

A large, maroon-colored octagonal frame with a white border and a slight 3D effect, containing the text "INSTITUTION CATALOG".

INSTITUTION CATALOG



TRANSITIONS *CAREER INSTITUTE*

TRANSITIONS CAREER INSTITUTE

Institution Catalog

TABLE OF CONTENTS

Introduction	page 2
Mission & Vision	page 3
Philosophy	page 4
Program Objectives and Outcomes	page 5
Program Description	page 7
Courses Offered	page 8
Entrance / Admission Requirements	page 11
Residence Requirements	page 13
Attendance	page 13
Make up Assignments	page 14
Tardiness	page 14
Credit for Previous Experience	page 14
Grading System	page 14
Probation/ Withdrawing	page 16
Student Records	page 16
Standards of Conduct / Discipline	page 17
Graduation Requirements	page 17
Redress of Grievance	page 18
Student leaving	page 19

VTCP UNIKOPUECTGGT'KPUKWWG"

Kpukwwkp'Ecvmpj "

Kpt qf wevkp<"

The Transitions Career Institute, Inc has been established to offer programs which are of high quality, accessible, and community centered. The initial thrust of the Institute will be the provision of learning opportunities in the health care field. One of our first endeavors will be to offer a certificate program in Practical Nursing.

The Department of Labor job outlook information indicates that employment opportunities in home health and nursing homes are expected to grow faster than the average for all occupations through 2030. This is, in part, a response to a rapidly increasing aging population and the need for long-term care in the home or an agency.

The demand for skilled nursing has increased while the supply of licensed nurses has not kept up with the need. Educated skilled nurses are needed at all levels and in all settings. Licensed Practical Nurses can help ease the nursing shortage in those care areas where their preparation can contribute to the maintenance of well individuals with relatively stable alterations in their health status, as well as those experiencing acute phases of a chronic illness.

Thus, the mission of the Institute is to provide opportunities for individuals to learn and use health care nursing skills that will allow them to become a valued licensed member of the nursing team.

Vj g'O kkkp of the Transitions Career Institute is to provide a high quality accessible vocational training program. The institute is committed to increasing the nursing work force by meeting the educational needs of our students in addition to the holistic needs of the client population. "Transitions Career Institute will provide opportunities for individuals to learn and develop healthcare skills that will allow them to become valued members of the medical profession. We will forever seek to assist our students to conquer educational challenges to make them compassionate and professional members of the healthcare continuum while meeting the needs of people in healthcare facilities and community at large.

* Completion of the program of study leads to a certificate in Practical Nursing. Program graduates are eligible to sit for the State Board licensure examination.

Qwt 'Xkkp is to create a healthcare training system that selects and trains individuals to provide support services to hospitals, clinics, home care facilities and individual practitioners who have committed their lives to assisting others to improve their health and wellness. Also to increase the diversity of the health care system by infusing well trained, qualified individuals through the use of innovative and creative teaching and learning strategies.

The philosophy, organizing framework, objectives and outcomes of the program are:

The faculty believes that the philosophy of the practical nursing program flows from the mission of the institution which is to provide the opportunity for individuals to learn and use nursing knowledge and skills which allows them to become valued licensed members of the nursing team. The curriculum is designed to integrate the art and science of nursing as practical nurses assist individuals to attain, maintain and retain wellness. Inherent in this belief are the following concepts:

Humans are individuals who exist in society and are diverse, complex beings, each having psychological, physiological, socio-cultural and spiritual needs.

Environment is comprised of dynamic ever-changing surroundings in which humans exist. This environment consists of family, social and work groups as well as members of the global community. The environment includes those forces, internal and external, which may have a positive or negative influence on individuals and their state of health.

Health is a dynamic state of being viewed holistically and promoted through understanding, caring, adaptive coping, and appropriate system/illness management.

Nursing is an art and science requiring the treatment of human response to actual or potential health problems. Nursing involves a holistic, goal oriented approach by responding to economic, social and other environmental influences. The practical nurse performs tasks and responsibilities within the framework of case finding, reinforcing patient/family teaching, implementation and evaluation of caring interventions as well as assisting in the collection of data used in formulating plans of care under the supervision of the registered nurse or licensed physician.

Teaching / Learning is a planned process of interaction that promotes behavioral change and facilitates growth. A variety of teaching strategies are employed to maximize learning as contemporary technology is incorporated.

Organizing Framework:

Maslow's Hierarchy of Basic Needs serves as the basis for the organizing framework as the faculty believes that health occurs on a continuum from wellness to illness with humans constantly striving to attain and maintain health. The curriculum design progresses from basic to complex and guides the learner to build on prior course, material, skills and experience. This framework provides the foundation upon which students will care for individuals of all ages, in a variety of settings, across the lifespan.

Rtqi tco 'Qdlgev&gu<'

Wt qv'eqo r ngvqp'qhl'vj g'RtcevlecnP wt ug'Rtqi tco 'vj g'i tcf wevg'y kn<'

1. Rtcevleg'pwtulpi 'lchgr{ 'wulpi 'c'j qrlwle'j wo cp'pggf u'lt co gy qtn0
2. Ego o wplecvg'ghlgev&gr{ 'y kj 'enlcpw'ho klgu'c'pf 'b go dgt u'qhl'vj g'j gcnj 'ect g vgo 0
3. Ko r ngo gpv'ectlpi 'dgi cxlqt u'lp'xctlgv{ 'qhl'ugwipi u'wulpi 'vj g'pwtulpi 'rt qegu0
4. Cf j gtg'vq'vj g'igi cnl'c'pf 'gvj kecnlwc'pf ctf u'qhl'rtcevleg0
5. Wug'et kkecn'ij knlpi 'lp'vj g'f gekukp'b cnlpi 'rt qegu0
6. Fgo qpunt cvg't gur qpukdkw{ 'hqt 'eqpvlpwipi 'rt qhgukqpcn'c'pf 'rt guqpcn f gvgur o gpv0
7. O cpci g'lpw&wkwpcnlt gvgpwgu'lp'c'eqpuekgpvkwu'b cpggt 'vj cv'gpunt gu'vj g qpi qlpi 'exchcdksw{ 'qhl'pwt wevqpcn'c'pf 'cf o lpkwt cvk&g't guqwt egu'pgeguact { 'vq r t qxl'f g'c's wcnw{ 'cecf go le'rtqi tco 'c'pf 'lwv gpv'lwrr qt v'ugt xlegu'vj cv gpj cpeg'lwv gpv'lweguu'c'pf 'rtqi tco 'eqo r ngvqp0
8. Ego o kw'vq'dlapi 'qhl'ugt xleg'vq'vj g'eqo o wplw{ 'vj tqwi j 'cevk&g'rt ct vlekv'vqp'c'pf gpi ci go gpv'y kj 'hqcniqt i cpl'cvkqp'lp'xqwpvggt 'cevk&klgu'c'pf 'qww't gcej ghqt w'c'pf 'gpeqwt ci g

Rtqi tco 'Qweqo gu<'

- 30Gh j v{ 'rtgegpv*: 2' +qhl' tcf wevgu'y knl'cu'vj g'PENGGZ/RP 'qp'vj glt 'hlt uv cvgo r v0
- 40Y kj lp'ulz'b qpvj u'qhl'cu'lp' PENGGZ/RP 'gh j v{ 'rtgegpv*: 2' +qhl'vj g'i tcf wevgu y knldg'go r m{ gf 'cu'Nlegpugf 'RtcevlecnP wt ugu0
- 50Y kj lp'qpg'f gct 'qhl'go r m{ o gpv'gh j v{ /h&g'rtgegpv*: 7' +qhl'go r m{ gt t gur qpf gpv'y knl'gzt gu'lc vku'evkqp'y kj 'vj g'i tcf wevgu0
- 60Y kj lp'qpg'f gct 'qhl' tcf wevqp'gh j v{ /h&g'rtgegpv*: 7' +qhl' tcf wevg't gur qpf gpw y knl'gzt gu'lc vku'evkqp'y kj 'vj g'rtqi tco 0

INSTITUTIONAL OBJECTIVES

To achieve its mission, the school has established the following institutional objectives:

1. Retain highly qualified professionals to provide superior instruction in the Practical Nurse Program offered by TCI;
2. Equip students with the skills, knowledge, and abilities necessary to sit for the state required licensing examination that is required to obtain entry-level employment in the field of nursing.
3. Promote a sense of cooperation and teambuilding as an essential aspect of the medical and health professions;
4. Foster and maintain relationships with potential employers and professionals to create more employment opportunities for TCI graduates.
5. Encourage and instill in students the importance of continuing education for professional development and career advancement.
6. Encourage managed growth of the institution through the ethical recruitment of qualified students who can benefit from the education and training offered and to ensure the institution's future financial viability and sustained growth;
7. Manage institutional revenues in a conscientious manner that ensures the ongoing availability of instructional and administrative resources necessary to provide quality academic programs and student support services that enhance student success and program completion;
8. Ensure the ongoing effectiveness of institutional operations by supporting and developing a systematic process for planning, implementing and evaluating professional development opportunities for all faculty and administrative staff, by keeping abreast of technological advances that will maximize operational efficiencies, and by assessing outcomes for continual improvement;
9. Commit to being of service to the community through active participation and engagement with local organizations in volunteer activities and outreach efforts and encourage students to join in those efforts.

PRACTICAL NURSE PROGRAM DESCRIPTION

Practical Nurses are essential to the Healthcare Profession. They are the vital links between Physicians, Registered Nurses and Patients. They function as members of the client care team in planning, implementing and evaluating nursing care. The Practical Nurse engages in a multitude of tasks including but not limited to; assisting the client to learn appropriate self-care techniques. They observe, record and report to appropriate supervisory personnel the general physical and mental condition of the client, and signs and symptoms which may be indicative of change.

The LPN administers medications, performs wound care, prepares patients for operative procedures and participates in other treatments which they have been taught to give. The Transitions Career Institute Inc.'s Practical Nurse Program offers a special program designed to serve the needs of students from all walks of life. It is uniquely designed to accommodate students who want to be in a profession where they can provide compassionate patient care and earn competitive wages, without the long years of schooling. The Transitions Career Institute Inc.'s Practical Nurse Program is fast paced (completion time is one year for the day program). Our students will be supported by concerned staff members who understand the pressures, problems and needs facing students in the field and will be there to assist them through to graduation.

COURSES INCLUDE:

PN (101) Anatomy & Physiology	104
PN (102) Nutrition	52
PN (103) Vocational Training	78
PN (104) Medication Administration– Pharmacology I*	78
PN (105) Fundamentals of Nursing I *	130
PN (106) Fundamentals of Nursing II *	130
PN (107) Pharmacology II	104
PN (108) Psychosocial Integrity*	104
PN (109) Physiological Integrity *	156
PN (110) Health Promotion and Maintenance*	104
PN (111) Pediatric Nursing*	78
PN (112) Physiological Integrity II*	156
PN (113) Leadership/ Transition	26

1300 hours- 1 year

*** clinical/ lab courses**

Upon the successful completion of all courses, the student will be eligible to take the NCLEX LPN examination.

Anatomy and Physiology (PN 101)

This course is designed to provide the student with the basic understanding of the structure and function of the human body. Body systems will be reviewed and their interrelationships presented with a problem focused learning approach.

Nutrition (PN 102)

This course is designed to introduce the student to the concepts of nutrition and how they relate to the clients' level of wellness. The student will have the opportunity to identify and discuss the nutritional health practices among diverse populations. Students will learn the dietary significance of carbohydrates, proteins, lipids, vitamins, minerals and the impact on all body systems. Students will explore how culturally diverse populations differ in their nutritional intake and how these differences may impact the clients' health status.

Vocational Training (PN103)

This course is designed to introduce the Practical Nursing student to basic concepts related to the coordination of safe patient care. The course follows the guidelines of the NCLEX test plan and includes content in the category of Safe Effective Care Environment: Coordinated Care.

Pharmacology I (dosages and calculations) (PN 104)*

This course is designed to provide the student with the principles of medication administration. It is inclusive of the theoretical and practical applications of administering medication safely, while learning the principles of calculation, conversions, and nursing implications. The application of formulas, calculations of fractional dosages, and methods of calculating dosages from all drug forms will be explored. Calculations dealing with ratio and proportion, percentages, reducing and enlarging formulas, and dilution and concentration problems will be discussed. Interpretation of prescriptions and subsequent calculation of appropriate doses will be mastered. This course follows the NCLEX test plan section of Physiological Integrity: Pharmacological and Parenteral Therapies.

Fundamentals of Nursing I (105)*

This course introduces students to the theoretical and therapeutic aspects of the art and science of nursing. Students will be introduced to the profession of nursing, health care delivery systems, critical thinking and assessment of basic human needs across the lifespan. The concepts and fundamental skills used by the practical nurse will be presented and the nursing process will be reinforced. Structured laboratory activities and clinical experiences will be used to enable students to apply their knowledge about humans, environment and health as related to their care giving role. Students will begin to employ critical thinking skills and will apply the concepts, principles and practices needed to prevent medication errors. This course follows the NCLEX test plan section of Safe Effective Care Environment: Safety and Infection Control and Physiological Integrity: Reduction of Risk Potential.

Fundamentals of Nursing II (106)*

This course continues to introduce students to the theoretical and therapeutic aspects of the art and science of nursing. The concepts and fundamental skills used by the practical nurse will be presented. The laboratory focuses on the beginning acquisition of psychomotor practical nursing skills. Clinical experiences permit the student to transfer nursing content and communication skills into practice within a nursing process framework. Students begin to relate the integration of knowledge obtained from basic nursing to plan nursing care in various care settings. Structured laboratory activities and clinical experiences will be used to enable students to apply their knowledge about humans, environment and health as related to their care giving role. This course follows the NCLEX test plan section of Safe Effective Care Environment: Safety and Infection Control.

Pharmacology II (107)

Pharmacology is the study of drugs and their origin, nature, properties and effect on living organisms. This course is designed to instruct the student in the study of drug uses, doses, adverse reactions, contraindications, precautions and interactions. Common generic and trade drug names, categories and federal organizations that regulate their use. Using critical thinking skills students will apply the concepts, principles and practices needed to prevent medication errors. This course follows the NCLEX test plan section of Physiological Integrity: Pharmacological and Parenteral Therapies.

Psychosocial Integrity (PN 108)*

This course is designed to provide the student with an understanding of mental health and mental illness. Nursing interventions in the most common psychiatric disorders and treatment modalities are covered. Included is an in-depth review of psychotropic medications and other related medications. Addictive illnesses, substance abuse and their resulting behaviors and societal implications are explored. Interpersonal relationships and therapeutic communication will serve as core concepts in this course. Clinical experience in acute, long term care, and / or community based psychiatric care facilities will be provided. This course follows the NCLEX test plan section of Psychosocial Integrity.

Physiological Integrity I (PN 109)*

This course is designed to as an introduction into medical/surgical nursing as it applies to caring for acute and chronically ill patients across the lifespan. This course builds on the previous knowledge and experiences taught in Fundamentals of Nursing. This course will focus on factors that contribute to illness and measures to be taken to assist the patient to reach an optimal level of health and wellness. The student will be guided to plan and provide care integrating relevant concepts from the physiological, psychosocial and spiritual domains. Clinical experiences in medical/surgical specialty units, health clinics, diagnostic testing and treatment centers, and renal dialysis units will be arranged. These experiences will aid the student to develop a well-rounded view of nursing and enable her/him to transfer higher concepts of theory into practice. This course follows the NCLEX test plan of Physiological Integrity: Basic Care and Comfort, Pharmacological and Parenteral Therapies.

Health Promotion and Maintenance (PN110)*

The Practical Nursing Student will explore the study of the biological, psychological & sociological concepts applicable to basic needs of family including childbearing & neonatal care. Topics include physiological changes related pregnancy, fetal development & nursing care of the family during labor, delivery and the puerperium period. A thorough review of expected stages of growth and development and prevention and/or early detection of health problems will be studied. This course follows the NCLEX test plan of Health Promotion and Maintenance.

Pediatrics (PN 111)*

This course enables the student to care for pediatric patients and explore health related conditions of children through adolescence. The principles of safety, disease prevention, parenting and child care for well and ill children will be discussed. Growth and development of children is emphasized. Pharmacology as it relates to the pediatric population will be explored. This course follows the NCLEX test plan of Health Promotion and Maintenance.

Physiological Integrity II (PN 112)*

This course is designed to continue the introduction into medical/surgical nursing as it applies to caring for acute and chronically ill patients across the lifespan. This course builds on the previous knowledge and experiences taught in Physiological Integrity I. This course will focus on factors that contribute to illness and measures to be taken to assist the patient to reach an optimal level of health and wellness. The student will be guided to plan and provide care integrating relevant concepts from the physiological, psychosocial and spiritual domains. Clinical experiences in medical/surgical specialty units; observational experiences in the OR, step- down unit, diagnostic testing centers, and renal dialysis units will be arranged. These experiences will aid the student to develop a well-rounded view of nursing and enable her/him to transfer higher concepts of theory into practice. This course follows the NCLEX test plan of Physiological Integrity: Physiological Adaptation.

Leadership/ Transition (PN 113)

This final course includes theory, practice questions, test taking techniques, and computer exercises to prepare practical nursing students for the NCLEX-PN Exam. The most recent NCLEX test plan is used as a guide for course presentation. Review questions will reflect the components in the test plan as well as current nursing practice. Students will be assisted to complete applications and will be supported throughout the registration process. This will help to ensure the student will have the best opportunity to be successful the first time taking the exam. Computer laboratories will be available for student's required practice and self-paced learning. Students will be reminded to take the NCLEX exam within one month of graduation or when all paperwork is approved from the State Board of Nursing and Pearson Vue. (Whichever is sooner)

* lab or clinical component involved

Entrance Requirements/ Admission Policy:

1. Submit a completed application.
2. All students must be at least eighteen (18) years of age on or before the first day of class.
3. Students must possess an official H.S transcript or have a General Education Development Certificate (official G.E.D.), or an official CGFNS evaluation.
4. All students must take an Entrance Examination: Assessment Technologies Institute (ATI's) Test of Essential Academic Skills (TEAS). The four subtests are Math, Science, English and Reading designed to predict the academic readiness of applicants. The passing score is the attainment of 58.7% (or current standard) in each subject. (This level is known as the proficient level or national average cut score - students at this level may require additional preparation for some objectives assessed on TEAS but have great chances of success in the program).
5. Student must be able to legally study and work in the United States of America. Student must show proof of citizenship or alien status.

6. Criminal History Background Check. Students will be informed that in order to work in a hospital, nursing home and/or a home care agency, they may be subject to a criminal background check. A criminal record may prevent the student from working as a Licensed Practical Nurse. Minor traffic violations will not bar admission into the program. Any student who has committed any illegal offenses that are not disclosed upon admission may result in immediate termination from the program once discovered.
7. **Students will be required to:**
 - Have a personal interview
 - Write a brief essay to determine professionalism and writing skills
 - Demonstrate the ability to meet financial obligations
8. Although not required, Students that have CNA certificates, AAS, BS, BA, or Master's degree will be given the highest priority
9. Students should have the ability to:
 - Aid in the lifting of patients
 - Tolerate the sound of alarms and buzzers
 - Interact effectively with faculty and staff at TCI, patients, family members, staff and members of the health care team
 - Function intellectually and socially to ensure patient safety
 - Demonstrate gross and fine motor skills necessary to manipulate equipment, bend, lift and ensure good body mechanics
 - Have sufficient eyesight to monitor clients in dim light, chart in print or electronic form, and read records in fine print
 - Speak, read, and write clearly and intelligibly in a timely manner
 - Comply with additional mandates as determined by individual facilities and clinical sites which include but are not limited to updated immunizations, dress codes, and conformance with professional standards

10. Health Requirement: A health examination form **must** be completed and returned to the Admission Coordinator prior to beginning the program. This health examination must be in effect for the length of time the student is in the Practical Nurse Program.

All students must provide documentation of immunity (titers) to measles, mumps and rubella (MMR) Rubeola, if born on or after 1/1/ 1957, and Varicella.

To support a claim of immunization a student must provide records showing that vaccination occurred or that the disease was experienced. This documentation is required by the New York Department of Health and includes the official schools' immunization records and / or official records signed by a healthcare provider licensed to practice.

In addition:

- (a) Every student will be required to have a PPD within 30 days of enrollment.
If a student has a positive PPD / TST (tuberculin skin test) a chest X-Ray report is

required indicating absence of active disease. This test must be completed regardless of BCG history.

(b) **Hepatitis B:** vaccine is recommended or a signed declination form is required.

(c) **Covid-19:** vaccine may be required or proof of negative test prior to attendance in school or clinical agencies.

Residence Requirements

The candidate must be legally able to reside and work in the United States. Proof of residency is required.

Absences and Attendance:

Transitions Career Institute, records the daily attendance of each student in accordance with state guidelines. Regular attendance and punctuality at scheduled class times will be expected of all students. Excessive absences (more than 2 per course) can result in the need for the student to repeat the course or be dismissed from the program. Graduation requirements stipulate that the student must complete no less than 90% of the required 1300 hours of instructional time in order to receive their Certificate of Completion. Students will be expected to report at the scheduled class time, including returning from breaks and lunch. Any student not ready to begin work at the scheduled times will be considered tardy. If a student expects to be delayed for any reason, he/she will notify and inform his/her attendance representative/ instructor of the reason for the late arrival and the expected arrival time. An absence is the failure to report to school at the scheduled time and is defined as lost time (partial or full day) due to illness, injury, personal business or other reasons for which the school is not responsible. Records of student attendance will be kept on file and are available for student review. Excused absences are permitted with documentation for illness or any unavoidable circumstance. All missed absences must be made up.

Class Cuts:

Each instructional day for the **Licensed Practical Nurse** is (6) hours in length. Students who miss any portion of the instructional day are responsible for making up lost time, class work and assignments. Time and lessons missed must be made up in order to gain the knowledge necessary to succeed in the profession and to meet the minimal attendance and graduation requirements. Students will need to meet with the administrator before returning to class if lost instruction is due to cutting the class. Lost hours can be made up in accordance with the school's make up policy and need to be made up the very next week after the absence. Each lesson builds on the former lesson and missing instruction weakens the educational structure of the program and the student's opportunity for success.

Make-up Assignments:

Make –Up sessions for students are on Fridays between the hours of 9 am to 3 pm when the school is closed for regular classes. In order for students to meet their educational goals they must receive instruction in all aspects of the course. If work is missed due to absences or a leave of absence then the student will need to make up missed lessons. Students who do not or cannot attend the make –up sessions may need to arrange for:

1) private instruction or, 2) the opportunity to join another class when the missed lessons are being taught, provided there is a class that can be joined and can make up the missed assignments within the terms of their respective contract. Private instruction that can be scheduled within the normal instructional day is offered as part of the tuition package.

Tardiness:

Developing good work ethics is an important part of the training at Transitions Career Institute. Students arriving late for class are interrupting the instructor and other students. The following system will be used for tardiness.

1. In the clinical setting, tardy will be considered to be arriving 10 minutes to 59 minutes after the clinical session has begun. After 59 minutes the student will be counted absent. Two clinical tardy incidents per course equals one absence, and each tardy thereafter will be counted as an absence.
2. In the lab setting, tardy will be considered arriving 10 minutes after the session has begun.

Since tardiness is recorded as an absence it is the responsibility of the student to make up lost time and classroom instruction. Transitions Career Institute encourages students to plan to arrive at the school at least 15 minutes before the start of class.

No Call / No Show:

An incident of not calling or coming to clinical will result in the following consequences:

1. 1st occurrence: The student will receive a written warning, and be placed on probation.
2. 2nd occurrence: The student will receive a written warning which will be placed in his/her file, and will be required to meet with the Director of Nursing who will discuss with the student the consequence of any future offense, which could include dismissal from the program.

Credit Disclaimer Statement:

Transitions Career Institute does not offer college credit for courses. Many community colleges may give credit for prior training and may convert training to credit hours. (TCI) does not offer this service at this time. Although not required, Students that have CNA certificate AAS, BS, BA, or Master's degree will be given the highest priority.

Grading System / Progression Policy:

The competencies taught in all courses will be evaluated by written examinations, laboratory skills testing and clinical performance. The minimum passing score is 75% in the theoretical component of the course and a satisfactory (P) or unsatisfactory (F) in the clinical component.

Letter Grade	Numerical Grade	Description
A+	97-100	Excellent
A	93-96	Very Good
A-	90-92	Very Good
B+	87-89	Very Good
B	83-86	Good
B-	80-82	Good
C+	78-79	Above Average
C	75-77	Average
C-	71-74	Below Average (failing)
D+	68-70	Below Average (failing)
D	65-67	Below Average (failing)
F	Below 65	Failure
INC	-----	Incomplete
WP	-----	Withdrawal Passing
WF	-----	Withdrawal Failing
P (Clinical)		Pass
F (Clinical)		Fail

A Student's Grade Point Average (G.P.A.) is based on the summary of grades received through testing. The G.P.A. is determined first by multiplying the number of tests by the summary of the test grades.

Incomplete Grades:

Incomplete grades are given only when a student is unable to complete a course because of illness or other serious concerns with documentation. A failing grade is given when through negligence or procrastination students fail to turn in work or take examinations. A student who misses a final examination must contact the instructor within twenty-four hours of the examination to schedule a re-examination date and time. If the absence is unavoidable, the student will be given an incomplete grade until they take the exam and then the grade will be adjusted. If the student does not arrange to take the exam then the incomplete grade will be changes to a failure. Instructors must file an incomplete form with the director of the school. Students are given one week to make up missed examinations. Work and examinations that are still incomplete at the end of the one week deadline will be assigned a grade of F. It is the student's responsibility to contact the faculty member about completing the course work and taking examinations.

Probation:

A student may be placed on probation for the following reasons including but not limited to:

(1) Academic performance- students who have fallen below the minimum grade point average for graduation will need to enter a probationary period. Formative evaluation, mid-course evaluation and the referral process will be used to determine course of action The student will be able to take advantage of the schools' make up policy and in-school tutoring up to (2) hours without additional costs.

The probation period will be determined by the contract, as all work must be completed within the contracted start and completion dates. If the student cannot afford the additional tutoring and still has not met the required grade of 75 then a meeting between the Director of the School, (the Director of Nursing for Practical Nurse Program or Assistant director of Nursing), the Instructor of the course(s) and the student will be held to determine the appropriate action.

(2) Unsafe clinical practice – does not demonstrate clinical competency/inability to perform basic clinical skills and or jeopardizing patient safety. The student will be referred to the lab for remediation of deficits.

(3) Financial delinquency – failure to adhere to financial obligations will result in suspension of the student's ability to continue coursework until their balances are brought into good standing.

Withdrawing from School:

Students who wish to withdraw from the school must submit a letter of withdraw to the school director. The letter must include the date that the withdrawal will take place. It is this date that will be used to calculate financial responsibilities on the part of the student and the school. Students who withdraw from Transitions Career Institute, before the midpoint of the course will be given a grade of either WP or WF. WP - student withdraws with passing grades. WF - student withdraws with unsatisfactory grades.

Student Records:

Student records will be maintained by the school indefinitely. Upon graduation, students will be given a copy of their records, upon request. These records should be maintained indefinitely by the student. The records that the school will maintain are as follows:

1. Attendance
2. Academic Progress and Grades
3. Financial Records
4. Placement Data
5. The Enrollment Agreement
6. The Ability to Benefit (where applicable)
7. Records of meetings, appeals, disciplinary actions and dismissals
8. A copy of the Graduation Certificate
9. Medical Records (where applicable)

Maintenance of School Records:

Student records are maintained by the school registrar and are available for review by the student upon written request. Students are encouraged to submit updates to their records, such as address changes or changes in financial aid, as soon as possible. All records are private and are handled with confidentiality. Secure off site backup system such, as "Carbonite" will be used.

Standards of Conduct

The following are unacceptable and will not be tolerated:

1. All forms of bias including age, race, ethnicity, gender, sexual orientation, disability, national origin, and creed as demonstrated through verbal and written communication and physical acts.
2. Sexual harassment including hostile environment and quid pro quo (forcing an individual to perform sexual favors in return for something)
3. All types of dishonesty, including cheating, plagiarism, knowingly furnishing false information to the institution, and forgery alteration or use of institution documents of identification with intent to defraud.
4. Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings, public meeting and programs, or other school activities.
5. Physical abuse of any person on school premises or at functions sponsored or supervised by the school.
6. Theft or damage to the school premises or damage to the property of a member of the school community on the school premises.
7. Failure to comply with directions of institutional officials acting in the performance of their duties.
8. Violation of the law on school premises in a way that affects the school community's pursuit of its proper educational objectives. This includes, but is not limited to the use of alcoholic beverages and/or controlled dangerous substances on school premises.
9. "Dangerous weapons" include, but are not limited to, firearms, explosives, knives and other weapons that might be considered dangerous or that could cause harm. Students are responsible for making sure that any item possessed by the student is not prohibited by this policy. To ensure that Transitions Career Institute maintains a workplace safe and free of violence for all students, the company prohibits the possession or use of perilous weapons on company property. A license to carry the weapon on company property does not supersede company policy. Any student in violation of this policy will be subject to prompt disciplinary action, up to and including dismissal. All students are subject to this provision.

Discipline/ Conditions for Dismissal:

Students may be dismissed from the school for the following reasons, including but not limited to:

1. Failure to adhere to the school's rules, regulations, policies and code of conduct
2. Missing more than 20 percent of instruction time that is recorded as unexcused absences.
3. Failure to maintain the minimum grade point average of 75% or Pass in clinical
4. Failure to meet financial responsibilities to the school.
5. Unsatisfactory / Unsafe clinical practice.
6. Misuse of privileges extended by participating clinical agencies.
7. Exclusion from a clinical site will result in automatic dismissal from the program.

8. Cheating in any form include attempting to obtain tests, answers, or information in any form including written, verbal, or otherwise.
9. Insubordination

Graduation Requirements:

Every student must satisfactorily pass all theory courses with a minimum grade of 75% and clinical with a pass (P). All financial responsibilities must be met in order to be eligible for graduation. Therefore upon successful completion of all courses and after meeting all financial obligations the student is eligible for the school's Certificate of Satisfactory Completion of the program

Redress of Grievance:

Students who have a complaint or who would like to appeal a dismissal must make an appointment for an interview with the Director of Curriculum and Student Development immediately within 1-2 school days. The written request should include the following information:

1. Student's full name, social security number and current address
2. State the concern including dates, times, instructors or other students involved
3. The letter must be dated and signed by the student
4. The date in which the student would be available for a meeting with the school Director and/ or appeal panel.

The Director will notify the student in writing of the appointment date in which the concerns or appeal will be addressed within 2-3 school days after receipt of complaint. Every effort will be made to bring an amicable closure to the concern. Should it be necessary, a panel consisting of all school directors, a student (not involved in the dismissal) and instructors will hear the concerns and will be asked to assist in bringing resolutions to concerns and appeal. The student will be notified in writing of the outcome of the meetings within 24 – 72 hours following the decision. The decision of the Director of Nursing and/ or appeal panel is final.

Transitions Career Institute provides a very supportive environment and respects the rights of all students. It is our practice to calmly and professionally address concerns to the person(s) directly involved in any grievance. The purpose of the appeal policy is to resolve grievances and / or complaints regarding academic, behavior, clinical or financial issues. We welcome suggestions on how to improve our program and have established both an open door policy and suggestion box. However, despite our best attempts to resolve all concerns satisfactorily, positive results are not always possible. The student has the right to appeal the decision of a Nursing Instructor.

1. The student will first discuss his / her concerns with the nursing instructor on or before the third (3rd) official school day following the incident.

2. The student will first discuss his / her concerns with the nursing instructor on or before the third (3rd.) official school day following the incident.
3. If an agreement cannot be reached with the Instructor, the student may appeal to the Director of Administration, in writing, within 3 school days, following step 1.
4. If an amicable agreement is not reached with the Director of Administration, the student may appeal to the Institute's Appeals / Grievance Committee within 3 school days following step 2.
5. A decision will be made by the Appeals / Grievance Committee. The student will be notified of the decision at each level within 5 official school days.
6. If the student is not satisfied with the decision of the Grievance Committee they may contact the Director of Nursing who will make the final determination.

Students who have gone through the grievance process and still has issues, may submit their complaint to the state of New York. Correspondence should be directed to:

Office of the Professions

Professional Education Program Review

Education Building, 2 West

Albany, NY 12234

<http://www.highered.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html>

Students Leaving TCI:

Students who wish to transfer out of Transitions Career Institute will be given copies of their transcript upon written request. The school policy is to only release copies of complete and incomplete grades to students and other institutions upon written request of the student. Please note; other schools or institutions **may not** give credit for instruction received during enrollment. TCI does not accept credit from other institutions at this time.