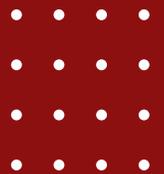
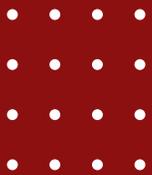




TRANSITIONS CAREER INSTITUTE
SCHOOL OF NURSING

2025-2026 EDITION



Student Handbook



Student Handbook

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Transitions Career Institute Mission Statement

The Mission 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 Licensing Examination.

Our Vision 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.

Core Values Quality
Access
Respect
Student Success

The Philosophy

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.

Academic Freedom Policy Statement

The teacher is entitled to full freedom in research and in publication of the results, subject to the adequate performance of his/her other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

The teacher is entitled to freedom in the classroom in discussing his/her subject, but s/he should be careful not to introduce into his/her teaching controversial matters which have no relation to his/her subject.

Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

The Institution's teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When s/he speaks or writes as a citizen, s/he should be free from institutional censorship or discipline, but his/her special position in the community imposes special obligations. As a people of learning and an educational officer, s/he should remember that the public may judge his/her profession and his/her institution by his/her utterances. Hence, s/he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinion of others, and should make every effort to indicate that s/he is not an institutional spokesperson.

Program Objectives:

Upon completion of the Practical Nurse Program the graduate will:

1. Practice nursing safely using a holistic human needs framework.
2. Communicate effectively with clients, families and members of the healthcare team.
3. Implement caring behaviors in a variety of settings using the nursing process.
4. Adhere to the legal and ethical standards of practice.
5. Use critical thinking in the decision making process.
6. Demonstrate responsibility for continuing professional and personal development.
7. Manage institutional revenues in a conscientious manner that ensures the ongoing availability of instructional and administrative resources necessary to provide a quality academic program and student support services that enhance student success and program completion.
8. 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.

Program Outcome:

1. Eighty (80%) of graduates will pass the NCLEX-PN on their first attempt.
2. Within six months of passing NCLEX-PN eighty percent (80%) of the graduates will be employed as Licensed Practical Nurses.
3. Within one year of employment eighty-five percent (85%) of employer respondents will express satisfaction with the graduates.
4. Within one year of graduation eighty-five percent (85%) of graduate respondents will express satisfaction with the program.

Administration and Staff of Transitions Career Institute

Claudia Houston, MSA, BSN, RN	President/ CEO
Sijuwade Saka, PMP, CISM, CISA, ACA, BSc	Director of Compliance & Operations
Dr. Kareen Robertson DNP, MSN-Ed., RN	Director of Nursing
Dr. Beatrice Goodman, DNP, MSN-Ed., RN	Assistant Director of Nursing
Anne-Marie Emanuel MSN, BSN	Human Resources/ Faculty
Sasha Persaud, MSN, BSN, RN	Skills Laboratory Coordinator/Nursing Faculty
Lynn Dunworth, MA, BSN, RN	Nursing Faculty
Deborah Anglin, MSN, BSN, RN	Nursing Faculty
Charlyn Humes, BSN, RN	Clinical Nursing Faculty
Latasha Waller, MSN-Ed., BSN, RN	Nursing Faculty
Sandra Anderson, MSN-Ed., BSN, RN	Nursing Faculty
Stephanie Brogdon, MSN, BSN, RN	Nursing Faculty
Taletia Lucas, MSN, BSN, RN	Nursing Faculty
Aliyah Bienvenu, MSN, BSN, RN	Nursing Faculty
Wanda Georges, MSN, BSN, RN	Nursing Faculty
Royce Ambat, MSN, BSN, RN	Nursing Faculty
Dana Robertson	Placement Coordinator
Cory Pryce	Receptionist
Cameron DeShong	Informaion Technology
Renata Jordon	Registart/Bursar
Olivea Smith	Admissions Coordinator
Quebillah Perry	Financial Aid Coordinator
Advisory Board	Marissa Murray MS, RN Dr. Yvonne Wesley, PhD, RN Kurt Abrams

School Calendar

The school will observe the following holidays and classes will not be held. Holidays are not counted as part of the contracted time schedule.

Holidays:

Martin Luther King Day

President's Day

Memorial Day

Juneteenth

School is closed for recess during the first two weeks of July.

Labor Day

Thanksgiving Day

Day after Thanksgiving

School is closed the last two weeks of the year to include Christmas and New Year's Day

Program Starting Dates and Daily Class Schedules

New classes typically start January, April and September based on enrollment. Observed holidays and unplanned school closure may cause program completion dates to vary.

The day program for PNP is 7.5 hours with one hour for lunch and breaks. The total weekday hours in attendance are 30 (24 dedicated instructional hours per week) Monday through Thursday.

The evening program for PNP is Monday through Thursday 5:30 PM – 10:00 PM. with a thirty-minute break per day. The total evening hours are 18 instructional hours per week.

Business hours are from 8:30 AM to 4:30 PM Monday through Friday and 5:30 pm to 10:00 pm during evening sessions.

Secretaries and Attendance Staff are available: (8:30 PM to 5:00 PM Monday thru Thursday), 9:00 AM to 3:00 PM Fridays.

Class Schedule for Practical Nursing Program:

- Day Classes: 8:30 AM to 4:00 PM Monday through Thursday
- Evening Classes: 5:30 PM to 10:00PM Monday through Thursday

Closing Courses:

Courses may be closed for inadequate registration. This is defined as less than 5 students for a clinical course and less than 15 students for an academic course.

Registration for the Program:

Students may register for the program at any time up to one month prior to the start of classes. Students requesting financial assistance will be required to meet with the Financial Aid Officer prior to the start of classes. To initiate the process, we recommend you bring the following documents when meeting with the admissions officer:

- Identification (driver's license, birth certificate or United States Passport)
- High School Diploma or G.E.D. certificate.
- Initial payment for registration and tuition fees (we accept cash, money orders and all major credit cards).

Entrance / Admission Requirements Policy

1. Submit a complete registration 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 sub-tests are Math, Science, English and Reading designed to predict the academic readiness of applicants. Candidates who achieve the proficiency level of 50% or greater on the TEAS test are considered for admission first. The candidate will be allowed to retest after a period of three (3) months from the original test date. If unable to meet the minimum level after the second attempt, the candidate will not be allowed to retest for a period of one (1) year. Inability to achieve the 50% overall cut score does not automatically prohibit admission, the personal interview and essay are also considered in the evaluation process and final determination.
5. Student must be able to legally study and work in the United States of America. Student must show proof of citizenship or legal residency.
6. Criminal History Background Check: Students will be informed that 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 place a candidate on the Office of Inspector General Exclusion list thus preventing them 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.

Students with Disabilities:

Transitions Career Institute complies with applicable provisions of the Americans with Disabilities Act of 1990, its premises on the second floor are wheelchair accessible by elevator. It is, however, TCI's responsibility to determine, to the extent possible, that every admitted student can benefit from the training he or she will receive in the Practical Nurse Program. Any potential applicant who has a physical or learning disability will be considered for admission if TCI is reasonably able to provide accommodations the applicant would require. In the case of a physical disability that might impact the applicant's ability to successfully complete the program, the potential applicant must provide a certification from a licensed physician that he/she is physically capable of pursuing the program of study and the physical rigor it requires to be admitted into the program. Additionally, it is important for the candidate to understand that the rigors of the job may impede them from being able to be hired as a Licensed Practical Nurse hands-on provider. In cases of learning disabilities, TCI provides additional time for testing as well as private testing areas as deemed appropriate by the documentation on the Individualized Education Program (IEP). Candidates who self-disclose a disability must provide appropriate documentation for the school to make reasonable accommodations. In the absence of such documentation, the candidate will be referred to a Direct Support Professional for further evaluation to determine what kind of accommodation may be needed so that the appropriate strategies can be incorporated.

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 at our affiliating agencies
- 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

Equal Opportunity Policy

Transitions Career Institute values diversity and seeks talented students and staff from diverse backgrounds. The school does not discriminate on the basis of race, color, sex, sexual orientation, religion, national or ethnic origin, age or status as a veteran in the administration of its educational policies, programs, activities, admissions policies, financial aid and loan programs, employment or other school administered programs. It is against the law to discriminate against any beneficiary of a program financially assisted by Title I of the Workforce Investment Act of 1998 (WIA), based on the individual's status as a lawfully admitted immigrant or as a participant in a WIA program. Individuals believing that they have been subjected to discrimination in relation to a WIA Title I assisted activity may file a complaint with the Director of Nursing, or the United States Department of Labor Civil Rights Center, 200 Constitution Avenue NW, Rm. N-4123, Washington, DC 20210.

9. Health Requirement: A health examination form must be completed and returned to the Admission Coordinator within 45 days of 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. **Covid-19 status must be updated regularly to gain entry to classroom and clinical sites. COVID vaccine may be mandated by clinical facilities. Failure to comply will exclude you from clinical which will result in course failure due to inability to meet the course requirements. Proof of negative COVID status may be required for entry onto the school premises. Masks will be required in the classroom and common areas.**

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 45 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.

All students must have access to a personal computer and a printer.

Student Liability Insurance:

Transitions Career Institute provides every student in the Practical Nurse Program with a Liability Insurance policy throughout the entire program. The term is \$2,000,000 per incident and \$5,000,000 per aggregate.

Leave of Absence Policy:

Students will be granted a leave of absence upon request. The following guidelines must be adhered to:

1. A request for a leave of absence must be submitted to the Director of Nursing in writing
2. The request must have the date that the student will begin the leave and the expected date to return to class.
3. Leave of absences will be honored within the student contract. Should a request take the student beyond this contracted bulletin they may be subject to reentry under a new contract. If the student does not reenter within their contract and has not notified the school, the student's contract will be terminated and he/she will be granted a refund according to the school's Refund Policy.

* Note each individual situation will be handled privately. The school will make every effort to help students meet their educational goals. During the absence tuition costs and course syllabi may change with each new term, it will be necessary to meet with the Director of Nursing before returning to class.

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 10% per course) can result in the need for the student to repeat the course or be dismissed from the program. A student will not be allowed to make up more than two make-up sessions per course. Graduation requirements stipulate that the student must complete a minimum of 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 Practical Nurse Program 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 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 attendance officer 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 9:00 am to 3:00 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 you can join and can make up the missed assignments within the terms of their respective contract. Private instruction, if given outside the normal instructional day, will incur additional fees at the rate of (\$50.00) per hour

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. **Students must attend ALL scheduled clinical dates. Clinical absence is a violation of the attendance policy.** The following system will be used for tardiness.

1. In the clinical setting, tardy will be arriving after the scheduled time. The student's ability to remain on the clinical site will be at the discretion of the instructor. After 30 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. Clinical absences must be made up at a cost of \$200 per clinical day per student.
2. In the lab and classroom settings, tardy will be considered arriving 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 and clinical at least 15 minutes before the start of class.

Notifications:

Please note that the faculty member and Clinical Instructor must be notified prior to the scheduled clinical. Notification includes date and time of the message, the date and time of the absence and the emergency circumstances requiring absence from the clinical experience (Physician's note and proof of emergency is required).

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 suspension or dismissal from the program.

Standards of Conduct

The school have adopted standards that include the ANA Code of Conduct for Nurses.

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.

Standards of Conduct -Continued

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 10 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

Disciplinary action may include:

- Warning- a written notice to the offender that continuation or repetition of a violation may be cause for further disciplinary action
- Suspension- Exclusion from the program for a specific period of time.
- Dismissal-termination of student status
- Legal action- report to the authorities

A student may be dismissed or imposed a mandatory leave of absence for reasons pertaining to dishonest or immoral behavior, or unsafe conduct affecting a student or patient. Any statement made on a social networking site, which may cause actual or potential harm, or injury to another or to the school will be grounds for dismissal. Students are expected to refrain from posting negative comments regarding TCI or any affiliation agency or its staff on social networking sites.

Discipline/ Conditions for Dismissal - Continued

The Director of Nursing will notify the students in writing if dismissal becomes necessary. The dismissal letter will contain the date and the reason for dismissal. It is the responsibility of the student to notify their financial aid institution. Prepaid tuition will be refunded according to the school refund policy.

Re-entry / Readmission/ Retention Policy:

1. Students may be considered for re-enrollment up to one year after leaving the program on a voluntary basis if space is available.
2. Students who leave courses due to either academic failure (F) or voluntarily withdraws and desires to re-enroll must contact the Assistant Director of Nursing in writing. **The student will be required to submit an individualized action plan for success prior to reentry.** The ADON will present the request to the appropriate Directors of Nursing and or faculty who will render input and the DON will make the final decision.
3. Students who withdraw from the program in good standing may re-apply for readmission within one year.
4. Students who leave the program more than one year, regardless of the reason, must re- start the program from the beginning including the entire application process.
5. Students that were dismissed from the program for academic misconduct or unprofessional behavior or disrespect to any faculty, staff or patient will not be readmitted.

Students will be advised that the program is challenging and competitive and all grades are earned. Registration does not guarantee completion of the program.

Credit for Previous Training:

Transitions Career Institute is committed to helping the student reach educational goals as quickly as possible. To ensure that our students graduate with the skills necessary to achieve success in the workplace we have developed a comprehensive curriculum to ensure maximum training in each specific area. **We therefore do not accept any previous training or credits from other schools, universities or life's experience at this time.**

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 currently offer this service.

Transfers / (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 by the student. Please note other schools or institutions may not accept instruction received from TCI. TCI does not accept credit from other institutions currently.

Grievance Policy:

Students who have a complaint or who would like to appeal a dismissal must make an appointment for an interview with the school Director. The Director will address the concern 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 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 the Director of Administration, a student (not involved in the complaint) and instructors will hear the concerns and will be asked to assist in bringing resolutions to concerns and appeals. 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 address concerns calmly and professionally 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.

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.

Grievance Policy - Continued:

2. 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.
3. 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.
4. 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.
5. 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>

FEDERAL STUDENT FINANCIAL AID (TITLE IV)

Transitions Career Institute has been designated by the U. S. Department of Education (DOE) as an eligible institution so that its students may apply to DOE to receive financial aid that is authorized under Title IV of the Higher Education Act of 1965, as amended. As an eligible institution, TCI is required by DOE to disclose all aspects related to students' applying for and receiving Title IV financial aid and other disclosures related to the institution.

These full disclosures are provided in electronic format to all new students during their new-student orientation sessions and are distributed to all students once a year. Additional copies of these disclosures are available in the Office of Financial Aid and the TCI website at www.tcilpn.org for additional information.

Students must meet very specific requirements, complete an on-line Federal application form called the Free Application for Federal Student Aid (or FAFSA), and provide all the supporting documentation required for the government to make the determination whether a student is qualified (eligible) to receive any form of Title IV financial aid.

Financial Aid can be in the form of grants, which are financial assistance that the student does not have to repay, and or loans, that must be repaid by the student. If the loan was taken out by the student's parent(s) on his or her behalf, the loan must be repaid by the parent(s). The most common form of grant is the Pell Grant and the most common loan is the Direct Loan.

Details on the very specific requirements are available from TCI's Office of Financial Aid, TCI's "Student Financial Aid Information" Handbook. Financial Aid office staff is available to explain the application process and to assist students in applying for aid and in understanding their obligations and responsibilities related to paying back Title IV loans.

The contact information for the Office of Financial Aid appears at the end of this section but generally, a student must be enrolled in the Practical Nurse Program as a regular student, must be a U.S. citizen or national or a permanent resident and cannot be in default on any Title IV loan that he or she may have received previously. A regular student is one who has enrolled in the Practical Nurse Program for the purpose of completing the program, earning a diploma, sitting for the required state licensure exam, and working as a licensed practical nurse (LPN). Once qualified to receive financial aid, a student must maintain Satisfactory Academic Progress to remain qualified for that aid.

TCI Financial Aid and Disclosures Contact Information
Quebillah Perry, Financial Aid Officer
133-11 20th Avenue 2 FL., College Point, NY 11354
(718) 362-9500; email: qperry@tcilpn.org

Types of Title IV Student Financial Aid Programs

Federal Pell Grants:

Pell Grants are awarded to eligible students who have not earned a bachelor's degree. To determine eligibility, the U. S. Department of Education uses a standard formula to evaluate financial need. Unlike loans, grants do not have to be repaid.

Federal Direct Loans:

Subsidized

Students may be eligible based on need. The subsidized has a fixed interest rate. The federal government pays the interest on the loan while the student is in attendance at least halftime. Repayment begins six (6) months after the last day of attendance or once the student falls below half-time status.

Unsubsidized:

Available to dependent and independent students who need additional assistance to help pay their educational cost. The student is responsible for the interest payments on the loan while in school. The interest rate is fixed and repayment begins six (6) months after the last day of attendance or once the student falls below half-time status.

Federal Parent Plus Loans:

Federal loans are available to parents of dependent students. Parents can borrow up to the cost of attendance, less other financial aid received. Approval is based on the parent(s) credit history and repayment begins sixty (60) days from the last date disbursement of the loan.

ELIGIBILITY FOR TITLE IV AID PROGRAMS

This section spells out the general eligibility requirements for Title IV programs by the U.S. Department of Education (US DOE) for post-secondary school students who desire to utilize grants and/or loans offered by US DOE as part of their education funding.

To receive Federal, Title IV Student Financial Aid (SFA) through Transitions Career Institute, you will need to:

1. Satisfy all Admission Requirements and be accepted into one of TCI's approved Title IV programs.
2. Sign a statement of Educational Purpose and a certification statement on overpayment and default (found on the FAFSA).

ELIGIBILITY FOR TITLE IV AID PROGRAMS - Continued

3. Complete all verification and federal reject codes requirements. Students may be selected for verification or clarification of application information. No aid eligibility can be processed until the student provides required information. If provided information varies from the application information, the student's record may have to be submitted to the Federal Central Processor for corrections before any aid is processed.
4. Not have borrowed more than Federal aggregate loan limits
5. Sign an Enrollment Agreement.
6. Be enrolled at least halftime to receive assistance from the Direct Loan Programs.
7. Be enrolled in a program that leads to a Diploma or Certificate.
8. Be registered with Selective Service, if you are a male (you must register between the ages of 18 and 25). Men exempted from the requirement to register include:
 - Males currently in the armed services and on active duty (this exception does not apply to members of the Reserve and National Guard who are not on active duty);
 - Males who are not yet 18 at the time that they complete their application (an update is not required during the year, even if a student turns 18 after completing the application);
 - Males born before 1960.
 - Citizens of the Republic of Palau, the Republic of the Marshall Islands, or the Federated States of Micronesia; and,
 - Non-citizens who first entered the U.S. as lawful non-immigrants on a valid visa and remained in the U.S. on the terms of that visa until after they turned 26.
9. Have a valid Social Security number, unless you are from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau.
10. Have a High School Diploma or General Equivalency Diploma. Effective July 2012 federal regulations no longer allow new students to be eligible under ability to benefit standards. Students who have previously enrolled as Federal Ability to Benefit students prior to July 2012 will be able to continue to be eligible for Federal Title IV Aid.
11. Complete a Free Application for Federal Student Aid (FAFSA)
<https://studentaid.gov/h/apply-for-aid/fafsa>

ELIGIBILITY FOR TITLE IV AID PROGRAMS - Continued

12. Sign certifying statements on the FAFSA stating that:

- You are not in default on a federal student loan under Title IV.
- You do not owe a refund on a federal grant under the Title IV program.
- You will use federal student aid only for educational purposes.

13. Maintain Satisfactory Academic Progress (SAP) while you are attending TCI.

14. Demonstrate financial need as determined by the appropriate agency offering the financial assistance.

15. The Pell Grant program does not require half time enrollment, but the student enrollment status does affect the amount of Pell a student may receive. A student may receive Pell for a total of 12 payment periods or 600%. Once the student has reached this limit, no further Pell may be received.

In addition, you must meet one of the following classifications:

1. Be a **U.S. CITIZEN** or **U.S. NATIONAL**.

You are a U.S. citizen if you were born in the United States or certain U.S. territories, if you were born abroad to parents who are U.S. citizens, or if you have obtained citizenship status through naturalization. If you were born in American Samoa or Swains Island, then you are a U.S. national.

2. Be a **PERMANENT RESIDENT**.

If you have a Form I-551, I-151, or I-551C, also known as a Green Card, you are a U.S. permanent resident.

3. Have a qualifying **ARRIVAL-DEPARTURE RECORD**.

Your Arrival-Departure Record (I-94) from U.S. Citizenship and Immigration Services (USCIS) must show that you have status in one of the following categories:

- Refugee
- Asylum Granted
- Cuban-Haitian Entrant (Status Pending)
- Conditional Entrant (valid only if issued before April 1, 1980)
- Parole

ELIGIBILITY FOR TITLE IV AID PROGRAMS - Continued

4. Have BATTERED IMMIGRANT STATUS

You have been designated by USCIS as a “battered immigrant-qualified alien” because you are a victim of abuse by your U. S. citizen or permanent resident spouse, or because you are the child of a person designated as such under the Violence Against Women Act.

5. Have a T-VISA. You are eligible if you have a T-visa or a parent with a T-1 visa.

Terms and Conditions of Title IV, HEA Loans

Your loan eligibility is directly correlated to your classification as either Dependent or Independent. Here below are the criteria for both classifications: Independent: For the purposes of federal aid, a student is considered independent if he or she meets one or more of the following criteria:

If ANY of the following circumstances apply to you, you are an independent student; you will not have to provide parental information. If NONE of the following circumstances apply to you, you will be asked to provide parental information and you are considered a dependent student unless the financial aid administrator determines that the student is independent on the basis of special circumstances and performs a dependency override.

- You are 24 years or older or will be by December 31st of the award year
- You are married
- You will be working on a Master's Degree
- You are serving on active duty in the U.S. Armed Forces
- You are a veteran of the U.S. Armed Forces
- You have children, and you provide more than half of their support
- After you turned age 13, both of your parents were deceased
- You have dependents (other than children or your spouse) who live with you, and you provide more than half of their support at the time the FAFSA is completed and through June 30 of the award year.
- You were in foster care since turning age 13 until you reached age 18
- You were a dependent or ward of the court since turning age 13 until you reached age 18
- You are currently or you were in legal guardianship
- You are currently or were an emancipated minor.
- You are homeless or you are at risk of being homeless.

Students who claim to be independent may be asked to provide documentation to verify their dependency status prior to receiving financial aid. Students who want to be considered independent due to circumstances other than those listed should contact a financial aid officer prior to completing the FAFSA

Incarcerated Applicants

A student is considered incarcerated if she/he is serving a criminal sentence in a federal, state, or local penitentiary, prison, jail, reformatory, work farm, or similar correctional institution (whether it is operated by the government or a contractor). Our attendance policy specifies that all classed and practical studies are done at the school's physical location; therefore, incarcerated students are not eligible for admission.

For TCI's purposes, a student is not considered to be incarcerated if she/he is in a halfway house or home detention or is sentenced to serve only weekends.

Conviction for Possession or Sale of Illegal Drugs

- A Federal or state drug conviction can disqualify a student for Federal student financial aid (SFA). The student self-certifies in applying for SFA that he or she does not have a drug conviction. TCI is not required to confirm this unless there is evidence of conflicting information.
- The chart below illustrates the period of ineligibility for SFA, depending on whether the conviction was for sale or possession and whether the student had previous offenses. (A conviction for the sale of drugs includes conviction for conspiring to sell drugs.

	<u>Possession of illegal drugs</u>	<u>Sale of illegal drugs</u>
1st Offense	1 year from date of conviction	2 years from date of conviction
2nd Offense	2 years from date of conviction	Indefinite period
3+ Offense	Indefinite period	

	<u>Possession of illegal drugs</u>	<u>Sale of illegal drugs</u>
1st Offense	1 year from date of conviction	2 years from date of conviction
2nd Offense	2 years from date of conviction	Indefinite period
3+ Offense	Indefinite period	

- If a student was convicted of both possessing and selling illegal drugs and the periods of ineligibility are different, the student will be ineligible for the longer period
- A student regains eligibility the day after the period of ineligibility ends or when he or she successfully completes a qualified drug rehabilitation program. Further drug conviction will make the student ineligible again.
- When a student regains eligibility during the award year, TCI may award Pell and/or loans for the current payment period. A qualified drug rehabilitation program must include at least two unannounced drug tests and must satisfy at least one of the following requirements:

Incarcerated Applicants - Continued

- Be qualified to receive funds directly or indirectly from a federal, state or local government program.
- Be qualified to receive payment directly or indirectly from a federally or state-licensed insurance company.
- Be administered or recognized by federal, state, or local government agency or court.
- Be administered or recognized by a federally or state-licensed hospital, health clinic or medical doctor.

Definition of Financial Need:

Financial need is defined as the difference between the cost of attending school and the student's or families' expected contribution (EFC). A central processor to whom the student's Free Application for Federal Student Aid (FAFSA) is submitted conducts determination of the EFC, based on federal guidelines. The School's Financial Aid Officer then determines the student's Cost of Attendance using nationally approved living expense guidelines.

Cost of Attendance

Transitions Career Institute sets tuition based on the cost of providing education and training to its students. TCI strives to maintain excellence within its academic programs and to provide abundant instructional resources to guarantee high-quality education and resources.

The U. S. Department of Education allows certain educational expenses to be used when determining a school's Cost of Attendance (COA). The COA is the cornerstone of establishing a student's financial need, as it sets limits on the total financial aid that a student may receive to attend TCI.

The U. S. Department of Education directs TCI to determine costs associated with attending the school in order to determine the amount of financial aid for which a student may be eligible. The COA for a student estimates the total educational and living expenses for a period of academic enrollment.

TCI's Third-Party Servicer Educational Compliance Management (ECM) reviews, and if necessary, updates each component annually in adherence with the U.S. Department of Education's standards.

Cost of Attendance - Continued

- Components of COA: The Higher Education Act of 1965, as amended, define COA components, and is calculated based on rules established by the U.S. Congress. The COA includes tuition and fees, allowances for room and board, books, supplies, transportation, loan fees, purchase or lease of a computer, dependent care costs, costs related to disability and miscellaneous expenses.
- Financial Aid used to meet COA: all Federal Student Aid Programs (FSA): Federal Pell Grant Program, Federal Direct subsidized Loan, Federal Direct Unsubsidized Loan, and Federal Direct PLUS Loan.
- Note that students must supply documentation of computer costs, dependent care costs, and costs related to disability to have these included in the COA. This is required as expenses for these areas do not apply to all students and may vary significantly from student to student. For students who attend less than six program hours each program, the COA includes only tuition and fees and an allowance for books, supplies, and transportation.
- Students with unusual expenses may request an evaluation of their COA by submitting a letter to the Financial Aid Office detailing the circumstances, amount of expenses involved, and providing documentation of the expenses. The COA determines a student's estimated costs related to attendance at college. It is not intended to reflect full support requirements. Financial Aid provides assistance for educational expenses, not full support. Students should be aware that requests for adjustments to the COA do not, in any way, indicate that there is financial aid available to cover such adjustments.

If a student has questions regarding the COA or their Financial Aid award year, they are to contact the Financial Aid Office at qperry@tcilpn.org or (718) 362-9500.

Cost of Attendance - Continued

Cost & Expenses

	On Campus	Off-Campus (Away from Home)	Off-Campus (with Family)
Tuition		\$28,100	\$28,100
Registration Fee		\$100	\$100
Supplies		\$520	\$520
Miscellaneous		\$450	\$450
Insurance		\$50	\$50
Books		\$880	\$880
Background Check		\$30	\$30
Room & Board		\$29,900	\$24,245
Transportation		\$6,981	\$6,981
Books, Course Materials, Supplies, and Equipment		\$2,000	\$2,000
Misc/Personal		\$11,284	\$11,284
Total Cost of Attendance		\$80,295	\$74,640

This is the amount that the Financial Aid Office estimates it will cost a student to attend a program at TCI.

Cost of Attendance - Continued

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The type of aid awarded depends upon the student's financial need and eligibility and may include a combination of gift and self-help assistance. TCI's eligibility as a private for-profit institution, has been authorized by the United States Secretary of Education to participate in financial aid programs authorized by Title IV of the Higher Education Act of 1962 as amended. TCI's Program Participation covers the following federal programs:

- Federal Pell Grant Program.
- Federal Family Educational Loan Program (including the Stafford Loan Program, the Unsubsidized Stafford Loan Program, and the Parent Loan for Undergraduate Students Program).
- The Financial Aid Office applies for funds annually through the Fiscal Operation Report and Application to Participate (FISAP).
- The Federal Pell Grant is an entitlement program. Students must demonstrate financial need to qualify. Disbursement occurs only when the enrollment matches the appropriate Pell award. Pell awards are recalculated when there is a change in the EFC, when the enrollment status changes between terms within the same award year, and when the cost of attendance changes. Students must submit the FAFSA and have electronic data submitted by May 1st of each academic year in order to allow time to process the award.
- In the event of an over award, the student's account is placed on hold until such time that the overpayment is rectified. In addition, the Pell Grant is awarded only to first-time undergraduates. Student eligibility is determined only through the Central Processing System of the Department of Education using the Federal Methodology need analysis formula.

Cost of Attendance - Continued

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Student Payment Plans:

A student payment plan option is provided for students who have balances remaining after all other financial aid options have been exhausted. Approval for payment plans are made by the financial aid officer and are made on an individual basis. Students making cash payments can arrange for a convenient payment plan over the course of their enrollment. Minimum payments are required and all educational costs must be paid in full prior to graduation. TCI accepts cash, money orders and most credit cards: Visa, Master Card, Discover and Debit.

Delinquent Tuition Payments:

Students are expected to make payments by their school payment plan due date which is on the 15th of every month. Students who fall behind in tuition payments are contacted by the financial aid office and attempts are made to collect current and past due balances. When a student graduates or withdraws from enrollment, a final billing statement is sent to the student. Attempts are made to collect delinquent balances, and after 180 days of non-payment, the student's account is referred to an outside collection agency.

Financial Aid Received Prior to Attending Transitions Career Institute:

Federal regulations require an institution to determine all previous Federal Title IV aid received by the student prior to disbursement of funds. Therefore, TCI will review all financial aid disbursed by each school at which a student was previously enrolled. Financial aid awarded at other schools could limit available eligibility at TCI.

Requirements for Verification of Permanent Residency:

If a student is an eligible non-citizen for Federal Title IV aid purposes, a database match will be conducted to determine the student's eligibility status with the Department of Homeland Security (DHS). If DHS is unable to complete the match, i.e., social security number, name, and birth date, the student will be asked to submit additional documentation. Students are not eligible for financial aid until verification of permanent residency has been completed.

Requirements for Financial Verification:

A percentage of all students applying for Federal Financial Aid are selected for a process called Verification. TCI will notify you if your application is selected for Verification. If you are notified, please submit the Verification documentation requested by TCI's Financial Aid Office as soon as practicable, but no later than 14 days from the date of notification. Applicants may be required to submit copies of their tax transcripts and, for those who are under the age of 24, their parents' tax transcripts. Failure to submit the requested documentation will jeopardize your Financial Aid. A student's anticipated financial award may be adjusted as determined by the Verification results.

Correction of Information:

If it becomes necessary to correct any of the information on an ISIR as the result of verification or another documentation process, the Financial Aid Department will note the corrections on the current ISIR and submit the corrections electronically to the U. S. Department of Education. A new ISIR showing the corrected information is then generated. Applicants may be required to verify correctness and sign the revised ISIR. If the applicant becomes ineligible for a Federal PELL Grant or other Federal Title IV aid because of the corrections in his/her information, the applicant will be notified by the Financial Aid Department. If corrections result in a change in eligibility, the applicant will be advised, and a revised Financial Plan will be developed for the applicant's review and approval.

Renewal Applications:

Students applying for a second academic year of financial aid must complete all required applications and submit additional paperwork, as necessary, when requested by the Financial Aid Department.. Failure to do so could result in the student being required to make cash payments to the School or may result in the student being dismissed from TCI.

Note: The entire financial aid application process and verification process, if applicable, must be completed for each academic year.

Loan Default Prevention:

Students are responsible to repay, in full, all loans used to pay for their education. Repayment of student loans helps ensure the availability of loan funds for the future. Borrowers are encouraged to take the responsibility of loan repayment seriously. Some helpful hints on avoiding delinquency are as follows:

- Send in your payment each month even if you haven't received a bill.
- Send in larger or additional payments to reduce the amount of interest you pay on the loan. Be sure to indicate if you want the extra amount applied to the principal or used as a future payment.
- Remember that overpaying one month does not mean that you can skip or reduce Next month's payment.
- Call your lender/servicer immediately if you are unable to make a payment on time or if you have a financial hardship. The lender/servicer may be able to work out an alternative plan.
- Know your deferment rights. After sending the necessary forms, follow-up with your lender/servicer to confirm that your loan(s) has been deferred.
- Understand your rights and responsibilities under each loan program. Keep all paperwork such as promissory notes, lender correspondence, canceled checks, etc.

Loan Default Prevention - Continued:

- Always call to resolve a discrepancy. Never ignore correspondence or requests for payment from your lender/servicer.
- If you do default on your loan(s) in spite of all the arrangements available to prevent this from happening, you can expect all or some of the following repercussions:
- Your status may be reported to a national credit bureau and have a negative effect on your credit rating for seven years.
- You may lose deferment possibilities.
- Your wages may be garnished.
- Your federal and state income tax refunds may be withheld.
- You may be ineligible to receive any further federal or state financial aid funds.
- The entire unpaid amount of your loan, including interest and cost of collection, may become due and payable immediately.

Students may obtain additional information about loan repayment and default prevention guidance from the Financial Aid Office.

***Please be advised that all students receiving federal loans must complete both an Entrance and Exit counseling.**

Financial Aid Ombudsman:

A TCI financial aid officer reviews with student borrowers the availability of the Department of Education's Office of the Ombudsman during exit advising. Borrowers are advised that if they have a dispute regarding a student loan that cannot be resolved through normal communication channels with their loan servicer, they may contact:

U. S. Department of Education

FSA Ombudsman Group

830 First Street, N. E., Mail Stop 5144

Washington, D.C. 20202-5144

Via on-line assistance: <http://studentaid.gov/repayloans/disputes/prepare> Via telephone: (877)557-

2575 Via fax: (202)275-0549

Satisfactory Academic Progress Policy

Satisfactory Academic Progress (SAP) standards are published and are reasonably applied for measuring whether an otherwise eligible student is making SAP in his/her educational Program. To maintain eligibility for financial aid, students must make adequate academic progress toward completion of his/her program.

Process Overview

Federal regulations require all schools participating in state and federal financial aid, Title IV, and HEA programs to properly monitor and document SAP. These standards are applicable to all students enrolled in our Educational Programs and are used to measure their satisfactory progress toward graduation. The policy is provided to all students prior to the first-class session and is consistently applied to all applicable students

SAP standards are established by the faculty in consultation with the Director of Education. Students must maintain SAP according to the set standards to continue enrollment. SAP is measured at the end of each payment period and will be checked prior to disbursement of aid.

Same As Or Stricter Than

The SAP policy for Title IV, HEA students is consistently applied and identical to the school's actual measurement used to monitor qualitative and quantitative standards, as well as maximum time frame for students enrolled in the same educational programs who are not receiving Title IV aid.

The Financial Aid Administrator reviews the Title IV SAP policy to ensure it meets all federal requirements. The Director of Education Programming notifies the Financial Aid Office if the school changes academic policies.

EVALUATION PERIODS

At each formal SAP evaluation point (end of each payment period), the school checks:

- Qualitative Measure (grade based)
- Remedial course work may be part of or separate from regular qualitative measure
- Quantitative Measure (Pace)
- Maximum time frame.

Formal evaluations for SAP must coincide with the end of a payment period. The formal evaluations must be placed in each student's file. Evaluations determine if students have met the minimum requirements for SAP.

In a 1300 hour program evaluations would be conducted as follows:

Licensed Practical Nurse

Clock hours (after first payment period)

Clock hours (end of second payment period)

450 hours

900 hours

3rd evaluation

1100 hours

ACADEMIC YEAR DEFINITION

900 Clock hours and 26 weeks.

QUANTITATIVE MEASURE

To be considered making SAP, Students are required to attend a minimum of 67% of his/her educational program in no longer than 100% of the published length of the program as measured in clock hours and determined by the program. Evaluations are conducted at the end of each payment period to determine if students have met the minimum requirements and are based on the cumulative attendance percentage as of the last day of the evaluation period.

QUANTITATIVE MEASURE - Continued

Pace is calculated by dividing the total hours accrued (successfully completed) by the total number of hours scheduled. At the end of each evaluation period, the school determines if students have maintained at least 67% cumulative attendance since the beginning of the course. This indicates that, given the same attendance rate, the student will graduate within the maximum time frame allowed.

MAXIMUM TIME FRAME

A school may use a graduated standard instead of the fixed standard above. This would mean that the student could attend less than 67% in the first payment period but would have to eventually “catch up” to complete the program in the required 150% of the time.

SAP policies contain a Pace measure. Students must progress through the Program at a sufficient pace to ensure completion within the maximum timeframe of 150% of the published length of cumulative clock hours.

The maximum time for students to complete the Program is as follows:

For undergraduate programs measured in credit hours, this is a period that is no longer than 150% of the published length of the program measured in credit hours attempted.

For undergraduate programs measured in clock hours, it is a period that is no longer than 150% of the published length of the program as measured by the cumulative number of clock hours the student is required to complete and expressed in calendar time.

Normal Clock Hours	Normal Timeframe	Maximum Clock Hours	Maximum Timeframe
1300	53 Weeks	1950	80 Weeks

**Example: If an undergraduate academic program is 27 weeks and $1.5 \times 27 = 40.5$ the time cannot be rounded. If, at any time the student cannot complete the program within the maximum time frame, then the student must successfully appeal for an extension to the maximum time frame to continue receiving title IV aid.

MAXIMUM TIME FRAME - Continued

To calculate the pace at which the student is progressing the school would:

- Divide the cumulative hours the student has successfully completed by the cumulative number of hours the student has attempted.

$$\frac{\text{Cumulative hours completed}}{\text{Cumulative hours attempted}}$$

The maximum time frame must be measured at each evaluation point (the student is ineligible at the evaluation point when it is determined that the student will exceed the maximum timeframe NOT at the point when they reach the maximum time frame).

If a student is meeting satisfactory academic progress before the beginning of a payment period but will exceed the maximum time frame before the end of the payment period, the student must submit a successful appeal to extend the maximum time frame to at least the end of the payment period.

QUALITATIVE MEASURE

The qualitative measure, used to determine SAP, is based on grades. Students must maintain a cumulative grade point average of at least 70 at the end of semester. (A school may have an overall cumulative GPA AND a semester GPA requirement, but the Cumulative GPA must be used for SAP).

The school uses a fixed standard (the school may use a graduated standard, such as requiring a 70 at the end of each payment period, but if this is done the school must check to be sure the student can graduate on time.)

Students must make up failed or missed evaluations and assignments. Students receive a letter grade as indicated on the chart below which is based on the end-of-payment period evaluation. Mid-point evaluations are for informational purposes and therefore students do not receive a letter grade. Students receive a letter grade as indicated on the chart below and is based on the end-of-semester evaluations. Students who receive an “F” course grade will be required to repeat that course.

	Points	Description
A+ A A-	97-100 93-96 90-92	Excellent: Mastery of subject matter
B+ B B-	87-89 83-86 80-82	Very Good: Above average of mastery of subject matter
C+ C	78-79 75-77	Satisfactory: Acceptable mastery of subject matter
C-	71-74	Unsatisfactory/Low pass: Limited mastery of subject matter
D+ D	68-70 65-67	Unsatisfactory/Low pass: Limited mastery of subject matter
F	0-65	Unsatisfactory/Failure: Deficiency in subject matter

Students who fail to meet the Qualitative standards are placed on Financial Aid Warning. If there is no improvement by the end of the next payment period, students could be placed on Financial Aid Probation. Students have the option to appeal the decision. The Financial Aid Administrator and the Director of Education Programming monitors qualitative progress

CHECKING SAP:

Student's SAP evaluations, whether after each payment period, annually or less often than each payment period, **MUST OCCUR AT THE END** of a payment period. Official evaluation cannot be less than a payment period.

Frequency of evaluation determines options

- School must evaluate SAP at the end of each payment period for a program that is one academic year or less in length.
- For programs longer than one academic year:

School may evaluate at least annually to correspond to the end of a payment period

School may evaluate at the end of each payment period.

- Each evaluation must include qualitative, quantitative and maximum timeframe standards.

At the time of review, any student who is not in compliance with SAP standards is no longer eligible to receive any Title IV assistance. This is true whether the student has not achieved the required qualitative assessment or is not successfully completing the program at the required pace of completion and will not complete within the maximum time frame.

Each student will be notified by mail of the results of their evaluation and how it impacts his/her Title IV eligibility.

FINANCIAL AID WARNING

The school evaluates SAP at the end of each payment period. Students who do not meet SAP measures described above will automatically be put on Financial Aid Warning for one payment period. This status may only be given to a student who was in compliance with the institution's SAP standards at the previous evaluation. Students who are put on a Financial Aid Warning continue to receive Title IV aid for the next payment periods after they receive the warning status. The student's academic progress will be evaluated at the end of the Warning period. It may not be assigned for consecutive payment periods.

The Warning status is applied only to students with a reasonable expectation of improvement in one payment period.

If a student is making SAP at the end of the Financial Aid Warning period, they shall be returned to normal SAP status with no loss of Title IV eligibility.

A student, who has not improved his standing and still fails to comply with the satisfactory academic progress policy at the end of the Warning Period, will be ineligible for future aid disbursements. It is advisable for any student on warning status to meet with both a financial aid counselor and an academic advisor to ensure future satisfactory progress and aid eligibility.

The student may continue on a cash-pay basis with an approved payment plan. Arrangements for payment must be approved within 10 school days after notification of loss of SAP.

APPEAL PROCESS

The Financial Aid Appeal process allows students who are not meeting SAP standards to petition the institution for reinstatement of title IV aid eligibility. (If a school does not allow an appeal, a student may not be placed on financial aid probation)

The student may continue on a cash-pay basis with an approved payment plan. Arrangements for payment must be approved within 10 school days after notification of loss of SAP.

Students may have the opportunity to have their financial aid eligibility reinstated by appealing the decision and being placed on Financial Aid Probation. Students have five (5) business days after being notified to institute an appeal. The appeal must be in writing and given to the Executive Director, who will meet with the Financial Aid Academic Appeals Committee to decide on the appeal.

APPEAL PROCESS - Continued

The bases on which a student may file an appeal are injury or illness; death of a relative; or other special circumstances. Students must provide supporting documents and describe in writing any unusual circumstances that warrant special consideration. Students must provide information as to why they did not make SAP and what has changed that will allow them to make SAP by the next evaluation point.

The Executive Director will provide a decision in writing within ten (10) business days.

FINANCIAL AID PROBATION

If the institution approves the appeal, the student may be placed on probation after the institution evaluates the student's progress and determines that the student did not make Satisfactory Academic Progress during the warning or previous evaluation period. Probation will only be for one additional payment period during which the student remains eligible for federal aid.

The student will be placed on an academic plan to regain satisfactory academic progress status to continue to be eligible for federal aid beyond the initial probationary period, the student must either be meeting the cumulative attendance and grade standards as published by the school or be in compliance with any customized written academic plan.

The academic plan may be as complicated as a course-by course plan toward completion, or as simple as a mathematical formula that specifies the percentage of coursework that the student must now complete. An academic plan may continue for multiple payment plans. The student is now on Financial aid probation.

At the completion of the plan the student will either be following SAP or have completed the program. If the student fails to meet the standards established in the plan, the student will no longer be eligible for title IV aid.

In the academic plan, the school determines the minimum grade point average the student must achieve and the number of credits that the student may take.

FINANCIAL AID PROBATION - Continued

An academic plan can be changed if the student files another appeal. The reasons for changing the academic plan are related to unusual circumstances that prevented the student from meeting the requirements of the original academic plan. These reasons may include:

- Two required courses are only available in the same time slot.
- The school is unable to offer a required course during the term outlined in the plan.
- Personal situation or emergency.

All documents concerning a written appeal of a SAP evaluation must be kept in the student file, including the school's written determination of such appeal and details of any academic plan that may be developed.

REINSTATEMENT OF TITLE IV, HEA AID

Reinstatement of aid is limited to the period under evaluation. Students making SAP by the conclusion of the Warning or Probation period will be removed from the warning/probation status and will regain eligibility for Title IV, HEA funding.

A former student requesting to be reinstated as an active student should do so in writing. Supportive documentation and/or information concerning any mitigating circumstances should be noted in the request. The student shall be notified of the Reinstatement Review within five (5) business days following the decision of the Financial Aid Academic Appeals Committee.

Students who regain SAP at the end of the next payment period will have regained full eligibility for Title IV, HEA funding.

LEAVE OF ABSENCE, INTERRUPTIONS, COURSE INCOMPLETES, CHANGE OF MAJOR, WITHDRAWALS, AND TRANSFER CREDITS

REINSTATEMENT OF TITLE IV, HEA AID - Continued

If enrollment is temporarily interrupted for a Leave of Absence, students return to school in the same SAP status prior to the leave of absence. Clock hours that have elapsed during a leave of absence will extend students' contract period by the same number of clock hours and days taken in the leave of absence and will not be included in the cumulative attendance percentage calculation. A school's Leave of Absence Policy must specify that all requests for an LOA be in writing, be signed, and be dated. Before a school grants an LOA, there must be reasonable expectation that the student will return from the leave. The school's LOA policy must specify that the reason for the student's leave must be included on a student's application for an LOA.

It is more difficult to obtain a Leave of Absence at a Credit hour school since many times the same courses are not offered each semester and it would be impossible for the student to return at the same point as before they took the leave.

Students who do not return from a Leave of Absence will be unofficially withdrawn from the school within 14 days after the return date and will have their last date of attendance as the last day they attended before the start of the leave.

Students who withdraw prior to completion of the course and wish to re-enroll within 180 days of the original official withdrawal date will return in the same SAP status as at the time of withdrawal.

Non-credit remedial courses do not apply. All hours attended are considered attempted. Students are not permitted to withdraw from individual subjects. Students withdrawing from school will receive credit for all work successfully completed up to the point of withdrawal.

Return to Title IV Policy: If a student stop attending classes due to withdrawal, the student must be considered a withdrawal for Title IV purposes. The Department (ED) has developed worksheets and software to assist schools in implementing the return regulations. For detailed information see TCI policy and procedure manual.

Repeating a Course:

The student is allowed to repeat any course in the program under the following conditions:

- a. They have not accumulated two failing grades
- b. The course must be repeated within six months
- c. The student must pay the fees to repeat the respective course. Cost are based on the number of clock hours.
- d. Space is available to repeat the course

Incomplete Grades:

Incomplete grades are given only when a student is unable to complete a course because of illness or other serious concerns. 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.

Change of Major or Program: If a student changes his/her major or program, the school does not count for SAP purposes, classes taken in the first major or program that do not apply to the second or subsequent major or program.

Transfer credits accepted toward the completion of a student's program must count as both hours attempted and hours completed. It is the school's option to include grades earned for transfer credits in its cumulative GPA calculation.

OFFICIAL WITHDRAWAL FROM SCHOOL

In the event a student must withdraw, she/she must consult with the Executive Director and/or Director of Education Programming and notify in writing of his/her official last day.

UNOFFICIAL WITHDRAWAL FROM SCHOOL

If the school unofficially withdraws a student from the school, the Executive Director and/or Director of Education Programming will record the circumstances and last day in writing and include the information in the student's official file.

COURSE RETAKES:

A full-time student in a term-based program only, may retake (one time only per previously passed course) any previously passed course. "For this purpose, passed means any grade higher than an "F", this retaken class may be counted toward a student's enrollment status based on inclusion of the class. A student may be repeatedly paid for repeatedly failing the same course (normal SAP policy still applies to such cases) and if a student withdraws before completing the course that he or she is being paid Title IV funds for retaking, then that is not counted as his or her one allowed retake for that course. However, if a student passed a class once, then is repaid for retaking it, and fails the second time, that failure counts as their paid retake, and the student may not be paid for retaking the class a third time.

If a student withdraws from all Title IV eligible courses in the payment period or period of enrollment and continues to attend only the course(s) that he or she is completing or repeating for which he or she may not be receiving Title IV eligible program only if he or she is attending one or more courses in that program for which the student is receiving Title IV HEA program funds.

Detailed student financial aid information can be found at:

<https://fsapartners.ed.gov/knowledge-center/fsa-handbook/2022-2023>

Grading System:

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: Mastery of subject matter
A	93-96	Excellent
A-	90-92	Excellent
B+	87-89	Very Good: Above average mastery of subject matter
B	83-86	Very Good
B-	80-82	Very Good
C+	78-79	Satisfactory: Acceptable mastery of subject matter
C	75-77	Satisfactory
C-	71-74	Unsatisfactory/Low pass: Limited mastery of subject matter
D+	68-70	Unsatisfactory
D	65-67	
F	Below 65	
INC	-	Incomplete
WP	-	Withdrawal Passing
WF	-	Withdrawal Failing
P (Clinical)	-	Pass
F (Clinical)	-	Fail

Grading System - Continued:

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. 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 changed 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:

TCI standards require that a student pass each course with a minimum grade of C or 75% and that a student's cumulative grade point average or CPGA (overall grade average for all courses taken) be a 2.50 or higher. In addition, students are required to successfully complete 100% of all clock hours that they take. When a student fails any one of these standards for the first time, the student is placed on academic probation and must repeat the course the next time that it is offered. The student will be able to take advantage of the schools' make up policy and in-school tutoring up to (4) hours without additional costs. Should additional tutoring be necessary the student will be obligated to pay (\$50) per hour for the assistance. **Additionally, a minimum grade of 75% must be maintained on all future courses. Failure to adhere to any one of these standards, will result in academic dismissal from TCI.**

Withdrawing from School:

Students who wish to withdraw from the school must submit a letter of withdrawal to the school's Director of Curriculum and Student Development within 24 hours. The date the letter is received will be the official withdrawal date. 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:

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

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

Maintenance of School Records:

Student records are maintained by the school Registrar and are available for review by the student at any time. 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 handled privately with confidentiality

Non-Public Private Information Policy (NPPIP) - (FERPA)

Student Records Privacy Policy

- Student records are protected by the Family Educational Rights and Privacy Act (FERPA), Federal regulations which assign rights to students and responsibilities to educational institutions regarding students' education records. The Act governs the maintenance and release of information from those records.
- FERPA applies to public schools and state or local education agencies that receive Federal education funds, and it protects both paper and computerized records. In addition to the Federal laws that restrict disclosure of information from student records, most states also have privacy protection laws that reinforce FERPA. State laws can supplement FERPA, but compliance with FERPA is necessary if schools are to continue to be eligible to receive Federal education funds.
- FERPA requires schools and local education agencies to annually notify parents of their rights under FERPA. The notice must effectively inform parents with disabilities or who have a primary home language other than English. The annual notice pertaining to FERPA rights must explain that parents may inspect and review records and, if they believe the records to be inaccurate, they may seek to amend them. Parents also have the right to consent to disclosures of personally identifiable information in the record, except under authorized circumstances.
- FERPA gives both parents, custodial and noncustodial, equal access to student information unless the school has evidence of a court order or state law revoking these rights. When students reach the age of 18, or when they become students at postsecondary education institutions, they become "eligible students" and rights under FERPA transfer to them. However, parents retain access to student records of children who are their dependents for tax purposes.

Policy on Access to Student Records

Transitions Career Institute is committed to the privacy and security of our students. Transitions Career Institute Student Records Policy complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) - sometimes called the Buckley Amendment - which establishes students' rights and institutions' responsibilities regarding the privacy of education records. It provides guidelines for maintaining the confidentiality of education records and monitoring the release of information from those records.

Students' Rights under FERPA

Policy on Access to Student Records - Continued

As a current or former TCI student, The Family Educational Rights and Privacy Act (FERPA) affords you certain rights regarding your education records.

These rights are:

- The right to inspect and review your records. You may request to review your records by submitting a written request to the TCI Registrar or to the Dean, Director of Nursing.
- The rights to seek amendment of your records which you believe are inaccurate, misleading, or otherwise in violation of your privacy rights. Requests for amendment of records must be in writing and must describe the specific portions of specific records that you wish to have amended, text or instructions as to the change desired, and the reasons why the change is justified;
- The right to restrict the disclosure of certain Information pertaining to your records; and
- The right to file a complaint with the Department of Education's Family Policy Compliance

The name and address of the office that administers
FERPA is Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW, Washington, DC 20202

Definition of Education Records

Education records are those records directly related to a student maintained by TCI or by a party acting for and on behalf of TCI.

Under FERPA, a school must provide an eligible student with an opportunity to inspect and review his or her education records within 45 days following its receipt of a request. A school is required to provide an eligible student with copies of education records, or make other arrangements, if a failure to do so would effectively prevent the student from obtaining access to the records. A case in point would be a situation in which the student does not live within commuting distance of the school.

A school is not generally required by FERPA to provide an eligible student with access to academic calendars, course syllabi, or general notices such as announcements of specific events or extracurricular activities. That type of information is not generally directly related to an individual student and, therefore, does not meet the definition of an education record.

Policy on Access to Student Records - Continued

Under FERPA, a school is not required to provide information that is not maintained or to create education records in response to an eligible student's request. Accordingly, a school is not required to provide an eligible student with updates on his or her progress in a course (including grade reports) or in school unless such information already exists in the form of an education record.

Release of Education Records

Except as provided in FERPA (see below) or other applicable law, TCI will not disclose personally identifiable information from your education records unless you provide a written release containing:

- ▶ What information is to be released to whom the information is to be released
- ▶ The purpose for which it is to be released
- ▶ Your signature and the date of the request
- ▶ Mode for which it should be released (electronic/ paper-based)

Faculty and staff are responsible for protecting the identity of students and keeping student grades confidential. Grades or evaluations linked to personal identifiers (names, Student's numbers, or Social Security Numbers) may not be publicly disclosed. Grades or evaluations may be posted only by using randomly generated codes or numbers. The return of graded papers or other assignments must also be accomplished in a manner that protects your identity.

Some records created and maintained by TCI, although not covered by FERPA, may be subject to other federal and state laws or regulations regarding disclosure.

The exceptions under FERPA, which allow TCI to disclose personally identifiable information from your education record are stated in the full text of Transitions Career Institute Student Records Policy. The most common exceptions to disclosure restrictions are disclosures to TCI faculty or staff -- "School Officials" -- with a legitimate educational interest, or disclosure of personally identifiable information designated as *Directory Information*.

Definition of Directory Information

Directory information includes:

- Your full name
- Mailing and permanent address(es) and telephone number(s)
- Email address
- The fact that you are or ever were enrolled
- Enrollment status (e.g., full-time, half-time or less than half-time)
- Class level and majors/minors
- Dates of attendance
- Certification/ Program enrolled for
- Cumulative credit hours
- Participation in officially recognized activities
- Your status as a graduate/ Dropped, Active, Failed etc.

Below is a quick reference of frequently asked-for data, and whether it is or is not Directory Information at Transitions Career Institute.

Directory Information	Yes	No
Student's full name	X	
Student's ID number		X
Date of Birth		X
Gender	X	
Ethnicity	X	
Mailing address and telephone number		X
Permanent address and telephone number	X	

Definition of Directory Information - Continued

Directory Information	Yes	No
All addresses and telephone numbers except Mailing and Permanent (e.g. Alternate Billing Address, Contact/Emergency Address, etc.)		X
E-Mail Address	X	
Parent names and/or addresses		X
Class level and academic major/minor	X	
Dates of attendance	X	
Fact that the student is or has been enrolled	X	
Diploma awarded (LPN, RN, CNA)	X	
GPA or grades		X
Cumulative clock hours	X	
Current term credits or class schedule (scheduled hours, attended hours, tardy)		X
Full-time, half-time or less than half-time enrollment status	X	
Information on academic standing (probation, disqualification, etc.) or whether student is eligible to return to school		X
Whether student has applied for graduation		X

Definition of Directory Information - Continued

Directory Information	Yes	No
Outstanding eligibility requirements for graduation		X
Accounts Receivable balance		X
Financial records of parents		X
Student employment records		X
Psychiatric or psychological records		X
Copies of transcripts from other schools or colleges		X

Note: items marked as releasable will be provided to a third party upon request unless otherwise prevented through restriction filing.

Directory Information Restriction

You may choose to restrict release of your Directory Information. When the release of Directory Information is restricted, the fact that you are currently a student, or have ever been enrolled at Transitions Career Institute will not be released.

Definition of Directory Information - Continued

Once you restrict the release of Directory Information, in order to conduct any business with TCI, you will need to go in person to the office involved, with photo ID, or, via mail or fax, provided a written request for release containing the following:

- What information is to be released?
- To whom the information is to be released
- The purpose for which it is to be released
- Your signature and the date signed

No information will be provided via telephone. No information will be provided to anyone - parents, relatives, friends, other students, or prospective employers - who may wish to contact you or verify your student status at TCI, without a written release from you containing the elements listed above.

Restricted Directory Information is made available only where an emergency is involved, at the direction of a court order, or to TCI staff and faculty with a legitimate educational need to know.

Submitting a Directory Restriction Request

A Restriction of Directory Information form is available in the Office of the Registrar's Office. Complete the form, including signature and date, and return it in person. Photo identification is required.

Your request to place or remove the restriction is effective no later than two working days after it is received in the Office of the Registrar.

Note: Submission of a Directory Restriction form does not affect directory information already published or released.

Restriction Duration

The restriction of information is permanent until you request, in writing, that it be removed. The restriction will remain in place even after you have stopped attending or have graduated.

Requesting Written or Verbal References or Recommendations from Faculty or Staff

Students who request written or verbal references or recommendations from TCI faculty or staff members need to do so in writing. Such letters or statements are most effective if they contain specific information about your academic or work performance; this type of information is considered "nondirectory" information and cannot be released without the signed written consent of the student, according to the Family Educational Rights and Privacy Act (FERPA) and Transitions Career Institute Student Records Policy. This information is classified by TCI as falling under the NPPI (Non-Public Private Information).

The Office of the Registrar has composed a FERPA- compliant authorization to release form that may be used when requesting references/recommendations. The completed and signed Student Reference **Request Form** may be mailed, faxed, or sent as a PDF to the faculty or staff member from whom you are requesting the reference/recommendation.

Your request should contain the following:

- What information is to be released (be as specific as possible)
- To whom the information is to be released (name, address)
- The purpose of the release of the information (application for a specific job or admission to a graduate program, for example)
- Your signature and date

The Registrar logs and files all such requests in a secured cabinet for future reference.

Requests that do not contain these four elements are not in compliance with FERPA.

Some graduate programs, scholarships or job applications require the use of their own prepared packets and may include a form which provides a place for your signature authorizing release of non-directory information. If that completed form or a copy of it always accompanies the pages to be completed by TCI faculty or staff members, no additional authorization is required.

Student Record Policy of Transitions Career Institute

The information provided on this web site is for informational purposes only. The complete text of Transitions Career Institute Student Records Policy, which takes precedence over all other published versions, is available at the TCI building at the Registrar's office and a copy may be requested at any time.

Social Security Number Disclosure Consent Statement

Students are requested to provide voluntarily their Social Security Numbers to assist TCI in developing, validating, or administering predictive tests and assessments; administering student aid programs; improving instruction; internal identification of students; collection of student debts; or comparing student educational experiences with subsequent workforce experiences. When conducting studies, TCI will disclose a Social Security Number only in a manner that does not permit personal identification of a student by individuals other than representatives of TCI and only if the information is destroyed when no longer needed for the purposes for which the study was conducted. By providing their Social Security Number, students are consenting to the uses identified above. Provision of the student's Social Security Number and consent to its use is not required and, if a student chooses not to do so, he/she will not be denied any right, benefit, or privilege provided by law. A student may revoke consent for the use of his/her Social Security Number at any time by contacting the Office of the Registrar.

Student Records Privacy Policy for Faculty & Staff

TCI, in compliance with the Family Educational Rights and Privacy Act (FERPA), is responsible for monitoring access to and release of information from student education records. Staff and faculty with access to student education records are legally responsible for protecting the privacy of the student by using information only for legitimate educational reasons to instruct, advise, or otherwise assist students. FERPA also assures certain rights to students at TCI regarding their education records. These rights do not transfer to parents, guardians, spouses, or other family members without the specific written permission of the student. (Please see the "Student" section of the Privacy Policy for more information).

Responsibility for Security and Confidentiality of Records and Files

Security and confidentiality are matters of concern to all TCI employees and to all other persons who have access to education records. The purpose of this code is to clarify responsibilities in these areas. Everyone who has access to confidential information is expected to adhere to the regulations stated below. A person who has access to education records may not:

- ▶ Reveal the content of any record or report to anyone, except in the conduct of his or her work assignments and in accordance with TCI policies and procedures.
- ▶ Make or allow any unauthorized use of information.
- ▶ Knowingly include false, inaccurate, or misleading entry in any report or record.
- ▶ Knowingly expunge a data record or a data entry form and record, report or file.
- ▶ Share individual passwords with any other person (for password protected data).

Responsibility for Security and Confidentiality of Records and Files - Continued

- ▶ Seek personal benefit or allow others to benefit personally from the knowledge of any confidential information they have acquired through work assignments.
- ▶ Remove any official record or report, or copy of any official report, from the office where it is maintained, except in the performance of official duties. Any knowledge of a violation of this code must be reported immediately to the violator's supervisor. Violations may lead to disciplinary action, including dismissal. Violations can also lead to action under the State of New York statutes pertaining to theft, alteration of public records, or other applicable sections.

Parent Rights

Once a student has reached age 18 or is attending TCI, all FERPA rights belong to the student. Parent access to education records is limited to information classified as Directory Information under TCI Records Policy.

Parental access to other education records is allowed when the student provides TCI with a signed and dated release specifying the records to be disclosed, stating to whom they should be disclosed and the purpose of the disclosure. Each instance of release of non-Directory Information requires its own separate and specific written authorization to release.

Parents are encouraged to read the Privacy Policy information provided for students, located in the first section on this page.

Family Emergency Situations

During the hours from 8:30am - 4:00pm (Mondays through Thursdays) and, from 9:00am – 3:00pm (Fridays only) if a parent, guardian, or other family member needs assistance in contacting a TCI student in an emergency, they should contact the student's Director of Nursing or Registrar at (718) 362-9500. The information will be transmitted to the student directly.

Public Health or Safety Emergencies

Disclosure of information from education records is allowed under TCI Student Records Policy and FERPA in connection with a health or safety emergency if the information is necessary to protect the health or safety of the student or others. TCI exclusively determines whether disclosure of information is necessary by considering:

- ▶ The seriousness of the threat to health or safety
- ▶ The need for the information to meet the emergency
- ▶ Whether the individual(s) to whom the information is released is in a position to deal with the situation
- ▶ The extent to which time is of the essence

The Family Educational Rights and Privacy Act (FERPA)

FERPA was enacted by the U.S. Congress in 1974 and has since had many amendments. Responsibility for oversight of FERPA compliance rests with the Department of Education's Family Policy Compliance Office.

Maintenance of Student Records:

Student transcripts are maintained indefinitely; all other vital student records are maintained for a minimum period of five years. Vital records are the following: admissions application, enrollment agreement, attendance records, medical records (if any), criminal background check, financial transaction records, and records of any disciplinary meetings, actions or appeals.

Student appeals of final grades must be made within 2 weeks after the grade has been entered into the student's record.

COURSE AND PROGRAM AUDIT:

Students are entitled to audit any part or parts of his/her academic or financial record at no additional charge. This must be arranged with the Director of Nursing and is available to current students and graduates up to one year following their date of completion. The right of any graduate to repeat any course is subject to (1) continued availability of the course, (2) available space in the course and (3) good standing with all financial obligations to the school. Any textbooks or supplies required to audit a course will be charged to the student directly.

Tutoring:

Tutoring is offered upon request from the student. The student will make arrangements to seek tutoring by speaking to the Faculty. The Faculty will inform the student of the time(s) and Instructor who will provide the necessary tutoring during designated office hours. Additional tutoring hours are billed at \$50 per hour.

Cell Phones:

Students are prohibited from using cell phones during designated school hours. This includes classroom, lab, and clinical settings. Students caught violating this policy will face disciplinary action. (Refer to Discipline Policy page 12).

Email Etiquette:

- When sending an email, students should be respectful in their headings and sign off with their full names.
- Students must use their assigned tcilpn.org email address when communications pertain to school business.
- Students email addresses specify their first initial and last names.
- Do not access offensive, sexually explicit or otherwise inappropriate websites when identified as a TCI student.
- All students will be assigned a TCI email account. They will be expected to check daily for email.
- Students should not send anonymous emails since faculty and administration will not respond to these communications. Emailing and text messaging is not to be conducted during class or clinical experiences.

Social Media Guidelines:

- All students are expected to refrain from posting inappropriate comments about the school, faculty, other students or any affiliating agencies.
- The student is personally responsible for any content that is posted by them on any social media platform. Do not post inflammatory, insulting or obscene comments. Do not take or post unauthorized pictures. You could be held liable in a court of law.
- Students should not friend request, follow or accept friend request from faculty, patients, family of patients or affiliating agency staff while registered as a student at TCI. These relationships can result in potential confusion of your role and or relationship.
- Do not post any confidential information pertaining to TCI, its students, faculty, alumni or persons associated with an affiliating agency.
- Never post anything under an assumed name. You should be transparent with your identity.
- Texting with your classmates should maintain respectfulness and avoid a bullying tone
- **Any statement made on a social networking site, which may cause actual or potential harm, or injury to another or to the school will be grounds for dismissal.**

Damaged Property:

Students who deliberately or through negligence damage school property or equipment will be required to pay the repair or replacement costs. (This includes anything on school premises or affiliated facilities). These costs will need to be satisfied before the Certificate of Completion is given to the student.

Student Activities:

Transitions Career Institute offers students the opportunity to use the skills laboratory when classes are not in session (by appointment) to practice previously taught skills. In addition, we offer career development classes to build employment strategies following successful completion of the course. We will have a school library and will provide information regarding a public library that is closest to our facility when available to assist the student with assignments and to help the student reach beyond the classroom instruction.

Evaluation Techniques:

Every student will take a series of quizzes, exams, ATI assignments and final exam as the primary basis for determining their level of understanding, retention and recall. Additionally, the instructors may give grade credit for class participation and special projects. Class participation and timely completion of all homework/ class assignments are part of the evaluation process. These combined scores will determine the student's final grade. The quizzes and exams are given at strategic times to enable the student time to digest the course content in small doses. Test scores that are below 75% indicate that the student has not learned or retained the required material for the course. The student will have the opportunity to receive remedial instruction at designated times set forth by the instructor to help the student reinforce previously learned material. The instructor will also encourage the student to seek remedial instruction before or after class, when necessary, as an added means of learning the material for that day. Students should make arrangements for additional practice, independent study or tutoring, as they deem necessary. Tests will be both cognitive and psychomotor, with the psychomotor skills being measured against industry standards. TCI will use a test bank system or instructor prepared exams, formulated following the NCLEX style review questions, from the beginning courses through the end, to familiarize students with questions and techniques they will need by the conclusion of the program. TCI will take every measure necessary to evaluate the effectiveness of our programs, lessons plans and instructors. Transitions Career Institute's overall goal is to help the students reach "maximum" success in their studies.

- Fridays, between 9 – 3, make –up classes available (by appointment)

Evaluation Techniques - Continued:

- The Directors will make periodic unannounced visits to classrooms during instructional hours to evaluate the instructors' teaching techniques and class participation. Their evaluation will be based on the instructors' ability to answer the student's questions, engage the student in class activities, following the curriculum and presents the knowledge and confidence in the subject being taught.
- If a concern with an instructor is identified by any of the Directors, the instructor will be counseled immediately.
- At the conclusion of each course the student will be asked to complete a questionnaire /survey. The questionnaire will include course content, instructor's teaching skills, class starting and ending on times and the student's satisfaction.

Systematic Plan of Evaluation:

Transitions Career Institute takes great pride in assuring all of our standards are current with industry standards, practices and guidelines. We elicit the assistance of the professional staff; members from within out affiliate organizations and administration to review the curriculum, student activities/ preparation, faculty effectiveness, complaints, and an overall review of policies and procedures. We track and trend the findings of the group and incorporates their recommendations into future quality improvement activities.

In addition to the evaluation process Transitions Career Institute performs ongoing evaluations of the instructors. The students evaluate each instructor following the completion of every course. Additionally, the Program Directors conduct annual performance evaluations of the instructor staff that have successfully completed one full year of uninterrupted employment. This process is one of the indicators used to ensure we hire/ retain the best possible people to work with our students, represent our school and meet each program objectives.

The Directors compile the results of the evaluations and reports are generated annually. The results will be discussed at the annual program evaluation meeting and data shared with all members in an effort to remediate future problems.

The group meets, at least, annually, but more often if necessary. The membership includes representation from:

- Local Hospitals and Nursing Homes
- Students
- Community Leaders Faculty
- Administration
- Members from School Advisory
- Committee Others (when necessary)

Systematic Plan of Evaluation - Continued:

We believe the concept of continuous quality improvement as the venue to ensure we are keeping abreast of the latest and best technology and personnel available.

Facilities:

Transitions Career Institute features a fully air-conditioned, well-ventilated, and appropriately suited environment. The school has a reception area, administration offices, skill labs for simulation, computer training room, instructors lounge and several classrooms. Each classroom can accommodate students and instructors comfortably in an environment that is conducive for learning.

The school has a student cafeteria with microwave oven, vending machines and a sufficient number of tables and chairs. Separate male and female lavatories are available in the facility. The school is within a 2 mile distance to the train station with bus lines in the immediate area. Parking is available with additional accessibility to street parking.

Lighted exits and evacuation plans are in the corridors and cafeteria throughout the building as per fire code. Fire extinguishers are available in strategic areas throughout the building.

Tuition And Refund Policy

Students who apply to the school will be given a tour of the facilities and complete registration form. There is a \$100 non-refundable registration fee due upon acceptance to the program. Registration requires meeting with the Admissions Coordinator to complete all necessary documents for entry into school. Admission is contingent upon meeting all the admission criteria identified on page eight (8) of this handbook.

Tuition Fees:

Textbooks and student workbooks	included
ATI- instructional materials	included
CPR	included
Uniforms	included
Nursing Supplies and materials	included
Malpractice Insurance	included
NCLEX preparation	included
Total Tuition	\$30,000

Tuition And Refund Policy - Continued

Additional fees (estimates only)

NCLEX Licensure / Application Fees	\$343 not included
Registration / Application fees (non-refundable)	\$100
Admission Testing Fees (non-refundable)	\$80
Private Tutoring (Optional)	\$50/hr
Criminal Background Check	\$30
Medical Exam	Private MD, not included
Graduation Dues - (non-refundable)	\$350
Clinical Make up Fee	\$200 or \$33.33/hr
Repeat Course Fee	Cost varies depending on the number of course hours being repeated
Practical Nursing Program	Tuition Number of Hour for Program
	\$30,000 (1300 instructional hours)

The Truth In Lending Act (TILA Act, 1968) requires lenders to disclose the terms of the loan/ credit extended to recipients of such loans/ credit when the repayment period is longer than three (3) months. To that effect, the payment plan extended to TCI students for the balance of tuition not covered by Financial Aid and, or cash deposit is at 0% interest/ charges during the 12 months payment plans:

1. Borrowing costs: 0% (APR) per annum.
2. Finance charges: \$0.00 for the payment period.
3. Amount financed: Balance of tuition after cash deposit and not covered by Financial Aid.
4. Total of payments: Balance stated on the payment plan (Tuition - Cash Deposit - Eligible Financial Aid)

Cost of Practical Nurse Program

Practical Nursing Program also varies in length (day and evenings). The student is required to deposit 10% (\$2,700) of the total tuition prior to starting the program. The balance is to be paid in accordance with the selected payment plan and or financial aid award if applicable. All monies must be paid prior to beginning the final course. Failure to complete tuition payments may result in delays in processing the required paperwork for program completion.

*Additional fees will be assessed in the event a course is repeated. The cost to repeat a class is based on the number of clock hours per course.

All payments are due by the fifteenth of each month. Should the tuition due date fall on a weekend or holiday, payment will be due the first day that classes resume.

Payment and Fee Schedule

Transitions Career Institute accepts Cash, Zelle, Major Credit Cards, PayPal and Money Orders as payment for tuition at this time.

Refund Policy:

Should the student's enrollment be terminated or should the student withdraw for any reason, all refunds will be made according to the following refund schedule.

1. Students who wish to cancel their enrollment in a course or at the school must do so in writing. The request must include the date of withdrawal and must be dated and signed by the student. This letter must be received within one week of the withdrawal (5 business days) to receive tuition reimbursement. Tuition reimbursement calculation will begin the day the notification is received by the school. It is best to hand deliver the withdrawal letter and have a copy signed by the Admissions Coordinator or mail the letter by Certified Mail, return receipt requested.
2. All monies will be refunded if the school does not accept the applicant or if the student cancels within three (3) business days after both parties sign the enrollment agreement, even if instruction has begun.
3. Cancellation after the third (3rd.) business day, but before the first class, will result in a refund of all monies paid, with the exception of the registration fee.
4. Withdrawal after attendance has begun will result in the following refund policy

Reimbursement Scale Practical Nurse Program

If Withdrawal or Cancellation Occurs:	The School will retain:	Student Refund:
During the first 5 business days after signing agreement	(0%) of the total tuition	100%
During the first week	(10%) of the total tuition	90%
During the second or third week	(20%) of the total tuition	80%
After the third week but prior to completion of 25% of the program	(45%) of the total tuition	55%
After 25% of the program, but not more than 50% of the program has been attended	(70%) of the total tuition	30%
After completion of more than 50% of the program	(100%) of the total tuition	No refund

Reimbursement Scale Practical Nurse Program - Continued

The school will retain the registration fee plus a pro-rata portion of the tuition calculated on a daily basis. The registration fees are due at the time of registration and are non-refundable. Tuition is due before the class begins. ***Tuition and fees are nontransferable

Students who have a student loan and withdraw from the program are responsible for notifying the loan institution of their withdrawal. This notification must be done in writing. It should include the date of withdrawal, the student's social security number and signature. Students should maintain a copy of this letter for their files. Transitions Career Institute encourages the development of good business practices in their students. It is to this extent that we remind the withdrawing student that the date of withdrawal on the letter to the Directors must be the same date as their letter to the loan institution.

Transitions Career Institute will only refund monies to the parties or institutions who directly submitted payments to the school. Refunds are issued by company check or credit card refund.

Grants, Student Loans and Scholarships:

Transitions Career Institute does not award school Grants or Scholarships at this time. We do honor grants and scholarships that our students have been awarded from outside organizations. We do assist our students with obtaining student loans.

*Note: Students who have obtained a Title IV loan and withdraws from the school or have had their enrollment terminated must notify the lending institution of their withdrawal. Transitions Career Institute will perform a Return to Title IV calculation in accordance with the United States Department of Education Regulation. The student will be responsible for any tuition balances that remain outstanding after the school's refund.

It should be noted that student loans with the bank must be satisfied regardless of the success or lack of success at Transitions Career Institute.

When students are given a loan they sign a promissory note with the bank. This loan is the same as any other loan and the student has full responsibility for managing the loan and its repayment.

Graduation Requirements:

Every student must meet a minimum 90% of the 1300-hour requirement, satisfactorily pass all theory courses with a minimum grade of 75% and clinical with a pass (P). All financial responsibilities must be met to be eligible for graduation. 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 PN program.

Program(s) offered at Transitions Career Institute, Inc

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 task 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'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 taking an extended school curriculum. The Practical Nurse Program is fast paced (completion time is approximately one year for the day program). Our students will be supported by concerned staff members who understand the pressure, problems and needs facing adult students and will be there to assist as necessary to ensure success.

The Practical Nurse Curriculum - Syllabi

Course Number	Course Name	Number of Hours
PN (101)	Vocational Training	78
PN (102)	Nutrition	52
PN (103)	Anatomy & Physiology	104
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 I*	156
PN (110)	Health Promotion and Maintenance*	104
PN (111)	Pediatric Nursing*	78
PN (112)	Physiological Integrity II*	156
PN (113)	Leadership/ Transition	26
	* Clinical/ lab courses	1300 Hours

ALL classes must be completed successfully with a grade of C or higher to progress to other classes.

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

Courses Descriptions

Vocational Training (PN101)

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.

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.

Anatomy and Physiology (PN 103)

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

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 Therapy.

Course Descriptions - Continued

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.

Course Descriptions - Continued

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.

Course Descriptions - Continued

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 (PN113)

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

Classroom and Clinical Dress Code Policies

Student Nurse Dress Code

All students will dress in a manner consistent with the dress code of the Practical Nurse program.

- Smoking is prohibited in the class and clinical setting
- No use of telephones, (text messaging is not allowed)
- No fragrances may be worn
- Students must be free from offensive odors

The uniform of Transitions Career Institute consists of the following:

- The official school uniform and clean white shoes
- Transitions Career Institute Identification badge
- Watch with a second hand
- A Hijab may be worn at shoulder length, tucked into scrubs, or worn up

Appearance in Uniform:

- The complete official school uniform is required for practice in the clinical area and for official school functions
- The student must wear their uniform while on school and clinical site premises
- All students must wear a valid identification badge with photograph and name when at the school of nursing or clinical agencies.

Hair & Nails:

- Hair must be clean, neat, arranged above the collar when in uniform and should not fall in the face when the neck is flexed forward (must be pulled back)
- Extreme hairstyles and colors are not appropriate
- Elaborate hair ornaments are prohibited
- Beards and/or mustaches should be neatly trimmed
- Fingernails must be kept clean, short and rounded

Make-up and Jewelry:

- Cosmetics and jewelry should be worn with discretion
- Only a wedding ring, wristwatch with second hand, and one earring per lobe
- Earrings must be small post earrings. No dangling earrings may be worn. A Medic-Alert necklace/bracelet may be worn.
- No body piercing ornaments are allowed in eyebrows, nose, lips, tongue or any exposed part of the body
- Tattoos should not be visible when in uniform
- Heavy perfume may not be worn
- Nail polish, if worn, must be of natural tone or colorless.

Classroom and Clinical Dress Code Policies - Continued

Shoes and Hose:

- Socks or stockings must be worn. Hose are to be white, design less, clean and without stains, runs or tears
- All white rubber-soled shoes are required while in uniform. Shoes and shoestrings must be kept clean
- High-topped sneakers, sandals, clogs, or open-toed shoes are not allowed while in uniform

Scrub Suits/Gowns:

- Service (Scrub) gowns/suits are worn in designated areas. The student must abide by the regulations of the department regarding wearing apparel

Prohibited Dress:

The following styles of dress are inappropriate and are prohibited in the clinical areas:

- Dungarees/jeans, shorts, tee shirts, very short skirts, sweat pants, spandex leggings/pants, hats, caps and visors
- Clothing bearing provocative, obscene, or lewd statements, and/or symbols are prohibited

This list is not all-inclusive. The Director of Nursing retains the right to notify a student of any inappropriate dress that has not been included on the foregoing list. Student must correct the dress matter by the next class, lab, or clinical session. If the Director, or faculty acting on the Director's behalf, considers the inappropriate dress to be extreme and disruptive, either official can require the student to leave the session for the remainder of the day. The student will be counted as absent.

STUDENT GUIDELINES FOR THE CLINICAL EXPERIENCE

.Pre-Clinical Preparation: (If assignment received in advance)

A. Read the patient's chart thoroughly:

1. Take note of the patient's demographic data, admission date, chief complaints on admission and admitting diagnoses.
2. Read the nursing admission notes and the nursing plan of care. You need to know the current aspects of care, why they are being addressed and the underlying principles behind the selection, so you can design your plan of care accordingly.
3. Take note of the diagnostic/laboratory studies and results.
4. Read the nurses notes and the doctor's progress notes. This will give you an idea of the patient's course during this hospital stay.
5. Read the doctor's orders, consult notes, and documentation of other allied health care providers (Physical, Respiratory, Dietary & Speech therapy, Case Management, Social Services, etc.)

STUDENT GUIDELINES FOR THE CLINICAL EXPERIENCE - Continued

- B. Copy your medications from the MAR, noting the expiration dates. Check the medications listed in the MAR with the Doctor's orders. If you find any discrepancy, bring it to the attention of the instructor, primary nurse or charge nurse.
- C. Introduce yourself to your patient, conduct your initial interview and perform some preliminary assessments as appropriate, using your observation and listening skills.
- D. Talk with the nurse assigned to the client for the day. Find out any pertinent information regarding the care of the patient.
- E. Check your patient's medications, especially the IVPB which you may have to prepare or come as mini bags. Note the volume of the IVPB's, you will need this information to calculate the IVPB rate.
- F. Write out a schedule for your clinical day.

On the day of clinical:

- A. Pre-conference will begin at the designated time by your clinical faculty. All students are required to attend.
- B. Students must come prepared to clinical with patient's medical diagnosis (if provided), Stethoscope, and drug book.
- C. Introduce yourself to the primary nurse. Make sure you inform the primary nurse which patient (s) you have, how long you will be in clinical, if you will be giving medications, documenting, etc.
- D. Take report from the primary nurse and write down the primary nurse's name in the Student Assignment Sheet. You will be collaborating with the primary nurse on the care of your patient (s). Do not leave the floor without reporting off to the primary nurse and instructor.
- E. Be sure to check the chart for any new orders (medication, treatments, diagnostic tests, etc.), and to get an update on the patient's condition.
- F. Unless otherwise specified, students are expected to have assessed their patients, checked IVs, NGT/GT, Foley catheters, O2 delivery, TPR and BP, (written in the TPR notebook) prior to the post conference.
- G. Prior to doing a new procedure, the student is expected to read the Procedure Manual. The student then discusses this with the clinical faculty prior to carrying out the procedure under supervision. A student should not independently perform a procedure that he/she has not done before without faculty supervision. Students are not allowed to give IV push medications.

STUDENT GUIDELINES FOR THE CLINICAL EXPERIENCE - Continued

H. Students are required to know about all the assigned patient's medications. Medications can be administered with faculty supervision. Inadequate medications knowledge is considered unsatisfactory performance in the clinical area.

I. Students are responsible for writing the nurses' notes on assigned patients for the period of time spent with them. The narrative portions of the nurse's notes are written on a separate sheet of paper for review by the faculty prior to writing notes in the chart. Nurse's notes, as well as medications, have to be countersigned by your faculty. Make sure you leave enough room for faculty signature after you sign yours.

J. Students are expected to develop the initiative to seek out learning experiences in the clinical area.

Required Equipment for the Clinical Experience:

Two (2) black pens, Bandage scissors
Watch with a secondhand
Stethoscope
Penlight
Small measuring device
Small / portable drug book, as necessary
Small notebook

Emergency Protocols

Transitions Career Institute understands that unforeseen occurrences happen throughout the year and in every region. With that in mind Transitions has developed an Emergency Closing/ Inclement Weather protocol that will enable students, faculty, and staff of the steps to be taken in the event of an emergency. We consider emergencies as anything that:

- Cause a delayed opening or early closure
- Flood watches
- Hurricanes, tornadoes, hailstorms etc.

In the event of an occurrence or any other catastrophe, Transitions will:

- Post details of closures or delays on the web-site immediately
- Place an announcement on the school telephone system
- Send direct emails or text messages to all faculty, staff and students via the Orbund Portal

CAMPUS SECURITY AND CRIME PREVENTION POLICY

Policy: Transitions Career Institute is committed to providing quality educational programs to its students in an environment that is not only conducive to learning but that is also safe and secure for its students, staff, and faculty. We make every effort to ensure that, to the extent possible, everyone within our premises is protected from any elements, circumstances, or conditions that might subject them to harm and danger. The policy is designed to direct actions that will allow everyone on the premise to protect themselves and others during potential or real threats in the surrounding area. Threat(s) could be in the form of weapons, fire, natural disaster, arson, robbery, homicides or other cause which will necessitate a specific course of action.

Purpose: The U. S. Government is equally committed to keeping people safe on the grounds of all educational institutions and, for that reason, passed a law known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 USC §1092(f)). This law is designed to help make campuses safer by requiring institutions to adopt security measures and policies that will better contribute to the safety of all persons.

The Clery Act requires that, at a minimum, each institution report any instances of crime in the following categories:

- Criminal homicide, which includes murder, negligent homicide, and non-negligent manslaughter
- Sexual offenses, which include forcible sexual assault and non-forcible sexual
- Robbery
- Aggravated assault
- Burglary
- Motor vehicle theft
- Arson
- Hate crimes and any crimes related to the hate crime: larceny, simple assault, intimidation, and vandalism or destruction of property
- Arrests and/or any disciplinary referrals for violations of liquor laws or drug laws, and for illegal possession of weapons

Procedure: Administration will be trained on how to analyze an immediate threat to determine, in their professional judgment, whether issuing a warning will enhance the danger or threat and, thus, should not be issued.

To ensure everyone is made aware of potential or real dangers on and around the premise, and get to safety as quickly as possible, the following guidelines are to be followed which includes, but is not limited to:

CAMPUS SECURITY AND CRIME PREVENTION POLICY - Continued

1. All persons will be made aware of potential or real dangers (threats) by listening to the public announcement which is audible throughout the entire building.
2. The administrative staff will immediately activate the emergency response, 911, as soon as the danger presents itself.
3. Administration will recognize the immediate and ongoing threat(s) to the campus and community and will quickly clarify information from faculty, student, visitors, or other persons in the building regarding possible threats to determine what further actions should be taken.
4. Administration will implement emergency contacts/calling/mass emails procedures to alert those not on campus that the school has been closed because of a present or impending threat or danger.
5. Students, faculty and other persons in the building are informed that if they become aware of a dangerous or threatening situation, he or she should immediately call 911 or, in the case of fire, pull the fire alarm and evacuate the premise.

Reporting A Crime

- ï Any person who witnesses a crime being committed or is a victim of a crime, on campus or in the vicinity of the school, should first call the police at 911 and then notify the President/CEO or the Director of Nursing, either in person or by calling 718-362-9500.
- ï Anyone who observes suspicious activity should notify the President/CEO or Director of Nursing immediately.
- ï Anyone who becomes aware of a crime-related emergency on the TCI campus should notify any staff or faculty member immediately.
- ï Any reported incident will be investigated by the school and all appropriate disciplinary action will be taken, including referral as necessary to police authorities.
- ï Any victim of, or witness to, a crime may make a voluntary, confidential report to the President/CEO or Director of Nursing, who will initiate an investigation of the reported crime, per the school's established procedures. The victim's or witness's identity will be protected to the extent allowed by law.

CAMPUS SECURITY AND CRIME PREVENTION POLICY - Continued

ï All confirmed and documented instances of crimes committed on the TCI campus or within a 2-mile perimeter of the campus will be included in the appropriate categories on the school's annual crime report. Statistics and data on criminal activity will be collected and collated by the President/CEO with the assistance of the Director of Nursing.

ï The most current crime statistics for the years reflected on the TCI crime report will be obtained from local law enforcement officials and/or their own reports for inclusion in the TCI report.

Emergency Response and Evacuation Procedures

TCI orients students and employees to the fact that they should be familiar with the emergency exit/evacuation plans posted throughout the building. In cases where an emergency situation, fire, or other threat dictates that the campus be evacuated, and it is safe to do so, the following procedures should be followed:

- Move quickly but without running.
- Do not yell, scream, or panic.
- Obey the instructions of any emergency personnel who may be present.
- Take personal belongings, if there is sufficient time.
- Turn off electrical appliances and equipment, if there is sufficient time.
- In case of fire, check any door before opening it to exit to be sure that the door is not hot.
- Close the door upon exiting.
- Help any disabled person to a designated rescue area.
- Follow the directions for leaving the building as posted on the emergency exit/ evacuation plans.
- When using stairwells, move and stay to the right side (inside rail).
- After reaching the first floor, exit and move far away from the building.
- Do not reenter the building until advised by the President/CEO or Director of Nursing that it is safe to do so.

These evacuation procedures will be distributed to new students during the required new student orientation sessions and to all students and staff on an annual basis. The information is also posted in strategic locations throughout the campus.

As a part of required fire drills, at least one announced and one unannounced evacuation exercise will be held each year. TCI's President/CEO will document each exercise by recording the date, time the exercise was held, and the exercise type (announced or unannounced). She will also include the total amount of time it took everyone to evacuate the building.

CAMPUS SECURITY AND CRIME PREVENTION POLICY - Continued

Additional Precaution's During Emergent Situations Include, but are not limited to:

- Stay alert and be aware of your surroundings at all times.
- Do not listen to iPods or other devices while walking outside.
- Walk in pairs or groups at night and avoid walking in wooded or dark areas where you can't be seen.
- Park in well-lit areas.
- Always look inside your car before entering it, especially at night.
- Do not bring valuable personal property to school.
- Do not carry more cash or credit cards than you need to get through the day and do not flash your money in public.
- Do not use ATM machines alone at night.
- Carry a whistle and small flashlight with you.
- Immediately contact the school administration if you notice suspicious activity on campus.
- Call 911 in an emergency.

Rescue Areas

TCI has made provisions for staff or faculty to assist with the evacuation of any mentally or physically challenged individual in the event of a fire or other emergency. Areas where disabled persons can be led to await assistance are located on the emergency exit/evacuation plans posted throughout the school.

At least one special drill will be held for any disabled student or employee so that the person can be familiar with and aid in the procedure to be used by the staff or faculty member to effect the person's safe evacuation from the building in the event of an emergency.

In-Place Shelter

TCI recognizes that there is the possibility that in an emergency it is more dangerous to try to evacuate the premises than to remain in the safest available area on the campus until the threat or danger has passed.

CAMPUS SECURITY AND CRIME PREVENTION POLICY - Continued

When evacuation of the premises is not a safe option, the procedures listed below should be followed:

- Stay inside the building or, when the danger is outside, reenter the building as fast as possible
- Go into a room that has no windows and only one or a few doors, if possible
- Close and lock the door and all windows, if possible
- Turnoff any fans, the heat, air conditioning or any other ventilation system, if there are controls for them inside the room
- Do not drink any water from the water fountain or tap
- If a chemical substance was released, try to get to the second floor and follow the same procedures for finding a room, closing and locking the doors, etc.

Campus Access And Security

- Access to the TCI campus is carefully controlled, with building doors not being open to students and the public until 8:00 a.m. and with the doors being locked (for entry from the outside) immediately after the scheduled start of evening classes at 5:30 p.m.
- Security cameras are strategically placed throughout the campus to monitor and record activity throughout the school and the President/CEO, Director of Nursing, or the Director of Administration is available during all hours that the school is open to ensure that there is a competent official available at all times in the event of an emergency.
- In addition to the school's primary administrators, designated staff and faculty have been trained both to assist and to deal independently with any emergency that may arise. The Director of Nursing and each of the nursing faculty are certified in cardio-pulmonary resuscitation (CPR) and can provide initial attention in case of a medical emergency or injury.
- The school's administrators can be reached by the local authorities at any time, 24 hours a day, in the event of an emergency after normal operating hours.

TRANSITIONS CAREER INSTITUTE DRUG AND ALCOHOL POLICIES

Policy: The school recognizes alcoholism and drug abuse as illnesses or treatable disorders, and it is the school's policy to work with members of the school community to provide channels of education and assistance. TCI will provide information on and make referrals to various community agencies and organizations that can provide in-depth assistance to persons with drinking or drug problems.

Purpose: A list of some of those agencies and organizations serving the Flushing, New York metropolitan area follows this section. It is, however, the individual's responsibility to seek assistance.

Procedures: While on campus or engaged in any school related-activity, employees and students must be in a fit condition to conduct themselves appropriately to work or learn. Being under the influence of alcohol and/or drugs is prohibited and will subject the individual to disciplinary action, including the possibility of termination of employment or expulsion from the school.

Employees and students will be evaluated on their work performance. If alcohol consumption or the use of any other drug affects an employee's performance, assistance is available. However, if an employee's performance continues to deteriorate, the school will discipline the employee based on his or her job performance. Poor job performance will lead to discharge.

Professional assistance for substance abuse is given on a confidential, professional, and voluntary basis to help the student who has a substance abuse problem continue to pursue his or her program of study or the employee to lead a productive work life free of the substance abuse.

Any student or employee who engages in any illegal activity, such as illegal possession, use or sale of alcohol or other drugs is subject to dismissal or expulsion.

Possession and/or consumption of alcohol by individuals under 21 years of age is unlawful. Underage students caught under the influence of alcohol may be reported to local authorities for underage drinking.

Alcoholic beverages are not allowed on campus at any event or activity.

Sanctions for Violations of TCI's Drug and Alcohol Policies

The school recognizes that the possession and/or use of certain substances are illegal, and the school is obligated to comply with local, state, and Federal laws.

TRANSITIONS CAREER INSTITUTE DRUG AND ALCOHOL - Continued

Any sanctions for the use of alcohol or drugs on campus by students will be applied by the school's Program Administrator, acting on its discretion and judgment of the situation. In the case of employees, the Director or Program Administrator will be responsible for determining the appropriate course of action. For more information, employees should also refer to the Employee Handbook, available at the personnel office.

Sanctions may include written reprimands on the student or employee's record, restriction or loss of privileges, suspension, expulsion or termination of employment, and referral for prosecution. Aside from these sanctions, students will remain financially liable for institutional charges pending on the student's account, and both students and employees will be financially liable for indirect or direct charges associated with any reported incidents.

If the Infraction Pertains to the Student on F.A. Regaining Admission and Title IV Eligibility
In order to protect the professional and academic environment of the school, a committee will evaluate petitions from students who would like to be readmitted to the school following their suspension for violations of TCI's drug and alcohol policies. In order to be considered and evaluated for reentry, the suspended student must submit documentation which confirms that (1) he or she has obtained professional help from a State-licensed agency, organization, or appropriate professional, and (2) he or she has complied with treatment or is currently in treatment and showing improvement. Any petition for readmission may be denied upon evaluation.

However, any such student who has been readmitted by the committee and who was formerly a Title IV recipient must complete the required period of Title IV ineligibility before the school will accept and process any application for reinstatement of Title IV eligibility.

Notice to Law Enforcement Officials

TCI will notify the appropriate law enforcement office or agency of any violations of its drug and alcohol policies that are also criminal infractions.

TRANSITIONS CAREER INSTITUTE DRUG AND ALCOHOL - Continued

List of Community Centers and Organizations for the Treatment of Alcoholism and Drug Abuse

Following are two ways to find agencies in Flushing, New York that provide treatment, counseling, and education for persons who are abusing drugs or alcohol. A person can call 1-888-995-6179 for immediate treatment help.

SAMHSA's National Helpline

1-800-662-HELP (4357)

1-800-487-4889 (TDD)

Free and confidential information in English and Spanish for individuals and family members facing substance abuse and mental health issues. 24 hours a day, 7 days a week.

Alcohol & Drug Use - NYC.gov <https://www1.nyc.gov/site/doh/health/health-topics/alcohol-and-drug-use>

Find the right drug or alcohol use treatment program with the Substance Abuse ... Find one near you on our NYC Health Map

Assessment Technologies Institute Review and Remediation Policy

What is ATI?

- Assessment Technologies Institute® (ATI) offers an assessment driven review program designed to enhance student NCLEX-----LPN success.
- The comprehensive program offers multiple assessment and remediation activities. These include assessment indicator for academic success, critical thinking, and learning styles, online tutorials, online practice testing, and proctored testing over the major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare more efficiently, as well as increase confidence and familiarity with nursing content.
- Data from student testing and remediation can be used for program's quality improvement and outcome evaluation.
- ATI information and orientation resources can be accessed from your student home page. It is highly recommended that you spend time navigating through these orientation materials.

Modular Study:

ATI provides online review modules that include written and video materials in all content areas. Students are encouraged to use these modules to supplement coursework and instructors may assign these during the course and/or as part of active learning/remediation following assessments.

Tutorials:

ATI offers unique Tutorials that teach nursing students how to think like a nurse; how to take a nursing assessment and how to make sound clinical decisions. Nurse Logic is an excellent way to learn the basics of how nurses think and make decisions. Learning System offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features are embedded in the Tutorials that help students gain an understanding of the content, such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide.

Assessments:

Assessments will help the student to identify what they know as well as areas requiring active learning/review. There are practice assessments available to the student and proctored assessments that may be scheduled during courses.

Active Learning/Remediation:

Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood as demonstrated on an assessment. It is intended to help the student review important information to be successful in courses and on the NCLEX. The student's individual performance profile will contain a listing of the topics to review. The student can remediate, using the Focused Review which contains links to ATI books, media clips and active learning templates. The instructor has online access to detailed information about the timing and duration of time spent in the assessment, focused reviews and tutorials by each student. Students can provide documentation that required ATI work was completed using the "My Transcript" feature under "My Results" of the ATI Student Home Page or by submitting written Remediation Templates as required.

Grading Rubric: May vary by course: maximum percentage of grade is 10%

Mandatory course outlines may be used to bring total to 10% if ATI score is less than 10% of grade

IE. Practice exams are worth 4 % so mandatory course outlines will be worth a total of 6%

Acknowledgement & Congratulations to Transitions Career Institute (TCI)

TCI IS OFFICIALLY ACCREDITED BY **MSA-CESS**

ACCREDITATION

Accreditation is the process by which an accrediting agency, using peer-review evaluations, determines whether an educational institution meets standards or criteria the agency has established for acceptable levels of quality in the institution's academic and/or training programs, student services, administrative operations, and fiscal capability. The U.S. Department of Education (USDOE) defines the goal of accreditation to be "to ensure that institutions of higher education meet acceptable levels of quality." The USDOE has established regulations to "recognize" those accrediting agencies ("accreditors") which satisfy the federal regulations. Recognition means that the USDOE accepts the accreditor as a reliable authority to evaluate the quality of academic programs and operations of institutions of higher education.

ACCREDITATION

The Owners and the Board of Trustees of Transitions Career Institute are pleased to announce that, effective April 12, 2024, **TCI has been awarded initial accreditation by the Middle States Association of Colleges and Schools (MSA-CESS) for a period of ten years, from April 12, 2024 through July 1, 2034.** MSA-CESS is listed by the U.S. Department of Education as a nationally recognized accrediting agency.

MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS (MSA-CESS)

St. Leonard's Court 3819-33 Chestnut Street, Suite 310

Philadelphia, PA 19104-3171

Telephone: 267-284-5000

<https://msa-cess.org/>

Initial Accreditation: April 12, 2024

Accreditation Expires: July 1, 2034

Accreditation can be renewed provided that an institution continually complies with the accreditation standards or criteria of the accreditor(s) and fully satisfies the criteria or standards in effect at the time of application for accreditation renewal.

COMPLAINTS AGAINST ACCREDITED AND CANDIDATE SCHOOLS AND THE COMMISSIONS ON ELEMENTARY AND SECONDARY SCHOOLS

For any complaints regarding accreditation, you may contact the Middle States Association Commission on Elementary and Secondary Schools (MSA-CESS) at 267-284-5000 or visit their website at <https://msa-cess.org/policies/> for further information.

