



HOMESTEAD SCHOOLS, INC.
23800 HAWTHORNE BLVD., SUITE 200
TORRANCE, CA 90505
Tel. (310) 791-9975 / Fax (310) 791-0135
Website: www.homesteadschools.net

SCHOOL CATALOG

“To develop men and women imbued with necessary academic excellence, skills, and virtues to address the health care needs of individuals, families, groups, and communities.”

Period Covered: February 01, 2026 – January 31, 2027
Publication Date: February 01, 2026

IMPORTANT

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education (BPPE) at 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834, PO Box 98081, West Sacramento, CA 95798-0818 Web site: www.bppe.ca.gov Phone: (888) 370-7589/ (916) 431-6959 or by fax (916) 263-1897.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling Toll Free: (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site: www.bppe.ca.gov

Be informed that Homestead School has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and had no petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

This catalog is updated annually and reflects all information of the approved curricular programs of Homestead Schools, Inc. to provide students and other interested persons prior to enrollment as required by Education Code 94909.

Any concern regarding this School Catalog may be directed to:

Homestead Schools, Inc. at 23800 Hawthorne Blvd., Suite 200 Torrance, CA 90505
Tel. No: (310) 791-9975 Fax: (310) 791-0135 Web site: www.homesteadschools.net

The institution maintains an internet web site (www.homesteadschools.net) with links for school catalog, school performance fact sheet, student brochures, a link to the BPPE's address and web site, and the most recent annual report submitted to the BPPE.

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HISTORY

Homestead Schools, Inc., a private non-profit post-secondary institution formed in 1991, is an organization dedicated to meeting the educational needs of multidisciplinary groups. Homestead Schools, Inc. started offering training in vocational nursing in 2007 after getting approval from the California Board of Vocational Nursing and Psychiatric Technicians. Since then the school has added programs in nurse assisting, home health aide and RN-BSN. Homestead Schools, Inc. is institutionally accredited by ABHES for these programs.

BOARD OF DIRECTORS

1. Touba Fadia – President/Director (School Owner)
2. Javier Pantoja – Vice President /Member
3. Christy Magles – Treasurer/Member
4. Charles Stanton – CPA/Member

MISSION & OBJECTIVES

Mission Statement:

“To develop men and women imbued with necessary academic excellence, skills, and virtues to address the health care needs of individuals, families, groups, and communities.”

Homestead Schools, Inc. believes that individuals should have opportunities made available to them to develop their greater potentials. Homestead is dedicated to providing a quality educational opportunity that services culturally diverse communities in dynamic urban settings. In promoting a student-centered learning environment, the school is committed to excellence, innovation, open communication, mutual respect, and shared governance to enable our students to be effective and productive partners of society towards enhancement of individual's quality of life.

Toward achieving this objective, the school is dedicated to developing and making available to our client the necessary educational resources and tools that will:

1. Facilitate lifelong learning by updating, enhancing, or assessing technical knowledge and skills that will meet health care needs of the public and the needs of the profession;
2. Implement an individual learning plan;
3. Provide a forum for an exchange of ideas and discussion on controversial issues and trends facing the profession;
4. Relate to the conceptual framework of the particular profession; and
5. Provide learning outcomes that apply to their individual practice.

SCHEDULE OF OPERATIONS

The business office is open five days a week. Classes are generally scheduled seven days a week from 9:00 a.m. to 5:00 p.m. Actual schedules may vary depending upon the available classes.

CLASS SCHEDULE

Vocational Nursing Program:

Full-time:

(12 Months/50 Weeks)

Theory: Monday/Tuesday: 9:00am-3:00pm Clinical: Wed/Thu/Fri: 7:00am-3:30pm
30-40 Hours/Week

(12 Months/50 Weeks)

Theory: Monday/Tuesday: 4:00pm-10:00pm Clinical: Wed/Thu/Fri: 3:00pm-11:30pm
30-40 Hours/Week

Part Time:

(23 Months/93 Weeks)

Theory: Saturday: 8:00am- 4:00pm Clinical: Sunday: 7:00am-7:00pm
16-24 Hours/Week

Nurse Assistant Training Program:

Full Time:

(5.5 Weeks)

Monday-Friday: Theory: 9:00am-3:30pm; Clinical: 7:00am-3:30pm
30 Hours/Week

Part-time:

(9 Weeks)

Monday-Friday: Theory/Clinical: 4:00pm-8:00pm
20 Hours/Week

Part-time:

(16 Weeks)

Saturday/Sunday: Theory: 9:00am-3:30pm; Clinical: 7:00am-3:30pm
12 Hours/Week

Home Health Aide Training Program:

Full Time:

(7 Days)

Monday-Friday 9:00am-3:00 pm

30 Hours/Week

RN-BSN & MSN Program:

Saturdays/Sundays: 7:00am-7:00pm

12 Hours/Week

All class sessions and instructions are being held at 23800 Hawthorne Blvd. Suite 200 Torrance, CA 90505.

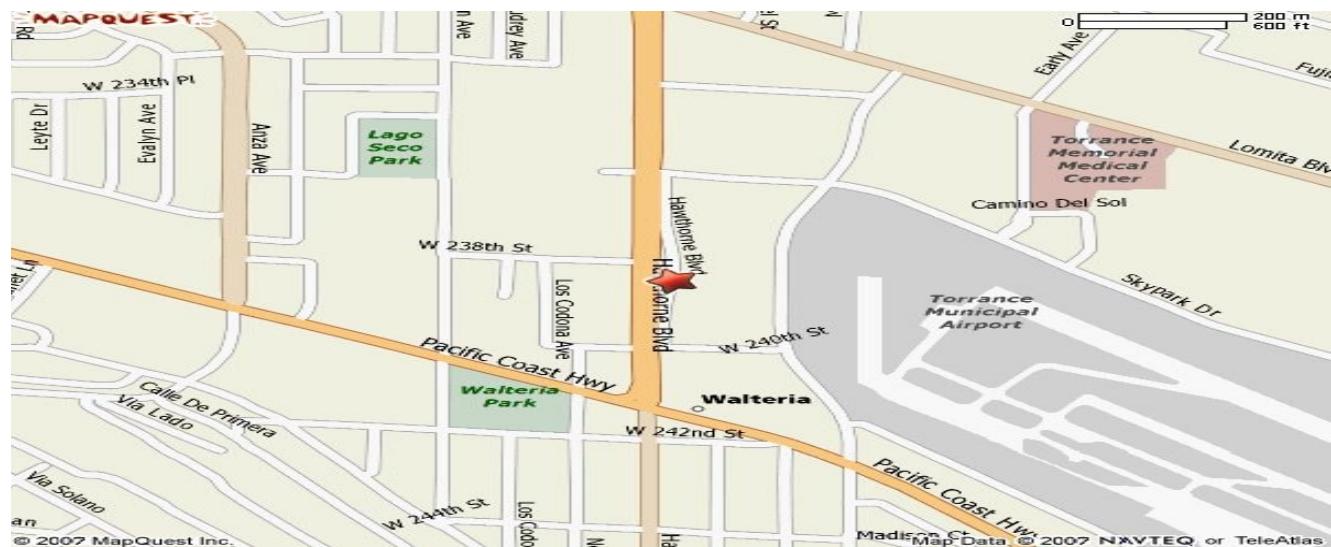
SCHOOL HOLIDAYS

The school observes and honors the following holidays:

1. Martin Luther King's Birthday
2. President's Day
3. Memorial Day
4. Independence Day
5. Labor Day
6. Veteran's Day
7. Thanksgiving Day
8. Christmas Day
9. New Year's Day
10. Easter Sunday

SCHOOL LOCATION & DIRECTION

The address where the instruction will be provided is 23800 Hawthorne Blvd., Suite 200 Torrance, CA 90505. Homestead Schools, Inc. is situated in a modern office complex in the central business district of Torrance, California. The school is easily accessible from major freeways, such as San Diego Fwy (405) and Harbor Fwy (110).



THE SCHOOL'S PHYSICAL FACILITIES & EQUIPMENT

The school's physical facilities are adequate to meet the school's mission and the goals of the educational programs and are sufficient for the operation of the programs.

Classrooms

There are eight(8) classrooms equipped with overhead projector, LCD projector, and computer.

Room #:	Square Footage:	Capacity:
116	584	30 students
214	450	30 students
215	630	40 students
216	441	30 students

Skills Laboratory

There are three skills laboratories with a total of six (6) patient's care units and adequate supplies and equipment.

Skills Lab 1: (Room 127)

Square Footage:	Capacity:	# of Patient Care Unit:	Capacity/Unit:
523	30 Students	3	15 Students

Skills Lab 2 (Room 130) – Simulation Lab

Square Footage:	Capacity:	# of Patient Care Unit:	Capacity/Unit:
294	20 Students	3	15 Students

Debriefing Room - Square Footage: 200 sq.ft

This high-tech meeting room features fully networked audio and video playback systems and wide screen television to allow for a full discussion of the simulation and additional teaching to review what happened in the simulation.

Library – Square Footage: 188 sq.ft.

Provides books, journals, periodicals, reference resources, CD-ROMS, videotapes, and computer workstations for online access and research and other audio-visual learning devices. Also available for conference, meeting, and interview.

Computer Lab 1 – Square Footage: 584 sq.ft.

The school has installed computers to enhance and support teaching activities. In the lab, students can access skills videos, online library resources, student resources from publishers, NCLEX software and can take tests online. Additionally, students can participate in distance learning using the conferencing system. This system allows students and faculty to participate in events at distant locations or to host guest speakers from remote sites.

Computer Lab 2 – Square Footage: 450 sq.ft.

The school has installed computers to enhance and support teaching activities. In the lab, students can access skills videos, online library resources, student resources from publishers, NCLEX software and can take tests online. Additionally, students can participate in distance

learning using the conferencing system. This system allows students and faculty to participate in events at distant locations or to host guest speakers from remote sites

Faculty Office – Square Footage: 200sq.ft.

Contains desks, chairs, worktables, computer station, printer, telephone, file cabinets, bulletin board, mailbox, and instructor resources. This is used for lecture preparation, meeting/conference with students, and other teaching-related activities.

Support Personnel Office – Square Footage: 1505 sq.ft.

Provides support services to all students and faculty for their educational needs.

Records Rooms

Records Room 1 – Square Footage: 168 sq.ft.

Contain storage cabinets for keeping student records.

Break Room – Square Footage: 192 sq.ft.

This room provides microwaves, oven, coffee maker, and refrigerator.

Office Rooms – The school has the following offices: School President (444 sq.ft.), Chief Financial Officer (270 sq.ft.), Chief Academic Officer (123 sq.ft.), Financial Aid/Admissions Director (177 sq.ft.), Director of Nursing (321 sq.ft.), Admissions Staff (280 sq.ft.).

List of Instructional Equipment:

1. Computers
2. Printers
3. Copiers
4. Scanners
5. Fax Machine
6. Projectors
7. TV sets
8. Recorder/Player
9. DVD/CDs
10. Textbooks
11. Modules
12. Hand-outs
13. Charts
14. Models
15. Skills laboratory supplies

CLASS SIZE

The school's average number of students in a typical laboratory situation is 15 students per instructor. The maximum number of students in a lecture class is 30 students per instructor.

SCHOOL OFFICERS

1. Touba Fadia	-	President
2. Javier Pantoja	-	Vice President
3. Christy Magles	-	Chief Financial Officer
4. George Dayrit	-	Compliance Officer (BPPE, BVNPT, ABHES, Title IV)
5. Jeanette Villaraza	-	Financial Aid Director
6. Merriel Mendiola	-	Director of Nursing Education

SCHOOL ADVISORY BOARD

Chairman:

Javier Pantoja School Vice President
(Community Member)

Vice Chairman:

George Dayrit Compliance Officer
(Community Member)

Members:

Christy Magles Chief Financial Officer
(Community Member)

Jeanette Villaraza BS, Financial Aid Administrator
(Community Member)

Jennifer Ladesma FNP, APRN, MSN, BSN
Dean of Nursing - Program Director
(In-field Specialist, LVN, BSN and MSN)

Merriel Mendiola RN, BSN
NATP Program Director
(In-field Specialist, CNA, HHA, LVN, BSN)

Myrna Tuyor RN, BSN
HHA Program Director
(In-field Specialist, CNA, HHA, LVN, BSN)

J. M. Tacandong LVN
BSN, BSBA
(In-field Specialist, CNA, HHA, LVN, BSN)

Flora Azinge PhD, MBS, NHA
Executive Administrator
Miracle Mile Post Acute
(In-field Specialist, CNA, LVN, MSN)

Gilmore Mejia	RN, BSN Graduate, Homestead Schools RN-BSN and MSN Program Charge Nurse, Shriners for Children Medical Center (In-field Specialist, LVN, BSN and MSN)
Stephan Scoggins	RN, MPH, PhD BA Liberal Arts- Langston University, Oklahoma MPH- University of Oklahoma PhD- Columbia State University Juris Doctor- Northwestern California School of Law (In-field Specialist, LVN, BSN and MSN)
Adelwisa Blanco	MS, RN-BC BS Saint Joseph College, Maine MS Health Care
Alex Do	IT Specialist BS, Sociology/Anthropology, Business Minor IT/Distance Education Specialist
Melissa Loble	Chief Academic Officer CANVAS LMS Distance Education Expert

ADMINISTRATIVE STAFF

1. Brianda Landeros
2. Marisela Viveros
3. Cristina Resureccion
4. Chris Leon
5. Heidi Urzua
6. Michelle Penas
7. Juan Correa

PROGRAM DIRECTORS

1. RN-BSN/MSN – Stephan Scoggins, RN, MPH, PhD
2. VOCATIONAL NURSING – Merriel Mendiola, RN, BSN
3. NURSE ASSISTING - Merriel Mendiola, RN, BSN
4. HOME HEALTH AIDE – Merriel Mendiola, RN, BSN

FACULTY LINE-UP

Vocational Nursing Program

1. Aguilar, Doris, LVN (Part-time)
BS Elementary Education – University of the East, Philippines
Vocational Nursing – Pacific Coast College, Los Angeles
Teaching Assignment: VN Theory/Clinical
2. Assayag, Claire LVN (Part-time)
BA Psy – Cal State University
Vocational Nursing – Homestead Schools, Torrance, CA
Teaching Assignment: VN Theory/Clinical
3. Creus-Wong, Edna, LVN (Part-time)
BSN – St. Dominic Sabio College, Philippines
Master of Health Administration – Webster University, St Louis, MD
MSN – Homestead Schools, Inc.
Teaching Assignment: VN Theory/Clinical
4. Espejo, Shirley, RN, BSN, MSN (Part-time)
MSN – University of Phoenix
BSN– AUCN College of Nursing
Teaching Assignment: VN Theory/Clinical
5. Garvida, Marieta, LVN (Part-time)
Vocational Nursing – Homestead Schools, Inc.
BS Physical Therapy – Fatima University Philippines
Teaching Assignment: VN Theory/Clinical
6. Harmon, Elsa, RN, BSN, MSN (Part-time)
Doctor of Nursing Practice - Grand Canon University
MSN- Grand Canon University
BSN– Cal State University
Teaching Assignment: VN Theory/Clinical
7. Jugo, Vincent, RN, MSN (Part-time)
AS Nursing – Harbor Community College, California
BSN – California State University, Dominguez Hills
MSN – California State University, Dominguez Hills
Teaching Assignment: VN Theory/Clinical
8. Ladesma, Jennifer, FNP, APRN, MSN, BSN (Full -time)
MSN – West Coast University
BSN – West Coast University
Teaching Assignment: DON VN Theory/Clinical
9. Lamas, Oscar, RN, BSN (Part-time)
ADN- Los Angeles Harbor College
BSN- American Intercontinental University
Teaching Assignment: VN Theory/Clinical

10. Laurino, Donald, RN, BSN, MSN (Part-time)
MSN – University of San Diego
BSN – Centro Escolar University, Philippines
Teaching Assignment: VN Theory/Clinical
11. Manansala, Rebecca, RN (Part-time)
ADN Nursing – Rio Hondo College
VN – Hacienda La Puente Adult Education
Teaching Assignment: VN Theory/Clinical
12. Mendiola, Merriel, RN, BSN (Part-time)
BSN – Liceo De Cagayan, Philippines
BS Biology – Xavier University, Philippines
Teaching Assignment: VN Theory/Clinical
13. Mejia, Gilmore, RN, BSN, MSN (Part-time)
BS Zoology – Our Lady of Fatima College, Philippines
ADN – Los Angeles Valley College
BSN – Homestead Schools, Inc., Torrance
MSN – Homestead Schools, Inc. Torrance
Teaching Assignment: VN Theory/Clinical
14. Padillo, Agnes, RN, MSN (Part-time)
BSE – Pangasinan State University, Philippines
Associate in Nursing – LA Harbor College
MSN – University of Phoenix
Teaching Assignment: VN Theory/Clinical
15. Papa, Maria Agnes BS Chemistry, MD(g), RN, MSN, FNP (Part-time)
MSN-FNP - Walden University, Minneapolis, MN
BSN – St. Dominic Saviour College of Nursing, Philippines
BS Chemistry – Far Eastern University, Philippines
MD - Philippine Muslim Christian College of Medicine
Teaching Assignment – VN Theory/Clinical
16. Papa, Noel, BSN, (Part-time)
MSN – Walden University
Teaching Assignment: VN Theory/Clinical
17. Quitiquit, Nymia, LVN (Part-time)
VN – Long Beach City College
BS – De La Salle University (GAUF), Philippines
18. Scoggins, Stephan, RN, MPH, PhD (Part-time)
ADN- Los Angeles Southwest College
BA Liberal Arts- Langston University, Oklahoma
MPH- University of Oklahoma
PhD- Columbia State University
Juris Doctor- Northwestern California School of Law
Teaching Assignment: VN Theory/Clinical

19. Scott Lipkins, Cynthia, RN, MSN (Part-time)
MSN – Grand Canyon University
ADN – Los Angeles Southwest College
BA – University of California, Los Angeles
Teaching Assignment: VN Theory/Clinical
20. Sortigosa, Flordeliza, LVN (Part-time)
VN - Casa Loma College
BS Commerce – University of Iloilo, Philippines
Teaching Assignment – VN Theory/Clinical
21. Tacandong, Jell Marlon LVN (Full-time)
BSN – Liceo de Cagayan University, Philippines
BSBA – Xavier University Ateneo De Cagayan, Philippines
Teaching Assignment: VN Theory/Clinical
22. Terzoli, Marina BSN (Full-time)
BSN – University of Phoenix
Teaching Assignment: VN Theory/Clinical
23. Thomas, Anedra, RN, BSN, MSN (Part-time)
MSN – California State University, Long Beach
MS Healthcare - California State University, Long Beach
BSN – California State University, Long Beach
AS Nursing – Riverside Community College
Teaching Assignment: VN Theory/Clinical
24. Tuyor, Myrna, RN, BSN (Part-time)
ADN – Cypress College
BS – DeVry University
BSN – Homestead Schools, Inc.
Teaching Assignment: HHA/ VN Theory/Clinical
25. Valdez, Aldrin, BSN (Part-time)
BSN – Metropolitan Hospital College of Nursing, Philippines
MSN – Homestead Schools, Inc.
Teaching Assignment: VN Theory/Clinical

Nursing Assistant /Home Health Aide Training Programs

1. Clinton, Lakethia, LVN (Part-time)
LVN – Jordan Lock School, CA
Associate in Arts – Los Angeles, CA
Teaching Assignment; NATP Theory/Clinical
2. Mendiola, Merriel, RN, BSN (Part-time)
BSN – Liceo De Cagayan, Philippines
BS Biology – Xavier University, Philippines
Teaching Assignment: NATP -VN Theory/Clinical
2. Ross, Cynthia, LVN (Part-time)
LVN – Pacific Coast College, Los Angeles, CA
Teaching Assignment; NATP Theory/Clinical
3. Tacandong, Jell Marlon LVN (Part-time)
BSN – Liceo de Cagayan University, Philippines
BSBA – Xavier University Ateneo De Cagayan, Philippines
Teaching Assignment: NATP Theory/Clinical
4. Tuyor, Myrna, RN, BSN (Part-time)
ADN – Cypress College
BS – DeVry University
BSN – Homestead Schools, Inc.
Teaching Assignment: NATP-HHA Theory/Clinical

RN-BSN Program

1. Anderson, Gwen, PhD, MSN, BSN, RN (Part-time)
PhD - Boston College
MSN – University of Alberta
BSN – University OF Victoria
Diploma, RN – Mount Royal College
Teaching Assignment: RN-BSN Theory

2. Jugo, Vincent, RN, MSN (Part-time)
AS Nursing – Harbor Community College, California
BSN – California State University, Dominguez Hills
MSN – California State University, Dominguez Hills
Teaching Assignment: RN-BSN Theory

3. Mejia, Gilmore, RN, BSN, MSN (Part-time)
BS Zoology – Our Lady of Fatima College, Philippines
ADN – Los Angeles Valley College
BSN – Homestead Schools, Inc., Torrance
MSN – Homestead Schools, Inc. Torrance
Teaching Assignment: VN Theory/Clinical

4. Papa, Maria Agnes BS, MD(g), RN, MSN, FNP (Part-time)
MSN-FNP - Walden University, Minneapolis, MN
BSN – St. Dominic Saviour College of Nursing, Philippines
BS Chemistry – Far Eastern University, Philippines
MD - Philippine Muslim Christian College of Medicine
Teaching Assignment – RN-BSN Theory

5. Ryan, Steve MA (Part-time)
BA English Literature – The College of Staten Island, NY
MA English Literature – City College of New York, NY
Teaching Assignment: RN-BSN Program, General Education

6. Scoggins, Stephan, RN, MPH, PhD (Part-time)
ADN- Los Angeles Southwest College
BA Liberal Arts- Langston University, Oklahoma
MPH- University of Oklahoma
PhD- Columbia State University
Juris Doctor- Northwestern California School of Law
Teaching Assignment: RN-BSN Theory

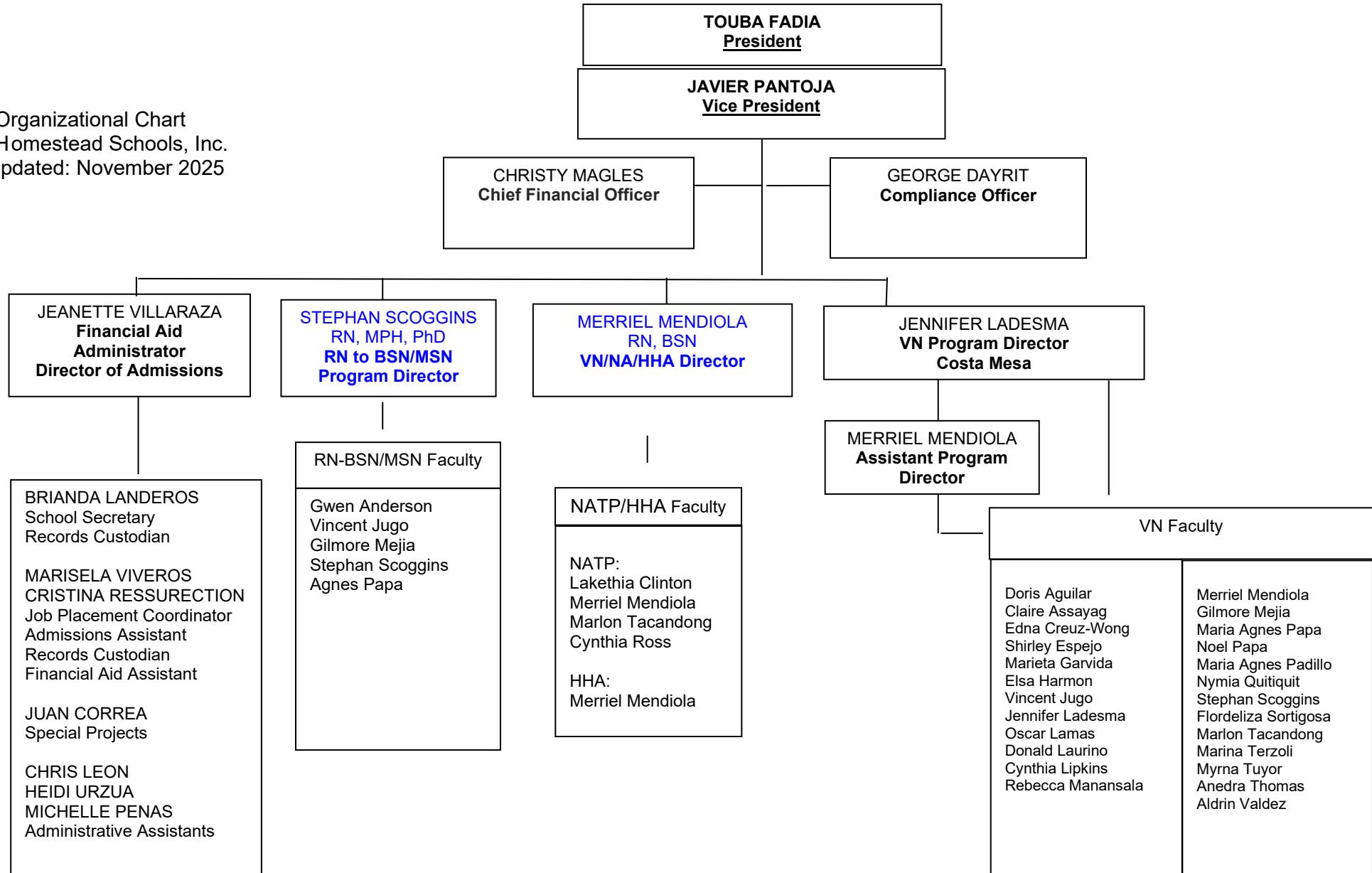
MSN Program

1. Anderson, Gwen, PhD, MSN, BSN, RN (Part-time)
PhD - Boston College
MSN – University of Alberta
BSN – University OF Victoria
Diploma, RN – Mount Royal College
Teaching Assignment: MSN Theory

2. Papa, Maria Agnes BS, MD(g), RN, MSN, FNP (Part-time)
MSN-FNP - Walden University, Minneapolis, MN
BSN – St. Dominic Saviour College of Nursing, Philippines
BS Chemistry – Far Eastern University, Philippines
MD - Philippine Muslim Christian College of Medicine
Teaching Assignment – MSN Theory

3. Scoggins, Stephan, RN, MPH, PhD (Part-time)
ADN- Los Angeles Southwest College
BA Liberal Arts- Langston University, Oklahoma
MPH- University of Oklahoma
PhD- Columbia State University
Juris Doctor- Northwestern California School of Law
Teaching Assignment: MSN Theory

Organizational Chart
Homestead Schools, Inc.
Updated: November 2025



ACCREDITATIONS

Homestead Schools, Inc. is institutionally accredited by the **Accrediting Bureau of Health Education Schools (ABHES)** that is recognized by the U.S. Department of Education.

Address: 116 Executive Blvd., Suite 730 North Bethesda, MD 20852

Tel.: 301-291-7550 E-mail: info@abhes.org

ABHES ID#: I-034.

All degree programs such as RN-BSN and MSN are accredited by ABHES.



The RN-BSN program at Homestead Schools, Inc. is accredited by the **Commission on Collegiate Nursing Education (CCNE)**, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791, www.ccneaccreditation.org

APPROVALS

1. Homestead Schools is a private institution approved to operate by the California Bureau for Private Postsecondary Education, (BPPE). Approval to operate means compliance with state standards as set forth in the California Code, Education Code (CEC) and Title 5 of the California Code of Regulations (CCR). The institution may not imply that the Bureau endorses programs and that Bureau approval means the institution exceeds minimum state standards.

Bureau for Private Postsecondary Education (BPPE) at 1747 N. Market Blvd., Suite 225 Sacramento, CA 95834 PO Box 98081, West Sacramento, CA 95798-0818 Web site: www.bppe.ca.gov Phone: (888) 370-7589 or by fax (916) 263-1897 / (916) 431-6959 or by fax (916) 263-1897.

2. Certificate of Accreditation from California Board of Vocational Nursing and Psychiatric Technicians (BVNPT)

BVNPT: Board of Vocational Nursing and Psychiatric Technicians
2535 Capitol Oaks Drive Suite 205
Sacramento, CA 95833 Phone: (916) 263-7800 Website: www.bvnpt.dca.gov

3. Title IV School Offering Federal Student Aid Approved by the US Department of Education .

4. Approved by the California State Approving Agency for Veterans Education (CSAAVE).

5. Training Provider to Receive Workforce Investment Act (WIA) Fund.

BVNPT - Approved Clinical Facilities
(Currently Used by VN Program)

<p>Affinity Healthcare Center 7039 Alondra Blvd. Paramount, CA 90723 Tel: (562) 531-0990 Fax: (562) 531-9568 Contact: _____ (DON), Sam Cyrilnik (Admin)</p>	<p>All Saint's Healthcare 11810 Saticoy St. North Hollywood, CA 91605 Tel: (818) 982-4600 Fax: (818) 982-1624 Contact: Melanie Del Mundo (DON), John Paul Sensibile (Admin), Ishmael Delgado (DSD)</p>
<p>Anaheim Terrace Care Center 141 S. Knot Ave Anaheim, CA 92804 Tel: (714) 821-7310 Fax: (714) 821-7300 Contact: Rowena Dimalinahan (DON) Josefina Garino (DSD) Prashina Raniga (Admin)</p>	<p>Arbor Glen Care Center 1033 East Arrow Highway Glendora, CA 91740 Tel : (626) 963-7531 Contact: Anna Marie T. Duran (DON) Email: amduran@ensignservices.net</p>
<p>Beverly Hospital 309 W. Beverly Blvd. Montebello, CA 90640 Tel: (323) 725-4216 Contact: Nancy E. Lee JerricaJaimes E mail: jjaimes@beverly.org</p>	<p>Bay Crest Care Center 3750 Garret St Torrance, CA 90503 Tel: (310) 371-2431 Contact: Rachel Mantela</p>
<p>Burbank Rehabilitation Center 1041 S. Main St Burbank, CA 91506 Tel: (818) 843-2330 Fax: (323) 231-3985 Contact: Alexander Tellez (Admin); Shirley Friedman (DON)</p>	<p>Catered Manor 4010 N. Virginia Rd Long Beach, CA 90807 Tel: (562) 426-0394 Fax: (562) 424-1529 Contact: Nora Saulitis (Admin); Jacqueline Baeza (DON);DabbielynDulay (DSD)</p>
<p>Century Villa 301 Centinela Ave. Inglewood, CA 90302 Tel. (310) 672-1012 Fax (310) 672-0002 Contact: Petrona Marinero (DON)</p>	<p>Centinela Medical Hospital 555 E. Hardy St Inglewood, CA 90301 Tel: (310) 680-4523 Contact: Oscar Lamas (Admin)</p>

<p>Clinica De La Mujer 3624 MLK Jr. Blvd. Lynwood, CA 90262 Tel: (310) 438-3428 Fax: (310) 438-3430 Contact: Elena Khatibi (Admin)</p>	<p>Clearview Sanitarium 15823 S. Western Ave Gardena, CA 90247 Tel: (310) 538-2323 Fax: (310) 538-3509 scruz@clearviewcare.com Mark Townes (Administrator) Lisa Soliman (DON) Calvin Gonzales (DSD)</p>
<p>Central Neighborhood Health Foundation (OB) 2614 S. Grand Ave Los Angeles, CA 90007 Tel: (323) 234-5000 Fax: (323) 231-3985 Contact: Eleanor Cochran (Admin), Camille Enriquez (Clinic Manager)</p>	<p>Central Neighborhood Health Foundation (Peds) 2707 S. Central Ave Los Angeles, CA 90011 Tel: (323) 234-5000 Fax: (323) 231-3985 Contact: Eleanor Cochran (Admin)</p>
<p>Clearview Alzheimer's Care Convalescent 15823 S. Western Ave Gardena, CA 90247 Tel: (310) 538-2323 Fax: (310) 538-3509 Contact: Sergio Cruz (DSD), Lisa Solinas (DON), Dr. Mark Towns (Admin)</p>	<p>Del Amo Gardens 22419 Kent Ave Torrance, Ca 90505 Tel: (310) 378-4233 Fax: (310) 378-6801 don@delamogardens.com Contact: Madeline Jariel (DON); _____ (DSD); Brent Wauke (Admin.)</p>
<p>Country Villa Mar Vista Nursing Center 3966 Marcazel Ave Los Angeles, CA 90066 Tel: (310) 397-2372 Fax: (310) 397-2383 Contact: Bill Arellanes (Admin)</p>	<p>Downey Community Healthcare Center 8425 Iowa Street Downey 90241 Tel:(562) 862-6506 Contact: William Schifferli (Administrator), Cecil Reynolds (DON)</p>
<p>Dr. Horacio G. Lopez Pediatric Clinic 2105 Beverly Blvd. Suite 129 Los Angeles, CA 90057 Tel: (213) 353-3600 Contact: Dr. Horacio G. Lopez (Admin)</p>	<p>Harbor Care Center 21521 S. Vermont Ave. Torrance, CA 90502 Tel: (310) 320-0961 Fax: (310) 533-4999 Contact: Angelica Domingo (Admin); Aurora Romualdo (DON)</p>
<p>El Dorado Community Services 4023 Marine Ave Lawndale, CA, 90260 Tel: (310) 675-9555 Fax: (310) 263-1909</p>	<p>Las Flores Convalescent Hospital 14165 Purche Ave. Gardena, CA. 90249 Tel (310)323.4570 Fax (310)323.4675 Contact: Renita Morgan (DON)</p>

<p>His Nesting Place 350 E. Market St Long Beach, CA 90805 Tel: (562) 422-2137 Fax: (562) 984-5040 Contact: Diana Cattani/ Judy Howard (Admin.)</p>	<p>Los Palos Convalescent Hospital 1430 West 6th Street San Pedro, Ca 90732 Tel: (310) 832-6431 Fax: (310) 832-9481 Contact: _____ (DON); Nestor Alegre (Admin)</p>
<p>KeiAiSouthbay Health Care Center 15115 S. Vermont Ave Gardena, CA 90247 Tel:(310) 354-6260 Contact: Kyle Satow (Administrator) Mansueto Estrada (DSD) EMail:kyles@aspenhealth.com mansuetoe@aspenskilledhealth.com</p>	<p>Los Angeles Downtown Medical Center 1711 West Temple Street Los Angeles, CA 90026 Tel: (213) (989) 6100 Contact: Vicki Rollins (Administrator) Elida Agatep Email: elida.agatep@ladowntownmc.com</p>
<p>Long Beach Care Center 2615 Grand Ave Long Beach, Ca 90815 Tel: (562) 426-6141 Fax: (562) 426-5269 Contact: Lily Chang (DON)</p>	<p>Pico Clinica Medica Latina 1600 W. Pico Blvd. Los Angeles, CA 90015 Tel: (213) 386-5252 Fax: (213) 386-5323 Contact: Christine Lopez</p>
<p>Pacific Coast Surgical Center 3720 Lomita Blvd. Suite 100 Torrance, CA 90505 Tel: (310) 802-6260 Fax: (310) 373 0319 Contact: Theresa Bucy Email:theresab@pacificcoastsurgical.com</p>	<p>Pacific Palms Health Care Center 1020 Termino Avenue Long Beach, CA 90840 Tel: (562) 433 6791 Contact: Lance Haering (Administrator) EMail: LanceHaering@pacificpalmshealthcare.com</p>
<p>Pacific Villa Inc. 3501 Cedar Ave. Long Beach, CA 90807 Tel: (562) 595-1731 Fax: (562) 424-6065 Contact: EvangelineEstavillo (DON) Priscilla dela Pena (DSD) Ted Ndiyob (Admin)</p>	<p>Plaza Towers 8601 S. Lincoln Blvd Suite 160 Westchester, CA 90045 Tel: (310) 424-3434 Fax: (310) 216-9207 Contact: Lawrence Bruksch (Admin)</p>
<p>Playa Del Rey Care Center 7716 W. Manchester Ave. Playa Del Rey, CA 90293 Tel: (310) 823-4694 Fax: (310) 822-1260 Contact: David Napierski (Admin) Rose Manzel (DON)</p>	<p>Rosecrans Care Center 1140 W. Rosecrans Ave. Gardena, CA 90247 Tel 310-323-3194 Contact: Noel Estandarte (Admin); Glenda Coverly (DON)</p>

<p>Rio Hondo Subacute and Nursing Center 273 E. Beverly Blvd. Montebello, CA 90640 Tel: (323) 724-5100 Fax: (323) 724-2183 Contact: Karen Pagela (Admin) Nida Martinez (DON)</p>	<p>St. Francis Medical Center 3630 E. Imperial Hwy Lynwood, CA 90262 (310) 900-8534 Contact: Derek Drake (CNO); Dr. Amr Hassanein (Clinical Coordinator); Akiia Nojang (Clinical Coordinator)</p>
<p>Royalwood Care Center 22520 Maple Ave Torrance, Ca 90505 Tel: (310) 326-9131 Fax: (310) 539-6377 Contact: Gigi Garcia (Admin) Henry Ade (DON)</p>	<p>Seacrest Convalescent Hospital 1416 W. 6th Street San Pedro, Ca 90732 Tel (310) 833-3526 Fax (310) 832-9481 Contact: MariluDela Pena (DON); Nestor Alegre (Admin)</p>
<p>Sea Cliff Health Care 18811 Florida Street Huntington Beach, CA 92646 Tel: (714) 847 3515</p>	<p>Seal Beach and Rehabilitation Center 3000 N. Gate Road Seal Beach, CA 90740 Tel: (562) 733 5829 Contact: Manijeh Forouzan (Administrator) EMail:manijeh.forouzan@sealbeachhhcc.com</p>
<p>Sharon Care Center 8167 West 3rd St. Los Angeles, CA. 90048 Tel: 323.655.2023 Fax: 323.655.4313 Contact: Shabat Issac (Admin.); Joanne Castillo (DON)</p>	<p>St. John Patrick Medical Clinic 1703 Termino Ave Long Beach, CA 90804 Tel: (562) 961-0210 Fax: (323) 587-3963 Contact: Teresa Pastor (Admin)</p>
<p>South Bay Family Health Care 742 W. Gardena Blvd Gardena, CA 90247 Tel: (310) 327-6044 bfranco@sbclinic.org Contact: Betty Franco (Clinic Manager); Erica DeLeon (Asst Manager)</p>	<p>Sunnyside Nursing Care 22617 S. Vermont Ave Torrance, CA. 90502 Tel: 310.320.4130 Fax: 310.212.3232 Contact: Manny Cordero (DON), Mindee Gorman (DSD)</p>
<p>South Bay Family Health Care-Inglewood 1091 S. La Brea, Inglewood, CA 90301 Tel. (310) 674- 8044 kmitchell@sbclinic.org Contact: Konza Mitchell (Clinic Manager); Elizabeth Silva (Asst Manager)</p>	<p>South Bay Family Health Care-Inglewood/OB 323 N. Prairie Ave. Suite 210 Inglewood, CA 90301 Tel. (310) 677-8997, OB Tel. (310) 673-2657 kmitchell@sbclinic.org Contact: Konza Mitchell (Clinic Manager); Tashonda Harrison (Asst Manager)</p>
<p>Torrance Care Center East/West 4333 Torrance Blvd.</p>	<p>Tri-City Medical Group 11900 S. Avalon Blvd. Suite 100</p>

<p>Torrance, CA. 90503 Tel: (310) 370-4561 Fax: (310) 542-1084 Contact: Susan Guevara Lara (Admin), Natalia Vamanray (DON)</p>	<p>Los Angeles, CA 90061 Tel: 323-756-1317 Fax: 323-756-4015 Contact: Dr. Jack Azad</p>
<p>The Earlwood 20820 Earl St Torrance, CA 90503 Tel (310) 371-1228 Contact: Lila- Ann Mikhail (Administrator EMail: lila.mikhail@ealwoodcenter.com</p>	<p>Totally Kids Specialty Healthcare 10705 Penrose St. Sun Valley, CA. 91352 Tel: (818) 252-5863 Fax: (818) 683-1854 Contact: Amanda Karley (Education Director)</p> <p>Address for Peds Clinical Rotation: 10716 LaTunaCanyonRd. Sun Valley, CA 91352</p>
<p>Walnut Manor Care Center 1401 W. Ball Road Anaheim, Ca 92802 Tel (714)776-7150 Fax (714) 758-9542 Contact: Nadeen Roisman (Admin); Caitlin Boyer (DON); Melinda Mandviwala (DSD)</p>	<p>Vermont Care Center 22035 S. Vermont Ave. Torrance, CA 90502 Tel. No.: 310.328.0812 Fax No.: 310.782.3890 Contact: Faye Avila (DON); Monique Simmons (DSD)</p>
<p>Windsor Palms Care Center of Artesia 11900 East Artesia Blvd Artesia, CA 90701 Tel 562-865-0271 fax 562-860-7799 Contact: James Hager (Admin.); Josie Drew (DON)</p>	<p>Windsor Palms Care Center of Artesia 11900 East Artesia Blvd Artesia, CA 90701 Tel 562-865-0271 fax 562-860-7799 Contact: James Hager (Admin.); Josie Drew (DON)</p>

**CDPH-Approved Clinical Facilities
(Currently Used by NATP & HHA Programs)**

Torrance Care Center West 4333 Torrance Blvd. Torrance, CA. 90503 Tel: 310.370.4561 Fax: 310.214.2841 Contact: Susan Lara (Administrator)	Sunnyside Nursing Center 22617 S. Vermont Ave Torrance, CA 90502 Tel. (310) 320-4130 Fax: (310) 212-3232 Contact: Manny Cordero (Administrator)
Clearview Alzheimers Care Facility Sanitarium 15823 S. Western Ave. Gardena, CA 90247 Tel: (310) 538-2323 Contact: Mark Towns (Administrator)	Royalwood Care Center 22520 Maple Ave. Torrance, CA 90505 Tel.: (310) 326-9131 Fax: (310) 539-6377 Contact: Genevieve Bautista (DON)

EXTERNSHIP/INTERNSHIP CLINICAL TRAINING SITES

Homestead Schools demonstrates enough available sites to support the expected enrollment for all programs offered. All externship or clinical sites are carefully selected based on an evaluation of site personnel, facilities, geographic location, availability, and type of learning experience provided.

The school maintains affiliation agreements with a variety of facilities thru the school's Clinical Site Coordinator. Signed facility contract sites include the number of students allowed at one time per site and dates. The Clinical Site Coordinator and the Program Director are tasked to continuously establish more partnership and affiliation with other clinical facilities and maintain effective and cooperative relationships with affiliated clinical training sites.

CURRICULAR OFFERINGS

We offer the following programs/courses:

	Clock Hours:	Credential Awarded:
1. Vocational Nursing Program	1632 Hours	Diploma
2. Nurse Assistant Training Program	165 Hours	Certificate
3. Home Health Aide Training Program	40 Hours	Certificate
4. RN-BSN Program	*1088 Hours	BSN Degree
5. MSN Program	*720 Hours	MSN Degree

*Outside (Preparation) Hours: Student work completed outside scheduled contact time (readings, study, assignments, projects, clinical prep/logs, reflection, etc.). For every 1 credit hour (lecture), per ABHES guidelines, there will be an equivalent of 2 credit hours of outside hours.

JOB CLASSIFICATIONS FOR EACH PROGRAM

Licensed Practical and Licensed Vocational Nurses – SOC 29-2061

Care for ill, injured, or convalescing patients or persons with disabilities in hospitals, nursing homes, clinics, private homes, group homes, and similar institutions. May work under the supervision of a registered nurse. Licensing required.

Nursing Assistants – SOC 31-1014

Provide basic patient care under direction of nursing staff. Perform duties such as feed, bathe, dress, groom, or move patients, or change linens. May transfer or transport patients. Includes nursing care attendants, nursing aides, and nursing attendants.

Home Health Aides – SOC 31-1011

Provide routine individualized healthcare such as changing bandages and dressing wounds, and applying topical medications to the elderly, convalescents, or persons with disabilities at the patient's home or in a care facility. Monitor or report changes in health status. May also provide personal care such as bathing, dressing, and grooming of patient.

Registered Nurses – SOC 29-1141

Assess patient health problems and needs, develop and implement nursing care plans, and maintain medical records. Administer nursing care to ill, injured, convalescent, or disabled patients. May advise patients on health maintenance and disease prevention or provide case management. Licensing or registration required.

ADMISSION REQUIREMENTS

Homestead Schools, Inc. requires applicants to meet certain qualifications before admission into its programs. Its purpose is to maintain a high standard with entry-level students and maintain a lower attrition and failure rate.

To qualify for the educational programs at Homestead Schools, an applicant must meet the following:

ADMISSION REQUIREMENTS

Homestead Schools, Inc. requires applicants to meet certain qualifications before admission into its programs. Its purpose is to maintain a high standard with entry-level students and maintain a lower attrition and failure rate.

To qualify for the educational programs at Homestead Schools, an applicant must meet the following:

Vocational Nursing Program:

Pre-admission Requirements:

1. Submit completed admission application packet with School Performance Fact Sheet
2. Copy of high school diploma or GED from an accredited school. If foreign graduates, credentials must be evaluated to prove US Education equivalency
3. Speak, read, and comprehend the English language. Communicate effectively during the interview process
4. Pass Homestead Schools' Entrance Test with a score of 76% or higher. If the applicant did not pass on the first attempt, the applicant is given two weeks to review and prepare for the second and final attempt.
5. Interview
6. Obtain background check clearance

7. Picture for student ID badge
8. Proof of legal residence
9. Social Security Number
10. Complete Credit Granting Form if applying for transfer of credits from other institutions. Submit official transcript of records from schools attended. Provide a copy of US education equivalency if applicable.
11. Complete financial application
12. Complete Enrollment Agreement

Pre-clinical Requirements

1. Physical Exam
2. Annual PPD
3. Hepatitis B Series
4. MMR/Rubeola AB, Rubella AB, Varicella /Varicella AB, DPT
5. American Heart Association Healthcare Provider Card (BLS/CPR)
6. Student Nursing Malpractice/NSO Insurance

Nurse Assistant/HHA Training Program:

1. Submit completed admission application packet with School Performance Fact Sheet
2. Copy of high school diploma or GED from an accredited school. If foreign graduates, credentials must be evaluated to prove US Education equivalency.
3. Social Security or Tax I.D. number
4. Can speak, read, and understand the English language
5. Obtain background check clearance
6. Picture for student ID badge
7. Proof of legal residence

Pre-clinical Requirements

1. Physical Exam
2. Annual PPD
3. American Heart Association Healthcare Provider Card (BLS/CPR)
4. NSO Insurance

*HHA Applicants must submit a copy of CNA Certification.

For applicants with special needs, arrange with the Admission office for special accommodation. All students who present previous education related to the program must complete the Credit Granting Request form.

Coursework from all other institutions, including foreign institutions, require an institution equivalency report. Previous education relating to the course program taken may be given credits upon presenting an official transcript of record. Hours of credit will be calculated based on hours of equivalency. Requests for credit granting and approval must be done and completed before commencing the program.

RN-BSN Program:

To qualify for admission to the RN-BSN program, an applicant must possess an Associate Degree in Nursing (ADN) or a diploma in Registered Nursing (RN) from a nationally or regionally accredited college or university. Prospective students interested in enrolling in the RN-BSN program must possess the following:

1. Current and active RN license to practice nursing.
2. Possess an Associate Degree in Nursing or a *Diploma in Registered Nursing.
3. Minimum of 2.5 GPA on a 4.0 scale in their Associate Degree in nursing or their Diploma.
**International students' transcripts must be evaluated with United States equivalent and may be required to take an additional English writing course.
4. Complete the required online orientation before enrolling in the first nursing course if enrolled as an online student.
5. All students must complete the program orientation module prior to beginning the program.
6. Show proof of legal residence in the United States.
7. Only California residents are admitted to the nursing program.
8. Possess a valid Social Security card.

*Students with Diploma in Registered Nursing without an associate's degree must complete or transfer in additional GE courses in order to meet the 120 minimum requirements to earn the bachelor's degree in nursing.

** International Students Transcripts: International student with CA RN license who needs to order the transcripts from his/her native country can be admitted as "Conditional Admission" student. Students will need to provide his/her transcripts within 30 days from the start of the program. Failure to provide transcripts will result in termination from the program.

Only California residents are admitted to the online nursing program.

Clinical Requirements

1. Physical Exam
2. Annual PPD
3. Hepatitis B Series / Titer
4. MMR/Rubeola AB, Rubella AB, Varicella /Varicella AB
5. DPT
6. American Heart Association Healthcare Provider Card (BLS/CPR)
7. Student Nursing Malpractice/NSO Insurance

MSN Program:

1. Completion of a baccalaureate degree program in nursing from an institution accredited by an agency that is recognized by the U.S. Secretary of Education or the council for Higher Education Accreditation (CHEA).
2. An academic transcript to evidence the baccalaureate must be submitted prior to matriculation.
3. A baccalaureate from an institution located outside of the United States and its territories must be evaluated by a credential evaluation service provider. The provider must have published

standards for membership, affiliations to U.S.-based international higher education associations, and be linked to and used by federal agencies, state agencies, educational institutions and employers (e.g. NACES and AICE)

4. Overall grade point average of 3.0. (on a four-point scale) or higher in their bachelor's course work.
5. Must be a registered nurse
6. Show proof of legal residence in the United States. (Only California residents are admitted to the MSN program.)
7. Possess a valid Social Security card.
8. With computer literacy (basic functions and familiarity with computer use) - Student must have consistent and reliable access to a computer, an up-to-date and secure internet connection, and an operating system that is compatible with the use of Canvas as the Learning Management System for the program.

Clinical/Practicum Requirements:

1. Physical Exam
2. Annual PPD
3. Hepatitis B Series / Titer
4. MMR/Rubeola AB, Rubella AB, Varicella /Varicella AB
5. DPT
6. American Heart Association Healthcare Provider Card (BLS/CPR)
7. Student Nursing Malpractice/NSO Insurance

RN-BSN Transfer of Credit

The RN-to-BSN curriculum consists of a total of 120 credit hours.

Students with an ADN automatically receive: 60 Credit Hours

Students with ADN may transfer up to 12 credit hours of upper level general education.

Additionally, students may transfer upper level core courses taken from other accredited schools' RN-BSN completion program.

Students possessing only diploma automatically receive: 30 Credit Hours

Students with only the diploma must transfer an additional 24 units of lower level general education and may also transfer in 12 credit hours of upper level general education.

Homestead Schools' RN-BSN completion program is designed to fulfill the 60 credit hours upper level core courses required in the 120 credit hours requirement in order to earn the baccalaureate degree in nursing.

RN-BSN/MSN Accreditation & Approval Disclosures

Homestead Schools is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

Its RN-BSN& MSN programs are approved educational programs registered under BPPE Institution Code #69608349. This link shows our list of programs approved by the BPPE: <https://app.dca.ca.gov/bppe/view-school.asp?schlcode=69608349>

For a school that obtained approval by means of accreditation, all programs need to be authorized by the accrediting agency. Homestead Schools, Inc. is institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES) that is recognized by the U.S. Department of Education (ABHES ID#: I-034). The following link will take you to the ABHES Directory of Institution and Programs (Please type in Homestead Schools search):

<https://ams.abhes.org/ams/onlineDirectory/pages/directory.aspx>

The following link will take you to the United States Department of Education's Database of Accredited Postsecondary Education Institutions and Programs:

<http://ope.ed.gov/accreditation/Search.aspx>

California Board of Registered Nursing (BRN) does not have to approve the RN to BSN& MSN programs mainly because the students in the program are all licensed registered nurses.

Although the program does not have to be approved by the BRN, it still must be approved as an accredited program in a degree granting institution under the BPPE. The link provided here will take you to the California Private Postsecondary Education Act of 2009:

http://www.bppe.ca.gov/lawsregs/ppe_act.pdf

The list of resources being provided by the BRN website, (<http://www.rn.ca.gov/education/rntobsn.shtml>) where our RN-BSN program is included is for informational purposes only.

ABILITY-TO-BENEFIT STUDENTS POLICY

The school does not accept ATB (ability-to-benefit) students for its programs.

INTERNATIONAL STUDENTS

Homestead Schools participates in the Student & Exchange Visitor Program (SEVP) of the Department of Homeland Security (DHS), hence, the school is approved to issue I-20 to enroll nonimmigrant students in an M-1 (vocational) visa classification. The school does not provide visa services and does not provide sponsorship for international students.

ENGLISH LANGUAGE POLICY

The student must have sufficient knowledge of the English language to enable effective oral and written communication and to function in a regular educational setting without special assistance. Applicants whose native language is not English are evaluated based on the results of English proficiency such as the Test of English as a Foreign Language (TOEFL).

The primary language of instruction, both in theory and clinical, is English. Applicant needing assistance with English speaking, reading, and writing skills may take advantage of English as a Second Language (ESL) classes and advised to enroll from any institutions at their own expense. The institution does not provide English language services, including instruction such as ESL.

VERIFICATION POLICY

To ensure that limited financial aid funds are awarded to eligible students in an equitable and consistent manner, Homestead Schools has developed policies for verification of family

reported information. Requirements for verification of family-reported information for purposes of qualifying for financial aid must be cost effective, flexible, and based upon acceptance of a reasonable tolerance range for error applied to award amounts. Verification procedures will be uniformly applied to all financial aid programs which require demonstrated financial need as eligibility criterion.

Who? Homestead Schools will verify all students selected for verification by the Department of Education. In addition, we will resolve all comments on the ISIR, and conflicting documentation. The Homestead Schools Financial Aid Staff may also question any aspect of an application.

What? For applicants undergoing verification, Homestead Schools will verify the items specified in the 34 CFR Part 668.56. Specifically, these items include for Title IV applicants:

- U.S. income tax data
- Number enrolled in college;
- Household size;
- Certain untaxed income and benefits:
 - Child support
 - Food stamps (SNAP)
 - IRA/Keogh deductions
 - Tax-exempt interest
 - Untaxed portions of pensions
 - Payments to tax-deferred pension/savings plans (found on W-2)

Additional items will also be verified when there is conflicting documentation on file or items selected by Homestead Schools Financial Aid Staff.

Students' Responsibilities

It will be the student's responsibility to ensure that all documents requested are submitted with proper signatures. If a student's dependency status changes during the award year, updating will occur unless that change is as a result of a change in marital status. Household size and number in postsecondary education can only be updated during the verification process.

Documentation

Documentation will consist of signed copies of the completed and signed appropriate requested forms. Some exceptions to documentation may be made in conjunction with what is allowed by federal regulation.

The Federal Department of Education has instituted some changes to the verification process regarding income-tax return data as follows:

- Students and parents can no longer submit a signed paper copy of the IRS 1040 as a way to confirm the income reported on the FAFSA. When completing the income sections of the FAFSA, the applicant is given the option to have this data retrieved directly from the IRS.
- If the applicant decides not to use the IRS data retrieval process and the application is chosen for verification, the applicant and the parents will be required to submit an IRS tax transcript.

- If the IRS tax retrieved information is changed on the FAFSA, the applicant will be required to submit an IRS tax transcript.
- However, the IRS data can be retrieved by the applicant when a correction is made to the FAFSA. If the retrieved data is not changed, then an IRS tax transcript will not be required.
- The IRS Tax Retrieval process will begin after February 1, 2012. The applicant must have a 2011 IRS tax return on file with the IRS.

Tax Filers with Special Circumstances – The IRS Tax Retrieval may not be available for the applicant in the following circumstances:

- A joint tax return was filed for 2011 and the student or the student's parents have filed the FAFSA with a marital status of separated, divorced or widowed.
- If the tax filer is married to someone other than the individual included on the 2011 joint tax return.
- If the parent or student was not married in 2011 but is married at the time the FAFSA is filed. The current spouse's income must be reported on the FAFSA.
- If the parents or the student is married but filed tax returns separately.
- If an amended tax return was filed.

Requesting an IRS Tax Transcript– There are three ways tax filers can request a tax transcript.

- **Online** Go to www.irs.gov- A paper transcript will be mailed to the requestor within 5 to 10 days. Please sign the tax transcript and send it to the Office of Financial Aid at NMSU.
- **Telephone** (800) 908--9946 - A paper transcript will be mailed to the requestor within 5 to 10 days. Please sign the tax transcript and send it to the Office of Financial Aid at NMSU.
- **IRS Form 4506T-EZ 4506TEZ** forms can be downloaded from <http://www.irs.gov/pub/irs-pdf/f4506tez.pdf>. A paper transcript will be mailed to the requestor within 5 to 10 days. Please sign the tax transcript and send it to the Office of Financial Aid at HOMESTEAD SCHOOLS. **Transcripts ordered using this method can be mailed directly to HOMESTEAD SCHOOLS by the IRS only if the tax filer requests this on line #5, in which case the signature would be waived.

IRS Data Availability – In general, tax filers can anticipate that the IRS data will be available within:

- Two weeks if the tax return has been filed electronically
- Eight weeks if the tax returns have been mailed.

If the tax filer has changed or corrected the federal income tax return, the amended information may not be available through the IRS data retrieval process. You will be required to submit both the original IRS tax transcript as well as the amended IRS tax account transcript.

If an RS 1040 will not and is not required to be filed

The filers must attest that an IRS 1040 has not and will not be filed and that the IRS 1040 is not required to be filed. Copies of all W-2 forms from all employers must be submitted to the Office of Financial Aid at HOMESTEAD SCHOOLS.

Applicants filing a Puerto Rico tax return or a foreign tax return may not use the IRS Tax Retrieval and must send a copy of their 2011 tax documents.

Food Stamp Recipients

Recipients of Food Stamps, also known as Supplemental Nutrition Assistance Program (SNAP) may be asked to provide the Office of Financial Aid with documentation that Food Stamps were received (FAFSA Question #75. If documentation is not provided when requested, there may be additional income and asset information requested by the Office of Financial Aid.

Child Support Paid Applicants, who have been chosen for verification and who have indicated that child support was paid by the filer during 2011, the filer must confirm the amounts of child support paid, to whom the payments were made, and the names and address of the children receiving the child support.

Time Period All students are encouraged to submit the required forms and documentation as quickly as possible. For federal aid recipients, the deadline for submitting verification documents is 60 days from the start date of the program. This includes making any necessary corrections, submitting those corrections to the Central Processor, and submitting the new correct Student Aid Report (SAR) to the institution.

Interim Disbursements No Title IV aid will be released until the student has completed any required verification process.

Consequences If a student fails to provide documentation or information within the required time frame, no Title IV aid will be released.

Tolerances For the Federal Pell Grant Program, the tolerance values will be used in order to pay a student. If the student does not qualify for payment options based on tolerance, then a correction must be filed with the Central Processor.

Notification All students to be verified are contacted by phone to meet one on one with the financial aid counselor. Students will be given the appropriate form and instructions during the meeting. Homestead Schools will verify all students selected for verification by the Department of Education. If the financial aid award has changed as result of the verification, students will meet with the financial aid director for explanation and final award letter.

Referral Procedures If it is determined that a student has received funds that they were not entitled to receive, the student must repay the amount. If a repayment is not made, the overpayment will be referred to the US Department of Education.

REQUIREMENTS FOR COMPLETION OF EACH PROGRAM

A diploma will be awarded upon successful completion of all courses, with a grade of 76% or better and all other curriculum requirements. Students must also meet all applicable clinical, administrative, clerical, classroom and laboratory skill proficiency standards, and must satisfactorily perform the applicable clinical or practical or hands-on portion of their training. Student must settle all financial obligations from the school.

The following are required number of hours for graduation:

1. Vocational Nursing Program	1632 Hours
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2. Nurse Assistant Training Program	150 Hours
3. Home Health Aide Training Program	40 Hours
4. RN-BSN Program	*1088 Hours
5. MSN Program	*720 Hours

*Outside (Preparation) Hours: Student work completed outside scheduled contact time (readings, study, assignments, projects, clinical prep/logs, reflection, etc.). For every 1 credit hour (lecture), per ABHES guidelines, there will be an equivalent of 2 credit hours of outside hours.

GENERAL REQUIREMENTS & ELIGIBILITY FOR LICENSURE

Vocational Nursing:

1. Minimum age: 17 years.
2. Completion of the 12th grade of schooling or its equivalent.
3. Graduation from an accredited or approved vocational nursing program or its equivalent.
4. Successful completion of a written examination titled the National Council Licensing Examination for Practical (Vocational) Nursing (NCLEX).
5. Provide the Board with a social security number prior to scheduling for examination.
6. Has committed no act which, if committed by an LVN, would be grounds for disciplinary action.
7. After successful completion of the examination, the applicant must submit an initial license fee.
8. Graduation from a California accredited school of vocational nursing. (Accredited programs offer a course of instruction that is minimally 1,530 hours in length. Required curricular content includes anatomy and physiology, normal growth and development; psychology, nutrition, pharmacology, nursing fundamentals, medical/surgical, obstetrical, pediatric, gerontological and rehabilitation nursing theory and supervised clinical experience).

Nurse Assistant:

Upon completion of the program, a graduate may sit for the Nurse Assistant Competency exam for licensure. Documents must be sent to the Aide and Technician Certification Section of the California Department of Public Health Licensing and Certification Program (ATCS). The school sends an original and official transcript showing that the student successfully graduated from the program

The student must send a filled-out copy of the fingerprinting form as well as the completed nurse assistant initial application form.

RN-BSN/MSN Programs:

Upon completion of the program, a graduate will be awarded a BSN/MSN degree. Licensure nor certification is not required.

NONDISCRIMINATORY POLICY

Homestead Schools, Inc. admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in

administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

Homestead Schools, in compliance with Federal and state regulations, requires that all students maintain satisfactory academic progress toward the completion of a degree, diploma, or certificate in order to be eligible to receive financial aid and remain in good academic standing and continue their enrollment. This SAP policy is applied consistently to all students of Homestead Schools regardless of whether or not federal aid is received by the students.

VOCATIONAL NURSING

Federal guidelines require that financial aid recipients maintain Satisfactory Academic Progress (SAP) in order to remain eligible for Title IV federal student aid. This SAP policy is applied consistently to all Vocational Nursing (VN) students at Homestead Schools, regardless of whether or not federal student aid is received by the student. The VN program requires 1632 hours for completion. Satisfactory academic progress for full time students will be measured every term. **This SAP is based on the Evaluation Methodology for Student Progress (EMSP) in the VN program. Student meeting the EMSP will meet the SAP policy and thus will remain eligible for federal student aid.**

Homestead Schools has an SAP policy that monitors:

1.) Quality – Required Grade Averages

At the end of each term, the cumulative grade average will be determined and documented in the student's official record. Student with a 76 or above grade point average (GPA) will be considered to be making satisfactory academic progress. Earning a grade of 75.9 or below in any theoretical subject within a period will have earned a "Failed" grade in that subject. Students who failed a theoretical subject are allowed one failed course to be remediated for each term. If a student fails a second course during a term, the student will not be allowed to proceed to the next term; the student will have to repeat the term. Upon successful completion of the repeated term, the student will have earned a satisfactory academic progress and will be allowed to progress to the next term.

In the event student fails to meet the cumulative 76% GPA due to one failed course in a term, the student will be on financial aid "Warning" status. Student is allowed to continue and receive federal student aid for the next term. Student must have 76% GPA cumulatively in both terms in order to remain eligible for federal student aid. Student falling below 76% GPA in both terms consecutively will not be eligible for federal student aid moving forward. Student may appeal the ineligibility through the appeal process. Please see next page regarding Financial Aid Probation Policy.

Student who is ineligible for financial aid can re-establish eligibility by successfully completing the required number of hours and by attaining the overall required cumulative grade average before the next period at his/her own expense. Withdrawal from school has no effect on the student's satisfactory academic progress upon re-entering. Please see the financial aid department for more information regarding ineligibility due to unsatisfactory SAP, re-entry, and withdrawal from the program.

FULL TIME SCHEDULE		1 st AY 1 st Period	1 st AY 2 nd Period	2 nd AY 1 st Period	2 nd AY 1 st Period
After each increment in weeks		13 wks	26 wks	38 wks	50 wks
Students in the 1 st Period must have a cumulative grade of at least 76% to meet the SAP requirements for 1 st Period.		76%	76%	76%	76%
Students in the 2 nd Period of 1 st Academic Year must have a cumulative grade of at least 76% to meet the SAP requirements.			→		
Students in the 1 st Period of 2 nd Academic Year must have a cumulative grade of at least 76% to meet the SAP requirements.				→	
Students in the 2 nd Period of 2 nd Academic Year must have a cumulative grade of at least 76% to meet the SAP requirements.					→
PART TIME SCHEDULE		1 st AY 1 st Period	1 st AY 2 nd Period	2 nd AY 1 st Period	2 nd AY 1 st Period
After each increment in weeks		26 wks	52 wks	72.5 wks	93 wks
Students in the 1 st Period must have a cumulative grade of at least 76% to meet the SAP requirements for 1 st Period.		76%	76%	76%	76%
Students in the 2 nd Period of 1 st Academic Year must have a cumulative grade of at least 76% to meet the SAP requirements.			→		
Students in the 1 st Period of 2 nd Academic Year must have a cumulative grade of at least 76% to meet the SAP requirements.				→	
Students in the 2 nd Period of 2 nd Academic Year must have a cumulative grade of at least 76% to meet the SAP requirements.					→

2.) Quantity – A Student is expected to complete his or her educational objectives within a specified time frame. Student must complete their program of study at HSI within 150% of the normal program length. The school will recalculate all attempted hours for student required to repeat a term to make sure student do not exceed the 150% maximum timeframe. Student must be progressing toward successful completion of the program within a maximum time frame. The maximum time frame of the VN program is (1632 x 1.5 = 2448) 2448 hours. Scheduled hours are any hours that HSI schedules for instructional time, either in the classroom, or at a clinical site. Students who miss scheduled hours need to take care that they do not miss so many hours that they are unable to complete the program within the maximum time frame. *Students in the FULL TIME VN program must attend up to 33 hours per week and must successfully complete the program within 50 weeks up to 75 weeks and students in a PART TIME program must attend up to 17.5 hours per week and must successfully complete the program within 93 weeks up to 139.5 weeks.*

FULL TIME SCHEDULE (Students meeting the minimum hours within the period will be on pace to complete the program within the 150% maximum time frame of the program length)	1 st AY 1 st Period	1 st AY 2 nd Period	2 nd AY 1 st Period	2 nd AY 2 nd Period	100 to 150% Period
After each increment in weeks	13 wks	26 wks	37 wks	48 wks	72 wks

Minimum clock hours required to complete to move forward	302 of 450	603 of 900	848 of 1266	1093 of 1632	1632 of 2448
PART TIME SCHEDULE					
After each increment in weeks	26 wks	52 wks	72.5 wks	93 wks	139.5 wks
Minimum clock hours required to complete to move forward	302 of 450	603 of 900	848 of 1266	1093 of 1632	1632 of 2448

All grades are given in numeric averages. The lowest grade average to pass a course is 76%. There are no excused absences all hours must be completed/made-up to be considered successfully completed. Student must achieve a cumulative grade average of 76% or better in order to graduate.

RN-BSN PROGRAM

Federal guidelines require that financial aid recipients maintain Satisfactory Academic Progress (SAP) in order to remain eligible for Title IV federal student aid. This SAP policy is applied consistently to all RN to BSN students at Homestead Schools regardless of whether or not federal student aid is received by the student. The RN to BSN program requires 60 credit hours to complete within 80 weeks. Student progress will be measured in a 4-point scale grading system. Student in a full time, $\frac{3}{4}$ time, and half time must have a 2.0 GPA in a semester in order to meet the SAP requirement. Student with less than 2.0 GPA will be on "Warning" status. Student with 2 consecutive semesters below 2.0 GPA will be terminated from the program.

Homestead Schools has an SAP policy that monitors:

1.) Quality – Required Grade Averages

At the end of each semester, the cumulative grade average will be determined and documented in the student's official record. Student with 2.0 GPA or above will be considered to be making satisfactory academic progress.

In the event student fails to meet the 2.0 GPA in a 1st semester, the student will be on financial aid "Warning" status. Student is allowed to continue and receive federal student aid for the 2nd semester. In order to avoid termination from the program, student must have 2.0 GPA or above in the 2nd semester. Student terminated may appeal the ineligibility through the appeal process. Please see next page regarding Financial Aid Probation Policy.

Student who is ineligible for financial aid can re-establish eligibility by successfully completing the required number of credit hours and by attaining the overall required cumulative grade average before moving forward to the next semester at his/her own expense. Withdrawal from school has no effect on the student's satisfactory academic progress upon re-entering. Please see the financial aid department for more information regarding ineligibility due to unsatisfactory SAP, re-entry, and withdrawal from the program.

2.) Quantity – A Student is expected to complete his or her educational objectives within a specified time frame. Student must complete their program of study at HSI within 150% of the normal program length. The school will recalculate all attempted credit hours for student required to repeat a course to make sure student do not exceed the 150%

maximum timeframe. Student must be progressing toward successful completion of the program within a maximum time frame.

Maximum Time Frame:

The maximum time frame of the RN to BSN program is 120 weeks. Scheduled hours are any hours that HSI schedules for instructional time, either in the classroom, online, or at a clinical site.

The maximum time frame is to be divided in to the following increments:

FULL TIME SCHEDULE (Students meeting the minimum hours within the period will be on pace to complete the program within the 150% maximum time frame of the program length)	1 st AY 1 st Semester	1 st AY 2 nd Semester	2 nd AY 1 st Semester	2 nd AY 2 nd Semester	3rd AY 1 st Semester	100 to 150% Period
Students taking less than 12 credit hours per semester will need more than 80 weeks to complete the program.	16 wks	32 wks	48 wks	64 wks	80 wks	120 wks
Minimum credit hours required to complete to move forward	12 credit hours	24 credit hours	36 credit hours	48 credit hours	60 credit hours	90 credit hours

Student in the FULL TIME RN to BSN program must take a minimum of 12 credit hours per semester to complete the program within 80 weeks. Student taking less than 12 credit hours must complete the program within 120 weeks and student repeating a failed subject must complete the program within 120 weeks at the following rate

MSN PROGRAM

Federal guidelines require that financial aid recipients maintain Satisfactory Academic Progress (SAP) in order to remain eligible for Title IV federal student aid. This SAP policy is applied consistently to all MSN students at Homestead Schools regardless of whether or not federal student aid is received by the student. The MSN program requires 37 credit hours to complete within 48 weeks. Student progress will be measured in a 4-point scale grading system. Student in a full time, $\frac{3}{4}$ time, and half time must have a 2.0 GPA in a semester in order to meet the SAP requirement. Student must have 2.0 GPA for each semester in order to continue receiving Graduate Plus Loan.

Homestead Schools has an SAP policy that monitors:

1.) Quality – Required Grade Averages

At the end of each semester, the cumulative grade average will be determined and documented in the student's official record. Student with 2.0 GPA or above will be considered to be making satisfactory academic progress.

In the event student fails to meet the 2.0 GPA in a 1st semester, the student will be on financial aid "Warning" status. Student is allowed to continue and receive federal student aid for the 2nd semester. In order to avoid termination from the program, student must have 2.0 GPA or above in the 2nd semester. Student terminated may appeal the ineligibility through the appeal process. Please see next page regarding Financial Aid Probation Policy.

Student who is ineligible for financial aid can re-establish eligibility by successfully completing the required number of credit hours and by attaining the overall required cumulative grade average before moving forward to the next semester at his/her own expense. Withdrawal from school has no effect on the student's satisfactory academic progress upon re-entering. Please see the financial aid department for more information regarding ineligibility due to unsatisfactory SAP, re-entry, and withdrawal from the program.

2.) Quantity – A Student is expected to complete his or her educational objectives within a specified time frame. Student must complete their program of study at HSI within 150% of the normal program length. The school will recalculate all attempted credit hours for student required to repeat a course to make sure student do not exceed the 150% maximum timeframe. Student must be progressing toward successful completion of the program within a maximum time frame. The maximum time frame of the RN/MSN program is 72 weeks. Scheduled hours are any hours that HSI schedules for instructional time, either in the classroom, online, or at a clinical site. *Student in the RN/MSN program must take a minimum of 12 credit hours per semester to complete the program within 48 weeks. Student taking less than 12 credit hours must complete the program within 72 weeks and student repeating a failed subject must complete the program within 72 weeks.*

Financial Aid Probation Policy:

A Financial Aid Probation is a status assigned by an institution to a student who has failed to meet SAP and who has appealed a determination of ineligibility.

If the student's appeal is granted the School may disburse Title IV funds for one payment period and by next payment period, student is expected to:

- Be making SAP; or
- Be successfully following an academic plan designed to ensure student will be able to meet SAP by a specific point in time

Appeal Procedures:

In the event a student fails to meet the above criteria for two consecutive periods, the student will be deemed ineligible and terminated. However, a student may appeal the decision to the school's program director by stating in writing, the reasons why the minimum requirements were not met.

The Financial Aid Administrator and the Program Director will review the appeal and determine whether suspending financial aid is justified. The student will be advised, in writing, of the decision.

Appeal Policy:

On a written appeal by a student, failure to meet one or more satisfactory academic progress requirements will be evaluated by the financial aid administrator and program director. The student will be notified of the decision within 14 days of the financial aid office receiving the written appeal request. The following types of information may be considered in determining if a student is still maintaining satisfactory academic progress:

- Unusual circumstances, such as extended illness
- Death or serious illness in the family
- Disruptive internal family problems

- Other unforeseeable circumstances beyond the control of the student that caused the student to fall below the satisfactory progress standards

Non-Title IV Programs:

1. NURSE ASSISTANT TRAINING
2. HOME HEALTH AIDE PROGRAMS

All students must satisfactorily complete their program within 150% of the normal timeframe.

Course Name	Clock Hours	Maximum Clock Hours (150%)
Nurse Assistant Training	150	225
Home Health Aide	40	60

Evaluations will determine if the student has met the minimum requirements for satisfactory academic progress.

The Effect of Course Withdrawals, Incomplete Grades, Repeated Courses, Non-credit Courses, Transfer Credits and Remedial Courses on Satisfactory Academic Progress If a student withdraws from a course officially or unofficially, the credit hours for which he/she registered will still be calculated as hours attempted for that term; and therefore, the withdrawal would have effect on the student's academic status in terms of the Policy on Satisfactory Academic Progress.

If a student enrolls for a course and does not withdraw officially, incomplete grade will be assigned. A student who receives an incomplete grade is expected to complete whatever remains to be completed and to remove the incomplete grade by the end of the Term. For each grade of Incomplete that is not removed within the established time limit, a grade F will be recorded on the student's permanent record.

However, incomplete grade counts as credits attempted for the purpose of calculating the successful course completion percentage, but is not included in the GPA and credits completed until the incomplete grade changes to a passing or failing grade.

A student who repeats a course for any reason will affect the quantitative measure since they count toward courses attempted.

The course which a student remediates as well as earned noncredit courses will be counted in the quantitative measure of the student's progress.

Credits from other institutions will be added to resident enrolled credits to determine the total number of enrolled credits when calculating the Maximum Time Frame. All transfer credits are not included as attempt but treated as completion of program's total hours. Transfer credits do not affect the GPA for Satisfactory Academic Progress.

Reinstatement

The Program Director may waive the Standards of Satisfactory Academic Progress for circumstances of poor health, family crisis, or other significant occurrence outside the control of the student. These circumstances must be documented by the student to demonstrate that they had an adverse impact on the student's performance.

Students who do not meet the requirements of Satisfactory Academic Progress will be placed on probation. Required academic progress for students placed on academic probation includes the achievement of 76% or better as well as satisfactory class attendance and completion of hours attempted. If the student meets requirements, he/she will be removed from probation and may be reinstated.

Student on academic probation who fails to meet either the quantitative or qualitative requirement by the end of probationary status is subject to termination from the program.

If a student desires to continue the program, academic evaluation will be conducted by the Student Performance Evaluation Committee to determine the ability of the student to satisfactorily complete the program.

Academic Probation A student's unsatisfactory progress due to test failure will result in academic probation and will require mandatory remediation of the test failed.

The student must successfully complete and pass remediation for the failed test. The passing score for the remediation exam will replace the previously failed grade.

Remediation will remain on the student's probationary record until student successfully demonstrates meeting of objectives in the remediated subject.

Probationary status may also be initiated if a student's performance jeopardizes minimum patient care standards, or when patterns of behavior of performance interfere with a student's progress. The administration may initiate probation when the student is not meeting the theory and/or clinical objectives.

When this happens, student shall be promptly informed in writing of probationary status. Student placed on probation shall be counseled, according to established probationary status. The terms of the probation will be stated in writing, to include criteria for removal of probationary status.

Required academic progress for students placed on academic probation includes the achievement of 76% or better as well as satisfactory class attendance and completion of hours attempted. If the student meets requirements, he/she will be removed from probation and may be reinstated.

If it has been concluded that all efforts of remediation have been exhausted, and a student still continues to be deficient in theory and/or clinical practice despite several remediation sessions, he/she may be terminated from the program.

Appeal Process

An appeal process is available to students who are placed on suspension or termination for lack of Satisfactory Academic Progress. If unusual circumstances have affected a student's progress, the decision to suspend or terminate may be appealed. Requests for appeals must be made in writing to the Student Performance Evaluation Committee through the Program Director. Appeals must be submitted no later than the end of the first week of classes following the suspended term or within 10 calendar days of the date on the academic progress letter, whichever is later.

HEALTH REQUIREMENTS

Students accepted in the nursing program will be admitted to the clinical component of their term after all health requirements have been completed and results have been submitted to the admissions office. These requirements are mandated by the affiliating hospitals in order to protect both the patient and health worker (student nurse). Health requirements are reviewed every term the student is in the program to assure they are current. Not maintaining required health status will result in dismissal from the nursing program.

Pregnant and postpartum students may continue in, or return to the nursing program at the discretion of the faculty and the student's physician. Periodic statements of physical fitness may be required for any student who has been recently seriously ill or hospitalized.

Homestead Schools will notify the Board of Vocational Nursing and Psychiatric Technicians in writing of any student requiring special assistance for any verified disability. If any student expects this assistance, please contact the Administrator of the Vocational Nursing Program at Homestead Schools and make needs known in writing four months prior to taking the NCLEX-PN®.

ATTENDANCE POLICY

The school emphasizes the need for all students to attend classes on a regular and consistent basis in order to develop the knowledge, skills and attitudes necessary to complete the program. Consistent attendance is a requirement for graduation. The following rules govern the theory and clinical absences that a student may acquire during his/her program:

1. Students are tardy when they arrive five (5) minutes late at the start of class or are five (5) minutes later returning from any break. Thirty (30) minutes late is considered as absent for the day. Students are tardy if they leave any class period five (5) minutes prior to dismissal time and considered as absent if they leave thirty (30) minutes before the dismissal time. Tardy students may remain in class for the lecture but will receive an assignment to ensure any missed materials is presented to the student in which is due at the next meeting for that theory class. Failure to turn in will result in issuance of an Attendance Probation. Tardiness disrupts the learning environment and is discouraged. Continued excessive tardiness in any class could lead to disciplinary action up to and including dismissal. Three tardies equal one absence.
2. Students will be placed on probation after two (2) absences in any given Term and terminated from the program after three (3) absences in any one Term.
3. Should an emergency arise, the clinical instructor must be notified by calling the clinical facility at least one hour prior to the expected beginning time. Contagious illnesses, the demise of a family member, and equally catastrophic absences will be taken into consideration for student retention. Student absences from three consecutive sessions for reasons of illness must provide a physician's release to be allowed to return to classes or clinical education.
4. Objectives that have been missed because of absences will have to be met before the student progresses to the next course. All missed theory periods must be remediated by fulfilling course objectives through the completion of a specific assignment. All theory absences must be remediated in a timely manner to maintain theory to clinical correlation.
5. Arrangements have to be made with the instructor and approved by the program director. Regardless of the score achieved on the make-up exam, the maximum grade that will be entered into the student's grade record for any make-up examination in a theory class will be 76%.
6. Acceptable methods of theory make-up include the following:

- a. Attending ongoing theory classes
- b. Review/tutorial sessions
- c. ATI sessions through practice test, focused review materials, videos
- d. Case studies
- e. Library research

7. All clinical absences in a given term must be remediated in a timely manner to maintain theory to clinical correlation. The student should see the program director for clinical assignment and assigned instructor for make-up. Acceptable methods of make-up include the performance evaluation in skills laboratory or additional time in the clinical area with clients/patients.

Cutting Classes – Cutting of classes will be considered as unexcused absences.

DRESS CODE POLICY

Uniforms must be worn clean and wrinkle-free. Any need for variation from regulation uniform must be discussed and approved by the Program Director.

1. Students must be in full uniform during class and in clinical training.
2. Each student must maintain the appearance of their uniforms.
3. A plain white sweater or jacket (without a hood) may be worn with the uniform. Under shirts must be white and inconspicuous (no flowers, stripes, logos, etc.). Make up should be moderate.
4. White shoes and white lace must be clean. Shoes must meet hospital safety. No open toes or heels permitted.
5. Shoe wear will consist of all-white leather upper shoe with good arch support and nonskid soles (no clogs). Plain white hose must be worn with the dress and plain white socks covering the ankle must be worn with the pants.
6. Students are required to have a watch with a mechanism that records seconds; bandage; scissors; stethoscope with dual head; penlight; protective eye wear as appropriate; and two black pens.
7. No jewelry, other than a watch, school ring, or wedding band is permitted.
8. Hair is to be neat, clean, and off the collar. Hair capable of falling forward, are not acceptable. Hair accessories are to be plain, small, and match the hair color.
9. Beards/mustaches are to be neat and well groomed.
10. Wearing of hats is not allowed.
11. Nails are to be manicured. No polish or artificial nails of any kind is permitted. Length of nails not to exceed length of fingers when palm is turned upward.
12. Tattoos must be covered with school uniform or white undergarment. Body piercing accessories are not allowed in class and in the clinical area.
13. Student ID badge are to be visible when worn in class and in clinical sites and approved by school activities.
14. Beepers/cell phones may not be utilized in the classroom and in the clinical area without consent of instructor unless in emergency situations.
15. Gum chewing is not allowed in class and in the clinical area.

EVALUATION METHODOLOGY FOR STUDENT PROGRESS POLICY

Vocational Nursing Program

Students must achieve a grade of 76% or better to successfully pass the subject and must maintain a cumulative grade weighted average of 76% throughout the term. Grades are based on students passing all examinations, assignments, quizzes, and clinical evaluations (performance both in skills lab and the clinical settings).

The student must pass both theory and clinical in order to progress in the Vocational Nursing program.

Evaluation Criteria:

A. Theory:

Class Participation	10%
Quiz/Homework	10%/15%
Unit Test	25%
Final Exam	40%
Total	100%

The program faculty monitors the student's grades and issues appropriate plan of action if the student is failing the subject. The director upon reviewing the student's academic standing with faculty inputs, will send the failing student to the Student Learning Resource Center Coordinator for tutoring and practice tests as early interventions.

Any student who is not making satisfactory academic progress is subject to further review and possible disqualification from the program.

Remediation actions for unsatisfactory academic progress are required to be allowed to continue in the program. The student will be expected to take a remediation test on the material covered in the original course exam and complete a remediation assignment and will be considered to have successfully passed the course when the student has achieved a passing score of 76% or better.

VA educational benefits will be discontinued when the veteran or eligible person ceases to make satisfactory progress. No more than two terms on probation will be permitted.

Remediation Process:

1. The Remediation Form will be completed and signed by the student and the instructor or Program Director.
2. An individual remediation plan will be developed and customized for each student subject to remediation. The outcomes for the plan will be established and measured in accordance with the failed objectives.
3. Students subject to remediation will be required to attend mandatory meetings with the designated instructor. Remedial practice sessions may be provided as necessary. This is to facilitate the student's success through reinforcement of current content and study skills, as well as to provide ongoing support to the student.
4. The student will be given an opportunity to review all materials related to failed subject's objectives to clarify all remedial materials with an assigned remediation instructor prior to sitting for the remediation exam.
5. On the day of the remediation exam, the student must submit all completed/reviewed materials required of their remediation plan in order to sit for the remediation exam. A

student will receive a maximum grade of 76% regardless whether the actual score attained is higher. The passing score for the remediation exam will replace the previously failed grade and will be recorded.

6. A student is only allowed two remediations in the entire program. Students who had remediated are closely watched for signs of another possible failure and are reminded and offered tutorial.
7. The program director keeps a record of students who have remediated. Student's decision to undergo alternative methods of tutorial must be documented using the Request for Tutorial Assistance Form. Student's progress will be assessed. Documentation of tutoring assistance and progress report will be kept on a separate binder.

B. Clinical:

Nursing Care Plan	15%
Drug Study	15%
Skills	70%
Total	100%

Percentage Equivalent	Rating Scale
76% - Above	Pass
75% - Below	Fail

Students will develop two nursing care plans for each course. These care plans are worth 100% each and account for 15% of the clinical course grade.

Care plans should be written or printed using the school's standard care plan form.

The instructor will tell students if there's a need for revision which will allow only once.

Care plans are to be turned in to the clinical faculty by the due dates.

The following criteria will be used to grade each care plan:

Criteria	Percentage
Nursing Diagnosis: Refer to assessment and list actual or potential problems using NANDA diagnosis.	20%
Goals: Short/long term goals that need to be measured and specific time frame in which goal will be achieved.	10%
Nursing Interventions: List three priority interventions for problems identified separately.	25%
Rationale: Scientific reason to do in each intervention.	25%
Evaluation: State specific data that indicates whether goals were met or not.	20%
TOTAL	100 %

The instructor evaluates student's performance based on the VN Skills Checklist. This tool will be used to assess student's satisfactory performance evaluation. Upon completion of the clinical skill competencies with passing mark, students will be considered to have successfully met the Satisfactory Academic Progress and will be allowed to progress to the next term.

If a student fails the clinical component of the subject, remediation will be offered and the student will need to see the program director for remediation process:

1. The student will be required to demonstrate and pass the failed clinical skill competencies in the Skills Lab setting.
2. The student, after demonstrating satisfactory performance evaluation of identified clinical skill competencies, will be allowed to proceed to the next term.
3. While the clinical evaluation is ongoing, the faculty with the director will write a plan of action for remediation. All documentation of outcomes are to be recorded in a separate binder immediately after the remediation and the students addressed if they are at-risk for failure. A copy of this document will be filed individually in a student's academic folder.
4. A student is closely watched for signs of another possible failure.

NATP/HHA Programs:

The student's final grade will be computed based on the following average:

THEORY	PERCENTAGE
Quiz	10%
Unit Tests	50%
Skills Lab Tests	10%
Final Comprehensive Exam	30%
Total	100%

CLINICAL:	1. Completion of Clinical Objectives
	2. Satisfactory Clinical Evaluation

Grading Scale: 76% is required to pass the course.

95-100	Excellent
90-94	Very Good
85-89	Good
80-84	Satisfactory
76-79	Average
Below 76	Fail

RN-BSN& MSN Programs:

Students must achieve a letter grade of "B" or better to pass the course. Students are graded on written assignments, discussions, and presentations. Any written assignments not submitted when due and without prior permission from the instructor will be rated zero. Students will have five days to make up the zero or the grade will become permanent in the grade book. The student final grade will be computed based on the following average.

Assignment Type	Percentage
Weekly Discussions	40%
Group Discussion	10%
4 Assignment Papers	20%
Final Written Paper or Presentation or Portfolio	20%
Philosophy, Professional Biography, or Resume	10%
Clinical Assignment	Complete or Incomplete
TOTAL	100%

Grading Scale

80% is required to pass the course.

95-100	A+
90-94	A
85-89	A-
83-84	B+
80-82	B
Below 80 (Failed)	B-

VA educational benefits will be discontinued when the veteran or eligible person ceases to make satisfactory progress. No more than two terms or semesters on probation will be permitted.

ACADEMIC HONOR CODE

Cheating:

Cheating is any act or attempted act of fraud, deception or distortion of the truth by which a student misrepresents mastery or understanding of academic information or material. Cheating includes, but is not limited to:

1. The use of unauthorized sources of information during tests. This would include, but is not limited to, crib sheets, electronic devices, dictionaries, texts, and/or other aids excluded by the instructor and/or lab administrator. It also includes any act or the use of any item which would be deemed as cheating by a reasonable person.
2. Looking at another student's exam or using another's exams, assignments, or other work, or allowing another student to do so.
3. Completing an exam or assignment for another person or allowing another person to complete any part of an assignment or exam for one's self.
4. Altering grades, class work, and resubmitting that work for reconsideration.
5. Engaging in any kind of unauthorized assistance or communication with another person during an exam.
6. Purchasing, copying, accepting, stealing, or otherwise obtaining exam information, assignments, or other class work.

Plagiarism:

Plagiarism is the inclusion in total or part of another's words, ideas, work, material, or data as one's own. Plagiarism includes, but is not limited to

1. Quoting or paraphrasing materials without citing the source in some acceptable manner and submitting those materials as one's own work.
2. Copying, using or borrowing another's ideas, assignments, test answers, lab work, research, report, term paper, computer program, file or date, etc., and submitting it as one's own work or allowing another student to do so.
3. Submitting as one's own work, work prepared by others or prepared in collaboration with others.
4. Reproducing another's work so closely that any reasonable person would, after careful evaluation of the circumstances, conclude that plagiarism has occurred.

Falsification/Fabrication:

Any act of inventing or altering information in order to deceive is considered falsification or fabrication. Falsification or fabrication includes, but is not limited to:

1. Inventing and submitting of falsified, fabricated, or fictitious information or falsely attributing the source as coming from another person or material.
2. Falsifying signatures on required forms or other academic records.
3. Using another person's identification, falsifying one's identification, or representing one's self as another person. Changing official academic records or documents, without going through a proper approval process.

Students will receive a failing grade on the examination or the course for noncompliance to the academic code.

STANDARDS FOR STUDENT CONDUCT

(California Code of Regulations, Title 5, Article 2, Section 41301)

Homestead Schools, Inc. is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community must choose behaviors that contribute toward this end. Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

UNACCEPTABLE STUDENT BEHAVIORS

The following unacceptable behaviors are subject to disciplinary sanctions:

1. Dishonesty, including:
 - a. Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage
 - b) Furnishing false information to a school official, faculty member, or campus office
 - c) Forgery, alteration, or misuse of a school document, key, or identification instrument
 - d) Misrepresenting one's self to be an authorized agent of the school or one of its auxiliaries.
2. Unauthorized entry into, presence in, use of, or misuse of school property.
3. Willful, material and substantial disruption or obstruction of a school-related activity, or any on-campus activity.
4. Participating in an activity that substantially and materially disrupts the normal operations of the school or infringes on the rights of members of the school community.
5. Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus school related activity
6. Disorderly, lewd, indecent, or obscene behavior at a school related activity, or directed toward a member of the school community.
7. Conduct that threatens or endangers the health or safety of any person within or related to the school community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.
8. Hazing, or conspiracy to haze, as defined in Education Code Sections 32050 and 32051: "Hazing" includes any method of initiation or pre-initiation into a student organization, or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending any school, community college, college, university or other educational institution in this state; but the term "hazing" does not include customary athletic events or other similar contests or competitions. A group of students acting together may be considered a 'student organization' for purposes of this section whether or not they are officially recognized. Neither the express or implied consent of a victim of hazing, nor the lack of active participation while hazing is going on is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act and is also a violation of this section."
9. Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, or the misuse of legal pharmaceutical drugs
10. Use, possession, manufacture, or distribution of alcoholic beverages, or public intoxication while on campus or at a school- related activity.
11. Theft of property or services from the school community, or misappropriation of school resources.

12. Unauthorized destruction, or damage to school property or other property in the school community.
13. Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals on campus or at a school related activity.
14. Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.
15. Misuse of computer facilities or resources, including:
 - a. Unauthorized entry into a file for any purpose.
 - b. Unauthorized transfer of a file.
 - c. Use of another's identification or password.
 - d. Use of computing facilities, campus network, or other resources to interfere with the work of another member of the school community.
 - e. Use of computing facilities and resources to send obscene or intimidating and abusive messages.
 - f. Use of computing facilities and resources to interfere with normal school operations.
 - g. Use of computing facilities and resources in violation of copyright laws.
 - h. Violation of a campus computer use policy.
16. Violation of any published school policy, rule, regulation or presidential order.
17. Failure to comply with directions or, or interference with, any school official or any public safety officer while acting in the performance of his/her duties.
18. Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well-being of members of the school community, to property within the school community or poses a significant threat of disruption or interference with school operations.
19. Violation of the Student Conduct Procedures, including:
 - a. Falsification, distortion, or misrepresentation of information related to a student discipline matter.
 - b. Disruption or interference with the orderly progress of a student discipline proceeding.
 - c. Initiation of a student discipline proceeding in bad faith.
 - d. Attempting to discourage another from participating in the student discipline matter.
 - e. Attempting to influence the impartiality of any participant in a student discipline matter.
 - f. Verbal or physical harassment or intimidation of any participant in a student discipline matter.
 - g. Failure to comply with the sanction(s) imposed under a student discipline proceeding.
 - h. Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from the school while a disciplinary matter is pending.

ANTI-BULLYING POLICY

Homestead Schools is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community must choose behaviors that contribute toward this end. Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

The school has adopted the following anti-bullying policy within the framework of the school's Standards for Student Conduct. Homestead Schools recognizes the very serious nature of bullying and the negative impact that it can have on the lives of students and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behavior:

1. A positive school culture and climate which:
 - is welcoming of difference and diversity
 - encourages students to disclose and discuss incidents of bullying behavior in a non-threatening environment
 - promotes respectful relationships across the school community
2. A shared understanding of what bullying is and its impact
3. Implementation of education and prevention strategies that build empathy, respect and resilience in students
4. Effective supervision and monitoring of students
5. Investigation and follow up of bullying behavior
6. On-going evaluation of the effectiveness of the anti-bullying policy

Bullying is defined as follows:

- Bullying is unwanted negative behavior, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time.
- The following types of bullying behavior are included in the definition of bullying:
 - deliberate exclusion, malicious gossip and other forms of relational bullying,
 - cyber-bullying and
 - identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the community and bullying of those with disabilities or special educational needs.

Homestead Schools confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behavior and to facilitate early intervention where possible. The school will take all such steps that are reasonably practicable to prevent bullying or harassment of students on any of the following grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the community.

PROBATION & REMEDIATION POLICY

This policy serves to ensure that students placed on academic probation are provided the opportunity to demonstrate improvement in cited areas of deficiency in a timely manner in order to progress through the program.

If a student is placed on academic probation, remediation is mandatory.

TERMS OF MANDATORY REMEDIATION

1. An individual remediation plan will be developed and customized for each student subject to remediation. The outcomes for the plan will be established and measured in accordance with the failed objectives, as documented on the student's subject exam.
2. The student will be given five (5) business days from the day the academic probation form is signed, to review and complete all materials and/or assignments issued in order to meet the failed objective(s). This five-day period will not include when school is closed for Winter break or school approved holidays. It will include the week between terms.
3. The student will be given the opportunity to clarify and review all remedial materials with an instructor and/or a remediation instructor prior to sitting for the remediation exam.
4. On the day of the remediation exam, the student must submit all completed/reviewed materials required of their remediation plan in order to sit for the remediation exam. A student will receive a maximum score of 76% for the specified Term regardless whether the actual score attained is higher. The passing score for the remediation exam will replace the previously failed grade.
5. Students subject to remediation will be required to attend mandatory meetings with the designated instructor for a minimum of one (1) time per week until the end of the enrolled term. This is to facilitate the student's success through reinforcement of current content and study skills, as well as to provide ongoing support to the student. Students in remediation are still responsible for ongoing instruction (including all homework, quizzes, exams, etc.) relative to the subsequent topic.

The Remediation Forms indicating first or second remediation meetings/agreements, student's name, current term, student, plan of correction/goal, date of accomplishment, probationary status, and whether student has met or not met the objectives will be completed and signed by the student and the instructor or student and Program Director.

COMPREHENSIVE EXIT EXAM POLICY

Comprehensive Exit Exam will be given to assess the student's acquisition and application of knowledge and skills offered in the school's Vocational Nursing program. Successful completion of the Comprehensive Exit Exam is required to complete the Vocational Nursing program.

Students are required to take the Comprehensive Exit Exam at the completion of Term IV, immediately after the Comprehensive Review. Attendance to Comprehensive Review is mandatory to increase chances of passing the Comprehensive Exit Exam and NCLEX-PN® exam. In order to be eligible for the Comprehensive Exit Exam, students must have satisfied all of the following requirements:

1. Completed all courses with at least a cumulative grade point average of 76% or better.
2. Completed all nursing course requirements within the allowed maximum time frame of the program.
3. Met all applicable clinical, administrative, clerical, classroom and laboratory skill proficiency standards, and must satisfactorily perform the applicable clinical or practical or hands-on portion of their training.
4. Must have attended Comprehensive Review.
5. Settled all financial obligations with the school.

The student must pass the Comprehensive Exit Exam with a grade of 76% or higher. If a student fails the exit exam, remediation process will be offered and the student will be allowed to retake the exit exam within 30 days. The student will be required to take an Alternate Comprehensive Exit Exam (version B of the Comprehensive Exit Exam) only once. The student must pass it with a grade of 76% or higher. In the event the student fails the Alternate Comprehensive Exam, he or she will not be eligible for graduation, will result in non-completion of the VN program and non-issuance of diploma.

COMPREHENSIVE REVIEW POLICY

Comprehensive Review is designed to reinforce and strengthen concepts learned in the Vocational Nursing program. It offers students the opportunity to assess their own strengths and weaknesses of nursing knowledge and skills through diagnostic tools and to formulate a plan for areas of needed growth.

This review is offered at no cost to the students, requires mandatory attendance, and is conducted by an assigned instructor.

The Comprehensive Review for graduating students is offered immediately after the end of the 1632 hours of the VN curriculum. Attendance at the review is a prerequisite to taking the Comprehensive Exit Exam.

After the Comprehensive Exit Exam, the school also offers a rigorous NCLEX-PN Review conducted over a period of three weeks by an experienced NCLEX reviewer in a classroom setting. Student are encouraged to attend the review but must pay to attend.

DISMISSAL POLICY

1. Dismissal may be initiated if the student fails to meet the terms of any warning and or probation, i.e. academic, attendance.
2. Displays inappropriate behavior.
3. An instructor may recommend dismissal at any time that he or she feels that student problem or situation has seriously jeopardized a patient, violated a safety principle, or interfered with the welfare of the school or clinical site.
4. If the student commits a serious infraction in the clinical facility, the instructor will remove the student from the clinical area. Follow the facility regulations regarding the infraction, and immediately notify the Program Director for further instructions. Any student action that places the patient in danger is grounds for immediate dismissal.
5. If on campus when an infraction occurs, the student will be sent to the Program Director's office for evaluation and advisement.

RE-ENROLLMENT POLICY

1. A student may re-enroll and repeat a Term in which the student has failed or did not complete depending upon space availability in the program. Homestead Schools will make every possible attempt to allow the applicant to repeat the Term. However, the student must first submit a signed and dated letter to the Program Director detailing why he/she should be considered a viable candidate for readmission, including specific reference to resolution of the issue(s) that led to the termination. In cases where a student was terminated due to his or her lack of attendance or progress, the student must show positive proof that the problem causing the termination has been corrected, thereby ensuring proper attendance and/or progress. The Program Director will make final approval of readmission, as well as the right to test any student for knowledge/skills assessment prior to consideration for readmission. Readmission to the program depends on space availability.
2. When a term is repeated, the student must take both the theory and clinical segments of the program concurrently. The student must repeat the entire term. The student's grade received when repeating the term will supersede any previous grade for that term. All satisfactory academic progress standards must be maintained to ensure completion of the program within the maximum time-frame allowed (one and half times the program scheduled hours).

GRADUATION REQUIREMENTS

1. Complete all courses with a cumulative grade point average of 76% or better.
2. Complete all nursing course requirements within the allowed maximum timeframe of the program.
3. Meet all applicable clinical, administrative, clerical, classroom and laboratory skill proficiency standards, and must satisfactorily perform the applicable clinical or practical or hands-on portion of their training.
4. Must have attended Comprehensive Review.
5. Pass the Comprehensive Exit Exam with a grade of 76% or higher.
6. Settle all financial obligations with the school.

COMPLAINT POLICY & GRIEVANCE PROCEDURES

Homestead Schools is committed to providing an educational climate that is conducive to the personal and professional development of each individual. In order to ensure this commitment, the school has developed procedures for students to pursue grievances. Resources and procedures are available to students for resolving complaints and addressing concerns.

A complaint involves a concern, problem or issue other than a disciplinary measure. The appropriate response to a disciplinary measure which is deemed unfair or excessive, or dissatisfaction with a grade, or progression, probation, or dismissal from a program, is an appeal, not a complaint. Appeals are made through established school procedures.

The school defines a formal complaint as a written report from a student or other constituent that expresses a serious concern. Complaints may be academic or nonacademic.

An academic complaint may be brought by a student regarding the school's provision of education and academic services affecting his/her role as a student. Academic grievances can include but are not limited to the following types of allegations: discriminatory action toward students within the classroom by a faculty member, e.g., by singling out specific students for either preferential or adverse treatment; failure of a faculty member to follow school or program policies in the conduct of classes or examinations; or capricious or unreasonable arbitrary actions by a faculty member that adversely affects student performance. Nonacademic grievances can include but are not limited to the following types of allegations: issues regarding sexual harassment, discrimination or an alleged infringement upon the rights or sensibilities of an individual by a school employee or other student or discrimination against him/her due to a disability.

Prior to initiating formal Grievance Procedures, the student is required to make a good faith effort to resolve the dispute with the person responsible for the action.

Procedure for Addressing Student Grievances

The grievance procedures are as follows:

1. The student will make an appointment with the faculty member to discuss his/her grievance.
2. The faculty member has to accommodate the student within a 48-hour period. If the faculty is involved in the complaint, Program Director will discuss the issue with the student and the faculty member involved to resolve the issue.
3. If not resolved, the student will make an appointment with the Program Director and present the grievance to the director, verbal and in writing. The Program Director will accommodate the meeting request within 72 hours.

The Program Director makes the final decision. The student will be notified of the decision within a 24-hour period.

If the complaint is against the Program Director the student is required to take the complaint to the Chief Academic Officer.

In the case of support staff or administrative personnel, the President will discuss the issue with the student and the employee involved.

If the student is not satisfied with the decision, the student is referred to the:

Bureau for Private Postsecondary Education (BPPE)
1747 North Market Blvd. Suite 225 Sacramento, CA 95834
P.O. Box 980818, West Sacramento, CA 95798-0818
Phone: (916) 574-8900 Toll Free: (888) 370-7589 Fax: (916) 263-1897
Web site: www.bppe.ca.gov

Scope of practice and nursing education questions are generally answered by the nursing education consultants (NEC) in the Board's Education Unit. You may call the Education Unit secretary directly at (916) 263-7843 and ask to speak to an NEC.
Mail your inquiry to the Board's Sacramento office at:

Board of Vocational Nursing and Psychiatric Technicians
2535 Capitol Oaks Drive, Suite 205
Sacramento, CA 95833
Phone: (916) 263-7800 Fax: (916) 263-7855
E-mail: bvntp@dca.ca.gov

STUDENT RIGHTS

Homestead Schools has set forth the following rights of the students:

1. Students have the right to consistent and judicious evaluation by the instructor.
2. Students are free to take reasoned exception to the data or views offered in courses of study. They may be required to know the material set forth by the instructor, but they are free to reserve personal judgment as to the truth or falsity of what is presented.
3. Students have the right to have faculty meet their classes at the scheduled times and make presentations appropriate to the course. When circumstances require cancellation of a class, the instructor shall make an effort to notify students.
4. While faculty and administrators have primary responsibility in curricular matters, students shall have opportunity for participation in revising and improving the curriculum by serving on operational curriculum committees.
5. Students are responsible for meeting standards of academic performance established for each course. Performance in the course shall be the sole criterion by which students are measured and the professor shall take no action to penalize students because of their opinions or because of their conduct outside the classroom in matters unrelated to the class. Students have the right to a course grade which is a just measurement of performance in the course.
6. Information about a student's performance, views, beliefs, and political association which professors acquire in the course of their work as instructors, advisers, and counselors is considered confidential.
7. Students have the right to have instructional faculty schedule a reasonable number of office hours for student conferences.
8. Students have the right to protection against improper disclosure of personal information. To minimize the risk of improper disclosure, the records of students' academic, counseling, disciplinary, financial and medical contacts with the school are kept separate from one another. Transcripts of academic records shall normally contain only information related to academic status and performance. However, in cases of disciplinary action, a notation of disciplinary status shall be added directly to the transcripts of any student who has been expelled or suspended with the notation for suspension to be removed at the end of the suspension period. Information from disciplinary, financial, counseling, medical, or academic records shall not be available to any person, on or off campus, without the express written consent of the student involved, except in accordance with law.

STUDENT RESPONSIBILITIES

The basic responsibilities of the student include:

1. Respecting the rights of others.
2. Respecting the highest standards of academic integrity.
3. Respecting the property of others, and the property, equipment, facilities, and programs of the school.
4. Refraining from actions that endanger the health, safety, or welfare of any member of the University community or its guests.
5. Complying with the normative standards, rules, and regulations of Homestead Schools as well as with federal, state, and local laws.

CREDIT GRANTING POLICY

An institution may grant credit to a student for prior experiential learning only if:

1. The prior learning is equivalent to a college or university level of learning;
2. The learning experience demonstrates a balance between theory and practice and;
3. The credit awarded for the prior learning experience directly relates to the student's degree program and is applied in satisfaction of some of the degree requirements.

Each college or university level learning experience for which credit is sought shall be documented by the student in writing.

Each college or university level learning experience shall be evaluated by faculty qualified in that specific subject area who shall ascertain (1) to what college or university level learning the student's prior experience is equivalent and (2) how many credits toward a degree may be granted for that experience.

The amount of credit awarded for prior experiential learning shall not be related to the amount charged the student for the assessment process.

- Of the first 60 semester credits awarded a student in an undergraduate program, no more than 15 semester credits may be awarded for prior experiential learning.
- Of the second 60 semester units (i.e., credits 61 to 120) awarded a student in an undergraduate program, no more than 15 semester credits may be awarded for prior experiential learning.

The institution will consider credit from other institutions accredited by an agency recognized by the U.S. Department of Education or the Council of Higher Education Accreditation (CHEA).

Credit granting for those students who wish to receive credit for previous education is based on the Vocational Nursing Practice Act Rules and Regulations Section 2535 and the Board of Vocational Nursing and Psychiatric Technician guidelines for developing a credit granting policy.

Transfer credit will be given for related previous education completed within the last five years. This includes the following courses:

1. Approved vocational or practical nursing courses.
2. Approved registered nursing courses.
3. Approved psychiatric technician courses
4. Armed services nursing courses.
5. Certified nurse assistant course.
6. Other courses the school determines are equivalent to courses in the program.

Competency-based credit shall be granted for knowledge and/or skills acquired through experience. Credit shall be determined by written and/or practical examinations.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Homestead School is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate or diploma you earn in the vocational nursing, nurse assisting, home health aide, and RN-BSN is also at the complete discretion of the institution to which you may seek to transfer. If the certificate or diploma that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Homestead Schools to determine if your certificate or diploma will transfer.

The institution will maintain a written record of the previous education and training of veterans and eligible persons clearly indicating that credit has been granted and the student will be notified accordingly.

ARTICULATION AGREEMENT

Homestead Schools, Inc. has not entered into an articulation or transfer agreement with any other college or university.

LEAVE OF ABSENCE POLICY

Leave of absence may be granted to a student if acceptable reasons are presented. It should be understood that leave of absence is granted only in extreme cases and must be approved by the Program Director, who will prescribe the duration of the leave of absence and specific conditions for resumption of study.

The period of leave for which the student has been approved may be excluded from the maximum time frame in which an individual student will be expected to complete the program. The Leave of Absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period. If the student does not resume attendance at the school on or before the end of a leave of absence, the school treats the student as a withdrawal.

COURSE WITHDRAWAL POLICY

Students planning withdrawal from a course should contact the Program Director and submit a completed withdrawal form. Students who do not officially withdraw from a course will automatically receive a grade of "F".

The withdrawal date used to determine the refund is the date the student began the school's withdrawal process, although the school reserves the right to use the last date of attendance at an academically related activity.

The withdrawal date is:

- First, the date the student began the institution's withdrawal process or officially notifies the school of their intent to withdraw; or
- Second, the last known attendance at a documented academically-related activity (i.e. exam, a tutorial, computer-assisted instruction, academic counseling, academic advisement, turning in a class assignment, or attending a study group that is assigned by the institution); or
- Third, the midpoint of the period for a student who leaves without notifying the institution.

The student may withdraw from a course after instruction has started and receive a pro rata refund for the unused portion of the tuition and other refundable charges if the student has completed 60% or less of the instruction.

If the non-recipient of Title IV funds has completed more than 60% of the program, he'll not receive any refund. If a Title-IV fund recipient withdraws after 60% (or more) of the program, he/she is considered to have earned all of the federal aid and no repayment is necessary.

CANCELLATION & REFUND POLICY

Should the student be terminated or cancelled for any reason, all refunds will be made according to the following refund procedures:

1. Rejection of Applicant: If an applicant is rejected for enrollment by an institution a full refund of all tuition monies paid will be made to the applicant.
2. Program Cancellation: If an institution cancels a program subsequent to a student's enrollment, the institution will refund all monies paid by the student.
3. Cancellation Prior to the Start of Class or No Show: If an applicant accepted by the institution cancels prior to the start of scheduled classes or never attends class (no-show), the institution will refund all monies paid.

STUDENT'S RIGHT TO CANCEL CONTRACT

The student shall have the right to a full refund of all charges less the amount of \$150.00 for the non-refundable registration charge if he/she cancels the agreement prior to or on the 1st day of instruction or the seventh day after enrollment, whichever is later.

If the institution gave the student any equipment, the student shall return the equipment within 30 days following the date of the Notice of Cancellation. If the student fails to return the equipment within this 30 day-period, the institution may retain that portion of the consideration paid by the student equal to the documented cost to the institution of the equipment and shall refund the portion of the consideration exceeding the documented cost to the institution of the equipment within 10 days after the period within which the student is required to return the equipment. The student may retain the equipment without further obligation to pay for it.

To cancel the contract for school mail or deliver a signed and dated copy of cancellation notice, or any other written notice or send a telegram to:

Homestead Schools, Inc.
Attention: Javier Pantoja
23800 Hawthorne Blvd. Suite 200
Torrance CA 90505

TUITION REFUND POLICY

The student shall have the right to a full refund of all charges less the amount of \$150.00 for the non-refundable registration charge if he/she cancels the agreement prior to or on the 1st day of instruction or the seventh day after enrollment, whichever is later.

Further, the student may withdraw from a course after instruction has started and receive a pro rata refund for the unused portion of the tuition and other refundable charges if the student has completed 60% or less of the scheduled period/semester. Students who completed 60.01% or more of the scheduled period/semester will be charged the whole period/semester.

The following examples describe how a refund calculation is made.

Example #1: The vocational nursing program at Homestead Schools, Inc. has 1549 hours of instructional time and costs \$28,500.00 in tuition, equipment, books, and uniforms, and includes \$150.00 nonrefundable registration fee. The student withdraws from the program after attending 300 hours of 450 hours of the scheduled period of instruction at which point he has made a total payment of \$7,000.00.

What would be his refund, if any?

First, the cost per hour of instruction is established by dividing the total hours of the program (1549) into the total cost of the program (\$28,500.00): \$28,500.00 / 1549 = \$18.40/hour. In the example above the student attended 300 of 450 hours scheduled, 66.6%. Based on the policy above student is charged the full 450 scheduled hours. The student is charged \$8,280 (450 x 18.40 = \$8280) the student does not have a refund.

Example #2: The student withdraws from the program after attending 270 hours of 450 hours of the scheduled period of instruction at which point he has made a total payment of \$7,000.00.

What would be his refund, if any?

In example #2 above the student attended 270 of 450 hours scheduled, 60%. Since student only completed 60% of the scheduled hours, based on the policy above student is charged only the 270 hours attempted. The student is charged \$4968 (270 x 18.40 = \$4968) the student's refund is calculated below.

Amount paid	\$7,000.00
Less: Nonrefundable registration fee	150.00
Less: Tuition cost incurred	4,968.00
	<hr/>
Refund due the student	\$1,882.00

The student is required to return the equipment, books, and uniforms. If the student fails to return these items, a charge will be made against the student in the amounts enumerated in the Enrollment Agreement. The school will refund the amount owed to the student within 45 days of the date of withdrawal.

PAYMENT SCHEDULE

For paying students, it's their responsibility to make payment of program fees every month and within the timeframe designated on the statement of account. If a student is unable to make payment within the timeframe given he/she must submit written notification to the Administration with an explanation and the expected date of payment. If a student is unable to make payment of program fees, the student will not be allowed to progress.

METHOD OF COLLECTING DELINQUENT TUITION

1. Notification in writing stating outstanding balance.
2. Follow-up phone call one week after written notification.
3. Second written notification 30 days after first written notification.
4. Follow-up phone call one week after second written notification.
5. Third written notification 30 days after second written notification.
6. Follow-up phone call one week after third written notification.
7. Final courtesy follow-up call.
8. If satisfactory payment arrangements are not made, the student's balance will be reported to the Credit Bureau. Delinquent accounts will be turned over for collections. Any costs related to the collection of the amount owed will be charged to the student's account.

RETURN OF TITLE IV FUNDS POLICY

Homestead Schools Refund Policy complies with the amended version of 34 CFR Section 668.22 of the Higher Education Amendment of 1998.

Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive.

If a recipient of Title IV grant or loan funds withdraws from a school after beginning attendance, the amount of Title IV grant or loan assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he /she is eligible to receive a post-withdrawal disbursement of the earned aid that was not received.

The school's Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. The federal Title IV financial aid programs must be recalculated in these situations.

Students who withdraw from all classes prior to completing more than 60% of an enrollment term will have their eligibility for aid recalculated based on the percent of the term completed. For example, a student who withdraws completing only 30% of the term will have "earned" only 30% of any Title IV aid received. The school and/or the student must return the remaining 70%.

Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = The number of clock hours the student was scheduled to complete in the period divided by the total number of clock hours in the period.

Up through the 60% point in each payment period a prorate schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. If a student withdraws after 60% (or more) of the term, he/she is considered to have "earned" all of the federal aid for the term. No repayment is necessary.

If a student after enrollment never attended any classes, he/she did not establish eligibility for any funds. All Title IV disbursed must be returned.

Refunds are allocated in the following order:

1. Unsubsidized Direct Stafford Loans (other than PLUS loans)
2. Subsidized Direct Stafford Loans
3. Federal Parent (PLUS) Loans
4. Direct PLUS Loans
5. Federal Pell Grants
6. Federal Supplemental Educational Opportunity Grants
7. Other Title IV Assistance
8. Other Federal Sources of Aid
9. Other State, Private, and Institutional Aid

When a student withdraws from Homestead Schools, the withdrawal date used to determine the refund is the date the student began the school's withdrawal process, although the school reserves the right to use the last date of attendance at an academically related activity.

The withdrawal date is:

- First, the date the student began the institution's withdrawal process or officially notifies the school of their intent to withdraw; or
- Second, the last known attendance at a documented academically-related activity (i.e. exam, a tutorial, computer-assisted instruction, academic counseling, academic advisement, turning in a class assignment, or attending a study group that is assigned by the institution); or

If a student earned less aid than was disbursed, the school would be required to return a portion of the funds and the student would be required to return a portion of the funds.

If a student earned more aid than was disbursed to him/her, the school would owe the student a post-withdrawal disbursement. A post-withdrawal disbursement must be made within 180 days of the date the school determines that the student withdrew.

The following rules apply when completing a return calculation for a student:

1. The school will return any unearned Title IV funds within 45 days of the date the school determined the student withdrew and offer any post-withdrawal disbursement of loan funds within 30 days of that date.
2. The school will disburse any Title IV funds a student is due as part of post-withdrawal disbursement within 45 days of the date the school determined the student withdrew and disburse any loan funds a student accepts within 180 days of that date.

The student is obligated to return any Title IV overpayment in the same order mentioned above. Students who owe overpayments as a result of withdrawals initially will retain their eligibility for Title IV funds for a maximum of 45 days from the earlier of the date of the school sends the student notice of the overpayment or the date the school was required to notify the student of the overpayment. Failure to return Title IV funds will result in the loss of eligibility for financial aid.

STUDENT TUITION RECOVERY FUND (STRF) “The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, **you must pay the state-imposed assessment for the STRF**, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.”

“It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd. Ste 225 Sacramento, CA 95798, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.”

CANCELLATION OF A PROGRAM BY THE SCHOOL

The School may cancel the enrollment of any student if the student does not meet the eligibility requirements as set by the school, in case of emergency and/or low enrollment. The school reserves the right to postpone or reschedule any class or instructor at any time. Cancellation notice will be given in writing, stating the reasons for the action.

LANGUAGE OF INSTRUCTION

Students are expected to be proficient in the language of the courses in which the student will be registered in. The primary language of instruction, both in theory and clinical, is English.

DISTANCE EDUCATION

RN-BSN & MSN programs are offered through distance learning. Vocational Nursing, Nurse Assistant Training, and Home Health Aide programs are all residential. The address where the instructions are provided is 23800 Hawthorne Blvd., Suite 200, Torrance, CA 90505.

The student shall have the right to a full refund of all charges less the amount of \$150.00 for the non-refundable registration charge if he/she cancels the agreement prior to or on the 1st day of instruction or the seventh day after enrollment, whichever is later.

The institution shall make the refund pursuant to section 71750 of the Regulations. If the institution sent the first lesson and materials before an effective cancellation notice was received, the institution shall make a refund within 45 days after the student's return of the materials.

- If you are enrolled in an Online Program, the course session will be held online using Canvas learning management system. Please see Distance Education syllabus or go to www.homesteadschools.net for more information.
- An institution offering a distance educational program where the instruction is not offered in real time shall transmit the first lesson and any materials to any student within seven days after the institution accepts the student for admission.
- An institution shall transmit all lessons and materials to the student if the student has fully paid for the educational program and, after having received the first lesson and initial materials, requests in writing that all of the material be sent. If an institution transmits the balance of the material as the student requests, the institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction and comment on lessons submitted by the student, but shall not be obligated to pay any refund after all of the lessons and materials are transmitted.

STUDENT SERVICES Homestead Schools, Inc. is committed to providing a "whole person" education. Classroom learning is supplemented by students' personal growth and development achieved through activities and programs.

Faculty and staff are committed to assisting students as they strive to develop intellectually, physically, socially, morally, and spiritually. HSI provides a comprehensive program of student services. All activities and programs are designed to help students have positive and rewarding personal growth experiences while at HSI.

The Office of Student Assistance and Relief(OSAR) is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589, option #5 or by visiting <https://osar.bppe.ca.gov/>

The following areas are included in Student Services:

Advising Services - where students obtain help with educational, career, and personal concerns from the Program Director.

Tutoring Services – help students struggling in their subjects and for those who know that their study skills are weak and have trouble in particular courses.

Career & Employment Services – provide a variety of opportunities and experiences which will empower our students and alumni to successfully pursue their career goals.

Campus Learning Assistance Services - help students increase their mastery of course material through course-specific tutoring and academic skills development. This provides small group tutoring and workshops on note-taking, time management, reading, exam preparation, memory and concentration, and other study skills to assist students in developing their academic skills.

NCLEX Preparation Through Assessment Technologies Institute (ATI) – prepares student for the NCLEX exam by systematically strengthening their knowledge-base throughout their nursing education. This program is designed not only to increase pass scores on the NCLEX, but also to lower program attrition rates by early identification of student at risk.

Counseling Counseling may be initiated by the instructor if a student's performance in class or clinical is not up to the standards. Counseling sessions will be provided during theory days or after class or clinical hours, or anytime during class or clinical hours by the Program Director if absolutely needed. If it has been noted that the student's problems need urgent intervention, the Instructor, Director, or designee may provide the necessary intervention right away.

All counseling sessions are to be written on the anecdotal form. A copy is to be given to the student while the original goes to the student's file.

If a student's grade is failing below the minimum passing grade of 76% per school policy, he/she has to make a request for and make time to attend tutorial/review session with any available

instructor/tutor to be assigned by the Program Director. It is the student's responsibility to make an appointment with the instructor or the Director.

Homestead offers individual tutoring to all students who do not meet the satisfactory academic progress. The school has a tutorial program to help its students pass the course. It goes without saying that not all students in a class progress at the same speed. There are some students who need extra help. These students often need to acquire good studying habits; some need to learn test-taking skills; and some need help with class assignments. A teacher has only a limited time to devote to any one student. This is where a tutor comes into the picture. Homestead offers individualized tutoring to those students who would benefit from it.

Employment Placement Services

Homestead Schools, Inc. provides its graduates with employment assistance with an attempt to place everyone but **cannot guarantee employment**.

Our Career Services staff assist students in:

1. Exploring a full range of career and work possibilities that match their career goals.
2. Preparing job-search competencies and tools to present themselves effectively as candidates for employment such as job search skills, resume writing, interview techniques and career portfolios.
3. Obtaining information on employment opportunities and prospective employers.
4. Connecting with employers through campus interviews, job listings, referrals, networking, publications, and information technology

Career services staff develop and maintain relationships with employers that provide career development and employment opportunities for students.

LibraryService It supplies a variety of innovative materials and services necessary to support instructional programs.

Students can use the variety of materials it has to offer for research, projects, assignments, homework, review, remediation, and other enrichment activities.

The assigned custodian/librarian shall be advised to monitor the logbook for sign-in and sign-out of students using this facility.

Service Hours:

Monday-Friday	9am-5pm
Saturday	9am-3pm

Regulations:

1. Leave your school ID and bag before entry.
2. Users must not make noises which disturb those who are studying/reading.
3. Users should not talk except as necessary to conduct business inside.
4. Users should set cell phone to silent mode and should not use while inside.
5. Eating and bringing of food and beverages are not allowed inside.
6. Users must treat furniture, equipment, books and other property with care.

7. Users must not damage, mark or deface library materials. They must not dog-ear pages or use paper clips or post-its in books.

Borrowing Policy:

1. Items may be renewed one time for the same length of time as the original check out unless another student has placed a hold on it.
2. Each student is limited to checking out two items only.
3. The circulation period for each item is only three days.
4. Any item(s) kept after three days is considered overdue. Borrowing privileges are suspended after the second overdue notice.

Library patrons are expected to return library materials in as good of condition as when borrowed. Each student will be responsible for materials checked out, including fines for late returns, lost items, and items damaged beyond repair.

6. For lost and damaged items, the replacement cost will be charged. A lost or damaged item may be replaced with an exact, new copy of the item.

HOUSING INFORMATION

Homestead Schools has no dormitory facility under its control and does not provide any housing accommodation to its students. Furthermore, the school has no responsibility to find or assist a student in finding housing. Students are responsible for finding their own housing.

The area offers many apartment complexes around the campus with rent ranging from \$700 to \$975 for an unfurnished one bedroom apartment. Most apartments supply an oven, refrigerator, dishwasher, and laundry facilities. Renters are usually responsible for their own monthly utilities. Single houses, townhomes, and condominiums are also available with rent ranging from \$1100 to \$1300 per month. Apartment for low rent housing is also available with subsidized government low income rates.

STUDENT RECORDS MANAGEMENT & RETENTION

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) Homestead Health is in compliance with provisions granted under the Family Educational Rights and Privacy Act of 1974 (FERPA). Under this law, students enrolled in any educational institution are given certain rights concerning school records.

This privacy right is a right vested in the student. Generally:

1. Institutions must have written permission from the student in order to release any information from a student's educational record.
2. Institutions may disclose directory information in the student's educational record without the student's consent.
3. It is good policy for the institution to notify the student about such disclosure and to seek the written permission of the student to allow disclosure of any educational records including directory information.
4. Institutions should give the student ample opportunity to submit a written request that the school refrain from disclosing directory information about them.
5. Institutions must not disclose non-directory information about students without their written consent except in very limited circumstances.
6. Institutions should notify students about their rights under FERPA through annual publications.
7. When in doubt, it is always advisable to err on the side of caution and to not release student educational records without first fully notifying the student about the disclosure.
8. The school should always seek a written consent from the student before disseminating educational records to third parties.

RETENTION OF STUDENT RECORDS

The Admissions Office is responsible for ascertaining that school records maintenance, storage, security and management are in compliance with the Bureau's record-keeping requirements, and school's policy, procedures, rules and regulations. The institution maintains records for each student, whether or not the student completes the educational service, for a period of not less than five years at 23800 Hawthorne Blvd Suite 200 Torrance, CA after the date of the student's graduation, withdrawal, or termination.

Homestead student records, both academic and financial, are all organized, maintained and stored on computer, making records accessible through electronic retrieval. These records are in an electronic format that are readily available and open to inspection by the Bureau upon request.

Printed copies of student records, historical and contemporary, are readily available as well. All hard copy records are scanned and saved online with back-ups stored on a separate hard drive to prevent from damage and loss.

Homestead shall maintain all students' transcripts indefinitely.

The student records shall be retrievable by student name and shall contain all of the following applicable information:

1. Home/mailing address, e-mail address, and telephone number
2. Written records and transcripts of any formal education or training relevant to the student's qualifications for admission to the institution
3. Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid
4. Copies of all tests given the student before admission
5. Records of the dates of enrollment and, if applicable, withdrawal, leaves of absence, and graduation
6. A transcript showing all of the classes and courses or other educational services that were completed or were attempted but not completed and grades or evaluations given to the student for each course or subject
7. Copy of certificate granted and the date on which that certificate was granted
8. A document showing the total amount of money received from or on behalf of the student and the date or dates on which the money was received
9. A document specifying the amount of a refund, including the amount refunded for tuition and the amount for equipment, the method of calculating the refund, the date the refund was made, the check number of the refund, and the name and address of the person or entity to which the refund was sent
10. Copies of any official advisory notices or warnings regarding the student's progress
11. Complaints received from the student, including any correspondence, notes, memoranda, or telephone logs relating to a complaint. (All notices and disclosures provided to students and a record of the time period within which each notice and disclosure was provided).
12. Records of student attendance
13. Satisfactory academic progress report

The institution also maintains complete and accurate records of all the educational programs offered and the curriculum for each, and information of all previous and current faculty and staff files.

The institution has personnel scheduled to be present at all times during normal business hours who know how to operate the devices and can explain the operation of the devices to any person authorized by the state to inspect and copy records.

Records Custodian:

Jeanette Villaraza

E-mail Address: Jeanette@homesteadschools.com

Physical Address: 23800 Hawthorne Blvd. Suite 200. Torrance, CA 90505

Phone: (310) 791-9975

Location of Records:

Physical Address: 23800 Hawthorne Blvd. Suite 200. Torrance, CA 90505

Phone: (310) 791-9975

The Chief Academic Officer conducts a quarterly checking to ascertain that the records management and retention are being properly handled.

DRUG-FREE SCHOOLS AND CAMPUSES REGULATIONS (DFSCR)

The Drug and Alcohol Abuse Prevention Regulations (Education Department General Administrative Regulations [EDGAR]), requires that, as a condition of receiving funds or any other form of financial assistance under any federal program, an institution of higher education (IHE) must certify that it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees.

HSI is in compliance with these regulations. The school adopts and implements a drug prevention program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by all students and employees both on school premises and as part of any of its activities. The school has program that complies with the regulations such as:

- A. Annually notifying each employee and student, in writing, of standards of conduct; a description of appropriate sanctions for violation of federal, state, and local law and campus policy; a description of health risks associated with AODuse; and a description of available treatment programs.
- B. Developing a sound method for distributing annual notification information to every student and staff member each year.
- C. Conducting a biennial review on the effectiveness of its AOD programs and the consistency of sanction enforcement.
- D. Maintaining its biennial review material on file.

The school's DFSCR policy addresses the legal and responsible use of alcohol. It addresses the academic, health, personal and safety risks associated with alcohol and other drug use through education, services and resources that focus on prevention of alcohol and other drug abuse. Through wide dissemination of this policy, the school community will be informed of its contents, as required by the Drug-Free Workplace and Drug-Free Schools and Campuses Act.

It is a goal of the school to provide a safe, productive, and healthy environment in which all members of the school community can learn, work, and grow from a wealth of different school experiences. The school is determined to establish and maintain working, living, and learning conditions that are free from the negative effects of alcohol and other drug abuse. The school recognizes that the misuse or abuse of any drug can be detrimental to the health, safety, learning, and well-being of individuals as well as the school community. Therefore, in compliance with the U.S. Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989, the school offers substance abuse prevention programs for its students and employees and will identify resources and provide assistance and support for those who have, developed or are in recovery from problems with AODs.

The illegal or abusive use of alcohol and/or other drugs by students, faculty or staff adversely affects school's commitment to provide an environment of excellence in teaching, research and learning. As members of the school community, we all share in the responsibility for creating and maintaining a healthy and productive environment for work and study alike. With this responsibility comes the obligation to be involved in preventing problems caused by the abuse of alcohol, tobacco and other drugs.

The school's comprehensive approach to addressing substance abuse emphasizes:

- A. Taking effective steps to create and maintain a drug-free workplace and educational environment for students, faculty and staff.
- B. Providing continual prevention, education and counseling services along with referrals to off-campus treatment facilities as appropriate.

- C. Encouraging individuals who are experiencing problems associated with alcohol and/or other drugs or chemical dependency to seek assessment, counseling and/or treatment voluntarily with the understanding that this assistance is confidential and will not be used against them.

School's policy on alcohol and other drug use respects all legal requirements including, but not limited to:

- A. Federal and California controlled substance laws, as well as other administrative regulations concerning alcohol and other drugs.
- B. The Drug-Free Workplace Act of 1988 sets forth special requirements for employees on federal contracts and grants. It requires the school to provide notice of a conviction for a violation of any criminal drug statute occurring in the workplace by an employee engaged in the performance of work under federal contract or grant; and to report to the funding agency within ten calendar days after notice from an employee of a conviction for a violation of any drug statute occurring in the workplace.
- C. California Drug Free Workplace Law. Employees or contractors of any state agency are prohibited from the unlawful manufacture, distribution, dispensation possession or use of a controlled substance as defined in the Controlled Substances Act. The employer or contractor must publish a statement regarding the prohibition and any sanctions that will be imposed and establish a drug-free awareness program.
- D. Federal and California controlled substance laws, as well as other administrative regulations concerning alcohol and other drugs.

DRUG AND ALCOHOL ABUSE PREVENTION PROGRAM (DAAPP)

Purpose

Homestead Schools is dedicated to the safety, health and welfare of its students, faculty and staff. The unlawful use and or abuse of drugs and alcohol can have a negative impact on the safety and well-being of college students and on our Homestead Schools (HS) educational environment.

The primary purpose of the following guidelines are in support of the Drug and Alcohol Abuse Prevention Program (DAAPP) developed and implemented in an effort to prevent the unlawful possession, use, and distribution of drugs and alcohol on campus and at recognized events and activities. The College aspires to educate, call our community to action, help those in need, and be in full compliance with the Drug-Free Schools and Campuses Regulations (34 CFR Part 86) of the Drug-Free Schools and Communities Act (DFSCA).

Guidelines

I. Entities Affected by this Policy

Persons covered by the Drug and Alcohol Abuse Prevention Program (DAAPP) are employees of HS and students who enroll in one or more classes for any type of academic credit except for continuing education units.

II. Standards of Conduct

HS complies with local, state, and federal laws and penalties regarding the unlawful use of drugs and alcohol including the possession of illegal drugs and drug paraphernalia on college premises and the sale or use of alcoholic beverages on HS premises. (Please see Drug-Free Schools and Campuses Regulations in School Catalog)

III. Disciplinary Procedures

HS believes it is the responsibility of all employees and students to report prohibited use or abuse of drugs and alcohol. If a student/employee is suspected of violating the Drug-Free Schools and Campuses Regulations of the HS, the College will perform an investigation to determine the appropriate course of action. An Incident Report (student or employee) detailing alleged violations of the Standards of Conduct by an HS student/employee will need to be completed to initiate the Disciplinary Actions/Due Process procedures.

IV. Disciplinary Sanctions

Violations of the HS Standards of Conduct refer to a student's failure to meet his/her responsibilities and are subject to General Disciplinary Action in accordance with college policy as stated in the HS Student Handbook and School Catalog.

Sanctions: The School Director has the authority to issue sanction(s) including, but not limited to, the following:

- a. Written reprimand
- b. Loss of privileges/access
- c. Removal from course/s
- d. Warning
- e. Suspension
- f. Expulsion
- g. Termination (employee)
- h. Referral for prosecution (student and/or employee)

V. DAAPP Information Dissemination

Notification of the information contained in the DAAPP is distributed to all enrolled students registered in classes for academic credit in the following methods:

- Admissions application notification to all applicants
- Catalog and/or Registration guide
- Online student handbook
- HS main website (Consumer Right To Know)

Notification of the information contained in the DAAPP is distributed to all employees in the first day of employment and annually thereafter.

VI. Program Resources for Individual and Group Counseling

A list of local resources with descriptions of drug and alcohol counseling treatment, rehabilitation or reentry programs available to students are provided below:

New Beginnings Interfaith Drug and Alcohol Treatment Care Center

New Beginnings Interfaith Drug and Alcohol Treatment Care Center is an alcohol rehab and drug treatment program that is located at 3119 Torrance Blvd #36D Torrance, CA 90503

You can contact New Beginnings Interfaith Drug and Alcohol Treatment Care Center by calling (310) 904-6782.

Types of Services

Methadone Maintenance, Hospital Inpatient Treatment, Gay and Lesbian, Residential Beds for Children, Methadone Detox, Transitional Housing, Men, Women, Seniors

Payment Structure & Forms

Sliding Scale Fee

Driver Benefits Inc.

Driver Benefits Inc. is an alcohol rehab and drug rehabilitation program that is located at 2370 West Carson Street Suite 150 Torrance, CA 90501

You can contact Driver Benefits Inc. by calling (310) 320-9550.

Types of Services

Outpatient Treatment, DUI Offenders, Court Appointed Clients, Spanish Speaking, Languages other than Spanish

Payment Structure & Forms

Self Pay

National Council on Alcohol and Drug Dependence

National Council on Alcohol and Drug Dep is an alcohol rehab and drug treatment center that is located at 1334 Post Avenue Torrance, CA 90501

You can contact National Council on Alcohol and Drug Dep by calling (310) 328-1460.

Types of Services

Outpatient Treatment, DUI Offenders, Court Appointed Clients, Spanish Speaking

Payment Structure & Forms

Self Pay

Options for Recovery

Options for Recovery is a drug rehabilitation and alcohol treatment program that is located at 1124 West Carson Street Building N-33 Torrance, CA 90502

You can contact Options for Recovery by calling (310) 222-5410.

Types of Services

Outpatient Treatment, Drug and Alcohol Day Treatment, Pregnant Women, Women

Payment Structure & Forms

Sliding Scale Fee, Help with Payments

South Bay Drug Abuse Coalition

South Bay Drug Abuse Coalition is an alcohol treatment and drug treatment facility that is located at 2370 West Carson Street Suite 136 Torrance, CA 90501

You can contact South Bay Drug Abuse Coalition by calling (310) 328-0780.

Types of Services

Mental Health and Substance Abuse Treatment, Outpatient Treatment, Services for Minors, Pregnant Women, Women, Men, Court Appointed Clients, Hearing Impaired Clients

Payment Structure & Forms

Private Pay, Self Pay, Sliding Scale Fee, Help with Payments

Thelma McMillen Center

Twin Town Treatment Centers

Twin Town Treatment Centers is an alcohol rehabilitation and drug rehab center that is located at 2171 Torrance Boulevard Suites 8 and 9

Torrance, CA 90501

You can contact Twin Town Treatment Centers by calling (310) 787-1335.

Types of Services

Drug and Alcohol Detox, Outpatient Treatment, Drug and Alcohol Day Treatment, Services for Minors

Payment Structure & Forms

Private Pay, Self Pay

Western Health Harbor City Clinic

South Bay Alcoholism Services

South Bay Alcoholism Services is an alcohol treatment and drug rehabilitation program that is located at 23752 Gulf Avenue Carson, CA 90745 You can contact South Bay Alcoholism Services by calling (562) 200-1702.

Types of Services

Transitional Housing

Greenfields Health Services Inc.

Greenfields Health Services Inc. is an alcohol rehab and drug rehabilitation program that is located at

637 East Albertoni Street Suite 109

Carson, CA 90746

You can contact Greenfields Health Services Inc. by calling (310) 532-0063.

Types of Services

Outpatient Treatment, Drug and Alcohol Day Treatment, Services for Minors, Dual Diagnosis, HIV - AIDS, Gay and Lesbian, Seniors, Women, Men, Court Appointed Clients, Hearing Impaired Clients, Spanish Speaking, Languages other than Spanish

Payment Structure & Forms

Medicaid Assistance, Medicare Assistance, Private Pay, Military Insurance, Self Pay, Sliding Scale Fee, Help with Payments

Counseling and Research Associates

Counseling and Research Associates is an alcohol addiction treatment and drug rehab program that is located at

130 West Victoria Street

Gardena, CA 90248

You can contact Counseling and Research Associates by calling (310) 715-2020.

Types of Services

Mental Health Treatment, Outpatient Treatment, Services for Minors, Dual Diagnosis, Pregnant Women, Spanish Speaking, Languages other than Spanish

Payment Structure & Forms

Medicaid Assistance

Be Well Now Institute Inc.

Be Well Now Institute Inc. is an alcohol treatment and drug rehabilitation facility that is located at 20710 South Leapwood Avenue Suite C Carson, CA 90746 You can contact Be Well Now Institute Inc. by calling (310) 324-0447.

Types of Services

Outpatient Treatment, Services for Minors, Languages other than Spanish

Payment Structure & Forms

Medicaid Assistance, Sliding Scale Fee, Help with Payments

Goretti Health Services Inc.

Goretti Health Services Inc. is a drug treatment and alcoholism treatment facility that is located at 14623 Hawthorne Boulevard Suite 306

Lawndale, CA 90260

You can contact Goretti Health Services Inc. by calling (310) 973-0100.

Types of Services

Outpatient Treatment, Services for Minors, HIV - AIDS, Seniors, Pregnant Women, Women, Men

Payment Structure & Forms

Medicare Assistance, Private Pay, Self Pay, Sliding Scale Fee

Lawndale Medical and

Lawndale Medical and is an alcohol rehab and drug rehab facility that is located at

4023 Marine Avenue

Lawndale, CA 90260

You can contact Lawndale Medical and by calling (310) 675-9555.

Types of Services

Mental Health and Substance Abuse Treatment, Drug and Alcohol Detox, Methadone Maintenance, Methadone Detox, Outpatient Treatment, Spanish Speaking

Payment Structure & Forms

Medicare Assistance, Private Pay, Self Pay

Transcultural Health Development

Transcultural Health Development is an alcohol rehabilitation and drug rehab center that is located at 117 East Harry Bridges Boulevard Wilmington, CA 90744

You can contact Transcultural Health Development by calling (310) 549-8383.

Types of Services

Drug and Alcohol Detox, Methadone Maintenance, Methadone Detox, Outpatient Treatment, HIV - AIDS, Women, Hearing Impaired Clients, Spanish Speaking, Languages other than Spanish

Payment Structure & Forms

Private Pay, Self Pay

Behavioral Health Services

Behavioral Health Services is a drug treatment and alcohol rehab center that is located at 15519 Crenshaw Boulevard Gardena, CA 90249

You can contact Behavioral Health Services by calling (310) 679-9031x1211.

Types of Services

Outpatient Treatment, DUI Offenders, Court Appointed Clients, Spanish Speaking

Payment Structure & Forms

Private Pay, Self Pay

Asian American Drug Abuse Program Inc.

Asian American Drug Abuse Program Inc. is an alcohol rehab and drug treatment facility that is located at 13931 South Van Ness Avenue Gardena, CA 90249

You can contact Asian American Drug Abuse Program Inc. by calling (310) 768-8018.

Types of Services

Mental Health and Substance Abuse Treatment, Outpatient Treatment, Services for Minors, Gay and Lesbian, Court Appointed Clients, Spanish Speaking

Payment Structure & Forms

Help with Payments

Your Empowering Solutions Inc.

Your Empowering Solutions Inc. is a drug rehab and alcohol rehabilitation program that is located at 4020 Palos Verdes Drive North Suite 201 Rolling Hills Estates, CA 90274

You can contact Your Empowering Solutions Inc. by calling (310) 541-6350.

Types of Services

Outpatient Treatment, Dual Diagnosis, HIV - AIDS, Gay and Lesbian, Seniors, Pregnant Women, Women, Men

Payment Structure & Forms

Self Pay

Southland Outpatient Recovery Center

Southland Outpatient Recovery Center is an alcohol rehab and drug rehabilitation center that is located at 431 West Compton Boulevard Compton, CA 90220

You can contact Southland Outpatient Recovery Center by calling (310) 637-0341.

Types of Services

Mental Health and Substance Abuse Treatment, Outpatient Treatment, Services for Minors, Dual Diagnosis, HIV - AIDS, Gay and Lesbian, Seniors, Pregnant Women, Women, Men, Court Appointed Clients, Spanish Speaking

Payment Structure & Forms

Medicaid Assistance, Medicare Assistance, Private Pay, Military Insurance, Self Pay

Get Off Drugs Treatment Center

Get Off Drugs Treatment Center is a drug treatment and alcoholism treatment program that is located at 1416 South Tamarind Street Compton, CA 90220

You can contact Get Off Drugs Treatment Center by calling (562) 422-5212.

Types of Services

Residential Long-Term Rehab

Payment Structure & Forms

Self Pay

Priority Healthcare Services Inc.

Priority Healthcare Services Inc. is a drug treatment and alcoholism treatment program that is located at 2023 West Compton Boulevard Compton, CA 90220

You can contact Priority Healthcare Services Inc. by calling (310) 763-7000.

Types of Services

Outpatient Treatment, Gay and Lesbian, Seniors

Payment Structure & Forms

Medicare Assistance, Private Pay, Self Pay

VII. Oversight Responsibility

The school director and financial aid director shall serve as the main contacts that will have oversight responsibility of the Student DAAPP including, but not limited to: updates, coordination of information required in the DAAPP, coordination of the annual notification to students, and the biennial review report.

VIII. Assessment of Program Effectiveness and Biennial Report

The school director and financial aid director will review documented infractions of the student conduct policy on an annual basis. The assessment includes reviewing the incident(s) and the outcome(s) to ensure that college policy regarding drug, alcohol and other substance abuse violations and sanctions are imposed and consistently enforced.

The school director and financial aid director will conduct an annual review to determine program effectiveness and implement changes as necessary. The school director and financial aid director will prepare a biennial review report as required to be in full compliance with the Education Department General Administrative Regulations (EDGAR) 34 CFR Part 86.100.

A review of the number of documented cases regarding students of concerns referred through HS's behavioral intervention team(s) will be gathered for statistical purposes and to ensure prevention and awareness activities are delivered appropriately to all student populations.

Under the leadership of the school director an assessment to measure student perceptions and behavior will be conducted periodically. These data will be analyzed to continuously determine the most appropriate interventions.

IX. Policy History

The DAAPP for students and policy with accompanied guidelines will be reviewed on an annual basis to ensure that it accurately reflects institutional policy, procedures and programs; and to consider expansion of evaluation, prevention, and awareness activities.

X. Related Documents

Drug and Alcohol Abuse Prevention Program (DAAPP), Drug Free Schools and Campuses Regulations (34 CFR Part 86), Drug Free Schools and Communities Act (DFSCA) Administrative Rule.

XI. Health Risks Associated with Alcohol and Drugs

Alcohol

Alcohol is a legal drug. Nonetheless, it is a depressant and is the leading drug of abuse in America. Use of alcohol may affect judgment and decision-making abilities, slow down the central nervous system and brain function, and reduce coordination and reflex actions. Alcohol

use (even low doses) may increase the incidence of a variety of aggressive acts, including physical altercations, threats, and domestic abuse. Higher doses may cause marked impairments in mental functions, severely altering a person's ability to learn and remember information. Very high doses may cause respiratory depression and death. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, also can lead to permanent damage to vital organs such as the brain and the liver.

A 12-oz. can of beer, a 5-oz. glass of wine and a 1.5-oz. shot of hard liquor all contain the same amount of alcohol. Coffee, cold showers and exercise do not speed up the body's ability to metabolize alcohol – only the passage of time will free the body from the effects of alcohol.

SIGNS AND SYMPTOMS OF ABUSE

- Dulled mental processes
- Lack of coordination
- Slowed reaction time
- Poor judgment
- Reduced inhibitions

Alcohol consumption causes a number of marked changes in behavior. Even small amounts alcohol can significantly impair the judgment, reaction time and coordination needed to safely operate equipment or drive a car.

HEALTH EFFECTS OF ALCOHOL

- Decreased sexual functioning
- Liver cancer, fatty liver, hepatitis, cirrhosis
- Increased cancers of the mouth, tongue, pharynx, esophagus, rectum, breast and skin
- Kidney disease
- Ulcers
- Increased acid in the stomach
- Insomnia
- Gout
- Contributes to high blood pressure and strokes
- Heart muscle disease or heart failure
- Use during pregnancy can cause fetal alcohol syndrome, increased risk of miscarriages, premature births, stillbirths, and low-birth-weight babies
- Increased blood sugar levels which makes diabetes worse
- Increased severity of mental health problems such as bipolar disorder, posttraumatic stress disorder, depression, anxiety, and addiction

Marijuana

Marijuana is a derivative of the cannabis sativa plant and is illegally used for its intoxicating effects and dreamy state of relaxation and euphoria. All forms of marijuana have negative physical and mental effects. Long-term users of marijuana may develop tolerance levels requiring more and more marijuana to achieve the same "high". Prolonged use leads to dependence, and the drug can become the center of users' lives. The active ingredient in marijuana is Delta-9-Tetrahydrocannabinol, or THC.

SIGNS AND SYMPTOMS OF USE

- Several regularly observed physical effects of marijuana include:

- 1. substantial increase in heart rate
- 2. bloodshot eyes
- 3. dry mouth and throat
- 4. increased appetite
- 5. chronic sore throat
- Use of marijuana also has mental effects that may include:
 - 1. impaired or reduced short-term memory and comprehension
 - 2. altered sense of time
 - 3. changed sensory perception--sight, smell, hearing, touch
 - 4. reduced ability to perform tasks requiring concentration and coordination, such as driving a car
- Research also shows that people do not retain knowledge when they are “high”. Motivation and cognition may be altered, making the acquisition of new information difficult. Marijuana also can produce paranoia and psychosis.

HEALTH EFFECTS

- Emphysema-like symptoms
- Respiratory track and sinus infections
- Lowered immune system response
- Because users often inhale the unfiltered smoke deeply and then hold it in their lungs as long as possible, marijuana is damaging to the lungs and pulmonary system. Marijuana smoke contains more cancer-causing agents than tobacco smoke.

Inhalants

Inhalants are mood-altering substances that are voluntarily inhaled. Most substances used are commercial and household products, such as solvents and aerosols, which are easily obtained and are not harmful, if used for the purpose intended and as directed. Because they are common products, inhalants often are a

young person's first attempt at "getting high". Inhalants can severely impair judgment and driving ability. They also cause severe disorientation, visual distortion and confusion. There is evidence that tolerance to the effects of inhalants develops with continued use so, users need to increase use to obtain the same high. Studies have shown that dependence on inhalants continues even when the user goes on to use other drugs. Inhalants include: Nitrous Oxide, laughing gas, propellant aerosol cans, Amyl Nitrite, poppers, snappers in ampules, Butyl Nitrite, rush, bullet, climax, aerosol sprays, aerosol paint cans, containers of cleaning fluid, gasoline, glue and paint thinner.

SIGNS AND SYMPTOMS OF USE

- Inhaling solvents allows the substance to reach the bloodstream very quickly. The immediate negative effects of inhalants include:
 - 1. nausea
 - 2. sneezing
 - 3. coughing
 - 4. nosebleeds

- 5. fatigue
- 6. poor coordination
- 7. loss of appetite
- Solvents and aerosol sprays also may decrease heart and respiratory rates. Amyl and Butyl Nitrite cause rapid pulse, headaches and involuntary passing of urine and feces.

HEALTH EFFECTS

- 1. Hepatitis
- 2. brain damage
- 3. debilitating effects on the central nervous system
- 4. weight loss
- 5. fatigue
- 6. electrolyte imbalance
- 7. muscle fatigue
- 8. permanent damage to the nervous system
- Deeply inhaling the vapors, or using large amounts over a short time, may result in disorientation, violent behavior, unconsciousness or death. High concentrations of inhalants can cause suffocation by displacing the oxygen in the lungs or depressing the central nervous system to the point that breathing stops.

Cocaine

Cocaine is the most potent stimulant of organic origin and the most widely used of the stimulants. Although cocaine has been used in the past as a topical anesthetic, its therapeutic uses have almost been eliminated due to the development of safer anesthetics. Cocaine is a powerfully addictive drug leading to physical and psychological dependence. Cocaine powder is sniffed or snorted. Occasional use can cause a stuffy or runny nose, while chronic use can ulcerate the mucous membrane of the nose. Cocaine powder can also be injected into the bloodstream when it is mixed with water. Preparation of freebase, which involves the use of volatile solvents, can result in death or injury from fire or explosion. Inhalation of cocaine fumes from freebasing produces effects that are very fast in onset, very intense and momentary in duration. Crack is cocaine that is processed into tiny chips having the appearance of slivers of soap. Crack has become a very popular form of cocaine, since it is inexpensive and relatively easy to use. It is smoked in a pipe or rolled with tobacco in a cigarette.

SIGNS AND SYMPTOMS OF USE

- dilated pupils
- increased pulse rate
- elevated blood pressure
- insomnia
- loss of appetite
- tactile hallucinations
- paranoia
- seizures
- anxiety, agitation
- periods of increased activity followed by fatigue and depression

- wide mood swings
- difficulty in concentration

HEALTH EFFECTS

- Cocaine stimulates the central nervous system. Its effects include:
 1. dilated pupils
 2. elevated blood pressure
 3. elevated heart rate
 4. elevated respiratory rate
 5. elevated body temperature
 6. death by cardiac arrest or respiratory failure

OTHER STIMULANTS

Stimulants are drugs that stimulate the central nervous system and excite bodily activity. Methamphetamine is one of the fastest growing drugs of abuse. These drugs create less intense and less expensive cocaine-like effects in the body. Persons who use large amounts of amphetamines over a long period of time can develop an amphetamine psychosis that includes hallucinations, delusions and paranoia. These symptoms usually disappear when drug use ceases. Amphetamines can be swallowed in pills or capsules, smoked as "crank" and "ice" or injected. An amphetamine injection creates a sudden increase in blood pressure that can result in stroke, very high fever or heart failure.

SIGNS AND SYMPTOMS OF USE

- Mood changes
- Impaired concentration
- Impaired mental functioning
- Swings between apathy and alertness
- Restless, anxious and moody behavior

HEALTH EFFECTS

1. increased heart and respiratory rates
2. elevated blood pressure
3. sweating
4. headaches
5. blurred vision
6. dizziness
7. sleeplessness and anxiety
8. rapid or irregular heartbeat
9. tremors
10. poor coordination
11. physical collapse
12. Physical exertion while using stimulants can be dangerous because of the drugs' effects on the body's temperature-regulating and cardiovascular systems and can cause deaths in otherwise healthy young athletes.

Depressants

A depressant is a drug that depresses the central nervous system, resulting in sedation and a decrease in bodily activity. Depressants, taken as prescribed by physicians, can be beneficial for the relief of anxiety, irritability, stress and tension. The main classes of medical depressants are barbiturates and benzodiazepines. When regular users suddenly stop taking large doses, they can develop withdrawal symptoms ranging from restlessness, insomnia and anxiety to convulsions and death. Babies born to mothers who abuse depressants during pregnancy may be physically dependent on the drugs and show withdrawal symptoms shortly after they are born. Birth defects and behavioral problems also may result. Depressants are known as: barbiturates, downers and tranquilizers, such as Valium, Librium, Equanil, Serax, Traxene and Zanax.

SIGNS AND SYMPTOMS OF USE

- The effects of depressants are in many ways similar to the effects of alcohol. Small amounts can produce calmness and relaxed muscles, but somewhat larger doses can cause:
 1. slurred speech
 2. staggered walk
 3. altered perception
 4. mental clouding and drowsiness
 5. respiratory depression
 6. coma and death

HEALTH EFFECTS

- physical and psychological dependence
- tolerance to the drug, leading the user to increase the quantity consumed.

Hallucinogens

Hallucinogenic drugs distort the senses and often produce hallucinations--experiences that depart from reality. Some negative health effects may last six months to a year following prolonged daily use. Phencyclidine (PCP) interrupts the function of the neurocortex, the section of the brain that controls the intellect and keeps instincts in check, because the drug blocks pain receptors. Violent PCP episodes may result in self-inflicted injuries. Lysergic acid (LSD), mescaline and psilocybin also are hallucinogens that cause illusions and hallucinations. It is common to have a bad psychological reaction to LSD, mescaline and psilocybin. The user may experience panic, confusion, suspicion, anxiety and loss of control. Delayed effects or flashbacks can occur even after use has ceased.

SIGNS AND SYMPTOMS OF USE

- impaired concentration
- confusion and agitation
- muscle rigidity
- profuse sweating
- a sense of distance and estrangement
- muscular coordination worsens and senses are dulled
- blocked and incoherent speech

- dilated pupils
- elevated body temperature
- increased heart rate and blood pressure
- loss of appetite
- sleeplessness
- tremors

HEALTH EFFECTS

- persistent memory problems
- speech difficulties
- Mood disorders, such as depression, anxiety and violent behavior
- paranoid and violent behavior
- hallucinations
- convulsions and coma
- heart and lung failure

Narcotics

Narcotic analgesics are the most effective compounds used for pain relief. Narcotic analgesics include Opium, Opiates (morphine, codeine, percocet, heroin and dilaudid) and Opioids (synthetic substitutes such as vicodin, darvon, demerol and methadone). Narcotics can be smoked or eaten (opium), injected, taken orally or smoked (morphine), inhaled, injected or smoked (heroin). Opiates also are known as: heroin, smack, horse, brown sugar and black tar.

SIGNS AND SYMPTOMS OF USE

- A feeling of euphoria that is often followed by:
 1. drowsiness
 2. nausea and vomiting
 3. constricted pupils
 4. watery eyes and itching
 5. low and shallow breathing
 6. clammy skin
 7. impaired respiration
 8. convulsion
 9. coma
 10. possible death

HEALTH EFFECTS

- easy addiction
- addiction in pregnant women can lead to premature, stillborn or addicted infants who experience severe withdrawal symptoms

Designer Drugs

Illegal drugs are defined in terms of their chemical formulas, but underground chemists can modify the molecular structure of certain illegal drugs to produce analogs known as designer

drugs, which do not meet these definitions. These drugs can be several hundred times stronger than the drugs they are designed to imitate.

Many of the so-called designer drugs are related to amphetamines and have mild stimulant properties but are mostly euphorants. They can produce severe neurochemical damage to the brain. The narcotic analogs can cause symptoms such as those seen in Parkinson's disease, including uncontrollable tremors, drooling, impaired speech, paralysis and irreversible brain damage. Analogs of amphetamines and methamphetamines cause nausea, blurred vision, chills or sweating and faintness.

Psychological effects include anxiety, depression and paranoia. As little as one dose can cause brain damage, and the designer drugs still cause illusions, hallucinations and impaired perception.

Some designer drugs are: Synthetic Heroin White, MPTP (New Heroin), analogs of MDMA (Ecstasy, XTC, Essence), hallucinogens (STP, PMA, EVE) and analogs of PCP.

CAMPUS SECURITY & CRIME AWARENESS (CLERY ACT POLICY)

Purpose To establish a policy and procedure for the collection and disclosure of campus crime information in compliance with the Jeanne Clery Crime Awareness and Campus Security Act of 1990.

In compliance with the Disclosure of Campus Security Policy and Campus Crime Statistics Act, information pertaining to specific crime categories at Homestead Schools, Inc. is being reported and made known to students and employees that will include:

1. Murder/Non-negligent homicide
2. Negligent Manslaughter
3. Forcible Sex/Non-forcible Sex Offenses
4. Robbery
5. Burglary
6. Motor vehicle theft
7. Aggravated assault
8. Arson
9. Hate crime
10. Liquor law violations
11. Drug law violations
12. Illegal weapons possessions

The school shall publish and distribute an Annual Campus Security report to current and prospective students and employees disclosing crime statistics and shall make timely warnings to the campus community about crimes that pose an ongoing threat to students and employees.

The school shall maintain a public log of all crimes reported to them, or those of which they are made aware that contains the nature, date, time and general location of each crime and disposition of the complaint.

Background Campus security and safety are important issues for students and their families. The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), provides students and families, as higher education consumers, with the information they need to make informed decisions. The Clery Act requires that institutions disclose institutional safety and security policies, along with statistics for offenses committed on campus. The information is a compilation of data reported in the campus records and incidents that were reported to local law enforcement agencies. Crimes statistics are disclosed each year for the previous three calendar years. Statistics for all schools nationwide are made available to the public by the Department of Education's website located at <http://ope.ed.gov/security>.

Annual Campus Security Report

Notices of this Report are published in the School Catalog and Employee Handbook. Further, a notification is sent to all students and employees annually.

Since crime can occur anywhere and at any time, it is our sincere hope that you will read this policy and follow the included guidelines. If you suspect a crime has been committed, notify the School Administrator or any key manager or supervisor. If you witness a crime in progress, call 911 to alert local law enforcement agencies, and then notify the School Administrator or any key manager or supervisor.

While the school employs electronic security systems, there is no such thing as a fail-safe security system. Even the most elaborate security precautions are not a guarantee against crime. The best safety measures are the ones you perform using common sense. You should always remain alert and aware of your surroundings. Secure your vehicles and do not leave valuables in your car. Do not leave your personal items unattended. Avoid walking alone, particularly at night. Again, be cautious, use good sense, and look after your friends and classmates.

Timely Warning & Emergency Notification

A **TIMELY WARNING** is issued if a crime occurs on Homestead Schools campus. If any crime is committed and reported, the School Administrator or designee will authorize the issuance of a timely warning. For purposes of this policy, "timely" means as soon as reasonably practicable after an incident has been reported to the school personnel.

In order to determine if timely warning is required, and to determine the content of the warning, the School Administrator will consult with all relevant outside authorities, including local emergency responders and police department.

The college will consider any factors reflecting on whether the alleged crime represents a serious or continuing threat to the school community, including, but not limited to, (a) the nature of the incident; (b) when and where the incident occurred; (c) when it was reported; (d) the continuing danger to the school community and (e) the risk of compromising law enforcement efforts.

Upon confirmation of an emergency affecting the school community, the School Administrator or designee will, without delay, take into account the safety of the students and employees, determine the content of the notification and initiate the emergency notification system, and respond to the emergency. Emergency notifications may be issued for fires and explosion emergencies, natural gas leaks, unplanned utility outages, bomb threats, weather emergencies or other situations requiring building or campus evacuations; criminal or violent acts that may require building lockdowns or shelter-in-place instructions; and other situations requiring communications to the community, such as disease outbreaks.

The school will post applicable messages about the dangerous condition on the school website to ensure the rest of the campus is aware of the situation and the steps they should take to maintain personal and campus safety.

Forms of Notification

The following forms of communication may be used to provide timely warnings and emergency notifications:

1. E-mail
2. Text/voice messages
3. Website
4. Classroom's door-to-door contact

Emergency Response Procedures If a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurs, students and employees will be notified through the e-mail notification or text message system, via building fire alarm systems, and/or other situationally-appropriate means to best protect the health and safety of students and employees. The fire alarm system will be used to order an emergency

evacuation of the building. All students, instructors, and staff must immediately evacuate the building whenever the fire alarm sounds. Failure to evacuate will be a cause for disciplinary action for both students and employees.

The e-mail and text message alert system may be used to order a "lockdown". A lockdown order requires all students and employees to quickly enter a classroom, office or other room which can be locked, lock the door and attempt to hide from view of the hallways. Students or employees in large, unsecured areas should either find a secure area or quickly evacuate the building and proceed to a safe distance away from the building.

Prior to initiating the Emergency Response system, the School Administrator (or other designated official) will confirm that an emergency exists, determine the appropriate methods of communication, and determine the message content.

Timely Warning Protocols

Timely warnings are triggered by crimes that have already occurred but represent an ongoing threat. Timely warnings are issued for any Clery crime committed within the Clery geography that is reported to the campus security authorities or a local law enforcement agency and is considered by the institution to represent a serious or continuing threat to students and employees. A warning is being issued as soon as the pertinent information is available. In the event of a situation which, in the judgment of the campus security authority, constitutes an ongoing or continuing threat of a criminal nature to the campus community, a timely warning will be issued by the school designated official.

Events that qualify for timely warnings include, but are not limited to, the following:

1. Burglary
2. Homicide
3. Motor Vehicle Theft
4. Arson
5. Hate Crimes
6. Manslaughter
7. Sex Offenses
8. Robbery
9. Aggravated Assault
10. Any crime considered to represent a threat to the public

In order to determine if timely warning is required, and to determine the content of the warning, the School Administrator will consult with all relevant outside authorities, including local emergency responders and police department.

The school will consider any factors reflecting on whether the alleged crime represents a serious or continuing threat to the school community, including, but not limited to:

- (a) the nature of the incident;
- (b) when and where the incident occurred;
- (c) when it was reported;
- (d) the continuing danger to the school community and
- (e) the risk of compromising law enforcement efforts.

Upon confirmation of an emergency affecting the school community, the School Administrator or designee will, without delay, take into account the safety of the students and employees, determine the content of the notification and initiate the emergency notification system, and respond to the emergency. Emergency notifications may be issued for fires and explosion emergencies, natural gas leaks, unplanned utility outages, bomb threats, weather emergencies

or other situations requiring building or campus evacuations; criminal or violent acts that may require building lockdowns or shelter-in-place instructions; and other situations requiring communications to the community, such as disease outbreaks.

The school will post applicable messages about the dangerous condition on the school website to ensure the rest of the campus is aware of the situation and the steps they should take to maintain personal and campus safety.

The following forms of communication may be used to provide timely warnings:

1. E-mail
2. Text/voice messages
3. Website
4. Classroom's door-to-door contact

Campus Security Authority:

1. Christy Magles (310) 791-9975 Ext. 8687 / Cell: (310) 951-1304
2. Hector Correa (310) 791-9975 Ext. 8686 / Cell: (424) 297-9856
3. Raffy Tolentino (310) 791-9975 Ext. 8672 / Cell: (830) 968-9763

Incident Reporting Any staff, instructor, or student observing or having knowledge of a criminal act or other emergency situation should first contact appropriate local emergency response personnel by calling 9-1-1. Students witnessing any such event should also report it immediately to the School Administrator or any member of the faculty or staff. For non-emergency events, students may submit an *Incident Report Form* to the School Administrator.

Employees of the school are required to report any incident in which they have been involved or which they have witnessed on the campus or on the public areas adjoining the campus. Incidents will be reported on an *Incident Report Form* and forwarded immediately to the School Administrator (or other available senior official as appropriate).

Copies of all *Incident Report Forms* will be maintained by the School Administrator for use in data compilation for the Annual Campus Security Report. Forms for the previous three calendar years will be archived for audit purposes.

Security of and Access to Campus Facilities Students should only be on the campus during scheduled school hours, or while attending to other legitimate academic or administrative functions at Homestead Schools. All visitors are required to sign in with the front desk. Further, students are prohibited from being on the campus at any time when the building is not open and staff are not present.

Security of the building is an ongoing concern of all staff and instructors. Each staff and instructor is expected to be security-conscious and vigilant at all times. All security violations, including unauthorized visitors, should immediately be reported to the School Administrator or other senior official.

Law Enforcement and Security Personnel Homestead Schools does not employ security personnel. All requests for security assistance are handled by law enforcement agencies. The School Administrator is responsible for ensuring that all crimes occurring on campus are reported to the appropriate local law enforcement agency.

Informational Programs This policy is reviewed during new student and new employee orientations. These sessions promote awareness of crime and crime prevention, along with promoting awareness of rape, sexual assault, and acquaintance rape. During these

orientations, students and employees are also told about good practices in crime prevention including securing their autos and other personal property and how to report a crime, emergency, or other incident.

Other Safety Policies and Related Topics The Homestead Schools Drug and Alcohol Policy prohibits the possession or use of illegal controlled substances on the school's premises or at any school-related activity. In that regard, the *Drug and Alcohol Policy* is considered part of this Campus Security Policy. The *Drug and Alcohol Policy* is posted to the school's website and published in the catalog.

Fighting, gambling, or any other behaviors that are illegal and/or interfere with the ability of other students to learn are forbidden inside the school's premises.

Further, possession of ammunition, long blade knives, or any other type of weapon without written permission is not allowed on the campus or at any other location when participating in a school-sponsored activity.

Sexual Assault Prevention and Awareness

Homestead Schools is concerned about the safety of its students, instructors and staff. With regard to sexual assault, good sense safety practices are your best defense. Remember to remain aware of your surroundings, do not walk alone outdoors especially at night, do not enter areas of the building to which you are not authorized, and do not feel compelled to enter any secluded location or any situation which makes you uncomfortable.

Whether an assault occurs on- or off-campus, victims are strongly encouraged to report sexual assaults to the appropriate authorities. It is important to preserve evidence whenever possible for the police to use in pursuing a criminal investigation.

In the unlikely event that a sexual assault occurs on campus, students should immediately notify their Program Director or any available staff or instructor they are comfortable confiding in. Upon being notified, the school will assist the student in contacting the appropriate authorities if the alleged victim chooses to do so. The school personnel will, to the best of their ability, attempt to secure any affected area of the campus and to otherwise prevent the compromise of evidence until law enforcement officials arrive. If a sexual assault occurs to a student off-campus, the school will assist an alleged victim with notification to the appropriate law enforcement agency having police jurisdiction where the crime occurred upon request of the student.

The school provides referral to local agencies that provide counseling and other support services. Resources for counseling services are posted in the bulletin board.

If an alleged victim of sexual assault on-campus elects not to file criminal charges, but still wishes to proceed with formal administrative charges, an investigation is conducted, and the case is referred to the School President. Disciplinary actions assessed in a particular case will be dependent upon the nature of the conduct involved, the circumstances and conditions which existed at the time the student engaged in such conduct and the results which followed as a natural consequence of such conduct. Sanctions, up to and including permanent expulsion from the school, will be carried out by the President.

The following principles apply to any such investigation/ disciplinary process:

1. The accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding.
2. Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding brought alleging a sex offense.
3. Accuser shall be informed of their options to notify law enforcement.
4. Accuser shall be notified of available counseling services.

Missing Person Notification If any member of the school has reason to believe that a student may be missing for a period of more than 24 hours without any known reason or if his/her absence has occurred under circumstances that are suspicious or cause concerns for her/his safety, this should be immediately reported to the police authority. No later than 24 hours after determining that a person is missing, the School Administrator or his designee will notify the emergency contact of a missing person. If the student is under 18 years of age and is not emancipated, the school will notify the student's custodial parent or guardian within 24 hours. Regardless of whether the student has identified a contact person, is above the age of 18, or is an emancipated minor, the school will inform the local law enforcement agency that has jurisdiction in the area within 24 hours.

Students are advised that their contact information be registered confidentially with the Admissions Office and that this information be accessible only to authorized school officials, and that this may not be disclosed, except to law enforcement personnel in furtherance of a missing person investigation. Regardless of whether they name a contact person, unless the local law enforcement agency is the entity that made the determination that student is missing, Homestead Schools will notify the local law enforcement agency within 24 hours of the determination that the student is missing.

Procedures:

Responsibility: The School Administrator (or designee) will be responsible for collecting, processing and publishing annual campus crime data, although other staff members may assist with these functions.

Data Collection: All crimes, security incidents, serious injuries, or severe illness incidents known to employees which occur on-campus or on the public areas adjoining the campus should be recorded on an *Incident Report Form*. The forms will be forwarded to the School Administrator.

The School Administrator (or designee) will also request information annually from the appropriate local police department of any incidents, crimes, and/or arrests recorded in their records during the calendar year disclosure period on non-campus or public property.

Data Processing: The internal *Incident Report Forms*, police department data, and any other available information will be combined and cross-referenced to form the crime statistics.

The data collection/reporting period is the calendar year. The School Administrator (or designee) will cross-reference data from different sources to prevent duplicate reporting of one incident. All incidents must be categorized appropriately for reporting purposes. If a particular incident fits into none of the appropriate reporting categories, it will not be reported.

Annual Distribution & Publishing: The annual Campus Security Report will be published by October 1 each year. The report is published on the website which is available to all students and employees and to new student applicants and potential employees. The report will also be published in the catalog. Further, students and employees have an opportunity to request a copy.

Documentation: The School Administrator (or designee) will maintain all data used in the creation of the annual Campus Security Report, a printed copy of the Report, and a printed copy of the student/employee notifications.

Printed Copy Upon Request: Although the Campus Security Report is published electronically and through catalog and handbook, the law requires that a printed copy be distributed to any student, prospective student, or prospective employee upon request. Any member of the staff

receiving such a request may print and distribute the Campus Security Report or refer the inquirer to the School Administrator (or designee).

ANNUAL SECURITY REPORT (ASR)

Homestead Schools, Inc. is concerned about the safety and welfare of its students, faculty and staff, and visitors, and is committed to providing a safe and secure campus. The school has very little serious crime, but the potential exists. Homestead Schools has implemented policies and procedures designed to protect all persons on the campus.

The school has taken a number of steps to insure that our campus remains safe. Most recently, the school has completed installation of video surveillance cameras in all facilities of the school building.

The school is diligent in maintaining its buildings and grounds, with special concern for safety and security. Repairs of a safety and security nature are made promptly. For example, outdoor lights are checked on a regular basis to insure that burned out or damaged bulbs are replaced quickly.

In addition, each year classroom buildings are inspected by an outside expert to ensure that the buildings meet state and federal fire code. Defects are given priority and repaired promptly.

The instructors, staff, and students are given basic training course in CPR and first aid in cases of emergency situations.

Smoke detectors and fire extinguishers have been strategically placed in all school buildings. Vandalizing the alarm system, covering smoke detectors or illegally discharging fire extinguishers are serious offenses. Every effort will be made to identify persons who compromise public safety through such acts.

Homestead Schools reports to the Department of Education and disclose in its annual security report statistics for the three most recent calendar years concerning the number of each of the following crimes that occurred on or within its Clery geography and that are reported to local police agencies or to a campus security authority:

I. Primary crimes, including

- (A) Criminal homicide:
 - (1) Murder and non-negligent manslaughter; and
 - (2) Negligent manslaughter.
- (B) Sex offenses:
 - (1) Rape;
 - (2) Fondling;
 - (3) Incest; and
 - (4) Statutory rape.
- (C) Robbery.
- (D) Aggravated assault.
- (E) Burglary.
- (F) Motor vehicle theft.
- (G) Arson.

II. Arrests and referrals for disciplinary actions, including

- (A) Arrests for liquor law violations, drug law violations, and illegal weapons possession.

(B) Persons not included in paragraph (c)(1)(ii)(A) of this section who were referred for campus disciplinary action for liquor law violations, drug law violations, and illegal weapons possession.

III. Hate crimes, including

(A) The number of each type of crime in paragraph (c)(1)(i) of this section that are determined to be hate crimes; and

(B) The number of the following crimes that are determined to be hate crimes:

- (1) Larceny-theft.
- (2) Simple assault.
- (3) Intimidation.
- (4) Destruction/damage/vandalism of property.

IV. VAWA amendment offenses: Dating violence, domestic violence, and stalking.

DEFINITIONS OF REPORTABLE CRIMES AND OTHER ASSOCIATED TERMS

Murder and Non-negligent Manslaughter: The willful (non-negligent) killing of one human being by another.

Negligent Manslaughter: The killing of another person through gross negligence.

Sexual Assault: Any nonconsensual sexual act proscribed by federal or Illinois law, including when the victim lacks capacity to consent.

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

1. **Forcible (Rape, Fondling):** Any sexual act directed against another person, forcibly and/or against that person's will, or not forcibly or against the person's will where the victim is incapable of giving consent.
2. **Forcible (Incest, Statutory Rape):** Unlawful, non-forcible sexual intercourse.

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

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

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

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

Domestic Violence:

1. A felony or misdemeanor crime of violence committed by a current or former spouse or intimate partner of the victim; by a person with whom the victim shares a child in common; by a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner; by a person similarly situated to a spouse of the victim under the domestic

or family violence laws of the jurisdiction in which the crime of violence occurred; by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred (42 U.S. Code Section 13925 (a)(8)); or

2. Physical abuse, harassment, intimidation of a dependent, interference with personal liberty or willful deprivation of a family or household member, which includes spouses, former spouses, parents, children, stepchildren and other persons related by blood or by present or prior marriage, persons who share or formerly shared a common dwelling, persons who have or allegedly have a child in common, and persons who share or allegedly share a blood relationship through a child.

Dating Violence:

1. Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence. Any incident meeting this definition is considered a crime for the purposes of Clery Act reporting.
2. Threatening to use physical, mental or emotional abuse to control another person who is in a dating relationship with the person.
3. The existence of a dating relationship in 1 or 2 above shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

Stalking:

1. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to (A) fear for the person's safety or the safety of others; or (B) suffer substantial emotional distress.

For the purposes of this definition:

(i) Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device or means, follows, monitors, observes, surveils, threatens or communicates to or about a person, or interferes with a person's property; (ii) Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim; (iii) Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling; (iv) Any incident meeting this definition is considered a crime for the purposes of Clery Act reporting (42 U.S. Code Section 13925 (a)(30)) or 2. (A) Knowingly and without lawful justification, on at least two separate occasions, following another person or placing the person under surveillance or any combination thereof and (i) at any time transmitting a threat of immediate or future bodily harm, sexual assault, confinement or restraint and the threat is directed towards that person or a family member of that person, or (ii) places that

person in reasonable apprehension of immediate or future bodily harm, sexual assault, confinement or restraint to or of that person or a family member of that person; or (B) when, having been previously convicted of stalking another person, knowingly and without lawful justification on one occasion, (i) follows that same person or places that same person under surveillance; and (ii) transmits a threat of immediate or future bodily harm, sexual assault, confinement or restraint to that person or a family member of that person (720 ILCS 5/12-7.3). 3. Stalking may be accomplished by physical act or electronic means, such as computer or cell phone.

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

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

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

Motor Vehicle Theft: The theft or attempted theft of a motor vehicle. (All cases are classified as motor vehicle theft where automobiles are taken by persons not having lawful access even though the vehicles are later abandoned, including joy riding.)

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

Larceny-Theft: The unlawful taking, carrying, leading, or riding away of property from the possession or constructive possession of another.

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

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

Liquor Law Violations: The violation of laws or ordinances prohibiting: the manufacture, sale, purchase, transportation, possession or use of alcoholic beverages, not including driving under the influence of drunkenness.

Drug Abuse Violations: The violation of laws prohibiting the production, distribution, and/or use of certain controlled substances and the equipment or devices utilized in their preparation and/or use.

The unlawful cultivation, manufacture, distribution, sale, purchase, use, possession, transportation, or importation of any controlled drug or narcotic substance. Arrest of violations of State and local laws, specifically those relating to the unlawful possession, sale, use, growing, manufacturing, and making of narcotic drugs.

Weapons: Carrying, Possessing, Etc.: The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, concealment, or use of firearms, cutting instruments, explosives, incendiary devices, or other deadly weapons.

Destruction/Damage/Vandalism of Property To willfully or maliciously destroy, damage, deface, or otherwise injure real or personal property without the consent of the owner or the person having custody or control of it.

HOMESTEAD SCHOOLS CRIME STATISTICS
(2020-2021-2022)

VAWA AMENDMENT OFFENSES	Year	On-Campus	Non-campus (Clinical Facility)	Public Property
Dating Violence	2020	0	0	0
	2021	0	0	0
	2022	0	0	0
Domestic Violence	2020	0	0	0
	2021	0	0	0
	2022	0	0	0
Stalking	2020	0	0	0
	2021	0	0	0
	2022	0	0	0
HATE CRIMES				
Murder and Non-negligent Manslaughter	2020	0	0	0
	2021	0	0	0
	2022	0	0	0
Negligent Manslaughter	2020	0	0	0
	2021	0	0	0
	2022	0	0	0
Sex Offenses Forcible	2020	0	0	0
	2021	0	0	0
	2022	0	0	0
Murder and Non-negligent Manslaughter	2020	0	0	0
	2021	0	0	0
	2022	0	0	0
Negligent Manslaughter	2020	0	0	0
	2021	0	0	0
	2022	0	0	0
Sex Offenses Forcible	2020	0	0	0
	2021	0	0	0
	2022	0	0	0
Sex Offenses Nonforcible	2020	0	0	0
	2021	0	0	0
	2022	0	0	0
Robbery	2020	0	0	0
	2021	0	0	0
	2022	0	0	0
Aggravated Assault	2020	0	0	0
	2021	0	0	0
	2022	0	0	0

Burglary	2020	0	0	0
	2021	0	0	0
	2022	0	0	0
Motor Vehicle Theft	2020	0	0	0
	2021	0	0	0
	2022	0	0	0
Arson	2020	0	0	0
	2021	0	0	0
	2022	0	0	0
Larceny	2020	0	0	0
	2021	0	0	0
	2022	0	0	0
Simple Assault	2020	0	0	0
	2021	0	0	0
	2022	0	0	0
Intimidation	2020	0	0	1
	2021	0	0	0
	2022	0	0	0
Vandalism	2019	0	0	0
	2020	0	0	0
	2021	0	0	0
OTHER OFFENSES				
Liquor Law Violations	2020	0	0	0
	2021	0	0	0
	2022	0	0	0
Drug Abuse Violations	2020	0	0	0
	2021	0	0	0
	2022	0	0	0
Illegal Weapons	2020	0	0	0
	2021	0	0	0
	2022	0	0	0

General Procedures for Reporting a Crime or Emergency All members of the HSI community including students, faculty, staff and visitors are encouraged to report all crimes and public safety related incidents to the school management and to the Torrance Police Station:

Address: 3300 Civic Center Dr.

Torrance, CA 90503

Phone: (310) 328-3456

For all emergencies, dial 911.

If you have any questions about the crime statistics or safety issues on campus, do not hesitate to contact the above-mentioned phone numbers.

The school will issue an annual report of criminal reports made to the school management and other law enforcement agencies of crimes occurring on school property.

The school will issue timely warnings to members of the campus community in cases of reported murder, sex offenses, robbery, aggravated assault, burglary, motor vehicle theft and any hate crimes. If it is determined that a threat continues to exist because of a reportable offense, the school will issue timely warning to members of the campus community.

CONSUMER INFORMATION

Homestead Schools participates in federal and state financial aid programs. All consumer information that is required to be disclosed to the student pursuant to the federal and state financial aid programs are available from school catalog, school's website and Homestead Schools Federal Student Aid Policies and Procedures Manual.

Methods of Disclosure Homestead School annually distributes to all enrolled students and employees a notice of the availability of the information that is required to be made available.

Federal regulations set forth by the Higher Education Act require the disclosure of certain consumer information each year to prospective and enrolled students. Homestead Schools provides the following consumer information disclosures on the website at www.homesteadschools.net and school catalog. If you need assistance obtaining the information listed on the website or to receive a paper copy of the information, please contact the Financial Aid Office by phone at (310) 791-9975 or by e-mail at info@homesteadschools.com.

Paper copies are available from the Financial Aid Office Monday thru Friday from 9:00am until 4:30pm.

Disclosures and reporting requirements include but not limited to the following:

1. Completion or graduation rates, retention rates, licensure exam passage rates, placement rates, salary wage data and information
2. Drug and Alcohol Prevention Program.
3. Constitution Day observance
4. Voters Registration information and application
5. Family Educational Records and Privacy Act
6. Selective Service
7. Campus Security Reports
8. Students Right-to-Know Act
9. Copyright Information
10. GED
11. Student with Disability
12. Timely Warning & Emergency Notification

Health & Safety Exemption Requirement

Homestead Schools adheres to all requirements pertaining to the protection of student information. However, there are limited exceptions to FERPA regulations under which the school is permitted to disclose education records or personally identifiable, non-directory information from education records in connection with a health or safety emergency without student consent.

The situation must present imminent danger to a student, other students, or members of the school community in order to qualify as an exception. This action is not taken lightly and only under circumstances that present imminent danger.

Complying with the Constitution Day Law

Institutions receiving Title IV Financial Aid, are required to hold a program pertaining to the United States Constitution for all students attending the institution. Higher education institutions must offer educational programs about the Constitution on Constitution Day (Sept. 17) in order to remain eligible for Title IV funding.

Homestead Schools encourages students to come to understand freedoms and struggles of our great nation. Examples of activities that Homestead Schools are conducting to meet the requirement are: classroom resources engaging students in the current events and civic education, readings of the Constitution, writing opinions about Constitutional issues, student debates on the Constitution; film showing, playing games that include questions about the constitution, viewing instructional videos about the Constitution, and visiting websites for National Constitution Centers.

Voter's Registration

The Program Participation Agreement (PPA) includes a voter registration requirement that applies to general elections and special elections for federal office, and to the elections of governors and other chief executives within a state.

You can pick up a voter registration form at your county elections office, library, or U.S. Post Office. It is important that your voter registration form be filled out completely and be postmarked or hand-delivered to your county elections office at least 15 days before the election. You will need to re-register to vote when you move to a new permanent residence or change your name. Registered voters may apply for a vote-by-mail ballot for an upcoming election at any time. If you apply by mail, your application must be received no later than 7 days before an election, otherwise you will need to apply in person to get a vote-by-mail ballot for that election. You can use the application printed on your Sample Ballot that is mailed to you by your county elections official prior to every election. If you don't want to wait for your sample ballot, you can write to your county elections official for an application or you may use the California Vote-By-Mail Ballot Application. Read the instructions, type your information directly into the application, then print, sign and date the application, and mail it to your county elections office.

Voter Registration Forms are available online at Election Assistance Commission Website www.eac.gov. You may receive voter registration forms from the Financial Aid Office.

Selective Service

Males between the ages of 18 through 25 are required to register with the Selective Service System to receive financial aid.

Selective Service "mail-back" registration forms are available at any Post Office. A man can fill it out, sign it, affix postage, and mail it to Selective Service. Another way is to check a box on the application form for Federal Student Financial Aid (FAFSA form). He can check "Yes" on Box #29 of that form, and the Department of Education will furnish Selective Service with the information to register him. Students may also register online by going to the Selective Service website at [Hhttp://www.sss.gov](http://www.sss.gov).

Students with Disability

Homestead Schools does not discriminate in admission or access to our program on the basis of age, race, color, sex, disability, religion, sexual orientation or national origin. The school is committed to providing reasonable accommodations for eligible students with documented disabilities as defined by state and federal laws relating to the Americans with Disabilities Act (ADA). This school offers programs for students with disability depending on the physical ability of the handicapped student. We provide reasonable accommodation for the known disability of a qualified applicant, student, client, or employee except when the accommodation imposes an undue hardship on the school, other students, or employees. If you would like to request academic adjustment or auxiliary aids, please contact the school's Chief Academic Officer.

GED

What is the GED Test? The GED test credential is recognized in all states and it is considered equivalent to high school qualifications. It comprises four subjects that must be passed to receive certification. It provides a practical way to demonstrate academic knowledge in GED math, social studies, science and language arts. Students that pass the examination are issued a certificate or diploma. In addition, individuals obtain a GED transcript that allows them to apply for jobs or enroll for higher education.

The examination takes up to seven hours to complete. The test and GED practice are administered in various centers around the country. This helps provide easy access to anyone keen on acquiring the certification.

The credential is updated every ten to fifteen years. It is designed to provide an alternative route for anyone who does not complete or meet basic criteria for a high school diploma.

The GED Testing Service is operated under a joint venture agreement between the American Council on Education and Pearson (the developer of the examination). You are required to take the test in person using a computer. Also, it is expected that you meet the minimum passing score to obtain the Certificate of High School Equivalency or alternative credential.

Why take the GED Test? Certificate holders can take advantage of increased opportunities when it comes to higher education. Many educators are convinced that GED practice and achieving high test scores has the capacity to build self-confidence. In turn, this helps students work hard towards higher education qualifications. According to the United States Department of Education, low self-esteem is linked to a wide variety of unfavorable outcomes. Hence, the need to strive for a good education by taking GED classes and mastering the GED study guide.

Achieving good GED prep results allows you to build a solid foundation and avoid a low socio-economic status. Many adult learners have managed to advance careers by switching from lower paying positions to roles that require basic education. Research conducted by the GED Testing Service suggests that the certification may help individuals increase confidence. GED math is one of the key subjects that help open new doors in the labor market.

GED Sections. It is important to familiarize with the content and structure of the GED test. The GED math test is designed to evaluate your knowledge relating to mathematical concepts and their application. Some of the topics include probability, geometry, algebra, stat and more. These areas of focus are covered substantially in the GED study guide.

The math exam has two sections, which feature up to 46 questions in total. You are required to complete the sections in 115 minutes. Test-takers who commit sufficient time to GED prep will find it easy to complete the exam within the allotted time. Meanwhile, the use of online or physical calculators is allowed in section two only.

The GED Reasoning Through Language Arts (RLA) test evaluates your capacity to edit and revise informational documents. The exam takes up to 150 minutes to complete. It encompasses topics like mechanics, sentence structure, organization and application. This portion of the exam is divided in two three sections.

The wide variety of questions fielded in the sections require critical thinking. Reading the questions carefully allows you to pick the important details. Dedicating time to GED practice test improves chances of a positive outcome. The exam is designed to test your ability to peruse, understand and respond clearly to complex texts.

The science test focuses on four key areas: physical, life, earth and space science. It is aimed at testing your knowledge of fundamental concepts surrounding these topics. The physical science section concentrates on chemical properties, flow of energy, motion, conservation and more. It is vital that you prepare for this section through GED practice.

On the other hand, the earth and space science section covers topics, such as astronomy, organization of the cosmos, interaction between Earth's systems, including structure and more.

The social studies portion of the exam focuses on questions drawn from a broad range of areas, including geography, government, economics, history and civics. The test is aimed at assessing your abilities when it comes to comprehending basic concepts of the aforementioned topics.

The test comes with a time limit of 90 minutes, which provides you sufficient time to complete both multiple choice and short answer questions. The multiple choice part is allotted 65 minutes while the short questions has a 25-minute cap. The questions are designed to assess your analytical skills and reasoning.

How to Pass GED. To ensure success, you need to prepare well in advance. One of the best ways to achieve the objective entails creating a suitable study space. Also, make an effort to familiarize with the GED study guide as well as the content of various sections covered in the exam.

There are free GED prep materials available online consisting of a detailed how-to-succeed study plan, up-to-date learning materials, numerous practice tests, study tools and various tips & tricks that allow you to prepare for the GED at your own pace.

GED Test Centers If you are searching for GED testing locations near Homestead Schools, please see our listings below.

Torrance Adult School - Levy Center

3420 W. 229th Place

Torrance, CA 90505

310-533-4689

Torrance Adult School

2606 West 182Nd Street

Torrance, CA

Phone: 310-533-4459

3.47 miles away

Centinela Valley Adult School

4953 Marine Avenue

Lawndale, CA

Phone: 310-263-3165
4.74 miles away

Compton Adult School
1104 East 148Th Street
Compton, CA
Phone: 310-898-6470
7.84 miles away

Inglewood Adult School
106 E. Manchester Blvd. Suite 350
Inglewood, CA
Phone: 310-330-5225
9.37 miles away

Lynwood Adult School
4050 Imperial Highway
Lynwood, CA
Phone: 310-604-3096
12.14 miles away

Long Beach School for Adults
3701 E. Willow St.
Long Beach, CA
Phone: 562-595-8893
12.15 miles away

Paramount Adult Ed Ctr
14507 Paramount Blvd.
Paramount, CA
Phone: 562-602-6080
12.59 miles away

Culver City Adult School
4501 Elenda Street
Culver City, CA
Phone: 310-842-4300
12.76 miles away

Bellflower Adult School
9242 Laurel St.
Bellflower, CA
Phone: 562-461-2218
13.34 miles away

Copyright Infringement Policy & Sanctions

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Criminal Penalties for Violation of Federal Copyright Laws Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright

infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees.

For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. All equipment, services and technologies provided to students as part of the school's computer system constitute the exclusive property of Homestead Schools.

Similarly, all information composed, transmitted, received or stored via the school's computer system is also considered the property of Homestead Schools. As such, all stored information is subject to disclosure to management, law enforcement and other third parties, with or without notice to the student.

Students are responsible for complying with copyright law and applicable licenses that apply to software, files, documents, messages and other material they wish to download, copy, or transmit. This includes peer-to-peer sharing of files and applications. All students obtaining access to any material prepared or created by another company or individual must respect any attached copyrights and may not copy, retrieve, modify or forward such copyrighted materials, except with written permission of the lawful owner. Students receiving electronic files via the school's e-mail system or Internet connection should ensure that the sender is the lawful owner or has obtained the necessary license or permission.

The school monitors and filters all internet activity and provides regular reports of internet use to the office of the President. Therefore, to avoid disciplinary or criminal consequences, students should be very careful to investigate any material obtained via the Internet to be sure it is legal before copying. Students found to be in violation of any part of the policy will be subject to disciplinary action up to and including dismissal from the school.

Homestead Schools shall notify students and employees annually of the school's obligation to combat illegal file sharing and the information available on this disclosure.

FINANCIAL ASSISTANCE

Homestead Schools participates in federal and state financial aid programs.

Homestead is approved to offer the following:

1. Federal Student Aid:

 Federal Pell Grant Program
 Federal Supplemental Educational Opportunity Grant (FSEOG) Program
 Federal Direct Loan Program
 Federal Plus Loan Program

2. Funding from California State Approving Agency for Veterans Education for
 Veterans and their dependents

3. Training Provider to receive Workforce Investment Act (WIA) Fund

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the money not paid from federal student financial aid program funds.

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

(1) The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.

(2) The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

Information regarding Homestead Schools financial aid programs and policies is distributed through the following published documents:

1. The Student Financial Aid Assistance Information Catalog (includes eligibility requirements, application process, academic progress requirements and aid programs available)
2. Homestead Schools Website
3. Additional resources are published and distributed through the Financial Aid Office. These resources include:
 - a. The Student Guide published by the U. S. Department of Education
 - b. Funding Your Education published by the U.S. Department of Education (DOE)
 - c. Fundamentals of Title IV Program published by the U.S. DOE

TUITION AND FEES

Students should pay all required fees in accordance with stated policies or initiate arrangements with the Financial Office. The fees listed are subject to change.

Course Programs	Non Refundable Registration Fees	Tuition	Equipment / Lab Fees	Textbooks / Handouts	Uniforms	STRF Fees	TOTAL CHARGES
1st Period/Semester		1st Period Charges					
Vocational Nursing	150.00	34,350.00	350.00	800.00	100.00	-	35,750.00
1st Period (450 Clock Hours)		9,858.00					
RN-BSN	90.00	23,700.00	N/A	200.00	N/A	-	23,990.00
1st Semester (12 Credit Hours)		4,740.00					
MSN	300.00	18,500.00	N/A	N/A	N/A	-	18,800.00
1st Semester (12 Credit Hours)		6,000.00					
Nurse Assistant Training	50.00	1,950.00	Included	230.00	50.00	-	2,280.00
1st half of program charges		1,280.00					
Home Health Aide	50.00	400.00	Included	Included	50.00	-	500.00

COST OF ATTENDANCE

Vocational Nursing			
	1st Yr 900 Hrs	2nd Yr 732 Hrs	1632 Hours
Tuition and Fees (T&F)	\$17620	\$14330	\$31950
Room and Board (R&B)	\$6581.25	\$5568.75	\$12150
Transportation	\$1172.17	\$991.83	\$2164
Student Loan Fee (SLF)	\$98	\$90	\$188
Total COA	\$25,471.42	\$20,980.58	\$46,452.00

RN-BSN			
	1st Yr <u>30</u> Hrs	2nd Yr <u>30</u> Hrs	60 Credit Hours
Tuition and Fees (T&F)	\$11850	\$11850	\$23700
Room and Board (R&B)	\$8100	\$8100	\$16200
Transportation	\$1442	\$1442	\$2884
Student Loan Fee (SLF)	\$132	\$132	\$264
Total COA	\$21524	21524	\$43,048.00

MSN			
	1st Yr <u>37</u> Hrs		37 Credit Hours
Tuition and Fees (T&F)	\$18500		\$18500
Room and Board (R&B)	\$18000		\$18000
Transportation	\$1920		\$1920
Student Loan Fee (SLF)	\$784		\$784
Total COA	\$39204		\$39204

COURSE PROGRAMS

VOCATIONAL NURSING PROGRAM

Program Length: 1632 Hours

Instructional Delivery: Residential

Program Schedule:

Full-time:

(12 Months/48 Weeks)

Theory: Monday/Tuesday: 9:00am-3:00pm; Clinical: Wed/Thu/Fri: 7:00am-3:30pm
30-40 Hours/Week

(12 Months/48 Weeks)

Theory: Monday/Tuesday: 4:00pm-10:00pm; Clinical: Wed/Thu/Fri: 3:00pm-11:30pm
30-40 Hours/Week

Part Time:

(20 Months/80 Weeks)

Theory: Saturday: 8:00am- 4:00pm; Clinical: Sunday: 7:00am-7:00pm
16-24 Hours/Week

Program Objectives:

Upon completion of the nursing program, the graduate should be able to meet the following objectives:

- 1) Provider of Care
 - a) Utilize the Nursing Process, Maslow's Hierarchy of Needs, and Erikson's Developmental Theory as the unifying theme to:
 - Collect, analyze, and synthesize relevant data when assessing the client's actual or potential health problems.
 - Identify actual and potential problems and formulate nursing diagnosis.
 - Implement an in depth individualized plan of care for the client and client groups.
 - Provide a safe environment both physically and psychosocially for the client and support persons.
 - Evaluate and re-evaluate alternative plans of care recognizing needs of clients and support persons.
 - b) Utilize knowledge of wellness and health problems as it pertains to client care.
 - c) Demonstrate competency in common nursing procedures, including medication administration.
- 2) Communicator
 - a) Communicate effectively with clients, support persons, and health care team.
 - b) Document implementation of the plan of care.
- 3) Manager of Client Care
 - a) Maintain the role of the nurse as a client advocate.
 - b) Use critical thinking to make decisions and take actions that are consistent with standards for nursing practice and licensing laws as defined by the Board of Vocational Nursing.

- c) Utilize the basic leadership and management skills in practice for groups of clients.
- d) Delegate effectively to Unlicensed Assistive Personnel while managing the care of a group of clients.
- e) Function effectively as a member of a health care team.
- f) Accomplish nursing care in a cost effective manner.

4) Professionalism

- a) Recognize current issues and trends in nursing practice and participate as appropriate.
- b) Utilize resources for continued self-development and learning.

Program Description:

The school's Vocational Nursing Program is designed to impart the basic knowledge and demonstrative ability necessary for entry level of employment as a vocational nurse.

This program prepares individuals to assist in providing general nursing care under the direction of a registered nurse, physician, or dentist. It includes instruction in taking patient vital signs, applying sterile dressings, patient health education, and assistance with examinations and treatment.

Course Outline:

TERM 1	COURSES	THEORY	SKILLS	CLINICAL	TOTAL
	VN 101 Anatomy & Physiology	72	0	0	72
	VN 102 Fundamentals of Nursing	96	48	144	288
	VN 103 Growth and Development	24	0	0	24
	VN 104 Nutrition	24	0	0	24
	VN 105 Psychology	24	0	0	24
	TOTAL	240	48	144	432

TERM 2	COURSES	THEORY	SKILLS	CLINICAL	TOTAL
	VN 106 Pharmacology	72	0	0	72
	VN 107 Gerontological Nursing	24	0	48	72
	VN 108 Rehabilitation Nursing	24	0	48	72
	VN 109 Communicable Disease	12	0	24	36
	VN 110 Integumentary System Disorders	12	8	24	44
		24	8	40	72

	VN 111 Musculoskeletal System Disorders				
	TOTAL	168	16	184	368

TERM 3	COURSES	THEORY	SKILLS	CLINICAL	TOTAL
	VN 112 Gastrointestinal System Disorders	12	8	24	44
	VN 113 Genitourinary System Disorders	12	8	24	44
	VN 114 Cardiovascular System Disorder	40	8	72	120
	VN 115 Respiratory System Disorders	40	8	72	120
	VN 116 Endocrine System Disorder	24	8	48	80
	TOTAL	128	40	240	408

TERM 4	COURSES	THEORY	SKILLS	CLINICAL	TOTAL
	VN 117 Neurosensory System Disorder	40	8	72	120
	VN 118 Reproductive System Disorders	24	0	48	72
	VN 119 Maternal Newborn Nursing	24	8	48	80
	VN 120 Pediatric Nursing	24	8	48	80
	VN 121 Leadership & Supervision	24	0	48	72
	TOTAL	136	24	264	424

Course Descriptions:

Course Title: VN 101 Anatomy and Physiology

Course Description:

This course of normal structure and function of the body covers various body systems, its parts, and its relationships to one another in order to maintain a state of balance in one's health. Areas of study incorporate common terms, structure of body processes from the unit structure of the cell to the complexity body parts of different systems, in relation to normal functioning and health maintenance.

Course Objectives:

At the end of this course, the student will be able to:

1. Define anatomy, physiology and other common terms.
2. Describe body parts and functions and relationships with other body parts and functions.
3. Discuss body systems and general functions of each.
4. Utilize common medical terminology related to Anatomy and Physiology.
5. Describe the human body and explain its organization from cell to system to the whole organism.

Course Hours:

Theory	:	72 Hours
Skills Laboratory	:	0 Hour
Clinical	:	0 Hour

Prerequisite: None

Outside Work: None

Course Title: VN 102 Fundamentals of Nursing

Course Description:

This course offers skills and knowledge that serve to be foundation in the practice of nursing. Learning modules include History of Nursing, Legal Aspects, Basic Human Needs, Body Mechanics, Personal Hygiene, Communication, Nursing Process, Nursing Assessment, Nursing Care Plan, Patient Education, Safety, Infection Control, Basic Comfort Measures such as Personal Hygiene, Positioning, Heat and Cold Applications, and other common nursing procedures, and client concerns such as advanced directives, organ donations, and significant health care trends. In the clinical setting the students will demonstrate safety and competency when providing client(s) with basic nursing care.

Course Objectives:

At the end of this course, the student will be able to:

1. Discuss significant historical events and trends in nursing and health care.
2. Discuss legal aspects pertaining to nursing.
3. Perform basic nursing procedures safely and competently.
4. Explain basic human needs, importance of client education, communication in health care settings.
5. Explain pertinent health care information such as organ donation and advance directives.

Course Hours:

Theory	:	96 Hours
Skills Laboratory	:	48 Hours
Clinical	:	144 Hours

Prerequisite: None

Outside Work: None

Course Title: VN 103 Growth and Development

Course Description:

This course incorporates the normal process of growth and development in various stages from birth through adulthood. Aspects covered are physical, mental, emotional, social, and

personality development. Concerns of common behavioral problems, health maintenance, education and anticipatory guidance are important aspects of the course.

Course Objectives:

At the end of this course, the student will be able to:

1. Describe the expected growth and development pattern in each age and stage of life from birth through adulthood
2. Discuss the significance of the family in relation to child growth and development.
3. Explain expected behavioral characteristics of the newborn, child, adolescents, and development.
4. Describe common behavioral problems and explain ways to resolve them.

Course Hours:

Theory	:	24 Hours
Skills Laboratory	:	0 Hour
Clinical	:	0 Hour

Prerequisite: None

Outside Work: None

Course Title: VN 104 Nutrition

Course Description:

This course provides basic knowledge of nutrition science. Topics include concepts of basic nutrition, nutrients, therapeutic diets and nutritional guides and the role of nutrition in health promotion and maintenance, common alternative ways to provide nutrition, cultural, and social aspects of nutrition.

Course Objectives:

At the end of this course, the student will be able to:

1. Discuss nutrients, food groups, and identify corresponding food sources.
2. Explain the importance of adequate nutrition in relation to health maintenance and disease prevention.
3. Identify special nutritional considerations related to pregnancy, infancy, childhood, adolescence, early and middle adulthood, and older adulthood and aging.
4. Explain different types of diets applicable to certain diseases and disorders.
5. Describe common alternative ways of providing nutrition to clients with certain disorders and diseases.
6. Discuss influences of religion, culture, and personal choice on food preferences.

Course Hours:

Theory	:	24 Hours
Skills Laboratory	:	0 Hour
Clinical	:	0 Hour

Prerequisite: None

Outside Work: None

Course Title: VN 105 – Psychology

Course Description:

This is a short course in mental health nursing. It deals with the history and scope of mental health, understanding of behavior, cognitive, social, and personality aspects as well as

functional development. Common personality disorders and corresponding treatment modalities are briefly covered so that students may develop in relation to the care of clients with existing psychological concerns.

Course Objectives:

At the end of this course, the student will be able to:

1. Define mental health and briefly explain its scope.
2. Explain behavioral characteristics and personality disorders and discuss influences on it.
3. Identify key members of mental healthcare team.
4. Discuss commonly used medications in mental health.
5. Discuss different types of dementias, personality disorders and adaptation.
6. Discuss common personality disorders and corresponding treatment modalities.

Course Hours:

Theory	:	24 Hours
Skills Laboratory	:	0 Hour
Clinical	:	0 Hour

Prerequisites: None

Outside Work: None

Course Title: VN 106 Pharmacology

Course Description:

This course provides important background knowledge relating to drug administration, and the role and responsibilities of the nurse. Drug calculation and related mathematics are demonstrated and practiced. The learner will be given several opportunities to develop the skills in drug calculation and medication administration. In the clinical area, the student will administer medications safely and competently.

Course Objectives:

At the end of this course, the student will be able to:

1. Identify major sources of drug standards and drug information.
2. Discuss nursing responsibilities in relation to drug administration.
3. Demonstrate proper techniques in administering medications using different routes of drug administration.
4. Explain different classifications of drugs, their actions and side effects.
5. Convert units of measurement of medication to the same system or another system of measurement.
6. Solve problems involving drug dosage calculations.

Course Hours:

Theory	:	72 Hours
Skills Laboratory	:	0 Hour
Clinical	:	0 Hour

Prerequisite: VN 102 Fundamentals of Nursing

Outside Work: None

Course Title: VN 107 – Gerontological Nursing

Course Description:

This course will provide information on the care of the elderly. The theories and concepts of aging, the physiologic and psychosocial changes and problems associated with the process, and the appropriate nursing interventions are discussed. It addresses common disease processes of aging. Elder abuse, dementia and related disorders are also explored.

Course Objectives:

At the end of this course, the student will be able to:

1. Describe nursing in geriatric care settings.
2. Discuss nursing measures in assisting the elderly client in meeting nutritional, elimination, and personal hygiene needs.
3. Apply the nursing process as it relates to elderly clients with dementia.
4. Discuss the role of the nurse as manager of care, provider of care, and educator to elderly clients and family.

Course Hours:

Theory	:	24 Hours
Skills Laboratory	:	0 Hour
Clinical	:	48 Hours

Prerequisites: None

Outside Work: None

Course Title: VN 108 – Rehabilitation Nursing

Course Description:

This course focuses on the home health setting for nursing care delivery. It discusses long term care settings and addresses specialized nursing care in this setting. Principles of rehabilitation nursing and the specialized care for clients in these setting are also emphasized.

Course Objectives:

At the end of this course, the student will be able to:

1. Describe nursing rehabilitative care settings.
2. Discuss appropriate nursing interventions for common health concerns of the older adult.
3. Describe how home health care differs from community and public healthcare services.
4. Discuss goals of long term care services.
5. Demonstrate understanding of changes associated with aging and their impact on client care in rehabilitative care settings.

Course Hours:

Theory	:	24 Hours
Skills Laboratory	:	0 Hour
Clinical	:	48 Hour

Prerequisites: None

Outside Work: None

Course Title: VN 109 – Communicable Diseases

Course Description:

This course provides an understanding of the principles related to causality of disease and to the body's ability to resist. It discusses the nature, prevention, control and treatment of selected communicable diseases. The course emphasizes the nursing interventions and the psychosocial aspects in the care of the client with communicable diseases.

Course Objectives:

At the end of this course, the student will be able to:

1. Describe the principles of disease occurrence.
2. Understand the body's defenses.
3. Explain the host, organism and environment relationship as they relate to communicable diseases.
4. Discuss the process of maintaining medical and surgical asepsis, interrupting the sequence of the chain of infection, and utilizing the nursing process to maintain infection control.

Course Hours:

Theory	:	12 Hours
Skills Laboratory	:	0 Hour
Clinical	:	24 Hours

Prerequisites: VN 102 Fundamentals of Nursing, VN 106 Pharmacology

Outside Work: None

Course Title: VN 110 - Integumentary System Disorders

Course Description:

This course provides a review of the anatomy and physiology of the skin, hair, nails, glands and related structures. The student will also be introduced to the etiology of common integumentary disorders/diseases, and the diagnosis, treatment and prevention of disease. Related pharmacological agents, nutritional needs and changes with aging are discussed. The course emphasizes the nursing interventions and the psychosocial aspects in the care of the client with an integumentary disorder.

Course Objectives:

At the end of this course, the student will be able to:

1. Utilize the nursing process in identification of disorders related to the integumentary system.
2. Discuss the primary components of the structure and function of the integumentary system.
3. State nursing diagnosis and specific interventions related to common medical surgical disorders of this system.
4. Evaluate and modify care of patients with alterations of functions in this system.
5. Discuss the role of the nurse as manager of care, provider of care, and educator to clients and family.

Course Hours:

Theory	:	12 Hours
Skills Laboratory	:	8 Hours
Clinical	:	24 Hours

Prerequisites: VN 101 Anatomy & Physiology, VN 102 Fundamentals of Nursing, VN 106 Pharmacology

Outside Work: None

Course Title: VN 111 – Musculoskeletal System Disorders

Course Description:

This course provides a review of the anatomy and physiology of the muscles, bones and related structures. Course content includes the most common musculoskeletal disorders/diseases, and the diagnosis, treatment and prevention of disease. Related pharmacological agents, nutritional needs and changes with aging are discussed. The course focuses on the nursing interventions and the psychosocial aspects for the care of the client with a musculoskeletal disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Course Objectives:

At the end of this course, the student will be able to:

1. Utilize the nursing process in identification of disorders related to the musculoskeletal system.
2. Discuss the primary components of the structure and function of the musculoskeletal system.
3. State nursing diagnosis and specific interventions related to common medical surgical disorders of this system.
4. Evaluate and modify care of patients with alterations of functions in this system.
5. Discuss the role of the nurse as manager of care, provider of care, and educator to clients and family.

Course Hours:

Theory	:	12 Hours
Skills Laboratory	:	8 Hours
Clinical	:	40 Hours

Prerequisites: VN 101 Anatomy & Physiology, VN 102 Fundamentals of Nursing, VN 106 Pharmacology

Outside Work: None

Course Title: VN 112 – Gastrointestinal System Disorders

Course Description:

This course provides a review of the anatomy and physiology of the gastrointestinal system. Course content includes etiology, pathophysiology, assessment findings, and management of common gastrointestinal disorders/diseases. Related pharmacological agents, nutritional needs and changes with aging are discussed. Emphasis is placed on the nursing interventions and the psychosocial aspects in the care of the client with a gastrointestinal disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Course Objectives:

At the end of this course, the student will be able to:

1. Utilize the nursing process in identification of disorders related to the gastrointestinal system.
2. Discuss the primary components of the structure and function of the gastrointestinal system.
3. State nursing diagnosis and specific interventions related to common medical surgical disorders of this system.

4. Evaluate and modify care of patients with alterations of functions in this system.
5. Discuss the role of the nurse as manager of care, provider of care, and educator to clients and family.

Course Hours:

Theory	:	12 Hours
Skills Laboratory	:	8 Hours
Clinical	:	24 Hours

Prerequisites: VN 101 Anatomy & Physiology, VN 102 Fundamentals of Nursing, VN 106 Pharmacology

Outside Work: None

Course Title: VN 113 – Genitourinary System Disorders**Course Description:**

This course provides a review of the anatomy and physiology of the urinary system. The content will also enhance understanding of the etiology, pathophysiology, assessment findings, and management of common urinary disorders/diseases. Related pharmacological agents, nutritional needs and changes with aging are discussed. Emphasis is placed on the nursing interventions and the psychosocial aspects in the care of the client with a urinary disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Course Objectives:

At the end of this course, the student will be able to:

1. Utilize the nursing process in identification of disorders related to the urinary system.
2. Discuss the primary components of the structure and function of the urinary system.
3. State nursing diagnosis and specific interventions related to common medical surgical disorders of this system.
4. Evaluate and modify care of patients with alterations of functions in this system.
5. Discuss the role of the nurse as manager of care, provider of care, and educator to clients and family.

Course Hours:

Theory	:	12 Hours
Skills Laboratory	:	8 Hours
Clinical	:	24 Hours

Prerequisites: VN 101 Anatomy & Physiology, VN 102 Fundamentals of Nursing, VN 106 Pharmacology

Outside Work: None

Course Title: VN 114 – Cardiovascular System Disorders**Course Description:**

This course provides a review of the anatomy and physiology of the cardiovascular system. The content will also enhance understanding of the etiology, pathophysiology, assessment findings, and management of common cardiovascular disorders/diseases. Related pharmacological agents and nutritional needs are discussed. Emphasis is placed on the nursing interventions

and the psychosocial aspects for the care of the client with a cardiovascular disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Course Objectives:

At the end of this course, the student will be able to:

1. Utilize the nursing process in identification of disorders related to the cardiovascular system.
2. Discuss the primary components of the structure and function of the cardiovascular system.
3. State nursing diagnosis and specific interventions related to common medical surgical disorders of this system.
4. Evaluate and modify care of patients with alterations of functions in this system.
5. Discuss the role of the nurse as manager of care, provider of care, and educator to clients and family.

Course Hours:

Theory	:	40 Hours
Skills Laboratory	:	8 Hours
Clinical	:	72 Hours

Prerequisites: VN 101 Anatomy & Physiology, VN 102 Fundamentals of Nursing, VN 106 Pharmacology

Outside Work: None

Course Title: VN 115 – Respiratory System Disorders

Course Description:

This course provides a review of the anatomy and physiology of the upper and lower respiratory system. The content will also enhance understanding of the etiology, pathophysiology, assessment findings, and management of common respiratory disorders/diseases. Related pharmacological agents, oxygen precautions/interventions and nutritional needs are discussed. Emphasis is placed on the nursing interventions and the psychosocial aspects in the care of the client with a respiratory disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Course Objectives:

At the end of this course, the student will be able to:

1. Utilize the nursing process in identification of disorders related to the respiratory system.
2. Discuss the primary components of the structure and function of the respiratory system.
3. State nursing diagnosis and specific interventions related to common medical surgical disorders of this system.
4. Evaluate and modify care of patients with alterations of functions in this system.
5. Discuss the role of the nurse as manager of care, provider of care, and educator to clients and family.

Course Hours:

Theory	:	40 Hours
Skills Laboratory	:	8 Hours
Clinical	:	72 Hours

Prerequisites: VN 101 Anatomy & Physiology, VN 102 Fundamentals of Nursing,

VN 106 Pharmacology

Outside Work: None

Course Title: VN 116 – Endocrine System Disorders

Course Description:

This course provides a review of the anatomy and physiology of the endocrine system including how hormones work on a negative feedback system and are specific to target cells/organs. The student will also be introduced to the etiology of common endocrine disorders/diseases, and the diagnosis, treatment and prevention of disease. Related pharmacological agents and the psychosocial aspects in the care of the client with an endocrine disorder. Additional emphasis is placed on the care of the diabetic client, administration of insulin and signs of diabetic complications. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Course Objectives:

At the end of this course, the student will be able to:

1. Utilize the nursing process in identification of disorders related to the endocrine system.
2. Discuss the primary components of the structure and function of the endocrine system.
3. State nursing diagnosis and specific interventions related to common medical surgical disorders of this system.
4. Evaluate and modify care of patients with alterations of functions in this system.
5. Discuss the role of the nurse as manager of care, provider of care, and educator to clients and family.

Course Hours:

Theory	:	24 Hours
Skills Laboratory	:	8 Hours
Clinical	:	48 Hours

Prerequisites: VN 101 Anatomy & Physiology, VN 102 Fundamentals of Nursing, VN 106 Pharmacology

Outside Work: None

Course Title: VN 117 – Neurosensory System Disorders

Course Description:

This course provides a review of the anatomy and physiology of the nervous system. Course content includes etiology, pathophysiology, assessment findings, and management of the most common neurologic disorders/diseases. Related pharmacological agents and nutritional needs and changes with aging are discussed. The course focuses on the nursing interventions and the psychosocial aspects for the care of the client with a neurologic disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Course Objectives:

At the end of this course, the student will be able to:

1. Utilize the nursing process in identification of disorders related to the nervous system.
2. Discuss the primary components of the structure and function of the nervous system.
3. State nursing diagnosis and specific interventions related to common medical surgical disorders of this system.
4. Evaluate and modify care of patients with alterations of functions in this system.

5. Discuss the role of the nurse as manager of care, provider of care, and educator to clients and family.

Course Hours:

Theory	:	40 Hours
Skills Laboratory	:	8 Hours
Clinical	:	72 Hours

Prerequisites: VN 101 Anatomy & Physiology, VN 102 Fundamentals of Nursing, VN 106 Pharmacology

Outside Work: None

Course Title: VN 118 – Reproductive System Disorders

Course Description:

This course provides a review of the anatomy and physiology of the male and female reproductive system. It explores the etiology of common reproductive disorders/diseases, and the diagnosis, treatment and prevention of disease. Related pharmacological agents and nutritional needs are discussed. Also discussed are hormonal changes, changes with aging, and birth control methods. The unit emphasizes the nursing interventions and the psychosocial aspects for the care of the client with a reproductive disorder. Selected clinical experiences will allow the student to practice appropriate nursing skills.

Course Objectives:

At the end of this course, the student will be able to:

1. Utilize the nursing process in identification of disorders related to the male and female reproductive system.
2. Discuss the primary components of the structure and function of the male and female reproductive system.
3. State nursing diagnosis and specific interventions related to common medical surgical disorders of this system.
4. Evaluate and modify care of patients with alterations of functions in this system.
5. Discuss the role of the nurse as manager of care, provider of care, and educator to clients and family.

Course Hours:

Theory	:	24 Hours
Skills Laboratory	:	0 Hour
Clinical	:	48 Hours

Prerequisites: VN 101 Anatomy & Physiology, VN 102 Fundamentals of Nursing, VN 106 Pharmacology

Outside Work: None

Course Title: VN 119 – Maternal & Newborn Nursing

Course Description:

This course is developed to provide students with guidance for acquiring the knowledge, and skills needed to become competent, critically thinking and caring care provider for pregnant individuals and to newborns. The course includes topics regarding pregnancy to include

maternal and fetal nutrition needs, labor and birth processes, postpartum care and newborn care. It entails presentation of normal pregnancy as well as newborn at risk and its management.

Course Objectives:

At the end of this course, the student will be able to:

1. Define common maternity and newborn nursing terminologies.
2. Describe the process of conception and pregnancy.
3. State the physiologic changes and signs and symptoms of pregnancy.
4. Explain fetal circulation.
5. Discuss recommended dietary needs for pregnant women.
6. Explain the importance and preparation and psychological adaptation to pregnancy.
7. Discuss signs of labor and differentiate true labor from false labor.
8. Discuss nurse's role and responsibilities during fetal monitoring.
9. Discuss stages of labor and its specific nursing management.
10. Discuss nursing role and responsibilities and considerations for postpartum care.
11. Discuss nursing care and management of normal and high risk newborns.
12. Explain the importance of providing health teachings regarding special needs of adolescent mothers and high-risk pregnancies and newborns.

Course Hours:

Theory	:	24 Hours
Skills Laboratory	:	8 Hours
Clinical	:	48 Hours

Prerequisites: VN 101 Anatomy & Physiology, VN 102 Fundamentals of Nursing, VN 106 Pharmacology

Outside Work: None

Course Title: VN 120 – Pediatric Nursing

Course Description:

Pediatric begins with an introduction of the student to related terms, programs, and laws affecting pediatrics. It reviews the normal growth and development and identifies the time span of each age group. The course describes the child's reaction to illnesses, to the nurse and hospitalization, it includes diagnostic tests, nursing procedures, and treatments adapted to the child. The disease conditions of childhood are described in relation to the body systems. The course includes material related to accidents, communicable diseases, mental retardation and care of the premature infant. The pediatric nursing course ends with the adolescent and their problems. Pediatric nursing also focuses on health management and maintenance and the prevention of illness, care of the child as a whole, and deviation from normal state of health. The definition of client care includes using the nursing process, performing assessments, using critical thinking, and providing client education.

Course Objectives:

At the end of this course, the student will be able to:

1. Describe health management and maintenance and prevention of illness as they relate to the pediatric client.
2. Describe conditions that may affect the pediatric client at different age stages.
3. Describe nursing observations and interventions related to each of the diagnostic studies and procedures.

4. Describe use of the nursing process with emphasis on assessment and the client education related to the pediatric client.
5. Discuss the nurse's responsibility and the methods of treatment.
6. Discuss drugs most commonly used in diagnosis, prevention and treatment.
7. Compute correct dosages using body weight and body surface area.
8. Discuss pediatric dietary regimen.
9. Explain the normal growth and development of the infant, toddler, preschooler, school age child and adolescent.
10. Discuss standard precautions as they relate to the pediatric client.

Course Hours:

Theory	:	24 Hours
Skills Laboratory	:	8 Hours
Clinical	:	48 Hours

Prerequisites: VN 101 Anatomy & Physiology, VN 102 Fundamentals of Nursing, VN 106 Pharmacology

Outside Work: None

Course Title: VN 121 – Leadership and Supervision

Course Description:

This course provides the core foundation in preparing the nurse to function in a leadership and/or management role. The student will develop an understanding of leadership theories and management styles, delegation, networking, conflict resolution, information management recruitment and retention as they relate to the role of the nurse leader/manager in the healthcare delivery system. Concepts include organizational structure, change theory, staff motivation, managing quality and performance, workplace diversity, legal and political influences, budgeting and resource allocation, and health care delivery systems. The importance of the nurse leader as a member of the interdisciplinary health care team is also highlighted.

Course Objectives:

At the end of this course, the student will be able to:

1. Integrate theoretical and empirical knowledge from nursing, sciences, and liberal arts to the leadership role of the professional nurse.
2. Utilize critical thinking skills in decision making as a nurse leader and manage therapeutic nursing intervention in a variety of clinical settings to promote, maintain, restore, and reorganize health, and support death with dignity.
3. Communicate professionally and effectively with clients and other healthcare professionals to motivate, problem-solve, manage conflict, and to act as a change agent.
4. Employ organization principles to the role of leadership in the clinical setting to include fiscal management, staffing patterns, motivation, delegation, and quality review within a general systems framework.
5. Judge issues of accountability and responsibility in professional nursing leadership roles and behaviors in the changing environment of the healthcare delivery system.
6. Participate in own self-directed learning activities to meet own needs in the role of nursing leadership.

Course Hours:

Theory	:	24 Hours
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Skills Laboratory : 0 Hour
Clinical : 48 Hours

Prerequisites: VN 101 Anatomy & Physiology, VN 102 Fundamentals of Nursing, VN 106 Pharmacology

Outside Work: None

Clinical Practice

This clinical learning experiences provide opportunities for students to apply nursing theory, skills, and concepts. Direct supervision is provided by the clinical instructor. With emphasis on clinical reasoning, nursing process and evidence-based practice, the student develops skills in the role of the vocational nurse as provider of patient-centered care, patient safety advocate, member of the health care team, and member of the profession.

Instructional Resources and Materials:

1. Required Textbooks
2. Student Workbook
3. Reference Books
4. Journals / Periodicals
5. Study Guides
6. Recommended Websites
7. Computer / Printer
8. CD/DVD's

Type of Delivery: Residential

Required Textbooks:

1. Roshdal & Kowalski. Textbook of Nursing. 11th Edition (2017). Philadelphia: Lippincott.
2. Introductory Medical – Surgical Nursing by Timby & Smith; 12th Edition (2018). Lippincott Williams & Wilkins.
3. Introductory Clinical Pharmacology by Sally S. Roach & Susan M. Ford (2018). Wolters Kluwer/Lippincott Williams & Wilkins.

References:

1. Nursing Drug Handbook (2021). Lippincott Williams & Wilkins.
2. Study Guide to Accompany Introductory Medical-Surgical Nursing by Timby & Smith (2018)
3. Study Guide to Accompany Textbook of Basic Nursing by Roshdal & Kowalski (2017). Lippincott.
4. Saunders Comprehensive Review for NCLEX-PN Examination by Linda Silvestri (2020). Elsevier- Saunders.
5. ATI Review Modules (2020)

NURSE ASSISTANT TRAINING PROGRAM

Program Length: 165 Hours

Instructional Delivery: Residential

Program Schedule:

Full Time

(5.5 Weeks)

Monday-Friday: Theory: 9:00am-3:30pm; Clinical: 7:00am-3:30pm
30-40 Hours/Week

Part-time Evening

(9 Weeks)

Monday-Friday: Theory/Clinical: 3:30pm-8:00pm
20 Hours/Week

Part-time Weekend

(16 Weeks)

Saturday-Sunday: Theory: 9:00am-3:30pm; Clinical: 7:00am-3:30pm
16-24 Hours/Week

Program Objectives:

Upon successful completion of the course, the student will be able to:

1. Understand the role and responsibility of the Nursing Assistant and perform as a health team member.
2. Recognize the importance of verbal and non-verbal communication and demonstrate effective communication skills.
3. Understand the resident's rights and the purpose and use of the patient plan of care.
4. Observe and reports changes in condition, abnormal signs, symptoms, and care provided to a licensed nurse.
5. Practice the principles and techniques of safety and infection control.
6. Accurately assess and chart vital signs.
7. Demonstrate proper personal care procedures, admission and discharge procedures, exercise and activity, and elimination procedures according to the principles.
8. Apply the knowledge on nutritional requirements and techniques in measuring and recording intake and output, feeding the patient, preparing and serving meal.
9. Understand clients with special needs.
10. State the CNA's role in restorative care.
11. Care for the resident through the dying process and care for the body after death.
12. Work with and under the direction of the LVN/RN in a structured health-care setting.
13. Be eligible to take the state test to become a Certified Nurse Assistant.

Program Description:

This course is designed to provide the student with the skills necessary to administer care for patients or residents in a hospital, extended care facility or in-home. The course will consist of both classroom and clinical training in a local extended care facility. The curriculum will include, but not limited to, title XXII and OBRA regulations, vital signs, patient/resident bill of rights, fire/safety, universal standard precautions, the nursing process approach to health care, fluid intake and output procedures, assisting patients with hygiene, body mechanics, nutrition, elimination and specimen, assisting patients with activity of daily living, basic anatomy and physiology, medical terminology, abbreviations and communication.

Upon successful completion of the course, the student will be eligible to take the state test to become a Certified Nurse Assistant.

Course Outline:

Course Title	Theory	Clinical	Total Clock Hours
Module 1: Introduction	2	0	2
Module 2: Patient's Rights	3	1	4
Module 3: Interpersonal Skills	2	0	2
Module 4: Prevention, Management of Catastrophe and Unusual Occurrence	1	1	2
Module 5: Body Mechanics	2	4	6
Module 6: Medical and Surgical Asepsis; Infection Control	2	8	10
Module 7: Weights and Measures	1	1	2
Module 8: Patient Care Skill	14	44	58
Module 9: Patient Care Procedures	7	20	27
Module 10: Vital Signs	3	6	9
Module 11: Nutrition	2	6	8
Module 12: Emergency Procedures	2	1	3
Module 13: Long Term Care Patient	6	4	10
Module 14: Rehabilitative Nursing	2	4	6
Module 15: Observation and Charting	4	4	8
Module 16: Death and Dying	2	0	2
Module 17: Abuse	6	0	6
TOTAL	61	104	165

Course Descriptions:

Module 1

The Role of Nursing Assistants

This course provides an introduction to the role of nursing assistant and their special qualities in providing quality care to all residents in a healthcare facility. Discussion on the skills required for certification is also included.

Lecture: 2 Hours

Clinical: 0 Hour

Prerequisite: None

Module 2

Resident's Rights

In this course, the student will learn the rights of residents in a healthcare facility. Emphasis is given on the resident's rights within long term care facilities and ethical code of conduct for healthcare workers. Legal issues relating to the nursing assistant are also discussed.

Lecture: 3 Hours

Clinical: 1 Hour

Prerequisite: Module 1

Module 3

Interpersonal Skills

This course deals with the importance of communication skills and interpersonal relationships in providing quality care. It focuses on different barriers to effective communication. Skills needed to communicate to a resident will be demonstrated.

Lecture 2 Hours

Clinical: 0 Hour

Prerequisites: Modules 1 & 2

Module 4

Prevention, Management of Catastrophe and Unusual Occurrence

This course will provide students with important steps to consider in an emergency situation that requires first aid. Emphasis is given on how to deal effectively with any possible emergency whether it happens outside or inside the facility.

Lecture: 1 Hour

Clinical: 1 Hour

Prerequisites: Modules 1-3

Module 5

Body Mechanics

This course provides the students with the basic understanding on the use of proper body mechanics and how it plays an important role in the proper functioning of the body. Good body alignment, the act of moving, lifting and positioning residents are given importance on this course.

Lecture: 2 Hours

Clinical: 4

Prerequisites: Modules 1-4

Module 6

Medical & Surgical Asepsis

This course will provide students with different guidelines and infection control methods to decrease transmission of potentially infectious materials. Infection control in a healthcare facility as responsibilities of all healthcare members and as a necessary part of keeping residents, visitors and all other staff members safe will be discussed.

Lecture: 2 Hours

Clinical: 8 Hours

Prerequisites: Modules 1-5

Module 7

Weights and Measures

This course deals with different ways to measure the weights and heights of residents in a facility with discussion on scales used to measure weights of residents, factors that affect weight and height measurement t, and conversion of units.

Lecture: 1 Hour

Clinical: 1 Hour

Prerequisites: Modules 1-6

Module 8

Patient Care Skills

This course will help students perform personal care and grooming measures that are important for physical comfort. Topics discussed are the nursing assistant's responsibility in caring for the resident's physical needs, and skills in bed making, bathing the resident, brushing and combing hair and personal hygiene.

Lecture: 14 Hours

Clinical: 44 Hours

Prerequisites: Modules 1-7

Module 9

Patient Care Procedures

This course focuses on patient care procedures especially to some residents who are unable to care for themselves. Topics included are bladder and bowel care, applying dressings and bandages, I.V. care and tube feedings, and taking care of resident belongings and prosthetics.

Lecture: 7 Hours

Clinical: 20 Hours

Prerequisites: Modules 1-8

Module 10

Vital Signs

This course deals with measuring blood pressure, temperature, respiration and pulse as well as assessment of pain as the fifth vital sign. Skills covered are the use of different types of thermometers for taking temperature and the use of sphygmomanometer for taking blood pressure.

Lecture: 3 Hours

Clinical: 6 Hours

Prerequisites: Modules 1-9

Module 11

Nutrition

This course provides basic knowledge of nutrition science. Topics include anatomy of the endocrine and digestive system, basic foods and fluids, feeding a resident and special diets. Students will learn the importance of a well-balanced diet especially for the elderly.

Lecture: 2 Hours

Clinical: 6 Hours

Prerequisites: Modules 1-10

Modules 12

Emergency Procedures

This course will provide students with important steps to consider in an emergency situation that requires first aid. Emphasis is given on how to deal effectively with any possible emergency whether it happens outside or inside the facility.

Lecture: 2 Hours

Clinical: 1 Hour

Prerequisites: Modules 1-11

Module 13

Long Term Care

This course will help students understand some personal adjustments of the residents in a long term care facility who have lost the strength and the ability to do things independently due to their existing health condition. Topics also include intervention and substance abuse, dementia, confusion, and sexuality.

Lecture: 6 Hours

Clinical: 4 Hours

Prerequisites: Modules 1-12

Module 14

Rehabilitative Nursing

In this course, students will learn the importance of range of motion exercises to increase muscle and joint function. Other problems of inactivity are also learned in this course as well as residents' socialization needs.

Lecture: 2 Hours

Clinical: 4 Hours

Prerequisites: Modules 1-13

Module 15

Observation and Charting

This course is designed to provide students basic understanding on how to make accurate observations by using the four senses; seeing, hearing, smelling, and touching when writing entries in every resident's chart. Topics include documentation and principles of observation.

Lecture: 4 Hours

Clinical: 4 Hours

Prerequisites: Modules 1-14

Module 16

Death and Dying

This course discusses the five stages of death and dying. It includes culture and religion, emotional stages in facing death, advance directive will, religion and other customs and how they affect the residents' spiritual beliefs.

Lecture: 2 Hours

Clinical: 0 Hour

Prerequisites: Modules 1-15

Module 17

Abuse

In this course students will be informed on preventing, recognizing, and reporting instances of resident abuse. This course teaches students on how to identify victims of abuse and neglect. Students will benefit from this course thorough awareness of types of resident's abuse, knowledge of warning signs and consequences of abuse. Topics include observation skills

regarding behavioral indicators of victims of physical, emotional, sexual, and financial abuse needed to identify and report to appropriate agencies.

Lecture: 6 Hours

Clinical: 0 Hour

Prerequisites: Modules 1-16

Clinical Practice

This clinical practice will focus on teaching and learning assessment and technical nursing skills required for nursing care in a variety of client care settings. A variety of teaching-learning strategies will be used and students have the opportunity to practice assessment and technical skills in the nursing care.

Required Textbook:

Gillogly Barbara. Skills & Techniques for the New Nursing Assistant Textbook (2017).
MedcomInc.

HOME HEALTH AIDE TRAINING PROGRAM

Program Length: 40 Hours

Instructional Delivery: Residential

Program Objectives:

After completing the Home Health Aide program, students will be able to:

1. Describe the role of the home health aide, outline the responsibilities involved in caring for home-bound patients, and differentiate the home health aide's role from other care providers.
2. Explain how to create a safe environment for the home health aide and the patient by identifying and describing OSHA regulations and other safe care requirements.
3. Identify and describe proper communication skills with patients, families, other healthcare providers, and insurance companies.
4. Describe typical duties and care responsibilities for patients of all ages and levels of health, with a focus on identifying issues and care concerns for specific populations.
5. Identify credible sources of dietary information and describe how to plan, purchase, store, and serve food to patients with different dietary restrictions and health concerns.
6. Identify and describe specific care regimens performed by the home health aide.
7. Identify and describe exercises designed to help patients gain and maintain strength and flexibility.
8. Explain how to take and record vital signs and collect bodily specimens for testing.

Program Schedule:

Full Time

(7 Days)

Monday-Friday 9:00am-3:00 pm

30Hours/Week

This course consists of 40 hours, with 20 theory hours and 20 clinical hour sessions

Course Title	Lecture Hours	Clinical Hours
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Introduction to Aide and Agency Role	2	0
Interpretation of Medical and Social Need of Client	5	0
Personal Care Services	5	15
Nutrition	5	3
Cleaning and Care Task in the Home	3	2
TOTAL	20	20

Program Description:

This program is designed to expand the role of a Nurse Assistant to provide quality care to the client in a home care setting, home health aide agencies and other private entities.

Module 1

Introduction to Aide and Agency Role

This course deals with the roles of the Home Care Aide as a member of the health care team with a description of the structure of the United States health care system. The role of the home health agency and the services that it provides are also outlined herein. Discussion on time and money management and career opportunities is also included.

Lecture: 2 Hours

Prerequisite: None

Module 2

Interpretation of Medical and Social Needs of Client

This course provides the student with the necessary knowledge before performing client care. Topics discussed are communication, infection control and standard precautions, safety issues in the home, body mechanics, and first aid and emergency preparedness. It also provides an understanding of the holistic approach to client care, addressing the psychological and social health of clients. Human body & development and concerns regarding the care for the most common chronic and acute conditions and clients with physical and mental disabilities are also included.

Lecture: 5 Hours

Prerequisite: Module 1

Module 3

Personal Care Services

This course provides the student with the basic knowledge and skills necessary in performing healthcare and personal care services with consideration on the client's privacy, safety, dignity and level of independence.

Lecture: 5 Hours

Clinical: 15 Hours

Prerequisites: Modules 1-2

Module 4

Nutrition

This course provides an understanding of the nutritional needs of clients. Topics discussed are basic nutrition, food labeling, therapeutic diets, planning meals, shopping, food preparation, and storage.

Lecture: 5 Hours

Clinical: 3 Hours
Prerequisites: Modules 1-3

Module 5

Cleaning and Care Task in the Home

This course deals with practical knowledge and skills involved in home management. The maintenance of a safe, healthy and clean environment is given priority.

Lecture: 3 Hours

Clinical: 2 Hours

Prerequisites: Modules 1-4

Clinical Practice

This clinical practice will focus on teaching and learning assessment and technical nursing skills required for nursing care in a variety of client care settings. A variety of teaching-learning strategies will be used and students have the opportunity to practice assessment and technical skills in the nursing care.

Clinical Hours: 20 Hours

Required Textbook:

Leahy, William. Providing Home Care: A Textbook for Home Care Aides (2017). Hartman Publishing Inc.

REGISTERED NURSE TO BACHELOR OF SCIENCE IN NURSING (RN-BSN) PROGRAM

Program Delivery: Residential

Program Schedule:

Full-time: (80 Weeks)

Saturday 7:00 am-7:00 pm 12 Hours/Week

Program Length:

The curriculum consists of a total of 60 credit hours. The minimum credit hours to earn in baccalaureate degree is 120. The average length of time for a student taking a full course load is 4-5 semesters (16- 20 months) when transferring in all applicable nursing degree, general education credits, and required pre-requisites.

Program Description The Registered Nurse to Bachelor of Science in Nursing (RN- BSN) completion program is designed to be taught in five semesters provided that students transfer in required credits. The program is open to licensed registered nurses (RN) who have completed their associate degree in nursing or a diploma in nursing from a nationally or regionally accredited nursing program. The goal of the program is to graduate nurses that will be ready to advance their educational career and that can understand the concept of holistic praxis, think critically, and serve as change agents or leaders in any health care and nursing environment.

Program Objectives: Upon graduation from the RN-BSN program, the graduate will be able to:

1. Integrate critical thinking skills and theoretical concepts from nursing and other disciplines in clinical or leadership decision making.

2. Synthesize evidenced based practice and research in providing holistic nursing care to individual, families, groups, and communities.
3. Incorporate a holistic, caring, culturally appropriate nursing approach that contributes to the wellness and the health of individuals, groups, and vulnerable populations.
4. Utilize technology and information resources to communicate effectively with diverse patient's population and other health care multidisciplinary team.
5. Demonstrate knowledge and skills in leadership and management concepts in the management of care at the local, state, national, and global levels.
6. Applies concepts of professionalism and leadership in designing, implementing, coordinating, and evaluating nursing care from a health promotion and disease prevention approach at various levels of population care.
7. Provide safe, high quality, culturally competent, patient-centered nursing care for individuals across the health-illness continuum and across life span in a variety of settings.
8. Develop a praxis change project (teaching or policy) to assist individuals or communities achieve their holistic health promotion goal.
9. Conduct comprehensive and focused assessments of health and illness parameters in individuals, groups, and vulnerable populations.
10. Communicate effectively with all members of the healthcare team, including interdepartmental and interdisciplinary collaboration for quality outcomes.
11. Assume accountability for one's own and delegated nursing care.
12. Engage in continuous professional development.

RN-BSN Curriculum Plan

Course Number	Course Title	Lecture Hours	Clinical Hours	Credit Hours
N 350	Conversational Public Speaking	48		3
N 355	Advanced Creative Writing	48		3
N 360	Perspectives in American History	48		3
N 365	Healthy Living	48		3
N 370	Concepts in Scholarly Writing	48		3
N 375	Cultural Diversity	64		4
N 380	Health Promotion Across Lifespan	80		5
N 385	Praxis and Theory Transition	64		4
N 390	Concepts of Critical Thinking	48		3

N 395	Community and Global Health	80		5
N 400	Evidence-Based Practice Research	64		4
N 405	Concepts of Case Management	80		5
N 410	Community Practicum	16	96	3
N 415	Current Trends in Healthcare	48		3
N 420	Leadership and Management	48	96	5
N 425	Nursing Praxis Capstone	64		4
	Total		1088	60

Course Descriptions& Objectives

Course Title: N 350 Conversational Public Speaking

Course Description:

This course introduces the students to the techniques for successful communication exploring the scientific foundation of communication skills and offers practical techniques for managing reactions and speaking effectively in conflict- and tension-laden situations. The focus of the course will be the various conversational roadblocks speakers encounter every day driven by culturally ingrained and biological processes that operate automatically in most situations and various techniques for eliminating them. It also includes the greatest speeches in history and sets out practical tips that can be used for any public speaking situations using historical case studies to glean insight into every aspect of public speaking from topic and style to opening and closing.

Course Objectives: At the end of this course, the student will be able to:

1. Learn the techniques for successful communication.
2. Explore the scientific foundation of communication skills.
3. Practice techniques for managing reactions and speaking effectively in conflict- and tension laden situations.
4. Understand how early cultural learning and deeply learned patterns of reaction in our unconscious mind affect how person sees, thinks, and feels about other people and enhance or undermine one's ability to communicate effectively.
5. Learn how the sense of self develops in everyday talk during childhood and the ways inwhich the subconscious is built to sustain and defend one's self-esteem, shaping how person thinks and speaks to others.
6. Discover specific styles of talking you use in most situations, including different types of control talk, the unproductive and needlessly aggressive mode that almost always dooms a conversation to a fatal downward spiral and the more desirable alternative of dialogue talk.
7. Demonstrate how to facilitate bridge-building even between people who may have very different views of a situation, allowing them to resolve those differences without either party feeling they've been bullied into a solution or demeaned or humiliated.

8. Utilize the basics of perhaps the most important and neglected aspect of human conversation, the art of actually listening.
9. Analyze some featured speeches, including background on the speaker and the context of speeches.
10. Discover the secrets of history's greatest speeches that is as practical as it is fascinating.
11. Understand how historic speakers' lessons apply to eulogies, reports, political addresses, legal arguments, business proposals, toasts, pregame speeches, sermons, classrooms lectures and conferences.
12. Develop self-awareness, body and voice to fully express oneself for effective connection and communication.
13. Establish the relationship between motivation and expression.
14. Explore psychological and physiological approaches to accessing purpose on stage.
15. Examine the role of personal context in creating both fictitious characters and the characters of one's best self.
16. Develop the awareness of the physical and vocal habits that get in the way of clear expression and the habits that allow one to speak and move at his greatest potential.

Course Hours: Lecture: 48 Hours

Equivalent Credit Hours: Lecture: 3 Hours

Prerequisite: None

Outside Student Preparation Hours: 96 Hours

Students need to allocate sufficient time of study and preparation to access course materials, read assignments, complete readings prior to posting, participate in online activities, and complete all homework assignments over the course of the semester.

Required Textbooks:

1. Effective Communication Skills, Kehoe, D. (2011). Chantilly, VA: The Teaching Company.
2. Mastering Stage Presence, Long, M. (2015). Chantilly, VA: The Teaching Company.
1. The Art of Public Speaking, Hale, J. (2010). Chantilly, VA: The Teaching Company.

References:

1. Adrian, Barbara. Actor Training the Laban Way: An Integrated Approach to Voice, Speech, and Movement. New York: Allworth Press, 2008.
2. Aronson, E., t. Wilson, et.al Social Psychology, 6th ed. Upper Saddle River, N.J.: Pearson Education, 2006.
3. Bareither, Theresa. Tongue Twisters, Rhymes and Songs to Improve Your English Pronunciation. Bloomington, IN: Author House, 2011.
4. Berkun, Scott. Confessions of a Public Speaker. New York: O'Reilly Media, 2009.
5. Borges, Ana Maria. "Great Teachers Think Pair, Share." Pearson Classroom Link. 2013. http://www.pearsonclassroomlink.com/article/0710/0710_0501.htm.
6. Carnegie, Dale. The Art pf Public Speaking. New York: Cosimo Classics, 2007.
7. Herman, Lewis, and Marguerite Shallet. American Dialects: A Manual for Actors, Directors and Writers. Oxon, UK: Routledge Press, 2013.

8. Safire, William. *Lend Me Your Ears: Great Speeches in History*. New York: W.W. Norton, 2007

Course Title: N 355 Advanced Creative Writing

Course Description:

This course deals with writing strategies with emphasis on writing clearly, effectively and interestingly for a variety of purposes and audiences. With the belief that writing as a process of discovery, students will be offered topics on writing creative nonfiction, storytelling tips and techniques building better vocabulary, and building great sentences.

Course Objectives: At the end of this course, the student will be able to:

1. Understand literary genres and the ways their unique styles and characteristics.
2. Apply rhetorical concepts in writing and be able to adapt writing to a variety of different situations.
3. Follow step-by-step guides of writing process.
4. Learn the process of writing creative fiction.
5. Develop the research skills to support writing pieces.
6. Learn about the ethics of writing about true experiences, biographies, and autobiographies.
7. Practice new writing strategies that will help master the art of storytelling.
8. Revise and edit own work with new insights and confidence.
9. Learn highly effective research techniques to help one's personal interest in prose as well as how to craft the nonfiction story that one has always wanted to tell.
10. Write a piece of fiction and to explore the concept of evocation, or the art of making fictional characters.
11. Understand and apply the core principles of vocabulary learning.
12. Examine words in rich context to get a better feel for how to actually use them in writing.
13. Explore the distinction in meaning among closely related words.
14. Utilize basic strategies that help make sentences more effective.
15. Apply basic principles that guide the creation and use of sentences.
16. Understand how sentences combine ideas to present information and how to use our knowledge of the ways in which sentences combine ideas to present our own ideas more effectively.
17. Discover and practice some of the syntactical strategies professional writers regularly employ to ensure that sentences will be effective.

Course Hours: Lecture: 48 Hours

Equivalent Credit Hours: Lecture: 3 Hours

Prerequisite: None

Outside Student Preparation Hours: 96 Hours

Students need to allocate sufficient time of study and preparation to access course materials, read assignments, complete readings prior to posting, participate in online activities, and complete all homework assignments over the course of the semester.

Required Textbooks:

1. Analysis and Critique: How to Engage and Write about Anything, Dorsey Armstrong. (2011).
2. Chantilly, VA: The Teaching Company.
3. Building Great Sentences: Exploring the Writer's Craft, Landon, Branden (2008). Chantilly, VA: The Teaching Company.
4. Building a Better Vocabulary, Flanigan, Kevin (2015). Chantilly, VA: The Teaching Company.
5. Writing Great Fiction; Storytelling Tips and Techniques, Hynes, James (2014). Chantilly, VA: The Teaching Company.
6. Writing Creative Fiction, Mazzeo, Tilar. (2012). Chantilly, VA: The Teaching Company.

References:

1. Barnet, Sylvan, and William E. Cain. A Short Guide to Writing about Literature. New York: Longman, 2008.
2. Bullock, Richard, The Norton Field Guide to Writing. New York: W.W. Norton and Company, 2009.
3. DiYanni, Robert. Literature: Approaches to Fiction, Poetry, and Drama. New York: McGraw Hill, 2006.
4. Johnston, Bret Anthony, ed. Naming the World: and Other Exercise for the Creative Writer. New York: Random House, 2007.
5. Ayto, John. Dictionary of Word Origins: The Histories of More Than 8,000 English Language Words. New York: Arcade Publishing, 2011.
6. Barnhart, Robert K., ed. Chambers Dictionary of Etymology: The Origins and Development of over 30, 000 English Words. London: Chambers Harrap Publishers, 2010.
7. Bear, Donald R., Marcia Invernizzi, Shane Templeton, and Francine Johnston. Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction. 5th ed. Boston: Pearson, 2012. Bernays, Anne, and Pamela Painter. What If? Writing Exercises for Fiction Writers. 3rd ed. New York: Longman, 2009.
8. Burriway, Janet. Writing Fiction: A Guide to Narrative Craft. 7th ed. New York: Pearson Longman, 2007.
9. Hacker, Diana. A Writer's Reference. New York: Bedford/St. Martin's, 2010.
10. Levine, Becky. The Writing and Critique Group Survival Guide. How to Make Revisions, Self-Edit, and Give and Receive Feedback. New York: Writers Digest Books, 2010.

Course Title: N 360 Perspectives in American History

Course Description:

This course chronicles the history of the United States from colonial origins to the beginning of the 21st century. It focuses on several key themes such as the exceptionalism of the American experiment, the commitment to socioeconomic mobility and opportunity in the marketplace, the expanding enfranchisement of citizens in the development of political democracy and the

confirmation of the “melting pot” as a symbol of inclusion in the national body politics. This course also discusses the beginnings of European settlement of what is now the United States to the end of the Mexican War and the Great Compromise of 1850 covering the “Colonial America” and the “Early Republic”.

Course Objectives: At the end of this course, the student will be able to:

1. Understand the variety of indigenous cultures in North America before and during European exploration.
2. Identify important cultural aspects and regional variations of major North American nations.
3. Learn the experience of discovery and settlement that changed Europeans, American native peoples, African and Caribbean slaves, and all other different populations that came to North America.
4. Understand how the United States manages to assimilate so many different people from so many different places.
5. Discuss how the geography, beliefs, and necessities of the settlements European planted along the eastern coast of North America affect unprecedented religious, political, and economic freedom.
6. Explain how the natural resources of North America and the human resourcefulness of its people generated such an abundance of wealth.
7. Demonstrate knowledge of the causes, course, and consequences of the American Revolution.
8. Understand the principles and ideals that shaped the development of the United States’ democratic institutions.
9. Compare and contrast different colonies that were separated by wars from Great Britain and made them in new nation, the United States.
10. Describe life within the colonies and their geographical areas and analyze their impact.
11. Recognize the struggle of Americans to reconcile the impact of the Industrial Revolution with their allegiance to a republican system.
12. Understand the principles and ideals that shaped the development of the United States’ democratic institutions.
13. Demonstrate knowledge of the massive wave of “New” immigration after 1870, its differences from the “Old” immigration, and its impact on new social patterns, conflicts, and ideas of national unity.
14. Analyze the causes of World War I and identify key people, major events, and the war’s impact on American foreign and domestic policy.
15. Demonstrate knowledge of the causes of the Great Depression and how it affected Americans in all walks of life.
16. Demonstrate knowledge of the changing domestic and foreign policies in the Carter, Reagan, and Clinton administrations.
17. Demonstrate knowledge of economic, social, and cultural developments in contemporary United States.

Course Hours: Lecture: 48 Hours

Equivalent Credit Hours: Lecture: 3 Hours

Prerequisite:None

Outside Student Preparation Hours: 96 Hours

Students need to allocate sufficient time of study and preparation to access course materials, read assignments, complete readings prior to posting, participate in online activities, and complete all homework assignments over the course of the semester.

Required Textbooks:

1. The History of the United States, 2nd ed. Guelzo, A. C., Gallagher, G.W., Allitt, P.N. (2010). Chantilly, VA: The Teaching Company.
2. Turning Points in American History, O'Donnell, E. (2011). Chantilly, VA: The Teaching Company.

References:

1. Jenkins, P. A History of the United States, 4th ed. (2012). Palgrave Macmillan.
2. Goldfield, D., ET. AL. The American Journey: A History of the United States. 5th ed. (2008). Prentice Hall.
3. Carnes, M., Garraty, J. The American Nation: A History of the United States. 13th ed. (2007). Pearson.
4. Shi, D., Mayer, H. For the Record: A Documentary History of America: From First Contact Through Reconstruction. 4th ed. (2009). W.W. Norton & Company.

Course Title: N 365 Healthy Living

Course Description:

This course

focuses on the understanding how human brain works and how to optimize brain fitness. The science of mindfulness with focus on a research-based path to well-being and techniques on how to stay fit as people age are integrated with concepts of healthy living. Concepts such as meditation, attention, stress, learning, memory, sleep, and depression will be emphasized.

Course Objectives: At the end of this course, the student will be able to:

1. Learn how the brain is organized, how it develops and how messages are transmitted through the brain's electrochemical pathways.
2. Understand that the proper diet, exercise, and sleep are critical for optimal brain functioning.
3. Gain knowledge of physiology, exercise, and health-related lifestyle choices and their basic effects on the human body as it ages.
4. Understand the core components of mindfulness practices and how they work to alleviate psychological distress.
5. Acquire practical skills that anyone can use to deal more effectively with everyday psychological challenges and live a richer, happier, and more fulfilling life.
6. Practice techniques for improving working memory and increasing intelligence, performance and creativity in all areas of human endeavor.
7. Apply the practice of meditation as the foundational technique for cultivating mindfulness.
8. Develop the skills of mindfulness and apply it to every aspect of daily life.
9. Identify various stressors and their effects on human body.
10. Utilize the stress-response theory to maintain the homeostatic balance of the body.

Course Hours: Lecture: 48 Hours

Equivalent Credit Hours: Lecture: 3 Hours

Prerequisite:None

Outside Student Preparation Hours: 96 Hours

Students need to allocate sufficient time of study and preparation to access course materials, read assignments, complete readings prior to posting, participate in online activities, and complete all homework assignments over the course of the semester.

Required Textbooks:

1. Optimizing Brain Fitness, Restak, R. (2011). Chantilly, VA: The Teaching Company
2. The Science of Mindfulness: A Research-Based Path to Well-Being, Siegel, R. D. (2014). Chantilly, VA: The Teaching Company.
3. Practicing Mindfulness: An Introduction to Meditation, Muesse, M.W. (2011). Chantilly, VA: The Teaching Company.
4. The Great Courses. How to Stay Fit as You Age, Bonura, K. (2013). The Chantilly, VA: The Teaching Company.
5. Stress and Your Body, Sapolsky, R. (2010). Chantilly, VA: The Teaching Company.

References:

1. Adam, T., and E. Epel. "Stress, Eating and the Reward System." *Physiology and Behavior* (2010).
2. Arnsten, A. "Stress Signaling Pathways That Impair Prefrontal Cortex Structure and Function." *Nature Reviews Neuroscience* 10 (2009).
3. Bonura, Kimberly Bethany. *Pelvic Yoga: An Integrated Program of Pelvic Floor Exercise to Overcome Incontinence and Support Overall Pelvic Floor Health*. Seattle, WA: CreateSpace, 2013.
4. Baechle, Thomas R. and Wayne Westcott, *Fitness Professional's Guide to Strength Training Older Adults*. 2nd ed. Champaign, IL: Human Kinetics, 2010.
5. Fulton, P.R., and Engler, J.: "Self and No Self in Psychotherapy." In. C.K. Germer and R.D. Siegel, eds. *Wisdom and Compassion in Psychotherapy: Deepening Mindfulness in Clinical Practice*. New York: Guilford Press, 2012.
6. Germer, Christopher K. *The Mindful Path to Self-Compassion: Freeing Yourself from Destructive Thoughts and Emotions*. New York: Guilford Press, 2009.
7. Goenka, S. N. *Vipassana Meditation Website*. <http://www.dhamma.org/>.
8. Hanson, Rick and Richard Mendius. *Buddha's Brain: The Practical Neuroscience of Happiness, Love & Wisdom*. Oakland, CA: New Harbinger Publications, 2009.
9. Purves, Dale. *Neuroscience*. 4th ed. Sunderland, MA: Sinauer Associates, 2008.

Course Title: **N 370 Concepts in Scholarly Writing**

Course Description: This course introduces the students to the concepts of scholarly writing required for academic papers, research activities, and publications. The focus of the course will be the review and critique of peer research and scholarly publications from multiple disciplines

and sources. The student will be required to write a formal query letter and paper for a selected nursing journal. The concepts of QSEN and the use of technology in health care will be introduced in this course.

Course Objectives: At the end of this course, the student will be able to:

1. Examine the meaning and importance of the concept of scholarly writing in higher education and social media.
2. Analyze current research initiatives and peer reviewed publications using APA format.
3. Integrate critical thinking skills and theoretical concepts from nursing and other disciplines in decision making.
4. Synthesize evidence-based practice and research in providing holistic nursing care to individuals, families, groups, and communities.
5. Utilize technology and information resources to communicate effectively with diverse patient populations and others in the multidisciplinary health care team.
6. Demonstrate specific skills and competencies in oral and written communication.
7. Demonstrate skills necessary to function proficiently in an online learning environment using technology and other information resources.

Course Hours: Lecture: 48 Hours

Equivalent Credit Hours: Lecture: 3 Hours

Prerequisite:None

Outside Student Preparation Hours: 96 Hours

Students need to allocate sufficient time of study and preparation to access course materials, read assignments, complete readings prior to posting, participate in online activities, and complete all homework assignments over the course of the semester.

Required Textbooks

1. Oermann, M. H., & Hays, J. C. (2016). Writing for Publication in Nursing (2nd ed.). New York, NY: Springer Publishing Company.
2. Watkins, R., & Corry, M. (2011). E-learning Companion: A Student's Guide to Online Success. Mason, OH: Cengage Learning.

References:

1. American Psychological Association. (2010). Publication manual of the American Psychological Association (6th edition). Washington, DC: The Association.
2. Cornell University Library. (2010). Distinguishing Scholarly Journals from other Periodicals. Retrieved from <http://olinuris.library.cornell.edu/ref/research/skill20.html>.
3. Eaton, S. (2010). Reading Strategies: Differences Between Summarizing and Synthesizing. Retrieved from <http://drsaraheaton.wordpress.com/2010/09/29/reading-strategies-differences-between-summarizing-and-synthesizing/>

4. Medline Plus - <http://www.nlm.nih.gov/medlineplus/>
5. Medismart - <http://www.medi-smart.com/grant-writing.htm>
6. Merlot - <http://www.merlot.org/merlot/index.htm>
7. National Institute of Nursing Research - <http://www.ninr.nih.gov/>
8. National Library of Medicine - <http://www.nlm.nih.gov/>
9. Nursing Portal (Research Search Engine) - <http://www.nursing-portal.com/nse.asp>
10. Nursing Research –http://www.jcu.edu.au/soc/nursoc/html_pages/nursing_research.htm
11. Alkhenizan, A., Shaw, C., (2011). Impact of Accreditation on the Quality of Healthcare Services: A Systematic Review of the Literature. *Annals of Saudi Medicine*, 31(4) 407-416.
12. Evidence-Based Practice - <http://www.healthleadersmedia.com/page-1/NRS-245879/EvidenceBased-Practice-and-Nursing-Research-Avoiding-Confusion>.

Course Title: N 375 Cultural Diversity

Course Description: This course focuses on the role of the nurse to address the needs of clients in diverse populations across the life span. Theory and research-based evidence from nursing and other disciplines are integrated with concepts of caring and cultural competences. Concepts such as cultural awareness, readiness, sensitivity, and cultural education will be emphasized. In partnership with clients, the student develops, implements, and evaluates a cultural teaching plan designed to produce a desired change in behavior.

Course Objectives: At the end of this course, the student will be able to:

1. Discuss the various cultural concepts and terminologies used in health care at the national and global levels.
2. Apply cultural and change theories in the management of clients in diverse health care and multicultural health care environments.
3. Demonstrate knowledge of the assumptions underlying cultural and holistic views of health and healing.
4. Utilize technology and information resources to communicate effectively with diverse patient populations and other health care multidisciplinary teams.
5. Demonstrate cultural competencies, sensitivity, awareness and respect in the management and administration of quality and safe care in diverse populations.
6. Discuss health beliefs and the impact of culture on health, disease, wellness, and illness.
7. Examine information on the impact of diversity on health disparities, information on the health beliefs of several minority groups, and case studies to enhance learning.

Course Hours: Lecture: 64 Hours

Equivalent Credit Hours: Lecture: 4 Hours

Prerequisite:None

Outside Student Preparation Hours: 128 Hours

Students need to allocate sufficient time of study and preparation to access course materials, read assignments, complete readings prior to posting, participate in online activities, and complete all homework assignments over the course of the semester.

Required Textbook:

1. Purnell, L. D., & Paulanka, B. J. (2013). *Transcultural Healthcare: A Culturally Competent Approach*. Philadelphia: F. A. Davis.

References:

1. American Nurses Association (2010). *Nursing: Scope & Standards of Practice*. Washington DC: Nursesbooks.org.
2. Dudley-Brown, S. (2012). Challenges and Barriers in Translation. In K. M. White & S. Dudley-Brown, *Translation of Evidence Into Nursing and Health Care Practice* (pp. 175-190). New York: Springer Publication.
3. Leininger, M. (2013). http://currentnursing.com/nursing_theory/transcultural_nursing.html
4. Grant, P. (2011). Doctors Attitudes to a Culture of Safety: Lessons for Organizational Change. *Clinical risk*, 17, 165-170.
5. Feng, X., Bobay, K. & Weiss, M. (2008). Patient Safety Culture in Nursing. A Dimensional Concept Analysis. *Journal of Advanced Nursing*. 63 (3), 310-319.
6. Narayan, M. C. (2010). Cultures Effects on Pain Assessment and Management. *American Journal of Nursing*. April 2010: 110 (4) 38-47.
7. Watson, J. (2013). *Caring Science*. <http://watsoncaringscience.org/>
8. World Health Organization. (2010). *World Health Organization*. www.who.org.

Course Title: N 380 Health Promotion Across Lifespan

Course Description:

This course provides the nurse with the opportunity to interpret health promotion concepts and theories across the lifespan. Needs assessment, goal and objective formulation, program implementation, and evaluation will be included. Students will be given the tools and skills they need to design and conduct health promotion programs while incorporating relevant patient safety standards and goals. Theoretical models used to explain why people adopt or fail to adopt health promoting behaviors will also be addressed.

Course Objectives: At the end of this course, the student will be able to:

1. Differentiate health promotion from wellness, disease prevention, and health protection perspectives.
2. Utilize technology and information resources to examine cultural resources that emphasize health promotion and disease prevention needs of diverse patient populations and other health care multidisciplinary teams.
3. Demonstrate competencies in the planning, development, implementation, and evaluation of quality and safe health promotion care in diverse populations.

4. Apply cultural and change theories in the management of clients in diverse health care and nursing environments.
5. Examine information resources and the impact of diversity on health disparities, information on the health beliefs of several minority groups, and case studies to enhance learning.
6. Utilize holistic and case study approach to examine the health promotion needs of client across the life span using development and other praxis theories.
7. Describe strategies for developing a holistic health promotion plan (wellness) for a selected age group.
8. Compare health-promotion strategies in each domain across the life span using selected national or international standard.
9. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness parameters in patients, using developmentally and culturally appropriate approaches.
10. Implement holistic, patient-centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, medical management, and nursing management across the health-illness continuum, across the lifespan, and in all healthcare settings.

Course Hours: Lecture: 80 Hours

Equivalent Credit Hours: Lecture: 5 Hours

Prerequisite:None

Outside Student Preparation Hours: 160 Hours

Students need to allocate sufficient time of study and preparation to access course materials, read assignments, complete readings prior to posting, participate in online activities, and complete all homework assignments over the course of the semester.

Required Textbooks:

1. Edleman, C. Maandel, C. L. (2014). Health Promotion Through the Lifespan. St Louis Mosby.
2. World Health (2013).
http://currentnursing.com/nursing_management/world_health_reports.html

References:

1. Dossey, B. M., Keegan, L. &Guzetta, C. E. (2013). Holistic Nursing: A Handbook for Practice. Jones & Bartlett: Boston.
2. American Psychological Association. (2010). Publication Manual of the American Psychological Association (6th edition, 2nd printing). Washington, DC: The Association.
3. American Nurses Association (2010). Nursing: Scope & Standards of Practice. Washington DC: Nursesbooks.org

4. Benner, P, Sutphen, M. Leopard, V. & Day, L. (2010). Educating nurses: A Call for Radical Transformation. The Carnegie Foundation for the Advancement of Teaching. San Francisco, Jossey-Bass.
5. Healthy People 2020 (2013). <http://www.healthypeople.gov>
6. QSEN Competencies: <http://qsen.org/competencies/>
7. Health and Human Services: www.hhs.gov
8. Institute of Medicine (2010). The Future of Nursing: Leading Change, Advancing Health: report recommendations. Retrieved February 22, 2011 from <http://www.iom.edu>
9. Pender, N. (2013) Health Promotion Model. <http://nolapender.weebly.com/>
10. Weight Pyramid (2013). www.mypyramid.gov

Course Title: N 385 Praxis and Theory Transition

Course Description:

This course focuses on the appreciation of the unique body of conceptual and theoretical knowledge as a foundation for nursing. The course will address the history, philosophy, models, conceptual frameworks, and theoretical evolution of nursing science from a praxis perspective. The course introduces the concepts of caring, self-care, and other nursing and non-nursing concepts or theories in addressing problems from a holistic perspective. Students will synthesize and apply various theories in both practice and research.

Course Objectives: At the end of this course, the student will be able to:

1. Explain the use of models and theories in nursing from a praxis perspective.
2. Demonstrate knowledge of the assumptions underlying the history and development of theoretical framework in nursing.
3. Evaluate the linkage between theory, practice, and research from a holistic praxis view.
4. Integrate critical thinking skills and theoretical concepts from nursing and other disciplines in clinical or leadership decision making process.
5. Explain the components of a theory and describe the relationships among these components.
6. Apply the concept and philosophy of praxis in designing, implementing, and evaluating nursing care from a health promotion and disease prevention approach.
7. Synthesize various models and theories use in practice, education, and research.

Course Hours: Lecture: 64 Hours

Equivalent Credit Hours: Lecture: 4 Hours

Prerequisite:None

Outside Student Preparation Hours: 128 Hours

Students need to allocate sufficient time of study and preparation to access course materials, read assignments, complete readings prior to posting, participate in online activities, and complete all homework assignments over the course of the semester.

Required Textbook:

1. Chinn, P. L. & Kramer, M. K. (2012) Integrated knowledge development in nursing. St Louis: Mosby.

References:

1. American Psychological Association. (2010). Publication Manual of the American Psychological Association (6th edition, 2nd printing). Washington, DC: The Association.
2. Nursing Theory (2013). http://currentnursing.com/nursing_theory/

Course Title: N 390 Concept in Critical Thinking

Course Description:
This course focuses on the concept of critical thinking used in the management of disease and in decision making as a nursing leader. The course will use the nursing or research process, and praxis philosophy as a systematic approach to problem solving. Health promotion case studies will be used as a framework for presenting the content. Technology will also be used to reinforce course content.

Course Objectives: At the end of this course, the student will be able to:

1. Integrate critical thinking in the analysis of nursing issues that may be encountered in practice, management, education, or the health care environment.
2. Identify a scholarly and holistic change project that can evolve throughout the program of study and is praxis and technology driven.
3. Demonstrate professional and leadership qualities that promote the image of nursing.
4. Demonstrate the professional standards of moral, ethical, and legal conduct.
5. Assume accountability for personal and professional behaviors.
6. Develop a rudimentary professional portfolio centered on concepts such as professionalism, professional goals, philosophy, community services, technology, critical thinking, and other concepts related to program outcomes.
7. Identify the critical role of the nurse in a multicultural and ever-changing health care environment.
8. Explore strategies to model the role of professionalism in practice, education, and management situations.
9. Synthesize evidence-based practice and research in providing holistic nursing care to individuals, families, groups, and communities.
10. Protect patient privacy and confidentiality of patient records and other privileged communications.

Course Hours: Lecture: 48 Hours

Equivalent Credit Hours: Lecture: 3 Hours

Prerequisite: None

Outside Student Preparation Hours: 96 Hours

Students need to allocate sufficient time of study and preparation to access course materials, read assignments, complete readings prior to posting, participate in online activities, and complete all homework assignments over the course of the semester.

Required Textbooks:

1. Alfaro-LeFevre, R., (2017). Critical Thinking and Clinical Judgment a Practical Approach. (3rd ed.). St. Louis, MO: Saunders.
2. Catalano, J.T. (2015). Nursing Now! Today's Issues, Tomorrow's Trends (3rd ed.). Philadelphia, PA: F.A. Davis.
3. Black, B. (2017). Professional Nursing Concepts and Challenges. St. Louis. MO. Saunders Company.

References:

1. Dossey, B. M., Keegan, L. &Guzetta, C. E. (2013). Holistic Nursing: A Handbook for Practice. Jones & Bartlett: Boston.
2. American Psychological Association. (2010). Publication Manual of the American Psychological Association (6th edition, 2nd printing). Washington, DC: The Association.

Course Title: N 395 Community and Global Health

This course applies concepts of community health and public health to both individual and family health promotion cases. Students will discuss disease prevention in the context of emerging community and global diseases. Students will also address principles of population health and epidemiology.

Course Objectives: At the end of this course, the student will be able to:

1. Examine the historical highlights in public and community health.
2. Discuss the use of technology to help make decisions and improve the health status of the individual, family, and community at the local and global levels.
3. Demonstrate knowledge of the assumptions underlying traditional and holistic.
4. Views of health, healing, and conducting patient assessment.
5. Examine the relationship between nurses in communities with other core components of any healthcare system.
6. Explore the gap and challenges between theory and effective, community health nursing practice.
7. Incorporate multiple viewpoints and education to promote a healthy lifestyle in a selected public and specialty population area.
8. Evaluate population-based nursing directed toward health promotion and disease prevention in the community as well as disaster nursing.
9. Define key concepts of community nursing such as cultural connections, environmental connections, critical thinking connections, global connections, media connections, epidemiology, research and statistical data, and much more!

10. Understand one's role and participation in emergency preparedness and disaster response with an awareness of environmental factors and the risks they pose to self and patients.
11. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends.
12. Compare the benefits and limitations of the major forms of reimbursement on the delivery of health care services.
13. Examine legislative and regulatory processes relevant to the provision of health care.
14. Discuss the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery.

Course Hours: Lecture: 80 Hours

Equivalent Credit Hours: Lecture: 5 Hours

Prerequisite: None

Outside Student Preparation Hours: 160 Hours

Students need to allocate sufficient time of study and preparation to access course materials, read assignments, complete readings prior to posting, participate in online activities, and complete all homework assignments over the course of the semester.

Required Textbook:

1. Nies, Mary A. (2015), Community/Public Health Nursing, (5th ed.). Elsevier Saunders.

References:

1. Dossey, B. M., Keegan, L. &Guzetta, C. E. (2016). Holistic Nursing: A Handbook for Practice. Jones & Bartlett: Boston.
2. American Psychological Association. (2010). Publication Manual of the American Psychological Association (6th edition, 2nd printing). Washington, DC: The Association.
3. American Nurses Association (2010). Nursing: Scope & Standards of Practice. Washington DC: Nursesbooks.org.
4. Healthy People 2020 (2013). <http://www.healthypeople.gov>.
5. QSEN Competencies: <http://qsen.org/competencies/>
6. Health and Human Services: www.hhs.gov.
7. Epidemiology (2013). <http://www.currentnursing.com/reviews/>
8. World Health (2013). http://currentnursing.com/nursing_management/world_health_reports.html

Course Title: **N 400 Evidenced-Based Practice Research**

Course Description: This course focuses on the use of evidence-based practice and the introduction of the principle of the research process and various method of systematic inquiry. The course will address research methodologies, such as qualitative and quantitative research methods with an emphasis on solving clinical, system related, and global health problems. Issues surrounding the protection of human subjects and ethics of the research process will be explained, and students will critique research reports. Students will be able to use the research

process to develop or design a praxis nursing research proposal that will be completed as a “change project” in the capstone course.

Course Objectives: At the end of this course, the student will be able to:

1. Utilize technology and information resources to communicate research information effectively with diverse patient population and other health care multidisciplinary teams.
2. Differentiate qualitative and quantitative research in terms of philosophy, methodology, and evidence-based practice.
3. Engage in the scholarly use and dissemination of evidence-based practice research activities on the health promotion needs of diverse populations.
4. Critically analyze the impact of ethics in research and evidence-based practice.
5. Synthesize principles of evidence-based practice and appropriate theoretical frameworks utilized to address health care issues at the local, community, systems, and organizational level.
6. Explain the interrelationships among theory, practice, and research.
7. Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice.
8. Advocate for the protection of human subjects in the conduct of research.
9. Evaluate the credibility of sources of information, including but not limited to databases and internet resources.
10. Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes.
11. Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care.
12. Acquire an understanding of the process for how nursing and related healthcare quality and safety measures are developed, validated, and endorsed.
13. Describe mechanisms to resolve identified practice discrepancies between identified standards and practice that may adversely impact patient outcomes.

Course Hours: Lecture: 64 Hours

Equivalent Credit Hours: Lecture: 4 Hours

Prerequisite: N385

Outside Student Preparation Hours: 128 Hours

Students need to allocate sufficient time of study and preparation to access course materials, read assignments, complete readings prior to posting, participate in online activities, and complete all homework assignments over the course of the semester.

Required Textbook:

1. Burns, N. & Grove, S. K. (2013). *The Practice of Nursing Research: Appraisal, Synthesis, and Generation of Evidence* (6th ed.). Philadelphia: W. B. Saunders.

References:

1. Dossey, B. M., Keegan, L. &Guzetta, C. E. (2016). Holistic Nursing: A Handbook for Practice. Jones & Bartlett: Boston.
2. American Psychological Association. (2010). Publication Manual of the American Psychological Association (6th edition, 2nd printing). Washington, DC: The Association.
3. Nursing Research (2013). http://nursingplanet.com/Nursing_Research/
4. Institute of Medicine (IOM). (2010). The Future of Nursing: Leading Change, Advancing Health Report. Washington, DC: IOM. Retrieved from <http://www.iom.edu/~media/Files/Report%20Files/2010/The-Future-of-Nursing/Future%20of%20Nursing%202010%20Report%20Brief.pdf>
5. Milton, C. L. (2010). Nursing ethics and power in position. *Nursing Science Quarterly*, 23(1), 18–21.
6. Brenner, P., Nursing Theory: From Novice to Expert. Levels of Nursing Experience. Retrieved on 25, 2013 from <http://nursingtheories.info/patricia-benner-nursing-theory-from-novice-to-expert>.

Course Title: N 405 Concepts of Case Management

Course Description: This course examines the evolution of the case manager concept from inception to current practice models. The role of the case manager as a patient advocate and collaborator with other health care teams will be emphasized. Health care reform and insurance policies issues will also be covered in this course.

Course Objectives: At the end of this course, the student will be able to:

1. Analyze the historical, political, social, economic, and spiritual background of managed health care and case management.
2. Discuss the concepts of managed care, health care private insurance, Medicaid, Medicare, billing and coding, military insurance, the Affordable Care Act, fraud and abuse in health care practice.
3. Demonstrate knowledge of the assumptions underlying traditional and holistic views of health, healing, and case and disease management.
4. Demonstrate knowledge and skills required for the case management of patients with various health care insurance and payment plans using specific national standard.
5. Apply concepts of professionalism and leadership in designing, implementing, coordinating, and evaluating nursing care from the perspective of case or disease management at various levels of population care.
6. Compare/contrast the roles and perspectives of the nursing profession with othercare professionals on the healthcare team.
7. Incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships.
8. Contribute the unique nursing perspective to interprofessional teams to optimize patient outcomes.
9. Demonstrate appropriate teambuilding and collaborative strategies when working with interprofessional teams.

10. Advocate for high quality and safe patient care as a member of the interprofessional team.

Course Hours: Lecture: 80 Hours

Equivalent Credit Hours: Lecture: 5 Hours

Prerequisite: None

Outside Student Preparation Hours: 160 Hours

Students need to allocate sufficient time of study and preparation to access course materials, read assignments, complete readings prior to posting, participate in online activities, and complete all homework assignments over the course of the semester.

Required Textbooks:

1. Mullahy, C. (2014). The Case Manager's Handbook. (4th ed.) Sudbury: Jones & Bartlett. (CM).
2. Powell, K.K., & Tahan, H.A. (2017). CMSA Core Curriculum for Case Management. Philadelphia: Lippincott, Williams, & Wilkins. (PT).

References:

1. Dossey, B. M., Keegan, L. & Guzetta, C. E. (2016). Holistic Nursing: A Handbook for Practice. Jones & Bartlett: Boston.
2. American Psychological Association. (2010). Publication Manual of the American Psychological Association (6th edition, 2nd printing). Washington, DC: The Association.
3. American Nurses Association (2010). Nursing: Scope & Standards of Practice. Washington DC: Nursesbooks.org
4. Burns, N. & Grove, S. K. (2013). The Practice of Nursing Research: Appraisal, Synthesis, and Generation of Evidence (6th ed.). Philadelphia: W. B. Saunders.
5. QSEN Competencies: <http://qsen.org/competencies/>
6. Health and Human Services: www.hhs.gov.
7. Change Theory (2013): <http://nursingplanet.com/pn/>

Course Title: **N 410 Community Practicum**

Course Description:

This course applies concepts of community health and public health in both individual and family health promotion cases. Students will discuss disease prevention in the context of emerging community and global diseases. In this practicum course, the students will conduct a family and community health assessment and develop a community teaching project for a specific community health need. Students will implement and evaluate the plan while working with clients in their homes or selected community settings. Students will complete 96 hours of practicum time as a requirement to successfully complete this course.

Course Objectives: At the end of this course, the student will be able to:

1. Examine the historical highlights in public and community health.
2. Discuss the use of technology to help make decisions and improve the health status of the individual, family, and community at the local and global levels.
3. Demonstrate knowledge of the assumptions underlying traditional and holistic views of health, healing, and conducting patient assessment.
4. Examine the relationship between nurses in communities with other core components of any healthcare system.
5. Explore the gap and challenges between theory and effective, community health nursing practice.
6. Incorporate multiple viewpoints and education to promote a healthy lifestyle in a selected public and specialty population area.
7. Evaluate population-based nursing directed toward health promotion and disease prevention in the community as well as disaster nursing.
8. Identify key concepts of community nursing such as cultural connections, environmental connections, critical thinking connections, global connections, media connections, epidemiology, research and statistical data in community practice.
9. Complete a community needs assessment in a practice setting.

Course Hours: Lecture: 16 Hours; Practicum: 96 Hours

Equivalent Credit Hours: Lecture: 1 Hour Practicum: 2 Hours

Prerequisite: N395

Outside Student Preparation Hours: 32 Hours

Required Textbook:

1. Nies, Mary A. (2015), Community/Public Health Nursing, (5th ed.). Elsevier: Saunders.

Reference:

1. American Psychological Association. (2010). Publication Manual of the American Psychological Association (6th edition, 2nd printing). Washington, DC: The Association.

Course Title: **N 415 Current Trends in Healthcare**

Course Description:

This course is designed to help students understand the current trends in nursing and health care. The course focuses on the history and evolution of nursing as a profession and discipline within the health care environment. The course will incorporate relevant national and federal patient safety standards and goals such as QSEN, and IOM that are guiding practice and

nursing education today. The use of technology in healthcare will be a major aspect of this course. Theoretical models will be used to explain the praxis trend.

Course Objectives: At the end of this course, the student will be able to:

1. Explain current and contemporary issues in nursing and health care from a global perspective.
2. Discuss the history and evolution of nursing from the era of Nightingale.
3. Integrate critical thinking skills and theoretical concepts from nursing and other disciplines in clinical or leadership decision making process.
4. Demonstrate knowledge of current regulatory and ethical issues impacting the advancement of nursing practice, education, and research globally.
5. Explore ways to implement change and to incorporate national standards in practice as the nurse transitions to an advanced practice role.
6. Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice.
7. Use telecommunication technologies to assist in effective communication in a variety of healthcare settings.
8. Apply safeguards and decisionmaking support tools embedded in patient care technologies and information systems to support a safe practice environment for both patients and healthcare workers.
9. Uphold ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy.
10. Participate in evaluation of information systems in practice settings through policy and procedure development.

Course Hours: Lecture: 48 Hours

Equivalent Credit Hours: Lecture: 3 Hours

Prerequisite: N395

Outside Student Preparation Hours: 96 Hours

Required Textbook:

1. Cherry, B and Jacob, S. (2017) Contemporary nursing: Issues, Trends and Management. Elsevier Mosby.

References:

1. American Psychological Association. (2010). Publication Manual of the American Psychological Association (6th edition, 2nd printing). Washington, DC: The Association.
2. Current Issues (2013). <http://www.currentnursing.com/reviews/>

Course Title: N 420 Leadership and Management

Course Description:

This course focuses on organizational structure, aspects of leadership, and management concepts centered on the role of the professional nurse. This course also provides RN to BSN students with the opportunity to explore leadership and management concepts in nursing practice. Quality improvement, communication processes, teamwork and collaboration, informatics, and evidence-based practice initiatives within the QSEN framework will be presented. Strategies for efficient use of resources while maintaining a safe and effective patient care environment are emphasized.

Course Objectives: At the end of this course, the student will be able to:

1. Apply the knowledge of organizational culture and research to synthesize and address issues of quality in various leadership roles.
2. Examine theoretical models and principles of leadership and management in various nursing and health care organizations.
3. Utilize critical thinking and information technology in the management of clients.
4. Demonstrate an understanding of the role of an effective and professional nurse leader in a health care practice system.
5. Evaluate the impact of various managerial and leadership styles in a selected health care and nursing system.
6. Examine the role of the nurse as a leader in a variety of contexts and settings and in handling challenges in health care organizations.
7. Apply concepts of professionalism and leadership in designing, implementing, coordinating, and evaluating nursing care from the approach of health promotion and disease prevention at various levels of population care.
8. Develop a praxis change project (teaching or policy) to assist individuals or communities to achieve their holistic health promotion goal using specific national standards (IOM, QSEN, Joint Commission, etc.).
9. Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.
10. Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the interprofessional team.
11. Demonstrate an awareness of complex organizational systems.
12. Demonstrate a basic understanding of organizational structure, mission, vision, philosophy, and values.
13. Use improvement methods, based on data from the outcomes of care processes, to design and test changes to continuously improve the quality and safety of health care.
14. Employ principles of quality improvement, healthcare policy, and cost effectiveness to assist in the development and initiation of effective plans for the microsystem and/or system wide practice improvements that will improve the quality of healthcare delivery.
15. Participate in the development and implementation of imaginative and creative strategies to enable systems to change.

Course Hours: Lecture: 48 Hours; Practicum: 96 Hours

Equivalent Credit Hours: Lecture: 3 Hours; Practicum: 2 Hours

Prerequisite: N385

Outside Student Preparation Hours: 96 Hours

Required Textbook:

1. McCornell, C. (2015). *The Effective Health Care supervisor*. Jones and Bartlett. Sudbury, MA.

References:

1. American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th edition, 2nd printing). Washington, DC: The Association.
2. Nursing Management (2013). http://currentnursing.com/nursing_management/

Course Title: **N 425 Nursing Praxis Capstone**

Course Description:

This course is the culminating experience for students in the program. The student will develop and implement a capstone praxis project demonstrating mastery of the program objectives. The project is research-based with a selected theoretical framework and focused on a strategic change in the health care or nursing environment. The project will be identified in the praxis course and developed gradually throughout the program. The final project will be presented and evaluated in this course. The project focus should address social, political, technological, economical, spiritual, and global changes in the health care environment.

Course Objectives: At the end of this course, the student will be able to

1. Examine resources from previous courses and clinical experiences that will add value to the final capstone project and experience.
2. Integrate critical thinking in the analysis of nursing issues that may be encountered in practice, management, education, or the health care environment.
3. Complete a scholarly and holistic change project that evolves throughout the program of study and is praxis and technology driven.
4. Organize a professional portfolio with resume centered on concepts such as professionalism, professional goals, philosophy, community services, technology, critical thinking and other concepts related to program outcomes.
5. Create a professional and technologically driven presentation of the capstone experience.
6. Apply concepts of professionalism and leadership in designing, implementing, coordinating, and evaluating nursing care from an approach of health promotion and disease prevention at various levels of population care and in improving the image of nursing.
7. Demonstrate competency in assuming the role of a leader in coordinating care from a multidisciplinary and holistic praxis approach.

Course Hours:: Lecture: 64

Equivalent Credit Hours: Lecture: 4

Prerequisite: All nursing courses (N370 to N425)

Outside Student Preparation Hours: 128 Hours

Students need to allocate sufficient time of study and preparation to access course materials, read assignments, complete readings prior to posting, participate in online activities, and complete all homework assignments over the course of the semester.

Required Textbook:

1. Black, B. (2017). Professional Nursing. St. Louis, MO: Saunders.

References:

1. Dossey, B. M., Keegan, L. &Guzetta, C. E. (2016). Holistic Nursing: A Handbook for Practice. Jones & Bartlett: Boston.
2. American Psychological Association. (2010). Publication Manual of the American Psychological Association (6th edition, 2nd printing). Washington, DC: The Association.
3. American Nurses Association (2010). Nursing: Scope & Standards of Practice. Washington DC: Nursesbooks.org
4. QSEN Competencies: <http://qsen.org/competencies/>
5. Health and Human Services: www.hhs.gov.
6. Global Health (2013). http://currentnursing.com/nursing_management/world_health_reports.html

Resources and Materials:

1. Required Textbooks
2. Reference Books
3. Journals / Periodicals
4. Recommended Websites
5. Computer / Printer
6. CD/DVD's
7. Recorder / Player

MASTER OF SCIENCE IN NURSING PROGRAM

Program Delivery: Residential

Program Name: Master of Science in Nursing (MSN) - Nurse Educator Track

Program Structure:

The curriculum consists of core courses, role emphasis courses, role performance (clinical/practicum) courses, culminating assessment and experience.

The MSN curriculum consists of a total of 37 academic credit hours

Core Course: 15 credit hours

Role Option: 22 credit hours

Total In Class Clock Hours: 720 Hours

Recognized Outside Clock Hours: 247.5 Hours

Total Clock Hours: 967.50

Program Description: The Master of Science in Nursing (MSN) is designed for nurses who wish to specialize in an advanced area of nursing. This program prepares them for advanced roles of Nurse Educator. The program incorporates contents that enable students to learn and apply the theory and principles of advanced nursing disciplines.

Program Outcomes: The MSN program outcomes are aligned with the American Association of Colleges of Nursing publication, The Essentials of Master's Education in Nursing (2011).

Upon completion of the MSN degree program, the graduate will be able to:

1. Engage in advanced nursing practice based on the integration of nursing science, related sciences and humanities, current evidence, clinical experience, and ethical principles
2. Integrate knowledge, theory, research and skills in the delivery of comprehensive care and services for individuals, families and populations.
3. Practice safe, high-quality advanced nursing care based on concepts and knowledge from nursing and related disciplines.
4. Synthesize evidence for practice to determine appropriate application of interventions across diverse populations.
5. Use quality processes and improvement science to evaluate care and ensure patient safety for individuals and communities.
6. Construct processes for leading and promoting quality improvement and safety in advanced nursing practice and healthcare delivery.
7. Use contemporary communication modalities effectively in advanced nursing roles.
8. Evaluate the design, implementation and outcomes of strategies developed to meet healthcare needs.
9. Design culturally sensitive programs and systems of care and services that meet the needs of diverse and vulnerable populations.
10. Demonstrate organizational and systems leadership to assure ethical and critical decision-making at all systems' levels for quality and patient safety.
11. Develop a plan for lifelong personal and professional growth that integrates professional values regarding scholarship, service and global engagement.
12. Integrate and apply ethical principles into theories, research, and practice as well as clinical reasoning to assess, intervene, and evaluate advanced nursing care delivery.
13. Provide evidence-based, clinically proficient care and services using critical thinking skills in advanced nursing roles.
14. Design patient-centered care models and delivery systems using the best available scientific evidence.
15. Design nursing care for a clinical or community-focused population based on

biopsychosocial, public health, nursing, and organizational sciences.

16. Manage human, fiscal and physical resources to achieve and support individual and organizational goals.
17. Compose a plan for systematic inquiry and dissemination of findings to support advanced nursing practice, patient-care innovation, and the nursing profession.
18. Collaborate interprofessionally in research, education, practice, health policy and leadership to improve population health outcomes and influence improvement in healthcare systems.
19. Integrate and apply principles of informatics to manage data and information in order to support effective decision making, to make changes in the care environment to improve health outcomes, and to support safe, quality patient care and healthcare systems effectiveness.
20. Advocate for healthcare policies and financing that promote, preserve and restore public health.
21. Demonstrate commitment to lifelong learning for continued professional growth.
22. Integrate the advanced competencies expected of a master's prepared nurse to design, deliver, and evaluate outcomes of systems of care for individuals, families, and diverse populations.

Program Schedule: Sundays 7am-7pm

MSN Curriculum Plan

MSN Core Courses	Credit Hours	Lecture Hours	Clinical/ Practicum Hours	Recognized Class Hours	Delivery
MSN 500 Advanced Nursing Practices	3	48	0	96	Residential
MSN 510 Healthcare Policy & Economics	3	48	0	96	Residential
MSN 520 Advanced Health Promotion and Disease Prevention	3	48	0	96	Residential
MSN 530 Advanced Research Methods	3	48	0	96	Residential
MSN 540 Healthcare Informatics & Technology	3	48	0	96	Residential
MSN 550 Advanced Health Assessment	3	48	0	96	Residential

MSN 560 Advanced Pathophysiology	3	48	0	96	Residential
MSN 570 Curriculum Development	3	48	0	96	Residential
MSN 580 Theoretical Foundations & Instructional Strategies in Teaching & Learning	3	48	0	96	Residential
MSN 590 Assessment and Evaluation Techniques in Nursing Education	3	48	0	96	Residential
MSN 600 Education Practicum	2	0	96	0	Residential
MSN 610 Clinical Practice	2	0	96	0	Residential
MSN 620 Capstone for Nurse Educator	3	48	0	96	Residential
Total	37	528	192	1056	
		720 Hours			

Course Descriptions & Objectives

MSN 500 ADVANCED NURSING PRACTICE

Course Description:

Introduces competencies and other foundational components of advanced nursing practices such as history, roles, options and choices that are associated with career development and professional practice. This course addresses the rapid changes in the health care environment with a special focus on health care finance, electronic health records, quality improvement, patient safety, economics of health care, environmental science, epidemiology, genetics/genomics, gerontology, global healthcare environment and perspectives, health policy, informatics, organizations and systems, communication, negotiation, advocacy, interprofessional practice, as well as emerging roles for the advanced practice nurse.

Course Objectives: At the end of the course, learners will be able to:

1. Synthesize the theoretical basis of advanced nursing practice
2. Analyze concepts and theories from nursing and adjunctive disciplines as a basis for advanced practice nursing.
3. Evaluate the application of nursing models and theories in the current health care delivery system.
4. Apply theories from nursing and other disciplines to the advanced practice care of individuals and families.
5. Discuss components of APN roles, including expert guidance and coaching, consultation, clinical and professional leadership collaboration, ethical decision-making, advocacy, and change.
6. Recognize the influence of cultural norms on the health practices of patients and families.
8. Conduct a comprehensive and systematic assessment as a foundation for decision making.
7. Apply the best available evidence from nursing and other sciences as the foundation for practice.
8. Advocate for patients, families, caregivers, communities and members of the healthcare team.
9. Use information and communication technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes.
10. Use leadership skills to teach, coach, and mentor other members of the healthcare team.
11. Use epidemiological, social, and environmental data in drawing inferences regarding the health status of patient populations and interventions to promote and preserve health and healthy lifestyles.
12. Use knowledge of illness and disease management to provide evidence-based care to populations, perform risk assessments, and design plans or programs of care.
13. Incorporate core scientific and ethical principles in identifying potential and actual ethical issues arising from practice, including the use of technologies, and in assisting patients and other healthcare providers to address such issues.
14. Apply advanced knowledge of the effects of global environmental, individual and population characteristics to the design, implementation, and evaluation of care.
15. Employ knowledge and skills in economics, business principles, and systems in the design, delivery, and evaluation of care.
16. Apply theories and evidence-based knowledge in leading, as appropriate, the healthcare team to design, coordinate, and evaluate the delivery of care.
17. Apply learning, and teaching principles to the design, implementation, and evaluation of health education programs for individuals or groups in a variety of settings.
18. Establish therapeutic relationships to negotiate patient-centered, culturally appropriate, evidence-based goals and modalities of care.
19. Design strategies that promote lifelong learning of self and peers and that incorporate professional nursing standards and accountability for practice.
20. Integrate an evolving personal philosophy of nursing and healthcare into one's nursing practice.

Course Hours: Lecture: 48 Hours

Equivalent Credit Hours: Lecture: 3 Hours

Prerequisite: None

Outside Student Preparation Hours: 96 Hours

Students need to allocate sufficient time of study and preparation to access course materials, read assignments, complete readings prior to posting, participate in online activities, and complete all homework assignments over the course of the semester.

Required Textbook:

1. Denisco, Susan (2016). Advanced Practice Nursing: Essential Knowledge for the Profession. MA: Jones and Bartlett Publishers.

References:

1. American Association of Colleges of Nursing (AACN). (2011). The Essentials of Master's Washington, DC: Author.
2. Institute of Medicine. (2010). The future of nursing: Leading change, advancing health. Retrieved from <http://www.iom.edu/Reports/2010/the-future-of-nursing-leading-change-advancing-health.aspx>
3. Joel, L. (2013). Advance practice nursing: Essentials of role development (3rd ed.). Philadelphia, PA: F. A. Davis.
4. Keeling, A.W. (2009). A brief history of advance nursing practice in the United States. In A. B. Hamric, J. A. Spross, & C. M. Hanson (Eds.), Advanced practice nursing: An integrative approach (4th ed., pp. 3–32). St. Louis, MO: Elsevier.
5. American Association of Colleges of Nursing (AACN). (2019). Enrollment and graduations in baccalaureate and graduate programs in nursing. Washington, DC: Author.
6. American Nursing Association. (2015). Guide to the code of ethics for nurses with interpretive statements. Silver Spring, MA: nursesbooks.org.
7. American Nurses Association (2010). Nursing's social policy statement: The essence of the profession (3rd ed.). Washington, DC: Author.
8. American Nurses Association (2015). Nursing: Scope and Standards of Practice (3rd Edition) Washington, DC: Author
9. American Nurses Association (2015). Guide to the Code of Ethics for Nurses: With Interpretive Statements: Development, Interpretation, and Application (2nd Edition). Washington, DC: Marsha Fowler
10. National League for Nursing. (2012). The scope of practice for academic nurse educators. New York: NLN Certification Commission.
11. American Nurses Association (2010). Nursing: Scope and standards of practice (2nd ed.). Washington, DC: Author.

MSN 510 HEALTHCARE POLICY & ECONOMICS

Course Description:

This course helps learners better understand the economic theory of health and healthcare and to evaluate and interpret empirical findings in health economics. It focuses on the following substantive areas that form the analytic basis for many of the issues in health policy: economics and financing; need and demand; politics/ethics/law; and quality/effectiveness. Topics to be covered include measurement and determinants of health, health disparities, and health insurance, characteristics of the current health care environment as it pertains to policy

development, health planning, and economic management at the national, state and local levels.

Course Objectives: At the end of the course, learners will be able to:

1. Analyze the variety of public and private mechanisms for financing health care services.
2. Analyze the roles of nurses in the U.S. health care system vis-a-vis other health professionals and in international comparison.
3. Analyze how ethical principles, social policies and economic interests influence access, delivery and organization of health care.
4. Analyze how policies influence the structure and financing of health care, practice, and health outcomes.
5. Participate in the development and implementation of institutional, local, and state and federal policy.
6. Develop and analyze a range of health policy issues.
7. Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes.
8. Interpret research, bringing the nursing perspective, for policy makers and stakeholders.
9. Advocate for policies that improve the health of the public and the profession of nursing.
10. Discuss principles of effectiveness, efficiency and cost to evaluate health care services.
11. Discuss principles of evaluation of health care policies based on population outcomes.

Course Hours: Lecture: 48 Hours

Equivalent Credit Hours: Lecture: 3 Hours

Prerequisite: MSN 500

Outside Student Preparation Hours: 96 Hours

Students need to allocate sufficient time of study and preparation to access course materials, read assignments, complete readings prior to posting, participate in online activities, and complete all homework assignments over the course of the semester.

Required Textbook:

1. Health Economics by Bhattacharya, Hyde and Tu (2013). Red Globe Press.

References:

2. American Association of Colleges of Nursing (AACN). (2011). The Essentials of Master's Washington, DC: Author.
3. Institute of Medicine. (2010). The future of nursing: Leading change, advancing health. Retrieved from <http://www.iom.edu/Reports/2010/the-future-of-nursing-leading-change-advancing-health.aspx>
4. Joel, L. (2013). Advance practice nursing: Essentials of role development (3rd ed.). Philadelphia, PA: F. A. Davis.
5. Keeling, A.W. (2009). A brief history of advance nursing practice in the United States. In A. B. Hamric, J. A. Spross, & C. M. Hanson (Eds.), Advanced practice nursing: An integrative approach (4th ed., pp. 3–32). St. Louis, MO: Elsevier.

6. American Association of Colleges of Nursing (AACN). (2019). Enrollment and graduations in baccalaureate and graduate programs in nursing. Washington, DC: Author.
7. American Nursing Association. (2015). Guide to the code of ethics for nurses with interpretive statements. Silver Spring, MA: nursesbooks.org.
8. American Nurses Association (2010). Nursing's social policy statement: The essence of the profession (3rd ed.). Washington, DC: Author.
9. American Nurses Association (2015). Nursing: Scope and Standards of Practice (3rd Edition) Washington, DC: Author
10. American Nurses Association (2015). Guide to the Code of Ethics for Nurses: With Interpretive Statements: Development, Interpretation, and Application (2nd Edition). Washington, DC: Marsha Fowler
11. National League for Nursing. (2012). The scope of practice for academic nurse educators. New York: NLN Certification Commission.
12. American Nurses Association (2010). Nursing: Scope and standards of practice (2nd ed.). Washington, DC: Author.

MSN 520 ADVANCED HEALTH PROMOTION AND DISEASE PREVENTION

Course Description:

Discusses theories and research from nursing, health promotion, health protection and disease prevention. Family, human development, patient education and community are the foundation for exploring the phenomena of family focused care. Focuses on assessment, diagnosis, intervention and outcome evaluation of wellness and disease prevention needs and issues encountered in advanced nursing roles.

Course objectives: At the end of the course, learners will be able to:

1. Integrate scientific findings from nursing and related sciences, including genetics and genomics, into the provision and delivery of advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment.
2. Demonstrate organizational and systems leadership to assure ethical and critical decision-making at all systems' levels for quality and patient safety.
3. Incorporate performance improvement strategies for quality, safety, and patient-centered care delivery.
4. Use improvement science to achieve optimal patient care and care environment outcomes.
5. Integrate meaningful and usable information systems and healthcare technologies to support safe, quality patient care and healthcare systems effectiveness.
6. Advocate for policy changes that influence healthcare at appropriate levels.
7. Lead interprofessional teams using collaborative strategies to effect quality patient care and population health outcomes.
8. Analyze and incorporate broad ecological and social health determinants to design and deliver evidence-based clinical prevention and population healthcare and services to individuals, families, and aggregates/identified populations.
9. Integrate the advanced competencies expected of a master's prepared nurse to design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates/clinical populations.

10. Integrate clinical prevention and population health concepts in the development of culturally relevant and linguistically appropriate health education, communication strategies, and interventions.

Course Hours: Lecture: 48 Hours

Equivalent Credit Hours: Lecture: 3 Hours

Prerequisite: MSN 500

Outside Student Preparation Hours: 96 Hours

Students need to allocate sufficient time of study and preparation to access course materials, read assignments, complete readings prior to posting, participate in online activities, and complete all homework assignments over the course of the semester.

Required Textbook:

1. Healey, B. J., & Zimmerman, R. S. (2010). *The New World of Health Promotion: New Program Development, Implementation, and Evaluation*. Sudbury, MA: Jones and Bartlett Publishers.

References:

2. American Association of Colleges of Nursing (AACN). (2011). *The Essentials of Master's* Washington, DC: Author.
3. Institute of Medicine. (2010). *The future of nursing: Leading change, advancing health*. Retrieved from <http://www.iom.edu/Reports/2010/the-future- of-nursing-leading-change-advancing-health.aspx>
4. Joel, L. (2013). *Advance practice nursing: Essentials of role development* (3rd ed.). Philadelphia, PA: F. A. Davis.
5. Keeling, A.W. (2009). A brief history of advance nursing practice in the United States. In A. B. Hamric, J. A. Spross, & C. M. Hanson (Eds.), *Advanced practice nursing: An integrative approach* (4th ed., pp. 3–32). St. Louis, MO: Elsevier.
6. American Association of Colleges of Nursing (AACN). (2019). *Enrollment and graduations in baccalaureate and graduate programs in nursing*. Washington, DC: Author.
7. American Nursing Association. (2015). *Guide to the code of ethics for nurses with interpretive statements*. Silver Spring, MA: nursesbooks.org.
8. American Nurses Association (2010). *Nursing's social policy statement: The essence of the profession* (3rd ed.). Washington, DC: Author.
9. American Nurses Association (2015). *Nursing: Scope and Standards of Practice* (3rd Edition) Washington, DC: Author
10. American Nurses Association (2015). *Guide to the Code of Ethics for Nurses: With Interpretive Statements: Development, Interpretation, and Application* (2nd Edition). Washington, DC: Marsha Fowler
11. National League for Nursing. (2012). *The scope of practice for academic nurse educators*. New York: NLN Certification Commission.
12. American Nurses Association (2010). *Nursing: Scope and standards of practice* (2nd ed.). Washington, DC: Author.

MSN 530 ADVANCED RESEARCH METHODS

Course Description:

This course is designed to help guide graduate students to critique and apply research findings in nursing practice. It focuses on research processes as it relates to health and nursing practice. Emphasizes developing abilities to interpret research reports and assist in scientific investigations.

Course objectives: At the end of the course, learners will be able to:

1. Increase awareness of ethnographic work, including conceptualizing a study, observations, interviewing, analysis, and textualization
2. Discuss the roles and responsibilities of the nurse related to research and evidence-based practice (EBP) and utilize research by incorporating research results in nursing practice.
3. Design nursing care for a clinical or community-focused population based on biopsychosocial, public health, nursing, and organizational sciences.
4. Apply ethical analysis and clinical reasoning to assess, intervene, and evaluate advanced nursing care delivery.
5. Synthesize evidence for practice to determine appropriate application of interventions across diverse populations.
6. Implement evidence-based plans based on trend analysis and quantify the impact on quality and safety.
7. Use quality processes and improvement science to evaluate care and ensure patient safety for individuals and communities.
8. Integrate organizational science and informatics to make changes in the care environment to improve health outcomes.

Course Hours: Lecture: 48 Hours

Equivalent Credit Hours: Lecture: 3 Hours

Prerequisite: MSN 500

Outside Student Preparation Hours: 96 Hours

Students need to allocate sufficient time of study and preparation to access course materials, read assignments, complete readings prior to posting, participate in online activities, and complete all homework assignments over the course of the semester.

Required Textbook:

1. Tappin, R. (2015). Advanced Nursing Research: From Theory to Practice (2nd Edition). Sudbury, MA: Jones and Bartlett Publishers.

References:

1. Grove, Gray, & Burns (2015) "Understanding Nursing Research: Building an Evidence-Based Practice". Elsevier
2. Polit, D.F., & Beck, C.T. (2012). Nursing research: Generating and assessing evidence for nursing practice (9th ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

3. Brown, S.J. (2009). Evidence-based practice. Sudbury, MA: Jones and Bartlett Publishers.
4. Melnyk, B.M., & Fineout-Overholt, E. (2010). Evidence-based practice in nursing & healthcare: A guide to best practice (2nd ed). Philadelphia, PA: Lippincott, Williams & Wilkins.
5. Norman, G.R., & Streiner, D.L. (2003). PDQ statistics (3rd ed.). Ontario, Canada: Hamilton:
6. Speziale, H.J.S., & Carpenter, D.R. (2003). Qualitative research in nursing: Advancing the humanistic imperative (3rd ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.
7. Publication Manual of the American Psychological Association (2010). American Psychological Association: Author
8. American Association of Colleges of Nursing (AACN). (2011). The Essentials of Master's Washington, DC: Author.
9. Institute of Medicine. (2010). The future of nursing: Leading change, advancing health. Retrieved from <http://www.iom.edu/Reports/2010/the-future-of-nursing-leading-change-advancing-health.aspx>
10. Joel, L. (2013). Advance practice nursing: Essentials of role development (3rd ed.). Philadelphia, PA: F. A. Davis.

MSN 540 HEALTHCARE INFORMATICS & TECHNOLOGY MANAGEMENT

Course Description:

This course prepares the student to utilize informatics and health care technologies in the management of individuals, groups and organizations for the improvement of patient outcomes; to deliver and enhance care and use communication technologies to integrate and coordinate care. Focus is on the use of information and communication technologies, resources, and principles of learning to teach patients and others.

Course Objectives: At the end of the course, learners will be able to:

1. Gain a solid understanding of the fundamentals of health informatics so as to maximize the use of information and systems in the delivery of efficient, high quality health care.
2. Analyze current and emerging technologies to support safe practice environments, and to optimize patient safety, cost-effectiveness, and health outcomes.
3. Evaluate outcome data using current communication technologies, information systems, and statistical principles to develop strategies to reduce risks and improve health outcomes.
4. Promote policies that incorporate ethical principles and standards for the use of health and information technologies.
5. Provide oversight and guidance in the integration of technologies to document patient care and improve patient outcomes.
6. Use current and emerging technologies in the care environment to support lifelong learning for self and others.

Course Hours: Lecture: 48 Hours

Equivalent Credit Hours: Lecture: 3 Hours

Prerequisite: MSN 500

Outside Student Preparation Hours: 96 Hours

Students need to allocate sufficient time of study and preparation to access course materials, read assignments, complete readings prior to posting, participate in online activities, and complete all homework assignments over the course of the semester.

Required Textbook:

1. McGonigle, D (2012) Nursing Informatics and the Foundation of Knowledge. 2nd edition. Jones & Bartlett\

References:

1. American Association of Colleges of Nursing (AACN). (2011). The Essentials of Master's Washington, DC: Author.
2. Institute of Medicine. (2010). The future of nursing: Leading change, advancing health. Retrieved from <http://www.iom.edu/Reports/2010/the-future- of-nursing-leading-change-advancing-health.aspx>
3. Joel, L. (2013). Advance practice nursing: Essentials of role development (3rd ed.). Philadelphia, PA: F. A. Davis.
4. Keeling, A.W. (2009). A brief history of advance nursing practice in the United States. In A. B. Hamric, J. A. Spross, & C. M. Hanson (Eds.), Advanced practice nursing: An integrative approach (4th ed., pp. 3–32). St. Louis, MO: Elsevier.
5. American Association of Colleges of Nursing (AACN). (2019). Enrollment and graduations in baccalaureate and graduate programs in nursing. Washington, DC: Author.
6. American Nursing Association. (2015). Guide to the code of ethics for nurses with interpretive statements. Silver Spring, MA: nursesbooks.org.
7. American Nurses Association (2010). Nursing's social policy statement: The essence of the profession (3rd ed.). Washington, DC: Author.
8. American Nurses Association (2015). Nursing: Scope and Standards of Practice (3rd Edition) Washington, DC: Author
9. American Nurses Association (2015). Guide to the Code of Ethics for Nurses: With Interpretive Statements: Development, Interpretation, and Application (2nd Edition). Washington, DC: Marsha Fowler
10. National League for Nursing. (2012). The scope of practice for academic nurse educators. New York: NLN Certification Commission.
11. American Nurses Association (2010). Nursing: Scope and standards of practice (2nd ed.). Washington, DC: Author.

MSN 550 ADVANCED HEALTH ASSESSMENT

Course Description:

Provides the advanced practice nurse with the tools to perform comprehensive health assessment on clients across the lifespan. The diagnostic reasoning skills needed for clinical reasoning in the advanced practice role are emphasized with analysis and synthesis of subjective and objective data to identify health problems and develop management plans. Health promotion risk factor identification and recognition of common abnormalities are also explored.

Course Objectives: At the end of the course, learners will be able to:

1. Describe the role of the advanced practice nurse in comprehensive health assessment.
2. Identify effective and ethical interviewing techniques tailored for various populations, cultural groups, and health conditions.
3. Define the components of a comprehensive health history, incorporating the bio-psychosocial, environmental, cultural, and spiritual factors that enhance or impede an individual's health.
4. Describe the process of gathering and analyzing client data and correlating it with current research data for clinical reasoning. Identify the key anatomical landmarks and features of the human body systems.
5. Demonstrate with high percent accuracy the performance of an integrated physical examination for the adult client.
6. Demonstrate beginning skill at differentiating normal, abnormal, and atypical exam findings.
7. Document the findings of a comprehensive health assessment and physical examination of an adult client, integrating assessment findings into recommendations for health improvement.
8. Apply quality improvement methods in conducting physical assessment to promote culturally responsive, safe, timely, effective, efficient, equitable, and patient-centered care.

Course Hours: Lecture: 48 Hours

Equivalent Credit Hours: Lecture: 3 Hours

Prerequisite: MSN 500

Outside Student Preparation Hours: 96 Hours

Students need to allocate sufficient time of study and preparation to access course materials, read assignments, complete readings prior to posting, participate in online activities, and complete all homework assignments over the course of the semester.

Required Textbook:

1. Dains, J., Baumann, L, & Scheibel, P. (2016) Advanced Health Assessment & Clinical Diagnosis in Primary Care ,5th Edition. St. Louis MO: Mosby.

References:

2. Bickley, L. (2016) Bates' guide to physical examination and history taking (10th ed.). Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.
3. American Association of Colleges of Nursing (AACN). (2011). The Essentials of Master's Washington, DC: Author.
4. Institute of Medicine. (2010). The future of nursing: Leading change, advancing health. Retrieved from <http://www.iom.edu/Reports/2010/the-future-of-nursing-leading-change-advancing-health.aspx>

5. Joel, L. (2013). Advance practice nursing: Essentials of role development (3rd ed.). Philadelphia, PA: F. A. Davis.
6. Keeling, A.W. (2009). A brief history of advance nursing practice in the United States. In A. B. Hamric, J. A. Spross, & C. M. Hanson (Eds.), Advanced practice nursing: An integrative approach (4th ed., pp. 3–32). St. Louis, MO: Elsevier.
7. American Association of Colleges of Nursing (AACN). (2019). Enrollment and graduations in baccalaureate and graduate programs in nursing. Washington, DC: Author.
8. American Nursing Association. (2015). Guide to the code of ethics for nurses with interpretive statements. Silver Spring, MA: nursesbooks.org.
9. American Nurses Association (2010). Nursing's social policy statement: The essence of the profession (3rd ed.). Washington, DC: Author.
10. American Nurses Association (2015). Nursing: Scope and Standards of Practice (3rd Edition) Washington, DC: Author
11. American Nurses Association (2015). Guide to the Code of Ethics for Nurses: With Interpretive Statements: Development, Interpretation, and Application (2nd Edition). Washington, DC: Marsha Fowler
12. National League for Nursing. (2012). The scope of practice for academic nurse educators. New York: NLN Certification Commission.
13. American Nurses Association (2010). Nursing: Scope and standards of practice (2nd ed.). Washington, DC: Author.

MSN 560 ADVANCED PATHOPHYSIOLOGY

Course Description:

Focuses on application of advanced knowledge of the complex physiological functions and pathophysiological processes related to the care of individuals with health care problems. Emphasis is placed on regulatory and compensatory mechanisms as they relate to commonly occurring diseases.

Course Objectives: At the end of the course, learners will be able to:

1. Identify regulatory and compensatory mechanisms as they relate to commonly occurring diseases.
2. Integrate pathophysiologic concepts of disease in assessment of clients across the life span.
3. Apply pathophysiologic concepts of disease to the management of commonly occurring conditions across the life span
4. Analyze physiological alterations and pathophysiological processes of disorders and diseases as manifested across the lifespan.
5. Integrate current scientific findings into problem-based analysis of disorders and disease manifested across the lifespan.
6. Differentiate among diagnostic studies that evaluate and discriminate pathophysiological processes.
7. Apply clinical reasoning skills and knowledge of pathophysiological processes to advanced nursing practice.

Course Hours: Lecture: 48 Hours

Equivalent Credit Hours: Lecture: 3 Hours

Prerequisite: MSN 500

Outside Student Preparation Hours: 96 Hours

Students need to allocate sufficient time of study and preparation to access course materials, read assignments, complete readings prior to posting, participate in online activities, and complete all homework assignments over the course of the semester.

Required Textbook:

1. V. Kumar, A. Abbas, & N. Fausto. (2015). Robbins and Cotran Pathologic Basis of Disease. (8th Ed). Philadelphia: Elsevier Saunders.
2. R. Mitchell, V. Kumar & N. Fausto. (2006). Pocket Companion to Robbins and Cotran Pathologic Basis of Disease (7th Ed.). Philadelphia: Elsevier Saunders.

References:

1. Huether, S. E, & McCance, K. L. (2017). Understanding Pathophysiology (6th ed.) St Louis, MO: Elsevier.
2. Pathophysiology Made Incredibly Easy! (2012) Philadelphia: Wokters Kluwer Health/Lippincott Williams & Wilkins.
3. Pathophysiology Made Incredibly Visual! (2012) Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.
4. Vanmeter, K., Hubert R. (2015). Gould's Pathophysiology for the Health Professions. St Louis, MO: Elsevier.
5. Porth, C. Essentials of Pathophysiology: Concepts of Altered Health States (4th ed.) (2014). Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.
6. American Association of Colleges of Nursing (AACN). (2011). The Essentials of Master's Washington, DC: Author.
7. Institute of Medicine. (2010). The future of nursing: Leading change, advancing health. Retrieved from <http://www.iom.edu/Reports/2010/the-future-of-nursing-leading-change-advancing-health.aspx>
8. Joel, L. (2013). Advance practice nursing: Essentials of role development (3rd ed.). Philadelphia, PA: F. A. Davis.
9. Keeling, A.W. (2009). A brief history of advance nursing practice in the United States. In A. B. Hamric, J. A. Spross, & C. M. Hanson (Eds.), Advanced practice nursing: An integrative approach (4th ed., pp. 3–32). St. Louis, MO: Elsevier.
10. American Association of Colleges of Nursing (AACN). (2019). Enrollment and graduations in baccalaureate and graduate programs in nursing. Washington, DC: Author.
11. American Nursing Association. (2015). Guide to the code of ethics for nurses with interpretive statements. Silver Spring, MA: nursesbooks.org.
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13. American Nurses Association (2015). Nursing: Scope and Standards of Practice (3rd Edition) Washington, DC: Author
14. American Nurses Association (2015). Guide to the Code of Ethics for Nurses: With Interpretive Statements: Development, Interpretation, and Application (2nd Edition). Washington, DC: Marsha Fowler

15. National League for Nursing. (2012). The scope of practice for academic nurse educators. New York: NLN Certification Commission.
16. American Nurses Association (2010). Nursing: Scope and standards of practice (2nd ed.). Washington, DC: Author.

MSN 570 CURRICULUM DEVELOPMENT

Course Description:

In this course, MSN learners examine curriculum frameworks and models used in nursing education. Throughout the course, learners demonstrate their understanding of these frameworks by beginning to develop curricula that are designed to reflect professional nursing standards, contemporary health care trends and that are structured to achieve expected student outcomes, and curriculum designs that satisfy the nursing accrediting bodies and regulatory requirements that impact nursing curricula.

Course Objectives: At the end of the course, learners will be able to:

1. Identify nurse educator's role in the development of curriculum.
2. Analyze and synthesize curriculum development and teaching/learning strategies and theories in a nursing curriculum design.
3. Develop curriculum using current nursing and education theory and research designed to meet the needs of diverse learners in nursing education.
4. Adopt competency-based curricula that are responsive to rapidly changing needs in the healthcare field.
5. Understand the curriculum development process from the planning, designing, implementation until the evaluation phase.
6. Explain the principles guiding curriculum development.
7. Understand and follow the curriculum development plan.
8. Develop a nursing curriculum using a sample of curriculum development template following guidelines, criteria, and standards set by accrediting and regulating nursing bodies.

Course Hours: Lecture: 48 Hours

Equivalent Credit Hours: Lecture: 3 Hours

Prerequisite: MSN 500

Outside Student Preparation Hours: 96 Hours

Students need to allocate sufficient time of study and preparation to access course materials, read assignments, complete readings prior to posting, participate in online activities, and complete all homework assignments over the course of the semester.

Required Textbook:

1. Iwasiw, C., Goldenberg, D., &Andrusyszyn, M. A. (2014). Curriculum development in nursing education. Sudbury, MA: Jones and Bartlett.

References:

1. Keating, S. B. (Ed.). (2014). Curriculum development and evaluation in nursing. Springer Publishing Company. Parkay, F. W., Anctil, E. J., & Hass, G. (2014).
2. Curriculum leadership: Readings for developing quality educational programs. Prentice Hall. Pinar, W. F. (2013).
3. International handbook of curriculum research. Routledge. Pirie, J., Kappus, L., Sudikoff, S. N., & Bhanji, F. (2016).
4. Simulation Curriculum Development, Competency-Based Education, and Continuing Professional Development. In Comprehensive Healthcare Simulation: Pediatrics (pp. 181-193). Springer International Publishing.
5. Billings, D., & Halstead, J. (2016). Teaching in nursing: A guide for faculty (5th ed.). St. Louis, MO: Elsevier Saunders.
6. American Association of Colleges of Nursing (AACN). (2011). The Essentials of Master's Washington, DC: Author.
7. Institute of Medicine. (2010). The future of nursing: Leading change, advancing health. Retrieved from <http://www.iom.edu/Reports/2010/the-future-of-nursing-leading-change-advancing-health.aspx>
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9. Keeling, A.W. (2009). A brief history of advance nursing practice in the United States. In A. B. Hamric, J. A. Spross, & C. M. Hanson (Eds.), Advanced practice nursing: An integrative approach (4th ed., pp. 3-32). St. Louis, MO: Elsevier.
10. American Association of Colleges of Nursing (AACN). (2019). Enrollment and graduations in baccalaureate and graduate programs in nursing. Washington, DC: Author.
11. American Nursing Association. (2015). Guide to the code of ethics for nurses with interpretive statements. Silver Spring, MA: nursesbooks.org.
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15. National League for Nursing. (2012). The scope of practice for academic nurse educators. New York: NLN Certification Commission.
16. American Nurses Association (2010). Nursing: Scope and standards of practice (2nd ed.). Washington, DC: Author.
17. American Association of Colleges of Nursing (AACN). (2011b). 2010-2011 enrollment and graduations in baccalaureate and graduate programs in nursing. Washington, DC: Author.

MSN 580 FOUNDATIONS AND STRATEGIES IN TEACHING & LEARNING

Course Description:

In this course, student learn various models of learning and teaching and their applications in teaching-learning environment in nursing. Emphasis is on different available teaching styles and strategies available to deliver the content considering the principles and methods of teaching in adult learners. Learners examine the integration of current and evolving technology into nursing education and learn the use of multimedia, social media, computer-based technology, learning management systems, simulation, technology tools for outcomes assessment, and the process for selecting the appropriate technology in teaching and learning process.

Course Objectives: At the end of the course, learners will be able to:

1. Understand the philosophy of teaching
2. Discuss the teaching role of nurses
3. Compare and contrast the education process to the nursing process
4. Understand the education process
5. Discuss the domains of learning
6. Provide an overview of learning theories and learning styles that support adult education
7. Understand the principles of adult learning in nursing
8. Identify and apply different learning styles
9. Select and apply appropriate teaching strategies that can be used
10. Identify which instructional methodologies are best suited to cognitive, affective, and psychomotor domains of educational objectives
11. Develop a teaching plan selecting appropriate content, teaching methodologies and instructional media
12. Identify the characteristics of an effective teacher
13. Write lesson plans based on a developed curriculum.

Course Hours: Lecture: 48 Hours

Equivalent Credit Hours: Lecture: 3 Hours

Prerequisite: MSN 500

Outside Student Preparation Hours: 96 Hours

Students need to allocate sufficient time of study and preparation to access course materials, read assignments, complete readings prior to posting, participate in online activities, and complete all homework assignments over the course of the semester.

Required Textbook:

1. Herrman, J. W. (2020). Creative Teaching Strategies for the Nurse Educator. Philadelphia: F. A. Davis.
2. De Young, S. (2015). Teaching Strategies for Nurse Educators. Boston: Pearson Education Inc.

References:

1. Billings, D., & Halstead, J. (2016). Teaching in nursing: A guide for faculty (5th ed.). St. Louis, MO: Elsevier Saunders.
2. Bonnell, W. (2016). Clinical Performance Evaluation. <https://nursekey.com/clinical-performance-evaluation/>
3. Keating, S. B. (Ed.). (2014). Curriculum development and evaluation in nursing. Springer Publishing Company.
4. Parkay, F. W., Anctil, E. J., & Hass, G. (2014).
4. Pratt, D. (1998). Five perspectives on teaching in adult and higher education. Malabar, FL, Krieger.
5. American Association of Colleges of Nursing (AACN). (2011). The Essentials of Master's Washington, DC: Author.
6. Institute of Medicine. (2010). The future of nursing: Leading change, advancing health. Retrieved from <http://www.iom.edu/Reports/2010/the-future-of-nursing-leading-change-advancing-health.aspx>

7. Joel, L. (2013). Advance practice nursing: Essentials of role development (3rd ed.). Philadelphia, PA: F. A. Davis.
8. Keeling, A.W. (2009). A brief history of advance nursing practice in the United States. In A. B. Hamric, J. A. Spross, & C. M. Hanson (Eds.), Advanced practice nursing: An integrative approach (4th ed., pp. 3–32). St. Louis, MO: Elsevier.
9. American Association of Colleges of Nursing (AACN). (2019). Enrollment and graduations in baccalaureate and graduate programs in nursing. Washington, DC: Author.
10. American Nursing Association. (2015). Guide to the code of ethics for nurses with interpretive statements. Silver Spring, MA: nursesbooks.org.
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13. American Nurses Association (2015). Guide to the Code of Ethics for Nurses: With Interpretive Statements: Development, Interpretation, and Application (2nd Edition). Washington, DC: Marsha Fowler
14. National League for Nursing. (2012). The scope of practice for academic nurse educators. New York: NLN Certification Commission.
15. American Nurses Association (2010). Nursing: Scope and standards of practice (2nd ed.). Washington, DC: Author.

MSN 590 ASSESSMENT & EVALUATION TECHNIQUES IN NURSING EDUCATION

Course Description:

This course prepares the student for the nursing role of educator in a variety of academic and community settings. It analyzes and synthesizes testing and evaluation strategies, examines current topics and issues related to student assessment and evaluation of learning outcomes using nursing and education theory and research designed to meet the needs of diverse learners. Learners will investigate a variety of strategies used to assess and evaluate student learning in the classroom, online, in the laboratory, and in clinical settings, as well as within all domains of learning.

Course Objectives: At the end of the course, learners will be able to:

1. Understand the evaluation process including test construction, clinical performance assessment, program evaluation and strategies for evaluating learning outcomes.
2. Develop and demonstrate the skills required to use assessment and evaluation data to improve the teaching-learning process.
3. Measure the achievement of learning outcomes and evaluate the program effectiveness.
4. Follow the steps of the standard evaluation process.
5. Identify strategies and issues in the evaluation process
6. Apply knowledge of legal, social, cultural and ethical issues to the evaluation process
7. Design evaluation instruments and tools such as tests and clinical performance assessment for assessing learning and practice
8. Use a selected philosophy and model as the basis for development of evaluation instruments.

9. Use assessment data to enhance the educational process and provide constructive feedback.
10. Identify strategies to assess learning in the cognitive, affective, and psychomotor domains.
11. Design tools for assessing learning and practice.
12. Develop strategies for evaluating learning outcomes in various educational settings.
13. Evaluate educational programs to promote continuous quality improvement.

Course Hours: Lecture: 48 Hours

Equivalent Credit Hours: Lecture: 3 Hours

Prerequisite: MSN 500

Outside Student Preparation Hours: 96 Hours

Students need to allocate sufficient time of study and preparation to access course materials, read assignments, complete readings prior to posting, participate in online activities, and complete all homework assignments over the course of the semester.

Required Textbook:

1. Oermann, Marilyn & Gaberson, Kathleen (2017) Evaluation and Testing in Nursing. Springer Publishing.

References:

1. Billings, D., & Halstead, J. (2016). Teaching in nursing: A guide for faculty (5th ed.). St. Louis, MO: Elsevier Saunders.
2. Bonnell, W. (2016). Clinical Performance Evaluation. <https://nursekey.com/clinical-performance-evaluation/>
3. Keating, S. B. (Ed.). (2014). Curriculum development and evaluation in nursing. Springer Publishing Company.
4. Parkay, F. W., Anctil, E. J., & Hass, G. (2014). American Association of Colleges of Nursing (AACN). (2011). The Essentials of Master's Washington, DC: Author.
5. Institute of Medicine. (2010). The future of nursing: Leading change, advancing health. Retrieved from <http://www.iom.edu/Reports/2010/the-future- of-nursing-leading-change-advancing-health.aspx>
6. Joel, L. (2013). Advance practice nursing: Essentials of role development (3rd ed.). Philadelphia, PA: F. A. Davis.
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13. National League for Nursing. (2012). The scope of practice for academic nurse educators. New York: NLN Certification Commission.
14. American Nurses Association (2010). Nursing: Scope and standards of practice (2nd ed.). Washington, DC: Author.

MSN 600 EDUCATION PRACTICUM

Course Description:

This practicum course provides students the opportunity for implementing the nurse educator role in an education or health care setting where they can apply curriculum development, develop skills in classroom and clinical teaching, and evaluation methods in an educator role within the student's area of specialization under the supervision of the instructor and a preceptor.

Course Objectives: At the end of the course, learners will be able to:

1. Develop strategies to increase personal effectiveness as a nurse educator.
2. Create and implement an evidence-based teaching and evaluation plan for the individual's practice setting.
3. Construct and evaluate classroom tests and assessments that measure a variety of learning outcomes.
4. Participate in educator activities in academic or health care settings.
5. Discuss and debate legal, ethical, and moral issues of instructional process in nursing education.
6. Appropriately and skillfully apply technology to support the teaching-learning process.

Course Hours: Practicum: 96 Hours

Equivalent Credit Hours: : 2 Hours

Prerequisite: MSN 500

Outside Student Preparation Hours: None

Required Textbook:

1. Bastable, S. B. (2008). Nurse as educator: Principles of teaching and learning for nursing practice (3rd ed.). Sudbury, MA: Jones and Bartlett.

References:

1. Billings, D. M., & Halstead, J. A. (2009). Teaching in nursing: A guide for faculty (3rd ed.). St. Louis, MO: Saunders.
2. O'Connor, A. B. (2006). Clinical instruction and evaluation: A teaching resource (2nd ed.). Sudbury, MA: Jones and Bartlett.
3. Oermann, M.H., & Gaberson, K. B. (2009). Evaluation and testing in nursing education (3rd ed.). New York: Springer.

4. Smith, M. (2005). The legal, professional, and ethical dimensions of higher education. Philadelphia, PA: Lippincott, Williams, & Wilkins.
5. Zorn, C. R. (2010). Becoming a nurse educator: Dialogue for an engaging career. Sudbury, MA: Jones and Bartlett.
6. Bonnell, W. (2016). Clinical Performance Evaluation. <https://nursekey.com/clinical-performance-evaluation/>
7. Keating, S. B. (Ed.). (2014). Curriculum development and evaluation in nursing. Springer Publishing Company.
8. Parkay, F. W., Anctil, E. J., & Hass, G. (2014). American Association of Colleges of Nursing (AACN). (2011). The Essentials of Master's Washington, DC: Author.
9. Institute of Medicine. (2010). The future of nursing: Leading change, advancing health. Retrieved from <http://www.iom.edu/Reports/2010/the-future-of-nursing-leading-change-advancing-health.aspx>
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11. Keeling, A.W. (2009). A brief history of advance nursing practice in the United States. In A. B. Hamric, J. A. Spross, & C. M. Hanson (Eds.), Advanced practice nursing: An integrative approach (4th ed., pp. 3–32). St. Louis, MO: Elsevier.
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13. American Nursing Association. (2015). Guide to the code of ethics for nurses with interpretive statements. Silver Spring, MA: nursesbooks.org.
14. American Nurses Association (2010). Nursing's social policy statement: The essence of the profession (3rd ed.). Washington, DC: Author.
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17. National League for Nursing. (2012). The scope of practice for academic nurse educators. New York: NLN Certification Commission.
18. American Nurses Association (2010). Nursing: Scope and standards of practice (2nd ed.). Washington, DC: Author.

MSN 610 CLINICAL PRACTICE

Course Description:

This course will allow students to gain clinical practice experience that enables them to integrate new knowledge and demonstrate attainment of MSN program outcomes. Clinical experience focuses on direct nursing care provided to individuals or families that is intended to achieve specific health goals and outcomes and experience that contributes to expertise in an area of practice.

Course objectives: At the end of the course, learners will be able to:

1. Integrate new knowledge in practice settings aligned to MSN educational preparation
2. Provide graduate-level clinical practice content with emphasis on medical-surgical, critical care, wound care, diabetes care and palliative care
3. Provide knowledge and skills to teach beyond down entry-level preparation

4. Participate in community outreach activities, provide patient education, and implement a community-based project related to patient care.
5. Foster interprofessional collaborative practice
6. Gain opportunity to develop professional competencies

Course Hours: Clinical: 96 Hours

Equivalent Credit Hours: Clinical: 2 Hours

Prerequisite: MSN 500, MSN 510, MSN 520, MSN 530, MSN 540, MSN 550, MSN 560, MSN 570, MSN 580, MSN 590

Outside Student Preparation Hours: None

Required Textbooks:

1. Bickley, L.S. & Szilagyi, P.G. (2016). Bates' guide to physical examination and history taking. 10th Ed. Lippincott, Williams & Wilkins.
2. Melnyk BM & Fineout-Overholt, E. (2015). Evidence-Based Practice in Nursing & Healthcare, 3nded. Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins.

References:

1. Marshall, E. S. (2011). Transformational leadership in nursing. New York, NY: Springer. Chapter 1 Expert Clinician to Transformational Leader in a Complex Healthcare Organization and pp. 156-175.
2. Greenhalgh, T. (2014). How to Read a Paper: The Basics of Evidence-Based Medicine. New Jersey: John Wiley & Sons.
3. American Association of Colleges of Nursing (AACN). (2011). The Essentials of Master's Washington, DC: Author.
4. Institute of Medicine. (2010). The future of nursing: Leading change, advancing health. Retrieved from <http://www.iom.edu/Reports/2010/the-future-of-nursing-leading-change-advancing-health.aspx>
5. Joel, L. (2013). Advance practice nursing: Essentials of role development (3rd ed.). Philadelphia, PA: F. A. Davis.
6. Keeling, A.W. (2009). A brief history of advance nursing practice in the United States. In A. B. Hamric, J. A. Spross, & C. M. Hanson (Eds.), Advanced practice nursing: An integrative approach (4th ed., pp. 3–32). St. Louis, MO: Elsevier.
7. American Association of Colleges of Nursing (AACN). (2019). Enrollment and graduations in baccalaureate and graduate programs in nursing. Washington, DC: Author.
8. American Nursing Association. (2015). Guide to the code of ethics for nurses with interpretive statements. Silver Spring, MA: nursesbooks.org.
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10. American Nurses Association (2015). Nursing: Scope and Standards of Practice (3rd Edition) Washington, DC: Author
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12. National League for Nursing. (2012). The scope of practice for academic nurse educators. New York: NLN Certification Commission.
13. American Nurses Association (2010). Nursing: Scope and standards of practice (2nd ed.). Washington, DC: Author.

Resources and Materials:

1. Required Textbooks
2. Reference Books
3. Journals / Periodicals
4. Recommended Websites
5. Computer / Printer
6. CD/DVD's
7. Recorder / Player

Type of Delivery: Residential, Blended

Method of Instruction and Evaluation:

Strategies utilized in this course, include either classroom or online teaching method, weekly readings, online chat (synchronous communication), weekly discussions (asynchronous communication) peer review, lecture notes, visual guest speaker, case studies, class participation, scholarly paper, interview, seminar, videos, digital exercises, guest speakers, critical thinking activities, presentations, group discussions, audio-visuals, and computer – assisted activities.

Evaluation methods includes completion of a holistic skills competencies report, scholarly paper, grading rubrics, presentation, synthesis and analysis paper, and peer review.

Grading System:

Students must achieve a letter grade of "B" or better to pass the course. Students are graded on written assignments, discussions, and presentations. Any written assignments not submitted when due and without prior permission from the instructor will be rated zero. Students will have five days to make up the zero or the grade will become permanent in the grade book. The student final grade will be computed based on the following average.

Assignment Type	Percentage
Weekly Discussions	40%
Group Discussion	10%
Assignment Papers	20%
Final Written Paper or Presentation or Portfolio	20%
Philosophy, Professional Biography, or Resume	10%
Clinical / Practicum Assignment	Complete or Incomplete
TOTAL	100%

Grading Scale

80% is required to pass the course.

95-100	A+
90-94	A
85-89	A-
83-84	B+
80-82	B
Below 80 (Failed)	B-

Requirements for Successful Completion and Credential Awarded:

A diploma will be awarded upon successful completion of all courses, with a grade of 80% or better and completion of all graduation requirements including financial obligations

DISTANCE EDUCATION

The student shall have the right to a full refund of all charges less the amount of \$150.00 for the non-refundable registration charge if he/she cancels the agreement prior to or on the 1st day of instruction or the seventh day after enrollment, whichever is later. The institution shall make the refund pursuant to section 71750 of the Regulations. If the institution sent the first lesson and materials before an effective cancellation notice was received, the institution shall make a refund within 45 days after the student's return of the materials.

- If you are enrolled in an Online Program, the course session will be held online using Canvas learning management system. Please see Distance Education syllabus or go to www.homesteadschools.net for more information.
- An institution offering a distance educational program where the instruction is not offered in real time shall transmit the first lesson and any materials to any student within seven days after the institution accepts the student for admission.
- An institution shall transmit all lessons and materials to the student if the student has fully paid for the educational program and, after having received the first lesson and initial materials, requests in writing that all of the material be sent. If an institution transmits the balance of the material as the student requests, the institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction and comment on lessons submitted by the student, but shall not be obligated to pay any refund after all of the lessons and materials are transmitted.
- Institution's response shall be received by a student via email correspondence at info@homesteadschools.com.

Modes of Delivery

There are two tracks for degree completion of the Homestead Educational programs:

1. Residential: Offered face-to-face on campus.
2. Blended: For those students who desire a combination of in-class and online course work. Offered via asynchronous, synchronous, and other online delivery methods.

Students upon advice and counseling have options to choose which track will allow them to progress that provides them flexible access to content and instruction at any time they prefer.

Online students will be held and treated to the same standards as the residential students but will be doing interactive learning online rather than in a large lecture, group or small face-to-face discussion. This method of learning requires a student who is able to learn independently and has a high degree of motivation and organization.

Blended courses blend traditional class meetings with the internet interface (web browser), e-mail, and other Internet resources to provide opportunities for student-faculty and student-to-student interaction in person as well as online.

Blended Delivery Expectations:

1. Hardware: Students must have access to a computer for optimal learning. The computer should meet minimum program requirements.
2. Communications: Good written communications via e-mail or discussion boards are essential. Communicate early and often with the instructor and fellow classmates via email, board postings, and other online interaction formats.
3. Attendance: Mandatory attendance is enforced for these classes just as in classes that regularly meet face-to-face. Students will be notified of meeting locations by their instructors. An orientation is conducted the first day of class.
4. Level of Commitment: These courses require students to be as independent and resourceful as any course taught face-to-face on campus. Regular class meetings set the pace of the course curriculum.

Technology Requirement:

Requirements include class meetings for online orientation and access to a computer capable of providing graphical access to the Web, as well as appropriate Web and e-mail software.

With computer literacy (basic functions and familiarity with computer use), students must have consistent and reliable access to a computer, an up-to-date and secure internet connection, and an operating system that is compatible with the use of Canvas, Orbund, Zoom, as the Learning Management System for the program.

Online Identity Verification:

All students will be required to submit a government-issued photo ID on application to the school and program during enrollment. IT Department will capture this ID and make it a valid documentation in the online student information system.

During Zoom instruction, student identity is verified by the instructor through attendance roll call while the camera is turned on. When student logs in, she/he needs to use proper name convention as it appears on the attendance record.

On the Orbund, Zoom meeting ID's are posted and only eligible students are allowed to get access to the platform.

Student Location Policy

Purpose:

This policy outlines how Homestead Schools determines a student's physical location at the time of enrollment and the procedures students must follow to report any changes in their physical location.

Definition of Physical Location:

For purposes of this policy, a student's physical location is the state where the student is physically present while participating in the program (including online instruction, on-campus instruction, lab, externship/clinical, and any other required educational activity).

A student's physical location and a change to that physical location may impact their ability to complete the program or gain employment in the field, including eligibility for credentialing requirements for employment and whether the curriculum continues to meet licensing or credentialing requirements.

This Policy also outlines the institution's obligation to provide direct notice when a location change affects a student's enrollment, licensure eligibility, or program participation.

Failure to report a change in location may impact a student's eligibility for certain programs, financial aid, or licensure. Students are encouraged to maintain accurate location records to avoid disruptions in their education.

Determination of Student Location:

At the time of enrollment, a student's physical location is determined using:

- Permanent Address provided during the admission process.
- Mailing Address, if different from the permanent address.

The school will verify the student's physical location using documentation such as a driver's license, state ID, and signed admission application. A change in physical location is considered "determined" when the student notifies the school of relocation outside of California or when the institution receives other reliable information indicating the student is physically located in a different state (for example, updated documentation, written communication from the student, or other verified institutional records).

Student Responsibility for Reporting Location Changes:

Students are responsible for notifying the institution of any change in their physical location.

- Students must update their address details by submitting an official Change of Address Form to the Admissions Office.
- Students must notify the school in writing within 10 business days of any change in their physical location including state, country, and updated contact details.
- The institution may require additional documentation to confirm the new location for verification purposes.
- If a change in location affects the student's ability to continue the program or obtain licensure, the school will provide guidance on alternative options, which may include providing information about comparable programs in the new state and regulatory boards in the new location.

Impact of Location Change on Education, Licensure and Employment:

A student's physical location and a change to that physical location may impact their ability to complete the program or gain employment in the field, including eligibility for credentialing requirements for employment and whether the curriculum continues to meet licensing or credentialing requirements.

Homestead Schools Vocational Nursing curriculum meets California educational requirements for licensure in the state of California as governed by the Board of Vocational Nursing and Psychiatric Technician (BVNPT).

Homestead Schools Nurse Assistant and Home Health Aide curriculum meet California educational requirements for certification in the state of California as governed by California Department of Public Health. Home Health Aide (HHA) program enrollment requires that the student hold an active Certified Nurse Assistant (CNA) certificate, consistent with California requirements.

Nursing licensure requirements vary by state. Students who relocate must review the new state's Board of Nursing regulations regarding education, clinical hours, and licensure and credentialing requirements.

The school does not guarantee that completing the program in one state will meet the licensure or credentialing requirements in another state.

For states other than California, Homestead Schools will evaluate whether completion of a program is sufficient to meet the educational requirements for licensure or certification in the student's state of physical location and will classify the program's status for that state as: Meets, Does Not Meet, or Not Determined. General disclosures and required direct notices will be provided to current and prospective students consistent with accreditation and regulatory expectations.

Direct Notice to Students:

Direct notice must be given to prospective students prior to enrollment and to enrolled students within 14 calendar days after a determination that the student's location has changed to another state, or in the case that a program no longer meets the original determination made at the time of enrollment.

If a program no longer meets the regulatory or licensure standards determined at the time of enrollment, affected students will receive notice within 14 calendar days of the determination. Direct notice is provided individually (one-on-one) via email and/or mailed letter (as applicable). Posting information on a website alone is not considered direct notice. The institution will retain a copy of the notice and documentation of delivery (e.g., email record, mailed letter log) in the student's file.

School's Role in Compliance and Notification:

- The school will provide students with guidance on potential licensure impacts upon notification of a location change.
- If a student's new location does not align with the school's program authorization, the student may be required to withdraw or modify their educational pathway.
- The school will document all student location updates and maintain records in compliance with accreditation and regulatory requirements.

Records will include, as applicable: the student's state of physical location, the date the change was reported or otherwise determined, the program's licensure/certification status for that state (Meets/Does Not Meet/Not Determined), the date any required direct notice was sent, and proof of delivery.

Acknowledgment:

All students must sign a Student Location Acknowledgment Form upon enrollment and each time they update their location, confirming their understanding of this policy and its implications.

Contact Information:

For questions regarding location changes, students should contact the Admissions Office or the Program Director for guidance on licensure and program continuation.

Disclosure on Student Location & Information on Educational Requirements for Licensure or Credentialing

The U.S. Department of Education (USDE) implemented new regulations on July 1, 2024, for institution's educational programs if they participate in Title IV HEA funding and are designed to meet the educational requirements for a specific professional license or certification required for employment.

The regulation requires nursing programs to determine that its curriculum satisfies the state educational requirements for a license or certification where the institution is located. If an educational program offered by the institution is designed to meet educational requirements for a specific professional license or certification that is required for employment in an occupation, or is advertised as meeting such requirements, information regarding whether completing that program would be sufficient to meet licensure requirements in a state for that occupation is required.

Disclosures:

- Homestead Schools Vocational Nursing curriculum meets California educational requirements for licensure in the state of California as governed by the Board of Vocational Nursing and Psychiatric Technician (BVNPT).
- Homestead Schools Nurse Assistant and Home Health Aide curriculum meets California Department of Public Health (CDPH) requirements for certification.

Fact Sheet for Licensed Vocational Nurses Applying for Licensure in Other States

(Source: California Board of Vocational Nursing and Psychiatric Technicians, BVNPT)

1. Contact the State Board of Nursing in the state in which you intend to apply for licensure and request that they mail you the appropriate application packet.
2. Review the application requirements to be sure that you are eligible for licensure in that state.
3. California LVN's who obtained their initial license by examination between the years of 1974-1986 may not be eligible for licensure in some states due to the fact that California developed and administered the California State-Board Constructed examination during these years. Many State Boards have laws that require applicants to have passed the

national examination (National Council Licensure Examination (NCLEX) or National League of Nursing State Board Test Pool Examination.)

4. The Colorado and Florida nursing boards have reviewed the California State-Board Constructed Examination and deemed it to be equivalent to the national examination. The Board has been contacted by other Boards of Nursing who have expressed an interest in reviewing this examination as well.
5. State Boards of Nursing in many states require graduation from an approved school of nursing. Please be aware that if you are deemed eligible for licensure in California using another method of qualifying (i.e., military experience or equivalent education and experience) you may not be eligible for licensure by endorsement in other states.

PROGRAM ENROLLMENT TIMELINE

Program	New Class Start Date	Enrollment Period
Vocational Nursing	VARIES	On-going
Nursing Assistant	VARIES	On-going
Home Health Aide	VARIES	On-going
RN-BSN	VARIES	On-going
MSN	VARIES	On-going

The following Continuing Education Courses are excluded from the grant of accreditation by ABHES:

1. IV Therapy & Blood Withdrawal Course - 36 Hours
2. Principles & Methods of Teaching Adult Learners – 30 Hours
3. Planning, Implementation & Evaluation of Instructional Program – 30 Hours
4. Nursing, Dentistry, Social Work, Counseling, Marriage & Family Therapy, Psychology, Nursing Home Administration, Dietetics, and Case Management
(Type of Delivery: Correspondence; Credential: CEU)

Length: 8-45 Hours

POLICY RELATIVE TO UPDATING INSTITUTION'S CATALOG

This School Catalog is updated annually and reflects all information of the approved curricular programs of the school to provide students and other interested persons prior to enrollment.

Although every effort has been made to assure the accuracy of the information in this catalog, students and others who use this catalog should note that rules, regulations, and policies change from time to time and that these changes may alter the information contained in the school catalog.

Updated information about new and modified curricula, regulations, policies, procedures, dates, services and fees will be disseminated as addenda of the existing current catalog and will be part of the catalog's next publication date.

The school reserves the right to make changes to any policies and procedures at any time to comply with the laws, rules and regulations set forth by Bureau for Private Postsecondary Education (BPPE).

Any concern regarding this catalog may be directed to:

Homestead Schools, Inc.
23800 Hawthorne Blvd Suite 200
Torrance, CA 90505
Tel No. (310) 791-9975 Fax: (310) 791-0135
Website: www.homesteadschools.net