



TRINITY VOCATIONAL CENTER SCHOOL CATALOG

2012-2013

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INTRODUCTION

Trinity Vocational Center (TVC) welcomes and congratulates you on taking the first step towards achieving your goal to be a health care professional.

The School Catalog is a compilation of information prepared by the school administration. The contents of the catalog include information obtained from the school handbook and school policies and procedures. This catalog will assist you in obtaining answers to various questions you may have while enrolled at TVC. The rules and regulations contained in this catalog will be in effect, and applicable to you, as long as you are in continuous and uninterrupted enrollment at TVC. If your enrollment is interrupted for any reason, the rules that will apply to you are those stated in the catalog in effect at that time.

Prospective students are encouraged to visit and inspect the physical facilities of TVC. Also, all prospective students are advised to discuss personal, educational, and occupational plans and concerns with administration prior to enrolling or signing enrollment agreements at TVC.

ACCURACY STATEMENT

Trinity Vocational Center School Catalog is updated annually. This catalog covers the period of July 1, 2011 to June 30, 2012. Within the year it covers, TVC may find it necessary to update the catalog to reflect the requirements and standards of the school's accrediting body, state licensing agency, U.S. Department of Education, or even due to market conditions. TVC reserves the right to make changes at any time to any provision of this catalog including the academic programs and courses, school policies and procedures, tuition and fees, admission requirements, faculty and administrative staff, school calendar, and/or any other matters contained in this catalog. All matters contained herein are subject to change without prior notice and TVC assumes no responsibility for misinterpretation by students of policies and procedures as presented in this catalog.

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 at 2535 Capitol Oaks Drive, Suite, Sacramento, CA 95798-0818 (Physical Address);

P.O. Box 980818, West Sacramento, CA 95798-0818(Mailing Address). Website: www.bppe.ca.gov;
1(888) 370-7589 (Phone Number).

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.

APPROVAL TO OPERATE STATEMENT

Trinity Vocational Center (TVC) is a private postsecondary school and its approval to operate in the State of California is based on provisions of the California Private Postsecondary Education Act (CPPEA) of 2009, which is effective January 1, 2010. TVC under Section 94802 (a) of CPPEA, will by operation of law, be approved to operate through December 31, 2013. The Act is administered by the Bureau for Private Postsecondary Education, under the Department of Consumer Affairs. The Bureau can be reached at: P.O. Box 980818, West Sacramento, CA 95798-0818 or at 888.370.5789.

The following programs are offered and currently approved:

- Nurse Assistant Training Program
- Home Health Aide Program
- Vocational Nursing Program

Students who successfully complete programs of study, will be awarded a diploma verifying that fact as required by California Statute. Prospective enrollees must visit the physical facilities of the college and discuss personal educational occupational plans with staff prior to enrolling and signing an enrollment agreement. TVC currently participates in private, state and federally funded student financial aid programs that provide grants and loans that pay for portions of tuition and fees if eligible.

All information in the content of this school catalog is current and correct and is so certified as true by Zenaida M. Mitu, R.N., M.A. Nursing, School and Program Director.

A Message from the Director

Dear Students,

It is my great pleasure to welcome you to Trinity Vocational Center (TVC). We are dedicated to meeting your educational needs and goals in the health care field. It is most rewarding and encouraging that you have made TVC your choice.

You have made a very good choice.

TVC offers healthcare programs that have been intensely and rigorously planned. The Vocational Nursing program curriculum has met all the regulatory requirements from the Board of Vocational Nursing and Psychiatric Technicians. The Nurse Assistant and Home Health Aide Training programs have met all the regulatory requirements from the Department of Health Care Services.

TVC takes pride in having seasoned faculty members with high academic achievements which include Bachelor's and Master's Degrees in Nursing and in Education. They have earned their expertise through long years of professional experience in the classroom as well as in the clinical setting. They are hard-working, caring, empowering and concerned individuals that are willing to assist students in achieving academic success.

TVC provides tutorial programs for students who need extra help outside of the classroom and clinical setting. TVC is confident that its graduates are well-prepared and trained for entry level positions in the health care field. The programs offered aim to prepare TVC graduates to meet the healthcare needs of a diverse population in a variety of settings.

*Please be reminded though that in attaining your academic goals **dedication, patience, perseverance, integrity and time management are integral components for achieving success.** Learning is a two way process. Faculty members are just facilitators; it is **you** who creates your success.*

Once again, welcome and congratulations! You have just taken the first step towards achieving your goal in becoming a NURSE.

TVC has an open door policy. Please do not hesitate to communicate your needs and concerns to the faculty, administration and myself.

Good Luck,

*Zenaida M. Mitu, R.N., M.A.Nursing
School and Program Director*

SECTION I. THE SCHOOL

TRINITY VOCATIONAL CENTER

Trinity Vocational Center (TVC) is a privately-owned educational institution that aims to offer comprehensive programs in health care services. TVC is situated within a diverse community in the South Bay area. Its location is easily accessible by car and public transportation.

HISTORY

- Dec. 8, 2002 – TVC was approved by the Bureau for Private Postsecondary and Vocational Education (BPPVE) to offer the Nurse Assistant Training Program.
- Jan 19, 2005 – TVC was approved by the Bureau for Private Postsecondary and Vocational Education (BPPVE) to offer the Home Health Aide Program.
- Apr 29, 2005 – TVC was approved by the Bureau for Private Postsecondary and Vocational Education (BPPVE) to offer the Medical Assistant and the Medical Clinical/Administrative Assistant.
- Feb 3, 2006 – The Vocational Nursing Program was granted approval by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT).
- Feb 7, 2006 – TVC was approved by the Bureau for Private Postsecondary and Vocational Education (BPPVE) to offer the Vocational Nursing Program.
- Jun 22, 2007 – TVC was accredited by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT).
- July 24, 2009 – TVC was accredited by the Accrediting Bureau of Health Education Schools (ABHES).
- July 2, 2010 – TVC was approved to participate in programs under the Higher Education Act of 1965, as amended (HEA) and the Federal student financial assistance programs (Title IV, HEA programs).
- May 11, 2011 – TVC was approved by the U.S. Immigration and Customs Enforcement to issue an M-1 visa through the Student and Exchange Visitor Program (SEVP)

MISSION

Trinity Vocational Center aims to provide quality education and training in nursing and related health care fields among diverse population groups who would be equipped with critical thinking, professional attitudes and habits, technological competence and sensitivity to health care needs of clients physically, psychologically and spiritually.

VISION

It is the vision of TVC to:

- Become a premier institution offering nursing programs.
- Be a leader in teaching and learning innovations of the nursing programs offered.
- Provide access to affordable, quality education in an environment of professionalism, integrity and respect.
- Consistently produce knowledgeable, skilled and competent nursing care providers.

PHILOSOPHY

The philosophy of Trinity Vocational Center is to provide accessible, and more importantly, high quality education that will prepare students for the competency and licensure examination and clinical practice; in the end producing qualified and competent graduates responsive to the changing needs of the community the institution serves.

The program complements the beliefs of the Trinity Vocational Center faculty.

The TVC Faculty believes that:

- ✓ The nursing process involves caring for human beings with optimum health as the ultimate goal.
- ✓ Nurses play an important role in the promotion and restoration of health.
- ✓ The central focus of the nursing process is man as a dynamic human being whose perceptions of objects, persons and events influence behavior, social interaction and health.

STATEMENT OF OWNERSHIP

TRINITY VOCATIONAL CENTER IS OWNED AND OPERATED BY TRINITY VOCATIONAL CENTER, INC.

BOARD OF TRUSTEES (OWNERSHIP)

Emma Cabebe, LVN

Zenaida Mitu, MA Nursing, RN

SECTION II –PROGRAMS OFFERED

TVC offers a variety of nursing programs at different levels. All programs have theoretical and clinical components. The theoretical (includes skills) component is delivered in a classroom setting. The clinical component is implemented through externships at different acute, long-term, OB/pediatric clinics and residential/retirement-home facilities as required per program.

NURSE ASSISTANT (NA) TRAINING PROGRAM (150 Clock Hours)

Program Objective

The objective of this course is to prepare students to pass the California State Nurse Assistant Certification Examination and to perform as an entry level NA in various health care settings. The NA program is offered continuously throughout the year in Day, Evening, and Weekend schedules.

Schedule

Day: 4-6 weeks (Mon-Thu 7:30am - 4:00pm)
Evening: 8-10 weeks (Mon-Thu 4:00pm - 8:00pm)
Weekend: 8-10 weeks (Sat-Sun 7:30am - 4:00pm)

Program Description

The course is structured to provide theory and practical application skills needed to function as a Nursing Assistant (NA).

MODULE#	TOPIC	THEORY	CLINICAL
Module 1	Introduction	2	0
Module 2	Patients' Rights	2	1
Module 3	Interpersonal Skills	2	0
Module 4	Catastrophe & Prevention Management of Unusual Occurrence	1	1
Module 5	Body Mechanics	2	4
Module 6	Medical and Surgical Asepsis	2	8
Module 7	Weights and Measures	1	1
Module 8	Patient Care Skills Procedures	14	44
Module 9	Patient Care	7	20
Module 10	Vital Signs	3	6
Module 11	Nutrition	2	6
Module 12	Emergency Procedures	2	1
Module 13	Long-Term Care Patient	2	0
Module 14	Rehabilitative Nursing	2	4
Module 15	Observation and Charting	4	4
Module 16	Death and Dying	2	0
	TOTAL HOURS	50	100

Course Descriptions

MODULE 1: INTRODUCTION

The purpose of this module is to introduce the students to Title 22 – Division 5 California Code of Regulations (which regulates health care facilities), the roles and responsibilities of the Certified Nurse Assistant (CNA), requirements for NA Certification, professionalism, ethics, and confidentiality.

MODULE 2: PATIENT/ RESIDENT RIGHTS

The purpose of this module is to introduce the students to patients/residents rights. The fundamental principle behind resident rights is that each resident is a member of a family and society as a whole. Each resident must be cared for in a manner that protects their rights and meets the individual familial, psychosocial and spiritual needs in a long term care setting. These rights are protected by Federal and State regulations.

MODULE 3: COMMUNICATION & INTERPERSONAL SKILLS

The purpose of this module is to introduce the concepts and skills required for students to communicate effectively and interact appropriately with residents, resident's families and guests, and members of the health care team.

MODULE 4 & 12: COMMUNICATION & INTERPERSONAL SKILLS

The purpose of this module is to introduce the students to the concepts, procedures and general rules related to resident safety in the long-term care environment. In addition, it discusses the role of the NA in preventing and responding to emergency situations, such as fire and disasters.

MODULE 5: BODY MECHANICS

The purpose of this module is to provide students with an understanding of efficient and proper use of the body in performing tasks in the role of a NA. Students will also learn the principles of positioning and transporting residents and will implement these principles in providing resident care.

MODULE 6: MEDICAL and SURGICAL ASEPSIS

The purpose of this module is to present information about asepsis and infection control. Procedures and precautions to protect residents, health care workers, and others from infection are presented, including hand-washing, universal precautions, and hazardous waste management.

MODULE 7: WEIGHTS and MEASURES

The purpose of this module is to introduce the Common System of Measurement used by NAs.

MODULE 8: PATIENT CARE SKILLS

The purpose of this module is to teach students the skills needed to support and/or assist the resident in performing activities of daily living, particularly in the areas of personal hygiene and elimination. In addition, students are taught the use of prosthetic devices, procedures on bowel and bladder retaining, and how to take height and weight measurement of residents.

MODULE 9: PATIENT CARE PROCEDURES

The purpose of this module is to provide learning experiences that will prepare the student to safely carry out certain procedures, including supporting residents in physical care needs that cannot be performed independently.

MODULE 10: VITAL SIGNS

The purpose of this module is to prepare students to know how, when and why vital signs (i.e., temperature, respiration, and blood pressure) are taken and how to report and chart these procedures.

MODULE 11: NUTRITION

The purpose of this module is to examine the body's need for food and the effect of food on the body. This module includes the basic food groups, nutrients, and common therapeutic diets as well as assisting the resident to meet nutrition and hydration needs.

MODULE 13: LONG TERM CARE RESIDENT

The purpose of this module is to introduce students to the basic structure of the body and to review the effect of aging upon the body structure and function. Common physical and psychological conditions found in elderly patients are presented along with approaches to care. Community resources commonly available to assist elderly patients with psychological, recreational, and social needs are also offered.

MODULE 14: REHABILITATIVE NURSING

The purpose of this module is to introduce the students to restorative care. Procedures on how NAs help individuals attain optimal level of functioning are discussed and demonstrated.

MODULE 15: OBSERVATION and CHARTING

The purpose of this module is to prepare students to know how and when to use objective and subjective observation skills. They will report and record observations on appropriate documents using medical terms and abbreviations.

MODULE 16: DEATH & DYING

The purpose of this module is to introduce to the students the event of death as a normal part of life and the various stages of the grieving process. The health care worker must learn how to recognize the physical, psychological, and spiritual needs of the resident during these periods to understand coping mechanisms and provide support to the resident and family members.

Program Delivery

The NA program is composed of theoretical and clinical components. The student will spend 50 hours of theory residentially and 100 hours of clinical training on externship. Externship is done at clinical sites approved by the DHS and supervised by a clinical instructor, approved by the DHS to teach in a clinical. The externship site is assigned by the school. Externships must be completed with a satisfactory grade.

HOME HEALTH AIDE (HHA) TRAINING PROGRAM (40 Clock Hours)

Program Objective

The objective of this program is to prepare the student to fulfill requirements for HHA Certification in the State of California which will enable the student to provide nursing care and services to clients with the home as the health setting.

The **NA Training and Certification is a required prerequisite** to the HHA course as required by law. Students must submit proof of California State Nurse Assistant Certification/License upon admission.

Schedule

Weekend: 5 days (Fri, Sat, Sun 7:30am - 4:00pm)

Program Description

The course is structured to provide theory and practical application of skills needed to function as a HHA.

MODULE #	TOPIC	THEORY	CLINICAL
Module 1	Introduction to Aide and Agency Role	2	0
Module 2	Interpretation of Medical and Social Needs of People Being Served	5	0
Module 3	Personal Care Services	5	15
Module 4	Nutrition	5	3
Module 5	Cleaning and Care Tasks in the Home	3	2
	TOTAL HOURS	20	20

Course Description

MODULE 1: INTRODUCTION TO AIDE and AGENCY

This module is designed to train the students in basic nursing care performed at home and on how to become efficient caring members of the health care team.

MODULE 2: INTRODUCTION OF MEDICAL and SOCIAL NEEDS of PEOPLE (PATIENTS) BEING SERVED

This module is designed to familiarize the students with the medical and social needs of the patient, family and caregiver. The students are familiarized with the different problems that arise when the patient's needs are not met.

MODULE 3: PERSONAL CARE SERVICES

This module is designed to train students in providing personal care services such as giving oral hygiene, back rubs, and bathing (bed, partial, and shower bath).

MODULE 4: NUTRITION

This module is designed to train students in preparing a balanced diet for their patients, including the factors to take into consideration when purchasing foods.

MODULE 5: CLEANING AND CARE TASKS IN THE HOME

This module is designed to familiarize the students with the tasks that need to be performed in at the patient's home when doing healthcare in a home setting.

Program Delivery

The HHA program also has theoretical and clinical components. The student undergoes 20 hours of theory delivered residually and 20 hours of clinical training spent at clinical sites approved by the DHS and lead/supervised by a clinical instructor also approved by the DHS. Externships must be completed with a satisfactory grade.

VOCATIONAL NURSING (VN) PROGRAM (74.5 Quarter Credits) - Title IV Approved

The Nursing Assistant training program is a required as a prerequisite to the Vocational Nursing (VN) program. The VN program is offered in full-time and part-time schedules.

Program Objectives

The program aims to:

- Utilize a holistic approach to identify and meet the physical and psychological needs of individuals of all are groups with diverse cultural backgrounds.
- Utilize the knowledge of anatomy and physiology to identify physical and psychological needs of individuals of all ages.
- Utilize verbal and non-verbal communication skills effectively with clients, families and personnel for the purpose of enhancing client care.
- Utilize appropriate teaching methods, techniques and approaches when educating the client and/or family.
- Utilize nursing skills in the promotion and restoration of health and the prevention of illness of individuals with regard to age and ethnicity.
- Utilize community resources in the promotion and restoration of health and the prevention of illness.
- Demonstrate the role of the nurse as a member of the health team in assisting the client toward reaching optimum health.
- Utilize educational and training opportunities which will permit advancement of knowledge and skills for the purpose of enhancing their nursing practice.
- Utilize bio-psychosocial principles in caring for the individuals, families and groups fostering the dignity and worth of the individuals.
- Utilize self as a therapeutic agent in developing and/or maintaining a therapeutic nurse-client relationship.
- Identify factors in the social and cultural environment that affect the response of the client to health and/or illness.
- Assume responsibility to the nursing profession and society as a whole.
- Utilize leadership basic managerial skills in the implementation of nursing care, within the legal framework of the vocational nurse.

Values

The VN program functions according to the following framework (See Figure 1 in page 10).

Diversity

We serve to a diverse population, welcoming differences and fostering equality.

Excellence

We aim high and aspire to deliver quality and merit in all we do.

Family Orientedness

We treat each other like family, providing psychological and moral support.

Respect

Everyone including the administration, faculty, staff, student and clients are treated with professionalism and respect.

Professionalism

We strictly follow established ethical, legal, and moral principles.

Student Focus

The students are the motivational force behind our efforts to excel in the academic nursing community. We are student driven.

Teamwork

We work in the spirit of cooperation and teamwork.

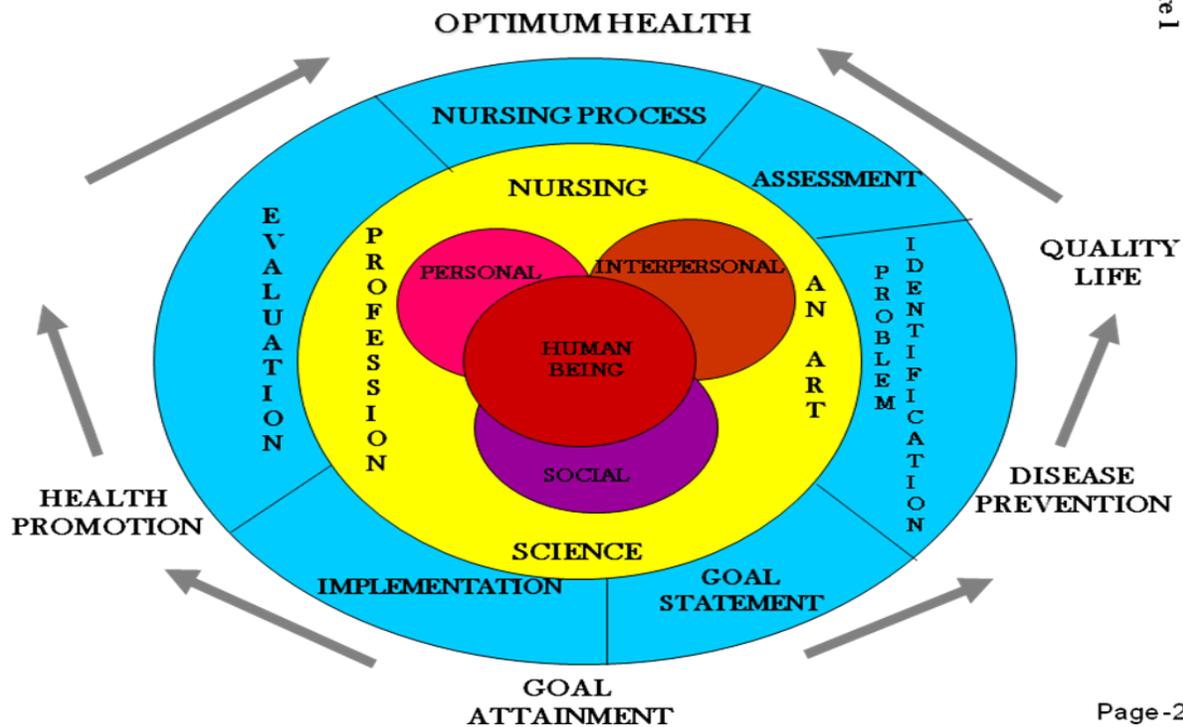


Figure 1

As seen

in Figure 1, the core of the nursing practice is the human being. Three systems are closely associated with the core and these are:

Personal System

This refers to the individual, his perceptions and body image. As the individual grows and develops through the life span, experiences with changes in structure and function over his body influence his perceptions of himself.

Interpersonal System

This involves two or more individuals interacting with one another. The interaction usually requires the individuals to communicate, play varying roles/ functions that lead to transactions or the achievement of a particular goal.

Social Systems

These are composed of groups of people within a community or society that share common goals, interests and values. Social systems provide a framework for social interaction, and relationships and establish rules of behavior and courses of action.

Given these, the VN program of Trinity Vocational Center is comprehensive. It includes theoretical concepts from nursing, biology, pharmacology among others that will equip the students with sufficient knowledge to pass the licensure examination; and make correct nursing assessments and diagnosis taking into careful account the patient's feelings, perceptions of self and body image.

In addition, the laboratory as well as clinical practice provides the perfect setting for the students to gain exposure and experience needed to develop the necessary skills for nursing care (i.e., assessment, diagnosis, planning, implementation and evaluation) and interpersonal skills necessary to effectively communicate with clients and peers in a health care setting.

Lastly, nursing is a fast evolving and expanding profession; the program is flexibly designed to respond to the changes in health care, societal demands and technological advancements.

Terminal Objectives page 1

Module I	Module II	Module III	Module IV	Module V	Module VI	Module VII
Anatomy & Physiology / Psychology / Nutrition / Growth & Development	(Fundamentals of Nursing/ Pharmacology)	(Medical Surgical I)	Medical Surgical 2)	(Medical Surgical 3)	(Maternity & Pediatric Nursing)	(Geriatric Nursing & Professionalism, Leadership & Supervision)
Learn beginning concepts of anatomy, physiology, psychology, nutrition, growth & development in health assessment to care for diverse population groups throughout their lifespan.	Develop understanding of different steps of the nursing process as fundamental process in caring for diverse clients across the lifespan. Develop understanding of the different steps of the nursing process in pharmacology as therapeutic modality in the care of diverse clients across the lifespan.	Apply the nursing process to care for diverse adult clients with common medical & surgical problems (Clients requiring diagnostic, laboratory and surgical procedures, clients needing pain management, skin care and protection from diseases)in an acute setting.	Apply the nursing process to care for diverse adult clients with other common medical & surgical problems (Oncology client, Respiratory, Cardiovascular, Perivascular, Hematologic, Lymphatic, Musculoskeletal, Gastrointestinal, and Urinary system) in an acute setting.	Apply the nursing process to care for diverse adult clients with complex medical, surgical & psychosocial problems (Neurological, Sensory, Endocrine, Female Reproductive, Male Reproductive system, Sexually Transmitted Diseases, HIV & AIDS, Mental Illness, Substance Abuse, and Medical & Surgical Emergencies) in an acute setting.	Apply the nursing process to care for diverse maternal-child, and pediatric clients.	Extend the use of the nursing process in the care of the geriatric clients experiencing common/complex medical, surgical and/or psychosocial problems in the long term care setting.
	Demonstrate fundamental nursing skills based upon established nursing principles including principles of safety and infection control ; develop understanding and skills in medication administration / treatment within the scope of a Vocational Nurse student practice.	Perform nursing skills and administer medications / treatment appropriate to meet the needs of clients with common medical & surgical problems (clients requiring diagnostic, laboratory and surgical procedures, clients needing pain management, skin care and protection from diseases in an acute setting within the scope of a Vocational Nurse student practice.	Perform nursing skills and administer medications / treatment appropriate to meet the needs of clients with other common medical & surgical problems (Oncology client, Respiratory, Cardiovascular, Perivascular, Hematologic, Lymphatic, Musculoskeletal, Gastrointestinal, and Urinary system) in an acute setting within the scope of a Vocational Nurse student practice.	Perform advance nursing skills and administer medications / treatment consistently and progressively appropriate to meet the needs of clients with other complex medical & surgical problems (Neurological, Sensory, Endocrine, Female Reproductive, Male Reproductive system, Sexually Transmitted Diseases, HIV & AIDS, Mental Illness, Substance Abuse, and Medical & Surgical Emergencies)in an acute setting within the scope of a Vocational Nurse student practice. Evaluate client's response to therapeutic modalities.	Demonstrate ability to perform nursing skills and administer medications / treatment to meet the needs of maternal-child and pediatric clients within the scope of a Vocational Nurse student practice.	Demonstrate ability to function and display competent nursing skills and administer medications / treatment in the care of geriatric clients experiencing complex medical, surgical and/or psychosocial problems within the scope of a Vocational Nurse student practice.
Learn beginning concepts of therapeutic communication techniques.	Demonstrate beginning therapeutic communication techniques with client, families, members of the health team and other staff .	Apply therapeutic communication technique with client, families, members of the health team and other staff in an acute setting.	Apply therapeutic communication technique with client, families, members of the health team and other staff in an acute setting. Collaborate client care with other members of the health team utilizing therapeutic communication techniques.	Apply advance therapeutic communication techniques with client, families, members of the health team and other staff with complex medical, surgical and psychosocial problems in an acute setting.	Demonstrate ability to utilize therapeutic communication techniques with clients in maternity and pediatric setting.	Apply advance communication technique with geriatric clients their families, care providers, and other members of the health team.

Terminal Objectives page 2

Terminal Objectives	Module I	Module II	Module III	Module IV	Module V	Module VI	Module VII
	Anatomy & Physiology / Psychology / Nutrition / Growth & Development	(Fundamentals of Nursing/ Pharmacology)	(Medical Surgical 1)	Medical Surgical 2)	(Medical Surgical 3)	(Maternity & Pediatric Nursing)	(Geriatric Nursing & Professionalism, Leadership & Supervision)
4. To provide health education to clients and families to promote health, prevent illness and maintain optimum health.	Learn beginning concepts of anatomy, physiology, psychology, nutrition, growth & development to be able to provide effective health education.	Describe and develop basic concepts of a teaching plan based upon nursing procedures and principles and pharmacologic knowledge to promote health, prevent illness and maintain optimum health.	Implement a teaching plan for clients and families requiring diagnostic, laboratory and surgical procedures, clients needing pain management, skin care and protection from diseases in an acute setting to promote health, prevent illness and maintain optimum health.	Implement a teaching plan for clients and families with cancer, and diseases affecting Respiratory, Cardiovascular, Perivascular, Hematologic, Lymphatic, Musculoskeletal, Gastrointestinal, and Urinary system in an acute setting to promote health, prevent illness and maintain optimum health. .	Expand implementation of a teaching plan for clients and families with disorders on Neurological, Sensory, Endocrine, Female Reproductive, Male Reproductive system, Sexually Transmitted Diseases, HIV & AIDS, Mental Illness, Substance Abuse, and Medical & Surgical Emergencies in an acute setting to promote health, prevent illness and maintain optimum health. .	Extend implementation of teaching plan to include maternity-child and pediatric clients, their families, caregivers and other staff to promote health, prevent illness and maintain optimum health. .	Integrate implementation of teaching plan and methodology related to promotion and/or maintenance of health in care of older clients to promote health, prevent illness and maintain optimum health. .
5. Demonstrate caring behavior based upon recognition of client physical, psychosocial, and cultural differences.	Learn beginning concepts of understanding human behavior, cultural diversity across the lifespan.	Demonstrate caring behavior by recognizing unique characteristics of individuals, their perception of health and therapeutic interventions.	Identify factors that affect caring with culturally diverse clients, families, caregivers and colleagues in an acute setting..	Applies knowledge of cultural differences and individual needs in the performance of effective care among diverse client in an acute setting,	Modify nursing care delivery to accommodate cultural diversity of adult clients in specialty areas.	Adapt caring behavior to clients in maternal-child, and pediatric clients while considering client cultural needs.	Utilize principles of ethical practice and cultural sensitivity to provide nursing care and achieve goals related to care of older clients.
6. To be role models for future health care providers by exhibiting professionalism, effective leadership and management.	Learn beginning concepts of professionalism, effective leadership & management.	Identify the different characteristics and professional ethical standards of a Vocational Nurse student.	Demonstrate ability to function as a team member and leader exhibiting professionalism, effective leadership and management as a VN student in an acute setting.	Incorporate ethical/legal standards of nursing care , professionalism, effective leadership and management as a VN student in an acute setting.	Demonstrate consistent professionalism, effective leadership and management as a VN student in an acute setting.	Demonstrate consistent and progressive professionalism and effective leadership and management as a VN student in a maternal-child and pediatric setting..	Demonstrate the ability to function as a leader and a team member within the scope of practice and role of vocational nurse in a long term setting.

Curriculum Modular Objectives page 1

Module I	Module II	Module III	Module IV	Module V	Module VI	Module VII
Anatomy & Physiology / Psychology / Nutrition / Growth & Development	(Fundamentals of Nursing/ Pharmacology)	(Medical Surgical I)	Medical Surgical 2)	(Medical Surgical 3)	(Maternity & Pediatric Nursing)	(Geriatric Nursing & Professionalism, Leadership & Supervision)
<p>1. Utilizing the basic knowledge of the different systems of the body and their functions in the care of clients of all age groups.</p> <p>2. Utilizing the knowledge of human behavior to effectively communicate with clients, families, healthcare professionals and other staff.</p> <p>3. Utilizing knowledge in nutrition and diet therapy and increasing awareness of the correlation between nutrition and health.</p> <p>4. Utilizing knowledge in human growth and development to identify the stages of physical, psychological and cognitive development.</p>	<p>1. Utilizing the basic knowledge of the principles and skills necessary to perform nursing care among diverse population group.</p> <p>2. Utilizing the different steps of the nursing process in the care of clients among diverse population group.</p> <p>3. Identifying nursing goals to meet basic needs of clients pertaining to safety, infection, control, hygiene, oxygenation, comfort, sleep, mobility, nutrition, and elimination.</p> <p>4. Developing a nursing care plan to effectively care for clients.</p> <p>5. Developing a teaching plan to promote health and prevent illness.</p>	<p>1. Utilizing the basic knowledge of physical assessment to identify adult client needs.</p> <p>2. Utilizing laboratory and diagnostic data to effectively care for adult clients with illness.</p> <p>3. Utilizing basic knowledge of fluid and electrolyte balance to effectively care for adult clients afflicted with illness.</p> <p>4. Utilizing basic knowledge of anesthesia to effectively care for adult clients undergoing surgery.</p> <p>5. Utilizing basic knowledge of pain assessment and pain management to promote comfort.</p>	<p>1. Utilizing the nursing process in the care of clients afflicted with respiratory, cardiovascular, perivascular, hematologic, lymphatic, musculoskeletal, gastrointestinal and urinary disorders.</p> <p>2. Integrating knowledge of anatomy & physiology, psychology, nutrition, growth and development; and pharmacology in the care of adult clients afflicted with the above conditions.</p> <p>3. Relating laboratory and diagnostic data to client's medical condition.</p> <p>4. Performing nursing skills relevant to the care of adult clients afflicted with the above disorders.</p>	<p>1. Utilizing the nursing process in the care of clients with the following conditions: Neurological and Sensory disorders, endocrine disorders, female and male reproductive and sexual disorders, HIV and AIDS, mental disorders, clients with substance abuse and clients in emergencies.</p> <p>2. Integrating knowledge of anatomy & physiology, psychology, nutrition, growth and development; and pharmacology in the care of adult clients afflicted with the above conditions.</p> <p>3. Relating the signs and symptoms; laboratory and diagnostic results; and medications to the clinical condition of the adult client afflicted with the above conditions.</p>	<p>1. Utilizing the nursing process in care of maternity and pediatric clients in hospital and clinic setting.</p> <p>2. Developing comprehensive nursing care and teaching plan for maternity and pediatric clients.</p> <p>3. Identifying nursing goals to meet the needs of maternity and pediatric clients in the hospital and clinic setting.</p> <p>4. Relating laboratory and diagnostic data and medications of maternity and pediatric clients with complications.</p> <p>5. Administering obstetric and pediatric medications by different routes.</p>	<p>1. Applying the nursing process in the care of elderly clients.</p> <p>2. Developing a nursing care plan and a teaching plan for elderly clients and their families.</p> <p>3. Identifying normal physiologic changes and common disorders related to aging.</p> <p>4. Identifying nursing goals to meet the needs of elderly clients.</p> <p>5. Identifying funding and policy changes that have influence elderly care.</p>

Curriculum Modular Objectives page 2

Module I	Module II	Module III	Module IV	Module V	Module VI	Module VII
Anatomy & Physiology / Psychology / Nutrition / Growth & Development	(Fundamentals of Nursing/ Pharmacology)	(Medical Surgical I)	Medical Surgical 2)	(Medical Surgical 3)	(Maternity & Pediatric Nursing)	(Geriatric Nursing & Professionalism, Leadership & Supervision)
		<p>6. Proper skin care and prevention of wounds, decubitus and wound care.</p> <p>7. Caring for clients with disorders of the immune system.</p> <p>8. Utilizing the nursing process in the care of clients with fluid and electrolyte balance, undergoing surgery, skin and immune disorders.</p> <p>9. Identifying nursing goals to meet basic needs of adult clients with above disorders.</p> <p>10. Relating knowledge of medications and treatments to client's medical condition.</p> <p>11. Developing a nursing care plan and teaching plan.</p>	<p>5. Identifying signs and symptoms of clients and relating these to the pathophysiologic process of the disorder.</p> <p>6. Developing a nursing care and teaching plan for adult clients afflicted with the above conditions.</p> <p>7. Identifying nursing goals relevant to the adult clients with above condition</p> <p>8. Administering medications and treatments under the scope of student vocational nurse practice.</p> <p>9. Collaborating with other members of the health team and identifying community resources to promote and restore health, and prevent illness.</p>	<p>4. Developing a comprehensive nursing care and teaching plan for adult clients with above disorders.</p> <p>5. Identifying nursing goals relevant to the care of adult clients afflicted with above disorders.</p> <p>6. Health education of adult clients and their families related to care of clients with the disorders listed above.</p> <p>7. Prioritizing delivery of nursing care among adult clients in life threatening emergencies.</p> <p>8. Utilizing leadership and management skills in the care of adult clients.</p> <p>9. Developing professional attitudes and ethics.</p>	<p>6. Utilizing therapeutic communication in the care of maternity and pediatric clients in hospital and clinic setting.</p> <p>7. Health education of clients and families related to maternity and pediatric care.</p> <p>8. Utilizing leadership and management skills in the care of maternity and pediatric clients in hospital and clinic setting.</p>	<p>6. Administering medications observing the six (6) rights for elderly clients.</p> <p>7. Participating in interdisciplinary care planning meeting as a member of the health care team.</p> <p>8. Utilizing leadership and management skills in the care of elderly clients.</p> <p>9. Team leading for assigned team to include making assignments for team members; medication pass and treatments.</p> <p>10. Evaluating work performance of team members being supervised.</p>

Curriculum Modular Objectives page 3

Module I	Module II	Module III	Module IV	Module V	Module VI	Module VII
Anatomy & Physiology / Psychology / Nutrition / Growth & Development	(Fundamentals of Nursing/ Pharmacology)	(Medical Surgical I)	Medical Surgical 2)	(Medical Surgical 3)	(Maternity & Pediatric Nursing)	(Geriatric Nursing & Professionalism, Leadership & Supervision)
	10. Utilizing basic pharmacological concepts essential to function safely by understanding and applying the pharmacological principles for practice, legal aspects, methods and computational skills for safe administration of medications and effective management of drug therapy..	12. Documentation and reporting client care. 13. Identifying and utilizing community resources in promoting health, preventing illness and restoring health. 14. Identifying and utilizing leadership skills. 15. Developing professional attitude and ethics.	10. Utilizing leadership and management skills in the care of adult clients of diverse cultural background. 11. Developing professional attitudes and ethics.			11. Assuming the roles and responsibilities of a vocational nurse in different healthcare settings. 12. Developing professionalism and ethics. 13. Preparing for NCLEX as a Licensed Vocational Nurse.

Curriculum Objectives page 1

Curriculum Objectives	Module I	Module II	Module III	Module IV	Module V	Module VI	Module VII
	Anatomy & Physiology / Psychology / Nutrition / Growth & Development	(Fundamentals of Nursing/ Pharmacology)	(Medical Surgical I)	Medical Surgical 2)	(Medical Surgical 3)	(Maternity & Pediatric Nursing)	(Geriatric Nursing & Professionalism, Leadership & Supervision)
1. Utilizing the holistic approach to identify and meet the physical and psychosocial needs of individuals of all age groups with diverse cultural backgrounds.	Develop an understanding of man across lifespan as a whole being with physiological, and psychosocial needs. Man belongs to a family, and society with diverse cultural group.	Applies basic nursing concepts/skills and pharmacological knowledge among diverse population groups in meeting physiological and psychosocial needs..	Apply beginning knowledge/skills in meeting the physiological and psychosocial needs of adults as whole beings belonging to diverse population groups with common medical & surgical problems in an acute setting.	Apply intermediate knowledge/skills in meeting the physiological and psychosocial needs of adults as whole beings belonging to diverse population groups with other common medical & surgical problems in an acute setting.	Integrate advance knowledge/skills in meeting the physiological and psychosocial needs of adults as whole beings belonging to diverse population groups with complex medical, surgical & mental problems in an acute setting.	Integrate advance knowledge/skills in meeting the physiological and psychosocial needs of maternal-child, and pediatric clients belonging to diverse population groups.	Expand advance knowledge/skills in meeting the physiological and psychosocial needs of geriatric client as whole beings belonging to diverse population groups in the long-term care setting.
2. Utilizing the knowledge of anatomy and physiology to identify and meet physical and psychosocial needs of individuals of all ages.	Develop beginning understanding of anatomy and physiology in identifying and meeting physiological and psychosocial needs of individuals of all ages.	Develop beginning skills in health assessment to identify and meet physiological and psychosocial needs by utilizing knowledge in anatomy & physiology.	Demonstrate beginning knowledge and nursing skills in identifying and meeting physiological and psychosocial needs of adults with common medical & surgical problems in an acute setting by utilizing understanding of the pathologic process and organs involved.	Apply intermediate knowledge and nursing skills consistently in identifying and meeting physiological and psychosocial needs of adults with other common medical & surgical problems in an acute setting by utilizing understanding of the pathologic process and organs involved; Correlation of lab and diagnostic exams to signs and symptoms of diseases.	Apply knowledge and advance nursing skills in identifying and meeting physiological and psychosocial needs of adults with complex medical, surgical & mental problems in an acute setting by utilizing understanding of the pathologic process and organs involved; correlation of lab and diagnostic results and response to therapeutic modalities.	Demonstrate ability to perform advance nursing skills to identify and meet the needs of maternal-child and pediatric clients utilizing the knowledge of physiological changes before, during and after pregnancy and the anatomical, physiological and pathological differences between adults and children.	Demonstrate ability to perform advance nursing skills in the care of geriatric clients in identifying and meeting physiological and psychosocial needs in the long-term care setting by utilizing the physiological and pathological process of aging.
3. Utilizing verbal and non-verbal communication skills effectively with clients, families, health care providers and other staff for the purpose of enhancing client care.	Develop beginning understanding of verbal and non-verbal communication skills with clients, families, health care providers and other staff.	Demonstrate beginning therapeutic communication skills with clients, families, health care providers and other staff.	Apply beginning therapeutic communication skills with clients, families, health care providers and other staff. while providing care in an acute setting.	Apply and integrate intermediate therapeutic communication skills with clients, families, health care providers and other staff while providing care in clients with other common medical & surgical problems in an acute setting.	Apply and integrate advance therapeutic communication skills with clients, families, health care providers and other staff while providing care in clients with complex medical, surgical problems and dysfunctional coping behaviors in an acute setting.	Apply and integrate therapeutic communication skills with clients, families, health care providers and other staff in maternity and pediatric setting.	Apply and integrate advance therapeutic communication skills with geriatric clients, families, health care providers, and other staff in a long-term care setting.
4. Utilizing appropriate teaching methods, techniques and approaches when educating clients, families, health care providers and other staff.	Develop beginning understanding of teaching methodologies, techniques and approaches.	Learn the foundation of constructing a teaching plan and its methodology in relation to basic nursing procedures and principles and medication administration.	Develop a teaching plan based upon nursing procedures to clients, families, health care providers and other staff in an acute setting.	Implement a teaching plan based upon nursing procedures to clients, families, health care providers and other staff in an acute setting.	Expand implementation of teaching plan to clients, families, health care providers and other staff in an acute setting.	Expand implementation of teaching plan to include maternity-child and pediatric setting.	Integrate implementation of teaching plan and methodology related to promotion and/or maintenance of health in care care of older client.

Curriculum Objectives page 2

Curriculum Objectives	Module I	Module II	Module III	Module IV	Module V	Module VI	Module VII
	Anatomy & Physiology / Psychology / Nutrition / Growth & Development	(Fundamentals of Nursing/ Pharmacology)	(Medical Surgical I)	Medical Surgical 2)	(Medical Surgical 3)	(Maternity & Pediatric Nursing)	(Geriatric Nursing & Professionalism, Leadership & Supervision)
5. Utilizing nursing skills in the promotion and restoration of health and the prevention of illness of individuals with regard to age and ethnicity.	Learn beginning concepts of Anatomy & Physiology, Psychology, Nutrition, Growth & Development in the promotion and restoration of health and the prevention of illness of individuals with regard to age and ethnicity.	Develop understanding of basic nursing skills and pharmacologic knowledge in the promotion and restoration of health and prevention of illness of individuals with regard to age and ethnicity.	Apply beginning knowledge and skills in the promotion and restoration of health and prevention of illness in an acute setting.	Apply intermediate knowledge and skills in the promotion and restoration of health and prevention of illness in an acute setting.	Apply and integrate advance knowledge and skills in the promotion and restoration of health and prevention of illness in an acute setting.	Apply and integrate advance knowledge and skills in the promotion and restoration of health and prevention of illness in maternal-child and pediatric setting.	Apply and integrate advance knowledge and skills in the promotion and restoration of health and prevention of illness in the care of older clients.
6. Utilizing community resources in the promotion and restoration of health and the prevention of illness.		Develop awareness of community resources availability in promotion and restoration of health and prevention of illness.	Identify community resources availability in the promotion and restoration of health and prevention of illness in an acute setting.	Make referrals to available community resources in the promotion and restoration of health and prevention of illness in an acute setting.	Continue to make referrals and integrate available community resources with acquired nursing skills in the promotion and restoration of health and prevention of illness in an acute setting.	Continue to make referrals and integrate available community resources with acquired nursing skills in the promotion and restoration of health and prevention of illness in maternal-child and pediatric setting.	Evaluate effectiveness of community resources in the promotion and restoration of health and prevention of illness in the care of older clients.
7. Assuming the role of the nurse as a member of the health team in assisting the client toward reaching optimum health.		Develop understanding of the role of the vocational nurse as a member of the health team toward reaching optimum health.	Apply beginning knowledge and skills of the role of the vocational nurse as a member of the health team in an acute setting.	Apply intermediate knowledge and skills of the role of the vocational nurse as a member of the health team in an acute setting.	Apply and integrate advance knowledge and skills of the vocational nurse as a member of the health team in an acute setting.	Apply and integrate advance knowledge and skills of the role of the vocational nurse as a member of the health team in maternal-child and pediatric setting.	Apply and integrate advance knowledge and skills of the role of the vocational nurse as a member of the health team in the care of older clients.
8 Utilizing educational and training opportunities, which will permit advancement of knowledge and skills for the purpose of enhancing nursing practice.		Develop understanding of available educational and training opportunities which will permit advancement of knowledge and skills for the purpose of enhancing nursing practice.	Apply beginning knowledge and skills in utilizing available educational and training opportunities which will permit advancement of knowledge and skills for the purpose of enhancing nursing practice in an acute setting.	Apply intermediate knowledge and skills in utilizing available educational and training opportunities which will permit advancement of knowledge and skills for the purpose of enhancing nursing practice in an acute setting.	Apply and integrate advance knowledge and skills in utilizing available educational and training opportunities which will permit advancement of knowledge and skills for the purpose of enhancing nursing practice in an acute setting.	Apply and integrate advance knowledge and skills in utilizing available educational and training opportunities which will permit advancement of knowledge and skills for the purpose of enhancing nursing in maternal-child and pediatric setting.	Apply and integrate advance knowledge and skills in utilizing available educational and training opportunities which will permit advancement of knowledge and skills for the purpose of enhancing nursing care of older clients.

Curriculum Objectives page 3

Curriculum Objectives	Module I	Module II	Module III	Module IV	Module V	Module VI	Module VII
	Anatomy & Physiology / Psychology / Nutrition /	(Fundamentals of Nursing/ Pharmacology)	(Medical Surgical I)	Medical Surgical 2)	(Medical Surgical 3)	(Maternity & Pediatric Nursing)	(Geriatric Nursing & Professionalism, Leadership &
9 Utilizing bio-psychosocial principles in caring for the individuals, families and groups fostering the dignity and worth of the individuals.	Develop beginning knowledge of anatomy & physiology, psychology, nutrition and growth & development in the care of clients, families and groups fostering the dignity and worth of the individuals.	Develop understanding of bio-psychosocial principles in performing basic nursing skills and medication administration fostering the dignity and worth of the individuals.	Apply beginning knowledge and skills in utilizing bio-psychosocial principles in caring for individuals, families and groups in an acute setting fostering the dignity and worth of the individuals.	Apply intermediate knowledge and skills in utilizing bio-psychosocial principles in caring for individuals, families and groups in an acute setting fostering the dignity and worth of the individuals.	Apply and integrate advance knowledge and skills in utilizing bio-psychosocial principles in caring for individuals, families and groups in an acute setting fostering the dignity and worth of the individuals.	Apply and integrate advance knowledge and skills in utilizing bio-psychosocial principles in caring for individuals, families and groups in maternal-child and pediatric setting fostering the dignity and worth of the individuals.	Apply and integrate advance knowledge and skills in utilizing bio-psychosocial principles in caring for individuals, families and groups in the care of older clients.
10. Utilizing self as a therapeutic agent in developing and/or maintaining a therapeutic nurse-client relationship.	Develop beginning knowledge of anatomy & physiology, psychology, nutrition and growth & development to be able to utilize self as a therapeutic agent.	Develop understanding of self as a therapeutic agent in developing and/or maintaining a therapeutic nurse-client relationship in performing basic nursing procedures and medication administration.	Apply beginning knowledge and skills of utilizing self as a therapeutic agent in developing and/or maintaining a therapeutic nurse-client relationship in an acute setting.	Apply intermediate knowledge and skills utilizing self as a therapeutic agent in developing and/or maintaining a therapeutic nurse-client relationship in an acute setting.	Apply and integrate advance knowledge and skills utilizing self as a therapeutic agent in developing and/or maintaining a therapeutic nurse-client relationship in an acute setting.	Apply and integrate advance knowledge and skills utilizing self as a therapeutic agent in developing and/or maintaining a therapeutic nurse-client relationship in maternal-child and pediatric setting.	Apply and integrate advance knowledge and skills utilizing self as a therapeutic agent in developing and/or maintaining a therapeutic nurse-client relationship in the care of older clients.
11. Identifying factors in the social and cultural environment that affects the response of the client to health and/or illness.	Develop beginning knowledge of anatomy & physiology, psychology, nutrition and growth & development to be able to identify factors in the social and cultural environment that affects the response of the client to health and/or illness.	Develop beginning skills in identifying factors in the social and cultural environment that may affect the response of the client with respect to medication and basic nursing procedures.	Apply beginning skills in identifying factors in the social and cultural environment that may affect the response of the client to health and illness.	Apply intermediate skills in identifying factors in the social and cultural environment that may affect the response of the client to health and illness.	Apply and integrate advance skills in identifying factors in the social and cultural environment that may affect the response of the client to health and illness.	Apply and integrate advance knowledge and skills in identifying factors in the social and cultural environment that may affect the response of the client to health and illness.	Apply and integrate advance skills in identifying factors in the social and cultural environment that may affect the response of the client to health and illness.
12. Utilizing leadership, basic managerial skills in the implementation of nursing care, within the legal framework of the vocational nurse.	Develop beginning knowledge of membership in the nursing profession and society as a whole.	Develop understanding of the responsibility of a Vocational Nurse as a member of the nursing profession and of the society as a whole.	Apply beginning knowledge and skills in assuming responsibility of a vocational nurse as a member of the nursing profession and society as a whole.	Apply intermediate knowledge and skills in assuming responsibility of a vocational nurse as a member of the nursing profession and society as a whole.	Apply and integrate advance knowledge and skills in assuming responsibility of a vocational nurse as a member of the nursing profession and society as a whole.	Apply and integrate advance knowledge and skills in assuming responsibility of a vocational nurse as a member of the nursing profession and society as a whole.	Apply and integrate advance knowledge and skills in assuming responsibility of a vocational nurse as a member of the nursing profession and society as a whole in the care of older clients.

Curriculum Objectives page 4

Curriculum Objectives	Module I	Module II	Module III	Module IV	Module V	Module VI	Module VII
	Anatomy & Physiology / Psychology / Nutrition /	(Fundamentals of Nursing/ Pharmacology)	(Medical Surgical I)	Medical Surgical 2)	(Medical Surgical 3)	(Maternity & Pediatric Nursing)	(Geriatric Nursing & Professionalism, Leadership &
13. Assuming responsibility to the nursing profession and society as a whole.		Develop understanding of the different leadership style in nursing administration and management within the legal framework of the Vocational Nurse.	Apply beginning knowledge and skills in utilizing leadership, basic managerial skills in the implementation of nursing care, within the legal framework of the vocational nurse in an acute setting. Begin to perform as a member and a leader in the care of adult clients.	Apply intermediate knowledge and skills in utilizing leadership, basic managerial skills in the implementation of nursing care, within the legal framework of the vocational nurse in an acute setting. Involves process of prioritizing.	Apply and integrate advance knowledge and skills in utilizing leadership, basic managerial skills in the implementation of nursing care, within the legal framework of the vocational nurse in an acute setting. Involves process of prioritizing/ trouble shooting and delegation.	Apply and integrate advance knowledge and skills in utilizing leadership, basic managerial skills in the implementation of nursing care, within the legal framework of the vocational nurse in the legal framework of the vocational nurse in maternal-child and pediatric setting.	Apply and integrate advance knowledge and skills in utilizing leadership, basic managerial skills in the implementation of nursing care, within the legal framework of the vocational nurse in the care of older clients. Involves process of delegation & evaluation of performance of members of the health team.

Schedule / Number of VN Students

The duration of the full-time program is 51 weeks and the part-time program is 75 weeks. The full-time program is only offered once a year.

The part-time program is offered twice a year, in January and in July. The maximum number of students per class is 35 students plus 3 alternates as per approval of the BVNPT.

Program Description

The program is designed to prepare the student for the National Council Licensure Examination for Practical Nurses (NCLEX-PN) and to promote successful entry as a Vocational Nurse in various health care settings.

VN PART-TIME HOURS DISTRIBUTION						
Course Code	Course Name	Theory Hours	Skills Hours	Clinical Hours	Credits	Weeks
PR101	Anatomy and Physiology	38			3.0	12 *
PR102	Psychology	38			3.0	12 *
PR103	Nutrition	38			3.0	12 *
PR104	Growth and Development	38			3.0	12 *
VN101	Fundamentals of Nursing	64	52	48	7.0	12
VN102	Pharmacology	54			4.5	12 **
VN103	Medical Surgical Nursing I	64	36	192	11.0	12
VN104	Medical Surgical Nursing II	64	36	192	11.0	12
VN105	Medical Surgical Nursing III	64	36	192	11.0	12
VN106	Maternity Nursing	48	16	72	6.5	6
VN107	Pediatric Nursing	48	16	72	6.5	6
VN108	Geriatrics	6		16	1.0	1
VN109	Professionalism, Leadership and Supervision	12		32	4.0	2
	TOTAL HOURS	576	192	816	74.5	75
	TOTAL CREDITS					
	TOTAL WEEKS					

* Prerequisites (PR) subjects are taken concurrently for twelve (12) weeks

** Pharmacology is taken concurrently with Fundamentals of Nursing.

VN FULL-TIME HOURS DISTRIBUTION						
Course Code	Course Name	Theory Hours	Skills Hours	Clinical Hours	Credits	Weeks
PR101	Anatomy and Physiology	38			3.0	8 *
PR102	Psychology	38			3.0	8 *
PR103	Nutrition	38			3.0	8 *
PR104	Growth and Development	38			3.0	8 *
VN101	Fundamentals of Nursing	64	52	48	7.0	8
VN102	Pharmacology	54			4.5	28 **
VN103	Medical Surgical Nursing I	64	100	128	11.0	8
VN104	Medical Surgical Nursing II	64	100	128	11.0	8
VN105	Medical Surgical Nursing III	64	100	128	11.0	8
VN106	Maternity Nursing	48	16	72	6.5	4
VN107	Pediatric Nursing	48	16	72	6.5	4
VN108	Geriatrics	6		16	1.0	1
VN109	Professionalism, Leadership and Supervision	12		32	4.0	2
	TOTAL HOURS	576	384	624	74.5	51
	TOTAL CREDITS					
	TOTAL WEEKS					

* Prerequisites (PR) subjects are taken concurrently for eight (8) weeks

** Pharmacology is taught through Fundamentals of Nursing and Medical Surgical Nursing I, II, and III.

VN 101: FUNDAMENTALS OF NURSING**7.0 Qtr. Credits/ 164 Hours**

This course is designed to provide students with basic knowledge of the principles and skills necessary to perform nursing care in varied health care settings. Instructions in the classroom are followed by clinical and laboratory experiences. The goal of this course is that students develop competency in performing fundamental procedures and understanding the principles of health care. OR and the skills to perform such procedures.

Part-time:	Lecture	- 5 hours a week for 8 weeks - 6 hours a week for 4 weeks	Total Lecture Hours:	64
	Skills Lab	- 5 hours a week for 8 weeks - 3 hours a week for 4 weeks	Total Skills Lab Hours:	52
	Clinical	- 8 hours a week for 6 weeks	Total Clinical Hours:	48
Full-time:	Lecture	- 8.5 hours a week for 7 weeks - 4.5 hours a week for 1 week	Total Lecture Hours:	64
	Skills	- 6 hours a week for 4 weeks - 7 hours a week for 4 weeks	Total Skills Lab Hours:	52
	Clinical	- 6 hours a week for 2 weeks - 14 hours a week for 2 weeks - 8 hours a week for 6 weeks	Total Clinical Hours:	48

VN 102: PHARMACOLOGY**4.5 Qtr. Credits / 54 Hours**

This course is designed to introduce students to the principles, practice, and legal aspects of pharmacology that are essential for students to function competently. The students will learn how to safely apply methods and computational skills for preparation and administration of medication as well as effective management of drug therapy.

Part-time:	Lecture	- 4 hours a week for 6 weeks - 5 hours a week for 6 weeks	Total Lecture Hours:	54
	Full-time:	Lecture	- 1 hour a week for 7 weeks - 2.5 hours a week for 8 weeks - 3 hours a week for 9 weeks	Total Lecture Hours:

VN 103: MEDICAL SURGICAL NURSING I**11.0 Qtr. Credits/ 292 Hours**

This course is designed to provide students with basic knowledge in health assessment, pain management, diagnostic testing, intravenous fluid administration, electrolyte, and acid base balance. The students will learn how to properly apply these nursing procedures in the care of clients with anesthesia, surgeries, and immune disorders.

Part-time:	Lecture	- 5 hours a week for 8 weeks - 6 hours a week for 4 weeks	Total Lecture Hours:	64
	Skills-lab	- 3 hours a week for 12 weeks	Total Skills Lab Hours:	36
	Clinical	- 16 hours a week for 12 weeks	Total Clinical Hours:	192
Full-time:	Lecture	- 8.5 hours a week for 7 weeks - 4.5 hours a week for 1 week	Total Lecture Hours:	64
	Skills-lab	- 12.5 hours a week for 8 weeks	Total Skills Lab Hours:	100
	Clinical	- 16 hours a week for 8 weeks	Total Clinical Hours:	128

VN 104: MEDICAL SURGICAL NURSING II**11.0 Qtr. Credits/ 292 Hours**

This course is designed to build upon the application and skills learned in VN 103. The students correlate and further utilize the nursing process in the care of clients with oncological, respiratory, cardiovascular, perivascular, hematologic, lymphatic, musculoskeletal, gastrointestinal, and urinary disorders.

Part-time:	Lecture	- 5 hours a week for 8 weeks - 6 hours a week for 4 weeks	Total Lecture Hours:	64
	Skills-lab	- 3 hours a week for 12 weeks	Total Skills Lab Hours:	36
	Clinical	- 16 hours a week for 12 weeks	Total Clinical Hours:	192
Full-time:	Lecture	- 5 hours a week for 8 weeks - 6 hours a week for 4 weeks	Total Lecture Hours:	64
	Skills-lab	- 12.5 hours a week for 8 weeks	Total Skills Lab Hours:	100
	Clinical	- 16 hours a week for 8 weeks	Total Clinical Hours:	128

VN 105: MEDICAL SURGICAL NURSING III**11.0 Qtr. Credits/ 292 Hours**

This course is designed to build upon the application and skills learned in VN 104. The students apply the nursing process and utilize critical thinking in more advanced medical surgical care such as neurological, sensory, endocrine; male and female reproductive disorders; sexually transmitted diseases, HIV/AIDS, mental disorders and substance abuse.

Part-time:	Lecture	- 5 hours a week for 8 weeks - 6 hours a week for 4 weeks	Total Lecture Hours:	64
	Skills-lab	- 3 hours a week for 12 weeks	Total Skills Lab Hours:	36
	Clinical	- 16 hours a week for 12 weeks	Total Clinical Hours:	192
Full-time:	Lecture	- 5 hours a week for 8 weeks - 6 hours a week for 4 weeks	Total Lecture Hours:	64
	Skills-lab	- 12.5 hours a week for 8 weeks	Total Skills Lab Hours:	100
	Clinical	- 16 hours a week for 8 weeks	Total Clinical Hours:	128

VN 106: MATERNITY NURSING**6.5 Qtr. Credits/ 136 Hours**

This course is designed to provide the students the opportunity to apply the nursing process to the care of the mother and newborn baby with emphasis on introductory skill in prenatal care, labor and delivery, post partum care and nursery.

Part-time:	Lecture	- 8 hours a week for 6 weeks	Total Lecture Hours:	48
	Skills-lab	- 4 hours a week for 4 weeks	Total Skills Lab Hours:	16
	Clinical	- 12 hours a week for 6 weeks	Total Clinical Hours:	72
Full-time:	Lecture	- 15 hours a week for 3 weeks - 3 hours a week for 1 week	Total Lecture Hours:	48
	Skills-lab	- 4 hours a week for 4 weeks	Total Skills Lab Hours:	16
	Clinical	- 16 hours a week for 3 weeks - 24 hours a week for 1 week	Total Clinical Hours:	72

VN 107: PEDIATRIC NURSING**6.5 Qtr. Credits/ 136 Hours**

This course is designed to provide the students opportunities to apply the nursing process in nursing care management involving children from infancy through adolescence.

Part-time:	Lecture	- 8 hours a week for 6 weeks	Total Lecture Hours:	48
	Skills-lab	- 3 hours a week for 4 weeks		
		- 2 hours a week for 2 weeks		
Clinical	- 12 hours a week for 6 weeks	Total Skills Lab Hours:	16	
			Total Clinical Hours:	72
Full-time:	Lecture	- 15 hours a week for 3 weeks - 3 hours a week for 1 week	Total Lecture Hours:	48
	Skills-lab	- 4 hours a week for 4 weeks		
	Clinical	- 16 hours a week for 3 weeks - 24 hours a week for 1 week		
			Total Skills Lab Hours:	16
			Total Clinical Hours:	72

VN 108: GERIATRICS NURSING**1.0 Qtr. Credits/ 22 Hours**

This course is designed to apply the nursing process in the care of older clients afflicted with common conditions of the elderly.

Part-time:	Lecture	- 6 hours a week for 1 week	Total Lecture Hours:	6
	Clinical	- 16 hours a week for 1 week		
			Total Clinical Hours:	16
Full-time:	Lecture	- 6 hours a week for 1 week	Total Lecture Hours:	6
	Clinical	- 16 hours a week for 1 week		
			Total Clinical Hours:	16

VN 109: PROFESSIONALISM, LEADERSHIP, & SUPERVISION 4.0 Qtr. Credits / 44 Hours

This course is designed to give the students basic knowledge in professionalism, leadership and supervision.

Part-time:	Lecture	- 6 hours a week for 2 weeks	Total Lecture Hours:	12
	Clinical	- 16 hours a week for 2 week		
			Total Clinical Hours:	32
Full-time:	Lecture	- 12 hours a week for 1 week	Total Lecture Hours:	12
	Clinical	- 16 hours a week for 2 week		
			Total Clinical Hours:	32

Program Delivery

The VN program has theoretical, skills and clinical components. Lectures and skills components are delivered in the main classroom and skills laboratory respectively for all courses in the program. The students take part in the **externship program** to apply theory and skills components at the clinical setting. In Fundamentals of Nursing the students do externships in Long Term/Sub-Acute Facilities to apply basic nursing care skills. In Medical/Surgical Nursing the students do externships in acute hospitals to apply nursing skills and procedures to care for adults and elderly clients with varied illnesses. In Maternity Nursing, students do externships in the maternity wards, postpartum and nursery departments in acute hospitals. Students also can do externships in maternity and Gynecological clinics. For Pediatric Nursing, students do externships in Pediatric clinics and daycare centers. For Geriatrics, Leadership and Supervision, students do the externship back in the long term facilities where most LVNs are employed. Externship/Clinical Experience is always supervised by a clinical instructor not to exceed the 1:15 instructor-student ratio approved by the BVNPT. All clinical sites and instructors are approved by the BVNPT.

SECTION III- ADMISSION

ADMISSION

Before admission, all prospective students are required to undergo academic advisement. In this process, the admission staff assists students in developing meaningful educational plans that are compatible with their life goals. Afterwards, students are oriented in the admission requirements and procedures.

Admission requirements and procedures to TVC vary depending on the chosen nursing program. It is the responsibility of the students to prepare and submit requirements and follow admission procedures.

Nursing Assistant Requirements

- Must be at least 16 years old, if 16, with parental consent.
- Current CPR card (BLS Health Care Provider).
- Physical exam and TB test done within the last 6 months. Chest X-ray is needed if tested positive for TB. Chest X-ray report is valid for 2 years.
- Livescan fingerprinting.
- TABE (Test on Adult Basic Education) online for prospective students who do not have a high school diploma or GED. ***

*** A prospective student who does not have a standard high school diploma or a GED and wishes to enroll in a health care program must meet “Ability to Benefit” literacy levels. Students are assessed using a federally approved Ability to Benefit (ATB) test. By passing the ATB test, students will become eligible for admission to the CNA program.

Home Health Aide Requirements

- Must be at least 16 years old. If 16, with parental consent.
- Current CPR card (BLS Health Care Provider).
- Have clearance from the Department of Justice.
- Proof of Nurse Assistant State Certification.
- Physical exam and TB test done within the last 6 months. Chest X-ray is needed if tested positive for TB. Chest X-ray report is valid for 2 years.
- Livescan fingerprinting.

Vocational Nursing Requirements

- Must be at least 17 years of age.
- Proof of completion of Nursing Assistant Training Program.
- Fill out an application for admission.
- Must pass the TVC-VN Nurse Entrance Exam - Test of Essential Academic Skills (TEAS) which measures Math, Reading and English & Language Usage.
- High school transcript, or certificate of high school equivalency, or GED, or certificate of accreditation of courses if a foreign graduate.
- Letter of application to the School Director and essay regarding Nursing as a Profession
- Must pass interview with the admission committee.
- Pass drug screening.
- Pass Criminal Background Check.
- Negative PPD Test or Chest X-ray report.
- Complete physical examination report.
- Fire Safety Card Required for Pediatric Rotation.

Upon completion and presentation of the above requirements the prospective VN student will be notified in writing of his/her acceptance to the program. A mandatory orientation and information session is scheduled by the school. The students career path, required attitudes, skills, and abilities for success in the program and their chosen career. Also, additional workshops on academic survival, basic math and basic computer learning are also given before the start of the program.

In the event that there are more students than the allowed space, the priority of admission will be based on the ranking of the students in the Test of Essential Academic Skills (TEAS) results. The first 35 students with the highest TEAS scores will be accepted to the program. The remaining applicants will be placed on waiting list.

LANGUAGE PROFICIENCY INFORMATION

It is the philosophy of Trinity Vocational Center to provide accessible and high quality education to all students including those who have English as a Second Language (ESL). However, a certain level of English Language Proficiency is necessary for academic success in the nursing programs offered at TVC in which instruction is conducted only in English.

TVC requires all prospective students to submit a copy of High School Diploma, High School Transcript, Certificate of High School Equivalency, or GED.

A High School Diploma, Transcript, or GED is not required for the Nursing Assistant (NA) Program or the Home Health Aide (HHA) Program. However, a prospective student who does not have a standard high school diploma or GED must meet Ability to Benefit (ATB) literacy levels. TVC utilizes the Test of Adult Basic Education and accepts the National Reporting System Level of 4 which is equivalent to a High Intermediate Basic Education for Reading and Language. By passing the ATB test, the student will become eligible for admission to the NA and HHA programs.

All prospective students for the Vocational Nursing Program are required to submit a copy of their High School Transcript, Certificate of High School Equivalency, or GED. Also, one of the criteria for admission is the TVC-VN Nurse Entrance Exam – Test of Essential Academic Skills (TEAS) which measures Reading and English & Language Usage. Cut scores accepted for Reading and English & Language Usage is 47.6% and 40.0% respectively. By submitting their HS Transcript or GED and by passing the VN Nurse Entrance Exam, the student will become eligible for admission to the VN Program.

To further assist ESL students, school forms such as enrollment agreements written in Spanish is available and an interpreter will be made available upon their request.

STUDENT AND EXCHANGE VISITOR PROGRAM (SEVP)

Trinity Vocational Center is a Student Exchange Visitor Program (SEVP) certified school. The approval was received on May 11, 2011 by the U.S. Immigration and Customs Enforcement to issue M-1 visa.

The M-1 student visa is a nonimmigrant visa which allows foreign students wishing to pursue vocational or non-academic studies, other than language training, to enter into the U.S. The School is approved to offer Vocational Nursing Program Full Time Program equivalent to 1584 hours (51 weeks).

TVC welcomes applications from qualified students from other countries. The general admission requirements are identical for all applicants, regardless of citizenship. However, immigration regulations, varying educational backgrounds and financial considerations require additional procedures necessary for international students.

REGISTRATION

Registration for the NA and HHA classes are held a week before the class begins. Registration for the VN class is held three months prior to the start of the class.

*August to October for the November Full-time class
April to June for July Part-time Class
October to December for January Part-time Class*

RE-ADMISSION PROCEDURE

Students who officially withdraws or fails a nursing course and seek readmission must follow the re-admission procedure. Re-entry is only granted two times to any individual during the completion of the VN program. **Students who have been readmitted twice and still fail to complete the program will no longer be admitted.**

Students' responsibilities prior to re-entry include:

- Submission of a new application to the School Director for re-entry to the program, two (2) months prior to the module/course.
- Re-entry must be accomplished within two (2) years of leaving the program.
- A re-entry application is considered on a "space-available" basis. Priority is given to students who have left the program in good standing.

Students who left the program with theory and clinical failures and wish to re-enter will be re-evaluated and re-admitted according to their rank order (priority will be given to the one with the highest percentage).

CREDIT GRANTING POLICY FOR VOCATIONAL NURSING/CHALLENGE CREDIT

Students who have successfully completed academic courses and/or have relevant knowledge and/or skills acquired in other accredited institutions will be given advanced standing in the VN program. The standard transfer of credit procedure states that "An institution of higher learning accepts credits earned from another institution based on their own discretion".

Transfer Credit

The institution considers transfer of credit from other institutions accredited by an agency recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).

1. Students will be granted credit for related previous education completed.
 - A. Transfer credit shall be given for related previous education in sciences completed within the last five years. This includes the following:
 - Accredited Vocational or Practical Nursing courses
 - Accredited Registered Nursing courses
 - Accredited Psychiatric Technician courses
 - Armed Services Nursing courses
 - Certified Nursing Assistant courses
 - Other courses determined to be equivalent to courses in the program
 - B. Competency based credit shall be granted for knowledge and/or skills acquired through experience. Credit shall be determined by written and/or practical examinations as deemed necessary by the Program Director.
2. At the time of application, candidates must submit an Official Transcript of Records and/or copies of certificates of completion. Credit may be granted for courses successfully completed with a grade of "C" or better at another accredited post-secondary institution. The course and credit values should be comparable to those offered by TVC.

Credit will be granted based on the content and hours of the transferable courses which must be equivalent to courses offered at TVC. Recognition of credits earned elsewhere is limited to 15% of the total hours required for completion of a particular program. Transfer of credits for VN students is subject to the discretion of the School Director.

Challenged Credit

Credit may be granted for relevant knowledge and/or skills acquired through prior experience, a course in a non-accredited institution, and individual study with a grade of “C” or better and should be equivalent to a course offered at TVC for which credit is being requested.

Qualified candidates must file a petition for credit by examination for a course to be challenged, at least six weeks prior to the start of the course.

The petition for advanced standing must be filed with the Program Director two (2) weeks prior to the start of the course, and all examination fees (\$20/course challenged exam) paid one (1) week prior to the examination date.

Credit shall be determined by successful completion of a comprehensive examination and/or practical examination.

Candidates will be given prior notice of the examination date.

Objectives for both the written and/or practical examinations are made available to the student prior to the examination.

Candidates denied challenge credit for a course, or a portion, thereof would be notified in writing of the reasons for denial.

Candidates qualifying to challenge a course or portion thereof will be given the following information to assist in preparation for the examination:

- Textbooks assigned for the course
- Required reading lists
- Study guides
- Format of the examination
- Objectives of the course

Effect on Financial Aid Award

The financial aid of a student who receives academic credit due to transfer credit or credit by examination will be affected by a reduction in tuition and fees in the student’s budget and financial aid award.

Notice Concerning Transferability of Credits and Credentials Earned at our Institution

The transferability of credits you earn at Trinity Vocational Center (TVC) is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn in the Vocational Nursing Program is also at the complete discretion of the institution to which you may seek to transfer. If the certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your course work 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 TVC to determine if your certificate will transfer.

SECTION IV- MATRICULATION

Matriculation is an ongoing process to help students attain success and achieve educational goals. Matriculation services are intended to help students make informed decisions to develop their educational plan.

STEPS TO MATRICULATION

1. Attend information session and submission of application
2. Follow admission procedures
3. Meet all necessary requirements
4. Start the process of registration

TUITION FEES

A. NA (150 Clock Hours)

Tuition Fee	\$ 455.00
(Prorated upon withdrawal from the program. You are liable for the charges in each payment period. Refer to cancellation policy in the Enrollment Agreement.)	
Registration Fee (Non-Refundable)	75.00
Additional Costs:	<u>145.00</u>
TOTAL DUE FOR THE ENTIRE NA PROGRAM	<u>\$ 675.00</u>

Breakdown of Additional Costs	
2 School Patch	\$6.00
2 Sets of White Uniform	\$37.00
Textbook & Workbook (set)	\$75.00
Medical Equipment	\$27.00

B. HHA (40 Clock Hours)

Tuition Fee:	\$ 195.00
(Prorated upon withdrawal from the program. You are liable for the charges in each payment period. Refer to cancellation policy in the Enrollment Agreement.)	
Registration Fee (Non-Refundable)	75.00
Additional Costs:	<u>70.00</u>
TOTAL DUE FOR THE ENTIRE HHA PROGRAM	<u>\$ 340.00</u>

Breakdown of Additional Costs	
2 School Patch	\$6.00
2 Sets of White Uniform	\$37.00
Medical Equipment	\$27.00

C. VN (74.5 Qtr. Credits/1584 Clock Hours)

Tuition Fee	\$ 23,760.00
(Prorated upon withdrawal from the program. You are liable for the charges in each payment period. Refer to cancellation policy in the Enrollment Agreement.)	
Additional Costs (see breakdown below)	1,605.00
Registration Fee (Non-Refundable)	75.00
Student Tuition Recovery Fund (STRF)	62.50
(\$2.50 for every \$1,000 of Tuition Fee)	
TOTAL DUE FOR THE ENTIRE VN PROGRAM	<u>\$ 25,502.50</u>

Breakdown of Additional Costs	
ID & Name Plate	\$25.00
Nursing Bag	\$100.00
2 Sets White Uniform	\$35.00
2 Sets Ceil Blue Uniform	\$30.00
4 School Patch	\$10.00
Computer Learning System	\$600.00
Graduation Fee	\$305.00
NCLEX-PN Review	\$500.00

Supplemental books such as Drug Books, Medical Dictionaries, Memory Notes may be purchased at student's own discretion. Entrance Exam Fees and Challenge Exam Fees (for transfer of credits) are not included in the student's total tuition fee.

Fees are subject to change without prior notice.

TUITION FEE POLICY

Trinity Vocational Center will assist students in developing financial plans to pay their educational cost through a combination of federal student aid (if applicable), student/family contributions, and other financial aid programs. The Accounting and Financial Aid Department is responsible for assisting students with all their financial aid and tuition financing questions.

At the student's option, an institution may accept payment in full for tuition and fees after the student has been accepted and enrolled and the date of the first class session is disclosed on the enrollment agreement.

NURSE ASSISTANT AND HOME HEALTH AIDE TRAINING PROGRAM

Registration fee is required at the time of registration and is non-refundable. Payment for materials should be paid on the first day of class or upon issuance of materials whichever comes first. No materials will be issued unless paid in full. To qualify for completion, the student must complete all coursework with a grade of "C" or better. All financial dues must be settled by the 5th week for FULL TIME students and 8th week for PART TIME students as scheduled.

VOCATIONAL NURSING TRAINING PROGRAM

Registration fee is required at the time of registration and is non-refundable. Payment of tuition and fees may be in any of the following ways:

A. Federal Student Aid

The Federal Student Aid programs at Trinity Vocational Center (TVC) provide assistance to students whose financial resources are insufficient to meet the full cost of their education and who wish to finance part of their educational costs with student grants and loans. The Free Application for Federal Student Aid (FASFA) is the first step in the financial aid process.

B. The Military Spouse Career Advancement Accounts Program (MyCAA) Fund

The Military Spouses Career Advancement Account (MyCAA) is a career development and employment assistance program sponsored by the Department of Defense (DoD). MyCAA helps military spouses pursue licenses, certificates, certification or Associate's degree (excluding Associate's Degrees in General Studies, Liberal Arts, and Interdisciplinary Studies that do not have a concentration). The program will pay tuition and fees up to \$4,000 for a program of study. Spouses must finish their program of study within three years from the start date of the first course.

C. Self-Payment Option (In-House TVC Payment Plan Program)

The In-House Payment Plan Program is a loan program which is administered through Trinity Vocational Center. There is no finance charge if loan is paid within the term of the program (12 months for Full-Time Program and 18 months for Part-Time Program). Any loan paid beyond the term of the program is subject to a fixed interest rate of 8%.

All students plus a cosigner with a good credit standing must sign a promissory note for educational costs not covered by the Federal Student Aid and other financial aid. The cosigner needs to submit copies of his ID/Driver's License and three (3) most current paystubs. All payments are the full responsibility of the student and are payable as stated in the student's promissory note agreement.

Students are required to make monthly payments while attending school. Payment amounts are based upon the program in which the student is enrolled and the amount of financial aid the student may be receiving. If any part of a payment is more than 5 days late, a \$25.00 late payment fee is charged to the student. Also, if a payment by check is refused or returned unpaid by the bank, non-sufficient funds (NSF) or a returned payment fee of up to \$35.00 is charged to the student. Such late payment fee and returned payment fee may be added to the principal balance and may accrue interest at the aforementioned interest rate provided in the promissory note without further notice.

The Accounting Office is responsible for collection efforts which may include written requests, telephone calls, and sometime personal visits. If a third request is made, it should be by certified mail and if payment is not received after one month from the third request, the account is forwarded to the collection agency. Any change in the student's status and financial situation which may affect a student's financial aid or ability to make scheduled payments must be discussed with the Financial Aid Office and the Accounting Office.

If a borrower defaulted on their In House Payment Plan, after the loan will negatively impact their credit report and the borrower will receive the following penalties:

- Remaining loan principal balance is accelerated, making the entire loan amount payable immediately.
- The loan is sent to a collection agency after acceleration, where the borrower will incur all collection costs.
- A hold will be placed on the student's academic transcript from Trinity Vocational Center, Inc.
- No NCLEX applications will be sent to the Board of Vocational Nursing and Psychiatric Technicians (BVNPT).

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 refund of the money not paid from federal student financial aid program funds.

FEDERAL STUDENT AID (FSA)

Federal Student Aid Participation

Effective July 2, 2010, Trinity Vocational Center (TVC) was approved to participate in Federal Student Aid Program included under Title IV of the Higher Education Act of 1965, the programs are commonly known as:

- Federal Pell Grant
- Federal Direct Loans
 - Subsidized Loan
 - Unsubsidized Loan
 - PLUS Loan

Financial Aid Eligibility

To be eligible for federal financial aid, a student must meet these requirements:

- Pass the TVC-VN Nurse Entrance Exam which measures Math, Reading, and English & Language Usage.
- High school diploma/transcript, or certificate of high school equivalency, or GED, or certificate of accreditation of courses if a foreign graduate.
- Provide a valid Social Security Number.
- Be a citizen or a permanent resident of the United States.

- For male students, registered with Selective Service or submit a verified exemption from registration.
- Not be in default on any Title IV federal student loan or owe any Title IV federal student grant overpayments.
- Enrolled for the minimum number of hours required for the Title IV federal student aid program.
- Make satisfactory progress in their educational program.
- Demonstrate financial need.
- Resolved any drug conviction issue.

Application for Financial Aid

- To apply for financial aid, a student must do the following:
- Complete the *Free Application for Federal Student Aid* (FAFSA) on www.fafsa.ed.gov for a Federal need or non-need based loan
- Submit his/her federal income tax return for the most recent tax year or submit a non-filing statement, if requested
- Complete the Federal Direct Loan Master Promissory Note and Entrance Counseling at www.StudentLoans.gov
- Since financial aid funding is not guaranteed from one award year to the next, students must re-apply for every academic year. The academic year is primarily defined by the College and may vary from one student to another. There are many factors that are taken into account when awarding and disbursing financial aid. Unless an applicant can establish independent status, he/she must provide parental information on the FAFSA and provide copies of their parents' tax returns, if requested.

Independent Status

Students who apply as independent may be required to provide the Financial Aid Department with documentation validating their status. A student is automatically independent during the 2011-2012 award year if he/she meets one of the following criteria:

- Born before January 1, 1988
- Is married
- Is currently serving on active duty in the U.S. Armed Forces for purposes other than training
- Have children who receive more than half of their support from the student
- Have dependents (other than his/her children or spouse) who live with him/her and who receive more than half of their support from him/her now and thru June 30, 2012
- At any time since the age of 13, were both parents deceased, were in foster care or ward of the court
- Is an emancipated minor
- Under legal guardianship
- As of July 1, 2009, determined as homeless *See definition in the FAFSA

An applicant may be requested to provide supporting documentation for proving independence.

Verification

Verification is the process of checking the accuracy of the information a student has provided in order to minimize errors when they apply for financial aid. Verification is a requirement only for students selected by the U.S. Department of Education; however, the school may also select students for *institutional* verification. Documents requested must be provided within 15 days of notification. No financial aid disbursements can be made until verification is completed. If verification is not completed within 15 days, the student's financial aid may be canceled and the student will be asked to make arrangements for payment of tuition without consideration of financial assistance. The student will be notified if the results of verification change the student's scheduled award.

Financial Assistance

The majority of financial assistance to students is available through federal (Title IV) programs. Two types of assistance are offered: (1) Need-based grants and loans and (2) non-need based loans. Assistance received from Federal financial aid programs must be used for educational purposes only.

Need Based Eligibility

The individual student and the student's family have the primary responsibility for meeting the cost of education. The offer of assistance is based on both your family's demonstrated financial need and availability of funds. The school determines a family's financial need by use of the following formula;

$$\text{Financial Need} = \text{Cost of Attendance} - \text{Expected Family Contribution} - \text{Estimated Financial Assistance}$$

Cost of Attendance is the sum of tuition, fees, books, supplies, room and board, transportation, personal expenses, and loan fees.

Expected Family Contribution is the amount that a family can reasonably be expected to contribute toward that cost based on the evaluation of the student's financial aid application and supporting documentation. The school uses a standardized formula established by the California Student Aid Commission. Eligible students are notified of their eligibility on the Preliminary Award Letter and a Financial Aid Award Letter.

Non-Need Based Aid

Non-need based aid are loans available to students and families who do not qualify for need-based programs or who require funding beyond their need based awards. To ensure full consideration for all programs, students must apply for need-based aid at the same time or prior to application for non-need based aid.

Definition of an Academic Year

TVC academic year is based upon the clock hour system. The academic year is defined as 900 clock hours and 26 weeks for both full-time and part-time enrollment.

Grants

Grants are funds that **do not have** to be repaid. Most grants are awarded on the basis of need. The grant programs include the Federal Pell Grant. A wide variety of other privately funded grants are available to students, but these grants need to be researched independently by the student.

Federal Pell Grant

This need-based grant can assist financially eligible students who desire to continue their education beyond high school. Each student is required, if applying for financial aid, to apply for a Pell Grant. Eligibility is determined by the student's need, the cost of attendance, and the amount of money appropriated by Congress to fund the program. A maximum Federal Pell Grant for the 2011-2012 Award Year is \$5,550.

Student Loans

Loans are borrowed money that **must be repaid**. Since loan terms are not all the same, it is important that each student keep track of the various loans and the specific obligations they have for repayment.

Federal Direct Student Loans – Stafford Loans (Subsidized and Unsubsidized)

Stafford Loans are low interest loans made to the student by the U.S. Department of Education. The loan must be used to pay for educational expenses. Depending on a student's eligibility, this loan will either be subsidized or unsubsidized. If the loan is subsidized, the government will pay a subsidy on the loan by paying the interest on the loan on behalf of the student during the period of time that the student is enrolled plus six months after their last date of attendance. The interest on an unsubsidized loan can be deferred while the student is enrolled in the school and for a period of six months after you leave school or drop below half-time.

The Federal government will allow independent students in their first year of study to borrow an additional unsubsidized amount of Stafford funds of \$6,000. This amount is beyond the initial amount of \$3,500 and can only be in the unsubsidized loan program. Dependent students in their first year of study can borrow an additional unsubsidized Stafford Funds of \$2000. This amount is beyond the initial amount of \$3,500. Disbursements are made in two equal payments during an academic year. The first-time borrower's a disbursement is made after 30 days of the start date, and midpoint of the academic year.

The minimum repayment amount is \$50 per month with 5 to 10 years of repayment. The actual payment and schedule is determined by the total amount borrowed.

Federal Plus / Parent Loans for Undergraduate Students

Federal PLUS loans are available to parents of dependent students. Unlike Federal Subsidized and Unsubsidized loans, all PLUS loans are subject to credit history verification. A parent will not be eligible to borrow on behalf of a dependent student if the parent is determined, based on criteria established by federal regulations, to have an adverse credit history. The annual limit a parent may borrow on behalf of a dependent student may not exceed the student's cost of attendance minus any financial assistance the student has been, or will be, awarded during the period of enrollment. Repayment begins within 60 days after the final disbursement unless the parent qualifies for, and is granted, a deferment by the lender. A dependent student, whose parents are unable to borrow under the PLUS program due to adverse credit, may borrow under the Unsubsidized Stafford loan program up to \$4,000.

Student Rights

A student who receives financial aid has certain rights. These rights are:

- Written information on loan obligations, including loan consolidation and refinancing, and information on borrower rights and responsibilities
- A copy of the promissory note and return of the note when the loan is paid in full
- Information on interest rates, fees, the balance owed on loans, and a loan repayment schedule
- Notification, if the loan is sold or transferred to a loan service
- A grace period, if applicable and explanation of what that means
- Prepayment of the loan without penalty
- Deferment, if the borrower qualifies
- Forbearance options, if eligible

Student Responsibilities

A student who receives financial aid also has certain responsibilities. These responsibilities are:

- Repay the loan in accordance with the repayment schedule, and notify both the institution and lender of anything that affects ability to repay or eligibility for deferment or cancellation
- Notify the lender if he/she graduates, withdraws, transfers to another institution, or changes name, address, phone, or Social Security number
- Notify the lender if he/she fails to enroll for the period covered by the loan
- Attend an exit loan-counseling interview before leaving the institution

Entrance and Exit Interviews

Borrowing funds to pay educational expenses is a serious undertaking. These are funds that must be paid back to lenders participating in the Federal Government for students who receive a Direct Student Loan. Failure to repay Federal loans can have serious repercussions.

Trinity Vocational Center (IVC) counsels students in person regarding all loan information and student loan indebtedness. Students are given an entrance and exit interview regarding loan information and indebtedness to be certain the student understands the amount borrowed and the student's rights and responsibilities. To obtain a Direct Loan, an on line Entrance Counseling is mandated before completing a Master Promissory Note (MPN).

BANKRUPTCY STATEMENT

TVC has never filed for a bankruptcy petition, operated as a debtor in possession, filed a petition within the receding five years, or had a petition in bankruptcy filed against it within that preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

STUDENT TUITION RECOVERY FUND (STRF)

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education. Institutional participation is mandatory.

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. 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 either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30-days before the school closed or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

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

It is important that enrollees keep a copy of any enrollment agreement, contract, or application to document enrollment, tuition receipts, or canceled checks. They are encouraged to document the total amount of tuition paid and records that will show the percentage of the course which has been completed. Such records would substantiate a claim for reimbursement from the STRF which, to be considered, must be filed within sixty (60) days following school closure.

For further information, contact:

Office of Bureau for Private Postsecondary Education
P.O. Box 980818 West Sacramento, CA 95798-0818
Telephone (916) 431-6959, Fax (916) 263-1897
E-mail: bppe@dca.ca.gov

CANCELLATIONS/WITHDRAWAL

Students have the right to cancel or withdraw from a course at any time.

STUDENT'S RIGHT TO CANCEL – WITHIN THE CANCELLATION PERIOD

1. Students have the right to cancel their Enrollment Agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. Cancellation will occur when a student gives **written notice of cancellation at the address** shown on the front page of the Enrollment Agreement. A signed and dated notice of cancellation may be given by mail, hand delivery or telegram. The notice of cancellation, if sent by mail, is effective when deposited in the mail, properly addressed with postage prepaid. The written notice of cancellation need not take any particular form and however expressed, is effective if it states that a student no longer wishes to be bound by the Enrollment Agreement. Students who cancel their Enrollment Agreement will receive a refund of all amount paid **within 45 days of cancellation**.
2. If a student obtains equipment specified on the Enrollment Agreement as a separate charge and returns it in good condition – allowing for reasonable wear and tear – within 30 days following the date of student cancellation, the school will refund the equipment cost paid by the student. If the student fails to return the equipment within the 30-day period, the school may retain the equipment cost paid by the student. The school will refund the portion of the proceeds exceeding the documented cost of the equipment within 30 days following the equipment return period. The student may retain the equipment without further financial obligation to the school.
3. If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

STUDENT'S RIGHT TO CANCEL – AFTER THE CANCELLATION PERIOD

1. After the end of the cancellation period or after the seventh day following the first scheduled class session, students have the right to withdraw from the Institution at any time. You have the right to receive a **pro rata refund** if you have completed **60% or less** of the scheduled days (or hours) in the current payment period in your program through the last day of attendance. Refunds are based on the portion of the program not completed, less the non-refundable registration fee of \$75 and STRF of \$57.50. Students who withdraw after the cancellation period will receive a refund **within 45 days of withdrawal**.
2. If a student withdraws after the cancellation period, the **documented cost** of books, syllabus, and computer learning materials pertinent to the past and present module will be charged.
3. Uniforms, patches, nursing bag, ID/badge will be **charged in full**.

If the amount that you have paid is more than the amount you owed for the time you attended, then a refund will be made within 45 days of withdrawal. If the amount that you owe is more than the amount you have already paid, then you will have to make arrangements to pay for your remaining balance.

RETURN TO TITLE IV FUNDS

Title IV funds are earned in proportion to the percentage of the payment period that is completed, with 100% of the funds awarded after 60% of the payment period is completed. When a student withdraws prior to the completion of the 60% of the payment period, the College must determine if the Title IV funds the student received exceed the amount earned. This calculation is based on the number of days completed in the payment period as of the student's last day of attendance. If the amount received by the student exceeds the amount earned, the College must return the excess funds to the Title IV programs in the following distribution order: 1) Direct Unsubsidized Loan, 2) Direct Subsidized Loan, 3) Direct PLUS Loan, 4) Federal Pell Grant, 5) Other Programs, and 6) Student. This sequence is mandated by the U. S. Department of Education.

OMBUDSMAN NOTIFICATION REQUIREMENT

The U.S. Department of Education (ED) established an Office of the Ombudsman for student loans. The purpose of this office is to receive, review and attempt to resolve disputes from student loan borrower that have not resolved through normal customer service provided by lenders and guarantors. The ombudsman may be reached at:

Office of the Ombudsman
Student Financial Assistance
U.S. Department of Education
830 First Street, NE
Fourth Floor
Washington, DC 20202-5144
1(877)5572575 Fax: (202) 275-0549
<http://www.ombudsman.ed.gov/about/contactus.html>

SECTION V – ACADEMIC POLICIES

ATTENDANCE POLICY

Students must attend all scheduled classes and clinical rotations in order to achieve their program objectives. Frequent tardiness and/or absences are cause for disciplinary action. Students who are chronically tardy and/or absent will be placed on attendance probation and may be dismissed. Students falling below 90% of attendance for each course will be dropped from the program.

The following procedures will apply:

1. 1 occurrence of Tardiness = a verbal warning from the instructor
2. 3 occurrences of Tardiness = 1 unexcused absence plus a written warning
3. 2 or more unexcused absences = a absence contract between student & instructor, and the student will be under attendance probation
 - *While under attendance probation, the students may not miss more than 10% of the scheduled class days of each module.*
 - *Once a student has violated the terms of attendance probation, the student will be immediately dismissed from the program.*
 - *If the student does not exceed the 10% rule during the course, the student will be removed from the attendance probation.*
4. Absences for more than 10% of attendance for each module may result in suspension or dismissal from the (Excused and Unexcused absences) program.

Students who are absent from class lectures or clinical due to illness, death in the immediate family, jury duty, military annual training, and other emergency or other uncontrollable circumstances should contact the Instructor/Program Director to arrange for make-up for missed classes and clinical. Students are expected to make-up for absences. Make-up opportunities are to be determined by the instructor.

Make up assignment may be in any of the following:

- Case studies
- Clinical Make-up
- Examination
- Auto-tutorial laboratory
- Independent study
- Research reports
- Attendance at seminars or workshops
- CEUs (Continuing Education Units)
- Virtual Study

A. Unexcused Absence

THEORY. When lost hours occur, related to an unexcused absence, result in the inability of the student to meet the course objectives, the student is required to submit a written project or assignment deemed necessary by the instructor. The student should make every effort to contact the instructor for the purpose of discussing the attainment of objectives missed, lecture contents missed, remediation, acceptable methods of make-up and tutorial assistance needed.

CLINICAL. Only one absence is allowed for any and all every clinical rotation. Clinical hours lost due to absence must be made up by the student within **two** weeks before the end of the course.

B. Excused Absence

An absence is considered excused if it falls in any of the following categories:

1. Illness
2. Court hearing/Jury Duty
3. Bereavement
4. Military Annual Training
5. Emergencies or uncontrollable circumstances.

Student must show written proof of the reason for absence upon returning from absence. Other situations may be considered excused by the Program Director after careful evaluation of each

occurrence. Nevertheless, even if absences are excused the students are not exempted in making up hours lost due to excused absences.

C. Tardiness

Theory. Students arriving 15 minutes late for a class lecture will be considered tardy. A verbal warning will be given to each student who is tardy. Three occurrences of tardiness in lecture will be considered one (1) day unexcused absence. A written warning from the instructor will be given to the student and the absence will be counted in relation to allowable total absences. Students arriving late for class and after break period will be admitted in class only after a designated break time. Students will be responsible for missed lecture/activity.

Examination. Students arriving late during an examination will be admitted and allowed to take and complete the examination within the remaining time allotted.

Clinical. Students arriving 30 minutes late for clinical assignments will not be accepted in the clinical area and will be marked absent for the day.

Clinical Orientation Policy

All students must be oriented to the clinical site before commencing a clinical assignment. The clinical orientation will be provided by the instructor or an assigned clinical staff member.

A. Clinical Assignment

Clinical rotation assignment is done either by the program director, assistant program director, or designee. Rotation assignments are posted either through electronic mail or on the school bulletin board approximately one (1) week prior to start of rotation.

Students should expect to rotate to different clinical sites throughout the program in order to maximize their learning experience.

No requests to switch clinical groups are allowed in the middle of a course rotation to ensure continuity in the clinical experience.

B. Clinical Supervision

A pre-conference and post-conference should be conducted by the clinical instructor. The instructor should always be available for the students in the clinical setting. Students will be supervised in the clinical classes or training by an instructor who is either a registered nurse or licensed vocational nurse who is approved to teach by the Board of Vocational Nursing and Psychiatric Technicians and the Department of Consumer Affairs.

C. Clinical Instructor Tardiness and/or Absence

In the event that an instructor has not notified students of tardiness or absence, the students are required to remain at the clinical site for 30 minutes if no other instructions have been given. If 30 minutes has transpired and the clinical instructor is still unavailable, a previously assigned student will notify the School Director to receive further instructions. Students may be required to return to the school to meet the clinical objectives for that day.

D. Student Activity in Clinical Area

- Students may not leave assigned nursing units without permission from the instructor.
- Students are not to take care of patients not assigned to them, except in an emergency situation.
- Students are not allowed to perform any procedures without the supervision or clearance of the instructor.

- Students must be in attendance during pre-conference and post conference. Should a student violate any of these clinical limitation policies, the student will be sent home for the day and will not be given credit for those hours. Further disciplinary actions may be taken.
- Students must bring their Skills Checklist during each clinical assignment, and presented to the clinical instructor for evaluation of skills during clinical. The Skills Checklist Form must be completed, signed, and submitted to the office of the program director at the end of the program.

EVALUATION AND GRADING

All Nursing courses are evaluated based on theoretical and clinical components.

A. Nursing Assistant and Home Health Aide Program

The students must receive at least a 75% and above to pass the program.

Theoretical Evaluation

The theoretical evaluation is done to assess the student's progress in meeting course objectives. All written examination such as quizzes, midterm, and final examinations will be announced.

Grading Scale to be utilized:

- Above 75% = Pass (P)
- Below 75% = Fail (F)

Clinical Evaluation

Satisfactory	=	Student has achieved the program objectives.
Marginal	=	Student has identifiable weakness which needs to be improved. Example: charting – legibility, spelling, speed and organization or lack of clinical experience such as absence due to illness.
Unsatisfactory	=	Student is unsafe to administer basic patient care.

Clinical evaluation is done to assess the student's performance in the clinical laboratory. The evaluation reflects the student's attainment of the objectives of the program and is based on the instructor's observation of student performance.

- Students are evaluated on an on-going basis.
- Students are required to participate in the evaluation process.
- Students will be evaluated a minimum of two (2) times for each clinical rotation (mid-term and final)
- A written mid-term and final evaluation is required for each clinical rotation.
- Self evaluations for the mid-course and final will be written initially by students and then finalized jointly during a conference with the clinical instructor.
- Students must sign their clinical evaluations during the conference with the instructor.

Make-up Examinations

- Make-up examinations will only be allowed for valid reasons (see attendance policy).
- Students requiring make-up examination will receive a grade no higher than the 75% of the actual score achieved.
- A make-up examination must be taken no later than one week following the originally scheduled examination.
- It is the students' responsibility to arrange a schedule with the instructor for the missed examination. ***Failure to make-up an examination is equivalent to a grade of zero.***

Final Grade

The final grade will be the theory grade is (**PASS**) if the clinical rating is satisfactory. However, if the clinical is marginal or unsatisfactory the final grade is still a (**FAIL**). If the theory grade is an (**F**) and the clinical grade is satisfactory the final grade is still an (**F**).

State Competency Exam

Trinity Vocational Center is a testing site for National Aide Assessment Program (NNAAP) for all students who completed the Nursing Assistant Training Program at TVC and/or other schools. Trinity Vocational Center provides assistance in processing the application of students for the State Competency Exam through the Regional Testing Center. Testing at Trinity Vocational Center is highly encouraged to provide the students a level of comfort and confidence to be tested in an environment where they have been familiar with therefore, decreasing anxiety during examination. The HS 283 B Form will not be signed and released for those who have not resolved their financial dues upon completion of the program.

No application for the State Competency Exam will be submitted to the Regional Testing Center if the student has not fully paid the tuition fee for the program which will entail indefinite delay on the part of the student to be certified and be able to work as soon as possible. Students who paid late after the completion of the course will have the responsibility to send their own application (HS 283 B Form) to the Regional Testing Center.

B. Vocational Nursing Program

Theoretical Evaluation

The theoretical evaluation is done to assess the student's progress in meeting course objectives. Various methodologies such as quizzes, midterm and final exams are utilized to measure student learning. Student participation, oral/written exercises, group activities, group/case presentations, computer assignments, and online examinations may be equated as exams or quizzes by the instructor. Online examinations during Midterm and Finals may be given as an extra credit.

The final examination will comprise of multiple choice examination (both in paper and online), skills competency testing, documentation testing and overall participation.

Formula used for Computing Grades:

Quizzes (Assignments/Written, Oral, or Online Exercises/Group or Case Presentations may be equated as quizzes)	35%
Midterm (Midterm is a Comprehensive exam based on content discussed in the 1st half of the course.)	30%
Final Examination (Final Exam is Comprehensive based on all content discussed during the eight-week module for full-time and twelve-week module for part-time. The final examination may comprise of multiple choice examination, skills competency testing, documentation testing, and overall participation.)	25%
ATI (Except in the prerequisite courses, and VN 108 Geriatric Nursing)	10%
Total	100%

Examination and Grade Review

1. A student may review his or her scantron within one (1) week after an examination. This review must be scheduled with the course instructor, and must be done under a supervised environment.
2. No grade inquiries, including examination results may be done telephonically. All grade questions must be addressed directly to the course instructor.

Make-Up Examinations

- Only one make-up examination is allowed per course.
- 10% will be deducted from the student's grade for each make-up examination.
- A make-up examination must be taken no later than **one week** following the original schedule of examination.
- It is the student's responsibility to schedule a make-up examination with a tutor during the posted tutor availability.

It is not the responsibility of the instructor to contact the student. It is the student's responsibility to make arrangement with the instructor to make-up the missed examination or its equivalent, which is deemed necessary by the instructor, such as.

- ✓ case studies
- ✓ independent study
- ✓ written examination
- ✓ attendance at seminars or workshops
- ✓ auto-tutorial laboratory
- ✓ research reports
- ✓ CEUs (Continuing Education Units)

Failure to make-up an examination is equivalent to a grade of zero

At the end of the course, the theoretical grading scale below will be used.

Letter Grade	Percentage Equivalent	Numeric Grade
A	93% - 100%	4.0
B	84% - 92%	3.0
C	75%-83%	2.0
D	65% - 74%	1.0
F	64% and below	0.0
P	Passed	N/A
CR	Credited	
I	Incomplete	N/A
W	Withdraw	N/A

Both course components should be satisfactory for the student to pass the course. The grade for the entire course is the grade earned in the theoretical (lecture) component. A satisfactory evaluation is required in the clinical and laboratory components. The student is required to receive a grade of "C" (2.0) or better to pass the course. **Students who failed a course will undergo Remediation (see Remediation Policy).**

Clinical Evaluation

Clinical Evaluation is done to assess the student performance in the skills and clinical laboratory. The evaluation reflects the student's attainment of the objectives of the course and is based on the instructor observation of student performance.

- Satisfactory A satisfactory clinical grade is given when the student has achieved the course objectives, meaning the student demonstrates the knowledge, skills and attitudes appropriate for a student at that level in the program. A satisfactory student requires an average amount of supervision.
- Marginal
(Needs
Improvement) When a student receives a marginal grade for clinical, this means the student's clinical performance has identifiable weaknesses which need to be improved. A student who receives an overall clinical rating of marginal must meet with the program director and clinical instructor to discuss the following objectives:
- identification of the problem, area(s) of difficulty; and
 - methods of solving problem(s)
- Unsatisfactory An unsatisfactory clinical grade will be given when the student is unable to demonstrate the knowledge, skills and attitudes expected for a student at that level in the program and thus fails the course.

Dosage Calculation (Math Exit Exam)

Before the start of the Medical Surgical Nursing Modules (MS I, MS II & MS III), students are expected to pass a dosage calculation examination with a minimum score of 90%. Students will be given up to **three (3) attempts** to earn this score. No student will be allowed to administer medications in the clinical setting until a minimum score of 90% in dosage calculation is earned. The student may be placed on a Math pause if a score of at least 90% is not earned by the third Dosage Calculation examination. Students will be dropped from class. The failed student will be required to take and pass a Dosage Calculation Course before he or she will be allowed re-entry into the program.

Comprehensive Exit Examination

The Vocational Nursing student is required to comply with the following prior to TVC submitting students' application to BVNPT. Compliance and understanding of these requirements will be in writing through a signed agreement with the student, which will be kept in the students' files.

- 1) Complete each of the Assessment Technologies Institute (ATI) practice examination as scheduled in each course syllabi.
- 2) Achieve at least a Level 1 on all seven (7) content areas of the following ATI proctored examinations, as scheduled at the **end of each corresponding course**.
 - a. Fundamentals of Nursing (at end of VN 101)
 - b. Pharmacology of Nursing (at end of VN 102)
 - c. Adult Medical-Surgical Nursing (at end of VN 105)
 - d. Mental Health Nursing (at end of VN 105)
 - e. Maternal-Newborn (at end of VN 106)
 - f. Nursing Care of Children (at end of VN 107)
 - g. Leadership and Management (at end of VN 109)
- 3) Retake any failed content area(s) of the ATI proctored examinations after completion of the ATI focused review.
- 4) Achieve at least a Level 2 on all seven (7) content areas of the ATI proctored examinations listed above at the **end of the program**.
- 5) All practice examinations must be completed as scheduled during each specific course prior to taking any proctored examinations. The student will not be eligible to take a proctored examination until the practice examinations are completed.
- 6) Failure to achieve a Level One (1) on any of the seven (7) content areas listed with the first attempt will result in **mandatory** completion of the ATI focused review session in the TVC computer laboratory.
- 7) Attend the **mandatory** NCLEX-PN review course.
- 8) A Comprehensive Predictor Examination will be administered after successful completion of all content areas. The Comprehensive Predictor proctored exam requires achievement of a score of 90% or higher on the Individual Performance Profile ("predicted probability of passing the NCLEX-PN on the first attempt" according to ATI).
- 9) Schedule an exit meeting with the VN Program Director or the VN Assistant Program Director.
- 10) If a score of 90% or higher is not achieved on the Comprehensive Predictor Examination within 60 days of completing the VN curriculum, the student will be **required to retake the NCLEX-PN review course**.
- 11) Students are expected to schedule a date to take the NCLEX-PN Exam within 90 days of completing the VN program. Failure to do so will result in the student being required to retake an NCLEX-PN review course.
- 12) Failure to complete the NCLEX-PN Assessment Readiness requirements will result in a delay in the submission of student application to the BVNPT.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

All enrolled students (full-time and part-time) at TVC must meet the minimum standards of academic achievement and successful course completion. The student's progress will be evaluated at specific evaluation points based on the Maximum Time Frame for each program.

TVC sets a level of academic achievement which students must meet in order to receive an award during the Completion and Pinning Ceremony. All students granted any award must not have a grade lower than the letter grade of B.

TVC shall utilize every means possible for students to achieve their academic goals and complete their programs of interest.

SATISFACTORY ACADEMIC PROGRESS POLICY

A. Maximum Time Frame

The Maximum Time Frame (MTF) of a program is the maximum amount of time given to a student to complete the program of interest. This is computed as one-half times (1.5) of the program length. Hence, the MTF for the three programs at TVC varies. The MTF for each program is given below:

PROGRAM	NORMAL PROGRAM LENGTH	MAXIMUM TIME FRAME
NA	150 clock hours	225 clock hours
HHA	40 clock hours	60 clock hours
VN	74.5 quarter credits	111.5 quarter credits

Periods of approved Leave of Absence (LOA) and periods of non-enrollment after voluntary or involuntary withdrawal do not count as time elapsed toward the maximum time period.

It is by the student's movement along the MTF (completion of requirements at certain evaluation points) of his/her specific program of interest that his/her academic progress will be determined.

Compliance with the MTF

Students not completing their degrees within the maximum time frame are not considered to be making satisfactory academic progress toward their certificate or degree and may be dismissed from the program.

B. Evaluation Points, Standards and Requirements

Evaluation Points of Non-Credit Courses

The NA and HHA programs are non-credit courses. This means there are NO CREDITS awarded to students upon completion of the program. Students generally earn either a "Passed" or "Failed" grade and are awarded a certificate upon successful completion of the program. The non-credit programs are evaluated at the following points: 25%, 50% and 100%.

Nursing Assistant Program

Nursing Assistant (NA) students are assessed based on their completed clock hours.

EVALUATION POINT	REQUIRED OUTCOME
25%	Completed 37.5 Clock Hours
50%	Completed 75 Clock Hours
100%	Completed 150 Clock Hours

HHA Program

The HHA Home Health Aide program is a very short course and evaluation is based on completed clock hours. The required outcome per evaluation point is given in the table below:

EVALUATION POINT	REQUIRED OUTCOME
25%	Completed 14.5 Clock Hours
50%	Completed 21.0 Clock Hours
100%	Completed 40 Clock Hours

This program awards a certificate upon completion. No credits earned for this course.

Evaluation Points of Credit Courses

VN Program

The coursework of the VN program is more demanding as compared to the NA and HHA programs. Students earn credits towards obtaining a college degree. For this reason, TVC administration and faculty makes it a point to carefully monitor the progress of its VN students. Instead of monitoring them three times at 25%, 50% and 100% of the maximum time frame of the program, the VN students are evaluated after the completion of each module. Hence, the evaluation points for each module and the required outcomes are shown in the table below.

The school shall evaluate the progress of its VN students according to the table below:

END OF MODULE	EVALUATION POINT	REQUIRED OUTCOME
1	10%	CGPA of 2.0
2	23%	CGPA of 2.0
3	42%	CGPA of 2.0
4	60%	CGPA of 2.0
5	79%	CGPA of 2.0
6	96%	CGPA of 2.0
7	100%	CGPA of 2.0

C. Effect of Grades on Satisfaction Academic Progress

A grade of A, B, C, D indicates successful completion of a VN course and will count toward the CGPA as follows: A = 4.0, B = 3.0, C = 2.0, D = 1.0. These grades are considered attempted and earned hours. Meanwhile, a grade of “F” means failure on that course and will be factored to the GPA as 0.0. This will count on the MTF as hours attempted but not completed.

Course Incompletes

A grade of “I” cannot be given a final grade. The student must complete the required class work, assignments, and exams within four weeks of the original completion date, with the instructor's approval. If the requirements are not completed by the end of the four-week period, the student's course grade will be a “F” (failed) for the course and will be required to repeat the course.

Course Withdrawals (applicable for VN program only)

Individual courses dropped by the student during the first 30% of the course will receive no notation on their permanent record. Student who drops after the first 30% and before the end of the 60% of the course gets a grade of “W” and will not be included in the computation of GPA. If the student withdraws after the prescribed withdrawal period, the student gets a grade of “F” and will be counted as hours attempted but not completed and will be included in the computation of the GPA as 0.0.

Repeated Courses (applicable for VN program only)

If a course is repeated, only the most recent grade will be counted towards the CGPA.

Transfer, Prior Learning, and Work Experience Credit (Non-Punitive Grades)

Transfer (TR) credits, prior learning (PL) credits, and work experience (WE) credits do not count toward credits attempted or credits completed, and are not factored into the CGPA. However, these credits are subtracted from the program length when determining the maximum time frame. For example, if a student enrolls in a program with 100 credits and transfers in 20 credits, there are 80 credits remaining. The student's maximum time frame for the remaining 80 credits is therefore $80 \times 1.5 = 120$ credits.

The NA and HHA programs are non-credit courses. The school does not offer remedial courses.

A student demonstrates Satisfactory Academic Progress (SAP) by achieving a minimum Grade Point Average (G.P.A) of 2.0 (75%) and must maintain satisfactory attendance. (See Attendance Policy)

In order to graduate, the student must complete the training program within a period of time which cannot exceed the maximum time frame (150% of the program length).

If the student is not achieving SAP at the given evaluation points, the student will be placed on academic probation.

CURRICULUM EVALUATION METHODOLOGY

POLICY: Curriculum shall be evaluated on ongoing basis utilizing the following methodology.

1. The program director or designee shall visit classrooms, clinical labs and clinical facilities to observe, discuss and document observations and conversations on a monthly basis. Concerns shall be documented to include plans to provide feedback on planned program revisions.
2. Concerns identified shall be presented in monthly faculty meeting and bi-annually advisory board meeting. Recommendations shall be reviewed and a plan for change be developed to include scheduled dates of implementation and in service training needed for faculty.
3. At the completion of each module, the student shall complete an evaluation on the instructor and the curriculum. The information shall be reviewed and summarized by the program director. The summary and areas of concern shall be presented at the faculty and advisory board meetings. Identified concerns shall be reviewed and a plan for change developed to include scheduled dates of implementation and in service training.
4. At the completion of each module, the program director and the faculty shall review the students' current status, including exam scores, papers, class and clinical performance. Recommendations shall be reviewed and plan a change developed to include scheduled dates for implementation and in service training for faculty.
5. When Trinity Vocational Center receives feedback on licensure exam results the information shall be reviewed by the program director and the faculty. Recommendations shall be developed and plans for change drafted to include scheduled dates for implementation and in service training of the faculty.
6. The Trinity Vocational Center will send to each graduating student at 1 year, 3 year and 5 year increments, a questionnaire to evaluate how the student is doing and request information on how well the student feel the program prepared them for the workplace.

END OF NURSING ASSISTANT PROGRAM EVALUATION

The students will be required to evaluate the program, instructor(s), and the facility. The purpose of the evaluation is to identify the strengths and weaknesses of the program, instructor(s) and the facility, and for the school administration to know the areas for improvement. The students are given this opportunity to provide recommendations for instructional and course enhancements.

END OF MODULE EVALUATION

The students will be required to evaluate the course, instructor(s), and the facility. The purpose of the evaluation is to identify the strengths and weaknesses of the course, instructor(s) and the facility, and for the school administration to know the areas for improvement. The students are given this opportunity to provide recommendations for instructional and course enhancements.

END OF VOCATIONAL NURSING PROGRAM EVALUATION

Prior to completion of the program, all students are required to give their input or recommendations for improvement and enhancement of the program.

CLINICAL FACILITIES EVALUATION METHODOLOGY

POLICY: Clinical Facilities shall be evaluated on ongoing basis utilizing the following methodology.

1. The program director or designee shall visit, discuss and document conversations on a monthly basis for each clinical site in which the students are assigned. Concerns shall be documented to include plans to provide feedback on planned program revisions.
2. Concerns identified shall be presented in the monthly faculty meeting. Recommendations shall be reviewed and a plan for change developed to include scheduled dates of implementation and in service training for the faculty.
3. The program director shall be responsible for providing feedback to each clinical site.
4. At the completion of each module, the student shall complete an evaluation of the Instructor, Facility and the Clinical Rotation. The information shall be reviewed by the program director. The summary and areas of concern shall be reviewed and a plan for change developed to include scheduled dates of implementation and in service training for the faculty.

PROBATION POLICIES

TVC reserves the right to place students on a probationary status. Students are subject to probation when they do not satisfy the conditions of Satisfactory Academic Progress (SAP):

1. Average academic performance completed at scheduled evaluation point results in CGPA < “C” or of CGPA < 75%.
2. Failure to complete the required number of hours at the scheduled evaluation point (meaning absences exceed more than 10% of the entire course hours).
 - A student on **Academic Probation** (because of unsatisfactory academic performance such as obtaining a failed grade (“F”)) will undergo remediation.
 - A student on **Attendance Probation** (probation due to poor attendance) will be monitored and will not be allowed to miss class unless the absence is approved by the director due to mitigating circumstances.
 - A Title IV student on probation will remain eligible for FSA funds during this period.

Violation of either Attendance or Academic probation will lead to dismissal from the program.

REMEDICATION POLICIES

Students who failed a course (obtained a grade of “F”) for the first time will be required to undergo remediation. A conference between the student and the instructor will be held to discuss the progress status and to design the remediation plan. The instructor will determine the method of remediation according to the student’s individual learning needs.

The following guidelines will be followed:

1. The student may proceed to the next course and begin remediation for the course for which he/she is under probation. A student is allowed four weeks to remediate successfully. A student who remediates successfully will achieve a maximum grade of 75% “C”. Otherwise, if the student is unsuccessful in remediation of the course within the required time frame, he/she will be given a failing grade and will be dropped from the program.
2. **The student may repeat the failed course, on a space available basis, when it is scheduled to be taught.**

Remediation Services

1. Students who are in need of academic assistance may utilize remediation services either by self-referral or faculty referral. These services are available outside of normal class time. Remediation is provided by the faculty. During the remediation period, a Title IV student will no longer be eligible for Title IV during this period. Upon successful completion of the remediation period, a student could resume Title IV eligibility.
2. TVC will provide this ongoing method of evaluation and assistance so that students will be able to complete the program and prevent failure.

PROBATION REMOVAL

1. Academic Probation will be lifted up if the student earns a grade of 75% or higher upon remediation.
2. Attendance Probation will be lifted up when the student satisfies the terms and conditions of the attendance probation.

DISMISSAL

Failure to adhere to the probationary policy will result in dismissal from the program. A Title IV student dismissed for violation of the probationary period will no longer be eligible for FSA funds. The student will be deemed not making satisfactory progress.

MANDATORY DROP

A final course grade of “F” (after remediation) results in a mandatory DROP from the VN program. During the mandatory drop process, students are not eligible for future FSA funds.

In accordance with the nursing program policy, a student may repeat a nursing course only once. Therefore a student who receives a course grade of D or F may repeat this course one (1) time only. A student can fail only two (2) nursing courses (clinical or non-clinical) during the entire program, regardless of whether or not the courses are taken during the same module (concurrently) or in separate modules. A student cannot take a subsequent required nursing course until the failed nursing course has been successfully remediated.

For example, consider student Jane Doe. She has received a 71% theory grade in VN 102 Pharmacology and thus has not met the requirements for progression. In order for Jane to return to active status, she must successfully complete the remediation process (please refer to remediation policy).

It should be noted that if Jane Doe has successfully remediated her VN102 course, she will have used up her one (1) nursing course repeat. If Jane Doe fails VN102 a second time, she will be required to drop from the program. If Jane Doe fails another course later in the program (for example VN104 Medical Surgical Nursing II) she would be drop from the program.

LEAVE OF ABSENCE

A leave of absence (LOA) is a temporary interruption in a student’s program of study. A student who finds it necessary to take a leave of absence must make a written request to specify a reason for the request to the School Director and approval is granted on an individual basis. The student must initiate the leave of absence request in writing for personal reasons, i.e., health issues. The School Director must approve the request before it is granted. Leave of Absence request may not exceed 180 consecutive days in one 12-month period. The student’s tuition will not be affected for taking a LOA. Failure to return from a leave of absence will result in termination from the program. Standards for satisfactory academic progress will not be affected during an approved leave of absence.

REINSTATEMENT POLICY

Students who underwent mandatory drop and voluntary stop-out may apply to continue their studies at TVC in an extended enrollment status. Students must apply for reinstatement within one (1) year of the exit date.

Mandatory Drop

Students who left the program due to mandatory drop must first attempt to improve the deficient areas that led to the mandatory drop by taking remedial courses, retaking courses they have failed, or practicing previously learned skills in order to re-establish satisfactory academic progress. At the completion of this effort, a student who has established satisfactory progress may apply to the administration to return to a regular student status. A meeting will be scheduled between the Director and the student applying for reestablishment to determine if the student has the academic ability and desire to successfully continue in the program.

READMISSION PROCEDURES

Students who seek readmission must follow the re-admission procedures. Reinstatement consideration is given to any individual student two times (2x) only during the completion of the VN program.

Students' responsibilities prior to re-admission include:

- A new application must be submitted to the School Director for re-admission to the program two (2) months prior to the module/course.
- Re-admission must be accomplished within two (2) years of leaving the program.
- A re-admission application is considered on "space-available" basis. Priority is given to:
 1. Students who left the program in good standing.
 2. Students leaving with theory and clinical grades in rank order of highest percentage and review of their application.

Students, after two (2) unsuccessful attempts to finish the program, will not be re-admitted.

APPEALS

Should a student disagree with the application of the satisfactory academic progress standards, he/she must first discuss the problem with the appropriate instructor(s). If still dissatisfied, the student may then appeal to the School Director. The decision of the School Director is final and may not be further appealed.

DROPPING A CLASS

A student who falls under the mandatory drop process is considered withdrawn for FSA purposes. A Return to Title IV Calculation will be made as defined in this catalog. Any refund due will be made within 45 days from the drop date. It is the responsibility of the student to pay the outstanding balance that is not covered by any financial aid for the classes that the student attended prior from dropping the class.

WITHDRAWAL FROM CLASS

A student may withdraw from a course after the dropping/cancellation period or after 60% of the course, but will not be eligible for a tuition refund and will receive an "F" grade for the course. Withdrawals are counted as an attempt to take a course. A student who fails to meet the attendance policy will be terminated from the program and a refund will be calculated in accordance with the Return to Title IV section of this catalog.

SUSPENSION & TERMINATION

Students may be suspended or terminated by the School Director for any of the following reasons:

1. Excessive absenteeism or tardiness
2. Failure to achieve Satisfactory Academic Progress
3. Failure to comply with probationary conditions
4. Cheating
5. Conduct that reflects poorly upon the School or staff
6. Failure to meet financial obligations
7. Possession of drugs, alcohol or weapons on school premises
8. Behavior creating a safety hazard to other persons at the School
9. Or any other determined infraction of conduct. Students have the right to appeal suspensions or terminations.

SECTION VI – GENERAL POLICIES

PHYSICAL HYGIENE & GROOMING POLICY

Personal hygiene is the basic concept of cleaning, grooming and caring for our bodies. At TVC everyone is expected to pay attention to personal hygiene to prevent the spreading of germs and diseases. Good grooming affects the learning environment; good grooming reflects the modesty and good taste of TVC.

Female

- Hair is to be well groomed, off the collar and pulled back away from the face

Male

- Hair must be neatly trimmed, no ponytails or braids
- Beard must be closely cut or must follow the policy specified by the clinical facility
- Body piercings (e.g. earrings, nose, tongue) are not allowed

DRESS CODE

TVC requires all students to dress appropriately. The following are not acceptable attire for any TVC student reporting on campus:

- Revealing outfits (excessive slit on skirts, excessive body exposure, midriff-exposing clothing, thongs, halter tops, tank top, shorts)
- Tight fitting tops and bottoms; See-through blouses and dresses
- Torn Shorts and jeans (or with slits and holes)
- Clothing with brand logos, commercial or gang emblems
- Unacceptable writings and pictures
- Oversized or baggy clothes
- Attires considered unsuitable for the work place.

NA and HHA students are required to follow the prescribed attire for classroom and clinical rotations at all times.

VN students must wear the following attire when reporting to school for any class-related activities:

- Ceil blue scrubs (top and bottom) with patch sewn on the left sleeve
- Closed toe shoes
- Identification badge or name plate identifying student

Students who show up to class without a complete uniform may be sent home, and will receive anywhere from a **verbal warning, written counseling or suspension** due to non-compliance with policies.

CLINICAL DRESS CODE

VN students are required to wear the prescribed white scrubs (matching shirt and pants) with patch sewn on the left sleeve, white nursing shoes with closed toe and heel, identification badge and name plate during clinical rotation.

Female

- White or beige undergarments
- White hose/socks
- A pair of stud earrings or a wedding band are the only allowed accessories

Male

- White socks only
- Plain white v-neck undershirt

TVC expect all students to dress in a manner that does not to distract the learning process and concentration for learning. All dresses, shirts and pants must be neatly pressed. **No sweatshirts or sweat pants allowed in the clinical area.**

IDENTIFICATION BADGES

Identification Badges must be worn at all times in the clinical assignments.

WRIST WATCH

Students are required to wear wrist watch with second hand during clinicals at all times.

PERSONAL APPEARANCE IN THE CLINICAL

Female

- Hair should be properly fixed, off the collar and face while within the clinical area premises. Neither fancy hair ornaments nor fancy hairdo is allowed; only white ribbon or black tie will be allowed.
- Fingernails should be kept clean and trimmed. No acrylic nails allowed, only white or natural nail polish will be allowed.
- Simple and light make-up is allowed.
- Cologne/Perfume is not allowed.
- Policy on jewelry as follows:
 - Plain small stud earrings (1 pair only) are allowed.
 - No bracelets should be worn during clinical hours.
 - Wedding band rings is allowed in clinical.
- No visible tattoos are allowed.
- No visible body piercing is allowed.

Male

The following are not allowed for male students:

- Pony tail
- Earrings
- Visible tattoos
- Visible body piercing

BREAK TIME

Classroom Breaks - Students are allowed 10 minutes break for every hour of instruction. The schedule for breaks is at instructor's discretion.

Clinical Breaks - Students are allowed 30 minutes for lunch break. Short breaks in the morning and the afternoon are at instructor's discretion. Students are encouraged to bring their own food and eat at the facility lounge.

HEALTH POLICIES & PROCEDURES

A student will not be permitted in the clinical area unless his/her records are complete. Students who have not submitted the required documents by the designated date may be dropped from the program.

Health Clearance

All students are required to have a **current** (within the last six months) physical examination to assure that the health and safety of the public are protected, and that students are able to perform nursing tasks. A health form, certifying the student's health status, must be completed by a physician, nurse practitioner, or physician's assistant. Health forms will not be returned to students. Students are advised to make a copy of their forms prior to submission.

The physical examination must include a current Tuberculosis Screening / PPD Test taken within 6 months of enrollment. If the TB Test or PPD result is positive, a negative chest x-ray result is

required. The physical examination and PPD Test must be renewed annually. The hospitals differ in terms of their requirements for the frequency of the CXR, ranging from 2-3 years. Evidence of immunization against communicable diseases, such as Measles, Rubella, Chicken pox (Varicella), and Hepatitis B should also be submitted. If the prospective student had the disease or history of exposure to these diseases, the prospective student may submit a titer report with evidence of immunity. A tetanus vaccine (booster dose) within the last 10 years is also required.

Health Insurance

Students are required to carry their own health insurance. If a student sustain injury or become ill while in the school or clinical facility, the student will be sent to his/her urgent or emergency facility that provide services covered by his/her insurance. If the student has no insurance, he will be sent to the nearest county facility.

MALPRACTICE INSURANCE

All VN students are required to carry malpractice insurance. Only those students whose policies are current will be assigned to the clinical facility. Students may obtain the necessary forms from the business office.

CARDIOPULMONARY RESUSCITATION (CPR) CERTIFICATE

All students must submit a copy of a valid Basic Life Support (BLS) health care provider certificate to TVC upon enrollment.

- NA/HHA students may either have an American Heart Association or American Red cross BLS cards.
- VN students are required to have **American Heart Association BLS cards** only as per requirement of clinical sites.

PREGNANCY POLICY

A student who is pregnant upon admission or becomes pregnant or delivers a baby while enrolled in the program must have a medical release from her physician indicating the advisability of continuing in the program without limitations. A medical release is required at the beginning of the first trimester of pregnancy (1st month), at the beginning of the third trimester (7th month), and upon coming back to the program after delivery. The student is also required to obtain a medical release after delivery indicating that she is able to return to school without any physical and/or psychological limitations. It is the student's responsibility to obtain this statement and notify the faculty of her pregnancy. The student who elects to continue in the program accepts full responsibility for any risk to herself and the fetus associated with an assignment in the hospital setting.

In an effort to reduce potential hazards, pregnant students will not be assigned to specific known risk areas in hospitals and agencies. In the event that these restrictions interfere with the student meeting the critical objectives of the program, it will be necessary for the student to **temporarily withdraw from the program and apply for readmission.**

STANDARDS OF CONDUCT

Students must conduct themselves in a professional manner at all times, displaying courtesy, respect, and tolerance. Students who commit misconduct will be subject to dismissal. Student conduct must not interfere with the learning process of students, the classroom/lecture presentation by the instructor, or the progress of the class in general. To this end, the instructor may take disciplinary measures. However, sanctions such as placing the student on probation, suspension and/or termination are meted out only by the School Director. The administration reserves the right to place on probation any students or terminate any students based on any of the following grounds:

1. Breach of the enrollment agreement.
2. Carrying concealed or potentially dangerous weapon.
3. Cheating, plagiarism, dishonesty.

4. Computer crimes.
5. Conduct that reflects unfavorably upon the school and/or its students.
6. Demonstrate poor judgment, or inability to function properly, which could put patient safety in jeopardy.
7. Attending classes or clinical assignments while under the influence or effects of alcohol, drugs, narcotics, and dangerous substances of any kind.
8. Excessive absences or tardiness.
9. Failure to abide by the rules and regulations of clinical sites.
10. Failure to pay charges when due.
11. Falsifying school records.
12. Flagrant violation of dress code.
13. Insulting or harassing faculty, administration, or students.
14. Nonconformity with the rules and policies of the school.
15. Poor health, poor hygiene.
16. Prosecution on charges ranging from misdemeanor to third degree felony.
17. Unsatisfactory academic progress
18. Use of profanity
19. Vandalism of School property or equipment

FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1947, AS AMENDED

Under the Family Educational Rights and Privacy Act (FERPA), Trinity Vocational Center (TVC) is permitted to disclose information from the student's education records to their parents if both parents (or one of the parents) claim the student as a dependent for federal tax purposes. A consent form for Disclosure to Parents is available in the office.

SYLLABUS POLICY

A course syllabus will be provided to each enrolled student on the first day of class. The course syllabus will contain the following:

1. A short, descriptive title of the educational program.
2. A statement of educational objectives.
3. Length of the educational program.
4. Sequence and frequency of class sessions.
5. Complete citation of textbooks and other required written materials.
6. Sequential and detailed outline of subject matter to be addressed or a list of skills to be learned and how those skills are to be measured.
7. Instructional mode or methods.
8. Grading and/or evaluation methods.

CLASSROOM POLICIES/BEHAVIOR

1. Professional conduct is expected at all times.
2. Only ENGLISH will be spoken inside the classroom.
3. **NO** children are allowed in the classroom or skills lab at any time.
4. Guests are not to be brought to the class, student lounge, computer lab and skills labs at any time.
5. No eating or drinking in classrooms.
6. Pagers and cell phones **must be on vibrate during class** and **turned off during all examinations.**
7. All smart phones and cell phones must be turned in at the front of the class before and during examinations. The entire class will incur a 1-point exam/quiz deduction for each time any students' phone vibrates, alarms, or rings during the exam.

8. Students **will not be** permitted to exit the classroom while taking an exam until they are finished taking the exam. If you must leave for any reason you will not be able to return to the exam that is in progress.
9. Tape recorders may be used **only** with the expressed approval of the instructors.
10. A student enrolled in the nursing program must practice within the ethical and legal framework as set forth in the ANA Code of Ethics, ANA Standards of Nursing Practice, and the California Nurse Practice Act.
11. Cheating will not be tolerated under any circumstances. If a student is noted to have cheated in any fashion they will receive a **“ZERO”** for that assignment or exam and risk the possibility of being dismissed from the course.
 - a. The following acts are considered as examples of cheating on an assignment:
 - i. Pretending to submit work and then handing in the work when a second copy is requested, to provide more time to complete the work.
 - ii. Submitting another student's work as your own.
 - iii. Copying another student's work and rewording it.
 - iv. Corrupting a copy of the work on file and asking for an extension to undertake a re-write.
 - v. Using an illness or other form of extenuating circumstance to enable an extension to the deadline is provided.
 - b. Cheating is strongly tied to plagiarism. Under no circumstances will plagiarism be tolerated.
 - c. The students may be instructed to empty their pockets and place their belongings in the front of the classroom during examinations to prevent cheating. Failure to comply may result to removal from the classroom during the examination.
 - d. All bags and student belongings must be left in the hallway during examinations. Purses or other valuables may be kept in the front of the classroom.
 - e. Students **may NOT borrow any calculators, pencils, pens, erasers, or anything else during examinations.**
12. Students are responsible for maintaining high standards of nursing practice within the scope of their knowledge and skills.
13. Students must be opened to constructive criticism and used the suggestions for improving nursing practice.
14. Students must assume responsibility for maintaining a stable, congenial atmosphere between students, faculty, and staff.
15. Students must communicate truthfully in verbal and written form both in the classroom and clinical setting.

CLINICAL POLICIES

STANDARD UNIVERSAL PRECAUTIONS

Standard (Universal) precautions shall be followed at all times for all patients. The following precautions must be taken whenever there is even the slightest possibility of exposure to blood or other body substances:

1. Wash hands before and after patient care. Wash hands immediately after gloves are removed.
2. Wear gloves when you anticipate direct contact with moist body substances from any patient. These include blood, semen, vaginal secretions, cerebral or spinal fluids, pathology specimens, womb exudates, urine, feces, sputum, vomits, etc. Remove gloves after each individual task.
3. Wear masks and protective eyewear during procedures likely to generate droplets of blood or other body fluids to prevent exposure.
4. Wear gown or disposable plastic apron when you anticipate that your clothing may be soiled by any of the body substances listed above.
5. Protect your non-intact skin from contact with body substances.
6. Wash your hands, arms, face etc., as appropriate, if you have had any unprotected contact with blood or other body fluids.
7. Discard sharp instruments, needles, and syringes and puncture resistant containers. Needles should

- not be bent, broken, recapped, or unnecessarily handled.
8. Handle all specimens as if they were infected.
 9. Notify your instructor immediately if you are accidentally stuck with a needle or any other equipment that came into contact with bodily substances.

ACCIDENTAL EXPOSURE TO BODY FLUIDS AND NEEDLE STICK INJURIES

In the event of accidental exposure to body fluids, the following steps should be taken:

1. Any remaining blood/body fluid should be washed away immediately. Skin punctures should be allowed to bleed to express any material deposited in the wound and then thoroughly washed.
2. Document the incident of all exposures by notifying the nurse in charge, the clinical instructor, and the Program Director.
3. Evaluate the sources of contamination. If the patient is not known to be HIV – infected, assess the risk for infection.
4. If the patient is at-risk, inform patient of exposure and request permission for the HIV antibody tests and screening for hepatitis. If the antibody test is negative and no risk factors are identified, no further actions are needed.
5. If the antibody test is positive, the student should be tested as soon as possible. If negative, the test should be redone six weeks later, and periodically for one-year.
6. In the event the patient declines to cooperate and be tested, the student should be counseled at the risk of infection and evaluated clinically and serologically for HIV infection as soon as possible.

AIDS POLICY AND GUIDELINES

VN Students have an ethical and legal responsibility to provide professional care for AIDS patients. The Nursing Code of Ethics states that “the nurse provides services with respect for human dignity and the uniqueness of the client unrestricted by consideration of social or economic status, personal attributes, or the nature of the health problem.”

Further, AIDS is legally considered a handicap, and as such, any individual with AIDS is protected from discrimination by the Federal Rehabilitation Act of 1973. Students refusing to care for AIDS patients can be considered as engaging in discriminatory behavior, and are subject to disciplinary action. All nursing students caring for AIDS or HIV positive patients will comply fully with blood/body fluid precautions as specified in Standard Universal Precautions.

Students with AIDS related conditions are protected against discrimination in the nursing program. According to medical evidence, individuals with AIDS, ARC or HIV – positive present no health risk to their colleagues or fellow students. Such individuals, whether symptomatic or asymptomatic, shall be treated the same as any other student as long as they are psychologically and physically capable of doing adequate academic work. Confidentiality of any student illness is protected by the Education Code, and no information will be released to outside parties (i.e., employer, insurer) except as required by law.

STANDARDS OF ETHICAL & LEGAL BEHAVIOR

1. The practices of students in nursing programs are characterized by a commitment to professional growth, continuous learning, and self-development.
2. A student in a nursing program must practice within the ethical and legal framework. Nursing students are responsible for maintaining high standards of nursing practice within the scope of their knowledge and skills.
3. The student must understand ethical standards and the legal framework for practice; roles of professional organizations, political, economic, and societal forces affecting practice; and lines of authority and communication within the work and school settings. It is essential that the student upholds high standards for personal conduct both in the school setting and in the clinical setting.

SCHOOL PROPERTY POLICIES

Sign-In Policy

All students are required to sign-in on designated log-books before each use of the following:

- Learning Media/Library
- Computer Lab
- Skills Laboratory

Computer Policy

A variety of recommended computer programs are available to supplement course work. No outsiders are allowed in the computer room. Computers should only be used with permission from administrative staff. Students should obtain permission before printing any material. There will be a charge fee per page. Students are encouraged to use the internet for research purposes only.

The following computer use is prohibited:

- Non-school related Email (checking and sending)
- Searching for non-course related topics
- Checking on any personal sites and blogs such as MySpace, Facebook, Twitter, Friendster, etc.

Learning Media Library

The unauthorized use of media equipments and materials is prohibited. The students must seek permission from the administrative staff before using any of the following and materials:

- Televisions
- VCR players
- DVD players
- Videos
- Magazines and Periodicals
- Computers

A variety of resource books are available for use in the library. These books should only be taken out of the shelves with the permission of the administrative staff. A Check-Out Log Book is provided to students. Videos are not allowed to be taken off the school premises. Only limited books may be taken out for a maximum of two days.

Skills Laboratory

The skills laboratory is available to provide the students the opportunity to gain mastery of required nursing skills. The skills laboratory is open for unassisted practice when not in use. Students are required to seek permission from administrative staff to use the skills laboratory. Assisted practice/competency practice is available only during scheduled hours with the instructor. After practice, all equipments are to be put away into their original assigned location. All mannequins should be covered when not in use.

No Eating & Drinking Policy

Eating and/or drinking is prohibited in the classroom, skills lab, library, and computer lab. A student/staff lounge area is provided for these purposes.

Smoking Policy

Smoking is completely prohibited in the building. Students are not allowed to smoke in front of any of the surrounding business offices.

Drug & Alcohol Policy

It is the policy of Trinity Vocational Center to maintain a drug-free workplace. The use or sale of non-prescription, "controlled substance" drugs, including, but not limited to, marijuana, cocaine, stimulants, and depressants will not be tolerated on the TVC premises, at any of its clinical facilities, or at any school-

sponsored function off the premises. Any student believed to be under the influence or in possession of a non-prescribed, “controlled substance” drug and under the influence of alcohol will be temporarily prohibited from attending classes pending an investigation of the incident. Should it be determined that the student was under the influence, in possession or involved in the purchase and/or sale of a “controlled substance” while on the premises of TVC, or school-sponsored event, the student will be dismissed.

Should it later be determined that the student was not involved in the above activity, he/she will be reinstated and lost class time will be added to the normal completion date. Students are solely responsible for the use of prescribed drugs, and the same academic and social behavior is expected of all students regardless of conditions of health. Students who need counseling assistance for drug or alcohol dependency should contact the School Director. All referrals will be kept confidential.

Cell phone Policy

Cell phones must be on vibrate/silent mode during class and turned off during all examinations.

Visitor Policy

No visitors, including **children**, will be allowed during class and clinical **hours**.

Personal Property & Losses Policy

All Students are responsible for the safekeeping of their personal properties while on TVC premises. TVC assumes no liability for any loss or damage to students’ belongings or valuables.

STUDENT BILL OF RIGHTS

As a student you have the right to:

1. **Career Information** – Accurate facts about job availability and salary ranges if the institution makes claims to prospective students regarding the starting salaries of its graduates.
2. **A Catalog** – A comprehensive listing of current and accurate information regarding programs, policies, procedures, and a list of current administrative staff and faculty, including their qualifications.
3. **Contract** – An enrollment agreement that states the program and the number of units, clock hours or units required to complete the course, the length of the program covered by the enrollment agreement, and the cancellation and refund policies.
4. **Cost Information** – Clear and honest disclosure of all tuition, fees, and other charges related to the cost of receiving your education.
5. **Financial Aid Disclosure** – Full disclosure of all financial aid and loan information including rates, terms, and any deferment or forbearance options.
6. **Quality Faculty** – Instructors who are knowledgeable and current in the areas they are teaching.
7. **Quality Materials** – Textbooks, teaching materials, and equipment that are current and in good condition.
8. **Refunds** – The ability and right to withdraw from school at any time and receive a refund for tuition paid but not used.
9. **Retention/Placement Information** – Information about the number and percentage of the students that start and complete programs and the number and percentage of graduates placed in jobs.

STUDENT GOVERNING BODY

Student body representatives are elected to provide opportunity for dialogue with the administration. It is TVC’s desire to have all students participates fully in order to provide a more meaningful/experience.

- Students are encouraged to have representation in faculty meetings, curriculum development, and policy-making.
- Student officers in each batch shall be elected by the students after the first module in the VN Program. The election will be supervised by the Assistant VN Program Director who will be the assigned faculty advisor.

- Students are required to have a faculty advisor for all school-related social and special program activities.
- All activities for which money is to be collected must be approved by the school director, and supervised by the student-governing body.
- All printed materials for distribution on- and off-campus in which the name of TVC is used must be approved by the School Director prior to distribution.
- All such events under the name of the school must be approved at least 2 weeks prior to the event. There should be at least one faculty member present during any student activity on- and off campus.

STUDENT GRIEVANCE POLICY

Students are encouraged at all times to maintain open communication with faculty and administration. Every effort will be made to resolve issues dealing with complaint or grievance regarding grades, instruction, or other problems related to program of study.

The grievance procedure follows several steps. The first step involves the student making an appointment with the instructor to voice out his/her concerns to the immediate instructor. The student and instructor will attempt to resolve the issues within 3 days. If the issue is unresolved, the grievance will be put to the “lead” instructor’s attention who will try to resolve the issue within 3 business days. If the grievance is still unresolved, the student will make an appointment with the program director and submit a formal grievance report containing the conduct subject to grievance, name of the persons involved in the conduct subject to grievance and date/time and place where the conduct happened; and lastly the remedy which is being sought. The program director will attempt to resolve the concern in a conference with the instructor. The instructor and the student should resolve the issue within 3 business days upon receipt of the grievance.

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

Bureau for Private Postsecondary Education

P.O. Box 980818

West Sacramento, CA 95798

or

Board of Vocational Nursing and Psychiatric Technicians

2535 Capitol Oaks Drive, Suite 205

Sacramento, CA 95833

Telephone (916) 263-7800

NON-DISCRIMINATORY POLICY

TVC is committed to providing equal opportunities for all individuals in all programs, which it conducts. Therefore, no student of TVC or applicant for enrollment or others who might receive the benefits of the school activities shall be excluded from participation in any process, position, program, service or activity on the basis of race, religious creed, color, national origin, sex, sexual orientation or age.

The School complies with the Civil Rights Act of 1964, as amended; Title VII of the Equal Employment Opportunity Commission; Title IX of the Education Amendment Act of 1972 which prohibits discrimination on the basis of sex in any education program or activity; the Family Educational Rights and Privacy Act of 1974; Section 504 of the Rehabilitation Act of 1973 which bars discrimination on the basis of physical handicap; the Age Discrimination Act of 1975; and the Americans with Disabilities Act of 1990. Accordingly, equal opportunity for admission shall be extended to all persons.

All inquiries or complaints with these laws and regulations should be directed to the School Director who can provide students with procedures available in resolving complaints to alleged unlawful discriminatory actions. Action will be taken to investigate and resolve all such formal complaints in a “prompt and equitable manner”.

Sexual Harassment Policy

TVC is committed to providing an environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment, as defined and otherwise prohibited by state and federal statutes.

Anyone who is authorized to recommend, make or take academic or personal actions affecting a student or an employee; or perform other acts or services on behalf of TVC proven to be engaged in sexual harassment, is in violation of this policy

Within the educational environment, sexual harassment is prohibited between students, between students and employees, and between students and non-students. Within the work environments, sexual harassment is prohibited between employees, between employees and students, and between employees and non-employees.

Sexual harassment is defined as...

Unwelcome sexual advances, requests for sexual favors, and other physical, written, or verbal intimidation of an offensive sexual nature. Some examples that may constitute sexual harassment are: subtle pressure for sexual activity; unnecessary brushes or touches; disparaging remarks about one's gender; physical aggression such as patting; verbal sexual abuse disguised as humor; whistling; and obscene gestures.

Title VII of the Equal Employment Opportunity Commission (EEOC) guidelines were written and defined sexual harassment when:

Submission to such conduct is made either explicitly or as a term or condition of an individual's employment; Submission to or rejection of such conduct by an individual is used as basis for employment decisions affecting such individual; Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

The Student's Responsibility Pertaining to Sexual Harassment and Discrimination

An experience involving sex bias, sex stereotyping, sex discrimination, and/or sexual harassment, can affect all aspects of a student's life. It can threaten a student's emotional well-being, impair academic progress, and even inhibit the attainment of career goals. Therefore, students have the responsibility to be aware of their rights as they pertain to their educational experience at TVC.

Any student, who believes that he/she has been discriminated against or treated unfairly because of his/her gender, has the right to bring the incident or incidents to the attention of the people involved. If the student gets no satisfaction, he/she has the right to file a grievance. Prompt reporting of the facts of the incident or incidents should be directed to the School Director.

Title IX of the Education Amendment Act of 1972 mandates that all such formal complaints to be investigated and resolved in a "prompt and equitable manner".

ACADEMIC FREEDOM

Trinity Vocational Center (TVC) is dedicated to ensuring that all faculty enjoy academic freedom during the education process. In keeping with the desire to foster inquiry and critical thinking, the faculty is free to address significant issues, provided that the opinions offered are clearly presented as those of the individual, not those of TVC. Students have the freedom to explore any field or hold any belief without interference from an instructor.

PARKING POLICY

The purpose of the Parking Policy is to provide TVC administration, staff and students with guidance on established parking areas, permits, fines, appeals, and policies which affect the use of vehicles on and around the school.

General Information

TVC established rules and regulations governing the use of vehicles on the school parking lot and its properties. These regulations do not conflict with nor supersede the Traffic Regulations of the Department of Motor Vehicles and the City of Gardena.

General Regulations

1. Vehicles are prohibited on sidewalks, lawns, lanes, and other areas not designated for driving or parking, with the exceptions of maintenance, contractors, and emergency response vehicles.
2. All posted signs and traffic control devices must be obeyed.
3. All vehicular traffic will yield to pedestrians; they have the right of way.
4. No person shall operate a vehicle on campus in a careless or reckless manner nor while under the influence of alcohol or drugs.

Parking Regulations

1. All vehicles parked on campus must display a TVC parking permit/sticker which can be obtained at the Front Desk.
2. **Students' designated parking area is located on the second floor of the parking structure behind the 1149 Building.**
3. Responsibility for locating an appropriate designated parking area rests with the vehicle operator.
4. The lack of a readily available designated parking space is not an excuse for a violation of any parking regulation.
5. TVC does not assume any responsibility for any vehicle or its contents while parked on the school ground.

DIRECTOR'S RECOGNITION AWARD

The faculty is responsible for recommending students for each course recognition award. The recommended student must meet all the following criteria:

1. Meet all the instructor's requirements of the course in a timely fashion.
2. Receive a "B" grade or better for the course. (84% and higher)
3. Receive the recommendation of the clinical instructor for above average clinical performance.

All students achieving a grade of "B" do not automatically RECEIVE AN AWARD. Rather, a "B" grade or higher only makes them eligible for consideration. Instructors should also consider factors such as attendance, punctuality, professional decorum, and ability to respond positively to constructive criticism, ability for effective communication, clinical preparation, organization, and performance. Using professional expertise and judgment, all students meeting theory and clinical criteria will be placed on the list.

A special recognition during graduation pinning ceremony will be given to those students who have consistently maintain a grade of "B" or better in all courses of the program.

GRADUATION POLICY

All financial dues must be settled by the last day of class, prior to graduation. Student Graduation Clearance Form must be completed and signed by respective school departments such as library, accounting, admissions and others to be eligible for graduation.

Any student who has not completed any or all components of the student graduation clearance may be allowed to attend the graduation ceremony, but will not be awarded a program Certificate of Completion, until the graduation clearance form is fully completed.

TRANSCRIPT REQUEST POLICY

Transcripts of Trinity Vocational Center students are issued the student's request when submitted in writing. A Transcript Request Form is available at the front desk. The student needs to fill-out and sign the form. There is no charge on the 1st request of official transcripts.

Trinity Vocational Center reserves the right to withhold transcripts and similar records where students, for example, have unmet obligations to the school.

RETENTION OF STUDENT RECORDS

Trinity Vocational Center complies with state and federal regulations and professional practice standards in matters of records retention policies and procedures.

INFORMATION ON LICENSURE (National Council Licensure Examination for Practical Nurses/Vocational Nurses or NCLEX-PN)

Students are given information regarding application and duration of the application process for the NCLEX-PN during the Professional, Leadership and Supervision Module. Student has the responsibility for all required fees and documents such as Application Forms, Record of Conviction, Live Scan Fingerprint, 2x2 Picture, and Official High School Transcript / Equivalent. The school sends completed application package to BVNPT after successful completion of the Comprehensive Exit Examination.

SECTION VII — INSTRUCTIONAL FACILITY, LEARNING RESOURCES AND SUPPORT SERVICES

Locality

Trinity Vocational Center (TVC) is located at 1149 W 190th Street, Suite 2000 in the City of Gardena, 90248. The surrounding businesses include Rehabilitation Center, Dialysis, and US Health Works. The building has ample of parking spaces for building tenants and students. It is centrally located and easily accessible by bus and a few minutes away from major freeways 110 and 405 in Southern California. Shopping centers, fast food restaurants, grocery stores, post office, gas stations, schools, hospitals and libraries are within a 2-mile radius from the school.

INSTRUCTIONAL FACILITY

TVC Geographic Description

The early beginnings of Gardena as a community of homes, apart from the great rancho estates of the Dominguez, Amestoy, Ducazau, and Rosecrans families, date back to the 1880s. A Ventura man, Spencer R. Thorpe, is credited with having started the first settlement in Gardena Valley, centered near the intersection now known as 161st Street and Figueroa.

Reports differ as to how Gardena acquired its name, although it is possible that the name was derived in one of the following ways: One theory is that the name was given by Nettie Thompson, daughter of the man from whom Thorpe bought his subdivision, because the valley was such a beautiful garden spot. Others who have been given the credit were a Mr. Harris, about 1887; a schoolgirl named Lexie Nichols; or perhaps, Spencer Thorpe himself. However, it has also been conjectured that its name was derived from the "Garden Spot," because of the fertile, green valley created by the nearby Laguna Dominguez slough and channel.

Latest census figures median personal income in Gardena is at \$38,988.00, which translates just a fourth of the population, continue to college for undergraduate or graduate courses. However, the Education/Health & Social Services provide the most employment for Gardena residents. This can be explained that although there is not a single major hospital in the city, Gardena is surrounded by major hospitals; Harbor UCLA Medical Center, Kaiser Permanente, Torrance Memorial Hospital, Little Company of Mary in the west and Long Beach Memorial, St. Mary's Hospital and Pacific Hospital of Long Beach on the south east. There are facilities that offer skilled and semi-skilled nursing services within the surrounding cities.

Figures from the Department of Labor show that there is a critical shortage for nurses necessary to give adequate and urgent care to patients. The health care facilities in order to fill in the gap of this shortage had resorted to using licensed vocational nurses in both acute and sub-acute in adult and pediatric long-term care. The establishment of hospices as a result of cost saving programs of HMO's and insurance companies also gave rise to the increased demand for healthcare givers for acute and sub-acute skills. There was also a rise in home-health agencies and rehabilitation facilities adding to the demand for healthcare givers as well.

The age make-up of Gardena residents' shows that 72% of the population is 18 years old and above. This means that it is from this age group will come the "baby boomers" that will require either major or critical medical care. It is because of these concerns why Trinity Vocational Center was established.

TRINITY VOCATIONAL CENTER (TVC) is a privately-owned institution which aims to offer more comprehensive programs in health care services. The school is located within a diverse community composed of minority groups in the south bay area. The school is easily accessible by car and public transportation. The school plans to expand its programs in the next five years and offer other healthcare programs.

TVC Suite 2000

TVC's learning facility is approximately 6,626 square feet and is divided into three (3) classrooms, two (2) skills laboratory rooms, a computer laboratory, a library, a lobby/reception area, a student and faculty lounge, a supply room, a records room (office) and management offices such as the School's Director's office, VN Program Assistant Director's office, Admission's office and NA Lead Instructor's office. The rooms and offices are well-lighted. Cleaning and maintenance service is provided everyday by an independent company.

Classrooms

Every classroom is equipped with white boards, 35 student desks, a television, a VCR, a DVD player, and a projector screen.

Skills Laboratory Rooms

Each Skills Laboratory is equipped with a television, a DVD player, a white board, a projector screen, hospital beds, mannequins and a sink.

Computer Laboratory

The computer laboratory is equipped with sixteen (16) Dell Computers with Vista or XP operating systems and Microsoft Office suite. All computers have Internet access. In addition, they are equipped with computer learning systems that students can use to improve their critical thinking skills and prepare for the NCLEX.

Library

The library is approximately 300 square feet. It holds a collection of periodicals, nursing books, and multi-media resources (videotapes, CDs, DVDs). The library provides students with resources needed for conducting research, writing reports and reviewing for tests. Students have full access to the library during school hours.

Student Lounge/Pantry

The student lounge is equipped with a microwave, a coffee maker, a refrigerator, a vending machine, tables and chairs, and sink for students.

Faculty/Staff Lounge

The faculty lounge is equipped with a microwave, a coffee maker, a refrigerator, and tables and chairs for faculty and staff.

Restrooms

There are 6-cubicle public toilets for men and 5-cubicle public toilets for women with disable access located on each floor of 1149 building to accommodate students and tenants of the building.

LEARNING RESOURCES

Photocopying Services

A coin operated photocopier is provided for student use.

Media Services

Students are provided with Medical Publications, Lippincott Williams & Wilkins CDs, Nursing Skills DVD's by Potter and Perry, Chart Smart software, Assessment Technologies Institute (ATI) CDs, and different computer software to complement their course lectures.

SUPPORT SERVICES

Counseling and Tutorial Services

Students are encouraged to consult with their Instructors and the School Director regarding counseling and tutorial services. Tutors are available upon referral of instructors or student request. Dosage Calculation, Nursing Care Plan, Computer Crash Course, Basic Medical Terminology, and Academic Survival Workshops are also available.

Career Placement Services

Currently, TVC does not guarantee employment placement. TVC only assists students in getting employment through job postings and through keeping good relations with nearby facilities as well as clinical sites who, after being involved in the training of the students usually employs the students directly. Currently, Human Resource personnel from affiliated clinical sites responsible for hiring call the school to obtain student referrals when they have job openings to fill.

Student Housing

TVC does not provide student housing.

Transportation Assistance

TVC maintains a list of information on public transportation.

Childcare Assistance

TVC maintains lists of licensed daycare providers in the area.

SECTION VIII — ADMINISTRATION & STAFF

FULL-TIME

Zenaida Mitu, MA Nursing, RN
School Administrator / NA-VN Program Director

Eliza Rivera-Mitu, MSN, RN
VN Assistant Program Director

Romeo Mitu
Office Manager

Belinda Alayvilla
Accounting & Payroll

Cielo Hermano
Administrative Assistant

Monika Lapina
Financial Aid Director

Jose Caronan
Admissions Officer

Ceslyne Filio
Student Resource Coordinator

Agnes Padillo, LVN
VN Tutors

Emel Cruz
Financial Aid Officer

Dianne Filio / Catalina Mendoza
Front Desk / Filing Staff

Darrell Vincent Pantig
Database / Information Technology Technician

PART-TIME

Joey Esguerra
Bookkeeping / Research

Prescilla Caraos
Front Desk / Filing Staff

Emerito Tito
Instructional Associate – Weekend

SECTION IX — FACULTY

Nurse Assistant Instructors

Cabebe, Emma

Full-time, Nurse Assistant Training Program

Vocational Nursing, Pacific Coast College – Van Nuys, CA

Falcon, Patricia

Part-time, Nurse Assistant Training Program

LVN, Anderson Medical Career College – California, USA

Garino, Josefina

Part-time, Nurse Assistant Training Program

Adjunct, Vocational Nursing Program

LVN, Pacific Coast College – California, USA

Lucero, Luzviminda

Full-time, Nurse Assistant Training Program

Adjunct, Vocational Nursing Program

LVN, Trinity Vocational Center – California, USA

Vocational Nursing Instructors

Binas, Jasmin

Adjunct, Vocational Nursing Program

BS Nursing, Dr. Carlos Lanting College of Nursing – Manila, Philippines

Bostic, Joy Lynn

Adjunct, Vocational Nursing Program

MS Nursing,– California State University - California, USA

BS Nursing, Mount St. Mar's College – California, USA

Carney, Patricia

Adjunct, Vocational Nursing Program

MS Nursing, University of Phoenix – California, USA

AD Nursing, El Camino College – California, USA

Campbell, Alice

Adjunct, Vocational Nursing Program

Dean, Academic Affairs, St. Francis Career College – California, USA

NP, Harbor UCLA – California, USA

MS Public Health, California State University – California, USA

BS Nursing, Consortium of the California State University – California, USA

Castillo, Rowina

Adjunct, Vocational Nursing Program

BS Nursing, Arellano University – Manila, Philippines

Chauvapun, Jo-Ann

Adjunct, Vocational Nursing Program

BS Nursing, San Diego State University – California, USA

MS Education, Capella University – Minnesota, USA

Dela Cruz, Nancy

Adjunct, Vocational Nursing Program

BS Nursing, San Juan De Dios College – Manila, Philippines

Dimson, Angelita

Adjunct, Vocational Nursing Program

BS Nursing, University of the East Ramon Magsaysay – Manila, Philippines

Eugenio, Jessica

Adjunct, Vocational Nursing Program

BS Nursing, Far Eastern University – Manila, Philippines

Falcon, Edmundo

Adjunct, Vocational Nursing Program

BS Nursing, St. Dominic Savio College – Manila, Philippines

Garino, Josefina

Part-time, Nurse Assistant Training Program

Adjunct, Vocational Nursing Program

BS Elementary Education, National Teachers College – Manila, Philippines

LVN, Pacific Coast College – California, USA

Hernandez, Margilane

Adjunct, Vocational Nursing Program

BS Nursing, University of Phoenix – Gardena, CA

Laurino, Donald

Adjunct, Vocational Nursing Program

MA Nursing, University of the City of Manila – Manila, Philippines

BS Nursing, Centro Escolar University- Manila, Philippines

Mitu, Brian

Adjunct, Vocational Nursing Program

PA, FNP, Stanford School of Medicine – California, USA

AD Nursing, Long Beach City College – California, USA

Pacleb, Elisa

Adjunct, Vocational Nursing Program

BS Nursing, University of Santo Thomas – Manila, Philippines

MA Nursing, Philippine Women’s University – Manila, Philippines

Radloff, Susan

Adjunct, Vocational Nursing Program

BS Nursing, University of Phoenix – Orange County, USA

MS Nursing, Walden University – Illinois, USA

Rivera-Mitu, Eliza

VN Assistant Program Director

Full-time, Vocational Nursing & Home Health Aid Program

BS Nursing, Concordia College – Manila, Philippines

MS Nursing-Administration, California State University - Dominguez Hills

Sanchez, Esperanza

Adjunct, Vocational Nursing Program

BS Nursing, Far Eastern University – Manila, Philippines

Sanchez, Teresita

Adjunct, Vocational Nursing Program

BS Nursing, Unciano Colleges – Antipolo, Philippines

Talastas, Eva

Adjunct, Vocational Nursing Program

BS Nursing, Philippine Women’s University – Manila, Philippines

Tullos, Sabra

Adjunct, Vocational Nursing Program

BA Education, California State University, Dominguez Hills– California, USA

AD Nursing, Compton Community College – California, USA

Nwabuzor, Ozo

Adjunct, Vocational Nursing Program

MSN, University of Phoenix – Los Angeles, CA

Vocational Nursing Teacher Assistants

Atencio, Clemencia

Adjunct, Vocational Nursing Program

AD Nursing, El Camino College - Compton – California, USA

Dela Lana, Angelica

Adjunct, Vocational Nursing Program

AD Nursing, Los Angeles Harbor College - Figueroa – California, USA

Nielsen, Riza

Adjunct, Vocational Nursing Program

AD Nursing, El Camino College – California, USA

Padillo, Agnes

Adjunct, Vocational Nursing Program

AD Emphasis on Mathematics and Natural Sciences 2011, Los Angeles Harbor College - Wilmington – California, USA

LVN Trinity Vocational Center – Gardena – California, USA

SECTION X — STATE LICENSE/ACCREDITATIONS & APPROVALS

STATE LICENSURE

Trinity Vocational Centers is approved to operate by the former Bureau for Private Postsecondary and Vocational Education.

Bureau for Private Postsecondary Education (BPPE)

P.O. 980818, West Sacramento, CA 95798-0818

Phone (916) 431-6959 Fax (916) 263-1897 | www.bppe.ca.gov

ACCREDITATION

Board of Vocational Nursing and Psychiatric Technicians (BVNPT)

2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945

Phone (916) 263-7800 Fax (916) 263-7859 | Web www.bvnpt.ca.gov

Accrediting Bureau of Health Education Schools (ABHES)

7777 Leesburg Pike, Suite 314 N. Falls Church, VA 22043

Phone: (703) 917-9503 Fax (703) 917-4109

APPROVALS

Department of Health Services (DHS)

California Department of Public Health

1615 Capitol Avenue, MS 3301

P.O. Box 997416

Sacramento, CA 95899-7416

Phone (916) 327-2445 Fax number: (916)449-5505

MEMBERSHIPS

California Association of Private and Post Secondary Education (CAPPS)

555 Capitol Mall, Suite 705, Sacramento, CA 95814

Phone (916)447-5500 Fax (916)440-8970 | Web www.cappsonline.org

The Council of Better Business Bureaus (BBB)

4200 Wilson Blvd, Suite 800, Arlington, VA 22203-1838

Phone: 1 (703) 276.0100 Fax: 1 (703) 525.8277 | <http://www.bbb.org/email>

APPENDICES

Appendix A— CALENDAR OF ACTIVITIES 2010 & 2011

2012

January 1, 2012 —New Year’s Day (School Closed)
February 20, 2012—President’s Day (School Closed)
May 28, 2012—Memorial Day (School Closed)
July 4, 2012—Independence Day (School Closed)
September 3, 2012—Labor Day (School Closed)
November 22, 2012—Thanksgiving Holiday (School Closed)
December 25, 2012—Christmas Day (School Closed)

2013

January 1, 2013—New Year’s Day (School Closed)
February 18, 2013—President’s Day (School Closed)
May 27, 2013—Memorial Day (School Closed)
July 4, 2013—Independence Day (School Closed)
September 2, 2013—Labor Day (School Closed)
November 28, 2013—Thanksgiving Holiday (School Closed)
December 25, 2013—Christmas Day (School Closed)

Appendix B — CLINICAL FACILITIES

ACUTE HOSPITALS

- A. Los Angeles Community Hospital
4081 E. Olympic Blvd.
Los Angeles, CA 90023
(323) 267-0477

- B. Los Angeles Community Hospital of Norwalk
13222 Bloomfield Ave.
Norwalk, CA 90704
(562) 863-4763

- C. St. Francis Medical Center
3630 East Imperial Highway,
Lynwood, CA 90262

- D. Bellflower Medical Center
9542 Artesia Blvd.,
Bellflower, CA 90706-6589
(562) 925-8355

LONG TERM FACILITIES

- A. Gardena Convalescent Center
14819 S. Vermont Ave.
Gardena, CA 90247
(310) 532-9460

- B. Heritage Rehabilitation Center
21414 S. Vermont Ave,
Torrance, CA 90502
(310) 320-8714

- C. Lomita Care Center
1955 Lomita Blvd.,
Lomita CA 90717
(310)325-1970

- D. Totally Kids Specialty HealthCare
10705 Penrose Street
Sun Valley, CA 91352-2004
(818) 252-5864

OB-GYNE CLINICS

- A. Clinica Santa Isabel
2760 Florence Ave.
Huntington Park, CA 90255
(323) 587-2222

- B. Magnificat Medical Clinic
17620 Bellflower Blvd. Suites 106-107
Bellflower, CA 90706
(562) 867-7098

- C. Wilson Morales Obstetrics, Gynecology, Infertility Clinic
16660 Paramount Blvd., Suite 309
Paramount, CA 90723
(562) 634-1049

- D. Harbor UCLA Women's Perinatal Group Clinic
21840 S Normandie Ave., Suite 1000
Torrance, CA 90502
(310) 328-5697

- E. Eduardo Guzman, MD
11514 Rosecrans Avenue,
Norwalk, CA 90650
(562) 929-9999

PEDIATRIC CLINICS

- A. Catherine Raqueno Clinic
4566 E. Florence Ave. Suite 1
Cudahy, CA 90201
(323) 711-1433

- B. Santa Maria Family Medical Clinic
2209 San Fernando Rd.
Los Angeles, CA 90065
(323) 226-0511

- C. Andrew Florentino MD & Medardo Supnet, MD
3585 E Imperial Hwy
Lynwood, CA 90262
(310) 605-4262

- D. Pico Clinica Medica Latina
1600 W Pico Blvd.,
Los Angeles, CA 90015
(213) 386-5252

- E. Dr. Victoria Sanchez-Bal
9604 E Artesia Blvd., Suite 202
Bellflower, CA 90706
(562) 925-2625

F. Dr. Hong Mai Pediatric Clinic
2146 E. Anaheim St.
Long Beach, CA 90804
(562) 439-7227

PEDIATRIC DAY CARE CENTERS

A. Madrid Family Day Care
11624 Jerry St.
Cerritos, CA 90703
(562) 924-7529

B. Teddyland Family Child Care
22015 Normandie Ave.
Torrance, CA 90501
(310) 787-7114

Appendix C – SURROUNDING LIBRARIES

Trinity Vocational Center is located minutes from several city and colleges/universities libraries. These libraries provide services that will accommodate the students learning needs. They provide state of the art computer technology and internet access. Services offered by the universities include borrowing Books, Copy Services, Reference Services, word processing, and access to archive documents. The libraries also provides area abundant study areas for students. **Colleges and Universities (CSU Domingues Hills, CSU Long Beach, El Camino College, LA Harbor College, Long Beach City College)**

City/County Libraries

Gardena Mayme Dear Library has an area of 16,439 square feet features an enclosed Japanese Garden designed by Takuma P. Tono, professor of landscape design at Tokyo Agriculture University. The 150-year-old stone lantern in the garden was a gift of Gardena's sister city, Ichikawa. A mosaic mural above the main entrance depicts the development of books and printing. The Library is divided into adult and children areas with a general information desk in the center. Services available to patrons are public access Internet, CD-ROM workstation, on-line public access catalog, coin-operated copiers (one with color), public meeting room (on rental basis), and children's programs including weekly preschool story times. The library also has a Homework Center. The current collection totals 161,888 volumes. It consists of 8,716 audio recordings, 8,047 video cassettes, 155 periodicals and newspapers, large print books, pamphlets, college catalogs, telephone directories (selected U. S. Cities), Japanese American internment during WWII (microfilm), Friends of the Library rental collection. Books in Chinese, Japanese, Korean, Spanish, Tagalog and Vietnamese are also available.

Masao W. Satow Library is a 7,000 square feet building. This library offers Reference service and children's programs, online library catalogs that provide access to the entire County Library collection and to online databases, public access Internet computers, a Homework Center to support the educational needs of students in the local schools. A photocopier and a rental video collection sponsored by the Friends of the Library are also available for the public. The collection contains over 62,223 books, 82 magazine and newspaper subscriptions and 4,900 audio recordings and 4,865 video recordings. Special collections include college catalogs, pamphlets, telephone directories, and Japanese, Spanish, Vietnamese and Chinese language materials.

Torrance City Libraries consists of the Torrance Public Library and five neighborhood branches which contains over 400,000 books and approximately 900 periodical subscriptions, audiocassettes, videocassettes, compact discs, books-on-tape, pamphlets, and government documents. The Library currently offers a mix of electronic and print services, many of which can be accessed by modem from a home or office computer. Other services include extensive youth and children's services, walk-in and telephone reference service, research assistance, and orientation and instruction on how to use library tools/materials/resources, special materials collections such as college catalogs, community information and referral, local job announcements, bus schedules, and literacy services.

Carson Regional Library is housed in a 29,112 square feet building that features adult reading room, children's area, young adult area; circulation desk; meeting room with a capacity of 100, ample parking, and accessible to wheelchair. Its current collection totals 194,200 books, 825 magazines/newspapers/large print books, and selective government depository for federal and state documents. It also has mutli-lingual collection of books and magazines in Chinese, Japanese, Korean, Spanish, Tagalog and Vietnamese and videos in Tagalog and Spanish. Some of its services include public access Internet; CD-ROM workstations (adult and children); Online Public Access Catalogs; coin-operated typewriter; coin-operated copiers; public meeting room (available on a rental basis); Government Services computer; Consumer Health Information

Program and Services (CHIPS)—medical research; Homework Center; Adult Literacy Center; pre-school storyhours; Reader's Advisory Service.

Victoria Park Library features adult reading room, children's area, young adult area, circulation desk, ample parking, and accessible to wheelchair. Its currently carries variety of adult and children's book and provides public access Internet; CD-ROM workstations (adult and children), Online Public Access Catalogs, coin-operated typewriter, coin-operated copiers, public meeting room (available on a rental basis); Government Services computer; Consumer Health Information Program and Services (CHIPS)—medical research, Homework Center, Adult Literacy Center, pre-school storyhours, Reader's Advisory Service.

UCLA Library houses one of the most comprehensive and highly used collections in the world. From illuminated medieval manuscripts to electronic scientific journals, from rare Audubon prints to Los Angeles Times photo archives, the UCLA library collections place the institution among the top ten academic research libraries in North America.

Appendix D – SURROUNDING SCHOOLS & INSTITUTIONS

Below are colleges, universities, adult/trade schools, and elementary/middle/high schools located within a 20-mile radius from Trinity Vocational Center.

Colleges and Universities

- CSU, Dominguez Hills
- CSU, Long Beach
- University of Southern California
- Compton Community College
- El Camino College
- Los Angeles Harbor Community College
- Long Beach City College

Adult and Trade Schools

- Banning-Carson Community Adult School
- Harbor Occupational Center
- Carson Community Adult School
- Gardena Adult School
- ITT Technical Institute
- UEI College
- Everest College
- Torrance Adult School
- University of Phoenix
- PCI College
- American College of Medical Technology
- American Institute of Technology
- Apprentice & Journeyman Training

High Schools

- Avalon High School
- Phineas Banning High School
- Carson High School
- Compton High School
- Eagle Tree High School
- Gardena High School
- Junipero Serra High School
- Gardena Christian Academy
- Narbonne High School
- Torrance High School

Middle Schools

- Andrew Carnegie Middle School
- Glenn Hammond Curtiss Middle School
- Robert E. Peary Middle School
- Frank Walton Middle School *
- Stephen M. White Middle School
- Wilmington Middle School
- CrossRoad Christian Academy
- Maria Regina School
- Gardena Valley Christian School

Elementary Schools

- Ambler Avenue School
- Annalee Avenue School
- Bonita Street School
- Broad Avenue School
- Broadacres Avenue School
- Ralph Bunche School
- Caroldale Learning Community
- Carson Street School
- Catskill Avenue School
- Del Amo Elementary School
- Dolores Elementary School
- Dominguez Elementary School
- Leapwood Avenue School
- Towne Avenue Elementary School
- 232nd Place School
- One Hundred Eighty-Sixth Street Elementary School
- Gardena Elementary School
- One Hundred Fifty-Third Street School
- Denker Avenue Elementary School
- Chapman Elementary School
- Purche Avenue School
- Amestoy Elementary School

Appendix E — SURROUNDING HOSPITALS

LA County Hospitals with in 30 mile radius of Trinity Vocational Center.

Los Angeles County Hospitals	Number of Beds	Percent Occupied
1. USC Medical Center	2,045	76
2. VA Medical Center West LA	1,347	74
3. Cedars Sinai Medical Center	1,012	74
4. Long Beach Memorial Medical Center	816	74
5. Rancho Los Amigos Medical Center	722	57
6. UCLA Medical Center	677	100
7. VA Medical Center - Long Beach	658	59
8. Kaiser Permanente Medical Center - LA	621	66
9. Huntington Memorial Hospital	604	56
10. Saint Joseph Medical Center	604	68
11. St. Mary Medical Center	556	62
12. Harbor - UCLA Medical Center	553	48
13. Martin Luther King - Drew Medical Center	513	74
14. St. Johns Hospital & Health Center	501	61
15. Brothman Medical Center	495	74
16. St. Francis Medical Center	478	42
17. Glendale Adventist Medical Center	463	50
18. Pomona Valley Medical Center	449	50
19. Queen of Angels -Hollywood Medical Center	416	-
20. Good Samaritan Hospital	408	84
21. Centinela Hospital Medical Center	403	58
22. Little Company of Mary Hospital	396	58
23. St. Vincent Medical Center	385	63
24. Torrance Memorial Medical Center	380	45
25. San Pedro Peninsula Hospital	379	62

Orange County Hospitals Located within 25 mile radius of Trinity Vocational Center

Orange County Hospitals	Number of Beds
1. St. Joseph Hospital - Orange	411
2. UC Irvine Medical Center	383
3. Fountain Valley Regional Hospital & Medical Center	359
4. Hoag Memorial Hospital Presbyterian - Newport Beach	355
5. St. Jude Medical Center - Fullerton	317
6. Western Medical Center - Santa Ana	288
7. West Anaheim Medical Center	243
8. FHP Hospital - Fountain Valley	230
9. Friendly Hills Regional Medical Center - La Habra	226
10. Saddleback Memorial Medical Center - Laguna Hills	221

Below are some descriptions of major hospitals within a few mile radius from Trinity Vocational Center. These hospitals are located in the cities of Torrance, Long Beach, Bellflower, Lakewood, Gardena and Downey.

BELLFLOWER

KAISER FOUNDATION HOSPITAL-BELLFLOWER. Kaiser Permanente is the largest nonprofit health plan in the United States, serving 8.2 million members in 9 states and the District of Columbia. Its services include preventive care, well-baby and prenatal care, immunizations, emergency care, screening diagnostics, hospital and medical services, pharmacy services.

DOWNEY

LAC-RANCHO AMIGOS NATIONAL REHABILITATION CENTER Rancho Los Amigos National Rehabilitation Center focuses on rehabilitative care for persons with disabling injuries and illnesses. Its inpatient admissions average 2,300 annually and its outpatient visits averages 53,000 among multiple rehab and medical specialty clinics. Rancho Los Amigos is affiliated with University of Southern California Schools of Medicine, Dentistry and allied health professions. Rancho is licensed for 395 beds and provides multi specialty care services adult brain injury, gerontology, neurology, pediatrics, spinal cord injury, stroke, diabetes/limb preservation/amputation, arthritis and rheumatology, pressure ulcer management. Rancho is accredited by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) and the Commission on Accreditation of Rehabilitation Facilities (CARF).

GARDENA

MEMORIAL HOSPITAL OF GARDENA, is an acute hospital licensed for 173 beds. The hospital has 7,400 inpatient admissions and over 30,000 outpatient visits a year.

Its services include perinatal, coronary care, intensive care, basic emergency, outpatient services, nuclear medicine, mobile unit - MRI, occupational therapy, speech pathology, and respiratory care. In addition, we specialize in comprehensive perinatal services program (CPSP) and level II emergency services including pediatric (EDAP). It is accredited by the The Joint Commission on Accreditation of Hospital Organizations.

HARBOR CITY

KAISER FOUNDATION HOSPITAL. Kaiser Permanente is the largest nonprofit health plan in the United States, serving 8.2 million members in 9 states and the District of Columbia. Its services include preventive care, well-baby and prenatal care, immunizations, emergency care, screening diagnostics, hospital and medical services, pharmacy services.

SAN PEDRO

LITTLE COMPANY OF MARY HOSPITAL Little Company of Mary Hospital in San Pedro is an acute care facility similar to Little Company of Mary Hospital In Torrance. It also provides a full range of primary care and medical-surgical services. It provides latest techniques in cardiac surgery and rehabilitation, oncology, behavioral services, outpatient services, home care, hospice care, and pulmonary services. The hospital also provides diagnostic imaging, 24 hour emergency care, spine surgery, general surgery, urgent care, women and children, orthopedic, pain management, diabetes and rehabilitation services.

LAKWOOD

LAKWOOD REGIONAL MEDICAL CENTER is part of Tenet California, is a 172-bed acute care hospital. Lakewood offers a wide range of services and innovative programs, including the Heart Institute, orthopedic services, transfusion-free medicine and surgery, senior services, community education and support groups. Lakewood is fully accredited by the Joint Commission on the Accreditation of Healthcare Organizations.

LONG BEACH

ST. MARY MEDICAL CENTER St. Mary Medical Center is a Catholic hospital in Long Beach. It is not-for-profit medical center and licensed for 459 acute beds and 80 skilled nursing beds. It first opened in 1923 and is affiliated with UCLA School of Medicine. St. Mary Medical Center provides the following services: comprehensive cardiac services including innovative techniques such as coronary stents, electrophysiology studies and ablations, hospital-based outpatient surgery center, 24-hour Emergency Services and Trauma center, Rehabilitation that includes occupational therapies, speech pathology, clinical psychology and audiology, Child Care Center, Pediatric Intensive Care Unit, Adult Intensive Care Unit, Older Adult Services, industry and maritime health clinic, cancer treatment, renal transplant, Home Health Services, labor and maternity. Other services includes Comprehensive AIDS Resource Education (C.A.R.E.) Program and Clinic and Southeast Asian Health Program. It is accredited by the Joint Commission on Accreditation of Healthcare Organizations, California Medical Association for Continuing Medical Education, Accreditation Council for Graduate Medical Education

LONG BEACH MEMORIAL MEDICAL CENTER is the second largest private hospital on the west coast. It is licensed for 726 beds and employed 1500 physicians and 4000 employees. Its services include cancer treatment center, cardiac center, 24 hour emergency care, diabetes treatment, diagnostic imaging services, geriatric center, hemodialysis center, maternity services, occupational medical services, orthopaedic services, breast cancer treatment, surgery, and rehabilitation services.

LOS ANGELES

LAC-KING-DREW MEDICAL CENTER
CHILDRENS HOSPITAL OF LOS ANGELES

TORRANCE

LAC-HARBOR-UNIVERSITY OF CALIFORNIA AT LOS ANGELES is a major teaching hospital providing care for the underserved population in southern Los Angeles County. The professional and educational components of the hospital, including its 32 accredited residency programs affiliated with UCLA School of Medicine. The 72-acre campus is located in the South Bay area of metropolitan Los Angeles. The hospital is an 8-story acute care hospital has 553 beds and 63 bassinets. It is a Level 1 Trauma Center, and it has an NIH-funded General Clinical Research Center.

TORRANCE MEMORIAL MEDICAL CENTER, is a fully accredited, full-service, 377 bed, nonprofit community medical center. It was selected as one of the top 100 hospital in the US in 2004. Its services includes emergency care, outpatient services, advanced diagnostics, burn center, heart care program, women and children services, cancer center, acute hospitalization, skilled nursing services, home healthcare and hospice.

LITTLE COMPANY OF MARY HOSPITAL Little Company of Mary Hospital in Torrance is a 317 acute care facility that provides a full range of primary care and medical-surgical services. It provides latest techniques in cardiac surgery and rehabilitation, oncology, behavioral services, outpatient services, home care, hospice care, and pulmonary services. The hospital also provides diagnostic imaging, 24 hour emergency care, spine surgery, general surgery, urgent care, women and children, orthopedic, pain management, diabetes and rehabilitation services.

Appendix F – SURROUNDING SKILLED NURSING FACILITIES / REHABILITATION CENTERS

TORRANCE CALIFORNIA

- BAYCREST CARE CENTER 3750 GARNET STREET, Torrance, California, 90503 80 Beds,
- DEL AMO GARDENS CONV HOSP 22419 KENT AVENUE, Torrance, California, 90505 99 Beds,
- DRIFTWOOD HEALTH CARE CENTER 4109 EMERALD ST, Torrance, California, 90503 99 Beds
- HARBOR CARE CENTER 21521 S. VERMONT AVENUE, Torrance, California, 90502 127 Beds
- HERITAGE REHABILITATION CENTER 21414 S. VERMONT AVENUE, Torrance, California, 90502 161 Beds
- LITTLE CO OF MARY SUBACUTE 3620 LOMITA BLVD., Torrance, California, 90505 208 Beds
- LITTLE COMPANY MARY PAV DP/SNF 4320 MARICOPA STREET, Torrance, California, 90503 197 Beds
- ROYALWOOD CARE CENTER 22520 MAPLE AVENUE, Torrance, California, 90505 110 Beds
- SUNNYSIDE REHAB & NSG CTR 22617 SO. VERMONT AVE, Torrance, California, 90502 299 Beds THE EARLWOOD 20820 EARL STREET, Torrance, California, 90503 87 Beds
- TORRANCE CARE CENTER EAST 4315 TORRANCE BLVD, Torrance, California, 90503 99 Beds
- TORRANCE CARE CENTER WEST 4333 TORRANCE BLVD, Torrance, California, 90503 96 Beds
- TORRANCE MEMORIAL MED CTR SNF/DP 3330 WEST LOMITA BLVD, Torrance, California, 90505 40 Beds
- VERMONT CARE CENTER 22035 S. VERMONT AVENUE, Torrance, California, 90502 200 Beds

LONG BEACH CALIFORNIA

- ALAMITOS BELMONT REHAB HOSPITAL 3901 E FOURTH STREET, Long Beach, California, 90814 94 Beds
- ATLANTIC MEMORIAL HEALTHCARE CENTER 2750 ATLANTIC AVE., Long Beach, California, 90806 109 Beds
- BEL VISTA CONVALESCENT HOSPITAL 5001 EAST ANAHEIM STREET, Long Beach, California, 90804 36 Beds
- BIXBY KNOLLS TOWERS HLTH CARE 3747 ATLANTIC AVENUE, Long Beach, California, 90807 99 Beds
- BROADWAY BY THE SEA 2725 E. BROADWAY, Long Beach, California, 90803 98 Beds, 81 Residents
- CATERED MANOR NURSING CENTER 4010 VIRGINIA RD., Long Beach, California, 90807 83 Beds
- COLONIAL CARE CENTER 1913 E 5TH STREET, Long Beach, California, 90802 196 Beds
- COUNTRY VILLA BAY VISTA HCC 5901 DOWNEY AVE, Long Beach, California, 90805 70 Beds
- COUNTRY VILLA BELMONT HEIGHTS 1730 GRAND AVE, Long Beach, California, 90804 117 Beds
- COURTYARD CARE CENTER 1880 DAWSON AVENUE, Long Beach, California, 90806 59 Beds
- EDGEWATER CONV HOSPITAL 2625 EAST FOURTH STREET, Long Beach, California, 90814 81 Beds
- EMPRESS REHABILITATION CENTER 1020 TERMINO AVENUE, Long Beach, California, 90804 133 Beds HARBOR VIEW CARE CENTER 490 W. 14TH STREET, Long Beach, California, 90813 39 Beds
- HILLCREST CARE CENTER 3401 CEDAR AVENUE, Long Beach, California, 90807 154 Beds
- INTERCOMMUNITY CARE CENTER 2626 GRAND AVENUE, Long Beach, California, 90815 147 Beds
- LONG BEACH CARE CENTER, INC 2615 GRAND AVENUE, Long Beach, California, 90815 163 Beds

- LONG BEACH MEMORIAL MC D/P 2801 ATLANTIC AVE., Long Beach, California, 90801 42 Beds,
- MARLORA POST ACUTE REHAB HOSP 3801 E ANAHEIM ST, Long Beach, California, 90804 99 Beds
- PACIFIC CARE NURSING CENTER 3355 PACIFIC PLACE, Long Beach, California, 90806 99 Beds
- PACIFIC HOSPITAL OF LONG BEACH 2776 PACIFIC AVE, Long Beach, California, 90806 27 Beds,
- PALMCREST NORTH CONV. HOSPITAL 3501 CEDAR AVENUE, Long Beach, California, 90807 99 Beds
- REGENCY OAKS CARE CENTER 3850 E. ESTHER ST., Long Beach, California, 90804 99 Beds
- ROYAL CARE SKILLED NURSING CTR 2725 PACIFIC AVENUE, Long Beach, California, 90806 98 Beds
- SAINT MARY MEDICAL CENTER D P 1050 LINDEN AVENUE, Long Beach, California, 90813 33 Beds
- SANTA FE CONVALESCENT HOSPITAL 3294 SANTA FE AVENUE, Long Beach, California, 90810 90 Beds
- SHORELINE HEALTHCARE CENTER 4029 EAST ANAHEIM STREET, Long Beach, California, 90804 75 Beds
- SKYLIGHT CONVALESCENT HOSPITAL 1201 WALNUT AVENUE, Long Beach, California, 90813 78 Beds
- VILLA MARIA CARE CENTER 723 E 9TH STREET, Long Beach, California, 90813 52 Beds
- WINDSOR CONVALESCENT CENTER OF NORTH LONG BEACH 260 E MARKET ST, Long Beach, California, 90805 120 Beds
- WINDSOR GARDENS CONV LONG BEAC 3232 E. ARTESIA BLVD., Long Beach, California, 90805 240 Beds

HAWTHORNE CALIFORNIA

- HAWTHORNE CONVALESCENT CENTER 11630 SOUTH GREVILLEA AVE., Hawthorne, California, 90250 88 Beds
- IMPERIAL CREST HEALTH CARE 11834 INGLEWOOD AVENUE, Hawthorne, California, 90250 105 Beds
- WINDSOR GARDENS OF HAWTHORNE 13922 CERISE AVENUE, Hawthorne, California, 90250 99 Beds

LOMITA CALIFORNIA

- LOMITA CARE CENTER 1955 W. LOMITA BLVD, Lomita, California, 90717 71 Beds
- PALOS VERDES HEALTH CARE CENTE 26303 WESTERN AVE., Lomita, California, 90717 48 Beds

GARDENA CALIFORNIA

- AYER-LAR HEALTH CARE CENTER 16530 S BROADWAY, Gardena, California, 90248 50 Beds
- CLEAR VIEW CONV CTR 15823 SO. WESTERN AVE., Gardena, California, 90247 99 Beds
- CLEAR VIEW SANITARIUM 15823 SO. WESTERN AVE., Gardena, California, 90247 73 Beds
- COMMUNITY HOSP OF GARDENA SNF 1246 WEST 155TH STREET, Gardena, California, 90247 20 Beds
- GARDENA CONVALESCENT CENTER 14819 S. VERMONT, Gardena, California, 90247 74 Beds
- LAS FLORES CONV HOSP 14165 PURCHE AVE., Gardena, California, 90249 99 Beds
- MEMORIAL HOSP OF GARDENA D P S 1145 W. REDONDO BEACH, Gardena, California, 90247 69 Beds
- ROSECRANS CARE CENTER 1140 WEST ROSECRANS AVENUE, Gardena, California, 90247 99 Beds
- SOUTH BAY KEIRO NURSING HOME 15115 S VERMONT AVE, Gardena, California, 90247 98 Beds

Appendix G - NCLEX-PN READINESS AGREEMENT

VOCATIONAL NURSING PROGRAM

STUDENT NCLEX-PN READINESS AGREEMENT

I, _____ (student name), understand that in order to proactively improve my performance in first-time NCLEX-PN Examination, I will be required to meet the following requirements:

- I. Complete each of the Assessment Technologies Institute (ATI) practice examination as scheduled in each course syllabi.
- II. Achieve at least a Level 1 on all seven (7) content areas of the following ATI proctored examinations, as scheduled at the **end of each corresponding course**.
 1. Fundamentals of Nursing (at end of VN 101)
 2. Pharmacology of Nursing (at end of VN 102)
 3. Adult Medical-Surgical Nursing (at end of VN 105)
 4. Mental Health Nursing (at end of VN 105)
 5. Maternal-Newborn (at end of VN 106)
 6. Nursing Care of Children (at end of VN 107)
 7. Leadership and Management (at end of VN 109)
- III. Retake any failed content area(s) of the ATI proctored examinations after completion of the ATI focused review.
- IV. Achieve at least a Level 2 on all seven (7) content areas of the ATI proctored examinations listed above at the **end of the program**.
- V. All practice examinations must be completed as scheduled during each specific course prior to taking any proctored examinations. The student will not be eligible to take a proctored examination until the practice examinations are completed.
- VI. Failure to achieve a Level One (1) on any of the seven (7) content areas listed with the first attempt will result in **mandatory** completion of the ATI focused review session in the TVC computer laboratory.
- VII. Attend the **mandatory** NCLEX-PN review course.
- VIII. A Comprehensive Predictor Examination will be administered after successful completion of all content areas. The Comprehensive Predictor proctored exam requires achievement of a score of 90% or higher on the Individual Performance Profile (“predicted probability of passing the NCLEX-PN on the first attempt” according to ATI).
- IX. Schedule an exit meeting with the VN Program Director or the VN Assistant Program Director.
- X. If a score of 90% or higher is not achieved on the Comprehensive Predictor Examination within 60 days of completing the VN curriculum, the student will be **required to retake the NCLEX-PN review course**.

XI. Students are expected to schedule a date to take the NCLEX-PN Exam within 90 days of completing the VN program. Failure to do so will result in the student being required to retake an NCLEX-PN review course.

XII. Failure to complete the NCLEX-PN Assessment Readiness requirements will result in a delay in the submission of student application to the BVNPT.

My signature below indicates that I have read, understand, and will abide by all the conditions of this contract.

Signed on _____(Month), _____(Date), 20_____.

STUDENT PRINTED NAME

STUDENT SIGNATURE

MRS. ZENAIDA MITU, RN, MAN
SCHOOL DIRECTOR/ VN PROGRAM DIRECTOR

MS. ELIZA RIVERA-MITU, RN, MSN
ASSISTANT VN PROGRAM DIRECTOR