Collaboration. The EPSLOs are used to organize the curriculum, guide the delivery of instruction, and direct learning activities. EPSLOs along with compatible LPN program graduate role specific competencies provide the framework for the programs' Student Clinical Evaluation Tool. As students progress through the curriculum, skills and knowledge are acquired in a logical and systematic approach, from simple to complex to attain the EPSLOs. The EPSLOs are achieved through the application of varied instructional methods, in a caring, supportive, culturally congruent, and student-centered learning environment that recognizes the potential of every student to be successful and values mutual respect and diversity. The graduates of the LPN program can be expected to demonstrate role specific competencies that are consistent with QSEN.

In general, the curriculum is designed to equip students with requisite knowledge and skills in the areas of evidence-based practice, patient-centered care, safety and quality improvement, team collaboration, and healthcare informatics. The expectation is that graduates with such competencies will be able to analyze and solve patient care problems creatively in a changing healthcare environment and are therefore ready for effective practice as entry level practical nurses and lifelong learners.

The LPN program faculty defines the core concepts of nursing as follows:

- **Person** is a complex individual, group or community that is sensitive to one's self and others. The person is seen as a holistically diverse and sophisticated being that is capable and constantly interacting and adaptation to the dynamic nature of both an internal and external environment.
- **Health** is viewed on a continuum of wellness and illness. It is a dynamic state that is linked to the person and the environment and is influenced by the person and the environment. Health includes biological, emotional, social, cultural and spiritual elements.
- **Environment** is a dynamic, evolving entity that is constantly interacting with and affected or influenced by its internal and external components.
- **Nursing** is an art and a science. It is the dynamic application of a systematic problem solving process in the delivery of client care to promote and maintain health and to manage and adapt to illness.

The LPN program faculty defines the related concepts as follows:

- **Client Needs Categories** are derived from the NCLEX-PN test plan and they correspond with the NCLEX-PN 2017 Test Plan. The NCLEX-PN Client Needs Framework provides a universal structure for nursing actions to clients throughout the life span and supports the LPN program's mission and philosophy. These categories are woven throughout the program and serve as the framework for the course outlines. They provide a logical and systematic approach to learning. The Elsevier textbook series used in the program uses the NCLEX-PN test plan to organize content and therefore, the textbooks used in the program provide a logical and systematic framework for the delivery of course content. These client care categories include:
 - Coordinated Care;
 - Safety and Infection Control;
 - Health Promotion and Maintenance;
 - Psychosocial Integrity, Physiological Integrity;
 - Basic Care and Comfort, Pharmacological Therapies;
 - Reduction of Risk Potential; and
 - Physiological Adaptation.
- **Professional Role** is the scope of the practical nurse practice as defined by the Nurse Practice Act of New Hampshire, RSA 326-B:13(NHBON, 2016).
- **Nursing Process** is a systematic organized method of providing goal-oriented caring that is both effective and efficient. It is an approach to problem solving that enables a nurse to organize and deliver nursing care.
- **Therapeutic Caring Intervention** are action planned for and implemented in a culturally sensitive and caring manner by the practical nurse. Therapeutic caring nursing interventions are derived from evidence-based knowledge and artfully applied in a culturally sensitive and caring manner to promote, maintain and restore patients' health and wellbeing.
- **Safety** the minimization of risk factors that could cause injury or harm while promoting quality care and maintaining a secure environment for patients, self and others.
- **Patient-Centered Care** the provision of caring and compassionate, culturally sensitive care that is based on a patient's physiological, sociological, spiritual, and cultural needs, preferences, and values.
- **Evidence-Based Practice** the use of current knowledge from research and other credible sources to make clinical judgments and provide patient-centered care.
- **Informatics** The use of information technology as a communication and information gathering tool that supports evidenced-based clinical decision making and safe nursing practice.
- **Quality Improvement** care-related to organizational processes that involve the development and implementation of a plan to improve health care services and better meet the healthcare needs of the patient.
- **Teamwork and Collaboration** the delivery of client care in partnership with multidisciplinary members of the health care team, to achieve continuity of care and positive patient care outcomes.
- **Education** and knowledge is achieved through an interpersonal teaching and learning process in a well structured environment that progresses from simple to complex. Education is a continuously dynamic process of acquiring and sharing knowledge with a shared responsibility between the educator and learner. The educator's role is to provide support, guidance, stimulate critical thinking, facilitate learning and serve as a professional role model. The learner's role is actively using the guidance, support and educational resources provided to enhance acquisition of both specific/general knowledge and personal growth.

PROGRAM TECHNICAL STANDARDS

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

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

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

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

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

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

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

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

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

Communication-A student must be able to communicate in English effectively and sensitively with clients, family members, and other members of the health care team. This includes expressive and receptive modes of verbal, nonverbal and written communication.

Examples include (but are not limited to) the ability to:

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

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

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

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

- Move about in patient care environments.
- Perform treatments and procedures.
- Calibrate and use equipment.
- Navigate stairs or other non-handicapped accessible client settings.
- Stamina-A student must have sufficient stamina to sit, stand and move within the classroom, skills lab, acute care nursing units, operating rooms and community settings for periods of time as long as eight hours at a time.

- Behavioral-A student must possess the ability to establish and maintain appropriate professional relationships. Factors included in this requirement are the ability to:
- Act ethically.
- Exercise sound clinical judgment.
- Be compassionate.
- Develop mature, sensitive, and effective relationships with clients.
- Complete all responsibilities attendant to the care of clients.

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

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

STUDENT CODE OF CONDUCT

Student Code of Conduct

Students enrolled in Harmony Health Care Institute (HHCI) are expected to conduct themselves as responsible citizens and in a manner compatible with the school function as an educational institution. Students are also subject to civil authority and to the specific regulations established by each educational program offered by HHCI. Violators shall be subject to disciplinary action, including possible cancellation of registration, and may be denied future admission to any educational programs offered by HHCI. The following actions are prohibited and may lead to appropriate disciplinary action:

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

Decisions regarding student violation of the above established code of conduct are the responsibility of the Program Director. Students have the right to appeal any disciplinary action taken by the school through the school's established complaint/grievance process.

AUTHORITY OF INSTRUCTORS POLICY

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

timely and systematic manner.

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

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

ACADEMIC INTEGRITY POLICY AND PROCEDURE

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

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

Consequences of Academic Dishonesty

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

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

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

MATRICULATION POLICY

Matriculation is the process that brings the school and a student who enrolls for credit into an agreement for the purpose of developing and realizing the student's educational objectives and goals. The agreement acknowledges the responsibilities of both parties to enable

students to attain their objectives efficiently through the school's established programs, policies and requirements. Any student enrolled in an educational program is expected to complete the components of matriculation. The school provides matriculation services organized in several interrelated components as follows:

1. **Admission Entrance and Placement Testing**

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

2. **Student Admissions**

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

3. **Student Orientation**

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

4. **Student Advisement**

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

5. **Student Follow-up**

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

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

ADMISSION REQUIREMENTS

1. Must be at least 18 years old
2. Must achieve passing grades on entrance testing:
 - a) Test of Essential Academic Skills [TEAS) – Minimum required competency level of Basic
 - b) English Essay Writing – Minimum required passing score = 70%
3. Proof of High School Diploma or its equivalent
4. Resume/Work History
5. Personal Statement
6. 3 References (2 professional and 1 personal)

Definitions:

“Proof of High School Diploma or its equivalent” – Documents meeting this requirement may include official transcripts of U.S. High School graduation, GED, HiSet, transcripts of home school from the local school district, or transcripts of a foreign institution with evaluation of high school equivalency by a recognized United States academic credential evaluation agency. All documents must be official and carry the appropriate signature, seal or stamp.

ENROLLMENT REQUIREMENTS FOR EACH PROGRAM

Applications are available on line at www.harmony-health.org and upon request at the HHCI offices.

Application procedures are as follows:

STEP1. Prospective Students may elect to schedule an appointment to review the school's application process and facilities with the Admissions Coordinator if desired. An appointment with the Financial Aid Officer may also be scheduled to review the Financial Aid opportunities. All students planning on using Financial Aid should complete a FAFSA. (HHCI school code is 042630 00)

STEP 2. Complete Entrance Testing

In order to accurately and fairly assess a prospective applicant's qualification to the LPN program, the applicant will be required to sit for and successfully complete the following entrance testing:

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

STEP 3. Complete Program Application and Application Interview

Complete application and all necessary enrollment documents

Schedule an Application Interview

Pay application fee

STEP 4. A letter of acceptance or denial will be sent to you

STEP 5. Sign an Enrollment Agreement/Contract

LPN-ADMISSION ENTRANCE TESTING POLICY

The Licensed Practical Nurse (LPN) Program shall use admission entrance testing as one of the tools for assessing the qualification of applicants for admission to the program. Admission entrance testing shall include the following tests:

Test of Essential Academic Skills [TEAS]:

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

English Essay

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

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

- a. TEAS test –Basic Level Competency;
- b. Written English Essay –70%

Test grades are valid for one year.

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

ENTRANCE TESTING INFORMATION

The Entrance Testing is one of the six admission requirements that allow for a complete evaluation of an applicant's qualification to benefit from the LPN program prior to acceptance in the program. The Entrance Testing has two parts including: **Part I** - Test of Essential Academic Skills (TEAS) and **Part II** - English Essay. These tests are given to better ensure that the students entering the Licensed Practical Nurse Program have an adequate level of knowledge in the content areas of Math, Reading, English/Language Usage, and Science to successfully complete the Licensed Practical Nurse Program and obtain licensure. To be considered acceptable for the LPN program, a minimum Competency Level of "**Basic**" on the TEAS test and a minimum score of **70%** on the Written English Essay is required.

Entrance Testing Part I:

TEAS - The TEAS is an evaluation of basic Math, Reading, English/Language Usage, and Science knowledge and compares your ability against the level of mastery required for success in college. The test is offered in either written or computer-based formats and may be taken more than once, but not more than four times in a 12 consecutive month period. The TEAS is composed of four section including:

- **Essential Math Skills** - This section of the test evaluates a student's skills in the areas of whole numbers, decimals, fractions, percentages, number system conversions and algebra.
- **Reading** - This section of the test evaluates a student's skills in reading level, critical thinking, reading comprehension, inferential reading, main idea of passage, and predicting of outcomes.
- **English & Language Usage** - This portion of the test evaluates a student's skills in punctuation, grammar, spelling, and sentence structure.
- **Science** - This section of the test assesses the person's knowledge of basic science and includes chemistry, biology, cellular biology, and anatomy and physiology.

Entrance Testing Part II:

Written English Essay - The Written English Essay is given to evaluate competence in written English composition. This test measures skills in written English language and is graded on content, grammar, punctuation and spelling. The test may be repeated to achieve a passing grade, up to four times in a 12 consecutive month period.

When and How Do I take the test?

Testing will be administered **by appointment only** at Harmony Health Care Institute.

- Appointments must be made in advance.
- The Entrance Testing (TEAS and Written English Essay) fee is \$100. This fee is non-refundable and non-transferable and must be paid prior to or at the time of testing. Any person with a prior record of "no call/no show" to a scheduled testing appointment shall be required to prepay for the Entrance Testing in order to be included on the schedule.
- Each person will be initially scheduled to complete both parts of the Entrance Testing in a single appointment. Should an individual not complete Parts I and II of the Entrance Testing at the initial testing appointment, a second testing appointment may be scheduled, and the remainder of the Entrance Testing completed within 30 days of the initial testing date. Failure to complete both Parts I and II of the Entrance Testing within 30 days of the initial testing date will require additional Entrance Testing Fee of \$100, irrespective of whether or not the individual is taking one or both parts of the Entrance Testing.
- We accept **cash or money order only** for this fee. Money orders should be made out to Harmony Health Care Institute.
- Photo ID must be presented at the time of testing
- Calculators are allowed. Online versions have a calculator embedded in the exam. Paper and pencil testers will be provided with a four-function calculator.

- Test results for computer-based testing are available immediately. Test results for written testing will be communicated to the applicant in 7 to 10 business days.
- Accommodations may be made for a documented learning or physical disability on a case-by-case basis. Please inquire regarding steps necessary for requesting accommodation prior to making your appointment.

HIGH SCHOOL DIPLOMA REQUIREMENT

Harmony Health Care Institute (HHCI) shall require that all individuals applying for enrollment in any occupational program and/or applying for approval to receive Title IV program grants and loan assistance provide the school with documented evidence of having a U.S. High School Diploma or its equivalent. A verifiable documented evidence of U.S. High School Diploma or its equivalent must be received by the Admissions Department prior to enrollment in any of the occupational programs offered by HHCI.

Acceptable Documented Evidence of a U.S. High School Diploma

Acceptable documented evidence of a U.S. High School Diploma shall include as follows:

1. A copy of a U.S. High School Diploma granted by any of the fifty U.S. State Department of Education approved High School and/or a High School accredited by an accreditation agency recognized by the United States Department of Education; and
2. An official transcript of a U.S. High School Diploma granted by any of the fifty U.S. State Department of Education approved High School and/or a High School accredited by an accreditation agency recognized by the United States Department of Education.

Acceptable Documented Evidence of a High School Diploma Equivalent

Acceptable documented evidence of a U.S. High School Diploma equivalent shall include as follows:

1. A General Education Development Certificate (GED) or High School Equivalency Assessment (HiSET) Certificate approved by any of the fifty U.S. State Department of Education; or
2. A State certificate received by a student after the student has passed a State-authorized examination that the State recognizes as the equivalent of a high school diploma; or
3. For foreign high school diploma, acceptable documented evidence shall include as follows:
 - a. A copy of the High School Diploma and/or official transcript;
 - b. An official copy of the foreign High School Diploma evaluation report conducted by a U.S. recognized Academic Credentials Evaluation Service Agency, indicating that the diploma evaluated is equivalent to a U.S. High School Diploma.

The Admissions Department shall provide the Financial Aid Department a confirmation that enrolled students applying for approval to receive Title IV program grants and loan assistance provided HHCI with all required documented evidence of U.S. High School Diploma or its equivalent. All records obtained to validate an applicant's possession of a U.S. High School Diploma or its equivalent shall be maintained as part of the applicant/student's educational record (whether approved or denied enrollment) and protected against damage for a least eight (8) years. The Admissions, Progression, and Retention Committee (APRC) shall have oversight of this policy and the school's practices relative to obtaining, validating, and maintaining High School Diploma-related records of all applicants to the school's occupational programs.

TRANSFER STUDENT POLICY

Students withdrawing, transferring, or graduating from HHCI, upon payment of all fees owed, may request a current official transcript reflecting hours and grades and a statement of good standing from HHCI in order to receive credit for their education. When transferring between licensed academies, the transferring student shall provide HHCI with a statement of good standing and official transcript from the previous school.

HHCI shall not allow a transferred student to practice on members of the public until HHCI receives an official transcript of the student's hours and grades within the required curriculum areas.

All transfer hours are applied at the end of the student's training. We do not recruit students who are attending or have been admitted to other similar courses.

Transfer students will pay the current rate of tuition for the remaining hours to fulfill graduation requirements. Tuition balances do not transfer from one school to another. Transfer students will be subject to other contract fees if applicable.

TRANSFER OF PREVIOUSLY EARNED CREDIT(S)

The LPN program will allow the transfer of previously earned credits (in non-core program required courses) from appropriately licensed and accredited educational institutions. Courses accepted for transfer shall receive tuition and program credit equal to the equivalent LPN course.

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

- a. The course(s) must be in the category of non-program core courses; program core courses completed outside of HHCI are not transferable;
- b. The course(s) must be from an institution that is duly licensed by applicable regulatory agencies and accredited by an agency that is recognized by the United States Department of Education;
- c. The course(s) must have been completed within five years of the date of transfer application;
- d. The student must have achieved a minimum passing grade of C and/or a grade point average (GPA) of 2.0;
- e. The course(s) being requested for transfer must be no more than 25% of the total clock hours required for program completion;

- f. The course(s) competencies and/or objectives must reasonably align with the coursework and the educational program into which the credit is to be transferred;
- g. To validate the authenticity of the course(s) completion, an official transcript of the student’s academic record along with appropriate supporting documentation (i.e., course outline(s) or course syllabi, etc.) must be provided;
- h. Successful completion of required course validation tests with a minimum passing grade of C and/or a GPA of 2.0 (See fee schedule for validation testing fee).
- i. Any student seeking approval to transfer shall: Complete and submit a previously earned credit transfer form along with appropriate supporting documents (i.e., official transcript(s) of the student’s academic records, course outline(s) or course syllabi, etc.) to the Admissions Department for review.

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

CLASS SIZE

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

GRADING SYSTEM

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

Letter Grades

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

Symbol Definition Grade Point

| Qualitative Letter Grade | % Equivalent & Points |
|--------------------------|----------------------------|
| A | 94 - 100 = 4.0 |
| A- | 90 - 93 = 3.67 |
| B+ | 87 - 89 = 3.33 |
| B | 83 - 86 = 3.00 |
| B- | 80 - 82 = 2.67 |
| C+ | 77 - 79 = 2.33 |
| C | 75 - 76 = 2.00 |
| C- | 70 - 74 = 1.67 |
| D | 67 - 69 = 1.33 |
| D- | 63 - 66 = 1.00 |
| F | Failing = No Credit Earned |

| | | | |
|----|---------------------|---|---------|
| W | Withdrew | P | Pass |
| I | Incomplete | F | Failure |
| IP | In Progress | R | Repeat |
| MW | Military Withdrawal | | |

Non-Evaluative Symbols

IP- In Progress

The “IP” symbol is used to indicate a course which is presently in progress.

R – Repeat

The “R” symbol is used to indicate a course which a student failed and subsequently repeated. The initial course is listed on the permanent transcript but the grade is not included in the computation for overall GPA.

W - Withdrawal

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

I - Incomplete

The “I” symbol is used in case of incomplete academic work for unforeseeable, emergency, and justifiable reasons. Assignment of an incomplete grade shall be determined by the course instructor. (See Assessment & Grading Policy)

P - Pass

The “P” symbol is used to indicate a student’s successful completion of a course or course component designated as pass/fail.

F - Fail

The “F” symbol is used to indicate a student’s failure to successfully complete a course or course component designated as pass/fail; or failure to achieve the minimum required passing grade in a course.

MW – Military Withdrawal

The “MW” symbol is used to indicate a student’s withdrawal due to military duty.

Grade Point Average

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

Final Grade Reports

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

Change of Grades

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

Transcripts

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

STUDENT ASSESSMENT AND GRADING POLICY & PROCEDURE

The nursing faculty and administration of the LPN program believe that assessment/evaluation of student learning should be fair, equitable and consistent. The nursing faculty evaluation of student performance shall be consistent with generally accepted educational standards. The evaluation methodologies employed by faculty in evaluating student performance shall be varied, reflect established professional competencies, and measure the achievement of the end-of-program student learning outcomes. The evaluation methods and tools for all courses shall meet the following criteria:

- a) Are consistent with course-level outcomes and program competencies;
- b) Are written and available to students;
- c) Are consistently applied; and
- d) Provide for regular and timely feedback to students and faculty with applicable indicators of student progress relative to attendance and academic standing.

The selection of student assessment methodologies and the development of such methodologies shall be the responsibility of faculty. The nursing faculty shall work in collaboration with the program administrators in the selection and development of evidence-based student assessment methodologies. All assessment methodologies must be designed in a manner that accounts for applicable educational theory and targets specific student learning outcomes that are consistent with the course and/or overall end of program student learning outcomes. Selected student assessment methodologies shall be appropriate for the learning situation and student level in the course or program. The integration of student assessment methodologies shall account for student learning that progresses from simple to complex and demonstrate progression in learning. The appropriateness of student assessment methodologies shall be regularly evaluated by faculty as part of the curriculum development, review, and revision process.

Student performance evaluation in the LPN program shall occur in the three learning components of the LPN program, including the classroom (didactic), nursing skills/simulation laboratory, and the practicum learning environments. For a student enrolled in a course with all three of the components (didactic, skills/simulation laboratory, and practicum) to receive a passing completion grade, the student must successfully complete all components of the course. Failure in any one of the course components shall result in an automatic course failure.

To receive a passing grade at the course completion, the student shall successfully complete every one of the components simultaneously. Failure in any one of the components of the course shall automatically result in the failure of the entire course.

To evaluate student achievement of the end-of-program student learning outcomes in the last session of the LPN program, the PN 302 Care of the Elderly Clinical Evaluation Tool (capstone course) and the ATI Comprehensive Exit Assessment for the Practical Nursing shall be used. These two assessment methodologies shall facilitate the assessment of student learning in all three domains of learning (i.e., cognitive, psychomotor, and affective) in the last session of the program.

A. Didactic Course or Component:

Formative and summative assessment strategies shall be used by faculty when assessing/evaluating student learning in a didactic

course. Formative assessment strategies shall facilitate faculty identification of gaps in student learning while summative assessment instruments shall serve the purpose of making definitive decisions about student performance in the course.

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

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

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

a) ***Assessment Item Removal***

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

- a. The psychometric property (reliability and validity) of each assessment item is analyzed to validate that the item is an accurate measure of the construct that it is supposed to measure;
- b. Any problem identified relative to the psychometric properties of each assessment item is resolved;
- c. The content area from which the assessment item was created shall be reviewed with the students to assure that any possible gaps in learning are addressed. For purposes of this review, actual assessment items may be used (albeit with caution) during the review to help the students relearn the correct answers and the rationales behind them;
- d. Document and report incident as appropriate.

b) ***Assessment Cancellation***

If the review of the assessment after removal of questions answered correctly by 35% or less of students participating in the assessment indicate that 50% or more of the students still failed to achieve the minimum required passing grade, an alternate assessment shall be offered. If 35% or greater of the questions are removed from the assessment, an alternate assessment shall be offered. Grades will be available in the school adopted student electronic records management system, aka, HeadMaster. Students will have the opportunity to decline to take the alternate test and to maintain their original grade. The alternate assessment will be held within two weeks, on the course scheduled makeup day and time. Should a student elect to take the reassessment, the student is responsible for communicating intent to the instructor and for taking the assessment on the scheduled date at the scheduled time. Once the date for the alternate test is set, students who fail to take advantage of the opportunity at the scheduled time will lose the ability to take the alternate test and the initial test grade will stand. No exceptions will be made. The grade on the alternate assessment shall be the final grade for any student who elects to take the alternate test.

Once a decision is made to offer an alternate assessment, the faculty shall adhere to the following guidelines:

- a. Communicate to the students involved regarding the decision to offer an alternate test and the schedule for an alternate assessment within twenty-four hours of the decision;
- b. Post the grade of the first test on the school adopted student electronic records management system, aka HeadMaster;
- c. Provide opportunities for review of selected content areas based on identified student learning needs;
- d. Tabulate the number of students who intend to take the alternate assessment;
- e. Administer the alternate assessment on the scheduled date at the scheduled time (no alternate times or dates will be made available);
- f. Review the alternate assessment and remove any test item that 35% or less of the students who participated in the assessment answered correctly;
- g. For those students who elected to repeat the examination, use only the alternate test grades in place of the initial assessment grades to determine students' performance. The alternate assessment grades will be deemed final and no other re-test opportunity shall be provided.
- h. Review the assessment items removed as listed in the "Assessment Item Removal" criteria listed above.
- i. Review the content material with the students.
- j. Document and report incident as appropriate.

c) ***Take-Home Assignment***

Faculty may choose to assess student learning using a take home assessment (e.g. exam or written paper). In such cases, faculty shall publish in the syllabus the grading rubric and due dates for submission. To receive full grade, students shall complete the assignment in accordance with the grading rubric and due date provided. Take-home assignment grades shall be published or released to students as follows: Exams will be published within 5 business days and written papers within 10 business days. Any student who fails to adhere to the grading rubric and due date shall be penalized. Penalty for lack of adherence to assessment grading rubric and due date shall include: deduction of points from the total assessment grade or issuance of a grade of 0%. Non-submission of an assignment shall result in an automatic 0% grade on the assessment.

d) ***Maintenance of Students Didactic Assessment/Evaluation Documentation***

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

B. Faculty-Supervised Skills/Simulation Laboratory Component:

Formative and summative assessment strategies shall be used by faculty when assessing/evaluating student learning in the skills/simulation laboratory component of PN 101 Fundamentals of Practical Nursing, PN 201 Care of the Adult, and PN 301 Care of the Family and PN 302 Care of the Elderly. Formative assessment strategies shall facilitate faculty identification of gaps in student learning while summative assessment instruments shall serve the purpose of making definitive decisions about student performance in the skills/simulation laboratory component of the course. Assessment/evaluation of students learning in the skills/simulation laboratory component of a course is based on a consistent pattern of achievement of course student learning outcomes and end of program student learning outcomes.

a) Skills laboratory component:

For PN 101 Fundamentals of Practical Nursing and PN 201 Care of the Adult, the skills laboratory faculty shall use a “Skills Check-Off Tool” for the summative assessment/evaluation of a student’s skills development in specific areas. A “Satisfactory” grade shall be awarded to a student in each skills area that he or she completed successfully while an “Unsatisfactory” grade shall be awarded in the skills area where the student failed to successfully demonstrate the required competencies. Students shall have a maximum of three (3) opportunities (attempts) within the allotted time frame to successfully complete the check-off in each skills area. Faculty shall provide sufficient opportunity (open skills laboratory hours) for students to practice learned skills prior to participation in the skills check-off. Faculty shall verify (using the skills practice sign-in and sign-out records) that a student practiced learned skills prior to participation in the initial skills check-off attempt. A student may be sent home for coming late to scheduled skills laboratory activity, failing to practice learned skill prior to a scheduled skills check-off, or coming to scheduled skills activity unprepared. Students who have not practiced the skill shall not be allowed to attempt sign-off on the skill and shall forfeit the first check-off attempt. In the event that a student is sent home, it will count as a clinical absence and loss of one skills check-off opportunity.

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

b) Simulation Laboratory Component:

For PN 301 Care of the Family, the faculty shall use clinical simulation to evaluate student learning in obstetric and pediatric health. Assignments from Pacific View Regional Hospital, an interactive virtual clinical excursion, shall be used and graded in accordance with the course grading rubric and due date provided.

For PN 302 Care of the Elderly, students complete a one-day skills simulation exercise administering placebo medications to multiple simulated patients. Faculty shall use formative and summative evaluation to provide each student with feedback on their performance during and upon completion of the simulation exercise.

C. Medication Dosage Calculation

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

- a. In session I of the Licensed Practical Nurse Program, the “Medication Dosage Calculation Examination” is a component of PN101 Fundamentals of Practical Nursing. In this session, every student is allowed a maximum of three (3) attempts to successfully complete the assessment with a minimum passing grade of 90%. A student who fails to achieve a minimum passing grade of 90% after exhausting all three (3) attempts shall be deemed to have failed PN101 Fundamentals of Practical Nursing;
- b. In session II of the Licensed Practical Nurse Program, the “Medication Dosage Calculation Examination” is a component of PN201 Care of the Adult. In this session, every student is allowed a maximum of three (3) attempts to successfully complete the assessment with a minimum passing grade of 90%. A student who fails to achieve a minimum passing grade of 90% after exhausting all three (3) attempts shall be deemed to have failed PN201 Care of the Adult;
- c. In session III of the Licensed Practical Nurse Program, the “Medication Dosage Calculation Examination” is a component of PN302 Care of the Elderly. In this session, every student is allowed a maximum of two (2) attempts to successfully complete the assessment with a minimum passing grade of 90%. A student who fails to achieve a minimum passing grade of 90% after exhausting the two (2) attempts shall be deemed to have failed PN302 Care of the Elderly;
- d. No student shall be permitted to administer medications to a client in any clinical environment unless he or she has successfully completed the “Medication Dosage Calculation Examination” with the minimum required passing grade 90% or better.

D. Faculty-Supervised Practicum Component

Formative and summative assessment strategies shall be used by faculty when assessing/evaluating student learning in the practicum

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

- a) **Formative Assessment** – The faculty member, in fulfilling his/her role of direct supervision of students during practicum rotation, shall assess students’ learning through observation, questioning of students in relation to the learning objectives, making adjustments to the learning opportunities and providing timely feedback to students. Additionally, students’ learning shall be assessed formatively using assignments in the SimChart (Electronic Health Records), Shadow Health (Clinical Simulation), and Virtual Clinical Excursion (Clinical Simulation) learning resources .
- b) **Summative Assessment** - Summative assessment/evaluation of students’ learning in the practicum component of a course shall be based on a consistent pattern of achievement of course and/or level (program curriculum) objectives. The clinical faculty shall use a “Practicum Evaluation Tool” to evaluate students’ performance at mid-practicum rotation and at the end of the practicum rotation. At the completion of the practicum experience, each student shall be awarded a “Pass” or “Fail” grade based on how he or she performed based on the “Practicum Evaluation Tool”. Failing the practicum component of a course shall automatically result in failure of the entire course (irrespective of the student’s grade in the didactic component of the course).
- c) **Maintenance of Students Practicum Assessment/Evaluation Documentation** - The practicum faculty shall be responsible for the assessment/evaluation of student learning relative to the practicum objectives as well as the provision of all records of student assessment/evaluation to the Director of Nursing Education or designee for filing and secure maintenance against damage or loss.

ATI COMPREHENSIVE ASSESSMENT AND REVIEW PROGRAM POLICY & PROCEDURE

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

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

Assessment Flow:

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

ATI Assessments Point Grid

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

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

Definition of Successful Remediation:

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

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

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

The remediation may include, but is not limited to:

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

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

Achieve the required individual minimum score (commensurate with a 95% probability of passing NCLEX-PN at the first attempt, as determined by ATI) on the Licensed Practical Nursing Comprehensive Predictor Examination (at no more than two attempts). Achieving the minimum required passing score within the maximum attempts permitted is precondition for taking the Care of the Elderly final examination. Students who fail to achieve the required minimum score in the LPN Comprehensive Predictor examination after the second attempt will not be qualified to sit for the Care of Elderly final examination.

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

STUDENT ACHIEVEMENT RECOGNITION AND AWARDS

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

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

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

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

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

STUDENT ILLNESS POLICY

Harmony Health Care Institute (HHCI) recognizes that there are times it may be necessary for a student to be absent from a scheduled school/course activity for reasons related to student illness or injury. In such circumstances, HHCI shall deem the student “incapacitated” due to illness or injury, and therefore unable to participate in scheduled activities (i.e., didactic instruction, skills laboratory instruction, clinical/practicum, exam, other evaluative activity).

Student Incapacitation Due to Illness

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

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

Routine/Short-Term Illness

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

Prior to returning to scheduled class activities (i.e., didactic instruction, skills laboratory instruction, clinical/practicum, exam, or other evaluative activity) the student should meet the following criteria:

- Afebrile for 24 hours without medication
- Free of nausea/vomiting/Diarrhea for 24 hours
- Free from evidence of significant respiratory infection (Ex: persistent cough, etc.)

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

Initial notification of the school/instructor of a possible or actual absence for reasons of a routine/short-term illness is simply an indication that a student might miss or has missed class and/or cannot complete an assignment on time due to an incapacitating illness or injury. Therefore, it remains the responsibility of the student to meet with or otherwise communicate with the instructor of the course in which activities were missed within 48 hours of the missed class activity to discuss the student’s missed activity, and schedule for necessary make up. In the event than an enrolled student fails to make up any missed activity, student should be aware of possible impact on his/her financial aid status.

Significant/Long-Term Illness

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

Documentation of Medical Illness/Treatment

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

Quarantine

HHCI has an obligation to enforce applicable public health mandates as required by federal and state laws and regulations.

Additionally, HHCI will follow non-mandated recommendations when it is determined that such recommendations are to be in the best interest of the HHCI community and the public. As a result, students in campus facilities may be required to leave the scheduled activity (i.e., didactic instruction, skills laboratory instruction, clinical/practicum, exam, other evaluative activity) so that appropriate isolation and/or quarantine can be accomplished. Under no circumstance should a student identified to have a health condition that could pose a potential health/safety risk to others be allowed to participate in any scheduled activity.

Medical Emergencies

In the event of a medical emergency, the school representative will evaluate the situation and activate the emergency response system (911) as needed. Situations requiring activation of the emergency response system include fainting, complaints of chest pain, sudden loss of movement, etc. Student who are experiencing sudden illness or an emergency not requiring activation of the emergency response system or students who refuse transportation via ambulance to a health care facility are responsible for obtaining safe transportation.

An incident report will be completed. Medical clearance may be required prior to returning to scheduled class activity (i.e., didactic instruction, skills laboratory instruction, clinical/practicum, exam, other evaluative activity).

Student Make-up of Missed Scheduled Activities

Scheduling of student make up of missed activity is at the discretion of the instructor and in accordance with related school/program policy.

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

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

MAKE-UP POLICY

Each student will be provided with an opportunity to make-up missed scheduled class (didactic), nursing skills laboratory or clinical instruction as a support service to facilitate students' ability to meet the attendance requirement of school's Satisfactory Academic Progress (SAP) policy. A student who missed a scheduled class (didactic), nursing skills laboratory or clinical instruction shall be responsible for scheduling the make-up missed work (clock hours) with the applicable instructor.

All make-ups of missed scheduled class (didactic), nursing skills laboratory and/or clinical instruction must be completed within the timeframe allowed in each course. A student who missed scheduled class (didactic), nursing skills laboratory and/or clinical instruction will receive only one make-up opportunity. All make-up activities are scheduled based on the availability of the instructor and the make-up facility. If a student fails to keep a scheduled make-up appointment without prior notification of the instructor and/or Director of Nursing Education, no further make-up opportunity will be provided for the missed clock hours, except in situations of verifiable and serious emergency circumstances. To receive a second make-up opportunity for a missed scheduled class (didactic), nursing skills laboratory, or clinical instruction, the student must provide a documented evidence to support the claim of unavoidable serious emergency circumstance that made it impossible for the student to keep the initial make-up opportunity.

Make-up of missed scheduled class (didactic) clock hours will be offered free of charge. However, for missed scheduled nursing skills laboratory or clinical instruction, a make-up fee will apply. Each student will be allowed one missed scheduled nursing skills laboratory and/or clinical instruction make-up opportunity at no additional cost to the student per session. Each subsequent make-up of missed scheduled nursing skills laboratory or clinical instruction will attract a make-up fee as stipulated in the School's Tuition and Fees Schedule, which is published in the School Catalog and Consumer Disclosure Information (SCCDI). Failure to make-up a missed scheduled class (didactic), nursing skills laboratory or clinical instruction may impact a student's ability to meet the attendance and or grade-point-average (GPA) requirement of the school's SAP policy.

Records of student make-up of missed clock hours shall be maintained physically and electronically and protected against damage or loss throughout the duration of the program. The Program Activity Coordinator working in collaboration with the Director of Nursing Education and faculty shall maintain oversight of the student make-up records.

SCHOOL DELAYS AND CANCELLATIONS POLICY

During inclement weather, when no cancellation or delays are announced, students are expected to report to class or to clinical as scheduled. However, in some cases, individual students may believe that they are unable to make it safely to school. In such cases, students who miss class will be responsible for missed work and will incur an absence for the class/clinical. The final decision to delay or cancel classes will be made by the President and/or the Director of Nursing Education no later than 6:00 A.M. The decision to cancel school will be announced via broadcast on Channel 7 (NBC), Channel 5 (WCVB) and Channel 9 (WMUR). Students are responsible to access these broadcast media to view this information.

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

SATISFACTORY ACADEMIC PROGRESS POLICY (SAP)

Students who receive federal student financial aid or institutional funds must maintain satisfactory academic progress toward their certificate/diploma program objective in order to remain eligible for federal student financial aid or institutional funds.

Requirements

To be eligible for federal student financial aid at Harmony Health Care Institute (HHCI), a student must maintain satisfactory academic progress toward their certificate/diploma program objective as outlined below.

Satisfactory Academic Progress

To be making satisfactory progression, students must:

1. Grades - Maintain no less than an average cumulative grade point average (GPA) of 2.0.
2. Attendance – Maintain a minimum of 67% attendance of the educational program cumulative registered clock hours per academic year.
3. Maintain an appropriate Pace of Progression that indicates ability to successfully complete the educational program within the established maximum timeframe of 150% of program length.

Satisfactory Academic Progress (SAP) will be evaluated at 450, 900 and 1173 scheduled hour point of the program. A student must maintain a minimum cumulative grade point average (GPA) of 2.0 and a minimum of 67% attendance of the educational program cumulative registered clock hours per academic year, in order to be considered as meeting SAP requirements. A student who fails to achieve a minimum of 2.0 GPA or a minimum of 67% attendance will first be placed on “Financial Aid Warning”. Next, if the student remains unable to maintain the SAP requirements, the student will be placed on “Financial Aid Suspension”. A student that is placed on Financial Aid Suspension may file an appeal with the Financial Aid Department to remove the suspension. In the event that the student succeeds through the appeal process, in having his/her Financial Aid Suspension rescinded, the student will be placed on “Financial Aid Probation” until the next evaluation period on the basis of not meeting the SAP requirements. In the event that the student remains unable to meet the SAP requirements by the end of Financial Aid Probation period (next evaluation period), the student’s eligibility for federal student financial aid will be terminated.

All students must complete their academic program within 150 percent of the normal time limit of that educational program as defined in HHCI’s academic policies. The maximum timeframe in which students may receive federal student aid cannot exceed 150 percent of the approved program clock hours.

The maximum timeframe for completion of the Licensed Practical Nurse Program is 1759 clock hours or 73 weeks.

Frequency of Monitoring

Academic progress is measured two times per academic year. If a student is not making satisfactory academic progress, the Office of Financial Aid will notify the student in writing of his/her academic standing and potential impact (if not rectified within the established time frame) on financial aid eligibility.

Financial Aid Warning Status

A status assigned to a student that fails to meet the minimum requirements of SAP requirements (2.0 GPA, 67% attendance, and pace of progression) at the end of the SAP evaluation period. A student on warning may continue to receive assistance under the Title IV, HEA programs for one payment period, despite a determination that the student is not meeting the SAP requirements. At the end of the Financial Aid Warning Status, if the student does not meet SAP requirements, the student is placed on Financial Aid Suspension.

Financial Aid Suspension Status

A status assigned to a student that did not meet the SAP requirements (2.0 GPA, 67% attendance, and pace of progression) at the end of the Financial Aid Warning period. A student that is placed on Financial Aid Suspension is no longer eligible for the federal student financial aid programs. This requirement applies to all terms in the education program regardless of whether or not the student received federal student financial aid and is based on the student’s complete academic record at HHCI. A student on Financial Aid Suspension may attend HHCI at their own expense, until he/she attains the required minimum cumulative GPA of 2.0, 67% attendance, and pace of progression. A student placed on Financial Aid Suspension status will have the right of appeal.

Financial Aid Probation Status

A status assigned to a student that appealed the Financial Aid Suspension and the appeal was granted. The Financial Aid Probation Status will replace the Financial Aid Suspension Status for that payment period. A student placed on Financial Aid Probation Status will be required to adhere to a Financial Aid Academic Plan or other conditions established in collaboration and agreement with the academic department/teaching units. The Financial Aid Department will verify with the academic department/education unit that the student is following the academic plan as established and/or meeting the terms of Financial Aid Probation condition. During the Financial Aid Probation period, the student will be eligible for federal student financial aid programs until the next SAP evaluation period. In order for a student on Financial Aid Probation status to maintain eligibility at the end of the Financial Aid Probation period, the student must meet the established SAP requirements, the Financial Aid Academic Plan, or other conditions established in collaboration and agreement with the academic department/teaching units.

Federal Student Aid Eligibility Termination

A status assigned to a student that at the end of the Financial Aid Probation period, failed to meet the SAP requirements, the Financial Aid Academic Plan, or other conditions established in collaboration and agreement with the academic department/teaching units. The federal student financial aid eligibility for a student placed on this status is terminated and no federal student financial aid funds will be used to cover the cost of the clock hours during this status. The cost of any course/clock hours completed during the time that the student was ineligible for federal student financial aid, will be the responsibility of the student.

Financial Aid Appeal Process

In the event of extenuating circumstances, a student at HHCI has the right to appeal the Financial Aid Department action relative to Financial Aid Suspension or Financial Aid Eligibility Termination. Examples of extenuating circumstances may include: the death of a relative, an injury or illness of the student, or other special circumstances. In order for an appeal to be considered by the Financial Aid Department, the student must submit a written appeal to the Financial Aid Department immediately upon notification of an action relative to suspension, and/or termination. The appeal filed by the student must include at a minimum, a complete explanation and reasons for the appeal, documented evidence of the extenuating circumstances, as well as information as to what has changed in the

student's situation that will facilitate the student's ability to meet the established SAP requirements. The Financial Aid Department and the Director of Nursing Education will review the appeal filed by the student and notify the student in writing of its decision within 14 days of receiving the appeal notice.

Federal Student Aid Eligibility Reinstatement

A student who has been terminated from federal student aid eligibility may submit a request for financial aid eligibility reinstatement after satisfactorily meeting the established SAP requirements. In the event that a student's appeal is granted, and the federal student financial aid eligibility is reinstated, the student will be required to adhere to a Financial Aid Academic Plan that is established in collaboration and agreement with the academic department/teaching units. Federal student financial aid funds will not be used to cover the cost of any course/clock hours completed during the period that the student was ineligible for federal student financial aid.

Special Considerations

The following are alternative grading options, which do not count toward grade point average (GPA), but do have an impact on satisfactory academic progress.

1. Withdrawal (W) designation is used when a student withdrew before completing 50% of the scheduled course clock hours. Withdrawals (W) count as clock hours attempted but not earned and have no impact on GPA.
2. Incomplete (I) designation is used when a student is unable complete assigned course work/clock hours due to unforeseeable emergency and/or justifiable reasons. Make-up of an incomplete course work will be at the discretion of the instructor. In the event that an incomplete designation is not rectified within the prescribed time period, the grade previously earned by the student will be entered into the student's permanent records. All make-up of an incomplete course work must be completed no more than 30 days following the end of the term in which the course/clock hours was assigned. Incomplete (I) designation will count as clock hours attempted, but not earned and are factored as an "F."
3. A Pass (P) designation is used when a student successfully completes a course/course component designated as Pass/Fail. A Pass (P) designation counts as clock hours attempted and earned, but has no impact on GPA.
4. A Fail (F) designation is used when a student fails to successfully complete a course/course component designated as Pass/Fail. A Fail (F) designation counts as clock hours attempted and earned, but has no impact on GPA.
5. In Progress (IP) designation is used when a course is still in progress and the student is actively participating. An In Progress (IP) designation counts as clock hours attempted and earned, but has no impact on GPA.
6. A Repeat (R) designation is used when a student repeats a failed course. Repeated courses will count as clock hours attempted and earned, but the grade of the first attempt will have no impact on GPA.
7. Transfer courses will count as clock hours attempted and earned, but have no impact on GPA.

SUCCESSFUL COMPLETION REQUIREMENTS

Successful completion of the practical nursing program requires the following:

- Completion of the program curriculum with a minimum cumulative GPA of 2.0.
- Successful completion of all program requirements within 150 % of program duration (1759 clock hours and 73 weeks).
- Successful completion of the ATI Comprehensive Review and Assessment Program.
- Achievement of the required individual minimum score (commensurate with a 95% probability of passing NCLEX-PN on first attempt, as determined by ATI) on the Practical Nursing Comprehensive Predictor Examination (at no more than two attempts). Students who fail to achieve the required score in the PN predictor examination after the second attempt will not be allowed to sit for the Care of the Elderly final examination.
- Participation in a mandatory end of program NCLEX-PN review.
- Completion of the Program Exit Evaluation.
- Fulfillment of financial obligations.

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

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

DEFICIENCY NOTIFICATION POLICY

Verbal Deficiency Notification: Students may be issued a verbal deficiency notification upon the identification of deficiencies for which some degree of correction is necessary. The deficiency notification will specify areas of deficiency, required corrective action and timeframe for completion to correct the deficiency. The established corrective action plan will be monitored by the instructor or program director and feedback provided to the student. Failure to correct identified deficiencies may jeopardize the student's success.

Letter of Concern: Depending on the level of identified deficiency a student may be issued a Letter of Concern. The Letter will specify areas of deficiency, required corrective action and timeframe for completion to correct the deficiency. Failure to correct identified deficiencies may jeopardize student's success.

Written Warning: may be imposed for more serious deficiencies than described in a Verbal Notification or a Letter Of Concern. Failure to meet the requirements of assigned corrective action may negatively impact the student's ability to meet Satisfactory Academic Progress requirements. (See Satisfactory Academic Progress Policy).

ENROLLMENT AGREEMENT CANCELLATION/WITHDRAWAL

Enrollment Cancellation/Withdrawal by Student

A student may cancel his/her enrollment or withdraw from a program or course at any time for any reason by providing the school with a written notice of cancellation/withdrawal. An enrollment cancellation or withdrawal notice must be written, signed, and dated by the student in order to be acceptable. All cancellation/withdrawal notices shall be addressed to Harmony Health Care Institute and forwarded to the following address: Harmony Health Care Institute, Admissions Department, 10 Al Paul Lane, Suite 204, Merrimack, NH 03054.

Enrollment Cancellation/Withdrawal by School

The school may administratively cancel or terminate a student's enrollment for any of the following reasons:

- Abandonment – failure to attend scheduled program or course activities for a period of 14 consecutive calendar days. The school shall use the last day that the student was physically present in a scheduled program or course activity as the last date of attendance.
- Failure to comply with published school/program policies, rules, regulations.
- Failure to achieve and maintain the minimum required cumulative grade point average of 2.0 on a scale of 4.0.
- Failure to complete the program within 150 percent of program length and/or administrative determination that a student could not complete the program within 150 percent of program length.
- Failure of any course during a 2nd enrollment period (readmission).
- Non-payment of tuition and/or fees.
- Violence or threat of violence.
- Academic dishonesty.
- Failure to return as approved from student leave of absence.
- Unsatisfactory CORI report.

Once the school makes the determination to terminate a student, the school shall administratively cancel or terminate the student's enrollment and notify the student of the decision in writing within 30 days of the determination. The student shall have the right to appeal the school's decision by following the school's complaint and grievance process.

Tuition and Fees Refund

Upon receipt of the enrollment cancellation or withdrawal notice from a student or the school's determination to terminate or cancel a student's enrollment, the school shall process the cancellation/withdrawal to determine if the student is due any tuition and fees refund.

A student whose enrollment is cancelled or terminated within 3 business days, excluding weekends and holidays, of executing the agreement shall be entitled to a full tuition refund of all monies paid specific to the enrollment agreement pursuant to RSA 361-B. Except in a situation where the school has discontinued the program of instruction, the student is financially obligated to the school for cancellations/withdrawals that occur after the first three business days, excluding weekends and holidays, of executing the agreement. Refunds in this instance shall be as specified in the school's tuition and fees refund policy. All refunds shall be paid within 30 days upon receipt of written notification from a student of cancellation or withdrawal. Students receiving benefits from federal programs shall be subject to federal refund policies, rules and regulations.

LEAVE OF ABSENCE POLICY

Harmony Health Care Institute (HHCI) defines an authorized Leave of Absence (LOA) as a temporary interruption in the student's course of study. The LOA refers to a specific period of time in which a student is not in attendance. A LOA is not required if a student is not in attendance for an institutionally scheduled break. However; a scheduled break may occur during a LOA. A student who must take an approved Leave of Absence (LOA) will return in the same satisfactory academic progress status as at time of taking the LOA.

The LOA must be requested and approved in writing prior to LOA occurring. In addition, the student is required to list the reason for the LOA as well as provide supporting documentation. An emergency LOA, without prior written request, may be granted provided the student completes the LOA form and returns it via mail or in person within a reasonable resolution of the emergency to HHCI.

A student may be granted a LOA for any of the following reasons:

1. Medical Issues
2. Military Requirements
3. Jury Duty
4. Mitigating Circumstances beyond the Student's Control
5. HHCI Faculty recommendation
6. Financial Hardship

The student must follow HHCI's Leave of Absence Policy when requesting a LOA and get an approval of the request for a LOA.

There must be reasonable expectations that the student will return from the LOA. The institution will not assess the student any additional institutional charges as a result of the LOA. A student granted a LOA that meets the criteria is not considered to have withdrawn, and no refund calculation is required at that time. Title IV loans will not be disbursed during the LOA.

Students taking an unapproved LOA will be considered withdrawn at the start of the unapproved LOA. The last date of attendance prior to the LOA will be utilized for the purposes of calculating a refund.

The maximum time frame for a LOA is 180 calendar days and the minimum is 5 calendar days. HHCI permits more than one LOA provided the total number of days of all LOA does not exceed 180 calendar days within a 12-month period. Prior to the LOA approval, the student is counseled by a Financial Aid Official of the consequences associated for a student loan borrower that does not return from an approved LOA about the loan grace period and that he/she may go into repayment. A student that does not return from an approved LOA will be withdrawn from HHCI and the withdrawal date used is the student's last day of attendance recorded prior to the LOA approval.

On the day the student returns from a LOA the student is required to inform the Financial Aid Office of the return and complete an enrollment agreement addendum or initial the correction on the contract. The student's contract and maximum time frame will be extended for the same number of days the student was on LOA without any penalty to the student

MILITARY WITHDRAWAL

Any student who is member of active or reserve United States military service may submit a request in writing to withdraw from course/program upon receipt of orders to report for duty. Upon verification of such orders, a military withdrawal symbol (MW) will be assigned for each course. Military withdrawals have no impact on satisfactory progress evaluation and have no impact on GPA. Any student granted military withdrawal may request refund of any unused enrollment tuition and fees. Tuition and fees refund calculation will be done in accordance with established policy. (Please see Tuition and Fees Refund policy).

COURSE REPETITION POLICY

Students may repeat a course that they have attempted and received a grade of "F". When a student repeats a course, both the original and the repeat grades are reported on the academic transcript, however, only the subsequent earned grade will be calculated into the student's cumulative GPA. The two grades are *not* averaged together. An "R" is posted next to the first grade to indicate that the course has been repeated. Clock hour programs are not awarded additional financial aid funds for repeating courses, for attempting additional scheduled hours beyond the contract, or for attempting a course previously accepted for transfer of credit. A student who receives an incomplete grade shall not be allowed to repeat the course to remove the incomplete. Instead, s/he should complete the work with the original instructor and satisfy the arrangements to have the grade reported.

LPN PROGRAM RE-ADMISSION POLICY

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

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

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

Any applicant approved for re-admission will be placed on academic probation and be required to meet the eligibility requirements provided in the re-admission paperwork. To progress in the program, the re-admitted student must achieve and maintain a minimum cumulative grade point average (GPA) of 2.0 on a scale of 4.0. In the event that the re-admitted student fails to achieve the minimum

required GPA or fails any course during the 2nd enrollment period in the LPN program, the student will be terminated. Each previously enrolled student will have only one opportunity for re-admission. Any previously enrolled student that was re-admitted, but failed to successfully complete the program at the second attempt, will not be given another opportunity for re-admission. The President/CEO of the school and/or the Director of Nursing Education shall be the responsible officials for overseeing student re-admission.

COMPLAINT/GRIEVANCE POLICY

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

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

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

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

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

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

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

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

Informal Level

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

Formal Level:

- **Level II:** In the event that a satisfactory resolution of the complaint/grievance is not found on an informal level, the student may escalate the complaint to the next level. The initial grievance must be filed with the Program Activity Coordinator. In presenting a complaint/grievance, the student must submit a formal grievance form. Forms are available in the office of the Program Activity Coordinator and in the Admissions Department. The written description of the complaint/grievance should include the following information:
 - Written factual statement of the complaint/grievance that describes the nature of the problem and the action which the student desires taken;
 - A listing, if relevant, of the names of all persons involved in the matter at issue and the times, places, and events in which each person so named was involved;
 - A description of the general and specific grounds on which the appeal is based;
 - A statement of the steps initiated by the student to resolve the problem by informal means, as prescribed above;
 - The grievance notice must be either sent via registered mail to the attention of the Program Activity Coordinator or hand delivered to him/her at the school location in Merrimack, NH.

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

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

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

The New Hampshire Department of Education, Division of Educator Support and Higher Education, Office of Career School Licensing requires all institutions to have a published grievance procedure that includes reference to a student's right to file a complaint with the Office of Career School Licensing. In the event a complaint from an HHCI student cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the New Hampshire Department of Education, Division of Educator Support and Higher Education, Office of Career School Licensing. The New Hampshire Department of Education Student Complaint Resolution Procedures and Forms are located at: <http://education.nh.gov/highered/compliance-allegation.htm>. The student must contact the Office of Career School Licensing for further details at: NH Department of Education, Office of Career School Licensing, 101 Pleasant Street, Concord, NH 03301, Phone # (603) 271-6443.

Schools accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling student complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints reviewed by the Commission must be in written form and should grant permission for the Commission to forward a copy of the complaint to the school for a response. This can be accomplished by filing the ACCSC Complaint Form. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to: Accrediting Commission of Career Schools & Colleges, 2101 Wilson Boulevard, Suite 302, Arlington, VA 22201, (703) 247-4212, www.accsc.org. A copy of the ACCSC Complaint Form is available at the school and may be obtained by contacting (Gloria Adigwe, Program Activity Coordinator) or online at www.accsc.org.

STUDENT SUPPORT SERVICES POLICY AND PROCEDURE

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

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

A. **Student Advising Program** – The student advising program shall be used to address student needs that fall within the following areas: academic matters, coping skills, and general education development. Members of faculty teaching in the occupational program

shall be assigned to fulfill the role of faculty advisors to students in that program. A major function of the student advising program is to enhance student retention through early identification of student needs and marrying identified needs with available student support resources or services internally or externally. The student advising program shall be provided in the following manner:

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

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

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

C. Testing and Tutoring Services – Testing and tutoring services shall be made available to students in each course or occupational program.

Testing service shall include as follows: developing student assessment strategies (i.e., multiple-choice test items), scheduling and proctoring quizzes and tests (i.e., program enrollment entrance testing, course quizzes and tests, standardized content mastery tests, etc.), grading completed quizzes and tests, providing students with their quiz or test results, communicating quiz or test results to

appropriate school departments or personnel with need to know and securely maintaining students' quiz or test results as part of their academic records, against damage or loss.

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

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

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

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

- a) A faculty member assigned to teach a course, either alone or as a member of a team, shall be responsible for recording student attendance in any scheduled instructional activity that he/she is conducting, coordinating or supervising.
- b) Student attendance requirements for each individual course shall be clearly stated in the course syllabus.
- c) Student attendance may be recorded and maintained, either physically on paper or electronically in the school adopted student electronic records management system, aka, HeadMaster.
- d) Faculty members shall issue deficiency notifications to students found to have a poor attendance record as defined by the school/program attendance policy. A copy of any deficiency notice issued to a student for poor attendance shall be maintained as part of that student's educational records.
- e) The Director of Nursing Education shall regularly review student attendance for purposes of ensuring consistent enforcement of the nursing and related occupational program attendance policy.

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

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

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

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

- d) In the course titled PN100 Issues & Trends in Practical Nursing, students enrolled in Licensed Practical Nurse program shall be provided with additional training opportunity on using occupation-specific learning resources, including: Ovid Online Nursing Journals, ATI Comprehensive Assessment and Review program, Elsevier's SimChart – Electronic Health Records (EHR)/Electronic Medical Records (EMR), Shadow Health Digital Clinical Experience, Elsevier's Virtual Clinical Excursions among others.

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

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

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

- a) All student records shall be handled in accordance with FERPA law and regulation.
- b) All physical educational records of all currently enrolled students including all admissions, academic, and financial records and information upon which a student's enrollment is based shall be maintained permanently against damage or loss through timely filing of student records in fireproof file cabinets.
- c) All electronic educational records of all currently enrolled students including all admissions, academic, and financial records and information upon which a student's enrollment is based shall be maintained permanently against damage or loss through timely uploading and off-site backup of student records.
- d) All physical financial records shall be retained and protected against damage or loss for at least five years, through timely filing in the fireproof file cabinet of all physical financial records.
- e) All electronic financial records shall be retained and protected against damage or loss for at least five years, through timely uploading and off-site backup of electronic financial records.
- f) Official Transcripts for all formerly enrolled students (e.g., graduates, and terminated or withdrawn students) shall be produced, retained permanently and protected against damage or loss.
- g) Each student shall have the right to review his/her educational records and have any erroneous information corrected.
- h) It shall be the responsibility of each student in reviewing his/her educational records to submit such a request to appropriate school staff or faculty in a timely manner.
- i) Any current or former student shall have the right to obtain a copy of his/her official academic transcript or any other permanently maintained educational records (document fee may apply).
- j) The Program Activity Coordinator shall work collaboratively with the Director of Nursing Education, members of faculty, Admissions Department and Finance Department personnel to supervise and manage students records support services.

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

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

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

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

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

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

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

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

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

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

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

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

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

Technical support shall be available to students as follows:

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

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

NON-MATRICULATED STUDENT SUPPORT SERVICES - The following student support services shall be available to non-matriculated students enrolled in vocational standalone courses:

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

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

- j) A student may be reassigned to a different faculty advisor at any time during the course of study.

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

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

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

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

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

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

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

- a) A faculty member assigned to teach a course, either alone or as a member of a team, shall be responsible for recording student attendance in any scheduled instructional activity that he/she is conducting, coordinating or supervising.
- b) Student attendance requirements for each individual course shall be clearly stated in the course syllabus.

- c) Student attendance may be recorded and maintained, either physically on paper or electronically in the school adopted student electronic records management system, aka, HeadMaster.
- d) Faculty members shall issue deficiency notification to students found to have poor attendance record as defined by the school/program attendance policy. A copy of any deficiency notice issued to a student for poor attendance shall be maintained as part of that student's educational records.

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

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

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

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

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

- a) All student records shall be handled in accordance with FERPA law and regulation.
- b) All physical educational records of all currently enrolled students including all admissions, academic, and financial records and information upon which a student's enrollment is based shall be maintained permanently against damage or loss through timely filing of student records in the fireproof file cabinets.
- c) All electronic educational records of all currently enrolled students including all admissions, academic, and financial records and information upon which a student's enrollment is based shall be maintained permanently against damage or loss through timely uploading and off-site backup of student records.
- d) All physical financial records shall be retained and protected against damage or loss for at least five years, through timely filing in fireproof file cabinets of all physical financial records.
- e) All electronic financial records shall be retained and protected against damage or loss for at least five years, through timely uploading and off-site backup of electronic financial records.
- f) Official Transcripts for all formerly enrolled students (e.g., graduates, and terminated or withdrawn students) shall be produced, retained permanently and protected against damage or loss.
- g) Each student shall have the right to review his/her educational records and have any erroneous information corrected.
- h) It shall be the responsibility of each student in reviewing his/her educational records to submit such a request to appropriate school staff or faculty in a timely manner.
- i) Any current or former student shall have the right to obtain a copy of his/her official academic transcript or any other permanently maintained educational records (document fee may apply).
- j) The Program Activity Coordinator shall work collaboratively with the Director of Nursing Education, members of faculty, Admissions Department and Finance Department personnel to supervise and manage students records support services.

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

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

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

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

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

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

Technical support shall be available to students as follows:

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

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

Student Support Seminar - In addition to the above matriculated and non-matriculated support services, HHCI also has in place a student academic support program that is open to all students (both matriculated and non-matriculated students) titled “Student Support Seminar”. This academic support program is offered once every week for a period of three hours and covers topics that include as follows: study skills, computer skills, test taking strategies, medical terminology, critical thinking, reading and writing skills, and concept mapping. The purpose of this academic support program is to target at-risk students who might benefit from such additional support.

VACCINATION POLICY

HHCI does not require vaccination records as a condition for admittance. Certain records must be submitted as a requirement for attending clinical/practicum experience to establish health and physical status.

PRACTICUM REQUIREMENT POLICY & PROCEDURE

Health Status Verification and Immunization Records

Students must submit to the school all required documentation establishing health and physical status. The following are the

documents that must be provided every session (term) prior to the commencement of any practicum rotation as mandated by State Law and contractual agreements with our clinical agencies:

1. Health Care Provider verified current (Within the past 12 months) Health History and Physical Examination report.
2. Healthcare Provider verified record of required immunization as follows:
 - a. Mantoux / PPD (Purified Protein Derivative) test (TB) within the last 12 months. If a mantoux/PPD test was done more than 12 to 24 months ago, a new test is required. If no mantoux/PPD test was done more than 24 months prior, a two step mantoux/PPD test is required. The two step test must be done a minimum of two weeks apart. The mantoux/PPD test record must show dates and result of reading. A new mantoux/PPD new test is required annually.
 - b. Positive Mantoux / PPD test requires evidence of negative chest x-ray within 5 years and a recent physical exam with provider's statement confirming absence of active TB and/or documented evidence of latent TB treatment. A new TB screening is required annually.
 - c. Two doses (1st MMR and 2nd MMR) of Measles, Mumps and Rubella (MMR) vaccine given after (not on) first birthday and given after December 31, 1956. Titers indicating immunity to Rubeola (Measles), Rubella and Mumps are acceptable. Blood tests to determine immunity to specific diseases are NOT IMMUNIZATIONS. All titers are required unless two doses of MMR are received as stated above. If a titer shows non-immunity in any of the following diseases, you must receive a booster immunization: Rubella, Rubeola and Mumps.
 - d. One dose of Tetanus/Diphtheria (TD) or Tetanus/Diphtheria/Pertussis (Tdap) within the last 10 years. It is highly recommended that students who need to update their Tetanus Diphtheria receive the Tetanus Diphtheria & Pertussis booster (TDAP).
 - e. Hepatitis B vaccine (3 doses or lab titer) required. Hepatitis B vaccine is given in a series of three injections, followed by a titer. In the event of a negative titer, the series must be repeated. The titer is done 1 month following completion of the series. Any student who completed the three Hepatitis B vaccine series more than one year ago will not require a titer. Any student who fails to provide Healthcare Provider verified evidence of Hepatitis B vaccination or immunity to Hepatitis must submit a signed objection /waiver form.
 - f. 1st Varicella and 2nd Varicella (Chicken Pox) vaccine. Titer indicating immunity to Varicella is acceptable.
 - g. Annual influenza vaccine (when applicable – notification will be issued in advance) may be required during influenza season.
3. Satisfactory Criminal Background Check Report (see Criminal Background Check policy).
4. Satisfactory OIG/GSA [Office of the Inspector General/General Services Administration- www.exclusions.oig.hhs.gov] Background Check Report.
5. Proof of current certification in Cardiopulmonary Resuscitation (CPR). Acceptable CPR certification is the American Heart Association Certification, which must state "Health Care Provider CPR" or the card must specify that the certification covers Adult, Pediatric and Infant CPR and AED.
6. The items listed in #1 through #5 are required for participation in the practicum component of the LPN program. The currency of these documents shall be verified prior to the beginning of each practicum rotation as follows:
 - a. **Session I of the LPN program:** Newly enrolled students must submit all required practicum documentation to the school and receive clearance from the Admissions Department within twelve (12) days of program start date.
 - b. **Session II of the LPN Program:** enrolled students progressing to Session II of the LPN program must submit all required practicum documentation to the school and receive clearance from the Admissions Department no later than seven (7) days prior to the start date of the practicum rotation.
 - c. **Session III of the LPN Program:** enrolled students progressing to Session III of the LPN program must submit all required practicum documentation to the school and receive clearance from the Admissions Department no later than seven (7) days prior to the start date of the practicum rotation.
7. Failure to meet any of the practicum requirements as document in items #1 through #6 may result in any of the following:
 - a. Removal from participation in practicum component of the LPN program;
 - b. Suspension from the LPN program;
 - c. Termination from the LPN program.

CPR Certification

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

Criminal Background Check

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

Equipment

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

Liability Insurance

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

Medical Insurance

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

Transportation

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

Employment

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

Responsibilities to Practicum Sites

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

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

Performing Nursing Skills at the Clinical Site:

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

Potential for Injury

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

Students should be aware of locations that call for special alertness. They should note lighting, open spaces, shrubs or other structures that might impair vision. It is important to be sure someone knows when and where you are going. Do not take risks. Students may go in pairs as a safety measure. If a student is uncomfortable with what is happening with a client he/she is responsible to inform the clinical instructor and/or agency personnel so a resolution can be found.

Clinical Preparation

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

CRIMINAL BACKGROUND CHECK POLICY

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

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

NURSING SKILLS LABORATORY POLICY AND PROCEDURE

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

SAFETY REQUIREMENTS

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

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

Clinical/Practicum – All students participating in clinical/practicum experience should be familiar with and follow all safety precautions and regulations as described by the clinical site.

NURSING SKILLS LABORATORY OPEN HOURS

Harmony Health Care Institute shall make adequate provision for students in the LPN program to be able to use the nursing skills laboratory facilities and resources for supervised and unsupervised practice. To this end, the nursing skills laboratory facilities and resources use will be carefully scheduled to accommodate both scheduled activities and unscheduled open laboratory hours. The Open Hours schedule will be prominently posted on the bulletin board.

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

MANDATORY NURSING SKILLS LABORATORY REFERRAL POLICY

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

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

PROGRAM COURSES AND CLOCK HOURS

The curriculum provides 606 clock hours of didactic instruction (195 clock hours of general education courses and 411 clock hours of nursing courses), 196.5 clock hours of faculty-supervised skills laboratory instruction, and 370.5 clock hours of faculty-supervised practicum for a total of 1173 clock hours of training. The training is provided through classroom lecture presentation, hands-on nursing skills laboratory and practicum learning experiences. The LPN program is currently offered full time in three sixteen (16) week academic sessions over a thirteen (13) month period. The placement of courses along with applicable course clock hours is presented in the table below:

Session I: 16 Weeks

| Course No. | Course Name | Didactic Clock Hours | Faculty-Supervised Skills Lab Clock Hours | Faculty-Supervised Practicum Clock Hours | Total Hours |
|-------------------|--------------------------------------|-----------------------------|--------------------------------------------------|-------------------------------------------------|--------------------|
| PN 100 | Issues & Trends in Practical Nursing | 30 | N/A | N/A | 30 |
| PN 101 | Fundamentals of Practical Nursing | 96 | 114 | 63 | 273 |
| BI 100 | Essentials of Anatomy & Physiology | 45 | N/A | N/A | 45 |
| HL 100 | Basic Nutrition | 30 | N/A | N/A | 30 |
| PN 110 | Introduction to Pharmacology I | 15 | N/A | N/A | 15 |

Total Session Clock Hours 393

Session II: 16 Weeks

| Course No. | Course Name | Didactic Clock Hours | Faculty-Supervised Skills Lab Clock Hours | Faculty-Supervised Practicum Clock Hours | Total Hours |
|-------------------|---------------------------------|-----------------------------|--------------------------------------------------|-------------------------------------------------|--------------------|
| PN 201 | Care of the Adult | 150 | 15 | 150 | 315 |
| PS 101 | Human Lifespan | 45 | N/A | N/A | 45 |
| BI 200 | Introduction to Microbiology | 30 | N/A | N/A | 30 |
| PN 120 | Introduction to Pharmacology II | 15 | N/A | N/A | 15 |

Total Session Clock Hours 405

Session III: 16 Weeks

| Course No. | Course Name | Didactic Clock Hours | Faculty-Supervised Skills Lab Clock Hours | Faculty-Supervised Practicum Clock Hours | Total Hours |
|------------|---------------------------------|----------------------|-------------------------------------------|------------------------------------------|-------------|
| PN 300 | Leadership in Practical Nursing | 15 | N/A | N/A | 15 |
| PN 301 | Care of the Family | 45 | 60 | 15 | 135 |
| PN 302 | Care of the Elderly | 45 | 7.5 | 127.5 | 180 |
| PS 201 | Introduction to Psychology | 45 | N/A | N/A | 45 |

Total Session Clock Hours 375

Program Clock Hours

Total Didactic (Lecture) Clock Hours: 606.0
 Total Faculty-Supervised Skills Lab Clock Hours: 196.5
 Total Faculty-Supervised Simulation Clock Hours: 15
 Total Faculty-Supervised Practicum Clock Hours: 375.5

| |
|-----------------------------------------------------------------------------------|
| Nursing Hours = 978 <u>General Education Hours = 195</u> Total Hours = 1173 |
|-----------------------------------------------------------------------------------|

Total LPN Program Clock Hours: 1173 Clock Hours

Tuition

| COURSE | APPLICATION FEE | PROGRAM FEES | TUITION | TOTAL |
|----------------------------|-----------------|--------------|-------------|-------------|
| Licensed Practical Nursing | \$350.00 | \$4,250.00 | \$18,745.00 | \$22,995.00 |

LICENSED PRACTICAL NURSE PROGRAM DESCRIPTION OF COURSES

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

Course Descriptions:

PN 100 Issues & Trends in Practical Nursing

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

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

PN 101 Fundamentals of Practical Nursing

Total Clock Hours: 273 (didactic: 96; supervised skills laboratory: 114; supervised practicum: 63)

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

This course will help students learn basic nursing care and acquire skills that are necessary for the practical nurse to assess normal body function and plan and provide basic nursing care to clients with common health problems while assisting the client to maintain and promote health and/or to manage and adapt to illness. The content will focus on meeting basic human needs in a caring and safe manner. The concepts of safety/infection control, assessment, collaboration, comfort, critical thinking/clinical reasoning, culture, elimination, ethics, evidence-based practice, fluids and electrolytes, grief and loss, immunity, infection, inflammation, informatics, legal issues, mobility, nursing process, oxygenation, perfusion, professional behaviors, safety, spirituality, stress & coping, teaching & learning, therapeutic communication, and tissue integrity will be presented to assist the student in developing the knowledge and competencies needed to assist clients whose ability to meet their own basic needs have been compromised. The nursing process will be used to guide students in decision making and in the implementation of therapeutic interventions, including medication administration, that provide safe and effective care.

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

BI 100 Essentials of Anatomy & Physiology

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

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

HL 100 Basic Nutrition**Total Clock Hours: 30 (didactic: 30) Pre-requisite: None. Co-requisite: None**

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

PN 110 Introduction to Pharmacology I**Total Clock Hours: 15 (didactic: 15) Pre-requisite: None. Co-requisite: PN 101.**

This course focuses on the basics of pharmacology and the role of the practical nurse in administering medications. Students are introduced to principles of pharmacodynamics and pharmacokinetics as well as procedures for safe administration of oral, topical and parenteral medications throughout the lifespan. Content related to medication calculation, systems of measurement, and drug and dosage formulas are included.

PN 201 Care of the Adult**Total Clock Hours: 315 (didactic: 150; supervised skills laboratory: 15; supervised practicum: 150)****Pre-requisites: PN 100, PN 101, BI 100, HL 100 and PN 110. Co-requisites: PN 120, BI 200 and PS 101**

This nursing course builds on the knowledge obtained in PN 101 Fundamentals of Practical Nursing, PN 110 Introduction to Pharmacology I and the knowledge obtained concurrently in PN 120 Introduction to Pharmacology II. This course emphasizes the knowledge and skills essential for the practical nurse in providing safe, evidence-based care to the adult medical/surgical client and their families as they strive to maintain health and adapt to illness. A systems approach is used while focusing on health promotion and health restoration related to surgery and alteration in cells/tissue function and acid/base balance. Systems include the integumentary, respiratory, cardiovascular, endocrine, neurologic, immune, musculoskeletal, gastrointestinal, urinary, sensory, and reproductive systems. Students will use the nursing process as a guide to provide basic health care that is safe and culturally competent.

The concurrent clinical experiences of selected adult individuals in healthcare settings are provided to allow the student to have the opportunity to apply the theoretical knowledge to evidence-based practice of nursing and to foster growth in skills and competencies. New nursing skills will be introduced to students prior to their application in clinical practice. Further role exploration and development is emphasized through weekly self reflection, informatics, and faculty's clinical evaluation of student's clinical progress.

PS 101 Human Lifespan**Total Clock Hours: 45 (didactic: 45) Pre-requisite: None. Co-requisite: None.**

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

BI 200 Introduction to Microbiology**Total Clock Hours: 30 (didactic: 30) Pre-requisite: None. Co-requisite: None.**

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

PN 120 Introduction to Pharmacology II**Total Clock Hours: 15 (didactic: 15) Pre-requisite: PN 110, PN 101. Co-requisite: PN 201.**

This course builds on the content presented in PN 110 Introduction to Pharmacology I. A body systems approach is used to introduce classifications of drugs for common health problems in relation to health promotion and illness management across the lifespan. Students will be introduced to common medications in various drug classifications with emphasis on using the nursing process for safe medication administration.

PN 300 Leadership in Practical Nursing**Total Clock Hours: 15 (didactic: 15) Pre-requisites: PN 100, PN 101, PN 201. Co-requisites: None.**

This course is designed to help students understand the role of the First-Line Leader in the healthcare system. Students will focus on the concepts of accountability, advocacy, clinical decision making, collaboration, communication, ethics, evidence-based practice, health care policies, leadership/ management, time management, legal issues, quality improvement and professional behaviors. Students will build on critical thinking/clinical reasoning, Maslow's Hierarchy of Human Needs and the nursing process that were introduced in previous courses.

PN 301 Care of the Family**Total Clock Hours: 135 (didactic: 45; supervised skills/simulation laboratory: 90) Pre-requisites: BI 100, HL 100, PS 101, BI 200, PN 100, PN 101, PN 110, PN 201 and PN 120. Co-requisites: None. PS 201, PN 302 and PN 300.**

This nursing course focuses on developing the role of the practical nurse in providing nursing care to women, children, and their families. This course builds on the knowledge acquired in PS 101 Human Lifespan, PN 101 Fundamentals of Practical Nursing, and PN 201 Care of the Adult. Emphasis is placed on family-centered culturally competent care, growth and development, health promotion, illness prevention, health restoration, and adaptation to illness. The common health needs of women of childbearing age,

children, and families are examined throughout this course. Evidence-based practice, therapeutic communication skills, and critical thinking/clinical reasoning skills are exercised using the nursing process. Leadership and management principles are reinforced. The concurrent skills lab/externship experiences in healthcare settings are provided to afford students the opportunity to reinforce knowledge of maternal/child health, growth and development, culturally competent care and safety in the community setting. Further role exploration and development is emphasized through weekly self reflection, informatics, and faculty clinical evaluation of students' clinical progress.

PN 302 Care of the Elderly

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

This course builds on the knowledge obtained in PN 101 Fundamentals of Practical Nursing, PN 201 Care of the Adult, and PN 300 Leadership in Practical Nursing. This course emphasizes the basic knowledge and essential nursing skills for the practical nurse caring for the older adult and their families as they adapt to various changes common to the elderly. Emphasis will be placed on health promotion and restoration in relation to the various systems of the human body. This course will seek to explore the role of a Licensed Practical Nurse in the long term care and community settings. Leadership and management principles are reinforced. It is expected that this course will give the student nurse a balanced perspective on the realities of aging and to broaden his/her viewpoint regarding aging so that the nursing care needs of older adults can be met in a compassionate, caring, culturally congruent and appropriate manner. Theories and concepts of aging, ethical-legal issues affecting older adults, physiologic and psychosocial changes will be examined critically. The nursing process will be used in the development of evidence-based, culturally competent nursing interventions.

The concurrent clinical experiences of selected elderly individuals in healthcare settings are provided to afford students the opportunity to apply the theoretical knowledge to evidence-based practice of nursing and to promote growth in essential clinical skills and competencies. Further role exploration and development is emphasized through weekly self reflection, informatics, and faculty clinical evaluation of students' clinical progress.

PS 201 Introduction to Psychology

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

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

COURSE SCHEDULE WITH ASSIGNED INSTRUCTOR AND LOCATION

| Course Number & Title | Location | Instructor(s) | Day and Time | Beginning Date/End Date |
|---------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------|
| PN 100-Issues & Trends in Practical Nursing | Classroom 1 | Gloria Adigwe, MSN, RN Rhea Wyatt, MSN, RN | Mon – Fri 8a-3p | Dec.13, 2019 - 12-3p Dec. 16-19, 2019 -8a-3p Dec. 20, 2019 - 8-11a |
| PN 101-Fundamentals of Practical Nursing | Classroom 1 & Skills Lab | Susan Guertin, MSN, RN Muthulakshimi Arumugam, MSN, RN Jane Bell, MS, BSN, RN Joanne Carbone, MEd, BSN, RN Clelie St Vil, MSN, RN | Mon 8a-2:30p Wed 8a-3p Clinical – as assigned* | January 2, 2020 – April 10, 2020 |
| PN 110-Introduction to Pharmacology I | Classroom 1 | Gloria Adigwe, MSN, RN | Thurs. 12-3p | March 12, 2020 – April 9, 2020 |
| PN 120-Introduction to Pharmacology II | Classroom 2 | Roberta Silva, DNP, RN | Mon 12-3p | January 3, 2020 – January 27, 2020 |
| PN 201-Care of the Adult | Classroom 1 Skills Lab & Sci. Lab | Gloria Adigwe, MSN, RN Catherine Durocher, MSN, RN Joanne Carbone, MEd, BSN, RN Lakshmi Arumugan, MSN, RN | Tues 8a-3p Wed 8a-3p* Thurs 8a-3p* Sat.* | December 10-11, 2019 8a-4p January 2, 2020 – April 10, 2020 |
| PN 300-Leadership In Practical Nursing | Classroom 2 | Anne Slatkiewicz, BSN, RN | Mon-Fri 8a-3p | December 9-13, 2019 |
| PN 301-Care of the Family | Classroom 2 & Skills Lab | Anne Slatkiewicz, BSN, RN | Wed. 8-11am Tues. & Thurs * | January 2, 2020 – April 9, 2020 |
| PN 302-Care of the Elderly | Classroom 1 | Anne Slatkiewicz, BSN, RN Arnaldo Cruz-Ayala, MSN, RN Rhea Wyatt, MSN, RN | Fri. 12-3p Tues & Thurs * | January 3, 2020 – April 10, 2020 |
| BI 100- Essentials of Anatomy & Physiology | Classroom 1 | Caelin Graber, MS, BSN, RN | Thurs 8-11a | January 2, 2020 – April 9, 2020 |
| BI 200-Introduction to Microbiology | Classroom 2 | Caelin Graber, MS, BSN, RN | Mon 12-3p | February 3, 2020 – April 6, 2020 |
| HL 100-Basic Nutrition | Classroom 1 | Caelin Graber, MS, BSN, RN | Thurs. 12-3p | Jan. 2, 2020 – Mar. 5, 2020 |

| | | | | |
|---------------------------------------------------|-------------|----------------------------|-----------|---------------------------------|
| PS 101-Human Lifespan | Classroom 2 | Caelin Graber, MS, BSN, RN | Mon 8-11a | January 3, 2020 – April 6, 2020 |
| PS 201-Introduction to Psychology | Classroom 2 | Jane Bell, MS, BSN, RN | Fri 8-11a | January 3, 2020- April 10, 2020 |
| *See syllabus for clinical schedule-varied | | | | |

TEXTBOOK AND SUPPLIES POLICY

Students are required to purchase textbooks, uniforms and clinical equipment. Textbooks and clinical equipment may be purchased from student selected vendors. (See Adopted Textbook List.)

Uniforms must be purchased from the school approved vendor. Students must wear the approved student uniform of blue pant, blue top with HHCI insignia and white lab coat with HHCI insignia to all clinical/practicum experience. Students are encouraged to obtain 2 pants, 2 tops and one jacket to facilitate clean uniforms and a professional appearance.

LPN Students are required to have a stethoscope, blood pressure cuff and gait belt for their laboratory and clinical experiences. Each student must have a watch with a second hand for clinical experience. These items are made available for purchase during orientation from the uniform vendor or students may purchase from another source.

ADOPTED TEXTBOOK LIST (Practical Nurse Program)

- Course Title: Issues & Trends in Practical Nursing– PN 100 (used also in PN 300 Leadership in PN)**
Knecht, P. (2017). *Success in practical/vocational nursing: from student to leader* (8th ed.). St. Louis, MO: Elsevier, Saunders. [ISBN-9780323356312]
- Course Title: Fundamentals of Practical Nursing – PN 101**
Williams, P. (2017) *Fundamental concepts and skills for nursing* (5th ed.). Philadelphia, PA: Elsevier Saunders. [ISBN-9780323396219]
Williams, P. (2017). *Student learning guide to accompany fundamental concepts and skills for nursing* (5th ed.). Philadelphia, PA: Elsevier Saunders. [ISBN-9780323483261]
Skidmore-Roth, L (2020). *Mosby’s nursing drug reference* (33rd ed.). St Louis, MO: Elsevier Mosby. [ISBN-9780323661362]
Lippincott. (2015). *NCLEX-PN q&a plus! Made incredibly easy!* (2nd ed.). Baltimore, MD: Lippincott Williams & Wilkins. [ISBN-9781496316646]
- Course Title: Essentials of Anatomy and Physiology – BIO 100**
Herlihy, B. (2018). *Study guide for the human body in health & illness* (6th ed.). St. Louis, MO: Elsevier Saunders. [ISBN-9780323498364]
Herlihy, B. (2018). *The human body in health & illness* (6th ed.). St. Louis, MO: Elsevier Saunders. [ISBN-9780323498449]
- Course Title: Basic Nutrition – HL 100**
Roth, R., Wehrle, K. (2018). *Nutrition and diet therapy* (12th ed.). Clifton Park, NY: Thomson, Delmar. [ISBN-9781305945821]
- Course Title: Intro. to Pharmacology I – PN 110 & Intro. to Pharmacology II – PN 120**
Visovsky, C. et al. (2018). *Introduction to clinical pharmacology* (9th ed.). St. Louis, MO: Elsevier Mosby. [ISBN-9780323529112]
Ogden, S. (2019). *Calculations of drug dosages* (11th ed.). St. Louis, MO: Elsevier Mosby. [ISBN-9780323551281]
- Course Title: Care of the Adult – PN 201**
Cooper, K & Gosnell, K. (2019). *Adult health nursing* (8th ed.). St. Louis, MO: Mosby. [ISBN-9780323484381]
Cooper, K & Gosnell, K. (2019). *Study guide to accompany adult health nursing* (8th ed.). St. Louis, MO: Mosby. [ISBN-9780323523875]
- Course Title: Human Lifespan – PS 101**
Leifer, G. & Fleck, E. (2013). *Growth and development across the lifespan-a health promotion focus*. 2nd edition. St. Louis, MO: Elsevier Saunders. [ISBN-9781455745456]
- Course Title: Introduction to Microbiology – BIO 200**
Burton, G. & Engelkirk, P. (2019). *Microbiology for the health sciences* (11th ed.). Baltimore, MD: Lippincott Williams & Wilkins. [ISBN-9781496380463]
- Course Title: Leadership in Practical Nursing– PN 300**
Knecht, P. (2017). *Success in practical/vocational nursing: from student to leader* (8th ed.). St. Louis, MO: Elsevier, Saunders. [ISBN-9780323356312]
- Course Title: Care of the Family – PN 301**
Leifer, G. (2019). *Introduction to maternity and pediatric nursing* (8th ed.)_St Louis, MO: Saunders. [ISBN-9780323483971]
Mckinney, E. & Rosner, C. (2019). *Study guide to accompany introduction to maternity and pediatric nursing* (8th ed.). Philadelphia, PA: Saunders.[ISBN-9780323567541]
Leifer, G. (2019). *Virtual Clinical Excursions Online and Print Workbook for Introduction to Maternity and Pediatric*

Nursing, (8th ed.). Philadelphia, PA:Elsevier Saunders. [ISBN-9780323639767]

11. Course Title: Care of the Elderly – PN 302

Eliopoulos, C. (2017). *Gerontological nursing* (9th ed.). Philadelphia, PA: Kluwer/Lippincott. [ISBN-9780060000387]

12. Course Title: Introduction to Psychology – PS 201

Coon, D., Mitterer, J., Martini, T. (2019). *Introduction to psychology – gateway to mind and behavior* (15th ed.). Tucson, AZ: T. Wadsworth. [ISBN-9781337565691]

UNIFORM COSTS – Students are provided with a cost sheet for uniforms from the provider at the application interview. The vendor also carries the required clinical supplies. Uniform items (uniform top, pant and jacket) must be purchased from the preferred vendor (McGill’s). Other supplies are offered by McGill’s. Students may purchase these supplies from McGill’s or from another vendor.

DRESS CODE AND UNIFORM POLICY

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

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

In all clinical settings, the clinical instructor will make the final decision about each student’s professional appearance. If a student is not properly dressed, the student may be removed from the practicum site. A clinical make up will be required.

TUITION AND FEES

Students are required to pay tuition and fees as follows:

Pre-Admission Testing and Application processing Fees:

| | |
|-----------------------------------|-----------|
| Entrance Testing (non-refundable) | \$ 100.00 |
| Application Fee (non-refundable) | \$ 350.00 |

Post-admission Program Tuition and Fees:

| | |
|------------------------|--------------|
| Base Tuition | \$ 18,745.00 |
| Supplies and Fees | \$ 4,250.00 |
| Total Tuition and Fees | \$ 22,995.00 |

OTHER COSTS:

Textbooks (See HHCI adopted textbook list)

Uniforms (HHCI uniform are purchased through McGill’s during orientation)

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

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

| | |
|--------------------------|----------|
| Transcript/Document Fee | \$ 10.00 |
| Expedited Processing Fee | \$ 5.00 |

| | |
|----------------------------|---------------------------------------------------------------------|
| Certificate Reprint Fee | \$ 50.00 |
| Validation Testing Fee | \$ 100.00 (applicable to previously earned credit transfer testing) |
| Clinical Make-up Fee | \$ 265.00 |
| Late Payment Fee | \$ 50.00 |
| NCLEX-PN Review | \$ 315.00 (fee subject to change) |
| Cap and Gown Fee | \$ 55.00 |
| Graduation DVD | \$ 20.00 (add an additional \$5.00 for mailing) |
| Returned Check Fee | \$ 50.00 |
| Interest on Unpaid Balance | 18% per annum |

Repeat Tuition and Fees-

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

Additional repeat fees may include:

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

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

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

TUITION AND FEES POLICY

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

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

- The Financial Coordinator is the responsible official for tuition and fees.
- The Institutional Administrative Council shall review the tuition and fees practices and procedures annually.

TUITION AND FEES REFUND POLICY

Harmony Health Care Institute (HHCI) shall adhere to the policy for all terminations for any reason, by either party, including student decision, course or program cancellation, or HHCI closure.

Any monies due the applicant or students shall be refunded within 30 days of official cancellation or withdrawal. Official cancellation or withdrawal shall occur on the earlier of the dates that:

1. HHCI does not accept an applicant. The applicant shall be entitled to a refund of all monies paid.
2. HHCI procured the student's enrollment as the result of any false representations in the written materials used by the school or in oral representations made by or on behalf of the school. In this case all monies collected by HHCI shall be refunded, regardless of whether or not the student has actually started classes.
3. The student withdraws from the program or course within three business days, excluding weekends and holidays, of executing the agreement, and/or before the first day of instruction. Full tuition refund in this instance may be less an administrative fee, not to exceed \$150.
4. A student who withdraws or is dismissed after the commencement of classes and before completion of 50% of the contracted instruction program, the student shall be charged according to the published class schedule. The student shall be entitled to a pro rata refund of the tuition, less an administrative fee, not to exceed \$350, when the amount paid exceeds the charges owed to the school.
5. A student notifies the institution of his/her withdrawal in writing.
6. A student on an approved leave of absence notifies the HHCI that he/she will not be returning. The date of withdrawal shall be the earlier of the date of expiration of the leave of absence or the date the student notifies HHCI that the student will not be returning.
7. The school shall make all reasonable efforts to refund prepaid amounts for books, supplies and other charges unless the student has consumed or used those items and they can no longer be used or sold to new students, or returned by the school to the supplier.
8. A student who withdraws or is dismissed after more than 50% of the instruction period, shall be obligated for the tuition charged for the entire program or course and shall not be entitled to any refund.
9. A student who is administratively withdrawn for attendance-related (i.e., non-attendance of scheduled instruction for 14 consecutive days), and prior to completing 50% of scheduled instruction period will receive a prorated tuition and fees credit and applicable refund.
10. In type 3, 4, 5 or 6, official cancellations or withdrawals, the cancellation date will be determined by the postmark on the written notification, or the date said notification is delivered to HHCI in person.
11. Students receiving benefits from federal programs shall be subject to federal refund policies, rules and regulation.

For students who enroll and begin classes but withdraw prior to course completion (after three business days of signing the contract), the following schedule of tuition earned by HHCI applies. All refunds are based on scheduled hours:

| Percent of Scheduled Time Enrolled Total | Total Tuition & Fees Earned |
|-------------------------------------------------|----------------------------------------|
| 0.01% to 04.9% | 20% |
| 5% to 09.9% | 30% |
| 10% to 14.9% | 40% |
| 15% to 24.9% | 45% |
| 25% to 49.9% | 70% |
| 50% and over | 100% |

All refunds will be calculated based on the students last date of attendance. Any funds due a student who withdraws shall be refunded within 30 days of a determination that a student has withdrawn, whether officially or unofficially. In the case of disabling illness or injury, death in the student's immediate family or other documented mitigating circumstances, a reasonable and fair refund settlement will be made. If permanently closed or no longer offering instruction after a student has enrolled, HHCI will provide a pro rata refund of tuition to the student OR provide course completion through a pre-arranged teach out agreement with another institution. If the course is canceled subsequent to a student's enrollment, HHCI will either provide a full refund of all monies paid or completion of the course at a later time. If the course is canceled subsequent to a student's enrollment, HHCI will either provide a full refund of all monies paid or completion of the course at a later time. If the course is cancelled after students have enrolled and instruction has begun, the school shall provide a pro rata refund for all students transferring to another school based on the hours accepted by the receiving school OR provide completion of the course OR participate in a Teach-Out Agreement OR provide a full refund of all monies paid.

Other miscellaneous charges the student may have incurred at the institution (Example: extra kit materials, books, products, unreturned school property, et cetera) will be calculated separately at the time of withdrawal. All fees are identified in the School Catalog and Consumer Disclosure Information (SCCDI) and in the enrollment agreement.

Title IV Program Funds

If a Title IV financial aid recipient withdraws prior to course completion, a calculation for return of Title IV funds will be completed and any applicable returns by HHCI shall be paid, as applicable, first to unsubsidized Federal Stafford Student Loan Program; second to subsidized Federal Stafford Student Loan Program; third to PLUS loans, fourth to Federal Pell Grant Program; fifth to other Federal, State, private or institutional student financial assistance programs; and last to the student. After all applicable returns to title IV aid have been made, this refund policy will apply to determine the amount earned by HHCI and owed by the student. If the student has received personal payments of title IV aid, he/she may be required to refund the aid to the applicable program.

NON-PAYMENT OF TUITION AND FEES

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

FINES

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

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

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

DOCUMENT REQUEST POLICY

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

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

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

TRANSPORTATION AND PARKING

Students are responsible for all arrangements and expenses for travel to clinical sites and other educational experiences. A student is required to have a reliable means of transportation at all times. Carpooling is encouraged when possible, but cannot be relied upon for all required school/classroom/lab/clinical experiences. Some experiences require travel in the morning before sunrise or late evening after sundown, therefore reliable transportation is definitely needed. Even in the best circumstances, there are dangers inherent in travel. Students are expected to know who to call and what steps to take in the event of a vehicle breakdown or other travel emergencies. Students may carpool to clinical sites. However, students are encouraged to check with their vehicle insurance agent for clarity about their coverage for such situations. It is the policy of HHCI that students must NOT use their personal vehicle to transport clients/patients.

Students are required to abide by parking guidelines both in the school parking lot at #10 Al Paul Lane, Merrimack, New Hampshire and affiliated practicum/clinical agencies. At the school location, a specific area in the parking lot has been reserved for student parking. Specific instructions and direction to designated student parking at the school location are provided to students upon enrollment. With regard to parking at affiliated practicum/clinical sites, every site will have its own parking guidelines. The designated clinical instructor or preceptor shall provide the practicum/clinical agency’s parking guideline to students no later than the first practicum/clinical day on the site. All students are required and expected to comply with parking guidelines both at the school location and affiliated practicum/clinical sites. Failure to adhere to established and communicated parking guidelines may result in disciplinary action, including but not limited to towing of the vehicle at the owner’s expense.

CAREER OPPORTUNITIES

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

COMPENSATION EXPECTED

The U.S. Department of Labor provides current (May 2019) job information at <http://www.bls.gov>. This website includes information by job position to include state & national wages, occupation profiles/descriptions, state & national trends, knowledge, skills, and abilities needed for each position. As reported by the US Dept. of Labor, state & national median wages for Licensed

Practical Nurses are as follows:

Bureau of Labor Statistics

In 2018, LPNs/LVNs earned a median annual salary of \$46,240. The highest 10 percent made more than \$62,160 while the lowest 10 percent made less than \$33,680. The health care setting employing the greatest number of LPNs/LVNs is Nursing Care Facilities, followed by Offices of Physicians. The highest paying positions were with Junior Colleges. (U.S. Dept. of Labor, Bureau of Labor Statistics, May 2018 – Occupational Employment and Wages, May 2018. [Online] Available at: <https://www.bls.gov/oes> .

O*Net Resource Center

The O*NET program is the nation's primary source of occupational information. Central to the project is the O*NET database, containing information on hundreds of standardized and occupation-specific descriptors. The database, which is available to the public at no cost, is continually updated by surveying a broad range of workers from each occupation.

O*Net Codes

Licensed Practical Nurse: <http://www.onetonline.org/link/summary/29-2061.00>

IPED Statistics

The College Navigator website (<http://nces.ed.gov/collegenavigator>) provides current and prospective students information about student body diversity, including the percentage of enrolled, full-time students in the following categories:

Male / Female

Self-identified members of a major racial or ethnic group

Federal Pell Grant recipients

The College Navigator website also gives information concerning student services, students with disabilities, career placement during and after enrollment and transfer of credit from other academies, retention, licensure, graduation and placement rates.

National Center For Education Statistics

Licensed Practical Nursing:

<http://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=8912513>

New Hampshire Department Of Labor & Industry

Economic And Labor Market Information Bureau

<http://www.nhes.nh.gov/elmi/about-elmi/research.htm>

In the state of New Hampshire, Licensed Practical Nurses can earn minimum wage or greater paid from hourly or from salary in an **entry-level position** depending on the work schedule and the area population.

STUDENT BODY DIVERSITY

Full Time active students during academic year 2018-2019 (July 1, 2018-June 30, 2019)

| | Female | Male |
|-------------------------------------------|--------|------|
| African American | 82 | 28 |
| American Indian or Alaskan Native | 0 | 0 |
| Asian | 4 | 1 |
| Caucasian | 27 | 3 |
| Hispanic | 6 | 0 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 |
| Two or More Races | 1 | 0 |
| Unknown | 0 | 0 |
| Unduplicated Head Count | 120 | 32 |

Pell Grant Recipients = 69

COPYRIGHT INFRINGEMENT POLICY

The purpose of the Copyright Infringement Policy is to comply with copyright law for the use of copyrighted material. In addition, this policy seeks to make aware to all users the seriousness as well as possible consequences for unauthorized use of copyrighted material. HHCI strictly prohibits any and all of the following: copyright, trademark, patent, trade secret or other intellectual property infringement, including but not limited to using any copyrighted names, text or images, offering pirated computer programs or links to such programs, serial or registration numbers for software programs, copyrighted music, etc., as policy on the use of copyrighted material on the Institution's computer system and network.

HHCI respects the copyrights of those involved in creating and distributing copyrighted material, including music, movies, software, and other literary and artistic works. It is the policy of HHCI to comply with copyright law. If users utilize copyrighted materials for educational, instructional, research, scholarship and like areas, HHCI will follow the legal doctrine of fair use currently a part of the copyright law. HHCI's students and faculty will not make unauthorized copies of copyrighted material on or using

HHCI's computer system, network or storage media. Also, HHCI's faculty and students will not store unauthorized copies of copyrighted works using HHCI's system, network and/or storage media. HHCI's faculty and students should not download, upload, transmit, make available or otherwise distribute copyrighted material without authorization using HHCI's computer system, network, and Internet access or storage media. This is inclusive of utilizing unlicensed/unauthorized peer-to-peer file services that would promote copyright infringement. HHCI reserves the right to monitor its computer systems, networks and storage media for compliance with this policy, at any time, without notice, and with or without cause. Additionally, HHCI reserves the right to delete from its computer systems and storage media, or restrict access to, any seemingly unauthorized copies of copyrighted materials it may find, at any time and without notice. Users who violate this policy are subject to disciplinary action as appropriate under the circumstances. Such disciplinary action may include termination, expulsion and other legal actions. For more information, please see the website of the US Copyright Office, www.copyright.gov.

STUDENT PROFESSIONAL ORGANIZATION MEMBERSHIP POLICY

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

STUDENT ORGANIZATIONS

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

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

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

CHANGE OF PERSONAL INFORMATION POLICY & PROCEDURE

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

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

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

STUDENTS PHOTOGRAPHS, VIDEO & AUDIO RECORDING POLICY & PROCEDURE

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

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

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

student photographs, video and audio recordings.

LIBRARY AND COMPUTER LABORATORY

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

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

- Any error messages on printers should be brought to the attention of the Administrative Assistant. Under no circumstances should a student attempt to correct paper jamming or other maintenance problems with a Library/Lab printer.
- Lab users are to clean up the area around the computer as they leave. This includes making sure CDs and portable memory devices are removed from the UPC and any unwanted paper is placed in the recycle bin.

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

COMPUTING FACILITIES AND NETWORK

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

Individual Responsibilities While Using HHCI Computing Facilities and Network:

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

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

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

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

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

Computer Lab Reservation

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

Use of Library and Computer Laboratory Facilities after School Hours:

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

DATA PRIVACY AND SECURITY

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

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

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

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

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

Enforcement of violations of Data Privacy and Security Policy and Procedure

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

HHCI Computing Facilities Disclaimer: *The use and operation of HHCI computing facilities are subject to the following disclaimer: HHCI accepts no responsibility for any damage or loss of data arising directly or indirectly from the use of these facilities or for consequential loss or damage. HHCI makes no warranty that all data can or will be restored and accepts no responsibility for any damage or loss arising directly or indirectly from hardware or software failure or from human error.*

Our goals are primarily educational in nature, therefore computer facilities are generally open to perusal and intrusion by others, and security mechanisms may not provide adequate protection although every effort is made to maintain adequate security. HHCI will not accept responsibility for any loss of privacy, theft or loss of information, damage or loss of data, arising directly or indirectly from

the absence or failure of security mechanisms. HHCI makes no warranty expressed or implied regarding the computing services or facilities offered or their fitness for any particular purpose.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools/academies that receive funds under an applicable course of the U.S. Department of Education.

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

- Parents or eligible students have the right to inspect and review the student's education records maintained by HHCI. Academies are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Academies may charge a fee for copies.
- Parents or eligible students have the right to request that HHCI correct records which they believe to be inaccurate or misleading. If HHCI decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if HHCI still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, academies must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows academies to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - HHCI officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of HHCI;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520
Phone: 1-800-USA-LEARN (1-800-872-5327)

PERSONAL IDENTIFIABLE INFORMATION (PII) - SAFEGUARDING CONSUMER INFORMATION

Procedure for Maintaining and Safeguarding Student Records

- All student financial records are kept in a locked, fireproof cabinet which is located in the Business Office.
- All student academic records are kept in locked, fireproof cabinets in the Records Room which is locked at all times.
- All school computers with access to PII are locked and password protected when unattended.
- The Financial Aid Office is locked when unoccupied.
- The CEO, Director of Nursing Education, Program Activity Coordinator, Admissions Coordinator, Financial Coordinator, Financial Aid Officer and the Student Support Assistant are the only persons who have keys to the student files. No other employees have keys to the file cabinets.
- Student records are maintained on a computer software system called Headmaster. This is a live, on line system with a daily back up.

VOTER REGISTRATION

In compliance with the DOE, voter registration applications are supplied at Orientation or Voter Registrations can be downloaded at: <http://sos.nh.gov/ElectForms.aspx> Note: NH voters must register at the town office. The website includes absentee ballots only.

CONSTITUTION DAY OBSERVANCE POLICY

HHCI will observe Constitution Day each year on September 17th (or the officially scheduled date). “Constitution Day is an American federal observance that recognizes the adoption of the United States Constitution and those who have become U.S. citizens. It is normally observed on September 17, the day in 1787 that delegates to the Constitutional Convention signed the document in Philadelphia.” (See: www.constitutionday.com)

CAMPUS SECURITY ACT INFORMATION DISCLOSURE & ANNUAL SECURITY REPORT

Under the Crime Awareness Campus Security Act of 1990, as amended by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), we are required to provide all students and faculty with the following safety information about our campus. This Annual Security Report has also been updated to reflect recent changes in crime reporting, policies and procedures required by the Violence Against Women Reauthorization Act of 2013 (VAWA) effective July 1, 2015.

HHCI is committed to providing safety to all of its students, faculty, and staff. If a crime happens to the student or the student’s property or if there is an emergency occurring on campus, report the incident to a facilitator or owner immediately. That individual will assist the student or guest in reporting the crime to the local police or other appropriate security force.

HHCI will provide students, faculty, and staff with a copy of this crime report from the previous calendar year by October 1st of the following year. Statistics will be gathered from the local police and compiled in the annual report.

The report will show the number of incidents on campus, including HHCI parking lot and adjacent streets. At any time, statistics can be accessed from HHCI Admissions Office.

Although HHCI does not employ security Officers, HHCI has a working relationship with the local police who are able to support and provide services promptly in the event of an incident. We encourage accurate and prompt reporting of all crimes to the local police.

CAMPUS SECURITY ACT

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

Procedure: *Annual Security Report*

1. **Availability of Security Report and Crime Statistics:**

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

2. **Statement Addressing Issuing Timely Warnings:**

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

3. **How to Report Criminal Offenses**

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

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

CAMPUS SECURITY AUTHORITIES

Mr. John Dike, President/CEO and Dr. Roberta Silva, Director of Nursing Education are responsible for the Campus Safety and Security Compliance. 603-886-0822, email jdike@harmony-health.org.

| | |
|---------------------------------------|----------------------------------------------------------------------------------------------|
| Office Responsible: | Mr. John Dike, President/CEO and Dr. Roberta Silva, Dir. Of Nursing Educ. |
| Area Information is Located: | www.harmony-health.org / paper copy upon request |
| Date Document was Last Updated: | August 2019 |
| Date Policies and Procedures Updated: | August 2019 |

Command Decision Team, (CDT) are responsible CDT Members consisting of:

- School President
- Director of Nursing Education
- Program Activity Coordinator
- Financial Aid Services Director
- Financial Operations Coordinator
- HHCI Admissions Coordinator
- Student/Faculty Support Coordinator
- Customer Care Assistants

CDT Team Leader: Mr. John Dike

Emergency Phone Numbers:

| | |
|---------------------------------------------|--------------------------------|
| Immediate Help (Fire, Police, Rescue Squad) | 9-1-1 |
| Administrative Offices | (603)886-0822 |
| Fire / Rescue Department | (603)424-3774 |
| Police Department | (603)424-3774 |
| Sheriff Department | (800)562-8201 |
| City-State Health Department | (603)420-1734 (800)852-7493 |

Mental Health agencies:

| | |
|-------------------------------------|------------------------|
| Greater Nashua Mental Health Center | (603)889-6147 |
| *24 hour emergency line | (800)762-8191 |
| Families in Transition | (603)641-9941 Ext. 401 |

Hospitals:

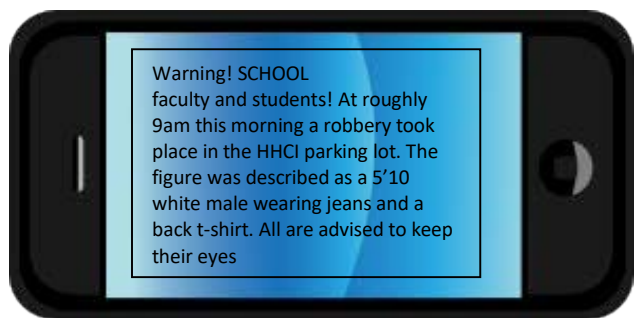
| | |
|-----------------------------------------------|---------------|
| Southern NH Medical Center | (603)577-2000 |
| St. Joseph's Hospital | (603)882-3000 |
| Disaster & Emergency Services- Merrimack CERT | (603)424-3774 |

State government offices related to emergency management (hazards):

| | |
|---------------------------------------------------------|--------------------------------|
| FEMA, specifically the regional office-Boston, MA 02110 | (877)336-2734 |
| U.S. Department of Homeland Security (DHS) | (202)282-8000 |
| American Red Cross of Vermont and New Hampshire | (603)225-6697 (800)464-6692 |
| Salvation Army –Nashua, NH | (603)889-5151 |
| United Way –Nashua, NH | (603)882-4011 |
| Nashua Soup Kitchen and Shelter, Inc. | (603)889-7770 |
| Nashua Rescue Mission | (603)889-3421 |

TIMELY WARNING

In the event that a situation arises or a crime occurs, either on or off campus, that, in the judgment of the Command Decision Team (CDT), constitutes a threat to students and employees, a campus wide “timely warning” will be issued. The warning will be issued through HHCI by either, verbal communications, intercom broadcast system, cell phones, emails and text, social media and signage to staff, students and guests. If the situation or crime occurs on campus and represents an immediate threat to the health or safety of students or employees, the institution will follow the Emergency Notification procedures contained in this report in lieu of the Timely Warning procedures.



Anyone with information warranting a timely warning should report the circumstances to the CDT, by phone (603-886-0822 or in person at HHCI of 10 Al Paul Lane, Merrimack, NH 03054.

DRUG FREE CAMPUS

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

Any student found to be in violation of the Drug-Free Campus policy by manufacturing, distributing, dispensing, possessing or using a controlled substance, as defined in New Hampshire statutes, on any school property will be subject to disciplinary measures up to and including possible termination from school/program. In some cases, conviction of drug-related offenses could result in the student's ineligibility of Title IV funding or other forms of financial assistance.

HHCI will expel students and terminate faculty/staff involved in unlawful possession, use or distribution of illicit drugs and alcohol on HHCI premises and will refer such cases to the proper authorities for prosecution.

Faculty/staff and students may be reinstated upon completion of an appropriate rehabilitation program.

If an arrest for drug or alcohol related incidences occurs off site, the student/faculty/staff is required to inform HHCI so HHCI can assist with providing resources to aid the student/faculty/staff member.

As a condition of employment, faculty/staff must notify HHCI of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.

HHCI policy supports and enforces state underage drinking and illicit drug laws.

The Drug Prevention Policy and its effectiveness are reviewed yearly by HHCI. If changes are necessary, faculty/staff will be notified at the next faculty/staff meeting. The new policy will be presented in written form to all students and will be implemented from that point forward. The policy will be distributed during orientation for newly enrolling students and in class at the beginning of each session for current students. To ensure all students will receive a copy, students who are absent on the day of distribution will be handed a copy by the support staff upon the student's return.

The support staff will take an attendance role call during class to determine missing students.

The Biennial Review and distribution for faculty/staff is annually during a faculty/staff meeting. Absent CDT members will be given a copy upon their return. If new faculty/staff joins after the annual distribution, all drug related material will be given as part of the new hire program.

SMOKING POLICY

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

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

DRUG AND ALCOHOL ABUSE PREVENTION

HHCI will immediately contact law enforcement officials to report all unlawful activity.

The health risks of illicit drugs and alcohol abuse requires HHCI to provide education and referrals for faculty/staff and students. HHCI provides education and distribution of materials annually and refers faculty/staff and students to local services.

Health risks associated with the use of illicit drugs and the abuse of alcohol include:

Impaired mental and physical health, neurological disease/damage, memory and intellectual performance interference, mental and physical depression, uncontrollable violence, impulsive behavior, convulsive seizures, homicide, suicide, cardiac disease or damage, cardiovascular collapse or heart failure, gastrointestinal disease or damage, ulcers or erosive gastritis, anemia, liver and pancreatic disease, liver failure or pancreatitis, deteriorating relationships, and death.

FEDERAL DRUG TRAFFICKING PENALTIES

The full Drug and Alcohol Policy / Abuse / Prevention information can be found in this document. The Federal Drug Trafficking Penalties are as follows:

Criminal homicide, forcible and non-forcible sex offenses, robbery, aggravated assault, simple assault, intimidation, vandalism, burglary, motor vehicle theft, larceny-theft, destruction, damage, or vandalism to property, arson, hate crimes including crimes involving bodily injury reported to Merrimack Police Department agencies that show evidence of prejudice based on race, gender, religion, sexual orientation, ethnicity or disability, arrests for violations of liquor and drug law violations, and illegal weapons possession, and persons not arrested but referred for disciplinary action for liquor, drug, and weapons law violations.

DRUG POSSESSION PENALTIES IN NEW HAMPSHIRE

The applicable New Hampshire laws relating to the unlawful manufacture, distribution, possession, or use of a controlled substance are found respectively in NH RSA 318-B:2,3,26 and RSA 651:2.

Possession

Possession of any amount is a Class A misdemeanor punishable by a maximum sentence of 1 year imprisonment and a maximum fine of \$2,000.

See

- 318 B:2 of the New Hampshire Criminal Code
- 318 B:1 et seq. of the New Hampshire Criminal Code
- 318-B:26 of the New Hampshire Criminal Code
- 651:2 of the New Hampshire Criminal Code

Sale

Includes possession with intent to sell.

The sale of less than 1 ounce for a first offense is a felony punishable by a maximum sentence of 3 years imprisonment and a maximum fine of \$25,000. A Subsequent offense is a felony punishable by a maximum sentence of 6 years imprisonment and a maximum fine of \$50,000.

The sale of 1 ounce - less than 5 pounds for a first offense is a felony punishable by a maximum sentence of 7 years imprisonment and a maximum fine of \$100,000. A Subsequent offense is a felony punishable by a maximum sentence of 15 years imprisonment and a maximum fine of \$200,000.

The sale of 5 pounds or more for a first offense is a felony punishable by a maximum sentence of 20 years imprisonment and a maximum fine of \$300,000. A Subsequent offense is a felony punishable by a maximum sentence of 30 years imprisonment and a maximum fine of \$500,000.

Sale within 1,000 feet of a school zone is a felony punishable by a doubling of the sentence and the fine.

See

- 318 B:2 of the New Hampshire Criminal Code
- 318 B:1 et seq. of the New Hampshire Criminal Code
- 318-B:26 of the New Hampshire Criminal Code

SEX OFFENSES

Please contact the Merrimack Police Department to report any sex offenses immediately. The seriousness of this offense makes it vital to preserve evidence for proof of the criminal offense. HHCI will provide assistance in any way possible. Information on counseling or referral centers is released to faculty/staff and students upon request. If a sex offense happens where both the accused and the accuser attend HHCI, both the accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding and will be informed of HHCI's final determination of any HHCI disciplinary proceeding with respect to the alleged sex offense and any sanction that is imposed against the accused and the dismissal that may occur following a final determination of said proceedings regarding rape, acquaintance rape, or other forcible or no-forcible sex offenses.

HHCI will work with students to change a student's academic situation (i.e., allowing the student to take a leave of absence, allowing the student to enroll in a later program, etc.) If the change is requested by the victim and the change is reasonably available.

HHCI does not provide any programs on campus regarding sexual assault prevention. If students or faculty/staff wish to learn more about the prevention of sexual assault, contact the Merrimack Police Department.

Individuals wishing to learn additional information about registered sex offenders may check website information for the town of Merrimack, NH. (<http://www.city-data.com/so/so-Merrimack-New-Hampshire.html>)

INFORMATION FOR CRIME VICTIMS ABOUT DISCIPLINARY PROCEEDINGS

Information will be disclosed upon written request, to any alleged victim of any crime of violence or non-forcible sex offense, regarding the results of any disciplinary proceedings conducted by HHCI against a student who is the alleged perpetrator of such crime or offense. If the alleged victim is deceased as a result of the crime or offense, the information shall be provided upon request, to the next of kin of the alleged victim.

STATISTICS FROM LOCAL LAW ENFORCEMENT AGENCIES

HHCI does not employ security officers, but does have a direct working relationship with the Merrimack Police Department. Merrimack Police Department provides prompt service and is able to support HHCI with any crime issues. We encourage accurate and prompt reporting of all crimes to the Merrimack Police Department.

If for inclusion in the annual disclosure of crime statistics a student would like to report a crime on a voluntary, confidential basis they can do so through the CDT.

Annually, HHCI collects and reviews crime statistics from: HHCI's Crime Log and the Merrimack Police Department.

UNIFORM CRIME REPORTS

The Uniform Crime Reporting (UCR) Program has been the starting place for law enforcement executives, students of criminal justice, researchers, members of the media, and the public at large seeking information on crime in the nation. The program was

conceived in 1929 by the International Association of Chiefs of Police to meet the need for reliable uniform crime statistics for the nation. In 1930, the FBI was tasked with collecting, publishing, and archiving those statistics.

FBI- Federal Bureau of Investigation <http://www.fbi.gov>
 Boston Division
 1 Center Plaza Suite 600
 Boston, MA 02108
<http://boston.fbi.gov>

THE DAILY CRIME LOG

HHCI updates and keeps the Daily Crime Log in the Safety, Health and Risk Management Committee Binder. The binder is kept in the reception area cabinet for all CDT members and the public to access. The CDT team maintains the log. The report at a minimum denotes the nature of the crime, date and time when the crime occurred, the general location of the crime and the disposition of the complaint, if known. Disposition is defined as, “pending”, “judicial”, “referral “or “criminal arrest”. Sample:

| DAILY CRIME LOG | | | | | |
|-----------------|--------------|--------------------|---------------------|------------------|-------------|
| Nature | Reported by: | Date/Time Reported | Time/ Time Occurred | General Location | Disposition |
| | | | | | |
| | | | | | |

CRIME STATISTICS

Campus Security Act Information Disclosure - Under the Crime Awareness Campus Security Act of 1990, as amended by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), we are required to provide the student with the following safety information about our campus. This Annual Security Report has also been updated to reflect recent changes in crime reporting, policies and procedures required by the Violence Against Women Reauthorization Act of 2013 (VAWA). HHCI is committed to providing a violence-free campus.

Student disclosure of Annual Crime Statistics - HHCI agrees to comply and provide all faculty/staff and students a copy of the campus security report at the beginning of each calendar year and to all prospective students’ enrolling at HHCI. The report will include the previous calendar year statistics to comply with the consumer reporting requirement of the most recent 3 completed calendar years.

Statistics will be gathered from the Merrimack Police Department/daily crime logs and compiled in the disclosure.

These same statistics will be entered into our annual security report and entered on the Web-based data collection prior to October 1st of each year.

CRIME LOG REPORT AND CLERY ACT ANNUAL SECURITY REPORT STATISTICS

| Harmony Health Care Institute “Campus Building/Property” & Non-Campus Building/Property* Crime Statistics for the Year 2018 | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------|------|--------------------|--------------------------------------|--------------------|-----------------|
| OFFENSE | YEAR | ON-CAMPUS PROPERTY | ON-CAMPUS STUDENT HOUSING FACILITIES | NONCAMPUS PROPERTY | PUBLIC PROPERTY |
| MURDER/NON-NEGLIGENT MANSLAUGHTER | 2016 | 0 | N/A | 0 | N/A |
| | 2017 | 0 | N/A | 0 | N/A |
| | 2018 | 0 | N/A | 0 | N/A |
| NEGLIGENT MANSLAUGHTER | 2016 | 0 | N/A | 0 | N/A |
| | 2017 | 0 | N/A | 0 | N/A |
| | 2018 | 0 | N/A | 0 | N/A |
| SEX OFFENSES, FORCIBLE | 2016 | 0 | N/A | 0 | N/A |
| | 2017 | 0 | N/A | 0 | N/A |
| | 2018 | 0 | N/A | 0 | N/A |
| SEX OFFENSES, NON-FORCIBLE | 2016 | 0 | N/A | 0 | N/A |
| | 2017 | 0 | N/A | 0 | N/A |
| | 2018 | 0 | N/A | 0 | N/A |
| ROBBERY | 2016 | 0 | N/A | 0 | N/A |
| | 2017 | 0 | N/A | 0 | N/A |
| | 2018 | 0 | N/A | 0 | N/A |

| AGGRAVATED ASSAULT | 2016 | 0 | N/A | 0 | N/A |
|----------------------------------------------------------------|------|--------------------|--------------------------------------|--------------------|-----------------|
| | 2017 | 0 | N/A | 0 | N/A |
| | 2018 | 0 | N/A | 0 | N/A |
| BUGLARY | 2016 | 0 | N/A | 0 | N/A |
| | 2017 | 0 | N/A | 0 | N/A |
| | 2018 | 0 | N/A | 0 | N/A |
| MOTOR VEHICLE THEFT | 2016 | 0 | N/A | 0 | N/A |
| | 2017 | 0 | N/A | 0 | N/A |
| | 2018 | 0 | N/A | 0 | N/A |
| ARSON | 2016 | 0 | N/A | 0 | N/A |
| | 2017 | 0 | N/A | 0 | N/A |
| | 2018 | 0 | N/A | 0 | N/A |
| ARRESTS: WEAPONS: CARRYING, POSSESSING, ETC | 2016 | 0 | N/A | 0 | N/A |
| | 2017 | 0 | N/A | 0 | N/A |
| | 2018 | 0 | N/A | 0 | N/A |
| DISCIPLINARY REFERRALS:, ETC | 2016 | 0 | N/A | 0 | N/A |
| | 2017 | 0 | N/A | 0 | N/A |
| | 2018 | 0 | N/A | 0 | N/A |
| ARRESTS: DRUG ABUSE VIOLATIONS | 2016 | 0 | N/A | 0 | N/A |
| | 2017 | 0 | N/A | 0 | N/A |
| | 2018 | 0 | N/A | 0 | N/A |
| DISCIPLINARY REFERRALS: DRUG ABUSE VIOLATIONS | 2016 | 0 | N/A | 0 | N/A |
| | 2017 | 0 | N/A | 0 | N/A |
| | 2018 | 0 | N/A | 0 | N/A |
| ARRESTS: LIQUOR LAW VIOLATIONS | 2016 | 0 | N/A | 0 | N/A |
| | 2017 | 0 | N/A | 0 | N/A |
| | 2018 | 0 | N/A | 0 | N/A |
| DICIPLINARY REFERRALS: LIQUOR LAW VIOLATIONS | 2016 | 0 | N/A | 0 | N/A |
| | 2017 | 0 | N/A | 0 | N/A |
| | 2018 | 0 | N/A | 0 | N/A |
| | | | | | |
| OFFENSE | YEAR | ON-CAMPUS PROPERTY | ON-CAMPUS STUDENT HOUSING FACILITIES | NONCAMPUS PROPERTY | PUBLIC PROPERTY |
| HATE CRIMES: SIMPLE ASSAULT** | 2016 | 0 | N/A | 0 | N/A |
| | 2017 | 0 | N/A | 0 | N/A |
| | 2018 | 0 | N/A | 0 | N/A |
| HATE CRIMES: LARCENY THEFT** | 2016 | 0 | N/A | 0 | N/A |
| | 2017 | 0 | N/A | 0 | N/A |
| | 2018 | 0 | N/A | 0 | N/A |
| HATE CRIMES: INTIMIDATION** | 2016 | 0 | N/A | 0 | N/A |
| | 2017 | 0 | N/A | 0 | N/A |
| | 2018 | 0 | N/A | 0 | N/A |
| HATE CRIMES: DESTRUCTION/DAMAGE/VANDALI SM OF PROPERTY** | 2016 | 0 | N/A | 0 | N/A |
| | 2017 | 0 | N/A | 0 | N/A |
| | 2018 | 0 | N/A | 0 | N/A |

* Harmony Health Care Institute “non-campus buildings or property” are learning and/or Event spaces utilized by Harmony Health Care Institute at required residencies that are used in direct support of, or in relation to, the School’s educational purposes.

**Hate Crime is defined as any crime committed based on race, gender, religion, sexual orientation, ethnicity, and/or disability.

Reportable Hate Crimes: *The Total Number of Reported Hate Crimes for the Year 2018 was: 0*

CRIME DEFINITIONS

The definitions listed below are used by HHCI to classify the criminal offenses listed in the above reported statistics:

Advisor: Any individual who provides the accuser or accused support, guidance, or advice

Aggravated Assault/Battery: An unlawful attack by one person upon another for the purpose of inflicting severe or substantial bodily injury. This type of assault may be accompanied by the use of a weapon or other means likely to produce death or great bodily harm. (It is not necessary that injury result from an aggravated assault when a gun, knife, or other weapon is used which could and probably would result in serious personal injury if the crime were successfully completed).

Arson: Any willful or malicious burning or attempting to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle, aircraft, personal property of another, etc.

Awareness programs: Community-wide or audience specific programming, initiatives, and strategies that increase audience knowledge and share information and resources to prevent violence, promote safety, and reduce perpetration

Burglary: The unlawful entry of a structure to commit a felony or theft. For reporting purposes, this definition includes: unlawful entry with intent to commit a larceny or felony; breaking and entering with intent to commit a larceny; housebreaking; safecracking; and all attempts to commit any of the aforementioned.

Bystander intervention: Safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene when there is a risk of dating violence, domestic violence, sexual assault, or stalking Bystander intervention includes:

- Recognizing situations of potential harm
- Understanding institutional structures and cultural conditions that facilitate violence, overcoming barriers to intervening, identifying safe and effective intervention options, and taking actions to intervene

Criminal Homicide-- Murder and non-negligent manslaughter: The willful (non-negligent) killing of one human being by another. Negligent manslaughter: The killing of another person through gross negligence. **Dating Violence:** Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition—

(A) Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. (B) Dating violence does not include acts covered under the definition of domestic violence. Any incident meeting this definition is considered a crime for the purposes of Clery Act reporting.

Destruction, Damage Or Vandalism To Property: To willfully or maliciously destroy, injure, disfigure, or deface any public or private property, real or personal, without the consent of the owner or person having custody or control by cutting, tearing, breaking, marking, painting, drawing, covering with filth, or any other such means as may be specified by local law.

Domestic Violence: A felony or misdemeanor crime of violence committed (A) by a current or former spouse or intimate partner of the victim; (B) by a person with whom the victim shares a child in common, (C) by a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner, (D) by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or (E) by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Drug Law Violation: The violation of laws prohibiting the production, distribution, and/or use of certain controlled substances and the equipment or devices utilized in their preparation and/or use. The unlawful cultivation, manufacture, distribution, sale, purchase, use, possession, transportation, or importation of any controlled drug or narcotic substance. Arrests for violation of state and local laws relating to unlawfully possessing, selling, using, growing, manufacturing and making narcotic drugs.

Embezzlement, confidence games, forgery, worthless checks, etc., are excluded.

Hate Crimes: A crime reported to local police agencies or to a campus security authority that manifests evidence that the victim was intentionally selected because of the perpetrator's bias against the victim. For purposes of this section, the categories of bias include the victim's actual or perceived race, religion, gender, gender identity, sexual orientation, ethnicity, national origin and disability.

Intimidation: To unlawfully place another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack.

Larceny-Theft (except for motor vehicle theft): The unlawful taking, carrying, leading or riding away of property from the possession or constructive possession of another. Attempted larcenies are included.

Liquor Law Violation: The violation of State or local laws or ordinances prohibiting the manufacturing, selling, purchasing, transporting, possessing or use of alcoholic beverages, not including driving under the influence and drunkenness.

Motor Vehicle Theft: The theft or attempted theft of a motor vehicle. For reporting purposes, this crime includes all cases where automobiles are taken by persons not having lawful access even though the vehicles are later abandoned, including joyriding.

Ongoing prevention and awareness campaigns: Programming, initiatives, and strategies that are sustained over time and focus on increasing understanding of topics relevant to and skills for addressing dating violence, domestic violence, sexual assault, and stalking, using a range of strategies with audiences throughout the institution

Primary prevention programs: Programming, initiatives, and strategies informed by research or assessed for value, effectiveness, or outcome that are intended to stop dating violence, domestic violence, sexual assault, and stalking before they occur through the promotion of positive and healthy behaviors that foster healthy, mutually respectful relationships and sexuality, encourage safe bystander intervention, and seek to change behavior and social norms in healthy and safe direction.

Proceeding: All activities related to a non-criminal resolution of an institutional disciplinary complaint, including, but not limited to, fact finding investigations, formal or informal meetings, and hearings. Proceeding does not include communications and meetings between officials and victims concerning accommodations or protective measures to be provided to a victim.

Programs to prevent dating violence, domestic violence, sexual assault, and stalking: Comprehensive, intentional, and integrated programming, initiatives, strategies, and campaigns intended to end dating violence, domestic violence, sexual assault, and stalking that are:

- culturally relevant, inclusive of diverse communities and identities, sustainable, responsive to community needs

- informed by research or assessed for value, effectiveness, or outcome
- consider environmental risk and protective factors as they occur on the individual, relationship, institutional, community, and societal levels.

Programs to prevent dating violence, domestic violence, sexual assault, and stalking include both primary prevention and awareness programs directed at incoming students and new employees and ongoing prevention and awareness campaigns directed at students and employees.

Prompt, fair, and impartial proceeding: A proceeding that is completed within reasonably prompt timeframes designated by an institution's policy, including a process that allows for the extension of timeframes for good cause and with written notice to the accuser and the accused of the delay and the reason for the delay; Conducted in a manner that:

- Is consistent with the institution's policies and transparent to the accuser and accused;
- Includes timely notice of meetings at which the accuser or accused, or both, may be present; and
- Provides timely and equal access to the accuser, the accused, and appropriate officials to any information that will be used during informal and formal disciplinary meetings and hearings; and
- Conducted by officials who do not have a conflict of interest or bias for or against the accuser or the accused

Rape: The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

Result: Any initial, interim, and final decision by any official or entity authorized to resolve disciplinary matters within the institution

Risk reduction: Options designed to decrease perpetration and bystander inaction, and to increase empowerment for victims in order to promote safety and to help individuals and communities address conditions that facilitate violence

Robbery: The taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.

Sexual Assault: Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.

Sex Offenses: Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.

A. Fondling: The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

B. Incest – Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

C. Statutory Rape – Sexual intercourse with a person who is under the statutory age of consent.

Sexual Assault: An offense that meets the definition of rape, fondling, incest or statutory rape as contained herein. Coercing or attempting to coerce any sexual contact or behavior without consent. Sexual abuse includes, but is certainly not limited to, marital rape, attacks on sexual parts of the body, forcing sex after physical violence has occurred, or treating one in a sexually demeaning manner.

Sexual Violence: Any physical sexual acts engaged without the consent of the other person or when the other person is unable to consent to the activity. Sexual violence includes sexual assault, rape, battery, and sexual coercion; domestic violence; dating violence; and stalking.

Simple Assault/Battery: An unlawful physical attack by one person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness.

Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person To - (A) Fear for the person's safety or the safety of others; or (B) Suffer substantial emotional distress. For the purposes of this definition— (A) *Course of conduct* means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's Property, (B) *Reasonable person* means a reasonable person under similar circumstances and with similar identities to the victim, and (C) *Substantial emotional distress* means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling. Any incident meeting this definition is considered a crime for the purposes of Clery Act reporting. **Weapon Law Violation:** The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, concealment, or use of firearms, cutting instruments, explosives, incendiary devices, and other deadly weapons.

PREPARATION OF DISCLOSURE OF CRIME STATISTICS

The Safety Officer prepares this report to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act) as amended by the Violence Against Women Reauthorization Act of 2013. The full text of this report can be located on our web site at www.harmony-health.com. This report is prepared in cooperation with the local law enforcement agencies surrounding our main campus. Local law enforcement provides updated information on their educational efforts and programs to comply with the Act.

Campus crime, arrest and referral statistics include those reported to the Police Department and Command Decision Team. These

statistics may also include crimes that have occurred in private residences or businesses and is not required by law. HHCI accepts information on a voluntary or confidential basis, should they feel it is in the best interest of the client. A procedure is in place to anonymously capture crime statistics disclosed confidentially during such a session.

Each year, an e-mail notification is made to all enrolled students that provide the web site to access this report. Faculty/staff receives similar notification at our faculty/staff meetings and Professional Development. All prospective faculty/staff, potential students may obtain copies of the report at Harmony Health Care Institute in the Admissions Office or by calling (603)886-0822.

Policy: How to Report Criminal Offenses

To report a crime on or off campus:

Contact Police Department at (603)424-3774

Dial 9-1-1- (emergencies only)

Front Desk at (603) 886-0822

Additionally you may report a crime in person to the following areas:

- Director of Nursing Education Office
- Front Desk
- Business Office

Policy: Voluntary Confidential Reporting

If you are the victim of a crime and do not want to pursue action within HHCI or the criminal justice system, you may still want to consider making a confidential report. With your permission, the CDT can file a report on the details of the incident without revealing your identity. The purpose of a confidential report is to comply with your wish to keep the matter confidential, while taking steps to ensure the future safety of yourself and others. With such information, HHCI can keep an accurate record of the number of incidents involving students; determine where there is a pattern of crime with regard to a particular location, method, or assailant, and alert the campus community to potential danger. Reports filed in this manner are counted and disclosed in the annual crimes statistics for the institution. HHCI prohibits any retaliation against anyone who in good faith reports any violations of the campus security policy.

Policy: Limited Voluntary Confidential Reporting

The Police Department encourages anyone who is the victim or witness to any crime to promptly report the incident to the police. Because police reports are public records under state law, the Police Department cannot hold reports of crime in confidence. Confidential reports for purposes of inclusion in the annual disclosure of crime statistics can generally be made to CDT campus security authorities as identified below.

Statement: Institution's Relationship with local Law Enforcement

HHCI recognizes that laws and rules are necessary for society to function and supports the enforcement of law by governmental agencies and rules by officials of the HHCI. All persons on the campus are subject to these laws and rules at all times. While HHCI is private property, and Constitutional protections apply, law enforcement officers may enter the campus to conduct business as needed. Additionally, the officers are invited to patrol the campus to assist CDT in deterring crime. All law enforcement agencies are asked to call the Front Desk prior to entering HHCI. CDT is recognized by the Police Department. CDT enjoys an especially good relationship with the Police. The response time of the police department to campus averages fifteen minutes for emergency calls.

As noted in the introduction and the emergency policies, Police Department is notified of all serious crime on campus, and is immediately notified of major crimes via the telephone. HHCI relies on the telephone to contact the county emergency dispatch center for fire and emergency medical needs. All victims are offered an opportunity to report crimes to Merrimack Police. Annually, HHCI requests an email report of all crimes committed on the campus from the Police Department.

Policy: Encouragement of Accurate and Prompt Crime Reporting

Faculty, students, and guests are encouraged to report all crimes and public safety related incidents to HHCI in a timely manner. To report a crime or emergency on HHCI, call the Front Desk (603) 886-0822. CDT will investigate a report when it is deemed appropriate. If assistance is required from the Police Department or the Fire Department, CDT will contact the appropriate unit. If a sexual assault or rape should occur, faculty on the scene, including CDT, will offer the victim a wide variety of services.

Policy: Counselors and Confidential Crime Reporting

HHCI does not employ professional or pastoral counselors. All reports of crime will be investigated. Violations of the law will be referred to law enforcement agencies and when appropriate, to HHCI CDT leader for review.

Policy: Security Awareness Programs for Faculty and students

Prior to course start, orientation is held. Students are informed that HHCI does not have campus police. Students are informed about the campus security policies and procedures contained in this report and about crime awareness on HHCI and in surrounding neighbor-hoods. Similar information is presented to new CDT Members. A common theme of all awareness and crime

prevention programs is to encourage faculty and students to be aware of their responsibility for their own security and the security of others.

Policy: Security of and Access to Campus Facilities: HHCI is on the second floor of 10 Al Paul Lane. The building proper has four entrances/exits. The front entrance/exit is accessible to all building personnel. HHCI has access to an additional exit only door on the back of the building. HHCI's offices/classrooms have two entrances/exits. They are located at the entrance to the student break room/cafeteria and in the reception area. Both of these are accessible from the inside and outside during school hours (Monday through Friday from 8:00 am to 5:00 pm).

Policy: Crime Prevention Programs for Faculty and students

Crime Prevention Programs on personal safety and theft prevention are discussed at orientation.

To enhance personal safety, and especially after dark, walk with friends or colleagues from HHCI to your destination.

Policy: Medical Marijuana

Although the State of New Hampshire permits the use, possession, and cultivation of medical marijuana by individuals possessing lawfully issued medical marijuana cards, federal law prohibits use, possession, or cultivation in educational institutions and other recipients of federal funds. Therefore, the use, possession, and/or cultivation is prohibited at HHCI, including on campus, on HHCI's property, or at events sponsored by HHCI. Even if a student, faculty, or staff member possesses the appropriate documentation permitting the use, possession, and/or cultivation of medical marijuana, these activities are prohibited and are subject to disciplinary action.

The intent of this notice is to protect the health and safety of our faculty, staff, guests, and students.

Policy: Substance Abuse Education

HHCI has developed a contact list to prevent the illicit use of drugs and the abuse of alcohol by faculty and students. The list provides services related to drug use and abuse including dissemination of informational materials, educational programs and counseling services. This information is maintained in the Community Resource Binder which is available to students and staff in the HHCI Library.

Policy: Bullying & Harassment Policy

Bullying or implied threat, intimidation, sexual harassment and violence will not be tolerated at HHCI.

HHCI will address issues involving harassment or bullying in any form; student to student; student to faculty member(s); faculty member(s) to student; or faculty member to faculty member. All faculty members and students have a responsibility to cooperate fully with the investigation of an alleged bullying or harassment complaint. Bullying means systematically and chronically inflicting physical hurt or psychological distress on one or more students or faculty. It is further defined as; unwanted purposeful written, verbal, nonverbal, or physical behavior, including but not limited to any threatening, insulting or dehumanizing gestures by a student or faculty that has the potential to create an intimidating, hostile or offensive educational environment or cause long term damage; to cause discomfort or humiliation or unreasonably interfere with the individuals academic performance or participation, is carried out repeatedly, and is often characterized by an imbalance of power.

Bullying may involve, but is not limited to; unwanted teasing, threatening, intimidating, stalking, cyber stalking, cyber bullying, physical violence, theft, sexual, religious or racial harassment, public humiliation, destruction of HHCI or personal property, social exclusion, including incitement and/or coercion, rumor or spreading of falsehoods.

Harassment is defined as any threatening, insulting, or dehumanizing gestures, use of technology, computer software, or written, verbal or physical conduct directed against a student or employee that places a student or employee in reasonable fear of harm to his or her person or damage to his or her property; has the effect of substantially interfering with a student's educational performance, or employee's work performance; has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; has the effect of substantially disrupting the orderly operation of HHCI.

Sexual Harassment is defined as intimidating, bullying, threatening or coercion of unwanted sexual advances either physically or verbally including by means of social media and / or technological devices. Sexual harassment can also include an inappropriate promise for sexual favors. Sexual harassment can take the form of crude language of sexual nature, mild annoyances / transgressions to actual sexual assault or sexual abuse.

VIOLENCE AGAINST WOMEN ACT (VAWA)

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) was amended by the Violence Against Women Reauthorization Act of 2013 (VAWA). To require HHCI to report on the additional crime categories of Dating Violence, Domestic Violence and Stalking as part of our annual Clery Act crime statistics to the U.S. Department of Education and in this Annual Security Report. The VAWA amendments also require specific additional procedures for all victims of alleged VAWA crimes as well as primary prevention and awareness training for new students and faculty and ongoing prevention and awareness training for current students and faculty. This Annual Security Report has also been updated to reflect these recent changes in the law.

In 1994 Congress passed the Violence Against Women Act (VAWA) in recognition of the severity of crimes associated with domestic violence, sexual assault, and stalking. This Act emerged from the efforts of a broad, grassroots coalition of advocates and survivors who informed the work of Congress. In the two decades prior to VAWA, a movement had grown within the United States

to respond appropriately to violent crimes against women. Rape crisis centers and women's shelters were established in localities, and state and local laws had changed. However, the progress had been uneven around the country. VAWA was borne out of the need for a national solution. This Act enhances the investigation and prosecution of violent crimes against women.

HOTLINES

| | |
|-------------------------------------|-----------------------|
| National Domestic Violence Hotline | 1-800-799-SAFE (7233) |
| National Sexual Assault Hotline | 1-800-656-HOPE (4673) |
| National Teen Dating Abuse Helpline | 1-866-331-9474 |

SEXUAL HARASSMENT AND VIOLENCE POLICY SUMMARY

The Clery Act, as amended by VAWA, requires HHCI to include crimes of domestic violence, dating violence and stalking in its annual crime statistics according to the federal definitions in this report. VAWA also requires HCI to provide the definitions of dating violence, domestic violence, stalking and consent under RSA 173-B. Those definitions are listed below:

STATE LAW DEFINITIONS OF DOMESTIC VIOLENCE, DATING VIOLENCE, STALKING AND CONSENT

Partners and family members include: Spouses, ex-spouses, persons cohabiting with each other, and persons who cohabited with each other but who no longer share the same residence.

Parents and other persons related by consanguinity or affinity, other than minor children who reside with the defendant.

Partner or Family Member Assault

In New Hampshire, a person commits the crime of partner or family member assault (also called domestic violence) by:

- causing bodily injury
- negligently causing bodily injury with a weapon, or
- creating reasonable apprehension of bodily injury against a partner or family member
- destruction of property or unauthorized entry

People act negligently when they fail to be aware of or consider the risk their behavior poses to others. Negligent behavior is always a gross departure from how a reasonable person would act. For example, firing a gun inside your house and hitting your boyfriend would be negligent and would be considered domestic violence. Other examples of domestic violence include hitting your child and threatening to hit your wife if the threat creates a reasonable fear of injury.

173-B:1 Definitions. – In this chapter:

I. "Abuse" means the commission or attempted commission of one or more of the acts described in subparagraphs (a) through (h) by a family or household member or by a current or former sexual or intimate partner, where such conduct is determined to constitute a credible present threat to the petitioner's safety. The court may consider evidence of such acts, regardless of their proximity in time to the filing of the petition, which, in combination with recent conduct, reflects an ongoing pattern of behavior which reasonably causes or has caused the petitioner to fear for his or her safety or well-being:

- (a) Assault or reckless conduct as defined in RSA 631:1 through RSA 631:3.
- (b) Criminal threatening as defined in RSA 631:4.
- (c) Sexual assault as defined in RSA 632-A:2 through RSA 632-A:5.
- (d) Interference with freedom as defined in RSA 633:1 through RSA 633:3-a.
- (e) Destruction of property as defined in RSA 634:1 and RSA 634:2.
- (f) Unauthorized entry as defined in RSA 635:1 and RSA 635:2.
- (g) Harassment as defined in RSA 644:4.
- (h) Cruelty to animals as defined in RSA 644:8.

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IX. "Domestic violence" means abuse as defined in RSA 173-B:1, I.

X. "Family or household member" means:

(a) Spouses, ex-spouses, persons cohabiting with each other, and persons who cohabited with each other but who no longer share the same residence.

(b) Parents and other persons related by consanguinity or affinity, other than minor children who reside with the defendant.

This policy also addresses sexual harassment, which is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment is conduct that explicitly or implicitly affects a person's employment or education or interferes with a person's work or educational performance or creates an environment such that a reasonable person would find the conduct intimidating, hostile, or offensive. Sexual harassment includes sexual violence (see definition below). HHCI will respond to reports of any such conduct in accordance with this policy.

Sexual harassment may include incidents between any members of the HHCI community, including faculty or other staff, student employees, students, coaches, interns, and non-student or non-employee participants in programs (e.g., vendors, contractors,

visitors). Sexual harassment may occur in hierarchical relationships, between peers, or between individuals of the same sex or opposite sex. To determine whether the reported conduct constitutes sexual harassment, consideration shall be given to the record of the conduct as a whole and to the totality of the circumstances, including the context in which the conduct occurred. Harassment of one student by another student is defined as unwelcome conduct of a sexual nature that is so severe and/or pervasive, and objectively offensive, and that so substantially impairs a person's access to HHCI programs or activities that the person is effectively denied equal access to HHCI's resources and opportunities

HHCI is committed to creating and maintaining a community where all individuals who participate in its programs and activities can work and learn together in an atmosphere free of harassment, exploitation, or intimidation. Every member of the community should be aware that HHCI prohibits sexual harassment and sexual violence, and that such behavior violates both law and HHCI policy. The HHCI will respond promptly and effectively to reports of sexual harassment and sexual violence, and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates this policy. This policy applies to all employees and students. This policy furthers HHCI's commitment to compliance with the law.

POLICY

A. General

HHCI prohibits sexual harassment and sexual violence. Such behavior violates both law and HHCI policy. HHCI will respond promptly and effectively to reports of sexual harassment and sexual violence and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates this policy.

B. Prohibited Acts

This policy prohibits sexual harassment and sexual violence as defined in this policy. Conduct by an employee that is sexual harassment or sexual violence in violation of this policy is considered to be outside the course and scope of employment.

C. Consensual Relationships

This policy covers unwelcome conduct of a sexual nature. Consensual romantic relationships between members of the HHCI community are not subject to this policy.

D. Gender Identity, Gender Expression, or Sexual Orientation Discrimination

Harassment that is not sexual in nature but is based on gender, gender identity, gender expression, sex- or gender-stereotyping, or sexual orientation also is prohibited by HHCI's nondiscrimination policy if it denies or limits a person's ability to participate in or benefit from HHCI's educational programs, employment, or services. While discrimination based on these factors may be distinguished from sexual harassment, these types of discrimination may contribute to the creation of a hostile work or academic environment. Thus, in determining whether a hostile environment due to sexual harassment exists, the HHCI may take into account acts of discrimination based on gender, gender identity, gender expression, sex- or gender- stereotyping, or sexual orientation.

E. Retaliation

This policy prohibits retaliation against a person who reports sexual harassment or sexual violence, assists someone with a report of sexual harassment or sexual violence, or participates in any manner in an investigation or resolution of a sexual harassment or sexual violence report. Retaliation includes threats, intimidation, reprisals, and/or adverse actions related to employment or education.

F. Dissemination of the Policy, Educational Programs, and Employee Training

As part of HHCI's commitment to providing a working and learning environment free from sexual harassment and sexual violence, this policy shall be disseminated widely to the HHCI community through publications, websites, new employee orientations, student orientations, and other appropriate channels of communication. HHCI, makes preventive educational materials available to all members of the community to promote compliance with this policy and familiarity with HHCI procedures. HHCI has designated an employee responsible for reporting sexual harassment and sexual violence and makes available prevention training to designated employees. The school's Title IX Coordinator is: Courtney Sanchez, Institutional Support Coordinator.

In addition, HHCI provides annual training to the Title IX Coordinator and all staff involved as investigators and hearing officers in sexual harassment and sexual violence disciplinary procedures.

G. Reporting Sexual Harassment or Sexual Violence

Any member of the HHCI community may report conduct that may constitute sexual harassment or sexual violence to any supervisor, manager, or Title IX Coordinator. Supervisors, managers, and other designated employees are responsible for promptly forwarding such reports to the Title IX Coordinator to review and investigate sexual harassment and sexual violence complaints. Any manager, supervisor, or designated employee responsible for reporting or responding to sexual harassment or sexual violence who knew about the incident and took no action to stop it or failed to report the prohibited act may be subject to disciplinary action.

HHCI has designated the Title IX Coordinator as the person to whom members of the HHCI community can consult for advice and information regarding making a report of sexual harassment or sexual violence. Requests regarding the confidentiality of reports of sexual harassment or sexual violence will be considered in determining an appropriate HHCI response; however, such requests will be considered in the dual contexts of HHCI's obligation to ensure a working and learning environment free from sexual harassment and sexual violence and the rights of the accused to be informed of the allegations and their source. Also, an individual

may file a complaint or grievance alleging sexual harassment or sexual violence under HHCI's grievance procedure.

H. Response to Reports of Sexual Harassment or Sexual Violence

HHCI shall provide prompt and effective response to reports of sexual harassment or sexual violence, which may include early resolution, formal investigation and/or targeted prevention training or educational programs.

If an individual reports to HHCI that the individual has been a victim of domestic violence, dating, violence, sexual assault, or stalking, s/he shall be provided with a written explanation of the individual's rights and options whether the offense occurred on- or off-campus.

Upon a finding of sexual harassment or sexual violence, HHCI may offer remedies to the individual or individuals harmed by the harassment and/or violence consistent with applicable complaint resolution and grievance procedures. Such remedies may include counseling, an opportunity to repeat course work without penalty, changes to student housing assignments, or other appropriate interventions, such as changes in academic, living, transportation, or working situations.

Any member of the HHCI community who is found to have engaged in sexual harassment or sexual violence is subject to disciplinary action including dismissal in accordance with the applicable HHCI disciplinary procedure or other HHCI policy. Generally, disciplinary action will be recommended when the conduct is sufficiently severe, persistent, or pervasive that it alters the conditions of employment or limits the opportunity to participate in or benefit from educational programs.

PROCEDURES

A. HHCI Responsibilities

In accordance with state and federal law, HHCI shall:

Offer sexual harassment prevention training and education to the HHCI community, and provide sexual harassment prevention training and education to each supervisory employee;

Offer prevention education programs to all incoming students and new employees, and ongoing prevention and awareness campaigns to the HHCI community, to promote awareness of rape and acquaintance rape, domestic violence, dating violence, sexual assault, and stalking, including the definition of consent, options for bystander intervention, and risk reduction awareness information;

Offer annual training on issues related to sexual violence, as defined in this policy for individuals conducting formal investigations of reports or conducting hearings;

Provide all members of the HHCI community with a process for reporting sexual harassment or sexual violence in accordance with the policy;

Identify on- and off-campus resources for reporting sexual harassment or sexual violence, including law enforcement, medical, and victim support services;

Provide prompt and effective response to reports of sexual harassment, sexual violence, or reports of retaliation related to reports of sexual harassment or sexual violence in accordance with the policy;

Provide written notification of this policy; and

Designate trained individuals, including, or other than, the Title IX Coordinator, to serve as resources for members of the HHCI community who have questions or concerns regarding behavior that may be sexual harassment or sexual violence.

Title IX Coordinator

HHCI has designated a single Title IX Coordinator: Courtney Sanchez, Institutional Support Coordinator.

The responsibilities of the Title IX Coordinator include, but may not be limited to, the duties listed below:

- (a) Coordinate with other responsible units to ensure that local sexual harassment and sexual violence prevention education and training programs are offered and provided as required by the policy;
- (b) Disseminate the policy widely to the HHCI community;
- (c) Provide educational materials to promote compliance with the policy and familiarity with local reporting procedures;
- (d) Train HHCI employees responsible for reporting or responding to reports of sexual harassment;
- (e) Provide prompt and effective response to reports of sexual harassment or sexual violence in accordance with the policy;
- (f) Maintain records of reports of sexual harassment and sexual violence at HHCI and actions taken in response to reports, including records of investigations, voluntary resolutions, and disciplinary action, as appropriate; and
- (g) Identify and address any patterns or systemic problems that arise during the review of sexual harassment and sexual violence complaints.

B. Procedures for Reporting and Responding to Reports of Sexual Harassment or Sexual Violence

All members of the HHCI community are encouraged to contact the Title IX Coordinator if they observe or encounter conduct that may be subject to this policy. This includes conduct by employees, students, or third parties. Reports of sexual harassment or sexual violence may be brought to the Title IX Coordinator, or to any manager, supervisor, or other designated employee responsible for responding to reports of sexual harassment or sexual violence. If the person to whom harassment normally would be reported is the individual accused of harassment, reports may be made to another manager, supervisor, or designated employee.

Managers, supervisors, and designated employees are required to notify the Title IX Coordinator or other appropriate official designated to review and investigate sexual harassment complaints when a report is received.

Reports of sexual harassment or sexual violence should be brought forward as soon as possible after the alleged conduct occurs. While there is no stated timeframe for reporting, prompt reporting will better enable HHCI to respond to the report, determine the issues, and provide an appropriate remedy and/or action. All incidents should be reported even if a significant amount of time has passed. However, delaying a report may impede HHCI's ability to conduct an investigation and/or to take appropriate remedial actions.

1. Required Notifications For Reports of Sexual Violence

HHCI will provide a written explanation of available rights and options, including procedures to follow, when HHCI receives a report that the student or employee has been a victim of domestic violence, dating violence, sexual assault, or stalking, whether the offense occurred on- or off-campus or in connection with any SCHOOL program. The written information shall include:

- (a) to whom the alleged offense should be reported;
- (b) options for reporting to law enforcement and campus authorities, including the option to notify local or on-campus law enforcement authorities; the right to be assisted by campus authorities in notifying law enforcement authorities if the complainant so chooses and the right to decline to notify such authorities;
- (c) the rights of complainants regarding orders of protection, no contact orders, restraining orders, or similar lawful orders issued by criminal or civil courts and HHCI's responsibilities regarding such orders;
- (d) the importance of preserving evidence as may be necessary to prove criminal domestic violence, dating violence, sexual assault, or stalking, or to obtain a protection order;
- (e) existing campus and community services available for victims including counseling, health, mental health, victim advocacy, legal assistance, and other services;
- (f) options for, and available assistance to, change academic, living, transportation, and working situations, if requested by the complainant and if reasonably available, regardless of whether the victim chooses to report the crime to campus police or local law enforcement;
- (g) Any applicable procedures for institutional disciplinary action.

2. Options for Resolution

Individuals reporting sexual harassment or sexual violence shall be informed about options for resolving potential violations of the policy. These options shall include procedures for Early Resolution, procedures for formal Investigation, and filing complaints or grievances under applicable HHCI complaint resolution or grievance procedures. Individuals making reports also shall be informed about policies applying to confidentiality of reports under this policy. HHCI shall respond to the greatest extent possible to reports of sexual harassment and sexual violence brought anonymously or brought by third parties not directly involved in the asserted offenses. However, the response to such reports may be limited if information contained in the report cannot be verified by independent facts.

Individuals reporting sexual harassment and sexual violence shall be informed about the range of possible outcomes of the report, including interim protections, remedies for the individual harmed by the incident, and disciplinary actions that might be taken against the accused as a result of the report, including information about the procedures leading to such outcomes.

An individual who is subjected to retaliation (e.g., threats, intimidation, reprisals, or adverse employment or educational actions) for having made a report of sexual harassment or sexual violence in good faith, who assisted someone with a report of sexual harassment or sexual violence, or who participated in any manner in an investigation or resolution of a report of sexual harassment or sexual violence, may make a report of retaliation under these procedures. The report of retaliation shall be subject to the procedures herein.

3. Procedures for Early Resolution

The goal of Early Resolution is to resolve concerns at the earliest stage possible with the cooperation of all parties involved. HHCI utilizes Early Resolution options when the parties desire to resolve the situation cooperatively and/or when a Formal Investigation is not likely to lead to a satisfactory outcome. Participation in the Early Resolution process is voluntary. Early Resolution may include an inquiry into the facts, but typically does not include a formal investigation. Means for Early Resolution shall be flexible and encompass a full range of possible appropriate outcomes. Early Resolution includes options such as mediating an agreement between the parties, separating the parties, referring the parties to counseling programs, negotiating an agreement for disciplinary action, conducting targeted preventive educational and training programs, or providing remedies for the individual harmed by the offense. Early Resolution also includes options such as discussions with the parties, making recommendations for resolution, and conducting a follow-up review after a period of time to assure that the resolution has been implemented effectively. Early Resolution may be appropriate for responding to anonymous reports and/or third party reports. Steps taken to encourage Early Resolution and agreements reached through Early Resolution efforts should be documented.

While HHCI encourages Early Resolution of a complaint, HHCI does not require that parties participate in Early Resolution prior to HHCI's decision to initiate a Formal Investigation. Some reports of sexual harassment or sexual violence may not be appropriate for mediation but may require a Formal Investigation at the discretion of the Title IX Coordinator or other appropriate official

designated to review and investigate sexual harassment complaints. HHCI will not compel a complainant to engage in mediation. Mediation, even if voluntary, may not be used in cases involving sexual violence.

4. Procedures for Formal Investigation

In cases where Early Resolution is inappropriate or in cases where Early Resolution is unsuccessful, HHCI may conduct a Formal Investigation. In such cases, the individual making the report may be encouraged to file a written request for Formal Investigation. The wishes of the individual making the request shall be considered, but are not determinative, in the decision to initiate a Formal Investigation of a report of sexual harassment or sexual violence. In cases where there is no written request, the Title IX Officer (Sexual Harassment Officer) or other appropriate official designated to review and investigate sexual harassment complaints, potentially in consultation with the administration, may initiate a Formal Investigation after making a preliminary inquiry into the facts.

In cases where a complainant states he or she does not want to pursue a Formal Investigation, the Title IX Coordinator should inform the complainant that the ability to investigate may be limited. When determining whether to go forward with a Formal Investigation, the Title IX Coordinator may consider: 1) the seriousness of the allegation, 2) in the case of a student complainant, the age of the student, 3) whether there have been other complaints or reports against the accused, and 4) the rights of the accused individual to receive information about the complainant and the allegations if formal proceedings with sanctions may result from the investigation. Even if a complainant does not want to pursue an investigation, under some circumstances, the Title IX Coordinator may have an obligation to investigate a complaint, such as when there is a risk to the campus community if the accused remains on campus. The complainant should be made aware of this independent obligation to investigate the complaint.

(a) In order to provide a prompt, fair, and impartial investigation and resolution, any Formal Investigation of reports of sexual harassment and/or sexual violence shall incorporate the following standards:

i. The individual(s) accused of conduct violating the policy shall be provided a copy of the written request for Formal Investigation or otherwise given a full and complete written statement of the allegations, and a copy of the policy; and

ii. The individual(s) conducting the investigation shall be familiar with the policy, have training or experience in conducting investigations, and as relevant to the investigation, be familiar with policies and procedures specific to students, staff, faculty, and visitors. For cases involving allegations of sexual violence, the individual(s) conducting the investigation must receive annual training on issues related to sexual violence. Such training includes how to conduct an investigation that protects the safety of the complainants and promotes accountability.

(b) If the alleged conduct is also the subject of a criminal investigation, the campus may not wait for the conclusion of the criminal investigation to begin an investigation pursuant to this policy. However, a campus may need to coordinate its fact-finding efforts with the police investigation. Once notified that the police department has completed its gathering of evidence (not the ultimate outcome of the investigation or the filing of any criminal charges), the campus must promptly resume and complete its fact-finding for the sexual harassment or sexual violence investigation.

(c) The investigation generally shall include interviews with the parties if available, interviews with other witnesses as needed, and a review of relevant documents as appropriate. Disclosure of facts to parties and witnesses shall be limited to what is reasonably necessary to conduct a fair and thorough investigation. Participants in an investigation shall be advised that maintaining confidentiality is essential to protect the integrity of the investigation.

(d) The investigator shall apply a preponderance of evidence standard to determine whether there has been a violation of this policy.

(e) Upon request, the complainant and the accused may each have a representative present when he or she is interviewed, and at any subsequent proceeding or related meeting. Other witnesses may have a representative present at the discretion of the investigator or as required by applicable HHCI policy or collective bargaining agreement.

(f) At any time during the investigation, the investigator may recommend that interim protections or remedies for the parties or witnesses be provided by appropriate HHCI officials. These protections or remedies may include separating the parties, placing limitations on contact between the parties, or making alternative working or student housing arrangements. Failure to comply with the terms of interim protections may be considered a separate violation of this policy.

(g) The investigation shall be completed as promptly as possible and in most cases within 60 working days of the date the request for formal investigation was filed. This deadline may be extended on approval by a designated HHCI official.

(h) Generally, an investigation results in a written report that at a minimum includes a statement of the allegations and issues, the positions of the parties, a summary of the evidence, findings of fact, and a determination by the investigator whether this policy

has been violated. The report also may contain a recommendation for actions to resolve the complaint, including preventive educational programs, remedies for the complainant, and a referral to disciplinary procedures as appropriate. The report is submitted to a designated HHCI official with authority to implement the actions necessary to resolve the complaint. The report may be used as evidence in other related procedures, such as subsequent complaints, grievances and/or disciplinary actions.

(i) The complainant shall be informed if there were findings made that the policy was or was not violated and of actions taken to resolve the complaint, if any, that are directly related to the complainant, such as an order that the accused not contact the complainant. In accordance with HHCI policies protecting individuals' privacy, the complainant may generally be notified that the matter has been referred for disciplinary action, but shall not be informed of the details of the recommended disciplinary action without the consent of the accused, consistent with this policy.

(j) The complainant and the accused may request a copy of the investigative report pursuant to HHCI policy governing privacy and access to personal information. However, in accordance with HHCI policy, the report shall be redacted to protect the privacy of personal and confidential information regarding all individuals other than the individual requesting the report.

(k) At the conclusion of any disciplinary proceeding arising from an allegation of domestic violence, dating violence, sexual assault or stalking, the complainant and the accused will be simultaneously informed in writing of:

- i. The outcome of any HHCI disciplinary proceeding;
- ii. HHCI's procedures for appealing the results of the proceeding;
- iii. Any change to the results that occur prior to the time that such results become final; and
- iv. When results become final.

C. Complaints or Grievances Involving Allegations of Sexual Harassment or Sexual Violence

An individual who believes he or she has been subjected to sexual harassment or sexual violence may file a complaint or grievance pursuant to the applicable complaint resolution or grievance procedure listed in the *HHCI Complaint/Grievance Policy*. Such complaint or grievance may be filed either instead of or in addition to making a report of sexual harassment to the Title IX Coordinator or other appropriate official designated to review and investigate sexual harassment and sexual violence complaints under this policy. A complaint or grievance alleging sexual harassment or sexual violence must meet all the requirements under the applicable complaint resolution or grievance procedure, including time limits for filing.

If a complaint or grievance alleging sexual harassment or sexual violence is filed in addition to a report made to the Title IX Coordinator or other appropriate official designated to review and investigate sexual harassment complaints under this policy, the complaint or grievance shall be held in abeyance subject to the requirements of any applicable complaint resolution or grievance procedure, pending the outcome of the Early Resolution or Formal Investigation procedures. If the individual wishes to proceed with the complaint or grievance, the Early Resolution or Formal Investigation shall constitute the first step or steps of the applicable complaint resolution or grievance procedure.

An individual who has made a report of sexual harassment or sexual violence also may file a complaint or grievance alleging that the actions taken in response to the report of sexual harassment or sexual violence did not follow policy. Such a complaint or grievance may not be filed to address a disciplinary sanction imposed upon the accused. Any complaint or grievance regarding the resolution of a report of sexual harassment or sexual violence must be filed in a timely manner. The time period for filing begins on the date the individual was notified of the outcome of the sexual harassment or sexual violence investigation or other resolution process pursuant to this policy, and/or of the actions taken by the administration in response to the report of sexual harassment or sexual violence, whichever is later.

D. Remedies and Referral to Disciplinary Procedures

Findings of policy violations may be considered to determine remedies for individuals harmed by the sexual harassment or sexual violence and shall be referred to applicable disciplinary procedures. Procedures under this policy shall be coordinated with applicable local complaint resolution, grievance, and disciplinary procedures to avoid duplication in the fact-finding process whenever possible. Violations of the policy may include engaging in sexual harassment or sexual violence, retaliating against a complainant reporting sexual harassment or sexual violence, or violating interim protections. Investigative reports made pursuant to this policy may be used as evidence in subsequent complaint resolution, grievance, and disciplinary proceedings as permitted by the applicable procedures.

E. Privacy

HHCI shall protect the privacy of individuals involved in a report of sexual harassment or sexual violence to the extent permitted by law and HHCI policy. A report of sexual harassment or sexual violence may result in the gathering of extremely sensitive information about individuals in the HHCI community. While such information is considered confidential, HHCI policy regarding access to public records and disclosure of personal information may require disclosure of certain information concerning a report of sexual harassment or sexual violence. In such cases, every effort shall be made to redact the records in order to protect the

privacy of individuals. An individual who has made a report of sexual harassment or sexual violence may be advised of sanctions imposed against the accused when the individual needs to be aware of the sanction in order for it to be fully effective (such as restrictions on communication or contact with the individual who made the report). In addition, when the offense involves a crime of violence or a non-forcible sex offense, the Family Educational Rights and Privacy Act permits disclosure to the complainant the final results of a disciplinary proceeding against the alleged accused, regardless of whether HHCI concluded that a violation was committed. Information regarding disciplinary action taken against the accused shall not be disclosed without the accused consent, unless permitted by law as noted above, or unless it is necessary to ensure compliance with the action or the safety of individuals.

F. Confidentiality of Reports of Sexual Harassment and Sexual Violence

HHCI does not employ professional or pastoral counselors. HHCI notifies the HHCI community that the Title IX Coordinator, managers, supervisors, and other designated employees have an obligation to respond to reports of sexual harassment or sexual violence, even if the individual making the report requests that no action be taken. An individual's requests regarding the confidentiality of reports of sexual harassment or sexual violence will be considered in determining an appropriate response; however, such requests will be considered in the dual contexts of HHCI's legal obligation to ensure a working and learning environment free from sexual harassment and sexual violence and the due process rights of the accused to be informed of the allegations and their source. Some level of disclosure may be necessary to ensure a complete and fair investigation, although HHCI will comply with requests for confidentiality to the extent possible.

G. Retention of Records Regarding Reports of Sexual Harassment and Sexual Violence

The office of the Title IX Coordinator is responsible for maintaining records relating to sexual harassment and sexual violence reports, investigations, and resolutions. Records shall be maintained in accordance with HHCI's records policies. All records pertaining to pending litigation or a request for records shall be maintained in accordance with instructions from legal counsel.

EMERGENCY NOTIFICATION

An emergency notification is an immediate notification of an unforeseen combination of circumstances that calls for immediate action. The faculty/staff has received training on how to handle a pending emergency.

EMERGENCY RESPONSE PROCEDURES

At the time of an urgent unanticipated event, CDT Members will assess the situation to determine the significance of an emergency. Without delay, the CDT will take into account the safety of its faculty/staff, students, guests and community neighbors.

The CDT will identify / determine the extent of the emergency and enact appropriate means of notifications. The CDT will respond by assisting any victims(s), respond to/or contain the emergency at hand and diffuse the dangerous situation if possible.

The CDT will determine the extent of information that needs to be released and will disseminate to faculty/staff, students, and guests / public as appropriate.

In the event of a dangerous situation and without delay, the CDT will assess the situation and will contact authorities or determine the course of action in order to protect the entire HHCI population.

CDT will determine means of notification through but not limited to verbal communications, intercom broadcast system, cell phones, emails and text, social media and signage to deliver emergency messages. If necessary a member of the CDT will notify the radio and local television stations.

The verbal/written communication will include the type or types of emergency and steps for the emergency situation.

HHCI will provide the Fire Department and the Police Department with a floor plan of the building. The administration will also notify these agencies of any new construction, long-term functions or any other events which may affect routing or access to the campus. In addition to floor plans, the Police Department, Fire Department, and other local emergency officials are encouraged to tour and walk through the campus regularly.

At least annually during student training, the faculty/staff will conduct an announced or unannounced test. The test(s) are documented by dates, times, and whether the exercise was announced or unannounced. The results are publicized in the Safety, Health and Risk Management Committee binder. The testing reminds faculty/staff and students of procedures necessary for the security, safety and crime prevention on and off campuses.

At least annually faculty/staff and students complete a tour of HHCI, locating fire extinguishers and exits. They are informed of what to do in case of an emergency.

Roll call will be taken as soon as reasonably possible to ensure all faculty and students has been accounted for at the time of the emergency.

EMERGENCY PREPAREDNESS AND SUPPORT

HHCI is dedicated to serving the homeless and low-income. HHCI maintains information for access to the following resources for student support in the COMMUNITY RESOURCE BINDER which is available to all students in the HHCI Library.

- Housing Resources-Homeless shelters, supportive housing, halfway housing, transitional housing, day shelters, low

income housing, residential alcohol and drug treatment centers. (<http://www.dhhs.nh.gov/dcyf/housing.htm>)

- Access information to the New Hampshire Dept. of Health and Human Services “Easy Gateway to Services” (<http://www.dhhs.nh.gov/dfa/nheasy.htm>) providing services to families, children and women including medical, food, and other services.
- Immediate assistance may be found by dialing 211 (within New Hampshire) and asking about shelters and other housing resources in your community
- New Hampshire Housing Authority(<http://www.nhhfa.org>)
- Nashua Housing Authority nhalyzni@yahoo.com / (603)883-5661
Agency that provides HUD Approved Housing Assistance Programs

Types of Shelters and Service Information

Day Shelters supplement homeless and low-income people when the shelter they are staying in only offers shelter on an overnight basis. Case management is often provided and sometimes there are laundry and shower facilities. Meals and basic hygiene may also be offered. Almost all day shelters provide their services free of charge. Any emergency or homeless shelter that allows clients to stay during the day is also classified under this category.

Emergency Homeless Shelters both provide short term relief for the homeless & low-income. Usually there is a maximum stay of 3 months or less. Many of these shelters ask their clients to leave during the day. Meals and other supportive services are often offered. 3 times out of 5 these shelters offer their services free of charge.

Halfway Housing helps transition individuals and families from shelters or homelessness to permanent housing. Length of stay is usually anywhere from 6 months to 2 years. Residents are often required to pay at least 30% of their income toward program fees. Sometimes the money they pay in fees is returned to them when they leave. Any emergency or homeless shelter that allows their clients to stay more than 6 months is also classified under this category.

Permanent Affordable Housing is a long-term solution for housing. Residents are often allowed to stay as long as they remain in the low-income bracket but is sometimes limited 3 - 5 years. Residents pay no more than 30% of their income towards rent. Emergency shelters, homeless shelters and transitional housing programs that allow their clients to stay without a maximum stay are also classified under this category.

Drug and Alcohol Rehab programs are intended to treat alcohol and/or drug dependency. The cost of participating in one of these programs and the method of treatment range significantly. The database operated on this website only includes residential rehab programs (not outpatient programs). We also provide Access to Recovery (ATR) Grant programs for substance abuse treatment.

Supportive Housing Programs that provide an alternative living arrangement for individuals who, because of age, disability, substance abuse, mental illness, chronic homelessness or other circumstances, are unable to live independently without care, supervision and/or support to help them in the activities of daily living; or who need access to case management, housing support, vocational, employment and other services to transition to independent living.

Shared Housing Programs help bring low income persons together and help prevent homelessness by providing affordable housing options. This service is good for families, disabled persons, and others who want more companionship. Shelterlistings.org finds these shared housing locations and lists them throughout our website.

Rooming House or Boarding House A rooming house is a building in which renters occupy single rooms and share kitchens, bathrooms, and common areas. The location may be a converted single family home, a converted hotel, or a purpose built structure. Rooming houses are low cost housing and may have as few as three rooms for rent, or more than a hundred. The same goes for boarding houses. We list these types of residences throughout shelterlistings.org.

Transitional housing is affordable low cost supportive housing designed to provide housing and appropriate support services to persons who are homeless or who are close to homelessness. The transition is to help them be more self-sufficient to move towards independent living on their own. Services provided at transitional housing facilities varies, from substance abuse treatment, to psychological assistance, job training, domestic violence assistance, etc. The assistance provided varies, but it is generally affordable and low cost housing. Read the descriptions of each of the transitional living locations for more detailed information.

SAFETY PROCEDURES

- First Aid: A first aid kit is located in the reception area.
- Fainting: Do not move the person; call 911. Give facts as much as possible. Keep calm and notify other CDT Members for help, if necessary. Make the person comfortable.
- Cut finger: Educator should immediately check the wound to see how deep the cut is. Small cuts should be washed, dried, and then covered with a bandage. Bandages and first aid kits are kept in the reception area.
- Cuts requiring stitches: If possible, a faculty member should take the student to the doctor.

Dangerous Situations, Alerting Faculty, Students, Guests and/or Neighbors

Are brought to the attention of Command Decision Team (CDT) and if confirmed, will alert all students by announcing, emailing, text and /or a written notification that will be posted in a conspicuous area, directing them to either a safe location and or the Merrimack Health Department.

If necessary the Command Decision Team (CDT) will communicate the necessary information to the Merrimack Police Department and/or the Hillsborough County Sheriff's Department.

Once the dangerous situation is diminished, an announcement, email, text and/ or a written notification will be posted or sent to students when classes will resume.

EMERGENCY RESPONSE AND EVACUATION PROCEDURES

Testing of Emergency Response and Evacuation Procedures

Emergency evacuation procedures are reviewed with all students at orientation and at the beginning of each session (three times yearly). Evacuation simulations are conducted not less than twice yearly. Building alarm systems (alarms and announcements) are checked twice yearly.

Evacuation Guidelines

There may be conditions under which you will decide to get away or there may be situations when you are ordered to leave.

Follow these guidelines for evacuation

- If you have a car, keep a full tank of gas in it if an evacuation seems likely.
- Keep a half tank of gas in it at all times in case of an unexpected need to evacuate. Gas stations may be closed during emergencies and unable to pump gas during power outages.
- Become familiar with alternate routes and other means of transportation out of your area.
- Leave early enough to avoid being trapped by severe weather.
- Follow recommended evacuation routes. Do not take shortcuts; they may be blocked.
- Be alert for road hazards such as washed-out roads or bridges and downed power lines.
- Do not drive into flooded areas.
- If you do not have a car, plan how you will leave if you have to. Make arrangements with family, friends or your local government.

If Time Allows

- Call or email your family.
- Secure HHCI by closing and locking doors.
- Unplug electrical equipment such as radios, televisions and small appliances. Leave freezers and refrigerators plugged in unless there is a risk of flooding. If there is damage to HHCI and you are instructed to do so, shut off water, gas and electricity before leaving.
- Leave a note telling others when you left and where you are going.
- Wear sturdy shoes and clothing that provides some protection such as long pants, long-sleeved shirts and a cap.

In case you cannot get home

In cases of disaster where it would be dangerous for a student to drive to their home upon evacuation of the school:

- Emergency Shelter Merrimack, NH
 - John O'Leary Adult Community Center, 4 Church St. Merrimack, NH 03054
(603) 424-6306
 - Merrimack Middle School, 31 Madeline Bennett Lane, Merrimack, NH 03054
(603) 424-6389

In Case of Serious Accident or Illness

Call 9-1-1

Do not move sick or injured person(s).

Be careful to avoid personal contact with any body fluids such as blood, vomit, or saliva. Stay with the victim and reassure her/him that help is on the way.

Power Failure

Remain calm

Do not move

Await instructions from instructor or CDT

If instructed to evacuate, use designated emergency exits ONLY.

Extreme Weather Conditions Procedures

Are issued from the Local Weather Service, HHCI offices are closed and classes are cancelled.

Fire Procedure

If you smell smoke or see fire, report it immediately to a facilitator. Proceed as follows:

Students exit in single file out the closest doors.

After exiting HHCI, stay with your class and instructor, and proceed to the designated gathering area where the instructor will take attendance to ensure that all students are out of the building. Students in the skills lab, computer lab and library will be checked off by the customer care assistant via the lab and library check in sheets.

Familiarize yourself with your evacuation route and the location of all emergency and regular exits.

The evacuation route illustration is found next to the door in each of the classrooms, offices and reception area, and at exit points and hallways throughout the school.

VIOLATION OF FIRE SAFETY RULES PUTS LIVES IN JEOPARDY. TAMPERING WITH FIRE ALARMS OR FIRE EQUIPMENT CAN RESULT IN FINES AND POSSIBLE INCARCERATION ACCORDING TO STATE LAWS

FINANCIAL AID CODE OF CONDUCT

This policy applies to HHCI employees and owners, and it prohibits a conflict of interest with their responsibilities with respect to Title IV loans. The policy is part of HHCI commitment to the highest ethical standards and conduct by its employees.

HHCI expects the highest levels of professionalism and ethical behavior from all employees whose responsibilities include student financial aid matters. These individuals must avoid even the appearance or perception of any conflict of interest regarding their student aid responsibilities. The Higher Education Opportunity Act conditions the eligibility of educational institutions to participate in Title IV programs on the development of and compliance with a code of conduct prohibiting conflicts of interest for its financial aid personnel [HEOA § 487(a)(25)].

Financial Aid Officer-Professional Standards and Conduct

An institutional financial aid professional is expected to always maintain exemplary standards of professional conduct in all aspects of carrying out his or her responsibilities, specifically including all dealings with any entities involved in any manner in student financial aid, regardless of whether such entities are involved in a government sponsored, subsidized, or regulated activity. In doing so, a financial aid professional should:

1. Refrain from taking any action for his or her personal interest or benefit;
2. Refrain from awarding financial aid to themselves or their immediate family members.
3. Have a designated person in the institution, handle financial aid for immediate family members, to avoid the appearance of a conflict.
4. Refrain from compiling a preferred lender list.
5. Be transparent, complete, and accurate, do not auto-assign to any particular lenders.
6. Refrain from taking any action he or she believes is contrary to law, regulation, or the best interests of the students and parents he or she serves;
7. Do not deny, impede, or unnecessarily delay the borrower's choice of lender.
8. Ensure that the information he or she provides is accurate, unbiased, and does not reflect any preference arising from actual or potential personal gain;
9. Be objective in making decisions and advising his or her institution regarding relationships with any entity involved in any aspect of student financial aid;
10. Refrain from soliciting or accepting anything of other than nominal value from any entity (other than an institution of higher education or a governmental entity such as the U.S. Department of Education) involved in the making, holding, consolidating or processing of any student loans, including anything of value (including reimbursement of expenses) for serving on an advisory body or as part of a training activity of or sponsored by any such entity; and
11. Disclose to his or her institution, in such manner as his or her institution may prescribe, any involvement with or interest in any entity involved in any aspect of student financial aid.
12. Award notifications and/or other materials shall have a breakdown of cost of attendance, all potential billable charges, identification of each award, standard terminology and definitions, as well as, renewal requirements for each award.
13. All this consumer information will be in a prominent location on our website.
14. Financial aid professional's need to let the institution know of potential conflict of interest with any of the institutions business relationships.

HHCI FINANCIAL AID RESPONSIBILITIES TO THE STUDENT

The primary goal of the financial aid professional is to help students achieve their educational potential by providing appropriate financial resources. Our members are required to exemplify the highest level of ethical behavior in helping students and families find the best ways to pay for college and demonstrate the highest level of professionalism. We take great pride in our essential task of helping our students and families determine the best ways to meet their educational expenses.

The Financial Aid Professional shall:

1. Be committed to removing financial barriers for those who wish to pursue postsecondary learning.
2. Make every effort to assist students with financial need free of charge.
3. Be aware of the issues affecting students and advocate their interests at the institutional, state, and federal levels.
4. Adhere to all applicable laws and regulations.

5. Support efforts to encourage students, as early as the elementary grades, to aspire to and plan for education beyond high school.
6. Always deal with others honestly and fairly, and always act in a manner that creates trust and confidence.
7. Educate students and families through quality consumer information and teach them to responsibly manage expenses and debt.
8. Educate students and their families through quality information that includes transparency and full disclosure on award notices.
9. Respect the dignity and protect the privacy of students, and ensure the confidentiality of student records and personal circumstances.
10. Ensure equity by applying all need analysis formulas consistently across the institution's full population of student financial aid applicants.
11. Will inform all entities of any changes in financial aid programs that could affect student aid eligibility.
12. Provide services that do not discriminate on the basis of race, gender, ethnicity, sexual orientation, religion, disability, age, or economic status.
13. Private information provided to the financial aid office by the applicant is protected in accordance with FERPA and the higher education act, section 483 (a) (3) (20 U.S.C. 1090) and state and federal statutes and regulations.
14. Promote the free expression of ideas and opinions, and foster respect for diverse viewpoints within the profession.
15. Commit to the highest level of ethical behavior and refrain from conflict of interest or the perception thereof.
16. FAFSA information is only used for the application, award, and administration of financial aid awarded under title IV of the higher Education Act.
17. Maintain the highest level of professionalism, reflecting a commitment to the goals of the National Association of Student Financial Aid Administrators.

REPORTING VIOLATIONS OF THIS POLICY

HHCI expects officers and employees covered by this policy to report violations of this policy to the Financial Aid Officer. Failure to comply with this policy will result in disciplinary action, which may include termination of employment.

TITLE IV FUNDING – GENERAL INFORMATION

HHCI educates students and/or parents in all options of financial aid available to those who qualify. We understand that all students/family's needs are unique. We are committed to the student's educational success, a part of which includes securing the proper funding. The information from the FAFSA, provided by the student and/or parent, in conjunction with state and federal regulations determines eligibility for available programs. Many parents borrow money to help cover educational costs and living expenses for their daughter/son. HHCI encourages parents of eligible dependent students to apply for the Federal Parent Plus Loan.

TYPES OF FINANCIAL AID AVAILABLE

Federal Pell Grant (Need Based Aid)

Pell Grants provide a foundation of financial assistance that may be supplemental by other resources and doesn't have to be repaid after graduation. Pell Grants are determined after the financial status of a student is fully reviewed. Based on a student's financial circumstances, a specific amount of money is disbursed annually toward the student's education through the Pell Grant. How much you can expect to receive from a Pell Grant is solely based on your financial situation and other criteria.

William D. Ford Direct Stafford Loans (Need & Non-Need Based Aid)

Loans made through this program are referred to as Direct Loans, because eligible students and parents borrow directly from the US Department of Education. You must be enrolled at least as a half-time student to be eligible for a loan. Direct Loans include the following:

Direct Stafford Loans

- Direct Subsidized Loans – you must have financial need to receive a subsidized loan. The US Department of Education will pay (subsidize) the interest that accrues on your Direct Subsidized Loan during certain periods.
- Direct Unsubsidized Loans – financial need is not a requirement to obtain an unsubsidized loan. You are responsible for paying the interest that accrues on your Direct Unsubsidized Loan.
- Direct PLUS Loans (Plus Loans) are loans parents can obtain to help pay the cost of education for their dependent undergraduate children.

G.I. Bill

If you have spent time in the military, you are eligible to use your G.I. Bill toward your education, or the G.I. Bill can be transferred to your spouse or children. The G.I. Bill was specifically designed for college or vocational education. HHCI is not currently approved by the New Hampshire Department of Education-Division of Higher Education-Veterans Education Services State Approving Agency. *These approvals are state specific and may not apply to all schools.

ELIGIBILITY OF TITLE IV AID

To be eligible for Title IV Aid, the student must:

- have a high school diploma, GED or equivalent
- complete the FAFSA for each financial aid year the student is eligible for aid
- comply with HHCI Satisfactory Academic Progress Policy
- not be in default on previous student loans
- not owe repayment on an adjusted Pell Grant
- not exceed the annual and aggregate loan limits
- have remaining eligibility if the student is a transfer student
- be enrolled in an eligible program
- be enrolled at least half time
- have ISIR Social Security match successful or comment code indicates successful INS match
- if male, ages 18-25 have registered with the Selective Service
- be a citizen or eligible non-citizen
- have resolved any drug convictions

STEPS TO APPLY FOR TITLE IV AID

1. The student must complete the FAFSA for each financial aid year in which the student is eligible to receive aid. The Department of Education (DOE) prefers students complete a web FAFSA at www.fafsa.ed.gov. To complete a web FAFSA, the student will need an electronic pin number. This can be obtained at www.pin.ed.gov. This pin is unique to each FAFSA applicant and cannot be shared with anyone else as it acts as the student's signature required to submit a FAFSA. A parent of a dependent student must also apply for a pin. The parent is required to sign the web FAFSA with their uniquely created pin.
2. Once a pin number has successfully been created, a web FAFSA can now be completed. Be sure to follow all instructions when completing the FAFSA. Enter the Code, 042630 for Harmony Health Care Institute, Merrimack, NH 03054. This will allow disclosure of information from the FAFSA to HHCI chosen by entering HHCI code. In the case of a dependent student, both the student and one parent will need to complete and sign the FAFSA application in order to be eligible for a Pell Grant. Dependency status is determined by the information that is filled out on the student's FAFSA.
3. If the parents of a dependent student refuse to provide information on the FAFSA; the student will not be eligible for Pell Grants and will only be eligible for unsubsidized loan funding.
4. Once the FAFSA is complete, the student will receive a SAR (Student Aid Report). HHCI will be sent an ISIR (Institutional Student Information Record) for all students who list the HHCI code. All verification and/or corrections must be completed prior to qualifying for aid.
5. If a student's FAFSA is selected for verification, the student will receive HHCI's verification policy and a verification worksheet. The student is required to return the verification worksheet completed, as well as provide any other requested documents. If parent information is entered in the FAFSA, or the student is a dependent, parents may need to provide additional requested documents. If selected, this verification process must be completed before a student can receive federal aid. The verification process could result in a corrected ISIR and new Expected Family Contribution (EFC) number which could affect the student's unmet need and eligible need based aid, Stafford Subsidized Loans and Pell Grants.
6. The Primary EFC provided on the student's ISIR will be used to calculate need and unmet need analysis through the Cost of Attendance Worksheet. This Primary EFC number corresponds with the number of months in each academic year. The Cost of Attendance Budget for each academic year includes the student's tuition costs per academic year. These costs include tuition, applicable fees, kit and books (per the academic year in which the cost is incurred), room and board, personal expenses and transportation costs.
7. HHCI utilizes the information presented on the student's ISIR and the NSLDS (**National Student Loan Data System**) to determine the student's eligibility and to calculate the student's unmet need for the student's grade level. This is done in compliance with the Cost of Attendance Budget grade level limits based on hours in the academic year.
8. Students who desire low interest Stafford Federal Student Loans must complete a Master Promissory Note or Electronic Master Promissory Note (E-MPN) at www.studentloans.gov
9. Parents desiring to take out a low interest Federal Parent Plus Loan on behalf of their dependent daughter or son must complete a Consent to Credit Check document that is made available by the Financial Aid Office. This form must be returned completed along with a readable copy of the parent's Driver's License or State ID.
10. Students must complete the Entrance Loan Counseling prior to the student receiving a disbursement of any Federal loans. For Direct Loans, students may access Entrance Loan Counseling at www.studentloans.gov
11. Students will need to accept or decline eligible aid by completing the Student Financial Aid Award Notice with the Financial Aid Officer.
12. Accepted aid will be listed on the student's award letter.
13. Students are required to notify HHCI's Financial Aid Officer if they receive any additional financial assistance

before or after an award letter has been issued. Scholarships or other types of financial aid could be reported throughout the year. If additional awarded aid causes the student to exceed the cost of attendance, it may be necessary to reduce the amount of previously awarded aid.

SPECIAL CIRCUMSTANCES – DEPENDENCY OVERRIDE & PROFESSIONAL JUDGMENT

Dependency Override – Students who do not meet the Federal definition of an independent, but have unusual circumstances, may appeal their dependency status to HHCI’s Financial Aid Office. Dependency Status overrides are done on a case by case basis and a determination from the Financial Aid Officer at one institution is not binding at another institution. Successful appeals may result in an increase in the student’s eligibility for aid. The Application and Verification Guide (AVG) has identified four conditions that individually or in combination with one another, **do not qualify as “unusual circumstances” or that do not merit a dependency override.** These circumstances are as follows:

1. Parents refusing to contribute to the student’s education
2. Parents unwilling to provide information on the application or for verification
3. Parents are not claiming the students as a dependent for income tax purposes
4. Student demonstrates total self-sufficiency.

Students with special circumstances should contact HHCI’s Financial Aid Office. Those students whose appeals are determined eligible will be required to submit three letters detailing the student’s situation. The first letter must be from the student detailing their situation and the other two letters must be from outside sources familiar with the student’s situation (i.e.: Clergy, family friend, counselor, etc.)

Professional Judgment – Circumstances beyond the student’s control (and/or family) that affect the student’s (and/or family) income during the current academic year could result in a reduced estimated family contribution (EFC). Students with special circumstances should always complete a FAFSA and then contact the Financial Aid Office. If a student wishes to appeal the EFC based on special circumstances and is determined eligible to do so, the student should complete a Professional Judgment form and may be requested to supply supporting documentation of said circumstances.

VERIFICATION

Students selected by CPS (Central Processing System) for the process of verification are frequently required to submit additional information and/or parent’s financial & household information to the Financial Aid Office. The verification procedures will be conducted as follows:

1. When selected by CPS for the process of verification, the student must submit all required documentation to the Financial Aid Office within 14 days from the date the student is notified that the additional documentation is needed for this process.
2. If the student does not provide all of the required documentation within the 14 day time frame, the student will be required to make other payment arrangements until the documentation is received and the student’s eligibility for federal student aid has been established.
3. The Financial Aid Office reserves the right to make exceptions to the policy stated above on a case by case basis for extenuating circumstances.
4. The Financial Aid Office will notify the student of any changes to their financial aid award resulting from corrections made due to the verification process. An adjustment will be made to the student’s financial aid award as required by federal regulations and an addendum to the existing award letter or a new award letter will be issued.

DEFERMENT

Students who are enrolled at least half time can apply for deferment of previous student loans while in attendance at HHCI. Please log on to www.nsls.ed.gov to find your current loan servicer and to find out more details on “in-school deferment”.

COST OF ATTENDANCE (COA)

Cost of Attendance falls into two categories, Cost of Attendance for “Dependent” students living at home and “All Others” (Dependent students living in an apartment, and Independent students) It is based on the length of the course, tuition and fees, loan fees, as well as average national room and board, personal expenses, and transportation costs. See budget below.

| Licensed Practical Nurse Program (effective 2019-2020 Award year) | | |
|--------------------------------------------------------------------------|------------------------|------------------------|
| | Dependent (1AY) | Dependent (2AY) |
| Number of Months | 9 | 3 |
| Tuition | \$15,148 | \$3,597 |
| Uniforms/Clinical supplies | \$163 | \$0 |
| Books/Supplies | \$1172 | \$0/0 |
| Application fee | \$350* | \$0 |
| Other- Fees | \$4030 | \$0 |

| | | |
|----------------------------|-------------------------|------------------------|
| Loan Fees | \$56 | \$20 |
| Room & Board | \$5,994 | \$1,998 |
| Personal | \$3,105 | \$1035 |
| Transportation | \$5,310 | \$1,770 |
| Total | \$34,978* | \$8,640 |
| | All Others (1AY) | All Others(2AY) |
| Number of Months | 9 | 3 |
| Tuition | \$15,148 | \$3,597 |
| Uniforms/Clinical Supplies | \$163 | \$0 |
| Books/Supplies | \$1172 | \$0/0 |
| Application fee | \$350* | \$0 |
| Other-Fees | \$4030 | \$0 |
| Loan Fees | \$98 | \$32 |
| Room & Board | \$12,294 | \$4,098 |
| Personal | \$3,672 | \$1,224 |
| Transportation | \$4,671 | \$1,557 |
| Total | \$41,248 * | \$10,728 |

*Non refundable Application Fee not included in total cost

Room & Board \$666.00/Month for Dependents living at home; \$1,366.00/Month for all others

Personal Expenses \$345/month for Dependents living at home; \$408/month for all others

Transportation Expense \$590/Month for Dependents living at home; \$519/Month for all others

HOW FUNDS WILL BE DISBURSED:

In order to receive their Pell Grant/Direct Loan Disbursements, students are required to have a Satisfactory Academic Progress (SAP) average of 75%. This figure is arrived at by averaging grades from the following areas: classroom work, projects, and styling area performance, as well as a 67% or higher attendance requirement.

First disbursement is scheduled for the first day of classes for Pell and thirty days after class begins for direct loans. Additional disbursements are made at 450 and 900 earned hours.

At the time of disbursement, the student will sign a line receipt acknowledging the disbursement and the status of their account. In the second year, Pell will receive one disbursement, for direct loans will disburse in two disbursements.

DISBURSEMENT OF CREDIT BALANCE REFUND SUMMARY

If the student has financial aid that exceeds his or her tuition and fee charges for the payment period in which the disbursement occurred, the student will have a credit balance. All credit balance refunds will be issued by check within 14 calendar days of the date of disbursement.

A CREDIT BALANCE REFUND WILL BE GIVEN TO THE PARENT IF:

The amount of the PLUS loan is greater than the student's tuition and fees charges for the payment period in which the disbursement occurred. All credit balance refunds will be issued by check within 14 calendar days of the date of disbursement.

EFFECTS OF STUDENT LOANS

- If the student receives other forms of financial assistance such as scholarships it may reduce the student or the student's parent eligibility for Federal Aid.
- Loans must be repaid, even if the student does not finish their education. Loan repayment begins 6 months from the date of graduation or withdrawal.
- If a student does not return from a maximum of 180 day Leave of Absence, the student's loans immediately enter repayment.
- Failure to repay a student loan will leave a negative mark on the borrower's credit.
- Over borrowing of student loans may cause a borrower to pay more than their earning potential can handle, especially during the early years of repayment.

LOAN DISCLOSURES

- Student loan information published by the US Department of Education (The Guide to Federal Student Aid) is available in the Financial Aid Office.
- NSLDS (National Student Loan Data System) – student loans will be submitted to the NSLDS and will be accessible by guaranty agencies, lenders and HHCI determined to be authorized users of the data system.

ANNUAL AND AGGREGATE LOAN LIMITS FOR DIRECT STAFFORD LOANS

| Year | Dependent undergraduate students (except students whose parents are unable to obtain PLUS loans) | Independent undergraduate students (and dependent students whose parents are unable to obtain PLUS loans) |
|-------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| First Year | \$5,500-No more than \$3,500 of this amount may be in subsidized loans. | \$9,500-No more than \$3,500 of this amount may be in subsidized loans. |
| Second Year | \$6,500-No more than \$4,500 of this amount may be in subsidized loans | \$10,500 -No more than \$4,500 of this amount may be in subsidized loans |

PLEASE NOTE: The listed amounts above are the maximum allowed for an academic year. The LPN Program is divided into a “year” of 900 clock hours and a “year” of 273 clock hours. Allowed amounts for the second year may be prorated since the second “year” is not a full 900 hours.

Terms and Conditions

| Loan Program | Eligibility | Fixed annual interest | Annual loan limit | Maximum loan amount allowed when you | Details |
|------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Direct Subsidized Stafford Loans | Undergraduate and graduate students enrolled at least half time. Must demonstrate financial need | For loans first disbursed on or after July 1, 2018 and before July 1, 2019: 5.05% | \$3,500 - \$8,500, Depending on year in school | Undergraduate students: \$23,000 | The US Department of Education is the lender and pays the interest on the loan while you are in school at least half time and during grace and deferment periods. |
| Direct Unsubsidized Stafford Loans | Undergraduate and graduate students enrolled at least half time. Financial need is not required | For loans first disbursed on or after July 1, 2018 and before July 1, 2019: 5.05% | \$5,500-\$20,500 (less any subsidized amount received for the same period) depending on year in school and dependency status | Dependent undergraduate students: \$31,000 (no more than \$23,000 of this amount may be in subsidized loans) Independent undergraduate students: \$57,500 (no more than \$23,000 of this amount may be subsidized loans) | The US Department of Education is the lender. You are responsible for paying all interest on the loan starting on the date the loan is first disbursed. |

| | | | | | |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------------------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Direct PLUS Loans | Graduate and professional students and parents of dependent undergraduate students. Students must be enrolled at least half time. Financial need is not required. Those qualifying must not have adverse credit history. | 7.6% | The student's cost of attendance (determined by the school) minus any other financial aid received | No aggregate limit for PLUS loans | The US Department of Education is the lender. The loan is unsubsidized. (i.e. You are responsible for paying all interest). |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------------------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------|

STUDENT (BORROWER'S) RIGHTS

You have a right to know the details of your loan (depending on your loan, some of the following might be included as part of your entrance counseling). Below is what you need to know and must receive from HHCI, lender or the Direct Loan Servicing Center:

- The full amount of the loan and the current interest rate;
- The date you must start repayment;
- A complete list of any charges you must pay (loan fees) and information on how those charges are collected;
- Information about the yearly and total amounts you can borrow;
- Information about the maximum repayment periods and the minimum repayment amount;
- An explanation of default and its consequences; and
- An explanation of available options for consolidating your loans and a statement that you can prepay your student loan(s) at any time without a penalty.

Before you leave HHCI, you will receive the following information about your loan (as part of exit counseling) from HHCI, lender or the Direct Loan Servicing Center:

- A current description of your loans, including average anticipated monthly payments.
- The amount of your total debt (principal and estimated interest), your current interest rate and the total interest charges on your loan;
- If you have FFELSM Loans, the name of the lender or agency that holds your loans, where to send your payments and where to write or call if you have questions;
- If you have Direct Loans, the address and telephone number of the U.S. Department of Education's Direct Loan Servicing Center;
- An explanation of the fees you might be charged during the repayment period, such as late charges and collection or litigation costs if you're delinquent or in default;
- A reminder of available options for loan consolidation and a reminder that you can prepay your loan without penalty at any time.
- A description of applicable deferment, forbearance and discharge (cancellation) provisions;
- Repayment options and advice about debt management that will help you in making your payments;
- Notification that you must provide your expected permanent address and the name and address of your expected employer; and
- Notification that you must also provide any corrections to your HHCI records concerning your name, Social Security number, references and driver's license number (if you have one).

If you are attending HHCI at least half-time, you have a set period of time after you graduate, leave HHCI or drop below half-time status before you must begin repayment on a Stafford or Perkins Loan. This period of time is called a grace period.

- You will receive a grace period before your repayment period begins on a Stafford Loan.
- Your grace period will be six months depending on the type of loan.
- PLUS Loans do not have a grace period. For more information, see "When do parents and graduate and professional degree students begin repaying a PLUS Loan?"
- If you are in active military duty for more than 30 days, the grace period will be delayed.

Your school, lender or the Direct Loan Servicing Center, as appropriate, must give you a loan repayment schedule that states:

- when your first payment is due;

- the number and frequency of payments; and
- the amount of each payment.

If you or your parents borrow under the FFEL Program, you (or your parents, or graduate and professional degree students for PLUS Loans) must be notified when the loan is sold if the sale results in making payments to a new lender or agency. Both the old and new lender must provide this notification. You must be given:

- the identity of the new lender or agency holding the loan; and
- the address where you or your parents must send payments, and the telephone numbers of both the old and new lender or agency.

STUDENT (BORROWER) RESPONSIBILITIES

1. **Borrower** – it is the responsibility of the student to:

- Think about how much you are borrowing: how the amount of loan will affect your future finances, and what your repayment obligation means before you take out a student loan.
- Students will need to accept or decline eligible aid. Accepted aid will be listed on the student's award letter.
- Sign a promissory note: you are agreeing to repay the loan according to the terms of the note even if you do not complete your education, can't get a job after you complete the program, or you didn't like the education that you received. You can do this online at www.studentloans.gov. This promissory note can be signed electronically or hard copy before any loan funds can be disbursed.
- Make payments on time: you are required to make payments on time even if you don't receive a bill, repayment notice, or a reminder. You also must make monthly payments in the full amount required by your repayment plan. Partial payments do not fulfill your obligation to repay your student loan on time.
- Continue to pay your loans while waiting for deferment or forbearance approval.
- Keep in touch with your loan servicer: notify your servicer when you graduate; withdraw from HHCI, drop below half-time status, change your name, address, or social security number; or transfer to another school.

2. **Entrance Counseling:** First-time borrowers must complete an entrance counseling session before your first loan disbursement. This session includes useful tips and tools to help you develop a budget for managing your education expenses and help you to understand your loan responsibilities. Each student will complete the Department of Education's entrance counseling online at www.studentloans.gov.

- Review deferment
- Importance of keeping financial aid papers
- Reinforce the importance of repayment
- Importance that loan repayment is required even if the student does not finish their education
- Default and its consequences
- How to use the MPN or E-MPN
- Explain interest and capitalization
- Provide sample monthly repayment amounts and the importance of not over borrowing
- NSLDS and how to access the system
- Contact information for questions
- Notification of change of name or address
- Withdrawal from the program and how the withdrawal will affect the student

3. **Exit Counseling:** Students must complete exit counseling before you leave HHCI to make sure you understand your rights and responsibilities as a borrower. The exit counseling interview will be scheduled no sooner than 1 week after the student completes the course hours. Each student will complete the Department of Education's exit counseling online at www.nsls.ed.gov and www.studentloans.gov, as well as discuss the following during your personal appointment with the FAO :

- Review information concerning loans from entrance interview
- Review repayment options including seriousness and importance
- Review average in-debtness of student borrowers and anticipated monthly repayment amount
- Provide information on loan consolidation (pros and cons)
- Discuss how to contact the party servicing the student borrowers direct loans
- Discuss debt management strategies
- Provide information on forbearance, deferment and cancellation options
- Describe the likely consequences of default
- How to access the NSLDS website and availability of FSA Ombudsman's Office
- Help the borrower understand their rights and responsibilities concerning loan repayment
- Collect updated personal contact information for the borrower

4. **Repayment of Loans:** There is a set time period after a student graduates, leaves HHCI or drops below half-time status before the student must begin repayment of loan(s). This period of time is called a grace period and gives the student the time to get financially settled and select a repayment plan. The grace period for a Direct Stafford loan is six months. Plus Loans do not have a grace period. Depending on the type of loan a student receives and the repayment plan chosen, the student may have from 10-25 years to repay the loans. Monthly repayment amount will depend on the type of loan, size of debt, length of repayment period and repayment plan chosen. For more information, go online to www.studentaid.ed.gov/repaying.

| Sample of Schedule of Repayment | | | | |
|--------------------------------------------------|-------|-------|-------|-------|
| Total Monthly Payments at Various Interest Rates | | | | |
| Amount Owed | 6% | 6.80% | 7.50% | 8.25% |
| \$1,000 | \$50 | \$50 | \$50 | \$50 |
| \$2,000 | \$50 | \$50 | \$50 | \$50 |
| \$3,000 | \$50 | \$50 | \$50 | \$50 |
| \$4,000 | \$50 | \$50 | \$50 | \$50 |
| \$5,000 | \$56 | \$58 | \$59 | \$61 |
| \$6,000 | \$67 | \$69 | \$71 | \$74 |
| \$7,000 | \$78 | \$81 | \$83 | \$86 |
| \$8,000 | \$89 | \$92 | \$95 | \$98 |
| \$9,000 | \$100 | \$104 | \$107 | \$110 |
| \$10,000 | \$111 | \$115 | \$119 | \$123 |
| \$15,000 | \$167 | \$173 | \$178 | \$184 |
| \$20,000 | \$222 | \$230 | \$237 | \$245 |

This chart is intended to show monthly payments at various debt and interest rates. This chart is for a standard ten year repayment plan. The amounts above include all outstanding loan balances at the time of entering repayment. The last payment in the ten year cycle may be smaller than the amount listed above.

FOR ALL STUDENTS PARTICIPATING IN CONSUMER LOANS OR FEDERAL FINANCIAL AID

PREFERRED LENDER LIST/ARRANGEMENTS

HHCI offers a private educational/institutional loan to enrolled students. HHCI does not have preferred lender arrangements.

HHCI primary goal is to assist students in achieving the educational career goals by providing appropriate financial resources. The Financial Aid Office is committed to:

- Making every effort to assist students and families with their financial need
- Inform students and remove financial barriers for those desiring to further their education
- Educating students and families concerning all consumer information and aid available for those who qualify
- Protecting and respecting the privacy of students
- Ensuring the confidentiality of student records and personal circumstances
- Performing a needs analysis for each student desiring to apply for financial assistance with all needs analysis performed in a consistent manner
- Providing services that do not discriminate on the basis of race, gender, religion, age, economic status, ethnicity or sexual orientation
- Attending training seminars after approved for Title IV funding to stay current with all DOE regulations
- Remaining at the highest level of ethical behavior
- No Co-branding or sharing of logos with the lender(s)

HHCI Office is expected to always maintain ideal standards of professionalism in relation to interacting with students and families while carrying out the responsibilities of their position. All HHCI Faculty involved will:

- Remain objective in making decisions and advising in relation to the student’s financial aid
- Provide accurate information without any personal bias
- Abstain from taking any actions for personal benefit
- After approved for Federal funding, follow the Title IV laws and regulations
- Will keep the best interest of the student and families first and foremost
- Refrain from soliciting or accepting gifts from loan agencies, or any government agency

CODE OF CONDUCT / HHCI ETHICS –Federal Reserve Board and Department of Education final rules for private education loans and Title IV Funding

- Replaces prior special rules for student credit extension

The Federal Reserve Board (FRB) regulates required disclosures on private education loans and defines certain key terms. The Department of Education (ED) regulates the required disclosures on Title IV Aid, HEA loans and private education loans.

The Higher Education Opportunity Act (HEOA) defines:

- An Institution-affiliated organization is an entity directly or indirectly related to a covered institution that recommends, promotes, or endorses education loans.
- Lender-an eligible private education lender or any other person engaged in the business of securing, making or extending education loans on behalf of the lender.
- Private education loan-is a non-Title IV loan provided by a private educational lender expressly for post-secondary educational expenses and does not include an extension of credit under an open-end consumer credit plan or secured by real property.
 - HHCI is not considered a private lender if the extension of credit is 90 days or less and interest will not be applied to the credit balance and the term is one year or less, even if payable in more than 4 payments.
- Preferred lender arrangement is an arrangement or agreement between a lender and covered institution in which a lender provides education loans to students/families and the covered institution recommend, promotes or endorses the education loan products of the lender.
 - Includes arrangements between a lender and an institution-affiliated organization
 - Does not include:
 - Direct Loan Program Loans through the DOE,
 - Education funds covered by HHCI 's own funds
 - Funds by donor-directed contributions
 - State funded financial aid programs if the terms and conditions of the loan include a loan forgiveness option for public service
- An Education loan is a Direct Loan, or a private education loan
- Preferred Lender Arrangement (PLA) – HHCI will provide disclosures annually for each type of education loan offered pursuant to the PLA before a student borrows.
 - Informational materials-publications, mailings or electronic messaging will be distributed to prospective and current students describing the available financial assistance opportunities. The disclosure will not include any co-branding and must conspicuously disclose that HHCI does not endorse the product in question.
 - HHCI has no less than two unaffiliated private education lenders. The following chart lists the lenders and the reasons HHCI chose these lenders in respect to loan terms and conditions and the methods or criteria used to select these lenders in relation to why they are favorable to borrowers.

CODE OF CONDUCT REQUIREMENTS FOR SCHOOL – AFFILIATED ORGANIZATIONS

- HHCI will administer, enforce, and review the Code of Conduct for all HHCI faculty involved annually.
- Lenders are also required to enforce and review the same Code of Conduct with the affiliate's agents annually.
- HHCI prohibits a conflict of interest between HHCI FAO and the preferred lenders.
- HHCI does not promote any lender during the Entrance/Exit Interview process.
- HHCI does not promise any loan volume to any preferred lender.
- The Code of Conduct prohibits revenue-sharing arrangements with any lender.
 - HHCI will not collect a fee in exchange for promoting a lender nor collect any revenue or profit sharing.
 - The Financial Aid Department or Officer or Owner will not receive gifts from any preferred lender
 - "Gifts" include: gratuity, favor, discount, entertainment, hospitality, loan, services, transportation, lodging, meal, or other items deemed as a "gift".
 - The term "Gift" does not include: food or refreshments during a professional training session meant to improve service and does not include favorable terms to student, standard marketing material, and philanthropic contributions from a lender in exchange for advantages to related loans, or any state aid.
 - HHCI will utilize marketing materials advantageous to the applicant from the lender(s) to counsel, aid in financial literacy and debt management as long as the lender discloses that the lender prepared the provided materials.
- HHCI does not hire any consultants contracted by any private lender.
- HHCI does not have any affiliates of lenders serve on their Advisory Board.
- HHCI owners/faculty will not participate on any affiliated lenders Advisory Board.
- HHCI's Financial Aid/Assistance Office is prohibited from directing borrowers to certain lenders or delaying loan

certifications. HHCI does not assign lenders to any student's aid award package and does not refuse or delay loan certification based on the borrower's choice of lender.

- HHCI is not involved in payment to any lenders, whether directly or indirectly, in exchange for points, premiums, or interest of financial support in exchange for extending credit to a student.

ACADEMIES OFFERING FEDERAL AID UNDER THE PROGRAM PARTICIPATION AGREEMENT WILL:

- Develop, publish, and administer and enforce the code of conduct with respect to loans guaranteed under the Title IV programs or Higher Education Act (HEA) loan programs.
- Compile yearly, maintain, and make available to all students, a list of lenders for loans issued or guaranteed under the Title IV programs or HEA loan programs.
- HHCI, upon request from a student or prospective student, must provide a Department of Education/FRB self-certification form and information needed to complete the form.
- Self-certification form must contain disclosures stating the applicant may qualify for Federal, State, or HHCI aid. The applicant will be encouraged to discuss available options with the Financial Aid Officer and that private education loans may affect the applicant's eligibility for Federal, State, or HHCI aid. HHCI will aid the applicant in reviewing what information the applicant must provide on the self-certification form obtained in HHCI Financial Aid Office. Information reviewed with applicant will include Cost of Attendance (COA), the student's Estimated Financial Assistance (EFA), and the difference between the two.
- The lender may provide to the applicant a pre-filled self-certification form. This self-certification form must be signed by the applicant.
- The lender must obtain the signed self-certification form before consummation of the loan.
- Lender may receive the self-certification from the applicant or HHCI.

ADMINISTRATIVE CAPABILITY

When the PPA is originally signed and upon continuing to participate in Title IV aid or HEA programs, HHCI will:

- Report annually to The Department of Education any "reasonable reimbursements" in accordance with State or Federal reimbursement policies that are paid by any private education lenders to any HHCI employee in the Financial Aid Office who is responsible for education loans.

RIGHT TO CANCEL

The applicant may cancel within 3 business days of receipt of the lender's final disclosure form. Funds will not be disbursed until the cancellation period expires.

PAYMENT OF A REFUND OR RETURN OF TITLE IV, HEA PROGRAM FUNDS TO THE SECRETARY

By applying for a Direct Loan, a borrower authorizes HHCI to pay directly to the Secretary that portion of a refund or return to title IV, HEA program funds from the school that is allocable to the loan. HHCI:

- Must pay that portion of the student's refund or return of title IV, HEA program funds that is allocable to a Direct Loan to the Secretary; and
- Must provide simultaneous written notice to the borrower if the school pays a refund or return of title IV, HEA program funds to the Secretary on behalf of that student.

DETERMINATION, ALLOCATION, AND PAYMENT OF A REFUND OR RETURN OF TITLE IV HEA PROGRAM FUNDS. In determining the portion of a student's refund or return of title IV, HEA program funds that is allocable to a Direct Loan, the school must follow the procedures established in 34 CFR 668.22 for allocating and paying a refund or return of title IV, HEA program funds that is due.

RETURN OF TITLE IV FUNDS

The law specifies how Harmony Health Care Institute (HHCI) must determine the amount of Title IV program assistance that has been earned if a student withdraws from school.

The Financial Aid Office will perform a Return of Title IV Funds calculation when a federal student financial aid (Title IV) recipient withdraws from his/her program. This process ensures that the institution correctly calculates the amount of federal student financial aid earned by the student and returns any unearned funds back to the respective federal student financial aid program(s). In some cases, the student will be required to return unearned Title IV funds. In addition, the Return of Title IV process may result in the student owing the school for unpaid tuition and fees. The requirements for Title IV program funds when you withdraw are separate from the HHCI institutional refund policy. Therefore, the student may still owe a balance to the school to cover unpaid institutional charges.

A student may withdraw from HHCI at any time by notifying the Financial Aid office in writing of his/her decision to withdraw.

Date of Determination that you are withdrawn will be determined as follows:

1. **Official Withdrawal** - by the postmark on written notification, the date said notification is delivered to HHCI in person or the date of termination by HHCI.
2. **Unofficial Withdrawal** –
 - a. - after 14 consecutive calendar days of absence, on the 15th day the student will be considered withdrawn.
 - b. - failure to return on the approved return date of a Leave of Absence.

In all cases, the Withdrawal Date will be the student's Last Date of Attendance. It is highly recommended that the student speak to a Financial Aid Administrator prior to withdrawing.

The portion of Title IV funds a student is allowed to retain is calculated on a percentage basis by dividing the total number of clock hours scheduled to be completed as of the withdrawal date in the period, by the total clock hours in the payment period. For example, if the student withdrew at 223 scheduled clock hours of a payment period that has 500 clock hours, the student has completed 50% of the period and therefore has earned 50% of federal student financial aid that was disbursed or could have been disbursed. That means that 50% of the aid that was disbursed or could have been disbursed remains unearned and must be returned to the federal student financial aid program(s). A student earns 100% of federal financial aid once he or she has completed more than 60% of the scheduled clock hours in the payment period.

If the amount of aid disbursed to the student is greater than the amount of aid earned by the student, the unearned portion must be returned to the federal student financial aid program(s). In returning unearned funds, HHCI is responsible for returning the portion of the excess equal to the lesser of:

1. The institutional charges for the payment period multiplied by the unearned percentage of funds, or
2. The entire amount of excess funds.

A student may be required to return excess unearned Title IV funds. However, if the excess unearned funds consist of Title IV loans, then the student repays the loan(s) in accordance with the terms and conditions of the promissory note. If the excess unearned funds consist of a Title IV grant, the student is required to repay only the portion which exceeds 50 percent of the amount of grant received over \$50. If the amount of aid disbursed to the student is less than the amount of aid earned by the student, a post-withdrawal disbursement may be available to assist the payment of any outstanding tuition and fee charges on the student's account. The post-withdrawal disbursement will be made from Title IV grant funds before available Title IV loan funds. If the post-withdrawal disbursement is grant only, student permission to disburse is not required. If part of the post-withdrawal disbursement is a grant, the institution may apply the grant funds to tuition and fees or disburse the grant funds directly to the student. If a student is eligible to receive a post-withdrawal disbursement from Title IV loan funds, the student will be asked for his/her permission to either disburse the loan funds to the student's account to reduce the balance owed to the institution, or disburse the excess loan funds directly to the student. The student has the option to choose to have all or part of the funds disbursed. The funds will be disbursed according to the student's preferred option.

HHCI has 30 days from the date of HHCI's determination that the student withdrew to offer the post-withdrawal disbursement of a loan to the student. The student has 14 days from the date HHCI sends the notification to accept the post-withdrawal disbursement in writing. If the student accepts the post-withdrawal disbursement, HHCI will make payment within 30 days of receipt of the student's acceptance of the disbursement. No portion of the post-withdrawal disbursement of loan funds will be disbursed if the student does not respond to HHCI's notification. Once the unearned portion of the return of funds has been calculated, the Financial Aid Office will return the aid to the appropriate federal student financial aid program(s) within 45 days of the date of determination that the student withdrew. The order of return is specified below. The unearned funds will be "charged back" to the student's tuition account, and this may result in unpaid tuition and fees. The students will then be billed for any unpaid institutional charges that result from the return of funds to the Title IV programs, and will be responsible for full payment. A student will not be allowed to re-enter, register, or receive an official academic transcript until the outstanding balance has been paid in full. Unearned Title IV funds will be returned to the federal student aid programs in the following order:

1. Federal Unsubsidized Direct Loan
2. Federal Subsidized Direct Loan
3. Federal Plus Direct Loan
4. Federal Pell Grant

If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at www.studentaid.ed.gov.

GENERAL EDUCATION STUDENTS

HHCI is approved by the New Hampshire Department of Education, Division of Educator Support and Higher Education to offer “Vocational Standalone Courses” as follows:

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

None of the above-listed “Vocational Standalone Courses” is vocational in nature. Therefore, successful completion of any of the “Vocational Standalone Courses” does not lead to initial employment. However, non-matriculated or continuing education students whose intention is to enroll in the LPN program offered at HHCI, at a future date, may be permitted to transfer any or all of the five “Vocational Standalone Courses” that are integrated as General Education Courses in the LPN program, as long as the enrollment in the LPN program occurs within five consecutive years of completing the course with a minimum passing grade of “C” [2.0 GPA] (see page #19 of the School Catalog). The five courses that may be eligible for transfer into the LPN program offered at HHCI include as follows:

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

Each student is held responsible for his/her own academic progress. Final grades are available at the completion of each course online at: <https://secure.headmasteronline.com> and a “Statement of Result” is available for printing by the student. Dates of final grade availability for specific semesters are published in the current Schedule of Classes. All tuition and fees due must be paid in order to access grades. Students may request and receive an Official Transcript for a fee.

Enrollment in any of the “Vocational Standalone Courses” may not be construed as an automatic acceptance in the LPN program offered at HHCI. To be considered for enrollment in the LPN program, an applicant must participate in the admission process by submitting a complete application packet, meet all of the admission requirements, and undergo an admission interview. All students (matriculated and non-matriculated) are expected to abide by all school policies and procedures in order to maintain student status at HHCI. Tuition and fees refunds shall be in accordance with established school Tuition and Refunds Policy. Also, all student complaint and grievance shall be handled in accordance with established school Complaint/Grievance Policy.

VOCATIONAL STANDALONE DESCRIPTION OF COURSES

BI 100 Essentials of Anatomy & Physiology

Total Clock Hours: 45 (15 Weeks) Pre-requisite: None. Co-requisite: None.

This is an introduction to the essentials of anatomy and physiology as a theory basis for structures and processes related to health and disease. Utilizing a body systems approach, basic levels of organization within the human body are introduced followed by a focus on the interaction of systems to produce a homeostatic state. Laboratory experiences are not included in this course. This course is offered over a 15-week period.

BI 200 Introduction to Microbiology

Total Clock Hours: 30 (10 Weeks) Pre-requisite: None. Co-requisite: None.

This introductory course explores the basic fundamental aspects of microorganisms including taxonomy, structure, development, and function. The interaction between human beings and microorganisms as it relates to infection, including viral, bacterial, fungal, and parasitic diseases as well as prevention and treatments are explored. Other important aspects of this course that are introduced are: epidemiology and public health, hospital-acquired infections, infection control, how microorganisms cause disease, how the body protects human beings from pathogens and infectious diseases. Laboratory experiences are not included in this course. This course is offered over a 10-week period.

HL 100 Basic Nutrition

Total Clock Hours: 30 (10 Weeks) Pre-requisite: None. Co-requisite: None

This course introduces students to the basic principles of nutrition, nutrition in health promotion, and the role of nutrition in growth and development and health maintenance across the lifespan. Nutrients are explored in terms of their function, food sources, digestion, body needs, and dietary requirements. Clinical nutrition is introduced, utilizing a therapeutic process for assessing and meeting the nutritional needs of clients with common health problems. This course is offered over a 10-week period.

PS 101 Human Lifespan

Total Clock Hours: 45 (15 Weeks) Pre-requisite: None. Co-requisite: None.

This course introduces practical nursing students to growth and development throughout the lifespan. Both normal and abnormal development is addressed. Students will be introduced to the developmental tasks of each stage of life along with health risks and the role of the practical nurse in maintaining health. A systematic approach is used where students are exposed to human growth and development as a continuum across the lifespan integrating concepts related to changes that normally occur in each stage of the lifespan. This course is offered over a 15-week period.

PS 201 Introduction to Psychology**Total Clock Hours: 45 (15 Weeks) Pre-requisite: None Co-requisite: None.**

This is an introductory course that explores how human beings develop, behave, and function. Students will be introduced to the basic facts, concepts, and generally accepted principles in relation to memory, learning, perception, lifespan changes, normality/abnormality, social interactions, and group influences on behavior. Behavioral, cognitive, and psychosocial theories will be discussed. Select psychosocial disorders and psychotherapies will be reviewed. This course is offered over a 15-week period.

PR 100 TEAS Test Preparatory**Total Clock Hours: 30 (5 Weeks) Pre-requisites: None. Co-requisites: None**

This course is offered to those applicants planning to take admission testing for the LPN Program at Harmony Health Care Institute (HHCI) or a similar program. The course will focus on the academic skills required to pass the Test of Essential Academic Skills (TEAS) offered by Assessment Technologies Institute (ATI) which is a part of the entrance testing required for admission to the Licensed Practical Nurse Program at HHCI. The nursing academic preparedness categories evaluated by the TEAS test include reading, mathematics, science, and English. This course will review content in these areas. This course is offered over a 5-week period.

Registering for Vocational Standalone Course(s):

In order to be allowed to enroll in any of the above-listed “Vocational Standalone Courses”, a student must register for the course(s) as follows:

- For courses that have a total of 15 clock hours, registration for and attendance to such classes must occur no later than the second scheduled class meeting. No student will be allowed to enroll in a course with a total of 15 clock hours after the second scheduled class meeting.
- For courses that have a total of 30 clock hours or more, registration for and attendance to such classes must occur no later than the third scheduled class meeting. No student will be allowed to enroll in a course with a total of 30 clock hours or more after the third scheduled class meeting (with the exception of PR 100 TEAS Test Preparatory, registration for which may not be any later than the second scheduled class meeting).

VOCATIONAL STANDALONE COURSE TUITION AND FEES

| Course Code | Course Name | Tuition | Registration Fee | Facilities Fee | Tech & Learning Resource Fee | Printing & Copying Fee | Text book | Total |
|-------------|------------------------------------|----------|------------------|----------------|------------------------------|------------------------|-----------|-----------|
| PR 100 | TEAS Test Preparatory | \$645.00 | \$30.00 | \$30.00 | \$30.00 | \$60.00 | * | \$795.00 |
| BI 100 | Essentials of Anatomy & Physiology | \$970.00 | \$30.00 | \$30.00 | \$30.00 | \$60.00 | * | \$1120.00 |
| BI 200 | Introduction to Microbiology | \$645.00 | \$30.00 | \$30.00 | \$30.00 | \$60.00 | * | \$795.00 |
| HL 100 | Basic Nutrition | \$645.00 | \$30.00 | \$30.00 | \$30.00 | \$60.00 | * | \$795.00 |
| PS 101 | Human Lifespan | \$970.00 | \$30.00 | \$30.00 | \$30.00 | \$60.00 | * | \$1120.00 |
| PS 201 | Introduction to Psychology | \$970.00 | \$30.00 | \$30.00 | \$30.00 | \$60.00 | * | \$1120.00 |

Students registering for the first time are charged a one-time fee of \$40.00 for the Student ID.

Note that although the above listed “Vocational Standalone Courses” are approved by the New Hampshire Department of Education, Division of Educator Support and Higher Education, they are not covered under the school’s ACCSC accreditation.

*Textbook(s) for this course are obtained by the student. The adopted textbook list is printed on the reverse of the continuing education course schedule.



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